GOAL

The goal of this unit is to study the legacy of colonialism in First Nations history.

OBJECTIVES

Having completed this unit you will be able to:

- Compare and contrast the diversity between traditional and contemporary society
- Discuss the misconceptions about First Nations entitlements under the *Indian Act*
- Explain the various needs and goals for economic development for Aboriginal peoples
- Identify several examples of successful economic development and resource management
- Examine the ways in which First Nations communities can return to local control
- Outline the importance of resource management and tourism to First Nations communities
- Explain the significance and consequences of the urban experience for aboriginal people
- Discuss the extreme importance of language revival, traditional & contemporary education
- Understand the need for self-determination and governance for First Nations
- Identify several models and case studies with respect to self-government
- Outline the six steps involved and the alternates to the *Treaty* process in British Columbia
- Discuss the significance of the creation of the Nisga'a Lisims government
- Identify the frustrations and direct actions taken by First nations groups in recent years
- Outline the issues surrounding the 2002 referendum on the treaty negotiation process

WHAT TO DO IN THIS UNIT

- This unit uses the textbook B.C. First Nations Studies.
- Ask your teacher for the Unit 7 worksheet.
- Read Chapter 12 from pages 176 194 on *First Nations Society Today*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 13 from pages 195 207 on *Self-Government and Treaties*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 7 Test. Remember, you must get 80% to pass, so studying hard is essential.
- Ask your teacher for the Leadership & Self-determination Project #3 worksheet. It contains a list of suggested topics for your project taken a number of different resources.
- The major projects may only be completed once and they make up 40% of your total grade. Work hard on them so that you can get the best mark possible!

Directions: Answer each of the following questions after reading the appropriate section in the textbook. If you are not sure what section to read, check your course outline.

Part A

1. In what ways has mainstream life changed today for people who are First Nations?

2. What challenges do First Nations communities face, and what can be done to help?

3. Describe the function and mandate of the Aboriginal Healing Foundation established in 1998:

4.	Explain what is the Indian Residential Survivor Project?
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5.	Does the <i>Indian Act</i> still exist today and what regulatory purpose does it serve?
6.	Discuss some misconceptions about the entitlements for First Nations under the <i>Indian Act</i> :
7.	What changes have recently been introduced to the <i>Indian Act</i> , and what debate has this caused?

8.	Why is economic development fundamental to, and so closely linked to self-government?
0	Outline 6 major goals for development heard by the Royal Commission on Aboriginal Peoples:
9.	Outline o major goals for development heard by the Royal Commission on Hooriginal 1 copies.
10.	Explain the importance of local First Nations input and control over resource management?

11.	What are the advantages of First Nations enterprise in the tourism industry? Give examples?
10	Discuss the statistics which describe the percentages of urban aboriginal women:
12.	Discuss the statistics which describe the percentages of thotal aboriginal women.
13.	Describe the BC Association of Aboriginal Friendship Centres and their support for women:
15.	Describe the Bernstein of Meet System 1 (1)

14.	What are the educational issues surrounding the integration of aboriginal students into schools?
15.	What was the Sullivan Report? Why was it important and what recommendations did it make?
16.	Outline the leadership role played by the First Nations Education Steering Committee:

17.	Discuss the initiative known as Aboriginal Education: Pathways to Equity?
18.	Describe several BC provincial educational initiatives aimed at improving aboriginal education:
19.	List and briefly describe some post-secondary programs aimed at First Nations students:
20.	Why is language important to the survival of First Nations culture, and why has its use declined?

21.	What important measures have been taken to save and revitalize the use of traditional languages?
22.	Who is Dave Elliot and what is the SENCOIEN alphabet?
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I alt L	
23.	Describe the factors affecting self-determination for First Nations peoples:
Part E 23.	Describe the factors affecting self-determination for First Nations peoples:

24.	What are the three different models of self-government First Nations might choose?
25.	Discuss two groups of First Nations who have been successful in achieving self-government:
26.	Briefly describe the historical and present state of treaty negotiations in British Columbia:

27.	Outline the six steps in the current British Columbia Treaty Process:
28.	Briefly describe the importance of the creation of the Nisga'a Lisims Treaty and government:

29.	What are the alternatives to the treaty process chosen by some First Nations peoples:
30.	Discuss some of the options taken by First Nations to use direct action to achieve their goals:
31	Why was the 2002 BC Provincial Referendum on the treaty process such a controversial issue?
32.	Outline the questions and results of the 2002 referendum on the treaty negotiation process:

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Test 7 A

Name:			Date:	/50	%
PART A	Place the letter of the corre	ect (definition for each term in the blank	space to the left.	(1 mark each)
1.	Ovide Mercredi	A.	First Aboriginal-owned winery in (Canada located in	Osoyoos, BC
2.	Indian Act	В.	In BC this involves six distinct stage	ges of negotiation.	
3.	Sechelt Indian Band	C.	Complex process requiring support	t of government &	community.
4.	Treaty process	D.	Under the ultimate authority of the	Minister of India	n Affairs.
5.	Economic independence	E.	Devised by Dave Elliot, each letter	phonetically deno	otes a sound.
6.	Wilp	F.	Certificate of Indian Status card.		
7.	Band council system	G.	The former National Chief of the A	Assembly of First	Nations.
8.	Nk'Mip Project	Н.	Called house groups of closely alignment	gned extended fan	nilies.
9.	Interior Nations Alliance	I.	The first in Canada to achieve self-	-government.	
10	. SENCOIEN alphabet	J.	The Southern Carrier, Tsilhqot'in,	St'at'imc, Shuswa	ap,

PART B Each of the following questions requires a short answer.

1. Describe the function and mandate of the Aboriginal Healing Foundation established in 1998. (4 marks)

Nlaka'pamux, and the Okanagan Nations.

2) ,.	Outline 6 major goals for development heard by the Royal Commission on Aboriginal Peoples. (4 marks)
3		Explain the importance of local First Nations input and control over resource management? (4 marks)
4	•	Describe what is the Indian Residential Survivor Project? (4 marks)

5.	Describe several BC provincial educational initiatives aimed at improving aboriginal education. (4 marks)
6.	Outline the leadership role played by the First Nations Education Steering Committee. (4 marks)
7.	What important measures have been taken to save and revitalize the use of traditional languages? (4 marks)

8.	What are the three different models of self-government that First Nations people might choose? (4 marks)
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9.	Outline the six steps in the current British Columbia Treaty Process: (4 Marks)
10	Describe the importance of the creation of the Nisga'a Lisims Treaty and self-government. (4 marks)
10.	Describe the importance of the creation of the twisgle a Listing Treaty and sent government. (The many