

ANTHROPOLOGY & SOCIAL STUDIES - UNIT II

4. The first people to inhabit Saskatchewan were the ancestors of the "Indians".

Activities:

- a) Exercise in which students would be involved in studying a time line extending from prehistory to the present time. Key points along the line will include:
- a) early man
  - b) the coming of the first newcomers
  - c) the first settlement
  - d) etc.
- b) exercise in which students would be involved in discovering the answer to the question - "How do we know that people were here?" through a study of the basis for the statement that people were here.
5. There was considerable diversity among the various Native people living in Saskatchewan.

Activities:

- a) exercise in which students will examine photographs and folk stories from a variety of Native people in Saskatchewan
- (ie) - woodland environment
  - plains environment
  - trappers
  - traders
  - farmers
  - etc.
- (ie) story of couriers stopping every hour for a "pipe".
6. Language, tools, customs, religion (culture) are important parts of life that a Native group learns and teaches to their children.

Activities:

- a) exercise in which students study stories told by grandparents and written from the perspective of a ten year old youth.

(2)

6. a) continued

(ie) - the sundance

- mending a fish net
- a hunting trip
- tending the trap lines
- preparing for the Christmas celebration

7. The newcomers needed the assistance of the Indians. The Indians gave many contributions to the newcomers.

Activities:

a) Exercise in which students investigate the contributions made to the newcomers by Indian people -

- (ie) - food - dried meat and vegetables, fruit
- Art
- language - names
- mining
- medicine
- tools - baby carriage
- ideology - harmony with native (conservation)

The emphasis will be on contributions in the past, present and future.

b) exercise in which students are involved in analyzing who the newcomers were. The activity will involve photographic materials and historic descriptions of the newcomers. (French and British subjects).

(ie) In search of opportunity.

c) exercise in which students are involved in analyzing the reasons for the coming of the newcomers. Activities include a) a study of the resource of interest to the newcomers.

b) mapping of the fur trade routes to emphasize highways and location of settlements.

(ie) Cumberland House - oldest community in Saskatchewan.

c) investigating the relationship between the newcomers and the Indians (cooperation).

8. The unique group of people, the Metis and half breeds developed on the prairies.

Activities:

- a) exercise in which students study the lifestyles of the Metis and half breeds. Activities include an analysis of the three main lifestyles of the Metis and half breeds.
  - i) hunting and trapping
  - ii) permanent employment with the fur trading companies as clerks, interpreters, canoe men, packers.
  - iii) small farming communities supplemented by hunting and trapping.

9. The Metis Culture developed into something more than a union of two cultures.

Activities:

- a) exercise in which students study the life of Gabriel Dumont as an individual who was a prominent Metis and a leader of the new group.

### HISTORY UNIT III

10. The destruction of the buffalo, the depletion of furs and the coming of the settlers and the railway produced serious changes in the way of the life of the Metis.

Activities:

- a) exercise in which students identify changes in transportation system as a result of the coming of the railroad.
  - b) exercise in which the students study the petition sent to the Government of Canada between 1872 and 1885.
  - c) exercise in which students study the plans of the Federal Government for the Northwest Territories.
11. The Metis struggle to protect and adopt their livelihood led to armed conflict.

Activities:

- a) exercise in which students analyze the Metis lifestyle in relation to the changes occurring in the North West Territories during the early 1880's.
  - (ie) board game - to depict the historic events of the day and lets students understand the motives of the Metis by participating in their activities.

POLITICAL SCIENCE UNIT IV

12. The Metis made rules and laws to govern their affairs.

Activities:

- a) exercise in which student study a Metis community such as St. Louis or St. Laurent and participate in developing laws for the community and compare the laws they develop to the actual laws of the community.
- b) exercise in which students study the role that the buffalo play in a Metis community and participate in developing laws for the hunt and compare the laws they develop to the actual laws of the prairie.
- c) exercise in which students analyze the laws of the provisional government of 1885.

ECONOMICS UNIT V

13. The Metis and Non-Status Indians of today make their living by various means.

Activities:

- a) exercise in which students study the ways in which Metis make their living. (ie) Larry Raynard photo collection and Lois Dalby photo collection.

14. The physical environment shapes the economic life of the people.

Activities:

- a) exercise in which students are involved in developing a livelihood for various communities in a variety of physical environments.  
(ie) northern Saskatchewan in Uranium City, Cumberland House, La Loche; Southern Saskatchewan - Batoche, Fort Qu'Appelle, Regina (may be based on Larry Raynard and/or Lois Dalby photo collections). The concept of isolation should come through in the activities.

15. The Metis and Non-Status Indians continue the struggle for a viable economic base.

Activities:

- a) exercise in which students study the activities of Metis and Non-Status Indians in the area of education.  
(availability of education)
- b) exercise in which students study the AMNSIS proposal for economic development.
- c) exercise in which students study the activities of Metis and Non-Status Indians in the development of the Constitution of Canada.

16. The majority of Metis and Non-Status Indians continue to live in poverty.

Activities:

16. continued

- a) exercise in which students study economic statistics concerning Metis and Non-Status Indians.
- b) exercise in which students study education statistics concerning Metis and Non-Status Indians.
- c) exercise in which students study urban migration statistics concerning Metis and Non-Status Indians.

CULTURAL AWARENESS COURSE

CONTEMPORARY & SOCIAL ISSUES

TIME: Four weeks (20 days)

OBJECTIVE: Students will be expected to develop an understanding about current situations, the reasons why they exist, and what is being done about them.

SUBJECTS TO BE COVERED:

- (1) An overview of the current conditions and situations of Native People, especially in Western Canada:

DAY ONE:

- Economic, demographic and environmental analysis of Saskatchewan in relationship to Canada.

RESOURCES:

- (a) Statistics Canada Labour Force, economic surveys.
- (b) Saskatchewan Bureau of Statistics bulletins.

DAYS TWO AND THREE:

- (2) The current situation of Native Peoples:

- Economic conditions
- Employment and Labour Force
- Living conditions
- Education
- Incarceration

A statistical and sociological overview of present-day conditions will be provided. Students will be expected to participate in identifying situations that they are aware of.

RESOURCES:

- (a) Hull, Jeremy; Indians in Transition.
- (b) Hylton, John, Attitudes towards Natives in a prairie city and admissions to Saskatchewan Provincial Corrections Centres.
- (c) Research developed by Marion Desjarlais
- (d) Kotz, Larry, Urban Indians
- (e) Newspaper Clippings



DAYS FOUR TO FIFTEEN:

A detailed study of the topics covered in the overview.

(1) Economic Conditions:

(a) Introduction to Economics:

- Economics of the past - i.e., scrip.
- settlement of the West - economics of the present.  
How banks operate today. The profit motive. The role of government (policy).

(b) Native People's Role in Economics:

- as surplus labour - outside the mainstream, urbanization, economic base (rural and urban)
- what this means on a day-to-day basis; i.e., how does it affect the lives of people

(2) Employment and the Labour Force:

- participation of Native labour
- past role in the fur trade, railway building, agriculture, etc., - present - levels of employment, unemployment.  
Relationship to the economy. Relationship to government policy.

RESOURCES:

- Indians at Work.

(3) Housing:

- statistical review. Problems of leasing. Economics of the housing market. Relationship to the economy. Day-to-day affects; i.e., slum landlordship, ghettorization, etc.

RESOURCES:

- AMNSIS Housing Program
- Federal Information
- Real Estate Information

(4) Education:

- levels of education; problems inherent in the system; who the schools serve; relationship to political economy; responsibilities of government and school boards
- day-to-day effects; i.e., high dropout rates, low levels of training - relationship to size of economy and the society's need for an untrained surplus population due to the limitations of the economy (i.e., government policy)

RESOURCES:

- Indians in Transition
- Indian Control of Indian Education
- Social Studies Task Force Brief
- Article by Paul Thistle in New Breed
- Larry Kotz

(5) Incarceration Rates:

- relationship to economy; surplus population, government policy; i.e., keeping people out of the workforces, on reserves, road allowances. The need for training, for jobs.

RESOURCES:

- John Hylton
- Marion Desjarlais
- New Breed

NOTE: In all the areas of the foregoing, the historical information should be used to show the continuum of the Canadian policy regarding economic/political development.

(6) Racism:

- what it is, who benefits from it, its economic roots, government policy, i.e., towards Native people; e.g., Doukhobors in Saskatchewan, Japanese.

RESOURCES:

- OISE Kit on Racism
- KKK Material, etc.

DAYS SIXTEEN TO EIGHTEEN:

The Canadian Constitution and the Law.

(1) What is a constitution? Examples of constitutions:

- Canadian
- U.S.A.
- Soviet Union
  
- What are its implications in the lives of people (day-to-day)?

(2) The Canadian Constitution - role of the Federal, Provincial and Municipal governments' roles of Native People in Canada.

- BNA Act
- New Constitution - Canada
- Problem with it; how it is being viewed and fought by Native organizations

RESOURCES:

- Rob Milen
- New Breed

(3) The Laws of Canada:

- Protective Acts: Human Rights Code, Labour Act, Other Protective laws
- How to utilize these laws, etc.

DAY NINETEEN:

(1) Native Organizations Today:

- AMNSIS
- FSI
- Native Women
- Others
  
- Leadership, policies.