

Important Concepts . . .

Preview Review



Social Studies Grade 9 TEACHER KEY
W2 - Lesson 1: Collective Rights

Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 Citizenship, Government, and Identity
W1 - Lesson 2 Making Laws in Canada and the Role of the
..... Media
W1 - Lesson 3 Youth Criminal Justice
W1 - Lesson 4 The Charter of Rights and Freedoms
W1 - Lesson 5 The Charter and the Workplace
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W2 - Lesson 1 Collective Rights
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W2 - Lesson 3 Immigration Issues
W2 - Lesson 4 Immigration
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W3 - Lesson 1 Market and Mixed Economies
W3 - Lesson 2 The Roles of Government, Labour, and
..... Consumers in the Economy
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy
W3 - Lesson 4 Social Programs and Political Parties
W3 - Lesson 5 The Environment
W3 - Quiz

Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9

Version 6

Preview/Review W2 - Lesson 1

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Preview/Review Concepts for Grade Nine Social Studies

Teacher Key



Week 2 - Lesson 1:

Collective Rights

OBJECTIVES

By the end of this lesson, you should

- understand the ways the Canadian *Charter of Rights and Freedoms* helps recognize collective rights in Canada
- know how Treaties 6, 7, and 8 recognize the status and identity of Aboriginal peoples
- recognize how the *Indian Act* acknowledges the status and identity of Aboriginal peoples

GLOSSARY

affirm – to establish the validity of something

assimilate – to be absorbed into the prevailing culture of a society

collective identity – the sense an individual develops by belonging to a larger group

collective rights – rights granted to groups within Canada based on historic and constitutional reasons

entrench – when something cannot be removed except by agreement

ethnocentrism – a belief that one's ethnic culture is better than other ethnic cultures

First Nations – the name used to describe all the Aboriginal peoples recognized by the Canadian constitution

Indian – a word used by early Europeans to describe First Nations people

Indian Act – an act that provides the federal government exclusive authority to legislate over First Nations peoples and the land reserved for First Nations peoples

patriate – the return of an item to its original owners

reserve – land set aside for the use of First Nations peoples recognized by the federal government

residential schools – schools where First Nations children were separated from their parents and provided a European education

sovereignty – the right of people to have independent self-government over a territory

treaties – written agreements between two states or nations

Week 2 – Lesson 1: Collective Rights

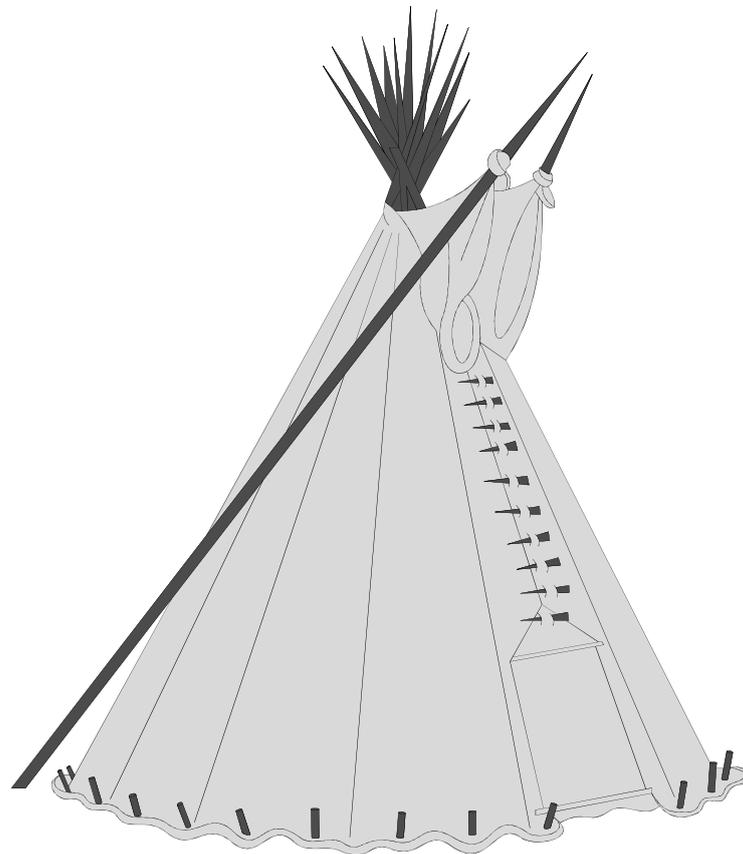
Reading 1: Canada’s Unique History

Canada is a unique place to live. It is a vast country with many cultures. The Aboriginal peoples lived here and many years later the French and English followed. Canada’s early history is a unique blend of First Nations, French, and English. Unlike the United States, the meetings between **First Nations** and Europeans were much more peaceful in Canada.

Both the British and Canadian governments negotiated and signed a number of treaties with First Nations peoples. The Canadian government granted **collective rights** to First Nations, Métis, and Inuit people. Collective rights have also been granted to Anglophones and Francophones. Collective rights have been granted to these three groups (Aboriginals, Anglophones, and Francophones) because they are considered to be the founding peoples of Canada.

The collective rights are able to **affirm** the **collective identity** of Anglophones, Francophones, and Aboriginals in Canada.

To discover some of the history regarding collective rights in Canada, read pages 122 and 123 in your textbook, *Issues For Canadians*. Then complete Activity 1.



Activity 1: Canada's Unique History

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How are collective rights different from individual rights?

Every Canadian citizen has individual rights. Collective rights are rights granted to people who are members of one of the specific groups in Canadian society.

2. Which groups are entitled to collective rights?

Aboriginal peoples, including First Nations, Métis, and Inuit people, along with Francophones and Anglophones are entitled to collective rights.

3. Why are collective rights only granted to specific groups of people?

These collective rights recognize the founding peoples of Canada and their roots in the land and history of Canada.

Reading 2: The Numbered Treaties

In 1763, England and France signed a treaty that ended a war that had lasted for seven years. The treaty allowed England to gain total control of Canada. Knowing that it would be very difficult to govern the vast lands that suddenly had come under England's control, England's king issued the Royal Proclamation of 1763.

The purpose of the proclamation was to help England to organize its new empire. The proclamation allowed the French who remained in Canada to continue with most of their customs. The proclamation also recognized the First Nations' rights to land and introduced a method of making treaties by peaceful negotiation.

Over the years, a number of treaties were forged between England and First Nations people. In 1867, Canada earned its freedom from England. Canada's first Prime Minister, John A. Macdonald, had a dream of creating a nation that went from sea to sea. To accomplish his dream, it was necessary for the Canadian government to obtain title to the land from First Nations. Between 1871 and 1921, the Canadian government signed a total of eleven treaties with First Nation peoples.¹ Each treaty covers a tract of land that was thought to be the traditional land of the First Nation or Nations who signed that particular treaty.

Today, the Canadian government is in negotiations with a number of Aboriginal peoples who are working on clarifying their right to **sovereignty**.

To discover which treaties affected Alberta and why they recognize the status and identity of Aboriginal peoples, read pages 124 to 127 in your textbook, *Issues For Canadians*. Then complete Activity 2.

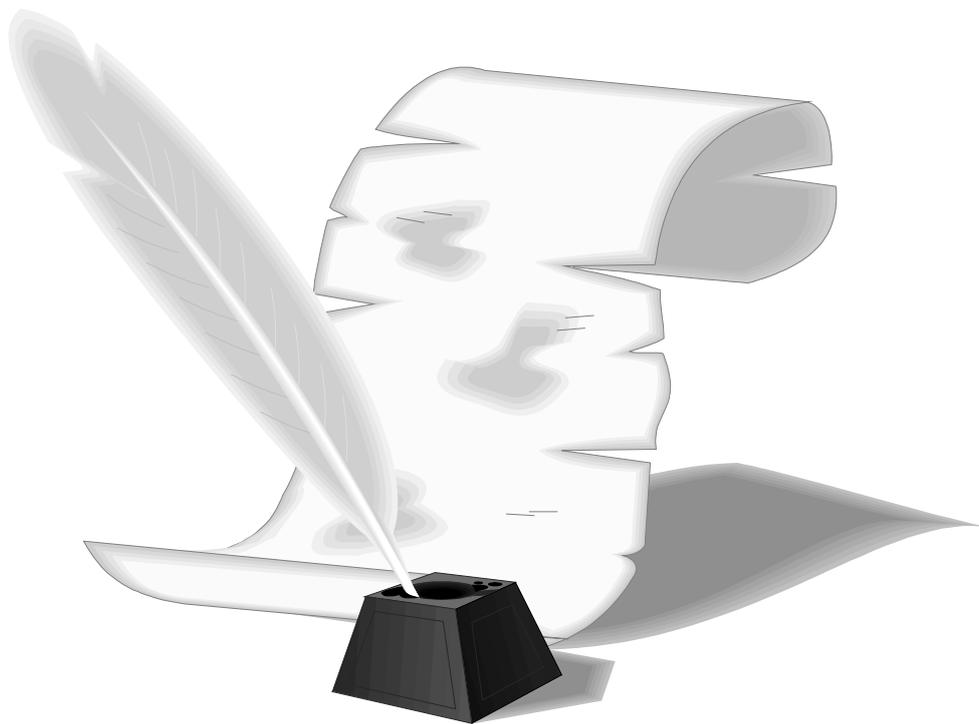
¹Information obtained from *The Canadian Encyclopedia's* website on Indian Treaties:
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003983>

Activity 2: The Numbered Treaties

To finish the activity, you must complete each given statement by writing the correct word or phrase on the line provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. The Numbered Treaties have their roots in the Royal Proclamation (2 words) of 1763.
2. The proclamation recognized First Nations' (2 words) rights to land and established the principle of making treaties with First Nations.
3. The Numbered Treaties were agreements between the Queen and First Nations.
4. The First Nations agreed to share their lands and resources in peace while the Canadian government agreed to terms covering the First Nations' needs for education, reserves, and other matters. Most First Nations would also receive an annuity.
5. For First Nations, the Numbered Treaties are sacred agreements (2 words) between two nations, solemnly made, that cannot be changed without their agreement.
6. Numbered Treaties 6, 7, and 8 are the treaties that affect Alberta.
7. Canada needed title to the land in the west because it had promised to build a railway to British Columbia (2 words).
8. The Canadian government was willing to sign treaties with First Nations people in order to avoid war.

9. First Nations signed the treaties to secure their future.
10. Canada's government believes First Nations gave up their land under the Treaties, while the First Nations believe the land was never theirs to give up (2 words).
11. First Nations recorded the Treaties in their oral histories (2 words) in their own languages and the Canadian government recorded them in written English.



Reading 3: The Development of Treaties

Treaties are documents that two or more nations sign to formally recognize an agreement. Treaties may be used to end a war, for trade purposes, or in other areas in which all the nations signing have an interest.

When England signed its first treaty with Aboriginal peoples, the treaty recognized the Aboriginal peoples as a nation. Today, we often refer to a specific group of Aboriginal people as a First Nation.

When a First Nation agreed to a treaty, the First Nation believed the treaty was to be honoured forever. They used terms like *as long as the river flows, as long as the grass grows, or as long as the sun shines*. First Nations people have always tried to look to the future. The First Nations considered things not only for themselves, but also for their children and their children's children. The Iroquois are noted for looking seven generations into the future before making a decision.

When the Canadian government passed the ***Indian Act*** in 1876, it failed to consult any of the First Nations. The **ethnocentrism** of the Canadian government encouraged it to believe that all First Nations peoples should be guided and fully integrated into mainstream Canada. The government believed it could do this through the education of First Nations youth.

One of the obligations the Canadian government accepted with the passing of the *Indian Act* was the education of First Nations people's children. The First Nations realized their children needed to understand the new ways of the world brought by the Europeans. However, the Canadian government thought that education would be a good way to **assimilate** all First Nations into the larger Canadian society.

The Canadian government established **residential schools**, which isolated First Nations children from their parents and forced the children to accept European ideas and customs in place of their own heritage. Residential schools succeeded at disrupting the connections between children and their parents. Many children lost their connections to their languages, cultures, and identities.

The residential schools were eventually closed and in 2008 the Canadian government apologized for the creation of the residential school system.

In 1933, a number of Cree and Stony **Indians** from central Alberta formed the League of Indians of Alberta. Other First Nations in Alberta soon joined them and the name of the association was changed to the Indian Association of Alberta. They had a number of concerns they believed they could resolve as a group rather than as individuals. Their four original principle aims were:

- The entrenching of treaty rights into the Canadian constitution
- The cooperation with various governments for the advancement of Indians
- The improvement in the social and economic welfare of Indian peoples
- The development of improved educational facilities and opportunities

Today, the Indian Association of Alberta, along with other groups, still follows these principles as they work on the continued recognition of First Nations collective rights.

In 1980, the Canadian government went to the British Parliament to **patriate** the Canadian constitution. The First Nations sent a delegation to London to petition Britain's parliament to **entrench** Aboriginal rights in Canada's constitution before it was patriated back to Canada. The result of this action is that section 35 of Canada's constitution identifies First Nations, Métis, and Inuit peoples as Canada's Aboriginal peoples and recognizes existing treaties and rights.

Today, the Canadian government continues to negotiate with First Nations peoples to resolve unsettled claims and differences that remain between the two parties.

To review this reading, complete Activity 3.

Sources of information for this reading: *Issues for Canadians*, pages 128 to 135, and the Alberta Online Encyclopedia http://www.abheritage.ca/abpolitics/people/influ_indian.html

Activity 3: The Development of Treaties

To complete Activity 3, choose the **best** word from the list of words provided to complete each statement. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Aboriginal	apologized	assimilate	connections
constitution	consulting	delegation	disrupt
documents	education	entrench	ethnocentrism
First Nation	guided	integrated	isolate
nation	patriate	recognizes	residential schools
seven	six	solstice	treaties

1. When England signed the first treaty with Aboriginal peoples, England recognized them as a **nation**.
2. The Iroquois tend to look **seven** generations into the future before they make a decision.
3. From time to time, the Canadian government has made decisions for First Nations people without **consulting** them.
4. The Canadian government believed that all First Nations peoples needed to be **guided** and fully **integrated** into mainstream Canada.
5. The Canadian government decided that education would be the best method to **assimilate** First Nations people.
6. **Residential schools** (2 words) were an attempt to **isolate** First Nations children from their parents.
7. The Canadian government eventually **apologized** for the creation of the residential school system.
8. When the Canadian government went to the British Parliament to **patriate** the Canadian constitution, the First Nations sent a **delegation** to petition Britain's parliament to **entrench** Aboriginal rights in Canada's constitution.

Reading 4: *The Indian Act*

In 1876, the Canadian government passed the *Indian Act*. This act was passed without consulting First Nations people. The act took a “father knows best” approach, which left many important decisions in the hands of the government and its agents rather than in those of the First Nations people.

Over the years the First Nations have successfully pressured the Canadian government to make revisions to the *Indian Act*. The act still provides the guidelines that the Canadian government uses in negotiating with the First Nation, Métis, and Inuit peoples.

What was included in the original *Indian Act*?

To discover the ideals and features of the act, read pages 137 and 138 in your textbook, *Issues For Canadians*. Then complete Activity 4.



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- T** 6. The Canadian government believed that the European culture was superior to other cultures.
-
-
- F** 7. The *Indian Act* allowed First Nations people to determine who could be registered as a “status Indian” with treaty rights.
The Indian Act defines who could be registered as a “status Indian” with treaty rights leaving any decisions in the hands of the federal government.
-
- T** 8. The original aim of the *Indian Act* was to assimilate First Nations people.
-
-
- F** 9. The *Indian Act* allowed First Nations to continue their traditional ways of electing leaders, dressing, and holding ceremonies.
The Indian Act restricted First Nations from their traditional ways of electing leaders, dressing, and holding ceremonies.
-
- T** 10. As late as 1960, First Nations individuals had to give up their legal identity and Treaty rights to be able to vote in elections.
-
-
- F** 11. Many First Nations agree with the Canadian government’s attempt to replace the *Indian Act*.
Many First Nations oppose the Canadian government’s attempt to replace the Indian Act.
-

Week 2 – Lesson 1: Collective Rights Review Assignment

Complete pages 12 to 15 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

Section A: Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. Identify **two** of the groups granted collective rights in Canada. (2 marks)

Students are to identify any two of the following groups.

- *Aboriginal peoples (First Nations, Métis, and Inuit)*
- *Francophones*
- *Anglophones*

2. Why are there collective rights in Canada? (1 mark)

Collective rights recognize the contributions of the founding peoples of Canada.

3. What were **three** of the reasons the Canadian government and the First Nations negotiated treaties? (3 marks)

Students are to identify any three of the following points.

- *Canada wanted to build a railway to link British Columbia to the rest of Canada.*
- *Canada (and the First Nations) wanted to avoid war.*
- *First Nations wanted to secure their future.*
- *Canada wanted to open up the west to immigration.*

4. How did the Canadian government use residential schools to assimilate First Nations people into Canadian society? (2 marks)

Residential schools isolated children from their parents and forced the children to accept European ideas and customs in place of their own heritage.

5. Identify **two** of the principles or goals of the Indian Association of Alberta? (2 marks)

Students are to identify any two of the following points.

- ***The entrenching of treaty rights into the Canadian constitution***
- ***The cooperation with various governments for the advancement of Indians***
- ***The improvement in the social and economic welfare of Indian peoples***
- ***The development of improved educational facilities and opportunities***

Section B: Matching

Match the concept on the left with the correct definition on the right. Write the letter on the appropriate line to indicate your choice. An answer will only be used once. This section is worth 10 marks.

<u> </u> D	land set aside for the use of First Nations people	A. Indian Act
<u> </u> C	the return of an item to its original owners	B. assimilate
<u> </u> J	written agreements between two states or nations	C. patriate
<u> </u> A	provides the federal government exclusive authority to legislate over First Nations people	D. reserve
<u> </u> G	schools used to separate children from their parents	E. collective rights
<u> </u> I	when something cannot be removed	F. sovereignty
<u> </u> B	to be absorbed into the prevailing culture	G. residential schools
<u> </u> E	rights granted to groups within Canada based on historic reasons	H. ethnocentrism
<u> </u> F	right of people to have independent self-government	I. entrench
<u> </u> H	the belief that one's ethnic culture is superior	J. treaties

Section C: Fill-in-the-Blanks

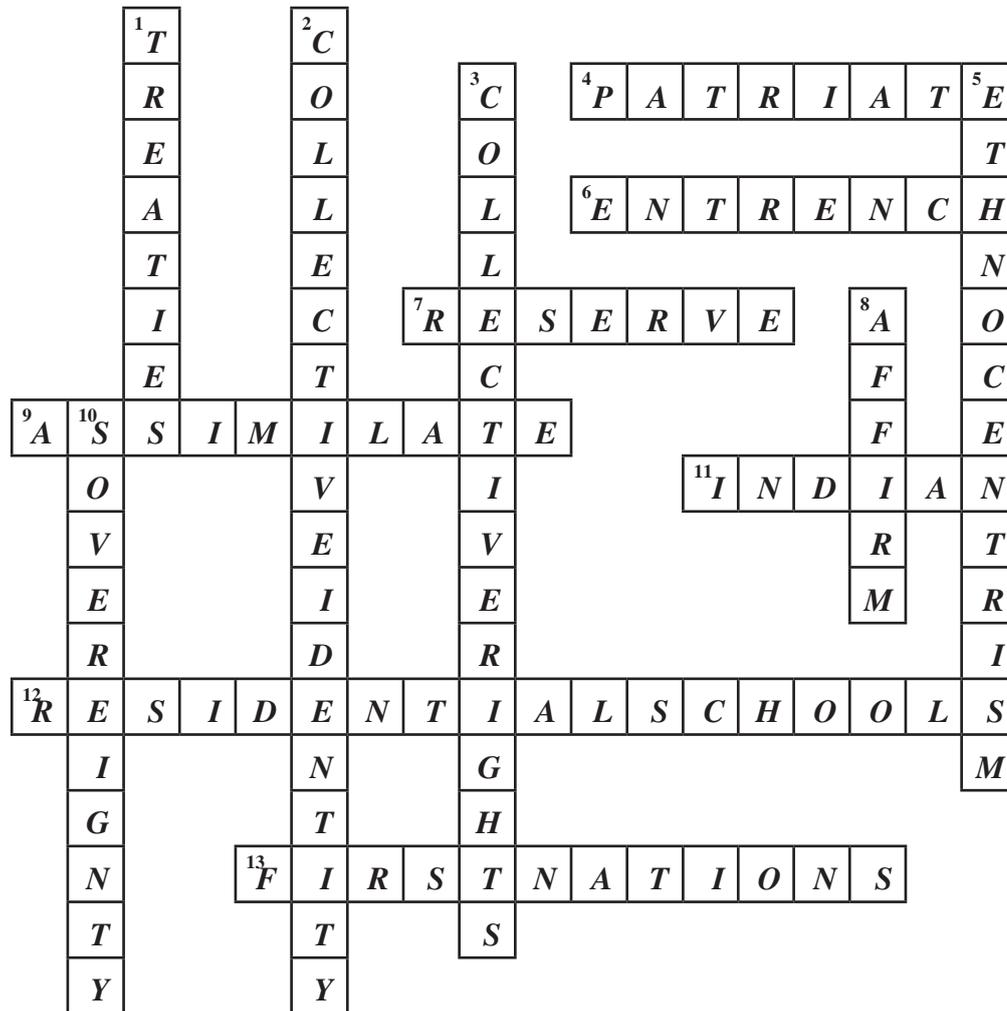
Complete each of the following sentences by writing the correct word or phrase on the lines provided. This section is worth 5 marks.

1. Canada's early history is a unique blend of First Nations, French, and English.
2. One of the obligations the Canadian government accepted was the education of the First Nation people's children.
3. The First Nations sent a delegation to London to petition Britain's parliament.
4. The Indian Act (2 words) was originally aimed to assimilate First Nations people.

Total: _____
25 marks

Bonus Crossword Puzzle: Collective Rights

Use the clues below to identify the words and phrases in the crossword puzzle.



Across

- 4 to return an item to its original owners
- 6 when rights cannot be removed
- 7 land set aside for the use of First Nations people
- 9 to be absorbed into the prevailing culture of a society
- 11 used by early Europeans to describe First Nations people
- 12 the schools where First Nation children were separated from their parents (2 words)
- 13 describes all the Aboriginal peoples recognized by the Canadian constitution (2 words)

Down

- 1 written agreements between two states or nations
- 2 a sense an individual develops by belonging to a larger group (2 words)
- 3 the rights granted to groups within Canada based on historic reasons (2 words)
- 5 when one believes their culture is superior to other cultures
- 8 to establish the validity of something
- 10 the right of people to have independent self-government

