

Social Studies Grade 11– BC land claims and the Nisga’a Treaty.

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<p>Objectives &amp; PLOs:</p> <ul style="list-style-type: none"> <li>-Demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to             <ul style="list-style-type: none"> <li>– residential schools</li> <li>– reserves</li> <li>– self-government</li> </ul> </li> <li>-treaty negotiations</li> </ul> <p>-Challenges faced by Aboriginal people in Canada</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the land claim system in B.C. and importance of the treaty process to First Nations people.</li> <li>• Understand the important aspects of the Nisga’a treaty and the reasons behind the specific issues.</li> </ul>	<p>Rationale:</p> <ul style="list-style-type: none"> <li>• To have students research and recognize the important aspects of treaties and the highly contested issues within them.</li> </ul>
	<p>Resources:</p> <ul style="list-style-type: none"> <li>• Class laptops.</li> <li>• Chart paper</li> <li>• Markers</li> </ul>

Vocabulary:

Timing	What the Teacher will be doing:	What the Students will be doing:
5 min	<p><b>Hook:</b> Nisga’a Dancing in Both Words.  <a href="http://www.bctreaty.net/video_files/dancing_in_both_worlds/video_dancing-in-both-worlds.php">http://www.bctreaty.net/video_files/dancing_in_both_worlds/video_dancing-in-both-worlds.php</a>                      -Class wide mind map on our perceptions/understandings of Land claims and treaties.</p>	Watch video and participate in mind map.
10 min	<p><b>Introduction:</b> Talk about the unique land claim system in B.C. and why treaties are only being negotiated within the last 20 years.</p>	Active listening.
25 min	<p><b>Activity 1:</b> In groups of 3 students will be assigned a topic under “issue and response” of the Nisga’a treaty. They will take notes (in their own words) on the issue, the response and any further considerations. They will then write a brief summary on the board and teach their section to the class (one group will do the background history). Model summarizing if necessary.  <a href="http://www.aadnc-">http://www.aadnc-</a></p>	Researching and taking notes on lap top with group members.

	<a href="http://aandc.gc.ca/eng/1100100031292/1100100031293">aandc.gc.ca/eng/1100100031292/1100100031293</a>	
15 min	<b>Activity 2:</b> Student teaching: students will teach their summary to the class.	Presenting their findings/summaries
5 min	Conclusion: Point out the common themes and issues student's highlighted.	
<p>Extension:</p> <ul style="list-style-type: none"> <li>• Read page 256, on "The Royal Commission on Aboriginal Peoples" and answer the following question.</li> <li>• <i>How would implementing a treaty change some of the conditions as stated in the Royal Commission on Aboriginal Peoples?</i></li> </ul>		
<p>Assessment:</p> <ul style="list-style-type: none"> <li>• Formatively assess students being on task, understanding of note-taking and summarizing/paraphrasing. Formatively assess presenting skills and relevance of information.</li> </ul>		
<p>Adaptations/Modifications:</p> <ul style="list-style-type: none"> <li>• Read page 252 <i>Land Claims in British Columbia</i> and answer questions 2-3 to clarify information on land claims and treaties.</li> </ul>		
<p>Multiple Ability Tasks:</p> <ul style="list-style-type: none"> <li>• During the research activity. Students are able to choose from different tasks, such as researching, writing, summarizing and presenting. Students are able to focus on their strengths and work on their weaknesses. Where students do not feel comfortable in one area, they can pick an area in which they do.</li> </ul>		
<p>Reflection on lesson:</p> <ul style="list-style-type: none"> <li>• This lesson operates as a case study analysis of the Nisga'a treaty. By analyzing this lesson they are picking out the important parts of the treaty and begin to understand some of the major issues in treaty negotiation.</li> </ul>		