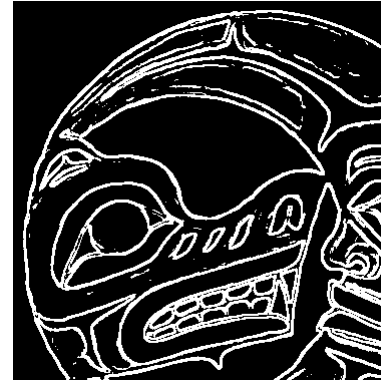


Interacting in  
**communities: Unit 7**  
**ABORIGINAL  
COMMUNITIES**



**ELSA 6**  
**CLB 7**

## Introduction

In this unit, learners explore Aboriginal communities in Canada: First Nations, Inuit, and Métis. Canadians understand that it is not possible to live as a fully participating citizen in this country without some understanding of the cultures and ways of being embodied in our Aboriginal Peoples. .

The **Core Curriculum** surveys the traditions and history of Aboriginal populations. Learners examine the Canadian government's aboriginal policies. The Core Curriculum also challenges learners to analyze current events and issues affecting First Nations communities.

The **Project** develops learners' understanding of Aboriginal communities. It develops learners' ability to interpret and work with all kinds of formatted text by creating a multi-panel wall display with timelines, maps, charts, and diagrams.






## Teaching Suggestions

- Take learners to a local museum that houses Aboriginal artefacts such as The Museum of Anthropology.
- Encourage learners to read or listen to traditional Aboriginal myths and legends.
- Expose learners to traditional Aboriginal music.
- Invite a guest speaker from the Aboriginal community to give a class presentation or workshop.
- Encourage learners to ask questions about texts (and answer their own questions) to build study skills.
- Use free podcasts of lectures for listening material.
- Involve learners in giving constructive feedback after peer discussions.
- Encourage learners to speak to a large group as often as possible.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 7-III:</b>	Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.
Speaking	
 <b>CLB 7-IV:</b>	Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussion or meetings.
Reading	
 <b>CLB 7-IV:</b>	Understand moderately complex extended descriptions, reports and narrations on familiar topics.
 <b>CLB 7-IV:</b>	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).
Writing	
 <b>CLB 7-II:</b>	Reduce a text of up to about 2 pages to an outline or summary.

## Content and Other Outcomes

Learners will

- increase their understanding of Aboriginal communities in BC
- develop an appreciation for core traditions of various Aboriginal societies, such as the oral tradition
- develop map-reading strategies to locate traditional territories of Aboriginal groups in BC
- develop their ability to extract information and summarize it for other people
- read and interpret formatted texts such as timelines, charts, and graphs

## POSSIBLE TOPICS

<b>Topic</b>	This unit explores the historical and contemporary conditions and perspectives of Indigenous peoples and their descendants and communities in Canada. <i>Aboriginal</i> is the common term used by governments to refer to First Nations, Métis, and Inuit peoples. With increased immigration and Aboriginal urban migration, there is more contact between Aboriginal people and newcomers. This unit is designed to increase the awareness and sensitivity of newcomers to the special roles and needs of Aboriginal people in Canada.
<b>Cross-cultural Perspectives</b>	Other cross-cultural topics to consider are Aboriginal and Canadian settler perspectives. Instructors may help learners use comparing and contrasting techniques with the following: <ul style="list-style-type: none"><li>• differences in approaches to conflict resolution, restorative justice, governance, and community development</li><li>• Aboriginal approaches to group communication using sharing circles and talking sticks</li><li>• the Iroquois Confederacy's approach to democratic consensual decision-making vs. the European approach</li><li>• spiritual and sustenance value of the natural world and environment</li><li>• interpretations of Canadian history and the Canadian nation-state</li><li>• collectivist and communitarian versus individualistic orientations</li><li>• European and First Nations' values regarding private property</li></ul>
<b>Systems and Practices in BC and Canada</b>	The following are possible topics instructors could explore with learners: <ul style="list-style-type: none"><li>• history of contact between settlers and Aboriginal people in Canada</li><li>• treaties and treaty-making processes, historically and today, including BC's current treaty process</li><li>• the status of Aboriginal languages in Canada and how they relate to culture</li><li>• Aboriginal governance organizations and structures in BC and Canada</li><li>• Aboriginal people's protections and distinctive rights as outlined in the Canadian Charter and other laws</li><li>• the history of residential schools in Canada and BC and the Indian Residential Schools Settlement Agreement</li><li>• the Truth and Reconciliation Commission</li><li>• the Government of Canada's Royal Commission's Report on Aboriginal Peoples</li><li>• Indigenous people as custodians of local ecosystems and knowledge</li></ul>

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- terms for note-taking/study strategies and techniques
- expressions to signal parts and structure of an extended description
- idioms, technical and academic language related to the subject

*point-form, abbreviations, revise, edit, jot down, collate  
furthermore, moreover, not only...but also*

*First Nations, Inuit, Metis, treaties, reserves, revitalization,  
demonstration, oral history, reconciliation, residential schools,  
build bridges, grassroots*

### Grammar

- transitions to show “and” relation
- transitions to show “but” relation
- transitions to show time and sequence
- transitions to show a cause and effect relation

*additionally, as a matter of fact, likewise  
actually, however, in either case, at any rate  
briefly, in conclusion, in sum, secondly  
as a result, hence, otherwise, thus*

### Pronunciation

- gestures to show liveliness and to focus listener attention

# RESOURCES

## Aboriginal Culture and Traditions

### [8<sup>th</sup> Fire – CBC Doc Zone](#)

This page has links to all of the media associated with this excellent documentary series including dispatches, maps, profiles, the documentary itself and more.

**Uses:** Learners access and understand moderately complex extended narrations and descriptions.

### [Aboriginal – CBC](#)

This website has information on a wide range of current topics including Idle No More, reconciliation, treaties, and more. The site has links to TV and radio clips to support the stories.

**Uses:** Learners take notes about the main points with attention to the reporting styles, techniques, questions, and formality.

### [Agreeing and Disagreeing in English – English Club](#)

This page gives an overview of the function and then has links to expressions to agree and disagree. The website also offers learners a variety of resources and lesson plans using the four skill areas and more.

**Uses:** Learners access functions online.

### [Canada’s First Nations – University of Calgary](#)

This multimedia tutorial covers many topics of relevance to this unit.

**Uses:** Learners navigate the tutorial to access and use information.

### [Canadian Aboriginal History: Origins \(Apr. 17, 2009, 7:00\)](#)

This YouTube video is an interesting overview that looks at many of the topics surrounding Aboriginal history in Canada.

**Uses:** Learners take notes about the main points.

### [Canadian Aboriginals: In or Out? – The Agenda with Steve Paikin \(Jan. 17, 2012, 40:08\)](#)

This panel discussion looks at the Aboriginal involvement in Canadian politics and decision making. The panel features several leading authorities in the Aboriginal community and former Prime Minister Paul Martin.

**Uses:** Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

### [Examining Aboriginal Rights and Education – George Stroumboulopoulos](#)

This short reading introduces the topic of the video interview on the same page. The interview has former Prime Minister Paul Martin discussing the quality of Aboriginal life in Canada with the interviewer.

**Uses:** Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

### [The Facts: What is Oral History? – Indian Claims Commission](#)

This two-page reading outlines oral histories and provides some samples.

**Uses:** Learners reduce text to an outline or summary.

### [Heritage Minutes Videos – Historica Dominion Institute](#)

This site has a series of one-minute dramatizations of topics in Canadian history. Choose the theme, *First Nations*, to find topics like Louis Riel, Peacemaker, residential schools, and many more.

**Uses:** Learners access and understand moderately complex extended narrations and descriptions.

### [How Aboriginal People in Canada Retain Their Culture and Traditions](#)

This research report contains interviews with Aboriginal people in BC.

**Uses:** Learners summarize individual stories.

### [Inuit Odyssey \(Sep. 22, 2012, 44:03\) – The Nature of Things with David Suzuki](#)

This page is a summary of the fascinating documentary that traces the origins of the Inuit people of Canada’s North.

**Uses:** Learners read the summary and follow links to watch the documentary, take notes, and create a timeline of the events in the film.

### [Languages of the World – Ethnologue](#)

This website offers information and links on endangered languages in various regions of the world. Under “The Americas” link, Canada has 19 endangered Indigenous and Aboriginal languages listed, most from British Columbia.

**Uses:** Learners navigate to access information for charts, graphs, and short presentations.

# RESOURCES

## Aboriginal Culture and Traditions (cont.)

### [Our Voices, Our Stories: First Nations, Metis, and Inuit Stories](#)

This website provides oral histories from the past to the present.

**Uses:** Learners access, locate, and reduce informational texts to an outline or summary.

### [Rezolution Pictures YouTube Channel](#)

This channel has more than 25 short videos about Aboriginal history, legends, and film trailers.

**Uses:** Learners access and understand moderately complex extended narrations and descriptions.

### [Six Stages: Policies and Procedures – BC Treaty Commission](#)

This page outlines the six stages in the treaty procedure. This website also contains both historical and contemporary information on BC Treaties.

**Uses:** Learners research and summarize stages for short presentations or discussions.

## Dictionary and Research Links

### [2006 Aboriginal Population Profile – Statistics Canada](#)

This StatsCan link takes you to the breakdown of the 2006 Census findings regarding Aboriginal and non-Aboriginal populations in various communities, regions, and cities in British Columbia.

**Uses:** Learners interpret statistical information in formatted texts such as graph, tables, and charts about Aboriginal Peoples.

### [Advanced and Alternative Internet Searches \(Oct. 23, 2010, 12:02\)](#)

This YouTube video gives an excellent overview of advanced searches and the use of a variety of search engines, including Wikipedia.

**Uses:** Learners take notes on the video to inform research techniques throughout the unit.

### [Truth and Reconciliation Commission of Canada](#)

This website has extensive resources to learn the truth about what happened in the residential schools and to inform all Canadians about what happened in the schools. The site offers links to resources like the Indian Residential Schools Settlement Agreement and many more.

**Uses:** Learners access, locate, and reduce informational texts to an outline or summary.

### [Understanding Aboriginal Culture – Terry LeBlanc \(May 18, 2010, 10:36\)](#)

This YouTube video provides an interesting interview that looks at many of the topics surrounding Aboriginal Culture in Canada.

**Uses:** Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

### [Internet Tools & Uses : How to Conduct an Advanced Internet Search \(Dec. 30, 2008, 2:57\)](#)

This YouTube video gives an excellent overview of advanced Google searches.

**Uses:** Learners take notes on the video to inform research techniques throughout the unit.

### [Statistics by Subject: Aboriginal Peoples – Statistics Canada](#)

This page has links to statistical information about the different groups of Aboriginal Peoples in Canada. The information is listed by subtopics such as health, education, justice, business, and more.

**Uses:** Learners interpret statistical information in formatted texts such as tables, and charts about Aboriginal Peoples.

# RESOURCES

## Dictionary and Research Links (cont.)

The following five dictionary resources support vocabulary acquisition.

**Uses:** Learners access and compare dictionary definitions for key vocabulary.

[Dictionary.com](#)

[Your Dictionary](#)

[Dictionary and Thesaurus – Merriam-Webster Online](#)

[Cambridge Dictionaries Online](#)

[Longman English Dictionary Online](#)

## Timelines and Maps

[First Peoples' Language Map of BC](#)

This interactive map shows the language groups of BC and has links to lists of languages and First Nations, and community champions with brief biographies and media links.

**Uses:** Learners access and navigate the map to find information for presentations about First Nations or individual community champions.

[First Nations Peoples of BC Map – Government of BC](#)

This map shows the First Nations of BC with a list of the bands, pronunciation, and language groups.

**Uses:** Learners access and navigate the map to find information for presentations about First Nations language groups in BC.

[A Historical look at Canada and B.C.'s Relationship with First Nations – Cariboo Links](#)

This is an excellent timeline from 10,000 BC to 1995 that focuses on European/First Nations relations.

**Uses:** Learners use timeline to begin further research, or reduce the text to an outline or summary.

The following five **research resources** are excellent sources for unit topics.

**Uses:** Learners access and compare resources for key topics.

[Dictionary of Canadian Biography Online](#)

[Britannica Online Encyclopaedia](#)

[The Canadian Encyclopaedia](#)

[Canadiana](#)

[Wikipedia](#)

[Interactive Timeline: 20 Years of Treaty Making – British Columbia Treaty Commission](#)

This timeline traces the history of BC Treaties with text and video. The website offers information on the treaty process in BC with an education section that includes videos and teacher resources.

**Uses:** Learners use timeline to begin further research, or reduce the text to an outline or summary.

[Map Room – Aboriginal and Northern Development Canada](#)

This page has an extensive list of maps that relate to the topics in this unit.

**Uses:** Learners navigate to access information for maps, charts, and short presentations.

# RESOURCES

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** The following are particularly useful chapters for this unit:

*Chapter 1, Volume 1: Academic Skills*

*Chapter 5, Volume 2: Managing Information*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

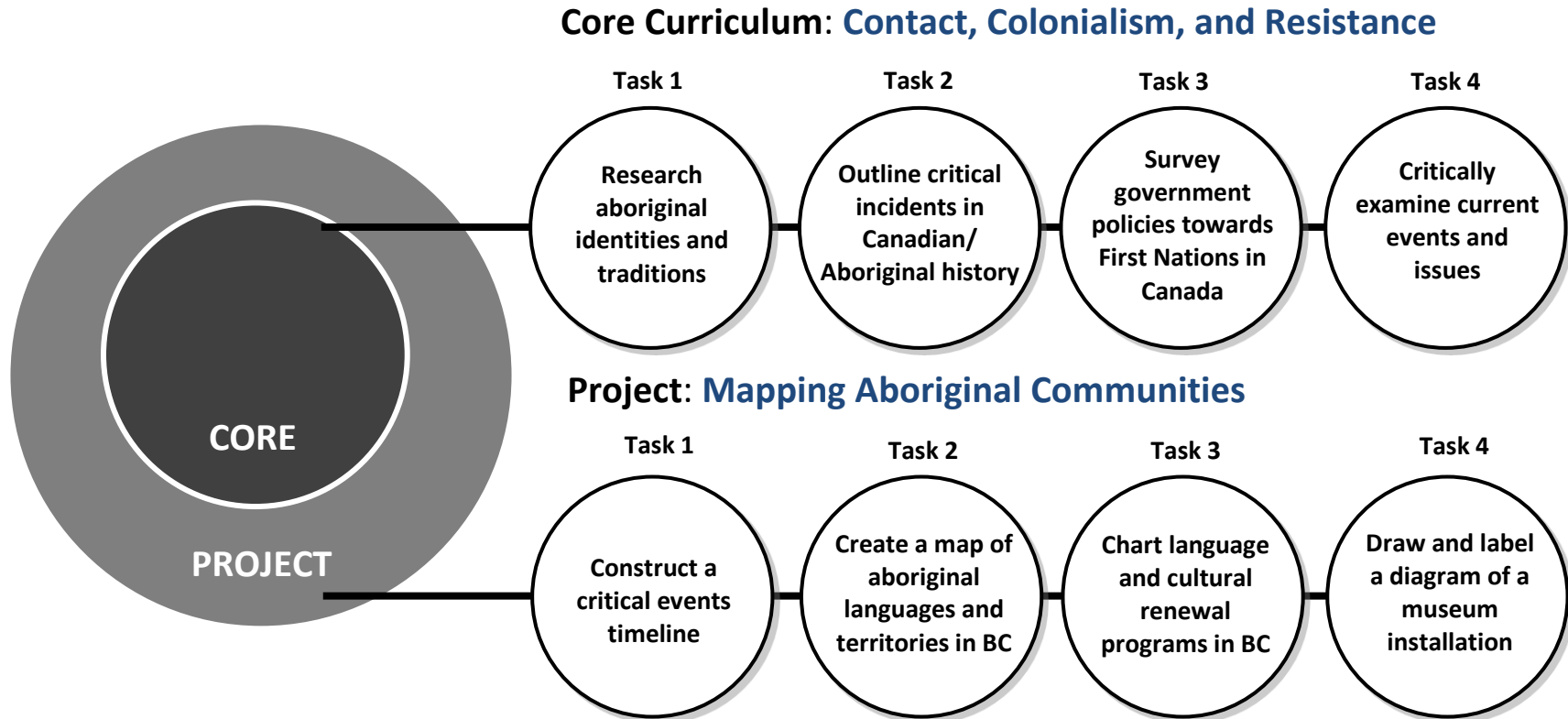
**Uses:** The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)



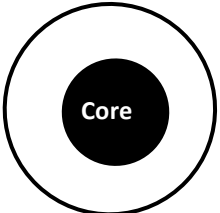
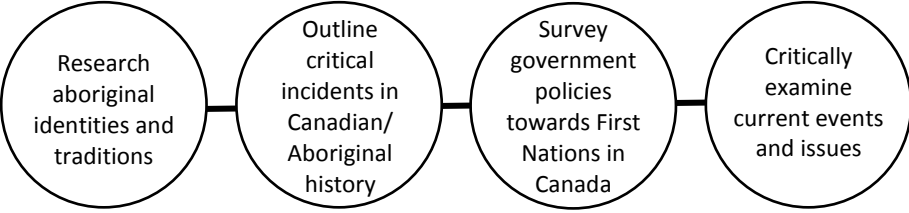
# At a glance: ABORIGINAL COMMUNITIES



# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 6


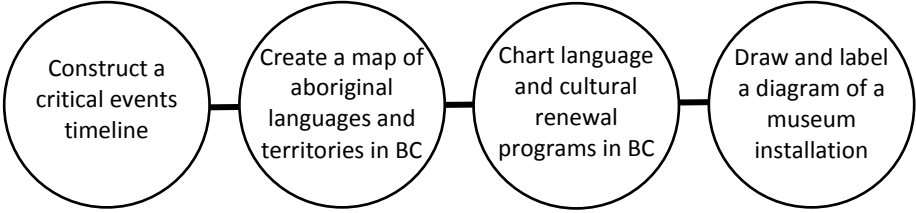



<b>UNIT 7: Aboriginal Communities</b>	<b>CORE CURRICULUM: Contact, Colonialism &amp; Resistance</b> PROJECT: Mapping Aboriginal Communities	
		
<b>CLB OUTCOME</b> 🗣️🧠📖	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>🗣️ CLB 7-IV:</b> Understand moderately complex extended descriptions, reports and narrations on familiar topics.	<b>Task 1: Research aboriginal identities and traditions</b> <ul style="list-style-type: none"> <li>• read online and print dictionaries or reference sources for definitions of the following terms: Indigenous, Aboriginal, First Nations, Métis, and Inuit and compare the definitions</li> <li>• read various articles and descriptions of aboriginal traditions (e.g., the oral tradition, potlatch, mask making and wearing, the use of cedar, sweat lodges)</li> <li>• demonstrate the ability to do the following from readings:             <ul style="list-style-type: none"> <li>○ distinguish fact from opinion</li> <li>○ evaluate ideas in text to draw conclusions</li> <li>○ identify organization of text and links between paragraphs</li> </ul> </li> <li>• summarize and share information about traditions with classmates</li> </ul>	<b>Dictionary.com</b>  <b>Dictionary and Thesaurus – Merriam-Webster Online</b>  <b>Cambridge Dictionaries Online</b>  <b>Canada’s First Nations – University of Calgary</b>  <b>Our Voices, Our Stories: First Nations, Metis, and Inuit Stories</b>
<b>📖 CLB 7-II:</b> Reduce a text of up to about 2 pages to an outline or summary.	<b>Task 2: Outline critical incidents in Canadian/Aboriginal history</b> <ul style="list-style-type: none"> <li>• research critical incidents in Canadian/aboriginal history (e.g., contact, fur trade, Confederation, treaties, participation in WWI and WWII, the right to vote, the Oka crisis)</li> <li>• read articles and timelines about critical incidents</li> <li>• write an outline and summary of the key incidents to be used in the Project:             <ul style="list-style-type: none"> <li>○ reduce information to important points</li> <li>○ take notes in point form</li> <li>○ convey the essential information</li> <li>○ record names and dates with correct spelling</li> </ul> </li> </ul>	<b>A Historical look at Canada and B.C.’s Relationship with First Nations – Cariboo Links</b>  <b>Interactive Timeline: 20 Years of Treaty Making – BC Treaty Commission</b>  <b>Aboriginal – CBC</b>





<b>UNIT 7: Aboriginal Communities</b>		
<b>CORE CURRICULUM: Contact, Colonialism &amp; Resistance</b>		
PROJECT: Mapping Aboriginal Communities		
<b>CLB OUTCOME</b> 🗣️👂📄✍️	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p><b>🗣️ CLB 7-IV:</b> Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussion or meetings.</p>	<p><b>Task 3: Survey government policies towards First Nations in Canada</b></p> <ul style="list-style-type: none"> <li>research Canadian government policies towards First Nations regarding the following topics: <ul style="list-style-type: none"> <li>treaties</li> <li>anti-potlatch laws</li> <li>residential schools</li> <li>the Indian Act</li> <li>the reserve system</li> <li>fostering and adoption of Native children</li> </ul> </li> <li>share information with classmates and express opinions doing the following: <ul style="list-style-type: none"> <li>provide necessary information</li> <li>ask and respond to relevant questions</li> <li>summarize information and ideas to clarify and confirm understanding</li> <li>hold the floor, share the floor, thank others for their contributions</li> </ul> </li> </ul>	<p><b>Six Stages: Policies and Procedures – BC Treaty Commission</b></p> <p><b>Truth and Reconciliation Commission of Canada</b></p> <p><b>Heritage Minutes Videos – Historica Dominion Institute</b></p> <p><b>Dictionary of Canadian Biography</b></p> <p><b>Britannica Online Encyclopaedia</b></p> <p><b>The Canadian Encyclopaedia</b></p> <p><b>Agreeing and Disagreeing in English – English Club</b></p>
<p><b>👂 CLB 7-III:</b> Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.</p> <p><b>📄 CLB 7-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).</p>	<p><b>Task 4: Critically examine current events and issues</b></p> <ul style="list-style-type: none"> <li>listen to or watch a news report or documentary about current events and issues relating to First Nations (e.g. the Idle No More protest, substandard housing on reserves, residential school settlement, economic initiatives on reserves)</li> <li>examine the message behind the news, points of view and persuasive techniques used: <ul style="list-style-type: none"> <li>identify the purpose, main ideas and factual details</li> <li>identify implied meanings</li> <li>follow discourse indicators signalling cause and effect, condition, and result</li> <li>predict consequences and outcomes</li> </ul> </li> <li>interpret, critically examine, and discuss charts and tables that summarize information about contemporary Aboriginal communities (e.g. demographics, socio-economic indicators, literacy levels, health indicators, and comparative budget allocations)</li> </ul>	<p><b>Understanding Aboriginal Culture</b></p> <p><b>8<sup>th</sup> Fire – CBC Doc Zone</b></p> <p><b>Aboriginal – CBC</b></p> <p><b>2006 Aboriginal Population Profile – Statistics Canada</b></p> <p><b>Statistics by Subject: Aboriginal Peoples – Statistics Canada</b></p>

# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 6

<b>UNIT 7: Aboriginal Communities</b>	<b>CORE CURRICULUM: Contact, Colonialism &amp; Resistance</b> <b>PROJECT: Mapping Aboriginal Communities</b>	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p> <b>CLB 7-II:</b> Reduce a text of up to about 2 pages to an outline or summary.</p> <p> <b>CLB 7-IV:</b> Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussion or meetings.</p>	<p><b>Task 1: Construct a critical events timeline</b></p> <ul style="list-style-type: none"> <li>• identify key critical events in the history of the First Nations (see Core Task 2 above)</li> <li>• working in pairs, research the event</li> <li>• write a summary of the event</li> <li>• prepare discussion points</li> </ul> <ul style="list-style-type: none"> <li>• present a summary of event to whole class</li> <li>• lead discussion, ensuring that everyone participates</li> <li>• post summaries on a timeline on the classroom wall</li> </ul>	<p><b>Interactive Timeline: 20 Years of Treaty Making</b></p> <p><b>Agreeing and Disagreeing in English – English Club</b></p>

UNIT 7: Aboriginal Communities	CORE CURRICULUM: Contact, Colonialism & Resistance PROJECT: Mapping Aboriginal Communities	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> <b>CLB 7-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).</p>	<p><b>Task 2: Create a map of aboriginal languages and territories in BC</b></p> <ul style="list-style-type: none"> <li>• examine a map or chart displaying or explaining the cultural and linguistic diversity that exists among First Nations within BC</li> <li>• examine a map to name a major First Nations group within each region of BC (e.g., the northern interior, coast, northeast, southern interior)</li> <li>• locate on a map of BC the main territory of several BC First Nations</li> <li>• identify the First Nation on whose traditional territory the learners' school is located</li> <li>• summarize the information about languages and territories in BC on a map and post it with timeline (see Project Task 1 above)</li> </ul>	<p><b>Map Room – Aboriginal and Northern Development Canada</b></p> <p><b>First Peoples' Language Map of BC</b></p>
<p> <b>CLB 7-IV:</b> Understand moderately complex extended descriptions, reports and narrations on familiar topics.</p>	<p><b>Task 3: Chart language and cultural renewal programs in BC</b></p> <ul style="list-style-type: none"> <li>• perform online research to identify current initiatives to strengthen First Nations language and culture in BC</li> <li>• summarize information in a chart; adding pictures and other visual enhancements</li> <li>• post the chart on the wall with a timeline and a map (see Project Tasks 1 &amp; 2 above)</li> </ul>	<p><b>The Facts: What is Oral History? – Indian Claims Commission</b></p> <p><b>Canadian Aboriginal History: Origins (Apr. 17, 2009, 7:00)</b></p> <p><b>Our Voices, Our Stories: First Nations, Metis, and Inuit Stories</b></p>
<p> <b>CLB 7-III:</b> Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.</p>	<p><b>Task 4: Draw and label a diagram of a museum installation</b></p> <ul style="list-style-type: none"> <li>• visit a museum, gallery, or cultural centre that focuses on aboriginal content</li> <li>• listen to a docent or guide describe the installations</li> <li>• select one installation or display, and make a quick sketch of it</li> <li>• back in the classroom turn the sketch into a diagram of the installation and label it</li> <li>• post on wall with the timeline, map and chart (see Project Tasks 1, 2 &amp; 3)</li> <li>• invite other members of the school community to view the wall displays</li> </ul>	