

Important Concepts . . .

Preview Review



Social Studies Grade 9

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
W1 - Quiz

W2 - Lesson 1 Collective Rights
W2 - Lesson 2 Collective Rights of the French and Métis
W2 - Lesson 3 Immigration Issues
W2 - Lesson 4 Immigration
W2 - Lesson 5 Review
W2 - Quiz

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

1-894894-82-0

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

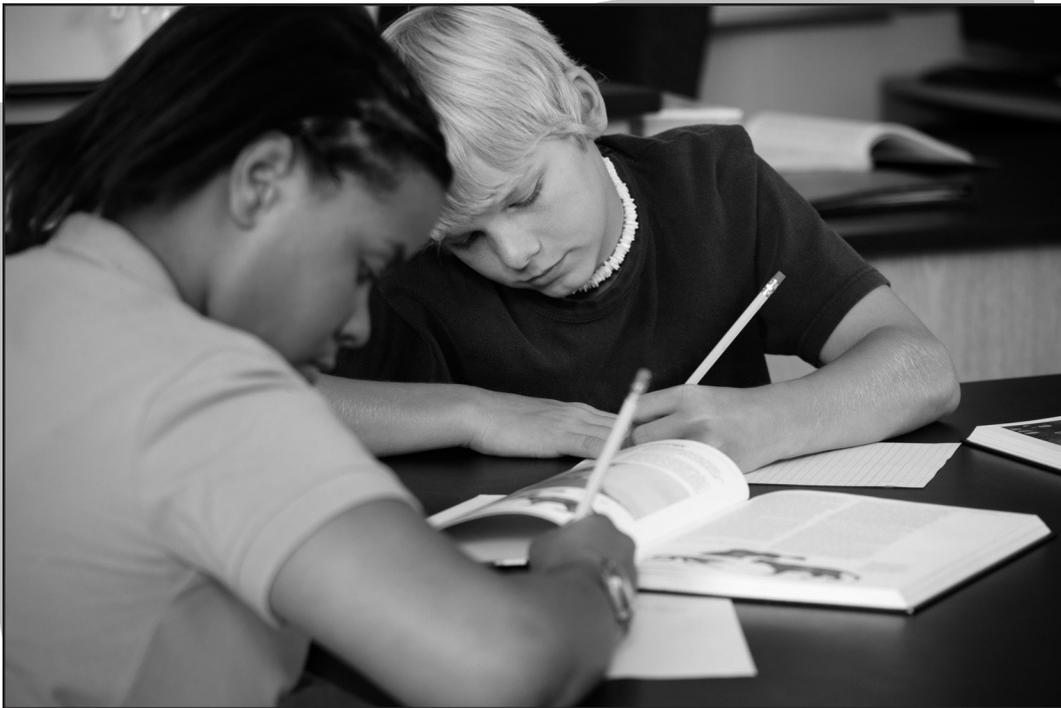
Copyright © 2010, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Nine Social Studies



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

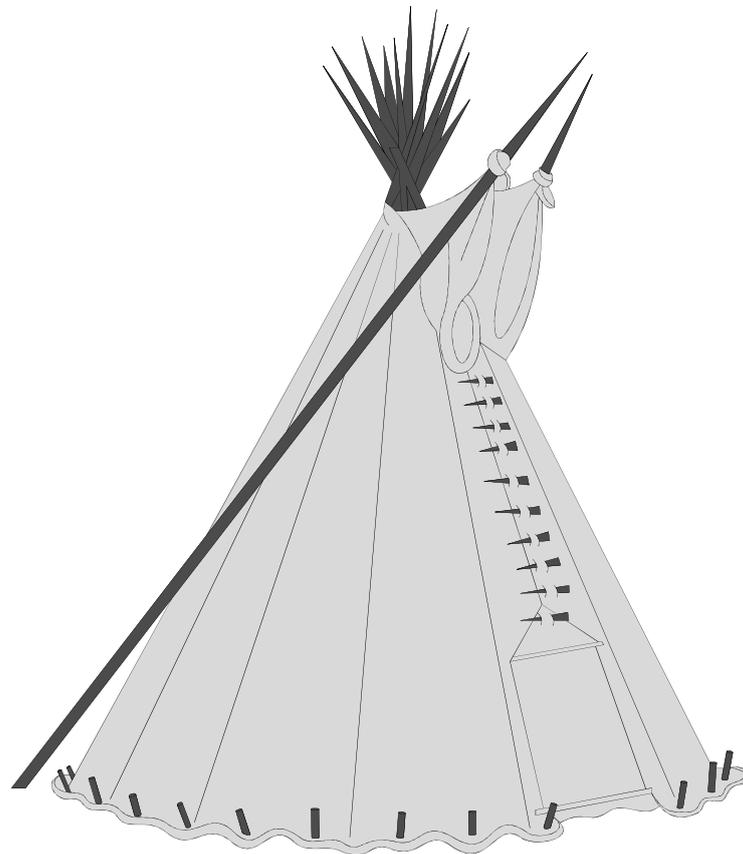
Reading 1: Canada’s Unique History

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?

2. Which groups are entitled to collective rights?

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

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.

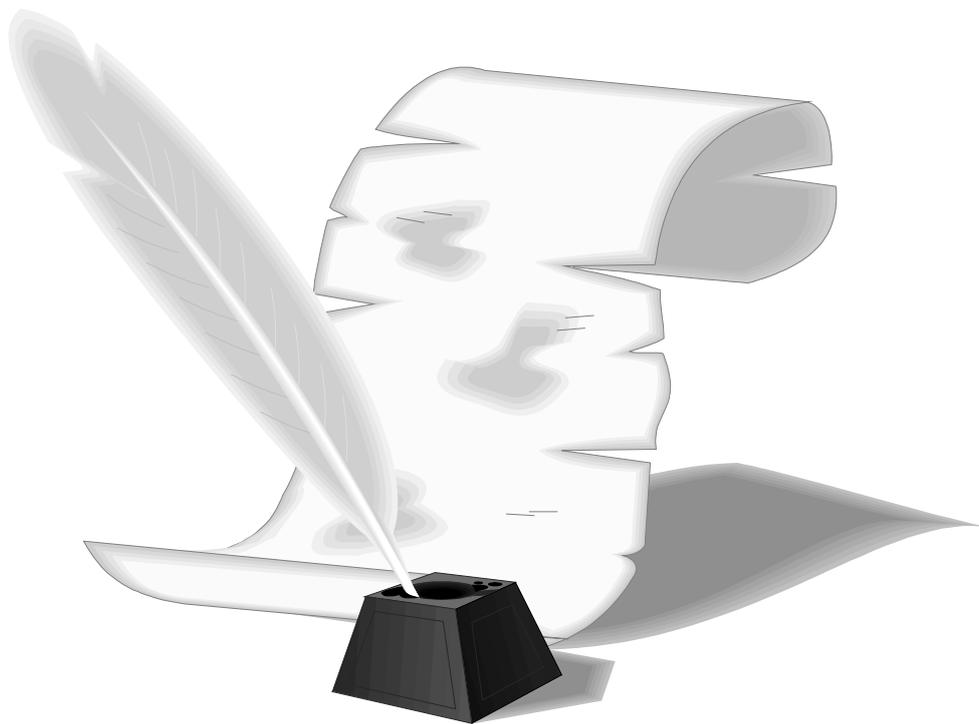
¹Information obtained from *The Canadian Encyclopedia's* website on Indian Treaties:
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003983>

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 _____ Treaties have their roots in the _____
(2 words) of 1763.
2. The proclamation recognized _____ (2 words) rights
to land and established the _____ of making treaties with First
Nations.
3. The Numbered Treaties were _____ between the _____ and First
Nations.
4. The First Nations agreed to _____ their lands and resources in
_____ while the Canadian government agreed to terms covering the First
Nations' needs for _____, reserves, and other matters. Most First Nations
would also receive an _____.
5. For First Nations, the Numbered Treaties are _____
(2 words) between two nations, _____ made, that cannot be _____
without their agreement.
6. Numbered Treaties ____, ____, and ____ are the treaties that affect _____.
7. Canada needed title to the land in the _____ because it had promised to
build a _____ to _____ (2 words).
8. The Canadian government was willing to sign treaties with First Nations people in
order to avoid _____.

9. First Nations signed the treaties to _____ their future.
10. Canada's government believes First Nations gave up their _____ under the _____, while the First Nations believe the land was never theirs to _____ (2 words).
11. First Nations _____ the Treaties in their _____ (2 words) in their own languages and the Canadian government recorded them in _____ 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 _____.
2. The Iroquois tend to look _____ 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 _____ them.
4. The Canadian government believed that all First Nations peoples needed to be _____ and fully _____ into mainstream Canada.
5. The Canadian government decided that education would be the best method to _____ First Nations people.
6. _____ (2 words) were an attempt to _____ First Nations children from their parents.
7. The Canadian government eventually _____ for the creation of the residential school system.
8. When the Canadian government went to the British Parliament to _____ the Canadian constitution, the First Nations sent a _____ to petition Britain's parliament to _____ 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.



© Thinkstock

Activity 4: *The Indian Act*

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true**. 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 *Indian Act* allowed the federal government to develop some general guidelines to help administer Treaty rights to First Nations.

- _____ 2. The *Indian Act* affirmed the collective rights of First Nations.

- _____ 3. The *Indian Act* allowed the development of Indian Agents for each reserve.

- _____ 4. Indian agents were answerable to the First Nation and could act only with the approval of the First Nation.

- _____ 5. When the *Indian Act* came into effect in 1876, it was common for the Canadian government to consult with First Nations before making a decision.

_____ 6. The Canadian government believed that the European culture was superior to other cultures.

_____ 7. The *Indian Act* allowed First Nations people to determine who could be registered as a “status Indian” with treaty rights.

_____ 8. The original aim of the *Indian Act* was to assimilate First Nations people.

_____ 9. The *Indian Act* allowed First Nations to continue their traditional ways of electing leaders, dressing, and holding ceremonies.

_____ 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.

_____ 11. Many First Nations agree with 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)

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

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

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

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

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.

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

Section C: Fill-in-the-Blanks

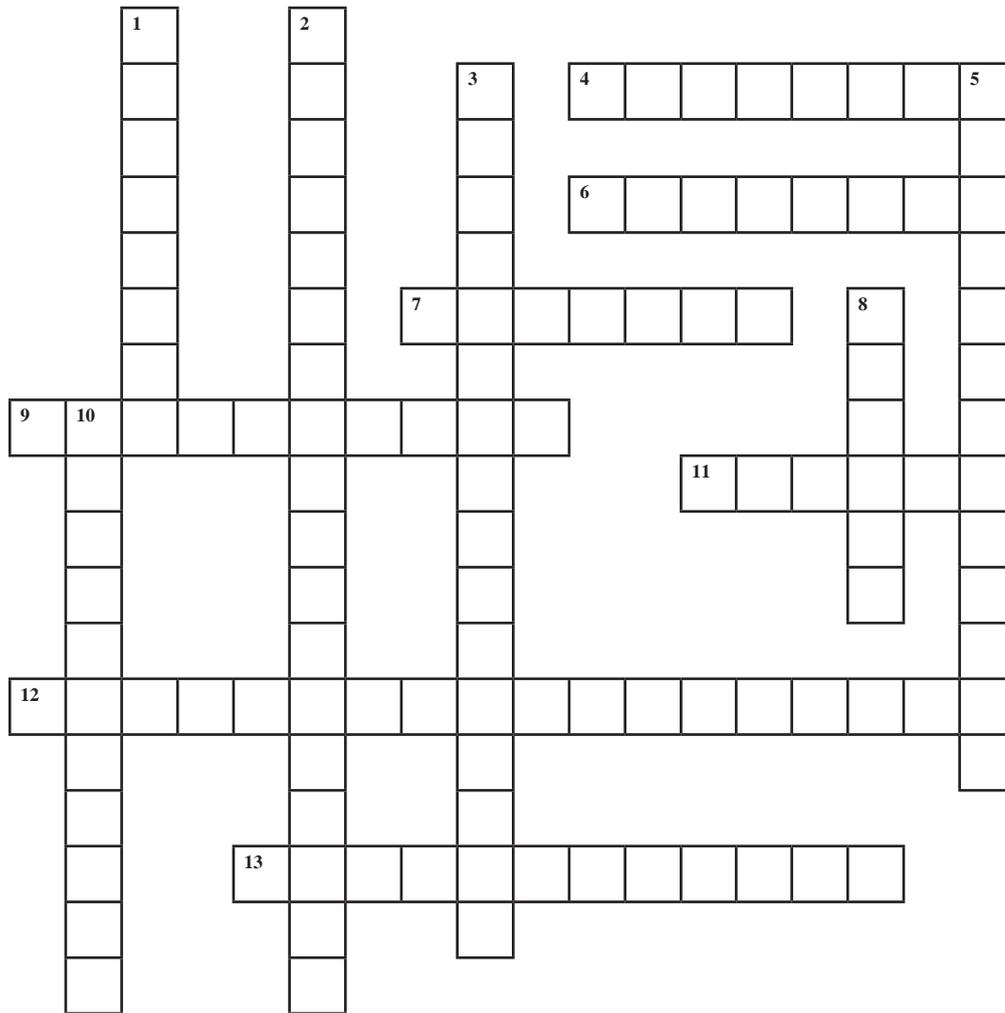
Complete each of the following sentences by writing the correct word or phrase on the lines provided. This section is worth 5 marks.

1. Canada's early history is a _____ blend of First Nations, French, and English.
2. One of the _____ the Canadian government accepted was the _____ of the First Nation people's children.
3. The First Nations sent a _____ to London to petition Britain's parliament.
4. The _____ _____ (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

