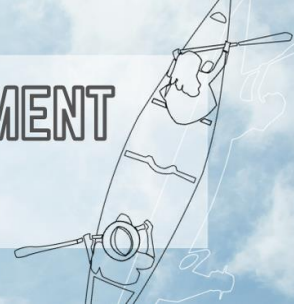


NAVIGATING THE LAW TO PROTECT THE ENVIRONMENT

RECONCILIATION AND ENVIRONMENTAL LAW ADDITIONAL QUESTIONS



April 2021

Grade 11 Social Studies: [History of Canada](#)

Core questions (I-15):

- Who holds power and makes decisions in society?
- Who is left out?
- Who benefits and who suffers?
- What is a fair practice?
- What is a discriminatory or unfair practice?
- How is change created?

Cluster 1: First Peoples and Nouvelle-France (to 1763) [III-1 to III-30]

- What is history, and why do we study it? (EQ 11.1.0, III-4)
- Who were the First Peoples, and how did they structure their world? (EQ 11.1.1, III-10)
- Why did the French and other Europeans come to North America, and how did they interact with First Peoples? (EQ 11.1.2, III-16)
- How did First Peoples and Europeans interact in the Northwest, and what were the results? (EQ 11.1.3, III-24)

Cluster 2: British North America (1763-1867) [III-31 to III-54]

- How did British colonial rule change during this period, and what was its impact on life in North America? (EQ 11.2.1, III-34)
- How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest? (EQ 11.2.2, III-42)
- Why and how was the Dominion of Canada established as a confederation of British colonies in 1867? (EQ 11.2.3, III-48)

Cluster 3: Becoming a Sovereign Nation (1867-1931) [III-55 to III-84]

- Why did the Métis resist the westward expansion of Canada, and what were the consequences? (EQ 11.3.1, III-58)
- How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation? (EQ 11.3.3, III-72)

Cluster 4: Achievements and Challenges (1931-1982) [III-85 to III-112]

- How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution? (EQ 11.4.1, III-88)
- How did the establishment of national institutions contribute to defining Canadian identity? (EQ 11.4.2, III-94)

Cluster 5: Defining Contemporary Canada [III-113 to III-139]

- How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change? (EQ 11.5.1, III-116)
- How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? (EQ 11.5.3, III-128)
- How have Canada's international relations changed since 1982, and what should its global commitments be for the future? (EQ 11.5.4, III-134)



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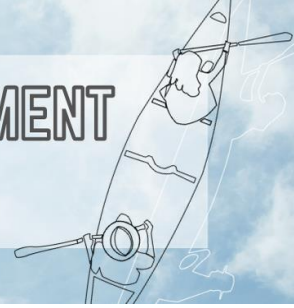
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ADDITIONAL QUESTIONS

April 2021



Grade 12 Social Studies, [Global Issues: Citizenship and Sustainability](#)

Essential Questions: Poverty, Wealth and Power (BG-10.11)

- What measurable inequalities remain in Canada? Are these avoidable?
- Are there structural conditions that limit access to resources or limit capabilities?
- How much resource use per capita is sufficient for a good life? How do we ensure that everyone gets that amount? How large a population can be supported at that standard of consumption without sacrificing carrying capacity and future life?
- What kind of inequities are there between provinces in Canada? How are they managed? Who benefits most from “free trade”? Who benefits least?
- Who makes decisions related to our lives? What structures exist that keep things the way they are? What structures hold the potential for change?
- How do partnerships help open up new possibilities?

Essential Questions: Social Justice and Human Rights (BG-11.7)

- How should we define social justice?
- What gains have we made for social justice? What social injustice exists?
- What are some of the causes of social injustice? ...in our communities? ...in Manitoba? ...in Canada? ...globally?
- What are the relationships between poverty and injustice?
- What are the consequences of social injustice?
- How do you think we could work towards creating social justice? ...individually? ...as a community, here and globally?
- How are Indigenous peoples represented in contemporary society?
- How do historical relations, including colonialism, affect current Indigenous relationships? ...in Canada? ...globally?
- Which government and social structures discriminate against and which empower Indigenous peoples? ...in Canada? ...globally?
- What is social action? What is activism? Who is an “activist”?
- What tactics are activists using both here and internationally?
- How has social action changed over time?
- What kind of tactics would you use to create positive change for an issue you care about?

Essential Questions: Indigenous Peoples, Global Issues and Sustainability (BG-13.7-BG-13.8)

- How do Indigenous Peoples see and relate to the world?
- What are the policies and practices developed during the age of colonization that began the breakdown of Indigenous cultures?
- How have the policies and practices of governments in Canada suppressed First Nations, Metis and Inuit cultures?
- What are the concerns facing First Nations, Metis and Inuit people in Canada today? Why should these concerns matter to all Canadians?



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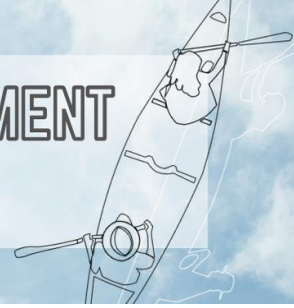
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ADDITIONAL QUESTIONS

April 2021



- How would you describe the relationship that existed among Indigenous nations and between Indigenous nations and the European newcomers in the era of the fur trade and the pre-Confederation treaties?
- What is the connection between colonialism and the legal concerns facing First Nations, Metis, and Inuit Peoples?
- Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada?
- What can Indigenous worldviews and values teach us about how to become more responsible stewards of our planet?
- What are some of the current concerns that continue to interfere with the quality of life of Indigenous people across the globe?
- What are some of the ways to achieve reconciliation between First Nations, Metis and Inuit Peoples and non-Indigenous Canadians?

Essential Questions: Environment (BG-3.7 to BG-3.8)

The environment: What is it? How does it function? What does it provide humans?

- What does the environment provide us with?
- Where do our resources and energy come from?
- How is our economy linked to the environment?
- How do we view our environment? What are our attitudes towards it? Does anyone “own” the environment?
- Does our understanding of the environment affect how we use it?

Our impact on the environment: How do we affect our environment? ...in Canada? ...globally? What are our assumptions about our relationship with the environment?

- What is the relationship between wealth and environmental degradation? ...poverty and environmental degradation?
- What environmentally destructive patterns are we “stuck” in, and why do we have trouble getting out of them? ...at home? ...in Canada? ...globally?

Environmental Solutions and Moving Forward

- How can we create a stronger understanding of the environment and its systems? How can we integrate knowledge of these systems into the way we live?
- What can we personally do to protect the environment?
- What are some of the solutions we can implement now to prevent further environmental damage?
- How do we talk about environmental issues? Who are the principal decision makers that can effect change?
- How should government, business, and citizens be working together to change the driving forces that create environmental problems?

Essential Questions: Oppression and Genocide (BG-8.6)

- What constitutes genocide?



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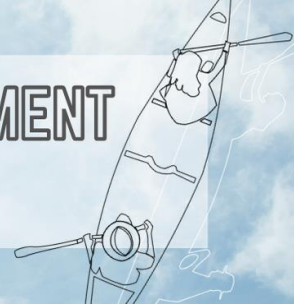
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- How are oppression and genocide related?
- Why or how is oppression linked to living conditions such as poverty, health, employment, or income? How does this relate to stereotyping people/groups?
- Is oppression necessary to maintain society as it currently exists?
- While we may recognize that someone is disadvantaged, we are less likely to recognize our own privilege. Is one person's over-privilege related to another's disadvantage (i.e., men's versus women's privilege)?
- The Canadian government doesn't currently consider the colonization of Indigenous peoples in Canada to be genocide, while many other people do. What reasoning do these groups have to support their positions? Why is this issue so contested?

Essential Questions: Climate Change (BG-1.7)

- How do we know climate change is occurring?
- How does the media influence the way we see climate change?
- Who is affected most by changing weather patterns in Canada and globally?
- What efforts are being taken locally and globally to help stop/slow down climate change?
- What actions can we take now to reduce the risk posed by changing climate conditions and sea level rise?

Essential Questions: Consumerism (BG-2.6)

- What are the impacts on the environment of production and consumption in North America? ...on society? ...on people here and around the world? How does our consumption affect poorer people and nations?
- How do the media affect our thoughts and actions? Who/what influences our consumption choices? Whose needs are being met when we consume?
- How do consumption habits change as societies change? How do these changes affect our relationships with other people, here and around the world?
- How does consumerism relate to our social status? How do our values around consumerism affect our relationships with others?
- What does it mean to be a consumer versus being a citizen?

Essential Questions: Media (BG-6.5)

- How does media influence, affect, and control us?
- How free is the press?
- What is the relationship among media control, power, and profit?
- What is the impact of new and alternative media?
- How does media literacy help us to become critical thinkers and responsible citizens?

Essential Questions: Peace and Conflict (BG-9.6)

- Is conflict always negative? Can you think of an instance where conflict might be positive?



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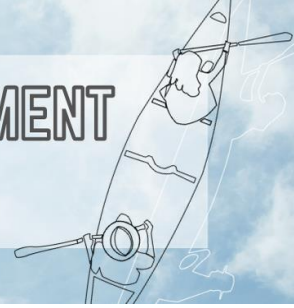
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ADDITIONAL QUESTIONS

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- How do people of different ages or gender experience and/or deal with conflict differently?
- Should conflict resolution be different in different cultures?
- Why do youth have such an impact on peace and conflict? What do you see as youth's role in conflict and peace?

Grade 12 Social Studies, [Current Topics in First Nations, Metis and Inuit Studies](#)

Essential Questions: Cluster 1: Image and Identity (1-7 to 1-44)

- What are the issues facing First Nations, Métis, and Inuit peoples in Canada today, and why should they matter to Canadians?
 - What are the “ghosts of history” (e.g., dishonoured treaties, theft of Aboriginal lands, suppression of Aboriginal cultures, abduction of Aboriginal children, impoverishment and disempowerment of Aboriginal peoples) as identified in the Report of the Royal Commission on Aboriginal Peoples?
 - What have been the consequences of these “ghosts” (i.e., how have these issues affected the quality of life of First Nations, Métis, and Inuit peoples, as well as the relationship between Aboriginal and non-Aboriginal Canadians?)?
 - Why should these “ghosts” matter to all Canadians?
- Who are the First Nations, Métis, and Inuit peoples of Canada?
 - How are Indigenous peoples distinct from other Canadians?
 - What have been the consequences of governmental attempts to define Indigenous peoples?
 - Why is the restoration and renewal of Indigenous cultures important to all Canadians?
- What is the popular image of Indigenous people in contemporary Canada?
 - What are some of the effects of negative stereotypes of Indigenous peoples?
 - What can you do to combat racism against Indigenous peoples in Canada?
 - Why do racism, prejudice, and discrimination persist in Canada and elsewhere in the world?

Essential Questions: Cluster 2: A Profound Ambivalence: First Nations, Métis, and Inuit Relations with Government (2-7 to 2-84)

- How would you describe the relationship that existed among Indigenous nations and between Indigenous nations and the European newcomers in the era of the fur trade and the pre-Confederation treaties? (2-7)
 - How did First Nations' understandings of treaties differ from that of the Europeans?
 - What role did Indigenous nations play in conflicts between Europeans on Turtle Island?
- What is the meaning and significance of the statement: “We are all treaty people”? (2-21)
 - Why did First Nations and Canada enter into treaties?
 - How do First Nations and government perspectives about treaties differ?
 - How did the treaties benefit Canada?
 - What are the unresolved issues concerning treaties?
 - Why are treaties important today?



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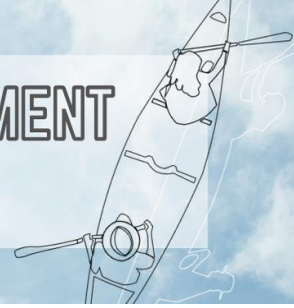
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ADDITIONAL QUESTIONS

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- What impact did the *Indian Act* have on the autonomy of First Nations? (2-37)
 - What was the original purpose of the Indian Act from a government perspective and has this changed today?
 - How do First Nations view the Indian Act?
 - How has the Indian Act affected the social, political, spiritual, cultural, and economic life of First Nations?
 - In which ways and why did the Indian Act evolve?
- Who are the Métis? (2-51)
 - How did the Métis nation come to be?
 - What are the characteristics that distinguish Métis culture?
 - What was the Métis experience of colonization?
 - How did the Métis nation's defense of its rights shape the development of Canada?
- How have First Nations, Métis, and Inuit peoples attempted to regain their status as self-determining nations through land claims, recognition of treaty and Aboriginal rights, and the pursuit of self-government? (2-67)
 - Why is land important to First Nations, Métis, and Inuit peoples?
 - By what methods and with what results are First Nations, Métis, and Inuit peoples seeking realization of Aboriginal and treaty rights?
 - How has the struggle for self-determination by First Nations, Métis, and Inuit nations been affected by landmark court decisions, government policies and initiatives, and Indigenous resistance?
 - What does effective self-government look like?
 - What are the challenges and obstacles to self-government?

Essential Questions: Cluster 3: Toward a Just Society (3-1 to 3-66)

- How did colonization subvert traditional education for First Nations, Métis, and Inuit peoples, and how can its original purpose—to produce informed, independent, contributing citizens—be restored? (3-7)
 - How did traditional education function?
 - What were the purposes of residential schools and what was the impact of residential schools on First Nations, Métis, and Inuit peoples then and now? What was the impact on Canadian society?
 - How can education meet the needs of First Nations, Métis, and Inuit peoples?
 - How can First Nations, Métis, and Inuit education benefit all Canadians?
- How did colonization subvert traditional health practices for First Nations, Métis, and Inuit peoples and how can its original purpose—to produce healthy individuals and communities—be restored? (3-25)
 - What are traditional holistic health practices of First Nations, Métis, and Inuit peoples?
 - How have health strategies/models/practices for First Nations, Métis, and Inuit peoples evolved over time?



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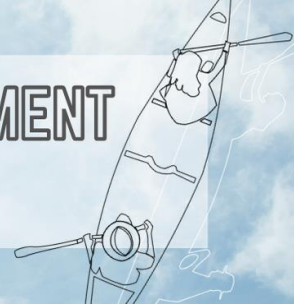
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ADDITIONAL QUESTIONS

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- What are the health issues affecting First Nations, Métis, and Inuit peoples today?
- How can western and traditional Indigenous practices complement each other to create healthy Indigenous individuals and communities?
- What is the connection between colonialism and the legal issues facing First Nations, Métis, and Inuit peoples? (3-39)
 - How has the role of justice practices for First Nations, Métis, and Inuit peoples evolved over time?
 - What are the legal system issues affecting First Nations, Métis, and Inuit peoples today?
 - What are traditional Aboriginal justice practices?
 - What is restorative justice and how is it being incorporated into the legal system to help individuals and communities today?
- How has colonialism affected the economies of First Nations, Métis, and Inuit peoples? (3-55)
 - How have the economic practices of First Nations, Métis, and Inuit peoples changed over time?
 - What are the traditional economies of First Nations, Métis, and Inuit peoples?
 - What are the economic issues affecting First Nations, Métis, and Inuit peoples today and why have they arisen?
 - How are First Nations, Métis, and Inuit peoples attempting to meet current economic challenges?



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