

# Grade 12 Current Topics in First Nations, Métis, and Inuit Studies

Course Code 0103

Course Credit 1.0

## **FRENCH IMMERSION** Program

### Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Learning in social studies takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Learners in social studies are exposed to both models of this discipline, and cultural and language models.

### Course Overview

Grade 12 Current Topics in First Nations, Métis, and Inuit Studies supports the empowerment of learners through the exploration of the histories, traditions, cultures, world views, and contemporary issues of Indigenous Peoples in Canada and worldwide. Learners gain knowledge and develop the values and the critical thinking, communication, analytical, and inquiry skills that will enable them to better understand past and present realities of Indigenous Peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural reclamation allows learners to understand and work toward the post-colonial future envisioned by Indigenous Peoples. This knowledge will enable Indigenous learners to participate

meaningfully as citizens of their cultural community and of contemporary Canadian society, and as active and engaged global citizens. Non-Indigenous learners will become knowledgeable of the world views, histories, cultures, and accomplishments of Indigenous Peoples, and thus be able to engage in an informed and empathetic manner in debates concerning Indigenous issues at local, national, and global levels.

## Global Competencies in Social Studies



### Critical Thinking

**Critical thinking in social studies** is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



## Creativity

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**Creativity in social studies** enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



## Citizenship

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**Citizenship in social studies** prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



## Connection to Self

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**Connection to self in social studies** is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



## Collaboration

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**Collaboration in social studies** includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



## Communication

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**Communication in social studies** enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

## Enduring Understandings

### Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



## The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

## Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

## Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

## Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

## Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.





## Learning Outcomes

### Themes to Guide Learning Outcomes for Current Topics in First Nations, Métis, and Inuit Studies

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- Traditionally, First Nations, Métis, and Inuit Peoples share a world view of harmony and balance with nature, one another, and themselves.
- First Nations, Métis, and Inuit Peoples represent a diversity of cultures, each expressed in a unique way.
- Understanding of and respect for First Nations, Métis, and Inuit Peoples begin with knowledge of their pasts.
- Due to Canada's colonial past, there are unresolved historical issues that need to be recognized and addressed.
- First Nations, Métis, and Inuit Peoples make contributions to Canadian society and share in its successes.


### Specific Learning Outcomes

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#### Cluster 1: Image and identity


1. Describe the issues facing First Nations, Métis, and Inuit Peoples in Canada today, and explain why should they matter to Canadians.
  - a. What are the “ghosts of history” (e.g., dishonoured treaties, theft of Indigenous lands, suppression of Indigenous cultures, abduction of Indigenous children, impoverishment and disempowerment of Indigenous Peoples) as identified in the *Report of the Royal Commission on Aboriginal Peoples*?
  - b. What have been the consequences of these “ghosts” (i.e., how have these issues affected the quality of life of First Nations, Métis, and Inuit peoples, as well as the relationship between Indigenous and non-Indigenous Canadians?)?
  - c. Why should these “ghosts” matter to all Canadians?
2. Identify and describe the First Nations, Métis, and Inuit Peoples of Canada.
  - a. What are the elements that define Indigenous identity?
  - b. How are Indigenous Peoples distinct from other Canadians?
  - c. What common values, principles, and/or beliefs do First Nations, Métis, and Inuit Peoples share?
  - d. What have been the consequences of governmental attempts to define Indigenous Peoples?
  - e. Why is the restoration and renewal of Indigenous cultures important to all Canadians?



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- 3.** Describe the popular image of Indigenous people in contemporary Canada.
    - a.** What are some of the effects of negative stereotypes of Indigenous Peoples?
    - b.** What can you do to combat racism against Indigenous Peoples in Canada?
    - c.** Why do racism, prejudice, and discrimination persist in Canada and elsewhere in the world?


## Cluster 2: A Profound Ambivalence: First Nations, Métis, and Inuit Relations with Government

- 1.** Describe the relationship that existed among Indigenous nations and between Indigenous nations and the European newcomers in the era of the fur trade and the pre-Confederation treaties.
  - a.** How did Indigenous nations interact?
  - b.** How did First Nations' understandings of treaties differ from that of the Europeans?
  - c.** What were the principles and protocols that characterized trade between Indigenous nations and the traders of the Hudson's Bay Company?
  - d.** What role did Indigenous nations play in conflicts between Europeans on Turtle Island?
- 2.** Explain the meaning and significance of the statement: "We are all treaty people."
  - a.** Why did First Nations and Canada enter into treaties?
  - b.** How do First Nations and government perspectives about treaties differ?
  - c.** How did the treaties benefit Canada?
  - d.** What are the unresolved issues concerning treaties?
  - e.** Why are treaties important today?
- 3.** Describe the impact the Indian Act has had on the autonomy of First Nations.
  - a.** What was the original purpose of the Indian Act from a government perspective, and has this changed today?
  - b.** How do First Nations view the Indian Act?
  - c.** How has the Indian Act affected the social, political, spiritual, cultural, and economic life of First Nations?
  - d.** In which ways and why did the Indian Act evolve?

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4. Describe the Métis.
    - a. How did the Red River Métis come to be?
    - b. What are the characteristics that distinguish Métis culture?
    - c. What was the Métis experience of colonization?
    - d. How did the Red River Métis's defence of their rights shape the development of Canada?
  5. Describe how the First Nations, Métis, and Inuit Peoples have attempted to regain their status as self-determining nations through land claims, recognition of Treaty and Indigenous Rights, and the pursuit of self-government.
    - a. Why is land important to First Nations, Métis, and Inuit Peoples?
    - b. By what methods and with what results are First Nations, Métis, and Inuit Peoples seeking realization of Indigenous and Treaty Rights?
    - c. How has the struggle for self-determination by First Nations, Métis, and Inuit nations been affected by landmark court decisions, government policies and initiatives, and Indigenous resistance?
    - d. What are the various types of land claims?
    - e. How are land claims resolved?
    - f. What does effective self-government look like?
    - g. What are the challenges and obstacles to self-government?

### Cluster 3: Toward a Just Society

1. Describe how colonization subverted traditional education for First Nations, Métis, and Inuit Peoples, and how education's true purpose—to produce informed, independent, contributing citizens—can be restored.
  - a. How did traditional education function?
  - b. What were the purposes of residential schools, and what was the impact of residential schools on First Nations, Métis, and Inuit Peoples then and now? What was the impact on Canadian society?
  - c. How can education meet the needs of First Nations, Métis, and Inuit Peoples?
  - d. How can First Nations, Métis, and Inuit education benefit all Canadians?
2. Describe how colonization subverted traditional health practices for First Nations, Métis, and Inuit Peoples and how the health system's true purpose—to produce healthy individuals and communities—can be restored.
  - a. What are traditional holistic health practices of First Nations, Métis, and Inuit Peoples?
  - b. How have health strategies/models/practices for First Nations, Métis, and Inuit Peoples evolved over time?

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- c.** What are the health issues affecting First Nations, Métis, and Inuit Peoples today?
      - d.** How can western and traditional Indigenous practices complement each other to create healthy Indigenous individuals and communities?
    - 3.** Describe the connection between colonialism and the legal issues facing First Nations, Métis, and Inuit Peoples.
      - a.** How has the role of justice practices for First Nations, Métis, and Inuit Peoples evolved over time?
      - b.** What are the legal system issues affecting First Nations, Métis, and Inuit Peoples today?
      - c.** What are traditional Indigenous justice practices?
      - d.** What is restorative justice and how is it being incorporated into the legal system to help individuals and communities today?
    - 4.** Explain how colonialism has affected the economies of First Nations, Métis, and Inuit Peoples.
      - a.** How have the economic practices of First Nations, Métis, and Inuit Peoples changed over time?
      - b.** What are the traditional economies of First Nations, Métis, and Inuit Peoples?
      - c.** What are the economic issues affecting First Nations, Métis, and Inuit Peoples today and why have they arisen?
      - d.** How are First Nations, Métis, and Inuit Peoples attempting to meet current economic challenges?

#### Cluster 4: Indigenous Peoples of the World

- 1.** Explain why the preservation of Indigenous cultures is vital for both Indigenous and other citizens of contemporary Canada.
  - a.** What are the traditions and contemporary issues that connect Indigenous peoples worldwide?
  - b.** Who are the Indigenous peoples of the earth?
  - c.** What are the challenges and achievements of world Indigenous populations?
  - d.** How are world Indigenous issues addressed?

#### Cluster 5: A Festival of Learning

- 1.** Explain how First Nations, Métis, and Inuit cultures combine tradition and adaptation to meet the challenges of today and to ensure a better tomorrow.



## Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade\\_12.html](https://www.edu.gov.mb.ca/k12/framework/immersion/socstud/resources/grade_12.html).