

# Unit 7

## Resources and Economies

### Overview

In the past, First Nations in BC had strong economies based on the specific resources found in their territories, and those that could be traded with other groups. Some were based on fishing, some on whaling, some on hunting caribou or bison, supplemented by a diversity of other plant, animal and mineral resources. These economies were severely disrupted by the impacts of colonialism.

Colonialism is in large part a process of acquiring and benefiting from the resources of another state or group of people. In British Columbia this began with the fur trade, then expanded into the occupation of First Nations territories to extract the resources they depended on for their traditional economies. Indigenous people were largely cut out of the new resource economies except as workers and wage earners. They saw all the benefits and profits from their traditional resources taken from them and profiting others.

The impacts of colonialism devastated traditional economies and many Indigenous people became economically marginalized. Today, however, most First Nations communities have economic development programs in place that are improving economic conditions. These include communities who are regaining some level of control of their traditional resources.

This unit explores the relationships between First Nations economies and the natural resources of their lands over time. Students examine First Nations relationships with the resources of their territories in the past, present and future, and the use and abuse of resources through colonialism.

### *Essential Understandings*

- First Nations have always had sophisticated and sustainable economic systems based on the resources of their lands.
- Colonialism took economic control of the resources away from First Nations people.
- Joining the wage economy changed basic economic and political structures within First Nations societies.
- The division of powers between the federal and provincial governments has complicated the issues surrounding control of resources.

### *Guiding Questions*

- What are the relationships between First Nations lands and resources and their traditional economies?
- How did BC First Nations traditional economies change after contact?
- What are the major impacts of colonialism on traditional Indigenous economies?
- In what ways are BC First Nations achieving self-government and increasing control of their land and resources today?

### Focus on Learning Goals

While many or all the First Peoples Principles of Learning and BC Learning Standards may be relevant, the following are suggested as a focus in this Theme Unit.

#### ***First Peoples Principles of Learning***

*Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

First Peoples' traditional economies are holistic, connected to specific places and based on reciprocal relationships between trading partners. Students can focus on the differences between the reciprocal nature of traditional economies and the individualistic, profit-based nature often found in Western economies.

#### ***Learning Standards***

##### **BC First Peoples 12**

- Traditional territories of the B.C. First Nations and relationships with the land
- Role of oral tradition for B.C. First Peoples
- Impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples
- Provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism

##### **Economic Theory 12**

Content standard: Contemporary economics and First Peoples

Sample topics

- historical economic systems of B.C. and Canadian First Peoples
- socio-economic conditions for First Peoples in Canada
- First Peoples fiscal relationship with local, provincial, and federal governments
- relationship between urban and regional development and First Peoples economic development
- economic development on First Peoples lands

##### **Human Geography 12**

Content Learning Standards:

- Relationships between First Peoples and the environment
- Political organization of geographic regions

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### Resources

This is an overview of the required resources for the activities in each Investigation. Additional optional sources are mentioned in the activities.

#### Investigation 1

- Line Master 7-1, page 249, *Relationships with the Land*
- Books or other resources about resources used by local First Nations
- Video: “Fishing Sites.” SD 54, Bulkley Valley, Indigenous Education website, linked at <https://tinyurl.com/fnesc715>
- Traditional Governance Systems, *BC First Nations Land, Title, and Governance*, Unit 4, Activity 2d (pages 94-95)

#### Investigation 2

- Examples of traditional First Nations economies:
  - Stó:lo: *You Are Asked to Witness*, pages 110-113
  - Morin, Mélanie. *Niwhts'ide'ni Hibi'it'ën, The Ways of Our Ancestors: Witsuwit'en History & Culture Throughout the Millennia*. See “Trading with our Neighbours: Witsuwit'en Economy, pages 64-69
- Line Master 7-2, page 250, *Economy Vocabulary*
- Line Master 7-3, page 251, *First Nations Trade and Exchange Economies*.
- *Kitwanga Fort Report*, George F. MacDonald, Canadian Museum of Civilization, 1989. <https://archive.org/details/kitwangafortrepo0000macd>
- Examples of ancient trading routes, such as:
  - Carlson, Keith Thor. *You Are Asked to Witness: The Stó:lo in Canada's Pacific Coast History*. Stó:lo Heritage Trust, 1997. See page 50
  - Ts'msyen Nation. *Persistence and Change: A History of the Ts'msyen Nation*. First Nations Education Services, SD 52, Prince Rupert, 2005. Page 77, Grease Trails in the Skeena and Nass River Regions
- “First Nations Trade, Specialization, and Market Institutions: A Historical Survey of First Nation Market Culture.” André Le Dressay, Normand Lavalée, and Jason Reeves. *Aboriginal Policy Research Consortium International*, 2010. <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1372&context=aprci>

#### Investigation 3

- Carlson, Keith Thor, ed. *A Stó:lo Coast Salish Historical Atlas* (Stó:lo Heritage Trust, 1997), pages 64-65, “Seasonal Rounds in an Industrial World”
- Line Master 7-4, page 252, *Changes to Control of Lands and Resources*
- *BC First Nations Land, Title, and Governance*, Unit 6, Kitsumkalum Beaver Trapping, 1912, page 201

#### Investigation 4

- Line Master 7-5, page 253, *Agricultural Economies*
- Line Master 7-6, page 254, *Indian Affairs Statistics, 1920*
- *Indian Residential Schools and Reconciliation* (FNESC/FNSA 2016)

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### Investigation 5

- BC Métis Nation business directory, <https://www.mnbc.ca/services-programs/business/>
- Métis Financial Corporation of BC. <http://mfcbc.ca>
- Indigenous Tourism BC website, <https://www.indigenoustbc.com/>
- Final settlements of First Nations in Stage 6 of BC Treaty Process. See BC Treaty website, <http://www.bctreaty.ca/negotiation-update>
- Indigenous Forest Bioeconomy. <https://www2.gov.bc.ca/gov/content/industry/forestry/supporting-innovation/ifbp/ifb>
- *Forests for the Future*, Unit 1, Lesson 4: Reconceptualizing Ecological Knowledge, The Pine Mushroom Industry in Northwestern British Columbia. <https://ecoknow.ca/documents/TEKUnit1.pdf>
- Career Journeys, FNEsc website. <http://www.fnesc.ca/careerjourneys/>

### Investigation 6

- Indigenous Tourism BC. <https://www.indigenoustbc.com/>
- Indigenous Corporate Training INC. The Impact of COVID-19 On Indigenous Cultural Continuity. <https://www.ictinc.ca/blog/the-impact-of-covid-19-on-indigenous-cultural-continuity>

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### *Overview of Investigations*

These Investigations have more activities than most teachers will incorporate into their units. It is not expected that you will use all of the activities, or follow the sequence as it is described. The activities are intended to be adapted to fit the needs of your students and classroom.

The activities are intended to inspire ways that you can respectfully include relevant First Peoples' knowledge and perspectives in your course.

For more information, see Using The BC First Peoples 12 Teacher Resource Guide, page 6.

1. Traditional Relationships with Lands and Resources
  - a. Relationships with the Land
  - b. Resources from the Land
  - c. Social Organization and Management of Resources
2. Traditional Economies
  - a. What is an Economy?
  - b. Traditional Economies
  - c. Connecting Resources and Economies
  - d. Trade in Traditional Economies
  - e. Did First Nations Have Market Economies in the Past?
  - f. Traditional and Contemporary Economies
3. Adapting to New Economies
  - a. Appropriated Resources
  - b. Seasonal Rounds in the New Economy
  - c. Impacts of Colonial Economies on First Peoples
4. Adapting to Agricultural Economies
5. Contemporary First Peoples Economies
  - a. First Peoples' Businesses
  - b. Benefiting From Resources
  - c. Connections Between Self-Government and Economies
  - d. Pros and Cons of a Bioeconomy
  - e. Profile an Indigenous Entrepreneur
6. The Environment as a Resource: Indigenous Tourism
  - a. Indigenous Tourism
  - b. Case Study: Indigenous Tourism and COVID-19
7. Give Back, Carry Forward
  - a. What Did You Learn?
  - b. Documenting Learning

## Investigation 1 Traditional Relationships With Lands And Resources

Students review or learn about the relationships between First Peoples, the land, and the ways that lands and resources are managed in traditional systems.

### Questions for Inquiry

- Why is the land important?
- What are the significant natural resources for the local First Nation or First Nations?
- How were resources managed in the past? Who had control? Who harvested and utilized the resources?

### a. Relationships with the Land


Assess students' understandings about First Peoples' relationships with the land and the importance of stewardship. Depending on the background knowledge of the students, they can explore or review their understandings of the significance of the land and resources to First Peoples. You may want to use one or more of these activities.

- Use Line Master 7-1, page 249, *Relationships with the Land*, to assess students understanding of relationships with the land.
  - Student can write sentences using the words. It is suggested they use two of the listed words for each sentence.
  - Students could also sort the words in ways that make sense to them.
- Use activities from other FNEC/FNSA Teacher Resource Guides to review and develop knowledge about stewardship and relationships with the land:
  - *Secondary Science First Peoples*. Unit 1, Activity 1.2. Reciprocal Relationships with the Land, pages 40-41.
  - *BC First Nations Land, Title, and Governance*
    - Line Master 9, page 113, The Land Is Important Because...
    - Line Master 18, page 124, Stewardship Acrostic
- See *BC First Nations Land, Title, and Governance*. Unit 2 Activity 3, Traditional Governance and the Land for a further discussion of stewardship.
- Students can listen to or read a traditional narrative that emphasizes connections with the land, and discuss or comment on it. Where possible, find local stories.
- Ask students to reflect on this statement:

*“The worldviews of many First Peoples include the belief that they were placed on the Earth to take care of the land and its resources.”*

Students can respond verbally through a discussion in pairs or groups, visually in graphic or artistic form, or written in a paragraph.

Discuss how holding this worldview would impact a person's relationship with the land.

 Line Master 7-1, page 249, *Relationships with the Land*

#### Formative Assessment Strategy

Use Line Master 7-1, page 249 *Relationships with the Land*, to assess students' background knowledge about First Peoples relationships with the land,

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### b. Resources from the Land

Students identify the principal resources from the land and water available to local First Nations before contact.

Depending on your situation, students will have a range of knowledge about what local resources are available. Some students may be very familiar with resources available, while in other situations, they will need to do research.

You may want to provide books or other resources about resources used by local First Nations.

Depending on the time available, you may want to prepare a list of resources available in the local region for the students.

- Have students work in groups to brainstorm a list of significant resources available in the local environment.
- After their initial brainstorm, ask students to classify the resources they have listed. Ask them to check if there are types of resources they have missed.

You can share this list of categories for students to compare with their lists:

- Plants
- Land mammals
- Fish
- Birds
- Shellfish and other saltwater animals
- Minerals
- Water resources
- Fuel sources
- Ask students to suggest which resources were the most significant for local First Nations in the past. Ask them to explain reasons for their conclusions.
- Discuss whether or not these resources are still significant for local First Nations today. Students can suggest reasons why or why not.

### c. Social Organization and Management of Resources

Students review their understanding of First Nations' traditional resource management systems.

- Review with students the main ways that First Nations governed and controlled their lands before contact. (For example, they were taken care of by families, House Groups, Clans and communities who had responsibilities for stewardship over their inherited territories.)
- Students can view an example from the Witsuwit'en. View the video "Fishing Sites." Witsuwit'en Elders share the ways that fishing sites were managed, and how people shared the resources. SD 54, Bulkley Valley, Indigenous Education website, linked at <https://tinyurl.com/fnesc715>.
- Ask students to list some of the attributes of First Nations traditional resource use. (For example, a need for a large land base; the ability to move to different resource-harvesting sites on a seasonal basis; sharing the resources with everyone in the Clan or extended group; and trading for resources from other parts of the province.)
- For activities relating to Traditional Governance Systems, see *BC First Nations Land, Title, and Governance*, Unit 4, Activity 2d (pages 94-95).

### Investigation 2 Traditional Economies

Students investigate significant aspects of traditional First Nations economies.

#### *Questions for inquiry*

- What were First Nations economies like in the past?
- What relationships are significant in an economy?
- What relationships were important in traditional economies of First Nations?

#### a. What is an Economy?

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Review or introduce the term “economy.”

- Ask students to explain what “economy” means to them.
- Students can work in groups or as a class to develop a meaning or meanings for “economy.” Ask them to give examples.
- For example:
  - the use of resources to produce goods and services that are consumed.
  - system by which a group of people produces, distributes, and consumes goods and services.
- Discuss or explain to students different types of economies, such as traditional, capitalist, market.

#### b. Traditional Economies

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Traditional economies are holistic because most, if not all, community activities are involved in the economy in some way. Social, spiritual, and cultural aspects of life were connected to the land and resources, and to the economy.

- Describe the traditional economy of a First Nation community before contact. Students can focus on the local First Nations. Alternatively, they could work in groups to learn about traditional economies in different regions of the province, then share their findings and draw conclusions about traditional economies around the province.

For examples of traditional economies of First Nations, students can access these resources:


- Stó:lo: *You Are Asked to Witness*, pages 110-113.
- Morin, Mélanie. *Niwhts'ide'ni Hibi'it'ën, The Ways of Our Ancestors: Witsuwit'en History & Culture Throughout the Millennia*. See “Trading with our Neighbours: Witsuwit'en Economy, pages 64-69.
- Economies Vocabulary. Work with students to find words in the local First Nations language for concepts related to traditional economies. Students can find words and phrases relating to economies with topics such as trade, and harvesting and processing resources.
  - If possible, use local language sources, including First Nations language teachers, Elders, and published or online dictionaries.
  - Students can use the website FirstVoices <https://www.firstvoices.com> to find words in the local or other First Nations languages. Either



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search on the specific First Nation or language, or use the search field on the home page to find words that appear in all the languages that are on the site.

- Students can create their own list of words to locate, or they could begin by using the list on Line Master 7-2, page 250, *Economy Vocabulary*.
- Students can select key vocabulary to add to their dictionary of words. See Unit 1, page 57.

 Line Master 7-2,  
page 250, *Economy  
Vocabulary*

### c. Connecting Resources and Economies

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Students explore the connections of resources with the traditional seasonal rounds of a First Nation.


- Review the meaning of “seasonal rounds” to ensure students are familiar with it. (The movements of a family or community from one resource harvesting area to another through the seasons of the year.)
- Investigate the seasonal rounds of a First Nation. What role do they play in an economy?
  - Students can investigate the seasonal rounds of a local First Nation, and present the information in a visual format.
- Students can review their list of traditional resources from Investigation 1b (or can create a list if they have not done so). They can classify the resources according to their importance to the economy.
  - Students can identify resources that are most abundant. Ask, in the past, were there any resources that were surplus to the needs of the local community? Discuss how surpluses could be incorporated into the economy. (For example, through trade.)

### d. Trade in Traditional Economies

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Students can investigate the trade of resources between First Nations.

- Students can read the background information on Line Master 7-3, page 251, *First Nations Trade and Exchange Economies*
- Students can identify the resources in the local territory they would possibly trade with another nation. Refer to the list of surplus resources from part c above.
  - This may necessitate an exploration of the resources of another nation to see if there is something they are missing and would possibly want to have.
- Investigate the trade economy of the local First Nation. Who were the major trading partners in the past?
- Research trading patterns that existed in the past. Show trading routes on a map of the local area. For examples see the following resources:
  - *Kitwanga Fort Report*, George F. MacDonald, Canadian Museum of Civilization, 1989. Page 10 (PDF page 21) of the report shows a map of trading routes in and around Gitksan Territory. Available at Internet Archive (requires free account): <https://archive.org/details/kitwangafortrepo0000macd>.
  - *You Are Asked to Witness*. See page 50 for a schematic map showing some trade relationships between the Stó:lo and their neighbours.
  - *Persistence and Change*. Page 77, Grease Trails in the Skeena and Nass River Regions.

 Line Master 7-3, page  
251, *First Nations Trade  
and Exchange Economies*

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- If possible, find out what types of trading activities still happen today.
- Ask students to respond to the question, “Why was trade necessary in traditional economies of the past?”

### e. Did First Nations Have Market Economies in the Past?

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Examine the idea of Indigenous market cultures.

- Students can analyse trade from the viewpoint of market economy characteristics, such as: specialization, trade networks, public infrastructures, protocols and laws, mediums of exchange, property rights.
- Students can study an article that suggests that some First Nations had market economies before contact. See “First Nations Trade, Specialization, and Market Institutions: A Historical Survey of First Nation Market Culture” by André Le Dressay, Normand Lavallee, and Jason Reeves  
- <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1372&context=aprci>

### f. Traditional and Contemporary Economies.

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Students can examine how traditional economies differ from most modern economies.

- Ask students to think of ways that traditional economies are different from modern economies. For example, traditional economies were not based on money in the same way most economies are today. They had diverse economic models with different systems of producing, distributing, and consuming goods and services. Most modern or Western economic models are based on individualism. (For more information, see the Royal Commission on Aboriginal People, volume 2, part 5. <https://data2.archives.ca/rcap/pdf/rcap-491.pdf>)
- Ask students to identify as many different relationships as they can that are involved in different economic models. This could be shown in a word map or webbing format.
  - For example, in traditional economies, the family is at the core; social relationships are structured into the economy; there is a necessary inherent relationship with the land and its resources; there are relationships established between nations which goes beyond trading items to social and cultural relationships.
  - Examples of relationships in contemporary economies: employee – employer; parties are “disinterested.” That is, they don’t have any other relationship involved in exchange except money.

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### 3. Adapting to New Economies

Students examine ways that the colonial appropriation of resources has impacted the economies of First Peoples.

Background: At first, First Peoples fit the capitalist, wage-earning economies into their own economic cycles. For many such as the Northwest Coast peoples, that meant earning wages in places like canneries to enhance their participation in the feasting and potlatch systems.

As the wage economy became more important, the amount of time spent hunting, trapping, fishing and making household and ceremonial goods for the family and community declined considerably.

#### *Questions for inquiry*

- How did colonization impact First Peoples economies?
- What are some of the impacts of colonial appropriation of lands and resources?

#### a. Appropriated Resources

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Students can document ways that governments and businesses took control of the resources of First Nations territories.

- Students can work in groups to research one resource industry to find out how the traditional resources of First Nations have been appropriated. Possible industries are:
  - salmon fisheries
  - forestry
  - mining
  - water
  - fur-bearing animals (trapping)
  - big game hunting (guiding)
  - agriculture
- Students can find out information such as:
  - how the resource was traditionally managed by First Nations
  - how governments and business took over control of the resource
  - the relative profits going to government and companies in comparison to the benefits for First Nations
  - the impacts of that resource-based industry, both positive and negative.

#### b. Seasonal Rounds in the New Economy

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Students investigate changes in seasonal activities and compare them with traditional seasonal rounds.

- Students can research the ways that First Nations families in their family, the local community (or a typical community in your region) were involved in B.C.'s economy in the late 19th or early 20th century. These would typically be in resource-based industries such as commercial fishing and cannery work, logging and sawmills, farming and ranching, hop picking, trapping and guiding.
  - At what times of year were these activities usually done?
  - What traditional activities were continued at the same time?


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- It will be best for students to select a certain time frame to focus on. Discuss what periods would be most appropriate for the local region.
  - For instance, in some communities it might be interesting to investigate the period during which railway construction took place, in others, the transition period to intensive farming. You may want groups of students to study different time periods.
- For an example of such a comparison, see *A Stó:lō-Coast Salish Historical Atlas*, pages 64–65, “Seasonal Rounds in an Industrial World.”
- Discuss questions such as:
  - Where was the largest amount of time spent?
  - What traditional activities were dropped or marginalized?
- Students could create a story to explain how local First Nations families’ lives were changed by the new economy. It could be non-fiction, for example, focussing on their own family or community, or a fictional story.
- Students can develop a project that illustrates the working and living conditions of First Peoples when they went to work in specialized work places such as a salmon cannery or hop farm. They could create a map, diagram, model or diorama.
- Students can explore the extent to which some Indigenous people still practice aspects of traditional seasonal rounds throughout the year. For example, many Indigenous families are busy during salmon season, hunting season, berry-picking and canning, or medicine collecting.

### c. Impacts of Colonial Economies on First Peoples

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- Have students conduct an independent inquiry into how colonial economies impacted First Peoples. Consider questions such as:
  - How did the economies of First Peoples change after colonization?
  - How did family roles change?
  - How did gender roles change?
- Students can view an example from the Witsuwit’én. View the video “Fishing Sites” Witsuwit’én Elders share the ways that fishing sites were managed, and how people shared the resources. SD 54, Bulkley Valley, Indigenous Education website.  
[https://www.sd54.bc.ca/apps/pages/index.jsp?uREC\\_ID=1071534&type=d&pREC\\_ID=1359252](https://www.sd54.bc.ca/apps/pages/index.jsp?uREC_ID=1071534&type=d&pREC_ID=1359252)
- Ask student how they think colonialism and the Indian Act impacted First Nations use and occupation of their lands.
  - Use the text on Line Master 7-4, page 252, *Changes to Control of Lands and Resources*, to find out some ways that control over lands changed from the time of contact until today.
- Students can create a timeline to illustrate the changes in control over lands and resources in BC after contact
- Students can view a case study of how BC laws impacted a First Nations community’s ability to hunt and provide food for themselves. See *BC First Nations Land, Title, and Governance*, Unit 6, Kitsumkalum Beaver Trapping, 1912, page 201.


 Line Master 7-4,  
page 252, *Changes  
to Control of Lands and  
Resources*

### 4. Adapting to Agricultural Economies

Students learn about the difficulties for First Nations to adapt to agricultural economies.

#### *Question for Inquiry*

- What barriers did First Nations face when they attempted to engage in agriculture?
  - Ask students to investigate the question: “Why did colonizers want to make First Peoples farmers?”
    - What did the agricultural economy mean to Euro-Canadians?
    - Why did they want First Nations to engage in farming?
  - Students can read Line Master 7-5, page 253, *Agricultural Economies* for background.
  - Have students interpret the statistical data given on Line Master 7-6, page 254, *Indian Affairs Statistics, 1920*.
    - Ask, what do these statistics tell about some aspects of First Nations’ participation in the agricultural economy in different parts of the province?
  - Students can investigate how Indian Residential Schools promoted agriculture.
    - Students can read “Memories of St. George’s Residential School in the 1940s” in *Indian Residential Schools and Reconciliation*, Gr. 5, pages 53 to 57.
    - Students can access other resources about Indian Residential Schools to find more examples of how the schools tried to promote agriculture. See *Indian Residential Schools and Reconciliation* (FNESC/FNSA 2016)
    - Discuss how much actual training was taking place, compared to routine farm labour.
  - Students can study parts of the Indian Act referring to the Potlatch ban to see how the laws reflected the government’s pro-agricultural agenda. See Line Master 5-11, page 193, *Indian Act: Anti-Potlatch Laws*. (See clause 2 of the 1927 act, which encourages participation in agricultural fairs.)

 Line Master 7-5, page 253, *Agricultural Economies*

Line Master 7-6, page 254, *Indian Affairs Statistics, 1920*

### 5. Contemporary First Peoples Economies

The economic climate continues to improve for First Nations in BC, both individually and collectively at the community level. Students can explore some aspects of the economic growth for First Peoples today.

#### *Questions for Inquiry*

- In what ways are First Peoples creating business opportunities for themselves today?

#### a. First Peoples' Businesses

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Students can explore the diverse businesses operated today by First Peoples. These include individual ventures and initiatives run by First Nations governments.

- Ask students to identify local Indigenous businesses. Determine if they are owned by individuals or by an Indigenous body such as a First Nations government or other association.
- Métis Businesses. Students can explore what types of businesses are run by Métis entrepreneurs. Students can use these websites to begin their research:
  - BC Métis Nation business directory, <https://www.mnbc.ca/services-programs/business/>
  - Métis Financial Corporation of BC <http://mfcbc.ca>
- Examine the environment as a resource, e.g. ecotourism.
  - Students could take a look at Indigenous Tourism BC and analyze how traditional cultural expressions are used by this non-profit, stakeholder-based organization. Examine the pros and cons of using this approach
    - <https://www.indigenoussbc.com/plan-your-trip/about/>
    - <https://www.indigenoussbc.com/>

#### b. Benefiting From Resources

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Students can investigate ways that First Peoples are receiving benefit from the resources of their territories.

- Students can find examples of businesses that are bringing benefits to a First Nation from their resources of their territories. These could be businesses on reserve, or partnerships with other groups within their territories.
- What types of benefits are gained? (For example, monetary, jobs, health and well-being, recreation, community infrastructures.)

#### c. Connections Between Self-Government and Economies

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- Economy and Treaties. Students can investigate how resources and local economies are provided for in Modern Day Treaties in BC. How are lands and resources controlled? What provisions are there for economic development?
  - Students can study the final settlements of those First Nations with treaties. The First Nations with signed treaties – those in Stage 6 of

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the BC Treaty Process – are listed on the BC Treaty website, <http://www.bctreaty.ca/negotiation-update>. Select the name of a Nation, then scroll down to find the link to their Final Agreement.

- For more on the BC Treaty Process, see *BC First Nations Land, Title, and Governance*, Unit 5, pages 173-175.

### d. Pros and Cons of a Bioeconomy

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Students learn about a bioeconomy as a growing sector in BC, and evaluate the pros and cons of Indigenous involvement in what is called the bioeconomy.

- Explore how a bioeconomy is different from a conventional forest economy.
- Find out what non-timber forest products are. Give some examples. (Resources found in a forest that are not made from wood, such as flowers, mushrooms, berries, herbs.)
- Discuss how a bioeconomy may fit with First Nations economic goals.
- Students can access the BC Government web page regarding an Indigenous Forest Bioeconomy: <https://www2.gov.bc.ca/gov/content/industry/forestry/supporting-innovation/ifbp/ifb>.
- For a case study of one non-timber forest product, the pine mushroom, see *Forests for the Future*, Unit 1, Lesson 4: Reconceptualizing Ecological Knowledge, The Pine Mushroom Industry in Northwestern British Columbia. <https://ecoknow.ca/documents/TEKUnit1.pdf>
- Ask students to assess the benefits and disadvantages of the bioeconomy for First Nations. Ask: “What are some possible pros and cons for First Nations engaging in a bioeconomic activity?” (For example, Pros: provide jobs; sustainable use of resources; Cons: commercialization of Indigenous knowledges and resources; may deplete resources for animals like bears and for traditional food harvesting.)

### e. Profile an Indigenous Entrepreneur

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Students can develop a profile of an Indigenous business person.

- Introduce the topic by viewing one or two videos from the Career Journeys materials on the FNEESC website. <http://www.fnesc.ca/careerjourneys/>
  - Jamie Fletcher, Construction Business Owner and Welder, Careers in Construction. FNEESC and FNSEA 3:42 min. <https://vimeo.com/132989601>
  - Denise Williams, First Nations Clothing Designer and Entrepreneur, Career Journeys. FNEESC and FNSEA, 2:48 min. <https://vimeo.com/139999802>
- Explain the task to the class and discuss what kinds of information will be useful to find out. (For example, what kind of business, what got them into the business, what resources do they use, where do they operate.)
- Students can look at some published profiles of Indigenous entrepreneurs to get some ideas.
- It may be possible for a local Indigenous businessperson to visit the class, or a field trip may be arranged to their workplace.

### 6. The Environment as a Resource: Indigenous Tourism

Students can examine the environment as a resource, particularly in sectors such as ecotourism.

#### *Question for Inquiry*

- What are the benefits and risks of integrating Indigenous culture and traditions with land based tourism?

#### a. Indigenous Tourism

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- Students could look into and compare several B.C. specific Indigenous tourist industries. When researching, students could consider the following questions:
  - Who are they affiliated or associated with?
  - Where do they get their funding?
  - What messages are being promoted and conveyed?
  - Who is represented?
  - What area and resources are they targeting (i.e., land, water, a specific First Nations territory, fishing, tours, etc)
- If there are any local Indigenous businesses, contact them directly to find out if it is possible for a representative to visit the class, or if a field trip may be arranged to their workplace.
- One example of an Indigenous ecotourism is Talaysay Tours: <https://talaysay.com/>
  - See an article about Talaysay Tours on the Vancouver Sun web page: “Reconciliation, one guest at a time: Indigenous tourism grows by building relationships on the land.” Online at <https://tinyurl.com/fnesc217>
- Students could then take a look at Indigenous Tourism BC, a non-profit stake-holder organization. See the links <https://www.indigenoussc.com/> and <https://www.indigenoussc.com/plan-your-trip/about/>  
They can consider the same questions about Indigenous Tourism BC:
  - Who are they affiliated or associated with? (For example, Destination BC, a provincial crown corporation; Indigenous Services Canada, Indigenous Tourism Canada; Western Economic Diversification)
  - What kind of business?
  - Where do they get their funding?
  - What messages are being promoted and conveyed?
  - Who is represented?
  - What area and or resources are they targeting? (For example, land, water, a specific First Nations territory, fishing, tours.)

#### b. Case Study: Indigenous Tourism and COVID-19

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- Students can examine some of the conflicts that have arisen between First Nations and parts of the tourism in BC that specifically relate to the COVID-19 pandemic.
- Students can examine how BC tourism and travel was portrayed in the media during the spring and summer of 2020 using the following articles. As a class discuss: What are some important considerations



## Unit 7 Resources and Economies

when reading news and social media?

- CTV News. “B.C. Premier says local tourism ‘could break records’ in 2020.” <https://vancouverisland.ctvnews.ca/b-c-premier-says-local-tourism-could-break-records-in-2020-1.4967510>
- Indigenous Tourism BC. <https://www.indigenoussc.com/>
- Vancouver Sun. “B.C.’s Indigenous Tourism BC’s new travel planner app connects travellers to authentic experiences.” <https://vancouver.sun.com/sponsored/travel-sponsored/indigenous-tourism-bcs-new-travel-planner-app-connects-travellers-to-authentic-experiences>
- Vancouver Sun. “Tourists face uncertainty as B.C. First Nations communities question safety.” <https://vancouver.sun.com/news/tourists-face-uncertainty-as-first-nations-communities-question-safety>
- Students can then investigate some of the impacts tourism had on First Nations during the COVID-19 pandemic. As a class, discuss what health and safety measures some First Nations advocated for, what types of consultation had occurred or did not occur, and examples of how some First Nations responded to the reopening of tourism in their Traditional Territory.
  - Indigenous Corporate Training INC. The Impact of COVID-19 On Indigenous Cultural Continuity. <https://www.ictinc.ca/blog/the-impact-of-covid-19-on-indigenous-cultural-continuity>.
  - BBC. Why First Nations communities are uninviting visitors. <http://www.bbc.com/travel/story/20200525-why-first-nations-communities-are-uninviting-visitors>
  - CBC. ‘Our Community is not ready’: Heiltsuk nation relieved fishing lodge not opening. <https://www.cbc.ca/news/canada/british-columbia/our-community-is-not-ready-heiltsuk-nation-relieved-fishing-lodge-not-opening-1.5660750>
  - CBC. West Coast Trail closed to overnight camping after consultation with First Nations. <https://www.cbc.ca/news/canada/british-columbia/west-coast-trail-closed-overnight-camping-2020-1.5649943>
  - CBC. First Nations in B.C. stay firm on stance to seal off communities from tourists. <https://www.cbc.ca/news/canada/british-columbia/first-nations-bc-close-borders-covid-19-1.5647337>
  - Terrace Standard. North Coast First Nations call for B.C. border crackdown amidst increased tourism. <https://www.terracestandard.com/news/north-coast-first-nations-call-for-b-c-border-crackdown-amidst-increased-tourism/>
  - Statement from Haida Hereditary Chief’s Council Regarding Queen Charlotte Lodge. July 21, 2020. <http://www.haidanation.ca/wp-content/uploads/2020/07/Statement-From-HCC-July-21-2020.pdf>
- Students can also research the historic impact of pandemics on the local First Nation(s), what health and safety measures they applied during COVID-19, and how they responded to the reopening of tourism in BC. Classes in urban schools may wish to have groups of students research First Nations of different communities in the region.

### 7. Give Back, Carry Forward

Students reflect on the important things they have learned in this unit, and consider how they can give back and carry their learning forward.

Refer to the Major Project outline, “Major Project” on page 51.

#### a. What Did You Learn?

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Students can consider these questions:

- What is one new thing you learned in this unit that you would consider a gift?
- What is one thing growing out of your learning that you can take action on?
- What are some new things you learned about where you live?
- What did you learn about yourself?

#### b. Documenting Learning

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- Students can discuss or share ideas for documenting their learning.
  - Students can begin to come up with ways that they can showcase their learning in this course, while connecting to both “giving back” and “carry forward” what they have learned.

## Relationships with the Land

Write sentences that talk about First Peoples' relationships with the land.  
Use two words from this list for each sentence. Can you use all the words?

reciprocal	spiritual
land	respect
stewards	sustainable
gift	seasons
forest	governance

## Line Master 7-2

# Economy Vocabulary

Learn some words about economies in a local First Nations language. Here are some possible words to find. You can add others.

English	First Nations language:
buy, purchase	
borrow	
distribution, distribute gifts	
exchange	
expensive, valuable	
feast	
give back	
give a feast	
give away	
give it all	
memorial feast	
money/dollar	
need, to need	
owe	
pay	
pay back a debt	
pay tribute	
receive gifts at a feast	
rent	
repayment of a loan	
return	
savings	
store	
swap	
take home a gift (e.g from a feast)	
transfer	
trade	
want, to want	

## First Nations Trade and Exchange Economies

Trade and exchange between families and communities is essential for First Nations traditional economies. This includes sharing food, resources and materials, but also sharing information and knowledge.

In the past, traditional trading took place in different ways: between families within a community, between neighbouring communities, or with distant Nations.

Trade within a community was important for food security. For example, a family may not have time to harvest different resources that are ready at the same time. One family may catch and process salmon, while another family harvests berries. Later they exchange foods so each family has enough of both resources.

Trade between communities allowed people to have food and other resources that weren't available in their own territory. For example, interior First Nations could exchange elk skins or local berries for coastal items such as oolichan or abalone shell.

Trading networks could extend great distances. Valuable goods were passed from one community to another, in a long trading chain. Some goods, such as obsidian and dentalium, could travel thousands of kilometres.

Along with the exchange of food and material goods, people communicated Traditional Knowledge as part of the trade. This might be knowledge about the resources and the environments they come from, or they could be technological innovations. Sometimes trade introduced new words into a language as First Nations borrowed words of the goods they got from their trading partners.

### Trading Hubs

Throughout what we know as BC, there were important meeting places where large groups of First Nations gathered at certain times of the year to trade goods, exchange ideas and build their social relationships.

Large numbers of people gathered at these trading hubs. Often they were international meetings, with families from different First Nations speaking different languages.

Sometimes gatherings were in places that had rich resources such as salmon, root vegetables or berries. People shared in the harvesting, and engaged in other types of exchanges as well. For example, at Peténi Valley (Botanie Valley) near Lytton, the Nlaka'pamux people hosted their Secwepemc and

Stl'atl'imx neighbours, and other nations. As many as 1000 people gathered every spring to harvest and trade.

Another example was the early spring oolichan harvest at the mouth of the Nass River. The Nisga'a and the Ts'msyen processed the valuable oil or grease and dried oolichans. The Haida and Gitksan joined them to trade and exchange ideas and cultural knowledge.

At other times, people gathered at trading hubs after the harvest, in the fall or winter. There they renewed family connections and friendships and competed in athletic and gambling games, in addition to trading foods and materials they had prepared.

### Controlling Trade

The trading systems became quite complex in some regions as powerful chiefs were able to control trade routes. They were able to increase their wealth, power, and prestige by controlling the flow of goods. This might be based on an excellent supply of resources, such as salmon or oolichan. Sometimes the geographical location was important. For example, where the Skeena River flows through a narrow canyon, the Gits'ilaasü (People of the Canyon) controlled who could pass through the canyon.

Another way of controlling trade was to form alliances with another group. Trade alliances were made between families, house groups, or First Nations. Frequently the alliances were made through marriage. This often meant that the two families united through marriage could share resources as well as being trading partners.

### Trade Routes

Over thousands of years First Nations developed networks of trade routes connecting people of diverse cultures and languages. Some were river and ocean routes, while others were well-worn trails through valleys and mountain passes. After contact, some of these routes became roads and highways.

### Trade, Status and Reciprocity

Sharing is an important part of First Nations traditional economies. In some cultures where feasts and potlatches are held, trade was essential. Families or House Groups could attain wealth and status by acquiring high-value goods through trade. But they also increased their recognition by their generosity when they distributed their wealth to others during feasts and ceremonial gatherings. Feast and potlatch systems increased the importance of trading.

## Changes to Control of Lands and Resources

Before settlers came to what we now call British Columbia, First Nations governed their own lands. Nations, families, Clans and villages looked after their territories for thousands of years. The forests on the land, the fish in the waters – all the resources were under their control. The value and wealth of the resources belonged to each group.

### **Fur Trade**

The fur traders were only interested furs. They had the power of money and guns. But they didn't have the power of government. First Nations were the hunters and trappers. They had the power of controlling the fur supplies. Fur traders depended on First Nations for their business. At first, First Nations and fur traders were equal partners in the fur trade.

### **Colonial Government**

Then Britain turned the land into a colony. British Columbia was governed from Britain. First Nations control of resources was mostly ignored.

At first it didn't seem so bad when settlers came. Some First Nations would work for money. First Nations still had their territories. They got value from their resources as they had always done. When more colonists came, however, the two governments clashed. They looked at the land differently.

The colonists wanted land, and decided that the land they saw did not belong to anyone. They felt they could take what they wanted. They didn't understand that First Nations had always looked after the land.

The British government ordered that treaties be made with First Nations to gain access to their lands and resources. In BC, Governor Douglas made a few treaties, but mostly, settlers took the land they wanted. The British government put the settlers before the First Nations. Over time, the control of lands and resources was taken from First Nations.

At the same time, diseases brought by settlers killed many, many First Nations people. Small pox and the flu broke up families, Clans and villages. First Nations lost many of their citizens, including Chiefs, Elders and young people.

### **Government of Canada**

In 1867 Canada became a country. In 1871 British Columbia joined the country and legal powers were split between Canada and British Columbia.

Canada took control of the lives of all First Nations through the Indian Act.

First Nations people were pushed off their lands onto Reserves. Their traditional governments were ignored. Important ceremonies became against the law. The Indian Act told them how to run their government.

### **Government of British Columbia**

When Canada became a country, the provinces took one big power. They took control of the land and its resources.

This led to a problem for First Nations. British Columbia assumed it owned all the land and resources. It didn't want to give them away.

The provincial government denied that First Nations had any rights. They refused to make treaties with First Nations. They gave up only small pieces of land for Reserves.

The Province sold some of the land to settlers. It kept the rest of the land. It used and made money off the resources. The province took the value of the land away from First Nations and kept it.

### **First Nations Communities**

First Nations communities watched as other people made money from their resources. They saw people cut down the trees from their lands and make a profit. They saw people catch fish from their waters and make a profit. They saw people dig minerals from their mountains and make a profit. First Nations received nothing.

First Nations had many losses: loss of government, loss of land, loss of people through disease, loss of control of their resources. But one thing they did not lose was their connection to their lands, resources and territories.

For the last 150 years, BC First Nations have stood by their Indigenous Rights and Title. They have continued to call for the outstanding Land Question to be settled. This means that federal and provincial governments need to recognize Indigenous Rights and Title as the inherent right of the First Peoples of the land – a part of Reconciliation.

Today, changes are finally happening. First Nations are getting back some control of their lands and resources. Some Reconciliation is taking place through treaties. First Nations are increasingly sharing in the value of their land and resources.

## Agricultural Economies

One of the goals of Canadian colonization was to make First Nations into farmers. The colonizers believed that an agricultural life style would “civilize” First Nations by forcing them to settle down and cultivate the land. The Indian Act included specific laws and policies to encourage agriculture. As well, most Indian Residential Schools had work described as “farm training.”

Adapting to an agricultural economy required a major cultural shift for First Nations. Their traditional land and resource-based economies use a diversity of plants and animals, harvesting them from a large land base that was controlled through local political, social and cultural protocols.

Commercial farming usually uses only a few crops or livestock. Sometimes a farms’ total production is just one crop. Farmers usually live and work in one place throughout the year. The work, such as tilling, planting, weeding, and harvesting, is more labour intensive. It is controlled by various levels of government.

First Nations were often thwarted in their efforts to take part in farming. Just as the salmon canning industry displaced First Nations of the coast from their traditional fishing grounds, agriculture displaced First Nations from their Traditional Territories. First Nations farmers faced obstacles that non-Indigenous farmers did not.

The main resources required for agriculture are land and water. First Nations were unable to fully participate in agriculture because they were denied access to these resources. They were restricted to their reserve lands which were often too poor to

support planting, or too small for ranching. In the dry Interior, where irrigation was necessary, immigrant farmers usually took control of water resources.

Some First Nations and other Indigenous people did successfully engage in agricultural economies. They practiced commercial farming in certain areas of the province, such as the Cowichan Valley, the Fraser Valley, and the Okanagan. The height of First Nations commercial farming was between 1890 and 1920.

Many First Nations engaged in seasonal work on farms. This may have suited their lifestyle as they could continue with their seasonal activities. One of the main occupations was on hop farms. Between the 1870s and 1940s, hundreds of families travelled to the hop fields to pick and process the plants in the fall after salmon canning season.

Ranching became a profitable business early in the colonization process. The interior has large expanses of land necessary to raise cattle. Ranching became established in areas such as the Okanagan Valley, the Nicola Valley, the Cariboo, and the Chilcotin. Many First Peoples of the interior were expert ranchers. They found that ranching fit their lifestyle, since they were already expert at riding and breeding horses. They often worked for other ranches, but some First Peoples managed their own ranches.

Today many First Nation individuals and communities are engaged in the agricultural economy. The First Nations Agricultural Association of BC provides support for Indigenous agricultural producers of the province.

Chief Johnny Chillaheetza,

I want to speak to you about grazing. Long ago the Indians already started to have cattle, horses, and everything, and they had the use of the range and the Indians succeeded in getting large stock for themselves, and at that time they had big use of the range; it was not under control then, and they had a lot of stock, and it increased because there was range for the Indians at that time – open range. Now the white people sell it between themselves, and they are all taken up, and the Indians have no more land, and finally the Indians’ cattle diminished, because they were short of land.

. . . At the time [Reserve Commissioner] Sproat came and had the reserves surveyed out for the Indians he said, “This stream that runs through the reserve is for your use; after a while you maybe will get to know how to cultivate your land, and that will be for your water – for irrigation. Now, I am going to record this water for you Indians with the Queen.” Now, the water is taken away from the Indians by the white people . . . Long ago, when they had the use of the waters, the Indians had a lot of grain and potatoes which they planted, and they sowed their wheat . . .

Now the Indians are poor because their water is taken away from them, and the water is taken from the Indians in Kamloops by the harbour account, and their land is dried up, and they have not water to irrigate it. Now, the Indians want to have their water given back to them.

Chief Johnny Chillihitza [Chillihitza], testimony to Special Joint Committee into Claims of the Allied Indian Tribes, 1926. Ottawa: Kings Printer, 1927, p.142.

# Indian Affairs Statistics, 1920

TABLE No. 4: LIVE STOCK AND POULTRY: GENERAL EFFECTS

Agencies.	Horses.			Cattle.					Poultry.
	Stallions.	Goldings and Mares.	Foals.	Bulls.	Steers and Work Oxen.	Milch Cows.	Young Stock.	Other Stock.	
BRITISH COLUMBIA.									
Bahino and Upper Skeena...	10	600	60	5	4	210	160	15	25
Bella Coola.....	6	333	55	2	15	62	39	6	500
Cowichan.....	2	230	53	2	5	211	75	2,090	8,100
Kamloops.....	71	3,428	567	57	331	2,138	551	575	4,416
Kootenay.....	14	1,146	186	16	90	761	680	20	525
Kwawkwalth.....		1				1			420
Lytton.....	43	773	220	36	109	188	434	696	2,282
Nass River*.....		12				11	5		650
New Westminster.....	19	399	72	29	117	416	472	1,758	7,024
Okanagan.....	25	1,586	252	40	1,122	997	1,321	491	4,250
Queen Charlotte.....		3	1		4	29	16		175
Stikine.....		0							
Stuart Lake.....	10	430	53	14	48	100	165		155
West Coast.....		4		10		35	17		1,100
Williams Lake.....	111	1,976	539	52	424	17	346	430	851
Skeena River*.....									485
Total.....	311	10,731	1,857	263	2,166	5,266	4,312	6,081	30,888

Agencies.	General Effects.					
	Motor and Sull Boats.	Row Boats and Canoes.	Rifles and Shot Guns.	Steel Traps.	Nets.	Tents.
BRITISH COLUMBIA.						
Bahino and Upper Skeena...	15	220	940	8,950	200	150
Bella Coola.....	141	190	585	4,105	55	80
Cowichan.....	207	363	595	25	99	230
Kamloops.....		64	270	44		508
Kootenay.....		57	190	215		143
Kwawkwalth.....	117	338	298	2,660	221	109
Lytton.....	6	128	325	516	67	197
Nass River*.....	47	131	210	1,700	103	103
New Westminster.....	168	605	722	918	143	172
Okanagan.....	1	52	303	340	16	230
Queen Charlotte.....	74	130	155	700	22	40
Stikine.....	2	70	405	2,790	155	155
Stuart Lake.....	6	221	619	4,930	292	163
West Coast.....	220	1,230	733	2,195	305	172
Williams Lake.....		46	294	3,014	15	228
Skeena River*.....	178	203	135	2,650	185	155
Total.....	1,172	3,969	6,779	36,645	1,761	2,858

<https://library-archives.canada.ca/eng/collection/research-help/indigenous-heritage/pages/indian-affairs-annual-reports.aspx>