Ideas for integrating and localizing Yukon First Nations Ways of Knowing and Doing

dä̀nnchʼe ä́łąyą?

*Southern Tutchone*

(Hello, how are you my friend?)

One of the ways we can increase the amount of Yukon First Nations perspectives in Yukon schools is by localizing Yukon First Nations curriculum and resource materials. These ideas shared with you in the following pages offer ideas for how you can localize your social studies curriculum and focus on Yukon First Nations Ways of Knowing and Doing.

There are fourteen (14) First Nations in Yukon and eight (8) language groups and each of those groups has a different name, cultures, laws, and customs.

We have organized this information into four sections to accompany each of the grades from 4-7. Each section corresponds to the Nelson Socials Student Resource Book for that grade level. Within each book there are major headings and we have provided suggestions for each of those headings.

This list is not exhaustive by any means. Please feel free to grow and expand these ideas with your students.

If you have any questions please do not hesitate to contact:

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# Suggested Resources for Grades 4-7:

* First Nations Programs and Partnerships website: <http://lss.yukonschools.ca/fnpp1.html>
* Yukon First Nations Resources for Teachers <http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/3_nto_2018-2019_booklet_final.pdf>
* Land of My Ancestors
* Part of the Land, Part of the Water by McClellan

# Grade 4

1. **Land and Yukon First Nations**
   1. What Can Maps Tell Us About a Place? p. 4
      1. Include map of Yukon First Nations Territories
      2. Yukon First Nations Language map
      3. Political Maps (p. 6) – Investigate settlement territory maps (look at shared pieces of traditional territory, for instance Teslin and Watson Lake)
      4. Climate Map (p. 7) – Ice caves near Kluane
      5. Koklux Map
   2. How Do Physical Features Characterize a Region? p. 8
      1. Compare Old Crow to Haines Junction or other Yukon communities
   3. How Were Natural Resources Significant to Yukon First Nations? p. 12
      1. Look at building materials used by people to construct dwellings
         1. Examples from Kaska Dene, Tlingit, Southern Tutchone, Trondek Hwetch’in
   4. What Evidence is There of Trade Among Yukon First Nations? p. 16
      * 1. Archaeological evidence (horse, wolf pup, tools)
        2. Consider a visit to the Beringia Centre
2. **Interactions and Trade**
   1. Why Did Europeans Come to North America? p. 22
      1. Discuss early explorers to Yukon such as Koklux, Campbell, Henderson, Cabot, Carmacks, Cassiar, Kirk, and Frobisher
   2. What Does Evidence Tell Us About Different Societies? p. 26
      1. Oral stories from Elders, Long Ago Peoples’s Places, Dakų Cultural Centre
      2. Oral and written stories, Cowichan story p. 28 – include also a local example of a story
   3. Why were the Locations of Fur Trading Sites Significant? p. 30
      1. Research Tlingit history, Hän trade with Russians, Hudson Bay trading post and resistance by Yukon First Nations
      2. Hudson Bay had little impact, Tlingit were very skilled and experienced tradespeople and were not going to relinquish trade routes
      3. Research Simon Fraser, Thompson, Alexander Mackenzie
   4. What Were the Consequences of the Fur Trade? p. 34
      1. Alliances made through marriage (women and white fur traders) were made so the fur traders could have someone to help them understand the language, survival, connect them with the Yukon First Nations who were familiar with that region.
      2. Land and water routes – Yukon First Nations are connected to the land and the water (see book Part of the Land Part of the Water by McClellan)
      3. Research Hootalinqua and trading areas around Haines Junction
      4. Fur trading posts and Canadian cities (p. 37) – find local examples in your area, some might include Fort Selkirk, Hootalinqua, and the Chilkoot Trail.
   5. What role did conflict play in trade? p. 38
      1. Battle of Sitka between Tlingit and Russians
3. **Consequences of Colonialism**
   1. How did the Seven Years War Impact First Peoples? p. 46
   2. How Did demographic change and Stay the Same? p. 50
      1. Forced relocation and settlement of Yukon First Nations peoples, impact of the Alaska Highway being built
      2. How have Yukon First Nations populations changed over time?
      3. Yukon First Nations and disease – influenza killed many people at Aishihik, Tubercluosis
   3. What were the different perspectives on Land Claims –
      1. Discussion about land claims, creating Category A and B land, what were they, why are only 11 of our 14 YFN self governing?
      2. Invite Elder David Johnny Sr., White River First Nation member involved in land claims negotiations to talk, Elder Dorothy Smith, Ross River Dene Council, or Liard First Nation
      3. Consider inviting someone from your local First Nation by contacting your local First Nation or connecting with your Aboriginal Language Teacher or Community Education Liaison Coordinator in the school (Elder Judy Gingell, Dave Joe, Georgina Sydney, lawyers Darren Leas, Victoria Fred, etc.)
      4. Unceded territories – what does an acknowledgement mean? What next?
      5. Royal Proclamation of 1763
   4. Did \_\_\_\_\_\_\_ deserve to have their names representing certain areas? p. 58
      1. Consider Miles Canyon, what did his past look like? Or F.H. Collins.
      2. Is that something we should continue or change?
      3. Choose other examples specific to your region
      4. Building of the White Pass railway from Skagway to Whitehorse
4. **Yukon’s Path** 
   1. How did Yukon’s Boundaries change? p. 66
      1. Border disputes (NWT, YT)
   2. What were the Consequences of the Klondike Gold Rush? p. 70
      1. Consequences of building of Alaska Highway
      2. Smallpox and diseases – was smallpox an issue in Yukon? People intentionally infected people with small pox blankets.
   3. What were the views on the Future of British Columbia/Yukon? p. 74
   4. Did British Columbia get a Good Deal in Confederation? p. 79
      1. Canada’s promises (p. 79) –what were the effects on Yukon People? (Alaksa Highway, WhitePass)
   5. Should Yukon be renamed? p. 82
      1. Changing the names of schools in Yukon
   6. How might Yukon’s History have been different? p. 84

# Grade 5

1. **Canadian Government Policy p. 2**
   1. How are Governments Significant in Daily Life? p. 4
      1. Levels of government in Yukon Territory (p. 6)
   2. How does Each Level of Government Make Decisions? p. 8
      1. Territorial government decision making
      2. Decision making within each Yukon First Nation – hereditary, polling, look on websites or call your local Yukon First Nation
      3. Band Councils (p. 11) - No Band councils in Yukon Territory. We have Yukon First Nations and each Yukon First Nation has their own name. An activity could be to find out all the names of the Yukon First Nations and their traditional territories and language groups.
   3. What Values are Reflected in Government Decisions? p. 12
      1. Yukon Spending decisions (p. 14)
      2. Climate change (p 15) – Peel River Watershed, Arctic National Wildlife Refuge, stores that have taken a stand against plastic bags such as Riverside grocery in Whitehorse
   4. Is There Convincing Evidence to Change How We Vote? p. 16
2. **Land, Water and Natural Resources p. 22**
   1. What Industries are most Significant to Canada and Yukon?
      1. Topics could all be localized, farmers and growing animals for food (livestock, fish farming), how does this apply to Yukon First Nations?
   2. How do Views on the Use of Land, Water and Resources Differ? p. 28
      1. Building a Dam (p. 30) – localized examples (Yukon River, Aishihik, Mayo B), how they have impacted YFN, cost versus benefit? How have they impacted Yukon First Nations territories? How did this impact fish and wildlife?
      2. Fish population – declining king and sockeye salmon populations, invite the Yukon Salmon Sub-Committee to speak
   3. What can Evidence Reveal about Yukon First Nations ʼ Relationship with the Land and Water? p. 32
      1. Consider how different Yukon First Nations view moose, caribou, King salmon
      2. Specific Yukon First Nations have voluntarily given up fishing rights
      3. Final destination for salmon at Marsh Lake and Teslin Lake (consider how damming affected this)
      4. Mining – Minto mine, harmful effects on traditional territory, amount of waste left, accountability to large mining companies
   4. How fair is the treaty process? p. 36
      1. Tie in Self Government (see gr. 4) and the process we have in Yukon through Land claims
3. **Canadian Immigration p. 42**
   1. What are the Causes of Immigration to Canada? p.44
      1. Also consider immigration to Yukon – first evidence of humans in North America, Fur Trade, Gold Rush, Alaska Highway
   2. What are the Consequences of Immigration? p. 48
      1. Some Yukon First Nations were forced to relocate
      2. Amalgamation of people into groups organized by government not traditional Yukon First Nation culture
   3. How have Views of Immigration Changed? p. 53
      1. There were Yukon First Nations who gave up their status to fight in the war and upon returning were not part of their First Nation or any other culture or community.
      2. How Yukon has played a role in supporting refugees (organizations that have sponsored families to immigrate)
   4. How Fair are Current Immigration Policies? p. 56
4. **Canadian Human Rights p. 62**
   1. Have Human Rights Changed Over Time? p.64
      1. Invite First Nations Programs and Partnerships for the Blanket Exercise
      2. Use the resource Indigenous Peoples Atlas of Canada <https://indigenouspeoplesatlasofcanada.ca/>
      3. Language Act in Canadian government
      4. Indian Act - still too many people governed by this act, wards of the state
   2. What Was Life Like in Residential Schools? p. 68
      1. What schools did Yukon First Nations go to? (Baptist Mission school, Chooutla School, Lower Post). Include Finding our Faces (book) resource, poetry by Mary Caesar
   3. What were the Consequences of Residential School? p. 72
      1. Truth and Reconciliation Commission
   4. Are all Canadians treated fairly? p. 76
      1. Equal education – schools on reservations have less funding, amount of funding is changing to make it more equitable
   5. What Makes a Significant Changemaker? p. 80
   6. Have people in Canada done enough? - Canadian government is trustee of Yukon First Nation trust accounts

Grade 6

1. **Global Inequality p. 2**
   1. How Can Where People Live Change Over Time? p. 4
      1. Changing urban populations – Whistlebend, different subdivisions, relocation of Yukon First Nations from waterfront to whiskey flats, by the hospital, invite Pat Joe to speak about her history
   2. Should Quality of Life be the Same for Everyone? p. 8
   3. Which Global Inequality Issues are Significant? p. 12
      1. Urban and rural gap – school populations, poverty in Yukon can be tricky to talk about, low unemployment rate, invite Michael Doherty from Yukon Anti-Poverty Coalition
      2. Access to Health care, delivering babies in Whitehorse
      3. Gender inequality
      4. Access to Education – what is it like in different parts of the Yukon
   4. How Does Urbanization Contribute to Inequality? p. 16
      1. Discuss the photograph of the person sitting on the street in Thunder Bay, what assumptions are we making about that photograph to begin with, the man looks First Nations, it looks like he has an empty bottle beside him. What message is this picture sending?
      2. Skookum Jim Friendship Centre – take quote from website and list the types of services they provide
      3. Where does all the garbage from our communities go? Sea cans from communities take garbage to Whitehorse?
2. **Global Economics and Resources p. 22**
   1. How Significant is Canada’s Role in Global Trade? p. 24
   2. How has Global Trade Stayed the Same and Changed? p. 28
      1. Countries refusing to import or receive exports
   3. How Fair is Global Trade? p. 32
   4. How Does Global Trade Impact the Environment? p. 36
      1. Carbon tax introduced to Yukon
   5. How Can We Protect the World’s Resources? p. 40
      1. Child Labour – residential schools, daily life saw children labouring
3. **Global Conflict and Governance p. 46**
   1. What Causes Conflict to Occur? p. 48
      1. Consider what we hear in the media in Yukon communities?
   2. How do Governments Respond to Conflict? p. 52]
      1. pipelines being built, land rights, education, peel watershed, education agreements

* 1. What Consequences do Conflicts Have? p. 60
     1. Treatment of minority populations – segregation, assimilation, pluralism, policy, settlement patterns, residential schools, 60’s scoop
     2. CYFN, Blood ties, Salvation Army, Women’s shelter
     3. Gradual Civilization Act, Indian Act, Enfranchisement
     4. Porcupine Caribou land and management board

1. **Global Issues and Cooperation p. 66**
   1. How do Organizations Deal with Global Health Issues? p.68
   2. How do Indigenous Groups protect their rights? p. 72
      1. Peel River Watershed
      2. Land Claims (cat A and B land), Peel River, language and culture, revitalization plans with YFN, Aboriginal Language teachers are in many Yukon Schools
      3. What have Yukon First Nations done to protect their rights?
   3. Is Canada Doing Enough for Syrian Refugees? p. 76

Grade 7

1. **The Environment and Early Humans p. 6**
   1. Read Kwädąy Dän Ts’inchhį Teachings from Long Ago Person Found by Hebda, Greer and Mackie
   2. Research artifacts that have been found in Yukon
   3. Invite an archeologist/paleontologist (Grant Zazula or Christian Thomas to speak)
   4. Take students to visit the Beringia Centre
   5. Consider what types of practices people in Yukon have (p. 14) that might be similar to Haida stripping bark
   6. How can oral stories be used as evidence? P. 20
      1. Read from My Old Peoples Stories by McClellan, Cruikshank and Kernan
      2. Invite Elder Hazel Bunbury to speak
      3. Research Yukon First Nation stories that are in print
      4. Depending on the traditional territory you are in, contact local Yukon First Nation to find out if there are stories in print or a local person who is willing to share stories with the class.
2. **Religion, Beliefs, and Cultures p. 26**
   1. Each Yukon First Nation has their own belief system. If there are questions it is important to understand that this is not something you will find in a book but might be something you have to learn through experience.
   2. Potlach/feasts
   3. Consider and find out about the beliefs of Yukon First Nations (p. 38)

1. **Rise and Fall of Early Societies p. 44**
   1. See Grade 4 ideas on population decline, assimilation, etc.
2. **Innovation and Interaction p. 66**
   1. What were the consequences of early interactions? p. 76
      1. Consider what these were in Yukon: initially friendly then changed with colonialism and resistance.
   2. Representations of words - younger generations changed the languages a bit, how certain words were said.
   3. How should we make decisions about historical artifacts? p. 82
      1. What artifacts have been found in Yukon? Who has made decisions about them?
   4. Comparing rights of past civilizations with current Yukon First Nations and Yukoners.
   5. Comparing First Nations in Canada and Canadian society