

# IRP & “Horizons” Textbook– Grade 10 Social Studies

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- *Text in red italics relates directly to the study of Canadian First Nations Peoples*
- *Text in orange italics represents areas that teachers can choose to include the study of Canadian First Nations Peoples*

## ***IRP SUMMARY***

### Considerations for Program Delivery

- Working with the Aboriginal Community
  - The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.
  - In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.
  - For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### Skills and Processes of Social Studies

- Prescribed Learning Outcomes
  - A1: Apply critical thinking skills including
    - Questioning
    - Comparing
    - Summarizing
    - Drawing conclusions
    - Defending a position
  - A2: Demonstrate effective research skills, including
    - Accessing information
    - Assessing information
    - Collecting data
    - Evaluating data
    - Organizing information

- Presenting information
- Citing sources
- A3: Demonstrate effective written, oral, and graphic communication skills, individually and collaboratively
- Key Elements
  - Critical Thinking Skills
  - Research Skills (e.g. accessing information, assessing reliability of sources, interpreting written and graphic information)
  - Communication and presentation skills – written, oral and graphic (e.g. maps, tables)

#### Identity, Society, and Culture: Canada from 1815 to 1914

- Prescribed Learning Outcomes
  - ***B1: Analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts***
  - ***B2: Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914***
  - B3: Evaluate the influence of immigration on Canadian society from 1815 to 1914
  - ***B4: Describe the factors that contributed to a changing national identity from 1815 to 1914***
- Key Elements
  - ***Roles and daily life***
  - ***The arts***
  - ***Interactions between Aboriginal peoples and Europeans***
  - ***Contributions to the development of Canada***
  - Immigrants and immigration
  - ***Changes in Canadian society and identity***

#### Governance: Canada from 1815 to 1914

- Prescribed Learning outcomes
  - C1: Describe the evolution of responsible government in Canada in terms of government structure and key contributing events
  - C2: Analyse political, economic, social and geographical factors that led to Confederation and to the development of Canada's provinces and territories
  - ***C3: Describe the events of the Red River and Northwest Rebellions***
  - C4: Describe the structure and function of Canada's federal, provincial, and local governments
- Key Elements
  - Evolution of responsible government and federalism
  - ***Rebellions and their impact***
  - ***Western expansion***
  - Confederation
  - Nationhood
  - Structure of federal, provincial, and municipal governments

#### Economy and Technology: Canada from 1815 to 1914

- Prescribed Learning Outcomes
  - D1: Assess the impact of Macdonald's National Policy on Canada
  - D2: Analyse the influence of the following on Canada's economy from 1815 to 1914:
    - Resource development and decline
    - Technological innovations

- D3: Describe the development of British Columbia’s economy from 1815 to 1914
- Key Elements
  - Impact of National Policy
  - Building of the Canadian Pacific Railway
  - Technological development and settlement
  - **Fur trade and gold rushes**
  - **British Columbia’s economy**

Environment: Canada from 1815 to 1914

- Prescribed Learning Outcomes
  - E1: Describe the physiographic regions of Canada and the geological processes that formed these regions
  - **E2: Analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914**
  - E3: Evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management
- Key Elements
  - Canada’s physiographic regions
  - Geographical factors in the development of Canada
  - Resource development in BC and Canada
  - Stewardship and sustainability

***IRP CRITIQUE***

As seen in the few passages highlighted in red, First Nations history and culture is taught exclusively insofar as it relates to Euro-Canadian history and the development of Canada. This approach implies that First Nations are only relevant in this capacity and that their history as Peoples and the parallel developments and changes in First Nations societies are not worthy of study. The passages highlighted in orange represent areas in which teachers, using their own creativity, can counter the lack of opportunities to address First Nations history directly by incorporating an Aboriginal perspective into these sections of Social Studies. Because of the vague nature of IRPs and PLOs in general, the teacher has the freedom to do so, which is good. The IRP does not offer instructions or suggestions for how to do this but through the Aboriginal Education website link ([www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)) in the “Considerations for Program Delivery” section has some excellent resources.

***TEXTBOOK – “HORIZONS: CANADA MOVES WEST” SUMMARY***

Unit I: A Dominion is Formed

Chapter 1: Colonies in the Wilderness, 1814-1840

- *Window on the Past: My Boy Life*
- Introduction
- Canada: The Land
- **The Land of Yesterday**
  - **Land for the Fur Trade: a short section talks about the fur trade and the value of different furs as well as the Native alliances that were necessary in order to keep it going**
- Upper Canada

- The Immigrant Experience
- Colonial Government and the Need for Reform

#### Chapter 2: Building a Nation, 1840-1867

- *Window on the Past: A Trip Across Canada*
- Introduction
- ***The Reign of Queen Victoria***
  - ***The Native Peoples: Native peoples were often pushed aside by pioneers. What's more, settlers often wanted to buy "Indian" lands or employ "Indian" labourers at low cost. The rest of the section talks about the establishment of reservations.***
- Victorian Attitudes and Values
- A New Age of Science and Medicine
- Leisure and Travel
- Building a Nation
- The Advantages of Confederation
- Confederation Achieved
- The British North America Act: Canada's Constitution

#### Unit II: The Land and the People

#### Chapter 3: The Geography of Western Canada

- ***Introduction***
  - ***A picture of a Metis man and woman at a table with the following caption: "When the Scottish Selkirk settlers came to the red River valley area in 1811, many Metis were alarmed. They balked when the settlement leader tried to stop them from selling pemmican to the NWC. As a result, the NWC and the metis started to harass the settlers, hoping they would leave. Here, two members of a Metis family discuss their plan of action."***
- The Importance of Place
- The Physical Regions of Canadas
- The Climates of western Canada
- The Natural Regions of Western Canada
- The Cultural Landscape

#### Chapter 4: The Northwest to 1870

- ***Window to the Past: I Am Anne-Marie Lepine***
  - ***The story of a young Metis woman in the early 19<sup>th</sup> century, at a time when the Metis are just starting to see themselves as a distinct culture.***
- ***Introduction***
- ***The Northwest in 1800***
- ***The Native Peoples of the Northwest***
- ***The Northwest from 1800-1860***
- ***The Merger of the HBC and the NWC***
- ***The Red River Settlement, 1821-1860***
- ***Changes: The Red River Settlement between 1860-1870***

#### Chapter 5: The Prairies, 1870-1896

- *Window on the Past: Life in New Iceland*
- ***Introduction***
- ***The Metis Flee Westward***

- ***The Metis in the Northwest***
- ***The First Nations Peoples in the Northwest***
- The National Dream
- ***The Northwest Rebellion of 1885***

#### Chapter 6: British Columbia to 1896

- *Window on the Past: A Mountain of Grief*
- Introduction
- The Oregon Territory
- The Colony of Vancouver Island to 1858
- The Cariboo Gold Rush
- The Colony of British Columbia – and Confederation
- The Railway survey
- The emergence of Vancouver
- The Chinese in British Columbia
- Economic Diversity in British Columbia

#### Unit III: Between Two Centuries

#### Chapter 7: The Emergence of Modern Canada 1896

- *Window on the Past: The Lure of the Yukon*
- Introduction
- Laurier is Elected
- Imperialism: A French-English Split
- The Laurier Boom
- Railways to Everywhere
- The Rise of Unions
- Closing the Door to Immigration
- ***Those Less Equal: The Struggle for Human Rights***
  - ***The Rights of the Native Peoples: Residential schools, Christianization, Aboriginal title to lands, the Royal Commission (created to locate and size reservations), are explored briefly***
  - ***The Importance of the Potlatch: An Insert talks about the Potlatch ceremony and what it signified to BC First Nations***
  - ***The Nisga'a Land Claim***
- The New Century: Wonders of the Laurier Age

#### Chapter 8: The Economy of Canada

- ***Window on the Past: The Raven and the Oarsman***
  - ***A story about two cousins and recent high school graduates, one from Ontario and just about the start classes at UBC and the other a Native young man who plans to be a fisherman and how they find a way to talk and relate to one another across their differences.***
- Introduction
- The Changing Economy
- Economic Essentials
- Canada's Economic Regions
- Canada and the US: An Overview
- Freer Trade in North America

## Chapter 9: The Economy of British Columbia

- *Window on the Present: Go North, Young Woman!*
- Introduction
- British Columbia's Resources: An Overview
- The Forest
- ***Fisheries: A Dwindling resource***
  - ***An insert entitled "Salmon: Native Mythology and Science" tells the reader that much traditional knowledge is actually quite close to what science is discovering only now.***
- Water, the Underrated Resource
- The Agricultural Industry
- Non-Renewable Resources: Mining and fossil Fuels
- The High-Tech Revolution
- Splendour Undiminished
- Population and Environment

## Chapter 10: Canada and the Global Community

- *Window on the Present: Hands Across the World*
- Introduction
- International Trade Agreements and Canada
- Trade Blocs
- Canada and the Pacific Rim
- Pacific Rim Impact
- Freer Trade with the Americas
- Canada's Trade with Europe

### ***TEXTBOOK – "HORIZONS: CANADA MOVES WEST" SUMMARY***

This textbook does a really great job of discussing the Metis in chapters 4 & 5. It makes attempts to incorporate an Aboriginal perspective throughout, but the inserts are often very short and essentialized.