

INTRODUCTION

Overview

The BC First Nations Land, Title, and Governance Teacher Resource Guide is intended to provide support for teachers and students in all BC schools, including First Nations, public, and independent schools, to gain an understanding of traditional and contemporary forms of First Nations governance. It provides background information relevant to all teachers and students, and provides suggested activities and resources for Grades 2 to 12.

This guide is intended in part to address the Calls to Action of the Truth and Reconciliation Commission of Canada, particularly the call to “integrate Indigenous knowledge and teaching methods into classrooms” (clause 62) and “build student capacity for intercultural understanding, empathy and mutual respect” (clause 63).

This Teacher Resource Guide is divided into six different units as well as additional support material. While the first four units are organized by grade level, teachers will find activities in all of them that can be adapted to other grades as needed. Units 5 and 6 can be applied from Grades 4 to 12. The units are:

1. Governance in First Nations Communities, Grades 2-3
2. First Nations Governance Over Time, Grades 4-6
3. Shaping First Nations Governance, Grades 7-9
4. Pathways Back to Self-Governance, Grades 10-12
5. Reconciling Indigenous Rights and Title: Treaties and Alternatives
6. Hunting and Trapping Case Studies

The support materials following the units are:

- Blackline Masters – one set for the Governance units, Units 1 to 4, and one set for Unit 5, Settling Indigenous Rights and Title: Treaties and Alternatives.
- Backgrounders – one page articles about a variety of topics, for quick teacher and older student reference.
- Glossary
- Bibliography

Assessment

- Formative Assessment Strategies: The activities include suggestions for formative assessment, noted in the margins beside the relevant activity.
- Summative Assessments: It is expected that teachers will adapt the suggested activities to create their own units, and will thus develop their own summative assessments.

BC FIRST NATIONS LAND, TITLE, AND GOVERNANCE: INTRODUCTION

Why Learn about First Nations Land, Title and Governance?

- First Nations were here first and had their own forms of land stewardship, governance, cultures, languages and legal systems.
- Early relations between First Nations and European settlers, including treaties, form a part of the constitutional fabric of Canada.
- Reconciliation is ongoing between First Nations, the Crown governments and others to address and overcome the negative impacts of colonization. This requires increased public awareness of our shared history and understanding the relevance and importance of First Nations' continued connections to their territories and governance systems.
- All students deserve to have an understanding of the First Peoples' historical roots and their diverse systems by which they governed themselves in the past and that continue today
- All citizens of BC will benefit from a solid understanding of ways that different levels of First Nations' governance works in our contemporary society.
- Indigenous students may be motivated to participate in their local First Nations governments and perhaps recognize opportunities for future careers.

Goals of the BC First Nations Land, Title, and Governance Teacher Resource Guide

- Understand that First Peoples had strong, unique and diverse systems of governance and nation-to-nation relationships before contact, and these continue today
- Give examples of historical and present-day impacts of colonization on First Peoples governance
- Give examples of how some First Peoples' government systems operate in contemporary society
- Raise awareness of some of the benefits and challenges for First Peoples in exercising self-government
- Understand the people and operations involved in the local First Nations governance bodies
- Identify the reasons for the BC Treaty Process, and the diverse perspectives of First Nations individuals and communities about treaties and their alternatives.