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BC First Peoples 12 Course Outline

Ms. Thompson • 2024 • karenthompson@sd44.ca

COURSE DESCRIPTION:

This course explores the historical and current context of British Columbia with an emphasis on First Peoples and their experiences. We will discuss the diversity these lands, Nations, and cultures in this province hold, and how our host nation's cultural richness has been renewed, sustained, and transformed throughout time. By exploring the impact of contact and colonialism on B.C.'s First Peoples' cultural, social, political, and economic lives, students will better understand and further appreciate the challenges, resistance, and resilience of these Nations through their ongoing cultural expression, self-governance, and self-determination. B.C. First Peoples 12 is intended to encourage participants to begin their journey towards truth and reconciliation. This class involves experiential, decolonial education methods, thus, it may feel different than other classes. Students will be asked to engage meaningfully with regards to their identity, their community, and their connection to place. The course will be taught through a mixed lens which includes anthropology, history, and social justice. There will be a focus on discussion and sharing through Talking/Sharing Circles, collaboration in small groups, and self-reflection. Students are encouraged to practice curiosity, humility, and reciprocal respect for all members of our learning community, the course material, and most importantly, for themselves. The big ideas of the course as developed by the BC Ministry of Education are outlined as follows:

BIG IDEAS:

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.	The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.	Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.	Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.
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The course directly fulfills some of the Calls to Action of the Truth and Reconciliation Commission (TRC), as well as those of the United Nations Declaration on the Rights of Indigenous People (UNDRIP). The government of Canada is committed to the implementation of the recommendations in the Calls to Action in the TRC; this includes the UNDRIP.

It is important to note that of the ninety-four Calls to Action in the TRC, several are directly related to education. The Honorable Justice Murray Sinclair, who was the Chair of Canada's TRC has often conveyed that, "It was education that got us into this mess and it will be education that gets us out of it."

CONTENT ADVISORY:

This course includes regular discussions about mature and often difficult topics related to the life experiences and resulting intergenerational trauma experienced by many Indigenous Peoples. Course texts, including novels used for literature circles may contain content and language that may be disturbing to some students. Students are encouraged to speak to me if they are struggling with subject matter or resources.

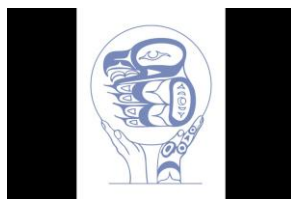


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THE FIRST PEOPLES PRINCIPLES OF LEARNING:

The First Peoples Principles of Learning were articulated by Indigenous Elders, scholars and Knowledge Keepers to guide the development of the curriculum and the teaching of the English First Peoples course created by the BC Ministry of Education and the First Nations Education Steering Committee in 2006/2007. The First Peoples Principles represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It is important to note that they do not capture the full reality of the approach used in any single First Peoples' society.

The Principles are as follows:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

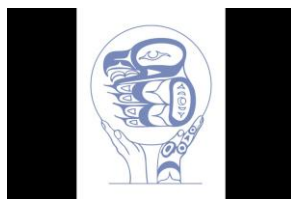


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UNITS OF STUDY:

<i>Modules and Stories</i>	<i>Topics</i>
Module One: Locating Ourselves – Identity/Land/Pre-Contact <i>The Two Sisters</i>	Positionality Terminology of Indigenous Peoples Land Acknowledgements BC's Land & Place Names Connection to & Living on the Land
Module Two: Historical Journey and Legacy of Colonialism <i>The Lost Island</i>	Role of Oral Tradition for BC First Peoples Contact to the 20 th Century 20 th Century to Today Response of BC First Peoples to Colonialism Impact of Historical Exchanges of Ideas, Practices, & Materials Resistance of BC First Peoples to Colonialism
Module Three: Self-Determination and Contemporary Issues <i>The Sea-Serpent</i>	Common Myths about Indigenous Peoples Activism & Resistance Language Revitalization Land Claims in BC Current Issues
Module Four: Cultural Expression <i>The Deep Waters</i>	The Media's Interpretation of Indigenous Peoples Cultural Appropriation Museums Cultural Expression Art as Resistance
Module Five: 94 Calls to Action & the Path Forward <i>The Siwash Rock</i>	The Truth & Reconciliation Commission Indigenous Justice & Self-Governance

TEXTBOOK:

Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Metis & Inuit Issues in Canada*. Winnipeg, Highwater Press, 2016.

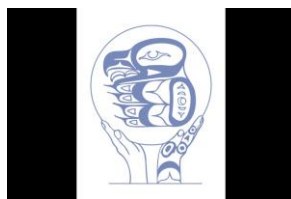


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ASSESSMENT & EVALUATION:

Students will be assessed in a variety of ways for this course. Assessment will include self-reflections, projects, presentations, tests, literature circles, and class discussions through Talking/Sharing Circles. In order to be successful, students must: attend regularly; arrive on time; be engaged in lessons, class discussion and activities; keep up with their assignments; review regularly. Students are encouraged to seek learning support with writing, study skills, and test preparation during the Flex Time period, Mon.-Fri. @ 8:30-9:10; room #187. All assessment will be based upon the course curricular competencies outlined on the next page.

CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, events, places, issues, or development in the past and present (significance)
- Identify what the creators of account, narratives, or maps have determined to be significant (significance)
- Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present
- Characterize different times periods in history, including examples of progress and decline, and identify key turning points that marked periods of change
- Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development
- Assess the connectedness or the reciprocal relationship between people and place
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past
- Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)
- Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond