

Chapter Four

To what extent has Canada affirmed collective rights?

CHAPTER OVERVIEW

In Chapter 4, students develop an understanding and appreciation of the collective identity and multiple perspectives of groups in Canada. This teaching resource outlines activities, readings and explorations to help students examine collective rights that are guaranteed to specific groups by the Charter of Rights and Freedoms, and explore legislation to determine to what extent Canada has affirmed collective rights over time. Students examine and evaluate how collective rights set Canada apart from other nations, and how First Nations, Métis, Inuit, Francophone and Anglophone groups exercise their collective rights and affirm recognition of their identities.

Using the student book and their own research (teacher-assisted, if necessary), and completing some of the additional activities outlined in the teaching resource, students will develop an informed response to the chapter issue question, *“To what extent has Canada affirmed collective rights?”* The focus questions, key questions and activities will guide their inquiry.

- Students will reflect on collective rights and the way they shape Canadians’ unique sense of identity by:
 - Evaluating ideas, information and positions from multiple views and perspectives in order to understand how collective rights have impacted the legislative process.
 - Analyzing the historical context of collective-rights legislation in the past and how it impacts society today.
 - Evaluating collective-rights legislation to determine the extent to which government affirms the collective rights of First Nations, Métis, official language groups and official language communities.
 - Understanding that information sources about collective rights serve a variety of purposes and may need verification.
 - Communicating an informed position on the chapter task and chapter issue using different formats, such as posters, multimedia presentations, or written and recorded speeches.

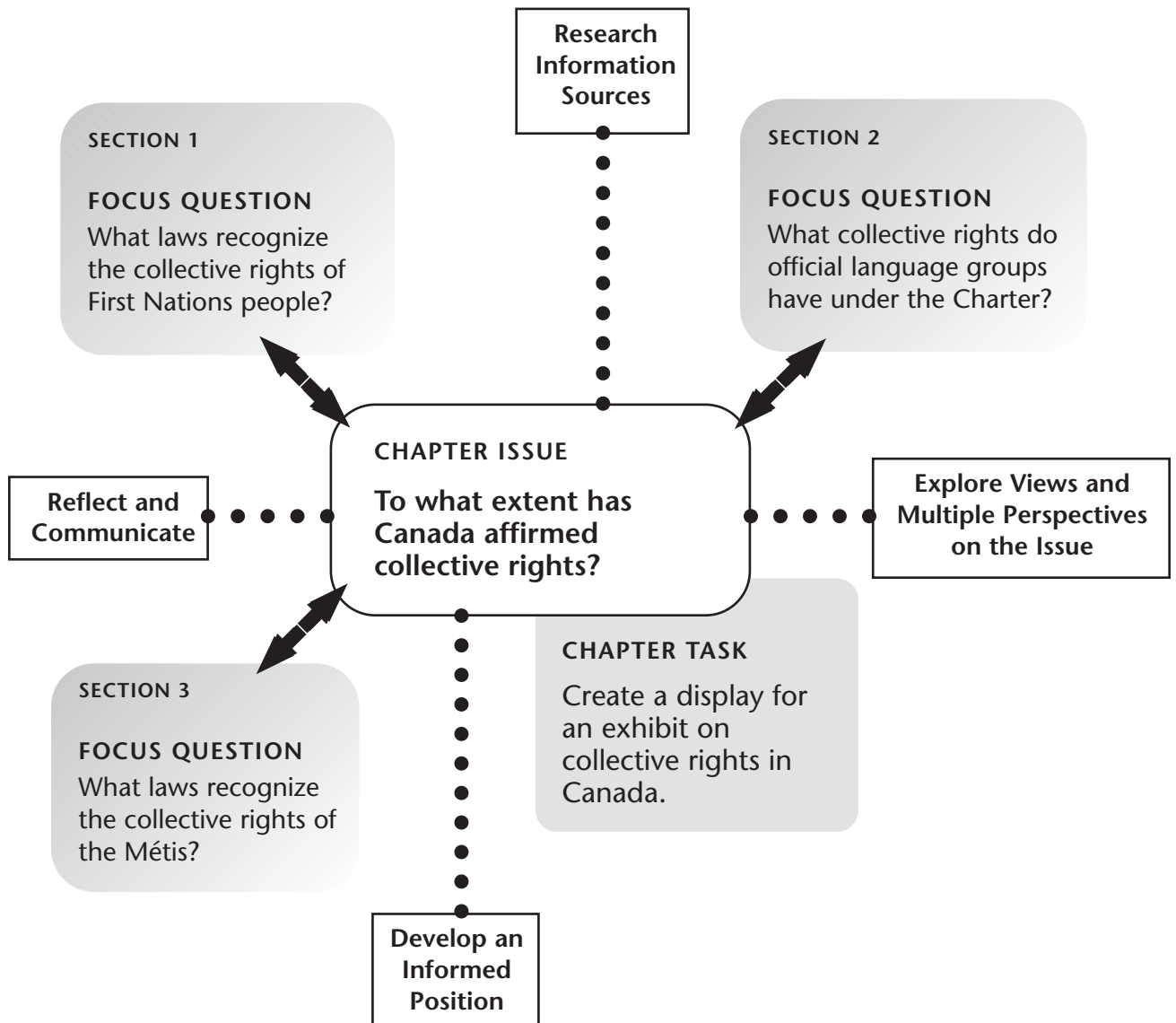
CONSIDERATIONS AND CAUTIONS

Throughout this chapter, keep in mind that Francophones and Anglophones have the same collective rights under the Charter in sections 16–22 regarding official languages and in section 23 regarding official language minority education rights. Recognition of collective rights is not a question of “special rights” for some, but rather a question of equity and respect for historical and constitutional rights for those collectives directly referenced in the Constitution in Canada.

CURRICULUM OUTCOME CORRELATION CHART	
Values and Attitudes	
9.1.1	appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
9.1.2	appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
9.1.3	appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

CURRICULUM OUTCOME CORRELATION CHART	
Knowledge and Understanding	
9.1.4	examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • To what extent do political and legislative processes meet the needs of all Canadians?
9.1.6	critically assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)
9.1.7	critically assess how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I) • In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM) • To what extent does the Canadians Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C) • To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C) • How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C) • How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize status and identity of Aboriginal peoples? (I, PADM, LPP) • How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP)
9.2.3	appreciate the impact of government decision making on quality of life (C, CC, PADM)
9.2.5	critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • What are the indicators of quality of life? (PADM, ER)
Skills and Processes	
See the detailed skills and processes chart on pages 22–24 of the Overview of this teaching resource. Choose the skills you wish to emphasize for each chapter.	
Grade 9 Benchmark Skills—see the detailed Benchmark Skills chart on page 30 of the Overview of this teaching resource	
9.S.1	Critical Thinking and Creative Thinking. <ul style="list-style-type: none"> • Determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue.
9.S.2	Historical Thinking <ul style="list-style-type: none"> • Analyze selected issues and problems from the past, placing people and events in a context of time and place.

CHAPTER INQUIRY AT A GLANCE



SUGGESTED LESSON SEQUENCE

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
CHAPTER OPENER ACTIVITIES					
Introduction	Page 118	1 period		Handout 4–1: Teacher Assessment Checklist for Student Learning: Knowledge and Understanding Handout 4–2: Teacher Assessment Checklist for Student Learning: Skills and Processes	
Introduce the Chapter Issue	Page 118	1 period	Handout G–1: Exploring the Chapter Issue		
Chapter Opener Visual	Pages 118–119	1 period	Chart paper, markers, scissors		Skills Centre, Page 370: Tips for Writing Persuasive Paragraphs, Reports and Essays
Explore the Vocabulary	Pages 118, 123, 124, 125, 129, 132, 134, 137, 141, 143, 145, 153	Ongoing			
INTRODUCE THE CHAPTER TASK					
Setting Up the Task	Pages 120–121	1 period and ongoing	Handout 4–4: Chapter 4 Task—Let’s get started!	Handout 4–3: Self-Assessment Checklist: Analyzing Historical Context	Skills Centre, Page 356: Setting Up an Inquiry
Researching the Task	Pages 139–140	3–5 periods		Handout 4–5: Analyzing Historical Context	Skills Centre, Page 367: Conducting Online Searches
Creating and Reflecting on the Task	Page 160	3–5 periods		Handout 4–6: Assessment Rubric—Chapter 4 Task—Create a Display on Collective Rights Handout 4–7: Reflecting on the Task	Teacher Background B–22: Protocol for First Nations, Métis and Inuit Elders

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 1: WHAT LAWS RECOGNIZE THE COLLECTIVE RIGHTS OF FIRST NATIONS PEOPLES?					
SETTING UP THE SECTION Before You Get Started Getting Started	Pages 122–123	1–2 periods			Teacher Backgrounder B–16: Collective Rights
EXPLORING THE SECTION					
What are the Numbered Treaties?	Pages 124–127	1 period			Teacher Backgrounder B–17: Aboriginal Rights Teacher Backgrounder B–19: Treaties
A Timeline of Two Views of the Numbered Treaties	Pages 128–135	1–2 periods	Handout 4–8: Timeline of Two Views of the Numbered Treaties		Teacher Backgrounder B–21: Residential Schools
What is the Indian Act?	Pages 137–138	1 period			Teacher Backgrounder B–18: First Nations & the Indian Act
Spot and Respond to the Issue	Page 138	1 period			Skills Centre, Page 371: Tips for Writing Emails
How to Identify and Analyze Information Sources	Page 136	1–2 periods	Handout 4–9: How to Identify and Analyze Information Sources	Handout 4–10: Assessment Rubric: Analyzing Information Sources	
LOOKING BACK ON THE SECTION		1 period	Index cards		

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 2: WHAT COLLECTIVE RIGHTS DO FRANCOPHONES HAVE UNDER THE CHARTER?					
SETTING UP THE SECTION Getting Started	Page 141	1 period			
EXPLORING THE SECTION					
What are official language minorities?	Pages 142–144	2 periods			Teacher Backgrounder B–23: Language Rights
The Charter and Collective Rights of Official Language Communities	Pages 145–150	1–2 periods			
Profile: Putting Francophone Rights into Action	Page 149	1 period			
LOOKING BACK ON THE SECTION		1–3 periods	Exit Cards	Evaluate student’s Exit Card	
SECTION 3: WHAT LAWS RECOGNIZE THE COLLECTIVE RIGHTS OF THE MÉTIS?					
SETTING UP THE SECTION Getting Started	Page 152	1 period			
EXPLORING THE SECTION					
Timeline of Métis Rights	Pages 153–158	1–3 periods			
Connect to the Big Ideas	Page 158	1 period			
Profile: How do Métis see their rights?	Page 159	1 period			Teacher Backgrounder B–20: Métis Legislation
LOOKING BACK ON THE SECTION		1 period			
CHAPTER 4 REVIEW					
Summarize the Big Ideas		1 period			
Revisit the Chapter Issue		1 period			
Chapter Review Activities		2–4 periods		Handout G–6: Assessment Rubric Template	

ADDITIONAL COMMENTS

- The instructional time for each lesson is an estimate based on a 50-minute period.
- Choose from suggested activities, making decisions based on the needs of students; teachers do not need to attempt every activity in order to complete the outcomes from the program of studies.
- Refer to the Curriculum Congruence Chart on pages 18–21 of this teaching resource for a complete list of general and specific outcomes for this chapter.
- Suggested student responses to the blue, Critical Thinking Challenge, Think Critically, and Connect to the Big Ideas questions can be found in the Appendix on page 369 of this teaching resource.
- Check out the “**Links@Nelson**” Student and Teacher Centres at the Nelson website for resources to support the chapter activities. The site includes modifiable versions of all the handouts.
- Activities in the teacher notes in each chapter walk you through one way of approaching teaching the contents of the student book. The simulations provide alternate teaching activities designed to help apply the learning from the two general outcomes and issues from the Grade 9 program of studies.

CHAPTER OPENER ACTIVITIES

SECTION OVERVIEW

Teachers can choose from one or more of the following activities to introduce the concepts of collective identity and collective rights.

Introduction (Page 118)

- Use a **Graffiti Wall** strategy as a catalyst to explore concepts of collective identity. Post four to six pieces of chart or mural paper around the room. Divide students into groups of four to six and give each group a selection of different-coloured markers.
- Have each group answer the question, “What makes Canada unique?” Offer clues (e.g., Canada is pluralistic, it has a Charter that protects individual and collective rights, Canada has one of the world’s largest land masses). Explain that these all make Canada unique with its own individual and collective identities.
- Have each group write and sketch their ideas in graffiti style on the chart or mural paper. Encourage them to include key words, phrases, symbols, and so on to illustrate their ideas. Then, have each group visit the other posters to observe each other’s responses.
- Debrief the activity and draw connections between responses that emphasize ideas about pluralism and collective identity. Explain that in Chapter 4 students will explore collective rights and identity as one aspect of Canada’s uniqueness. Collective rights of groups are protected under the Charter of Rights and Freedoms, and no other country has this type of legislation.

ASSESSMENT OPPORTUNITY

Conduct ongoing assessment for learning as students work through the chapter. Use the checklists on **Handout 4-1** and **Handout 4-2**. You may also choose to create student-friendly self-assessment versions of the forms to involve students in their own assessment. Conference with students to discuss areas of strength and areas to improve upon.

Introduce the Chapter Issue (Page 118)

Use one of the following strategies to introduce the chapter.

- Refer students to the chapter issue question, *“To what extent has Canada affirmed collective rights?”* Brainstorm: “What does it mean to ‘affirm’ something or somebody?” (e.g., to feel accepted, to belong, to feel good about oneself, to acknowledge). Explain that as students investigate this issue they will consider how legislation, over time, has acknowledged the collective rights of Francophones, Anglophones, First Nations, Métis and Inuit, and how it has impacted these groups’ sense of belonging and collective identity in Canada.
- Introduce the organizer on **Handout G–1**, which students can use to help organize their research. Have them brainstorm the criteria they will use to evaluate how effectively Canada has affirmed collective legislation in the past. Ask, “How has legislation supported collective rights?” What factors determine how effective the Charter is for collectives exercising their rights?” Examples of criteria are:
 - The agreements made were followed up on consistently.
 - The legislation fosters collective rights in Canada today.
 - Groups use the Charter to challenge government decisions that interfere with collective rights.
- As students work through the chapter, guide them to identify different perspectives on the issue—particularly those of peoples who hold collective rights under Canada’s constitution and Charter, such as First Nations, Métis and Inuit, official language groups and official language minorities. The Canadian government’s perspective(s) and the perspectives of citizens, where appropriate and relevant, will also be explored. Students should include these perspectives in their responses to the chapter issue question.

TIP FOR DIFFERENTIATED INSTRUCTION

Teachers can extend the learning by having students research the policy priorities of Canada’s main national parties to determine the extent to which they believe in equality of opportunity for all Canadians. Have them list the evidence they find and present it to the class.

LINKS@NELSON

Try Judging



SIMULATION—TRY JUDGING

“Try Judging,” a website developed by the Canadian Superior Courts Judges Association, provides detailed teaching modules to lead classrooms through an exploration—and simulation—of the judicial process in Canada.

You will need to preview the site, and carefully choose content that will best meet the outcomes and the needs of your classroom, taking into account potential student sensitivities to some topics. As well, some of the topics on the website may not be appropriate for a Grade 9 classroom.

Select a “Try Judging” scenario—one that reflects a Charter issue, preferably dealing with an issue of equity. Or, use the “Try Judging” process as a model, and design your own judging simulation based on an issue selected by the class with teacher input.

CONSIDERATIONS AND CAUTIONS

Although every chapter includes opportunities to explore perspectives, Chapter 4 provides a unique opportunity for students to further develop an appreciation of Aboriginal and Francophone perspectives. Teachers may want to use this chapter as an opportunity to invite guest speakers to speak to the class about Aboriginal or Francophone perspectives, cultures, legislation, or collective rights.

- It is important to be aware of and explore the diversity of perspectives within First Nations, Métis and Inuit groups and within official language groups and official language minorities (Francophone and Anglophone) regarding the chapter task and chapter issues in Chapter 4 related to recognition of collective rights. Some people have been given the authority to speak on behalf of their groups or nations; others will speak about their own points of view based on their experiences. It is important to avoid making sweeping statements or build stereotypes of what all peoples feel or think about collective rights based on any one person's statement, while at the same time respecting that each person has something valuable to share. A multiple perspectives approach always should be taken when exploring topics and issues in Grade 9, especially potentially sensitive topics involving complex historical and contemporary agreements, actions, and legislation, such as the Charter and constitution, Treaties, land claims and the Indian Act.
 - Exploration of perspectives in Chapter 4 should also include the Canadian government's perspective and, where relevant, perspectives of citizens.
 - It is important to be sensitive to the diversity of perspectives that will arise from different sources, such as those present in the student book, in research, from guest speakers, and among students in your classroom. These perspectives may sometimes be controversial for some students in your classroom and should be acknowledged and respected as part of the discussion.
 - Chapter 4 focuses on the extent of recognition of collective rights for some groups of peoples who are identified in the constitution and Charter. It is important to note for students that this is why some groups of people have these legal, collective rights that are based on historical agreements, and other groups of peoples do not. Collective rights in Canada are specific legal rights present in the constitution and Charter for official language groups, official language minorities, Aboriginal peoples, and to a different extent and for different reasons, the judiciary, unions, and denominational school boards. Students may accidentally assume that all "groups" have collective rights, which is incorrect when discussing this term in a more legal context in Canada in the Grade 9 course versus using the term in a general way. All people in groups do have individual rights, though, such as freedom of religion, etc. as noted in different sections of the Charter and discussed in Chapter 3 and again in Chapter 5.
 - Students will require support and discussion to understand issues of equity versus equality when analyzing that collective rights in the Canadian context are not "special" rights for some and not for all, but are actually constitutional rights being exercised via historical agreements. Different authentic perspectives and facts in contrast to possible myths and stereotypes that may arise during discussion will be important to explore in this chapter.
 - Chapter 4 and, to some extent, Chapter 5 could be among the more sensitive chapters in the resource, due to the potentially controversial nature of some issues related to collective rights and a need to understand historical context in order to make meaning of contemporary issues.
-

LINKS@NELSON

Head-Smashed-In
Buffalo Jump
Interpretive Centre



? Based on these photographs, what challenges and opportunities do collective rights create for Canada?

Photograph 1: What might Treaties mean for citizenship in Canada today?

Photograph 2: To what extent is knowing history a responsibility that comes with citizenship?

Photograph 3: In what way do Francophone schools assert the citizenship of Francophones in Canada? How do they affect the responsibilities of all Canadian citizens?

ASSESSMENT OPPORTUNITY

Involve students in assessment for learning by using the checklists on **Handout 4-1** and **Handout 4-2**.

LINKS@NELSON

Human Rights
Commission



TIP FOR DIFFERENTIATED LEARNING

Students can broaden their understanding of Canadian history by researching information to support the blue questions

Chapter Opener Visual (Pages 118–119)

Using the photographs as a springboard for further inquiry, teachers can choose one of the following activities to extend students' understanding and appreciation of collective rights and identity in Canada.

- Have students access the website for Head-Smashed-In Buffalo Jump Interpretive Centre. The website has virtual tours of the site and information about the Blackfoot (Siksika), the Bloods (Kainai) and the Peigan (Pekuni). Alone or in pairs, students can research the significance of the site to First Nations people in Alberta, and how it affirms the collective identity of Aboriginal peoples. They can summarize their conclusions in a short report or poster and present them to the class.
- Students can use the caption questions for each picture as a tool for gathering information before and after they read the chapter. Before they read, they can write down an initial response. After they read, they can summarize the chapter and write a more detailed response to the caption questions, expressing new insights they have gathered.

Explore the Vocabulary (Pages 118, 123, 124, 125, 129, 132, 134, 137, 141, 143, 145, 153)

Students can explore the vocabulary in the chapter by using a **Word Cycle** (see page 39 of this teaching resource) to show relationships between words and concepts. Either electronically or on poster paper, have them include definitions, examples and illustrations. Keep the word cycles posted in the classroom and refer to them as students work through the chapter.

INTRODUCE THE CHAPTER TASK

SETTING UP THE TASK

- In this task, students will explore how collective-rights legislation has been affirmed in Canada. The goal is for students to analyze collective-rights legislation over time, and develop an informed response to the chapter task question, ***“How has collective-rights legislation over time shaped who we are as Canadians?”***
- Students will reflect and illustrate their responses in a display for an exhibit that includes:
 - An understanding of the historical context surrounding legislation that affirms collective rights in Canada.
 - An analysis of how collective rights have, over time, shaped the unique sense of identity of Canadians.

? What do you already know about Canadian history that you can apply to these stamps?

? Why do you believe Canadians want to commemorate the link between history and these identities?

Connecting with Citizenship, Identity and Quality of Life (Page 120)

Introducing the Task (Page 120)

- In the Chapter 4 task, students take the role of a contributor to a museum. Emphasize that they will analyze historical context by researching the effects of collective-rights legislation on individuals and groups over time. Remind students that their displays should demonstrate knowledge of collective rights in Canada, and include an analysis of why collective rights are important to all Canadians.
- Introduce **Handout 4–3** to help students self-assess the skills for analyzing historical context. Before they begin the task, invite them to evaluate how well they currently use and apply each skill. At the end of the task, have them refer back to the handout to reflect on how they used and developed these skills.

Let's get started! (Page 121)

- Introduce **Handout 4–4**, which includes a template of the questions found on page 121. As students read the chapter, have them collect information to answer these questions. They can use the answers to formulate an informed response to the chapter task question.
- Teachers can revisit the questions as students work through the chapter. Students can be organized into small discussion groups to share and compare their responses.

RESEARCHING THE TASK

Task Alert! Analyzing Historical Context (Pages 139–140)

- Introduce the skill of analyzing historical context by asking students for examples. Ask, “When we analyze an event in history, what things do we consider? How do we find out more about the time period of an event or issue in history?” Students can make a web or point-form list of their ideas in their notebooks, or the teacher can compile them on chart paper or on the board. Find similarities and differences, and look for patterns to help students make connections between information.
- Refer students to the Task Alert! Analyzing Historical Context on page 139. Have them read the student quotes individually, in pairs, or as a group. Have students compare their lists of ideas with the quotes in the book. Ask, “How are the quotes similar to and/or different from the ideas shared by the class? What new information did you discover that will help you with the skill?”

Practising the Skill (Page 140)

- Explain to students that the task will involve the skill of analyzing historical context. Alone, in pairs or small groups, have them conduct more in-depth research on one or more of the pieces of legislation listed on page 140. Visit the Student Centre at the Nelson website with students to access information about:
 - Treaties, 6, 7 and 8
 - Indian Act

TIP FOR DIFFERENTIATED INSTRUCTION

This chapter covers a lot of content, so some students may benefit from an adapted approach to the task. Consider these tips:

- Assess whether students are ready to complete the task, and adjust the instructions accordingly.
 - Focus more on the process skills rather than the content.
-

CONSIDERATIONS AND CAUTIONS

Teachers can also invite an Elder or member of the Francophone, First Nations or Métis community to share information on the chapter task question and collective rights. Refer to the **Teacher Backgrounder B–2** for more information about inviting Elders to the classroom.

Some people may find the activity of creating a museum display controversial, unless it is explained carefully. Over time, some sacred Aboriginal and Indigenous cultural items and some inauthentic versions of Aboriginal and Indigenous people’s stories have found their way into museums, potentially misrepresenting the peoples or their perspectives. Students should be careful to involve a variety authentic research and voices in their displays, and to focus their displays on the issue of collective rights, rather than creating cultural displays.

- Official Bilingualism
 - Minority Language Education Rights
 - Manitoba Act—official bilingualism and dual publicly funded school system
 - Section 35, Constitution Act
- Using the questions outlined on page 140, and on **Handout 4–5**, have students research the legislation for historical context and share with the class. Visit the **Skills Centre** on page 356 for ideas to help students conduct research inquiries on collective-rights legislation.

CREATING AND REFLECTING ON THE TASK

Task Alert! Wrapping Up Your Task (Page 160)

- Page 160 provides guidance in preparing the final product for the task. Students will need to refer to **Handout 4–4**, which they began on page 121. Using the handout, students formulate a position on the chapter task question, “*How has collective-rights legislation over time shaped who we are as Canadians?*” Give them time to summarize the information and compile their evidence in a report that will form the basis for the display.

Creating the Product (Page 160)

- Brainstorm characteristics of an effective display (e.g., well organized with clear titles). Students can also refer to Tips for Preparing a Display on page 160.
- Introduce the assessment rubric on **Handout 4–6** so students will know what to aim for as they create their displays.
- Have students choose a display format from the ideas on page 160. Then, have them develop plans, electronically or by hand, with a sketch or written outline of their displays. Students can work in pairs or small groups to give feedback to each other. The teacher can also provide feedback and check for understanding.

Sharing and Reflecting on the Task

- Give students time to prepare and assemble their displays. Teachers can facilitate a **Gallery Walk** (see page 57 of this teaching resource) to give students and/or other classes an opportunity to learn from their peers and preview exemplars. Afterwards, have students reflect on their task and set goals for learning. They can use **Handout 4–7** to help formulate their thoughts. Students can also refer to the self-assessment they began on **Handout 4–3** to reflect on the skills they practised and applied for this task.

TIP FOR DIFFERENTIATED INSTRUCTION

Teachers can adapt this activity by having students work in pairs or small groups. Students will need to work together to research the chapter task question, and to create and assemble the artifacts for the display.

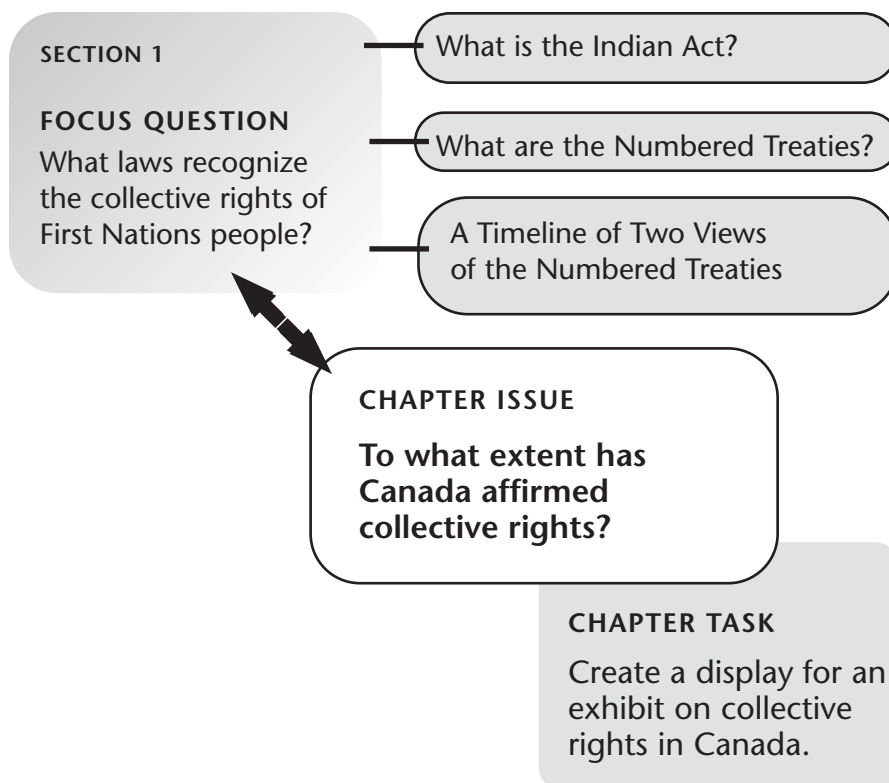
CONSIDERATIONS AND CAUTIONS

Identify a place in the school or community where students can exhibit their displays (e.g., school or public library, school foyer, mall). Secure proper permission before setting up any display. Enlist parents or community members to help students organize and set up the displays. Invite local media to cover the displays, bringing awareness about collective rights.

SECTION 1—WHAT LAWS RECOGNIZE THE COLLECTIVE RIGHTS OF FIRST NATIONS PEOPLE?

SECTION OVERVIEW

Section 1 introduces the collective rights of Aboriginal peoples outlined in the Indian Act and Numbered Treaties. Students will explore the historical impact that government decision making had on the collective identity of Aboriginal peoples. They will apply the skill of analyzing sources in comparing information to develop an informed response to the chapter issue. Specifically, this section will focus on First Nations peoples, given the specific legislation and historic treaties being explored.



SETTING UP THE SECTION

Before You Get Started (Page 123)

- Begin by having students think about what they have learned so far about individual and collective rights. Use a **Venn diagram** similar to the one on page 46 of this teaching resource to compare the similarities and differences between individual and collective rights. Alone or in pairs, students can jot down their ideas.
- Next, have students read page 122 for additional background knowledge about collective rights in Canada, and how they differ from individual rights. Students can continue adding notes to their diagrams.



Based on the facts on this page, why are collective rights important to all Canadians?

- Afterwards, use an **Inside-Outside Circle** strategy (see page 51 of this teaching resource) for students to articulate their ideas and respond to the blue question.

Getting Started (Page 123)

Introduce the idea of Aboriginal collective rights by using the radio and video clips from *The Battle for Treaty Rights* on the CBC Archive at the Nelson website. These clips support the historical timeline of the Numbered Treaties beginning on page 128. Teachers can use the clips in the following ways:

- As a class, listen to the first clip, “Why treaties are worth fighting for.” As students listen to the clip they can make a point-form list or sketch of the speakers’ statements to identify why they are seeking recognition for their collective rights, and how this applies to the chapter issue.
- Assign pairs or small groups one of the clips to listen to or view. Then, have them write summaries of the key ideas in the clips to share with another group.
- Individually, students choose two to three clips to view, comparing key ideas in each clip. They can summarize their findings in a collage.

CONSIDERATIONS AND CAUTIONS

- The Before You Get Started activity supports the central focus for the chapter task. During the discussion, have students take notes of any ideas reflecting the importance of collective rights. They can later use these ideas to help develop an informed response for the chapter task.
 - Students should be aware that this section focuses specifically on First Nations peoples because it is analyzing historical, Numbered Treaties—which apply only to some First Nations peoples—and the Indian Act. This section of Chapter 4 (and the Grade 9 course) is also looking at an Alberta-focused context when illustrating outcomes about recognition of collective identity in Canada. Inuit peoples are not covered in this section or chapter as they did not historically have Treaties with the Canadian government. However, because they too have collective rights under the constitution in Canada, they are referenced at different points in this section. Students should be aware that Canada’s Inuit peoples also have collective rights.
 - It is important to be sensitive to different perspectives over time, among First Nations peoples and within First Nations groups, the Canadian government, and other diverse peoples in what is now called Canada. It is also important to focus on authentic perspectives and facts, and to address stereotypes and myths should they arise.
 - Have students be aware that some First Nations peoples view Treaties as nation-to-nation, sacred agreements, and that Section 35 of the constitution is an important link to explore regarding recognition of these collective rights.
-

EXPLORING THE SECTION

What are the Numbered Treaties? (Pages 124–127)

Teachers can choose one of the activities below to explore the Numbered Treaties with students:

- Use the map and blue question on page 124 to reinforce geographic thinking skills. Alone or with partners, have students analyze the map to respond to the blue question. Extend the activity by accessing maps and other geographic information about the Treaties from the Atlas of Canada site at the Nelson website. Using information from the site, students can create and share maps representing the Treaties before and after Confederation. Provide the option of creating maps using electronic mapping tools.



What can you learn about the Numbered Treaties from this map? Identify three facts related to their location and dates. Identify a question posed by the map that would require further research.



To what extent do you believe it's important to follow up on agreements? Think of a situation in your own life where you have reached an agreement with someone.

Use the blue question on page 125 as a starting point for a discussion of agreements students have reached in their own lives, and how they followed up on it. Afterwards, discuss how their examples help them understand Treaty agreements.



CRITICAL THINKING CHALLENGE

In what way did the Numbered Treaties acknowledge the past? In what way did they respond to events of their time?



CRITICAL THINKING CHALLENGE

How does the way you understand the past affect the way you understand groups in society today? How do perspectives affect understandings of the past?

Use the Critical Thinking Challenge questions on pages 126–127 to consider the historical context of the Numbered Treaties. Have students choose a note taking organizer on pages 42–43 of this teaching resource, have students read the selection to identify reasons for negotiating the Numbered Treaties and how the Treaties were interpreted. Then, in small groups or as a class, have students share their personal responses.

TIP FOR DIFFERENTIATED INSTRUCTION

Extend the learning by having advanced students research and create a detailed comparison of Treaties 6, 7, and 8. They can explain the historical context for each Treaty, how it was interpreted, and what contemporary issues relate to it. Alone or with partners, have them create and present a video clip or poster.

LINKS@NELSON



Treaties 6, 7, and 8
Indian and Northern
Affairs Canada

A Timeline of Two Views of the Numbered Treaties (Pages 128–135)

Teachers can choose one of the following activities:

- Use a **team learning** strategy (see page 50 of this teaching resource) to read and respond to the information and blue questions on pages 128–135. Have students read and take notes in teams, identifying the main ideas and perspectives of the sources, and discussing whether or not the legislation cited affirms First Nations collective rights.

- As students read the selection, have them respond to the blue questions and add their responses to the chart in **Handout 4–8**. Afterwards, students can use this information to support developing an informed response for the chapter task.



Examine the medal carefully. What messages about the meaning of the Numbered Treaties does it convey? To what extent do the statements on this page convey the same messages?



Compare and contrast the information on this page. What issues about First Nations governance can you identify?



Compare the statement above with the statement below. Why might the government have made the statement below? Why might First Nations have protested against this statement?

- After reading the section, have students choose two quotes—one view and one perspective—that they feel best capture the spirit of Canadian citizenship and collective rights today. Have them create a visual that illustrates the quotes with a written explanation supporting their choices.

CONSIDERATIONS AND CAUTIONS

- Guide discussion about residential schools with caution and sensitivity, as many Aboriginal people had extremely negative experiences with residential schools. Some students may have relatives who attended residential schools. Find out if this is the case, and speak with these students before approaching the topic.
 - It is important to be aware of different perspectives and highly emotional experiences related to residential schools before entering into this topic.
 - Visit the Nelson website for the government’s official apology regarding residential schools. Note that the residential schools issue is explored in Alberta Grade 10 social studies, General Outcome 2; it may be a bit developmentally difficult to focus on this topic in detail in Grade 9, as students haven’t yet built sufficient background knowledge.
-

TIP FOR DIFFERENTIATED INSTRUCTION

- Some students may need more directed guidance to identify different perspectives and interpretations on the Treaties. In this case, read the section out loud with the class and use an overhead to model responses. Students can copy the responses as they are discussed.
-

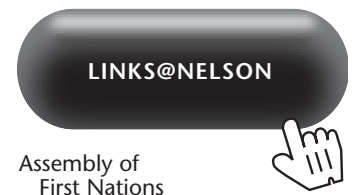
What is the Indian Act? (Pages 137–138)

- Students can use their knowledge of the Indian Act from Chapter 3 with the reading on page 137 to compare how collective rights have been affirmed over time. Have students complete both activities in Connect to the Big Ideas to articulate and demonstrate their responses.

Spot and Respond to the Issue (Page 138)

Use the article on page 138 to explore the implications of changing the Indian Act and how changing it impacts citizenship and collective identity. Try one of the suggestions below:

- Using what they have learned about Aboriginal perspectives and collective rights, have students develop an informed response to the question, “What should be done about the Indian Act today?” As part of their response, students should cite the perspectives involved and what groups are impacted most.
- Invite a member from the First Nations, Métis or Inuit community, a university professor or MP who is knowledgeable about the Indian Act and Bill C-61 (First Nations Governance Act) to present his or her views. Then, have students summarize the key ideas and use them to support an informed response on the issue.
- Encourage students to research the difference between changes to the Indian Act that are based on treaties, and changes that are based on government policy. Discuss why most First Nations peoples would prefer that changes be treaty based.
- Students can perform online research on the First Nations Governance Act and then contact organizations such as the Assembly of First Nations by letter or email asking for updates. Then, they can summarize the key ideas and use them to support an informed response to the issue. Students can go to the **Skills Centre** on page 371 in the student book for tips on writing emails.
- For versions of the Indian Act, visit the Nelson website.



HOW TO IDENTIFY AND ANALYZE INFORMATION SOURCES

Introduce the Skill (Page 136)

- Begin by dividing students into groups of three. Explain that for this activity they will think about and agree on a topic related to collective rights they would like to research, and then write down four or five information sources that they can use.
- Possible responses: They are interested in learning more about official language rights, so their sources would be websites of minority language groups or communities, the evening news, or interviewing a spokesperson. They are interested in knowing more about treaties, so they could review magazine articles in online databases, check out books from the library, or follow current stories on television, in newspapers and on the Internet.
- Have each group share its ideas and write them on the board or on chart paper. Explain that these are information sources, and that analyzing information sources is an important aspect of thinking critically about the impact of collective-rights legislation.

Model and Practise the Skill (Page 136)

- Explain that for this activity students will review the skill of identifying and analyzing information sources to understand how collective-rights legislation impacts individuals and groups. Read *How to Identify and Analyze Information Sources* to the class.
- Read the sidebar on page 136 explaining the difference between primary and secondary sources. Have students refer to the list of information sources they compiled earlier and identify which sources are primary and which are secondary. Teachers can circle or highlight each using a different-coloured marker.
- Alone, in pairs or small groups, students use **Handout 4–9** to help them identify and analyze information sources found in Chapter 4. Teachers can check for understanding by having students share and compare their responses with the class. Clarify any misconceptions or inaccurate responses.

Use Your Skills (Page 136)

- Refer students to the Use Your Skills activity on page 136. Explain that they will write a paragraph analyzing, comparing and summarizing two information sources to determine to what extent they affirm the collective rights of First Nations, Métis or official language minorities. Introduce the assessment rubric for the activity on **Handout 4–10** and review the criteria. Students can use the paragraphs to support their research for the chapter task.
-

LOOKING BACK ON THE SECTION

- Use an **index card** strategy (see page 52 of this teaching resource) to summarize and reflect on the learning in this section. On one side, have students write a statement that summarizes one key idea from the section and, on the other side, one question they still have. Share with partners.

Differentiating Instruction

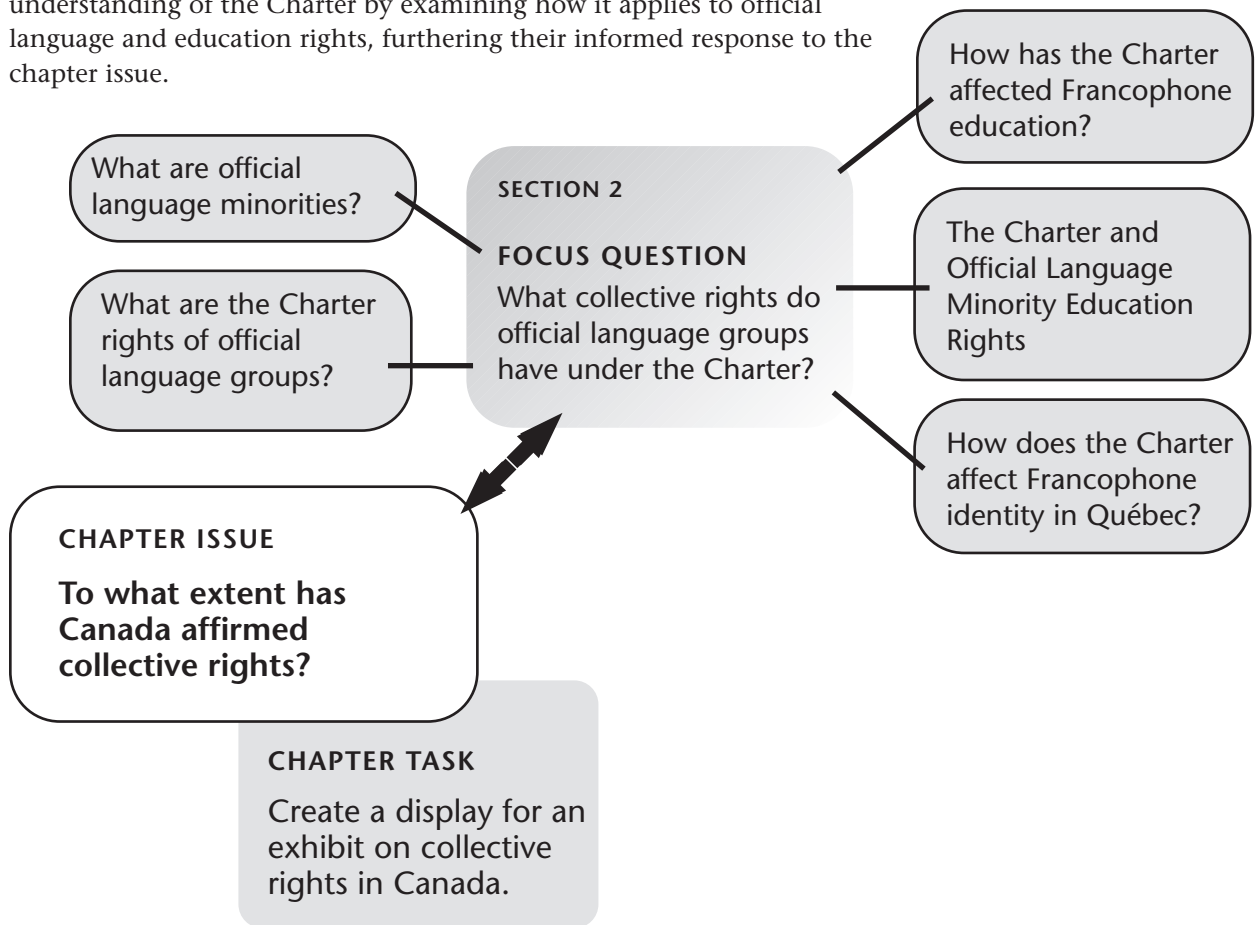
Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Create a **WebQuest** (see page 53 of this teaching resource) about the section using several of the educational websites that refer to Aboriginal culture, identity and collective rights at the Nelson website.
- Write and illustrate a **perspectives piece** (see page 55 of this teaching resource) that represents different interpretations of the Numbered Treaties and share it with a partner.
- When creating the webquest and/or the perspectives piece, it is important that students avoid stereotypes or inauthentic voices; their webquests and perspectives pieces should reflect authentic, firsthand research from relevant voices and perspectives.

SECTION 2—WHAT COLLECTIVE RIGHTS DO OFFICIAL LANGUAGE GROUPS HAVE UNDER THE CHARTER?

SECTION OVERVIEW

Use the maps, interviews and other primary sources in Section 2 to help students identify the challenges and opportunities official language groups face in maintaining their collective identities. Students will apply their understanding of the Charter by examining how it applies to official language and education rights, furthering their informed response to the chapter issue.



SETTING UP THE SECTION

Getting Started (Page 141)

- Introduce the concept of official language minorities by having students create **tableaux** (see page 56 of this teaching resource). In small groups, students create tableaux representing the challenges or opportunities facing individuals who speak French or English in a minority context, and what it is like to struggle for recognition of their language and identity. Afterwards, discuss what the characters in the tableaux might have been thinking or feeling about their quality of life in a minority setting, and how this relates to affirming collective rights.



How do Rachel's rights as a Francophone affect her quality of life?



How does Rachel represent the concerns of a minority-language speaker?



How does Devlin represent the concerns of a minority-language speaker?

EXPLORING THE SECTION

What are official language minorities? (Pages 142–144)

Teachers can use the following sequence to explore pages 142–144:

- Have students analyze the map on page 142 to determine the geographic location of the majority and minority languages in Canada.
- Students draw a **comparison chart** like one on page 45 of this teaching resource in their notebooks and compare the views expressed in the profiles on pages 143 and 144. In the first profile, “A Student Speaks,” a Francophone student talks about how language is a main aspect of her identity and how speaking a minority language affects her quality of life. In the second profile, “Living en Anglais,” an Anglophone student shares his views about his Anglophone identity and living as a linguistic minority. Students can use the blue questions to help focus their reading.
- Next, have students respond to the questions in the Connect to the Big Ideas at the bottom of page 142 to connect the geographic information with the quality of life for minority-language groups.

The Charter and Collective Rights of Official Language Communities (Pages 145–150)

- Pages 145–150 outline the Charter's effects on the collective identity of official language communities. Teachers can use a **jigsaw** grouping strategy (see page 50 of this teaching resource) to involve students in researching to find out how effectively the Charter fosters Francophone identity. In groups of five, students organize and share their ideas on:
 - What are the Charter rights of official language groups? (Page 145)
 - How has the Charter affected Francophone education? (Page 146)
 - Did You Know? (Page 147)
 - The Charter and Official Language Minority Education Rights (Page 148)
 - How does the Charter affect Francophone identity in Québec? (Page 150)
- Have students summarize their findings and create a visual or slide presentation that illustrates key ideas about the relationship between the Charter, Francophone identity, and quality of life.
- Choose two or three of the Connect to the Big Ideas activities on page 148 to enrich and extend student understanding about language and identity, and to what extent the Charter fosters the collective rights of Francophones and Anglophones in Canada.



How do the collective rights and identity of Francophones reflect and affirm their history?



What effect do you think the laws described on this page would have on a minority-language group?

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may benefit from working individually to explore pages 145–150. In this case, students can examine each key question individually and write or sketch responses to the blue questions.

Profile—Putting Francophone Rights into Action (Page 149)

- Read Claudette Roy's views about her collective rights as a citizen. Facilitate an **Instructional Conversation** (see page 44 of this teaching resource) using the sidebar questions as a springboard. Students can take notes on the key points of the discussion and use the ideas to support developing an informed response for the chapter task.



CRITICAL THINKING CHALLENGE

How does official bilingualism help create a society in which all Canadians belong?



CRITICAL THINKING CHALLENGE

In what way is asserting collective rights an act of citizenship? In what way does it build a society in which people of different identities and perspectives belong?

Connect to the Big Ideas (Page 151)

- Choose one or two of the Connect to the Big Ideas activities on page 151 to enrich and extend student understanding about citizenship, identity and collective rights and responsibilities.

LOOKING BACK ON THE SECTION

- Have students consider the quote by Denis Coderre and the blue question on page 151. Using an **exit card** (see page 52 of this teaching resource), have students write a summary statement about the ways that collective rights affect quality of life for all Canadians. Students can also apply their statements to the chapter task.

Differentiating Instruction

Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Research, create and share an illustrated timeline of Francophone collective rights in Alberta.
- Do an online search of newsgroups to find articles related to official bilingualism and official language groups in Canada and Québec. Create a **retrieval chart** (see page 46) to compare the issues represented in each article and the views and perspectives on those issues.
- Former Prime Minister Pierre Elliott Trudeau had an important role in establishing the Charter. Visit the Nelson website to review interviews and speeches that express his views about official bilingualism, citizenship and identity in Canada. Then, compare his views with the views represented in this section.

LINKS@NELSON

Minority Language Education Rights

Manitoba Act

Section 35, Constitution Act

Official Languages Act of 1969

Canadian Charter of Rights and Freedoms, sections 16–22



LINKS@NELSON

Francophone Education in Alberta



According to Denis Coderre, how do collective rights affect quality of life for everyone in Canada?

ASSESSMENT OPPORTUNITY

Teachers can use the exit cards to examine how well students understand the concepts, and then assist students who are having difficulty making the connection between collective rights and citizenship and identity.

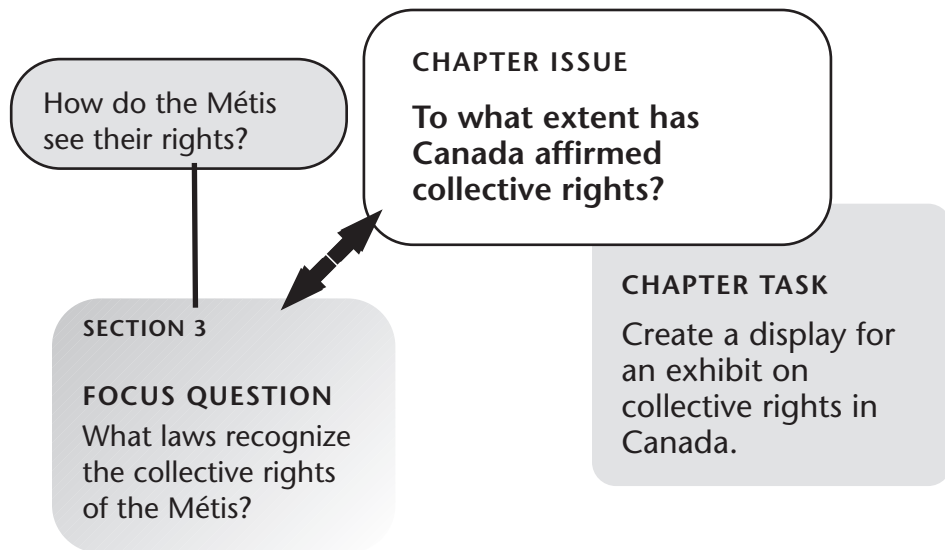
CONSIDERATIONS AND CAUTIONS

- Be sensitive to different perspectives over time among Métis peoples and within Métis groups (e.g., Métis Nation, Métis Nation of Alberta, Métis Settlements Council), the Canadian government, and with other diverse peoples in what is now called Canada. Focus on authentic perspectives and facts, and address stereotypes and myths should they arise.
 - Examples of contexts where different perspectives may exist include the impact of the Indian Act over time, and who is considered to be Métis and have collective rights.
 - Also build on the historical context regarding Métis peoples (e.g., the examples of Riel, etc.). Make students aware that some Métis peoples have and are building contemporary agreements and land claims. Students can also explore Section 35 of the constitution regarding recognition of these collective rights.
-

SECTION 3—WHAT LAWS RECOGNIZE THE COLLECTIVE RIGHTS OF THE MÉTIS?

SECTION OVERVIEW

Section 3 describes the history of Métis rights in Canada and provides views and perspectives on legislation and collective identity. Teachers can use the illustrated timeline in Section 3 to help students understand the ways that legislation has affirmed Métis identity and how the Métis have exercised their collective rights over time. They can apply information gathered in this section to developing an informed response to the chapter task and issue question.



SETTING UP THE SECTION

Getting Started (Page 152)

- Begin by having students reflect on what they learned about Métis culture and history in Grade 7 social studies and from other sources. Write this quote by Louis Riel on the board or on an overhead, “We must cherish our inheritance. We must preserve our nationality for the youth of our future. The story should be written to pass on.”
- Ask, “What do you think Riel meant by this statement? What connection can you make with this quote and what we have learned about collective rights?” Give students a few minutes to write a reflection on this quote. Have students share their responses with the class.

EXPLORING THE SECTION

Timeline of Métis Rights (Pages 153–158)

Teachers can choose one of the following suggestions for exploring Métis collective rights:

- Use the timeline of Métis rights to apply students' understanding of historical thinking. Students can use the following questions to analyze the events in each time period to determine the implications they had for Métis collective rights and identity:
 - What was the noticeable event?
 - How did it impact Métis quality of life at the time?
 - How did it impact Métis collective rights?
- Then, have students consider their findings and choose one action or piece of legislation that they believe is the most important in affirming Métis collective rights in Canada over time. Students can share their conclusions with the class or a small group.
- As a class, conduct an **Instructional Conversation** (see page 44 of this teaching resource) to explore the Critical Thinking Challenge and blue questions. Students can take notes of key points in the discussion and use them to support developing an informed response to the chapter issue.



CRITICAL THINKING CHALLENGE

How does understanding the complexity of views and perspectives about Louis Riel connect to citizenship in Canada today?



How does the information on this page demonstrate that the Métis have diverse perspectives? What other examples of differences in views and perspectives can you find in this section?



How do these events reflect the Métis struggle to gain collective rights? How do they reflect changes in the view of Canada's government regarding Métis collective rights?



How does the recognition of the right to land affirm the collective identity of the Métis?



CRITICAL THINKING CHALLENGE

What view of Métis collective rights does the Alberta government's 2007 decision about harvesting rights reflect?

Connect to the Big Ideas (Page 158)

- Choose one or both of the Connect to the Big Ideas activities on page 158 to enrich and extend student understanding about Métis collective rights and identity.

Profile—How do the Métis see their rights? (Page 159)

- Students can work with partners to compare the statements from Audrey Poitras and Gerald Cunningham and respond to the Critical Thinking Challenge and blue questions on page 159.



CRITICAL THINKING CHALLENGE

Why might the Métis organizations described on this page have different perspectives on Métis rights?



Why are the collective rights of the Métis important to Audrey Poitras and Gerald Cunningham?

LOOKING BACK ON THE SECTION

Have students write down the “gist” of the key ideas in the section, summarize how laws recognize the rights of the Métis, and then share with a partner.

Differentiating Instruction

Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Conduct more in-depth research about the trial of Louis Riel and compare it with what you learned about the federal judicial system in Chapter 1. Apply the concepts of fairness, equity and justice learned in Chapter 2 to analyze the trial in 1885, and predict what would happen if Riel were tried today.
- Using a **triple Venn diagram** (see page 46 of this teaching resource), compare and contrast collective-rights legislation for First Nations, official language groups and the Métis to determine to what extent Canada has affirmed collective rights.

CHAPTER 4 REVIEW

Summarize the Big Ideas

Students can use a **Two-Column Notes** organizer (see pages 42–43 of this teaching resource) to review and organize the big ideas of the chapter. This activity helps students distinguish between main ideas and supporting details. Then, they can compare their notes in pairs or small groups.

What to Look For

- When reviewing Chapter 4 with students, look for knowledge and understanding about:
 - How First Nations and Canada’s government view Treaty rights and the Indian Act.
 - How official language rights affect the identity of official language groups.
 - How the recognition of Métis rights has evolved.



The Trial of Louis Riel



Chapter Review Activities (Page 161)

- Teachers can choose one or more of the activities on page 161 to review and assess the key concepts of the chapter. The review activities provide differentiated options for culminating learning. Students do not need to complete every activity, as the outcomes are visited and revisited throughout the chapter.

CHAPTER 4 VOCABULARY

affirm: to validate and express commitment to something

Anglophone: a person whose first language is English

annuity: an annual payment. Under the Numbered Treaties, annuities are mostly symbolic today. For example, the members of Treaty 8 each receive \$5.00 per year.

assimilate: become part of a different cultural group

autonomy: authority to make decisions

collective identity: the shared identity of a group of people, especially because of a common language and culture

collective rights: rights guaranteed to specific groups in Canadian society for historical and constitutional reasons. These groups are Aboriginal peoples, including First Nations, Métis and Inuit peoples; and Francophones and Anglophones.

entrenching: fixing firmly within

ethnocentrism: the belief that one's culture is superior to all other cultures

First Nations: the umbrella name for the diverse Aboriginal peoples who have collective rights that are recognized and protected in Canada's constitution. The constitution refers to First Nations as "Indians," in keeping with the name used at the time of negotiating Treaties.

Francophone: a person whose first language is French

Indian: Europeans used the word *Indian* to describe the First Nations of North America, although these peoples were diverse and had many names for themselves. Many First Nations prefer not to use the word *Indian* to describe themselves. First Nations sometimes use this term because it was, and continues to be, a term with legal and constitutional significance. It is not a term First Nations chose for themselves.

Indian Act: federal legislation related to the rights and status of First Nations peoples ("status Indians"), first passed in 1976 and amended several times

inherent rights: rights with origins in fundamental justice

official language community: one of the groups in Canadian society whose members speak an official language of Canada—French or English—as their first language

official language minority: a group that speaks one of Canada's official languages (English or French) and that does not make up the majority population of a province or territory

patriate: to bring to a country something that belongs to the country

publicly funded: paid for by taxes and provided by government

reserve: land for the exclusive use of First Nations

scrip: in Métis history, a document that could be exchanged for land and that was offered to the Métis at the time the Numbered Treaties were negotiated

sovereignty: independence as a people, with a right to self-government