

EASTERN ONTARIO
CATHOLIC
CURRICULUM CORPORATION

Working Together for Catholic Education



**Curriculum Mapping for
Catholic Secondary Schools**

Grades 9 to 12

Fall 2021



Institute for
Catholic Education

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Listening to Indigenous Voices



Listening to Indigenous Voices – Curriculum Mapping

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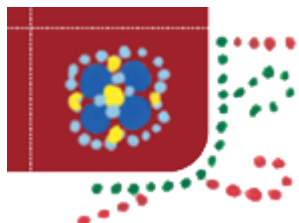
Legend

Colour Scheme within curriculum mapping sections – represents the colour of the Ontario Curriculum document by subject. Example: **orange** represents The Arts

A link with an * **indicates that it is not on the Listening to Indigenous Voices website** (www.ltiv.ca).



Listening to Indigenous Voices



Listening to Indigenous Voices – Introduction

Listening.

Listening is about being open to receiving communication. Listening requires focus and attention. It is a skill that we all need to work on.

The TRC called on all Canadians to be better informed so that we could all participate in the process of reconciliation. Educational institutions and systems at all levels have a responsibility to that learning. In Catholic education in Ontario, we are called to be a community that encounters and accompanies, that recognizes Christ with us on these roads of discovery, and that forms joyful disciples who go out into the world to transform.

As modelled by the TRC, listening is the essential first step in this learning process and listening to Indigenous voices means giving space to voices that have long been missing and even dismissed from our national public discourse.

The Jesuit Forum discussion guide, *Listening to Indigenous Voices* (LTIV), gathers insights from art, video recordings, stories, and articles that lift up the voices of many Indigenous contributors. The Jesuit Forum listened and worked with many groups to see this project become reality. In their acknowledgements, they recognize the many partners that were essential to creating this resource “in a good way”.

We find this resource to be a helpful contribution to the efforts of Catholic education in Ontario for three important reasons. First, it is a Canadian resource and so addresses the particular experience of Indigenous peoples in this region. Second, the Jesuit Forum has made a concerted effort to gather a variety of Indigenous voices and worked with an advisory group that included Indigenous consultants. Third, LTIV includes multi-media materials through its related website www.ltiv.ca.

It is important to understand that the LTIV discussion guide was conceived as a next step for those who had already experienced the Kairos blanket exercise. We know many Catholic teachers have had this powerful experience – often through events at your school and professional development sessions and conferences. For those who have had the



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experience, they will immediately recognize many of the themes and topics of the discussion guide. But even for those teachers and learners who have not had the experience, the guide is highly accessible.

As a discussion guide, this resource works well in an inquiry-based model of teaching and encourages both critical reflection and prayerful discernment of how we are being called to respond in the light of our Catholic faith – in particular in light of our Catholic Social Teaching. We see this resource as providing helpful content in many curriculum areas across Secondary education.

The curriculum mapping guide we have developed for LTIV is meant to assist teachers:

- In identifying the specific curriculum expectations that could be covered in any given subject area with materials from LTIV
- In planning activities using the LTIV resources – both print and online
- In being aware of Catholic resources that may lend a helpful faith perspective to the material
- In being prepared for sensitive topics that will require professional judgment about age appropriateness of certain aspects of the resource

Of course, this guide is but one resource for Catholic teachers. We encourage all teachers to explore other resources available through the [EOCCC](#) and the [Indigenous resource library on the ICE website](#).

As already mentioned, the LTIV resource will resonate with Catholic teachers in terms of the important social teachings found in the encyclicals of Pope Francis – *Laudato Si* (On Care for Our Common Home) and *Fratelli Tutti* as well as the post-synodal exhortation on the Amazon *Querida Amazonia*.

In this last document, Pope Francis addresses the need for what he calls the encounter of cultures – the encounter between Western and Indigenous cultures (36-38). “Interest and concern for the cultural values of the indigenous groups should be shared by everyone, for their richness is also our own.” (37)



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We see dialogue within schools among teachers of different disciplines and also within boards with the help of consultants from a variety of backgrounds as a natural and likely response to this resource. Eco school leads, Religious Education consultants, teachers in the arts, French Second Language, history, economics, and Native studies, as well as your board Indigenous lead will be among those who we hope will find relevant and meaningful material here as well as areas which lend themselves to collaboration.

May we be open to the encounter, humble in the stance of listening, courageous in the conversation, prayerful in the discernment.

*Come Holy Spirit, fill the hearts of your faithful, and kindle in them the fire of your love.
Send forth your spirit, and they shall be created
and you shall renew the face of the earth.*



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How to Use this Curriculum Mapping Resource:

1. The material from the Prologue (pages 10-14 of the LTIV discussion guide):

As the LTIV discussion guide was written for adults to share in gathered discussion circles over a number of weeks using all 11 sessions of materials, the prologue forms an important piece in establishing group norms for the reflections, describing the sharing circle as an Indigenous method of learning and helping participants understand how this methodology impacts the experience of the content.

Since it is unlikely that students will experience the content in the same way, that is, they will likely enter into pieces or aspects of the guide that are relevant in particular subject areas but not proceed through the material uniformly according to the eleven numbered sessions, it will be important for teachers to make decisions about how and when to use the material of the prologue. Remember also that students may encounter this material in multiple classes.

Please note: The Prologue encourages teachers to begin “in a good way”. We have included suggested land acknowledgement that addresses the specific theme of the session in the introductory material of each session. This is an important way that we can work towards an authentic acknowledgment of the land.

2. The French and English Guides:

There are two curriculum mapping guides. One for the English print resource – Listening to Indigenous Voices and one for the French printed resource – À l’écoute des voix autochtones.

The French curriculum mapping guide focuses on courses that are offered in most secondary schools in the Immersion and Extended French programs. Due to the density of the text and themes, **most of the work for a second language learner would be geared for grade 10 and higher.**

The English resource supports a variety of courses some of which are not offered as regularly but perhaps this document will encourage an increase in this area.



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The supplementary resources available in French and English on www.ltiv.ca are different as well.

3. Visual Cues:

The Table of Contents lists the sessions from the LTIV guide and notes the specific courses where connections have been made under each session. Teachers can click on the session of interest to find the important introductory information.

When teachers click on a session of interest, they will find:

- a Brief Description of the session
- a Scripture reflection
- links to Catholic Social Teaching
- links to the United Nations Sustainable Development Goals
- a quote from *Laudato Si'*
- other notes for teachers
- a suggested land acknowledgement (as noted, these are session- and theme -specific so there is a different one for each session)

Teachers can then scroll to find their subject and course specific chart.

Note the various colours used in the Mapping document which correlates with the Ontario Ministry of Education's Curriculum documents.

Subject/Grade/ Course Code	Arts, Grades 9 – 1 AMU10/20/30/3M	Subject/Grade/ Course Code	Canadian History	Subject/Grade/ Course Code	English, Grade 12, ENG4U
Overall Expectations/ Strand	ATC10/20/30 – D Creating, Presenti A2. Choreography composing individu	Overall Expectations/ Strand	B. CANADA, 1914- B2. Communities, C Perspective B3. Identity, Citizen	Overall Expectations/ Strand	Oral Communication Using Active Listening Strategies 1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations



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A typical chart will name the course and reproduce the relevant expectation(s) directly from the curriculum document.

The relevant material in the printed LTIV guide is identified along with any online materials from www.ltiv.ca.

Links to other websites or material that may be relevant to the topic are indicated by **orange coloured text** and an asterix. (*)

[Live Links](#) are incorporated into the document to facilitate a user-friendly design. It is intended for online use by teachers rather than being a printed document. It is a live document that we intend to revisit and revise.

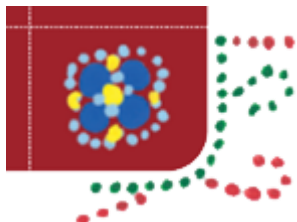
Learning experiences are suggested.

Sensitivity warnings are made clear.

Suggested Learning Experiences	<p>Traditional Ways of Life: page 19</p> <p>Research how Indigenous Peoples where you currently reside traditionally lived or still live today... https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf</p> <p>You may want to contact your Board Indigenous Lead to invite a knowledge keeper into the classroom to discuss place-based understanding of Roles and Responsibilities within Indigenous communities; conversations might include the Clan system, Ceremonies, responsibilities for all members of the group.</p>
Notes/Tips/ Sensitivity	<ul style="list-style-type: none">Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Listening to Indigenous Voices – Prologue

Brief Description: Please consider the following suggestions when beginning this journey into new understanding of Indigenous worldview and perspective. You may wish to begin with the prologue prior exploring and discussing any of the sessions in Listening to Indigenous Voices.

Subject/Grade	All Secondary Courses
Getting Started:	*United Nations Declaration on the Rights of Indigenous Peoples https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
Supplemental Resources to Support Background Knowledge	*United Nations Sustainable Development Goals (SDG) https://sdgs.un.org/goals *Themes of Catholic Social Teaching (CST) (USCCB) https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching *Ontario Catholic School Graduate Expectations https://iceont.ca/wp-content/uploads/2015/08/Ontario-Catholic-School-Graduate-Expectations.pdf *Laudato Si' - Care for Our Common Home https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html



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	<p>*Calls for Justice—MMIWG</p> <p>https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf</p> <p>*"Doctrine of Discovery" and Terra Nullius</p> <p>https://www.cccb.ca/indigenous-peoples/resources/doctrine-of-discovery-and-terra-nullius/</p> <p>*Institute for Catholic Education</p> <p>https://iceont.ca/</p> <p>*TRC Calls to Action</p> <p>http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</p>
LTIV Guide with page numbers	<p>Teacher:</p> <p>Prologue: Learning from the Teachings of our Elders, pages 8-9</p> <p>Why this guide? page 10</p> <p>Connecting to the Truth and Reconciliation Commission through relationship-building, page 11-12</p> <p>Dialogue through sharing circles, pages 13-14</p> <p>Classroom Connections/Spiritual Reflections, Online Resources, page 14</p> <p>Sample Land Acknowledgement, page 14</p> <p>Trigger Warnings, page 14</p> <p>Teacher with Students:</p> <p>Listen to Creation stories pages 16-18</p>



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	<p>Learn about the land you live on, page 19</p> <p>Land Acknowledgements, pages 14, 19</p> <p>Sharing Circle, page 19</p>
<p>Online Resources with Links</p>	<p>Creation Stories - Traditional Lifeways</p> <p>https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf</p> <p>Spiritual Reflections</p> <p>https://www.ltiv.ca/wp-content/uploads/2021/04/01-EntwinedWithEarth.pdf</p> <p>Traditional Lifeways</p> <p>https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf</p> <p>*Sharing Circles: (additional to notes found in <i>Getting Started</i> section of (https://www.ltiv.ca/))</p> <p>https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402</p> <p>A Story of Creation: Told by Onaubinasay Jim Dumont (Elder video)</p> <p>https://youtu.be/AB-Fi31kITs</p> <p>Creation stories</p> <p>https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/</p>



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	<p>Local Indigenous Resources</p> <p>https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en</p> <p>Map</p> <p>https://native-land.ca/</p> <p>Protocol links</p> <p>https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html</p>
Focus	<ul style="list-style-type: none">• Indigenous Relationships with Land• Traditional Indigenous Pedagogy• Understanding Oral Tradition• Understanding Indigenous Worldview and Perspective
Suggested Learning Experiences	<p>You may read <i>Entwined</i> with Earth by Mark Hathaway (a reflection on Creation stories in Genesis) and then discuss the following question:</p> <p><i>How are these creation stories similar and different from some of the Indigenous creation stories in the session?</i></p>
Notes/Tips/Sensitivity	<p>What is place-based learning?</p> <p>Speak with your Board's Indigenous Lead to connect with local knowledge keepers. Respect the land you are on by connecting with the people of the place on which you gather.</p>



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Why is using Indigenous pedagogy (for example, using a sharing circle), key to unpacking this resource?

The worldview that all voices matter, listening intently to others and checking your own opinion as you listen is key to open discussion. There is no hierarchy in the circle—it is a practice that showcases the worldview in action.

Sharing Circle Protocols are reflective of each community's practices and traditions. You are encouraged to contact your Indigenous Board Lead who will be able to connect you with a local Indigenous knowledge keeper who can share the local protocols with you.

*More information about sharing circles from an Indigenous point of view can be found at:

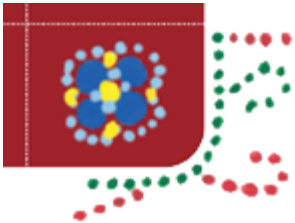
<https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402>

What is a Land Acknowledgement?

A Land Acknowledgement is a formal statement that recognizes the relationship between Indigenous peoples and their traditional territories. Acknowledging the land is an Indigenous practice that has been happening for thousands of years. It recognizes and respects the legal and spiritual relationship Indigenous peoples have with their territories.



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Session 1 – Beginnings

Brief Description: In this session, a variety of Indigenous creation stories are shared that shed light on Indigenous People's self-understanding along with the sacred relationship of Indigenous Peoples to place. Our obligation as Settlers to acknowledge the lands upon which Indigenous Peoples have traditionally lived, but now share, is further explored.

Scriptural Reflection:

In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters.

Genesis 1:1-2 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person
- Rights and Responsibilities
- Solidarity
- Care for God's Creation

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 3:** Good Health and Well-being.
- **GOAL 6:** Clean Water and Sanitation

Laudato Si' - Care for Our Common Home Connection:

"Great importance of the family, political institutions and various social groups are also entrusted with helping to raise people's awareness. So too is the Church. All Christian communities have an important role to play in ecological education." -- Pope Francis *Laudato Si'* #214

Please connect the **land acknowledgement** you create to begin this session, with the **learning of this session**.



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For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather today to learn more about the traditional creation stories, lands, and ways of living of Indigenous Peoples in Canada, let us keep in mind the words of Kanai Scholar, Leroy Little Bear: “To fully engage in stories, we must go beyond merely listening to the words, to engage in such a way that we come to live the story”. In ‘living the story’ let us use our ears, our hearts, and our understanding to learn more about Indigenous relationships with the land, and at the same time, to reflect upon our own personal relationships with the land upon which we live and those with whom we share it.

Let us acknowledge that today we gather on the land of...



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Subject/Grade/ Course Code	Arts, Grades 9 – 12, ATC1O/2O/3O, ADA1O/2O, AEA3O/AEA4O, ALC1O/2O, AMU1O/2O/3O/3M/4M, AVI1O/2O/3M/4M
Overall Expectations/ Strand	<p>ATC1O/2O/3O – DANCE</p> <p>Creating, Presenting and Performing</p> <p>A2. Choreography and Composition: combine the elements of dance in a variety of ways in composing individual and ensemble dance creations;</p> <p>Reflecting, Responding, Analyzing</p> <p>B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' dance works and activities;</p> <p>B2. Dance and Society: demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities;</p> <p>Foundations</p> <p>C2. Contexts and Influences: demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society;</p> <p>C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities</p> <p>ADA1O/2O – DRAMA</p> <p>Reflecting, Responding, Analyzing</p> <p>B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;</p> <p>B2. Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;</p>



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Foundations

C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;

C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

AEA30/AEA40 – EXPLORING AND CREATING IN THE ARTS

Reflecting, Responding, Analyzing

B2. The Function of the Arts in Society: explain and assess the functions and impact of the arts in past and present societies;

B3. The Arts and Personal Development: demonstrate an understanding of the interrelationship between the arts and personal development, including their own personal development

Foundations

C2. Contexts and Influences: demonstrate an understanding of symbols and themes associated with art works produced by various cultures from around the globe and of past and present influences on works from various arts disciplines;

ALC10/20 – INTEGRATED ARTS

Reflecting, Responding, Analyzing

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by applying it to study works from various arts disciplines as well as integrated art works/productions;

B2. The Function of the Arts in Society: demonstrate an understanding of various functions of the arts in past and present societies;

B3. Values and Identity: demonstrate an understanding of how creating, presenting, and analyzing art works has affected their understanding of personal, community, and cultural values and of Canadian identity



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Foundations

C2. Contexts and Influences: demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines;

C3. Conventions and Responsible Practices: demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and apply these practices when creating, presenting, and experiencing art works.

AMU1O/2O/3O/3M/4M – MUSIC

Reflecting, Responding, Analyzing

B1. The Critical Analysis Process: use the critical analysis process when responding to, analyzing, reflecting on, and interpreting music;

B2. Music and Society: demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;

B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analyzing music has affected their skills and personal development

Foundations

C2. Characteristics and Development of Musical Forms: demonstrate an understanding of the development, function, and characteristics of various forms of music;

C3. Conventions and Responsible Practices: demonstrate an understanding of conventions and responsible practices relating to music.

AVI1O/2O/3M/4M – VISUAL ARTS

Creating and Presenting

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;



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	<p>A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;</p> <p>A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others</p> <p>Reflecting, Responding, Analyzing</p> <p>B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;</p> <p>B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;</p> <p>B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.</p> <p>Foundations</p> <p>C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;</p> <p>C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.</p>
LTIV Guide with page numbers	Session 1 Beginnings - Classroom Connections - Traditional Ways of Life: page 19
Online Resources with Links	<p>Session 1 Beginnings https://www.ltiv.ca/</p> <p>Traditional Lifeways Research Worksheet</p> <ul style="list-style-type: none"> • https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf <p>How to invite an Elder, knowledge keeper or cultural advisor:</p> <ul style="list-style-type: none"> • First Nation Elder Protocol



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	<ul style="list-style-type: none"> • Elder Protocols (Dalhousie, NS) • Elder Protocols (OISE, ON) • Elder Guidelines (U of A, AB) • Indigenous Protocol Guide (BC) <p>Map</p> <ul style="list-style-type: none"> • https://native-land.ca/ <p>Friendship Centres</p> <ul style="list-style-type: none"> • https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en <p>*Protocol Guides</p> <ul style="list-style-type: none"> • https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html
Focus	Traditional Indigenous ways of life: art forms, spirituality, oral storytelling, art reflecting current and historical issues
Suggested Learning Experiences	<ul style="list-style-type: none"> • Consider reviewing “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning. • Consider reviewing a sharing circle and land acknowledgement protocol. • You may contact your Board’s Indigenous Education Lead or local Friendship Centre to invite local Indigenous artists, dancers, drummers, storytellers, Elders to share their talents, traditional teachings. • Although the obvious focus is on traditional Indigenous art forms, students may also creatively represent other aspects of traditional Indigenous culture (spirituality and ecological knowledge, for example) through their artistic interpretations, with an understanding of the difference between cultural appropriation and cultural appreciation.



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	<ul style="list-style-type: none">• A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.
Notes/Tips/ Sensitivity	<ul style="list-style-type: none">• Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.• *Review relevant protocols, proper vocabulary (i.e. - regalia vs costume), and cultural appropriation vs cultural appreciation. For detailed information on cultural appropriation vs cultural appreciation see: Culture Inspires Art (eoccc.org) pages 12-13.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canadian History since WW1, Grade 10, CHC 2P/D
Overall Expectations/ Strand	<p>B. CANADA, 1914–1929</p> <p>B2. Communities, Conflict, and Cooperation Focus On: Historical Significance; Historical Perspective</p> <p>B3. Identity, Citizenship, and Heritage; Focus on: Continuity and Change; Historical Perspective</p> <p>D. CANADA, 1945–1982</p> <p>D2.3; D2.3 analyze key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same;</p> <p>D3.2 explain ways in which various individuals, events, groups, and or organizations contributed to the arts and popular culture in Canada during this period;</p> <p>E. CANADA, 1982 TO THE PRESENT</p> <p>E2. Communities, Conflict, and Cooperation Focus On: Continuity and Change; Historical Perspective</p> <p>E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982.</p>
LTIV Guide with page numbers	<p>Session 1: Beginnings Traditional Ways of Life— page 19 https://www.ltiv.ca/</p> <p>Research how Indigenous Peoples where you currently reside traditionally lived or still live today...</p> <ul style="list-style-type: none"> • https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf



Listening to Indigenous Voices



Online Resources with Links	<p>Session 1:</p> <p>Local Indigenous Resources</p> <p>Use the interactive map at https://native-land.ca/ to identify the Indigenous Peoples who have traditionally inhabited the place where you live.</p> <p>Research Worksheet</p> <ul style="list-style-type: none">• https://tiv.weebly.com/uploads/1/3/7/1/137188253/research_project-creation_stories.pdf• https://tiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf <p>Friendship Centres</p> <ul style="list-style-type: none">• https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en HYPERLINK "https://www.nafc.ca/en/friendship-centres" <p>*Protocol Guides</p> <ul style="list-style-type: none">• https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html
Focus	Recognize the influence of local Indigenous people in your local community, the province and in Canada.
Suggested Learning Experiences	<p>*You may want to read local history from an Indigenous perspective; for example: <i>*the following by Darren Bonaparte unpacks pre-contact and the history of early Eastern Ontario:</i> http://www.wampumchronicles.com/history.html</p> <p>You may want to contact your local Indigenous Board Lead to invite a knowledge keeper into the classroom to discuss place-based understanding of Roles and Responsibilities within Indigenous communities; conversations might include the Clan system, Ceremonies, responsibilities for all members of the group.</p>



Listening to Indigenous Voices



You may want to check out these links on how to invite an Elder, knowledge keeper or cultural advisor:

- [First Nation Elder Protocol](#)
- [Elder Protocols](#) (Dalhousie, NS)
- [Elder Protocols](#) (OISE, ON)
- [Elder Guidelines](#) (U of A, AB)
- [Indigenous Protocol Guide](#) (BC)

Notes/Tips/ Sensitivity

Consider an Indigenous perspective by listening carefully to Indigenous voices.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture: World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Scripture SC1. Core Teachings: Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and examine the core teachings found in each</p> <p>Faith Seeking Understanding PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Prayer and Sacramental Life PS1. Prayer: Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition; [CCC nos. 2559; 2564-2565; 2644; 2663; 2684]</p> <p>Research and Inquiry Skills R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry; R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	Session 1 Beginnings - Classroom Connections - Traditional Ways of Life: page 19
Online Resources with Links	Session 1 Beginnings https://www.ltiv.ca/ Classroom Connections - Research Project: Traditional Lifeways



Listening to Indigenous Voices



https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf

How to invite an Elder, knowledge keeper or cultural advisor:

- [First Nation Elder Protocol](#)
- [Elder Protocols](#) (Dalhousie, NS)
- [Elder Protocols](#) (OISE, ON)
- [Elder Guidelines](#) (U of A, AB)
- [Indigenous Protocol Guide](#) (BC)

Map

- <https://native-land.ca/>

Friendship Centres

- <https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en>

*Protocol Guides

- [https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_\(by_subjects\)/Social_Sciences_and_Humanities/Elders.html](https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html)

Focus

First Nations, Métis and Inuit Spiritualities may not have a common sacred text because they are based on oral tradition; however, the beliefs are similar around the globe.

The followers of First Nations, Métis and Inuit Spiritualities have a particular sensitivity for care for Creation.



Listening to Indigenous Voices



Personal (private) and communal prayer are expressions of our human need for intimacy with God.

We can use ritual and symbol to express our spiritual communication with the divine when words alone do not suffice.

Traditional Indigenous ways of life: belief traditions, ceremonies, oral teachings, practices, sacred places, spirituality, worldview.

Suggested Learning Experiences

- You may choose to review the “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning.
- You may wish to review the sharing circle and land acknowledgement protocol.
- A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.

Notes/Tips/Sensitivity

- Remember that most Indigenous people relate to Indigenous spirituality, but this is not a religion. Be careful with word choice when reflecting Indigenous worldview in religious education courses. You may want to refer to this resource: *Ontario Catholic Secondary Curriculum Policy Document Grades 9 - 12 Religious Education <https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Document-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf>
- Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Equity, Diversity, and Social Justice, Grade 11 – 12, HSE3E/4M
Overall Expectations/ Strand	<p>B. Understanding Social Construction</p> <p>B1. Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;</p> <p>B2. Power Relations: analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;</p>
LTIV Guide with page numbers	Session 1: Beginnings - Classroom Connections - Traditional Ways of Life: page 19
Online Resources with Links	<p>Session 1: Beginnings https://www.ltiv.ca/</p> <p>Traditional Lifeways Research Worksheet</p> <ul style="list-style-type: none"> • https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf <p>How to invite an Elder, knowledge keeper or cultural advisor:</p> <ul style="list-style-type: none"> • First Nation Elder Protocol • Elder Protocols (Dalhousie, NS) • Elder Protocols (OISE, ON) • Elder Guidelines (U of A, AB) • Indigenous Protocol Guide (BC) <p>Map</p> <ul style="list-style-type: none"> • https://native-land.ca/ <p>Friendship Centres</p>



Listening to Indigenous Voices



	<ul style="list-style-type: none"> • https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en <p>*Protocol Guides</p> <ul style="list-style-type: none"> • https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html
Focus	<ul style="list-style-type: none"> • Social Systems • Economic Equality • Treatment of Women • Societal Values
Suggested Learning Experiences	<p>Traditional Ways of Life: page 19</p> <p>Research how Indigenous Peoples where you currently reside traditionally lived or still live today... https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-_traditional_lifeways%E2%80%8B.pdf</p> <p>You may want to contact your Board Indigenous Lead to invite a knowledge keeper into the classroom to discuss place-based understanding of Roles and Responsibilities within Indigenous communities; conversations might include the Clan system, Ceremonies, responsibilities for all members of the group.</p>
Notes/Tips/ Sensitivity	<ul style="list-style-type: none"> • Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	World History to the End of the 15th Century, Grade 11, CHW3M
Overall Expectations/ Strand	<p>Early Societies and Rising Civilizations</p> <p>B1. Early Societies: analyze the evolution of early societies in various parts of the world, including factors that were necessary for their development (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>B2. Social, Economic, and Political Context: analyze key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives (FOCUS ON: Historical Significance; Historical Perspective)</p> <p>Flourishing Societies and Civilizations</p> <p>C1. Social, Economic, and Political Context: analyze key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: Historical Significance; Cause and Consequence)</p> <p>C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: Historical Significance; Historical Perspective)</p>
LTIV Guide with page numbers	Session 1 Beginnings - Classroom Connections - Traditional Ways of Life: page 19
Online Resources with Links	Session 1 Beginnings https://www.ltiv.ca/ Traditional Lifeways Research Worksheet



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- https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf

How to invite an Elder, knowledge keeper or cultural advisor:

- [First Nation Elder Protocol](#)
- [Elder Protocols](#) (Dalhousie, NS)
- [Elder Protocols](#) (OISE, ON)
- [Elder Guidelines](#) (U of A, AB)
- [Indigenous Protocol Guide](#) (BC)

Map

- <https://native-land.ca/>

Friendship Centres

- <https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en>

***Protocol Guides**

- [https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_\(by_subjects\)/Social_Sciences_and_Humanities/Elders.html](https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html)

Focus

Traditional Indigenous lands and ways of life: social, economic and political structures through an Indigenous lens/worldview.

Suggested Learning Experiences

- You may review “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning.
- You may review a sharing circle and land acknowledgement protocol.



Listening to Indigenous Voices



	<ul style="list-style-type: none">• A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.
Notes/Tips/ Sensitivity	<ul style="list-style-type: none">• Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Gender Studies, Grade 11, HSG3M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to gender studies, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills</p> <p>Foundations</p> <p>B1. The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;</p> <p>B2. Power Relations, Sex, and Gender: analyze sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;</p>
LTIV Guide with page numbers	Session 1 Beginnings - Classroom Connections - Traditional Ways of Life: page 19 https://www.ltiv.ca/
Online Resources with Links	Session 1 Beginnings https://www.ltiv.ca/ Traditional Lifeways Research Worksheet <ul style="list-style-type: none">https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf



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How to invite an Elder, knowledge keeper or cultural advisor:

- [First Nation Elder Protocol](#)
- [Elder Protocols](#) (Dalhousie, NS)
- [Elder Protocols](#) (OISE, ON)
- [Elder Guidelines](#) (U of A, AB)
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Map

- <https://native-land.ca/>

Friendship Centres

- <https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en>

*Protocol Guides

- [https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_\(by_subjects\)/Social_Sciences_and_Humanities/Elders.html](https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html)

Focus

Traditional Indigenous ways of life: matriarchal societies, social structures, worldview.

Suggested Learning Experiences

- Consider reviewing “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning.
- Consider reviewing sharing circle and land acknowledgement protocol.



Listening to Indigenous Voices



	<ul style="list-style-type: none">• A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.
Notes/Tips/ Sensitivity	<ul style="list-style-type: none">• Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canada: History, Identity, and Culture (Canadian and World Studies), Grade 12, CH14U
Overall Expectations/ Strand	Canada: Origins to 1774 A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture; B1. Setting the Context: analyze the significance, for different groups in Canada, of various social/ cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective)
LTIV Guide with page numbers	Session 1 Beginnings – Classroom Connections - Traditional Ways of Life: page 19
Online Resources with Links	Session 1 Beginnings https://www.ltiv.ca/ Traditional Lifeways Research Worksheet <ul style="list-style-type: none"> • https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf How to invite an Elder, knowledge keeper or cultural advisor: <ul style="list-style-type: none"> • First Nation Elder Protocol • Elder Protocols (Dalhousie, NS) • Elder Protocols (OISE, ON) • Elder Guidelines (U of A, AB) • Indigenous Protocol Guide (BC) Map <ul style="list-style-type: none"> • https://native-land.ca/ Friendship Centres



Listening to Indigenous Voices



	<ul style="list-style-type: none">• https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en <p>*Protocol Guides</p> <ul style="list-style-type: none">• https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html
Focus	Traditional Indigenous lands and ways of life: clothing, ecological knowledge, food, housing, governance, language, music and art forms, oral language, technologies, sacred places spirituality, worldview.
Suggested Learning Experiences	<ul style="list-style-type: none">• Consider reviewing “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning.• Consider reviewing sharing circle and land acknowledgement protocol.• A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.
Notes/Tips/ Sensitivity	<ul style="list-style-type: none">• Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	World Cultures, Grade 12, HSC4M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>The Concept of Culture</p> <p>B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;</p> <p>B2. Cultural Dynamics: analyze how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p>B3. Theoretical Analysis of Culture: demonstrate an understanding of theories and concepts related to the study of culture, and apply these theories to analyze various cultures.</p> <p>Cultural Expressions</p> <p>C1. Art, Philosophy, and Religion: demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures;</p> <p>C2. Cultural Expressions in Context: analyze specific cultural expressions and a range of factors that can affect them;</p>



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	C3. Contributions and Influences: assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.
LTIV Guide with page numbers	Session 1 Beginnings - Classroom Connections - Traditional Ways of Life: page 19 https://www.ltiv.ca/
Online Resources with Links	<p>Session 1 Beginnings https://www.ltiv.ca/</p> <p>Traditional Lifeways Research Worksheet</p> <ul style="list-style-type: none"> • https://ltiv.weebly.com/uploads/1/3/7/1/137188253/research_project-traditional_lifeways%E2%80%8B.pdf <p>How to invite an Elder, knowledge keeper or cultural advisor:</p> <ul style="list-style-type: none"> • First Nation Elder Protocol • Elder Protocols (Dalhousie, NS) • Elder Protocols (OISE, ON) • Elder Guidelines (U of A, AB) • Indigenous Protocol Guide (BC) <p>Map</p> <ul style="list-style-type: none"> • https://native-land.ca/ <p>Friendship Centres</p> <ul style="list-style-type: none"> • https://nafc.ca/friendship-centres/find-a-friendship-centre?lang=en <p>*Protocol Guides</p>



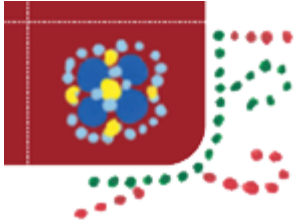
Listening to Indigenous Voices



	<ul style="list-style-type: none"> • https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Social_Sciences_and_Humanities/Elders.html
Focus	Traditional Indigenous ways of life: the arts, clothing, food, governance, housing, land, language, technologies, spirituality, worldview.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Consider reviewing “Indigenous Inhabitants Where You Live” section of Classroom Connections to recall which Indigenous Peoples traditionally inhabited the land where your school is located, prior to this new learning. • Consider reviewing sharing circle and land acknowledgement protocol. • A school might engage in cross-curricular collaborations and representations/sharing of learning to a wider school audience.
Notes/Tips/ Sensitivity	<ul style="list-style-type: none"> • Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings. • Remember that most Indigenous people relate to Indigenous spirituality, but this is not a religion. Be careful with word choice when reflecting Indigenous worldview in religious education courses. You may want to refer to this resource. *Ontario Catholic Secondary Curriculum Policy Document Grades 9 - 12 Religious Education https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Document-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf



Listening to Indigenous Voices



Session 2 - A Tale of Two Communities

Brief Description: This session focuses on the present-day systemic injustices, ongoing widespread impoverishment, racism, and discrimination faced by Indigenous Peoples with examples regarding access to clean water, safe housing, health care, and employment opportunities. Racism in media depictions of Indigenous Persons is also explored.

Scriptural Reflection:

Then the angel showed me the river of the water of life, bright as crystal, flowing from the throne of God and of the Lamb through the middle of the street of the city. On either side of the river is the tree of life with its twelve kinds of fruit, producing its fruit each month; and the leaves of the tree are for the healing of the nations.

Revelation 22:1-2 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable.
- The Dignity of Work and the Rights of Workers.
- Solidarity.
- Care for God's Creation

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.
- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.



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- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.

Laudato Si' - Care for Our Common Home Connection:

“Along with the importance of little everyday gestures, social love moves us to devise larger strategies to halt environmental degradation and to encourage a ‘culture of care’ which permeates all of society. When we feel that God is calling us to intervene with others in these social dynamics, we should realize that this too is part of our spirituality, which is an exercise of charity and, as such, matures and sanctifies us”-- Pope Francis, *Laudato Si'* #231

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather today to learn more about Indigenous Peoples in Canada, we acknowledge the historical and ongoing impact of settler colonialism in our country. Let us remember that the experience for Indigenous People continues to be minimized, dismissed or completely omitted from many conversations, from media, and from governmental decision and policymakers. Let us stand in solidarity with Indigenous Peoples by continuing to educate ourselves, by approaching media with a critical lens, by challenging stereotypes, and by finding ways to move towards social justice for all Indigenous Peoples.

Let us acknowledge that today we gather on the land of...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Civics and Citizenship, Grade 10, CVH2O
Overall Expectations/ Strand	<p>Political Inquiry and Skill Development</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>Civic Awareness</p> <p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective)</p> <p>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective)</p> <p>B3. Rights and Responsibilities: analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: Political Significance; Objectives and Results)</p> <p>Civic Engagement and Action</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)</p> <p>C3. Personal Action on Civic Issues: analyze a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)</p>
LTIV Guide with page numbers	Session 2 "A Tale of Two Communities", pages 20-26 Classroom Connections, page 26



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Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none"> • Current boil water advisories (map) • First Nations boil water advisories remain in effect (Toronto Star) • Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw • A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin • A video on Anishinaabe water law and UNDRIP by Aimée Craft • Water Teachings: The Decolonizing Water Project • Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none"> • Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes" • Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods • Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio • Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts" • Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p> <p>Spiritual Reflections – "Seeking Justice for all", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection</p>
Focus	<p>Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)</p>
Suggested Learning Experiences	<p>You may want to use the Sharing Circle questions – Page 26 #1-4</p>



Listening to Indigenous Voices



Notes/Tips/ Sensitivity

- You may want to collaborate with the Guidance, Counselling, Chaplaincy Leader, and/or other departments as the content may trigger intense feelings/responses from students.
- Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	The Individual and the Economy, Grade 11, CIE3M
Overall Expectations/ Strand	<p>Economic Inquiry and Skill Development</p> <p>A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through economic investigations, and identify various careers in which a background in economics might be an asset</p> <p>Fundamentals of Economics</p> <p>B1. Scarcity and Choice: analyze the relationship between scarcity and choice and how these considerations affect economic decision making (FOCUS ON: Economic Significance; Cause and Effect)</p> <p>B3. Political and Economic Systems: analyze how different political and economic systems and entities, including governments in Canada, make economic decisions (FOCUS ON: Stability and Variability; Economic Perspective)</p> <p>Economic Challenges and Responses</p> <p>C4. Economic Inequality: analyze causes and measures of, as well as responses to, economic inequality in Canada (FOCUS ON: Stability and Variability; Economic Perspective)</p> <p>Interrelationships Among Economic Citizens</p> <p>D2. Government Intervention: analyze various ways in which governments in Canada intervene in the economy as well as factors that influence this intervention (FOCUS ON: Cause and Effect; Stability and Variability)</p> <p>D3. Economic Citizenship: explain the roles, perspectives, and influence of various economic citizens in Canada (FOCUS ON: Stability and Variability; Economic Perspective)</p> <p>Economic Interdependence</p>



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	E1. Perspectives on Scarcity and Sustainability: analyze competing perspectives on scarcity and sustainability in Canada and assess their significance (FOCUS ON: Stability and Variability; Economic Perspective)
LTIV Guide with page numbers	Session 2 “A Tale of Two Communities”, pages 20-26 Classroom Connections, page 26
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none">• Current boil water advisories (map)• First Nations boil water advisories remain in effect (Toronto Star)• Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw• A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin• A video on Anishinaabe water law and UNDRIP by Aimée Craft• Water Teachings: The Decolonizing Water Project• Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none">• Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes"• Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods• Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio• Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts"• Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p>



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	Spiritual Reflections – " Seeking Justice for all ", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection
Focus	Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Regional Geography, Grade 11, CGD3M
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues in a selected region</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.</p> <p>Natural and Human Systems</p> <p>B1. Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (FOCUS ON: Patterns and Trends; Geographic Perspective)</p> <p>B2. Patterns of Natural and Human Systems: describe patterns in natural features and population distribution in the selected region, and analyze the relationship between them (FOCUS ON: Spatial Significance; Interrelationships)</p> <p>B3. Quality of Life: assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>Sustainability and Stewardship</p> <p>C1. Sustainability and Stewardship of Natural Resources: analyze issues associated with sustainability and stewardship of natural resources in the selected region (FOCUS ON: Spatial Significance; Geographic Perspective)</p> <p>C2. Inequality and Sustainability: analyze aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability (FOCUS ON: Patterns and Trends; Interrelationships)</p>



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	<p>Regional and International Interactions</p> <p>D1. International Organizations in the Region: analyze the role and involvement of intergovernmental organizations in the selected region (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>D2. Conflict and Cooperation: analyze aspects of economic, social, and political conflict and cooperation in the selected region (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>D3. Economic Development: analyze economic activity in the selected region as well as factors that contribute to the region's economic development (FOCUS ON: Spatial Significance; Interrelationships)</p>
LTIV Guide with page numbers	<p>Session 2 "A Tale of Two Communities", pages 20-26</p> <p>Classroom Connections, page 26</p>
Online Resources with Links	<p>Session 2 "A Tale of Two Communities"</p> <p>Water-Related Resources</p> <ul style="list-style-type: none">• Current boil water advisories (map)• First Nations boil water advisories remain in effect (Toronto Star)• Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw• A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin• A video on Anishinaabe water law and UNDRIP by Aimée Craft• Water Teachings: The Decolonizing Water Project• Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none">• Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes"• Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods



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- Listen to "[Challenging media stereotypes of Indigenous people](#)" on CBC Radio
- Watch Aljazeera's "[Canada's Indigenous peoples read racist social media posts](#)"
- [Read about historical racist coverage in the Toronto Star](#)

Classroom Connections - Research Project: [Challenging Injustices](#)

Spiritual Reflections – "[Seeking Justice for all](#)", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection

Focus

Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)

Suggested Learning Experiences

You may want to use the Sharing Circle questions – Page 26 #1-4

Notes/Tips/Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Equity, Diversity and Social Justice, Grade 11, HSE3E
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research.</p> <p>A2. Investigating: create research plans and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry method.</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry.</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Foundations</p> <p>B1. The Social Construction of Identity: demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes.</p> <p>B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts.</p> <p>B3. Social Awareness and Individual Action: demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues.</p> <p>Equity, Social Justice and Change</p> <p>C1. Ethnocultural Diversity in Canada: describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country.</p> <p>C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues.</p>



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	<p>C3. Social Activism: demonstrate an understanding of how social activism can be used to support equity and social justice objectives.</p> <p>Promoting Equity and Social Justice</p> <p>D1. Respecting Diversity: demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace, and community settings, and ways to promote respect for diversity in these settings.</p> <p>D2. Human Rights, Equity, and Antidiscrimination: demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights.</p> <p>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.</p>
LTIV Guide with page numbers	<p>Session 2 “A Tale of Two Communities”, pages 20-26</p> <p>Classroom Connections, page 26</p>
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none"> • Current boil water advisories (map) • First Nations boil water advisories remain in effect (Toronto Star) • Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw • A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin • A video on Anishinaabe water law and UNDRIP by Aimée Craft • Water Teachings: The Decolonizing Water Project • Suggested water readings <p>Racism and Stereotypes</p>



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	<ul style="list-style-type: none"> • Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes" • Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods • Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio • Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts" • Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p> <p>Spiritual Reflections – "Seeking Justice for all", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection</p>
Focus	Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Faith and Culture, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Scripture SC1. Core Teachings: Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and examine the core teachings found in each</p> <p>Faith Seeking Understanding PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Prayer and Sacramental Life PS1. Prayer: Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition; [CCC nos. 2559; 2564-2565; 2644; 2663; 2684]</p> <p>Research and Inquiry Skills R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry; R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	Session 3 “The Land is Us”, pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35



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Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none">• Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU• Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none">• Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none">• Canada Arts Council• City of Toronto• Concordia University• KAIROS Canada• University of Toronto• University of Western Ontario• Vancouver City Planning• Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as



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	a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Analyzing Current Economic Issues, Grade 12, CIA4U
Overall Expectations/ Strand	<p>Economic Inquiry and Skill Development</p> <p>A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through economic investigation and identify various careers in which a background in economics might be an asset.</p> <p>Fundamentals of Economics</p> <p>B3. Growth and Sustainability: analyze aspects of economic growth/development, including its costs, benefits, and sustainability (FOCUS ON: Cause and Effect; Economic Perspective)</p> <p>B4. Economic Thought and Decision Making: analyze how economic and political ideas and various sociocultural factors affect economic decision making (FOCUS ON: Economic Significance; Economic Perspective)</p> <p>Firms, Markets and Economic Stakeholders</p> <p>C2. Economic Trade-Offs and Decisions: analyze economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions (FOCUS ON: Economic Significance; Economic Perspective)</p> <p>C3. The Role of Government in Redressing Imbalance: explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances (FOCUS ON: Stability and Variability; Economic Perspective)</p> <p>Global Interdependence and Inequalities</p> <p>E2. International Economic Developments: analyze the impact of some key international economic events and developments as well as various responses to them (FOCUS ON: Stability and Variability; Economic Perspective)</p>



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	E3. International Economic Power and Inequality: explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities (FOCUS ON: Cause and Effect; Economic Perspective)
LTIV Guide with page numbers	Session 2 “A Tale of Two Communities”, pages 20-26 Classroom Connections, page 26
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none"> • Current boil water advisories (map) • First Nations boil water advisories remain in effect (Toronto Star) • Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw • A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin • A video on Anishinaabe water law and UNDRIP by Aimée Craft • Water Teachings: The Decolonizing Water Project • Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none"> • Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes" • Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods • Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio • Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts" • Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p>



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	Spiritual Reflections – " Seeking Justice for all ", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection
Focus	Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Making Personal Economic Choices, Grade 12, CIC4E
Overall Expectations/ Strand	<p>Economies of Canadian Communities</p> <p>E1. Economic Inequality: analyze factors that contribute to, and programs that are intended to address, economic inequality in Canada (FOCUS ON: Economic Significance; Stability and Variability)</p> <p>E2. Economic Variations among Canadian Communities: explain some of the causes and consequences of economic variations in different regions of Canada (FOCUS ON: Cause and Effect; Economic Perspective)</p>
LTIV Guide with page numbers	<p>Session 2 “A Tale of Two Communities”, pages 20-26</p> <p>Classroom Connections, page 26</p>
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none">• Current boil water advisories (map)• First Nations boil water advisories remain in effect (Toronto Star)• Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw• A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin• A video on Anishinaabe water law and UNDRIP by Aimée Craft• Water Teachings: The Decolonizing Water Project• Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none">• Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes"



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- [Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods](#)
- Listen to "[Challenging media stereotypes of Indigenous people](#)" on CBC Radio
- Watch Aljazeera's "[Canada's Indigenous peoples read racist social media posts](#)"
- [Read about historical racist coverage in the Toronto Star](#)

Classroom Connections - Research Project: [Challenging Injustices](#)

Spiritual Reflections – "[Seeking Justice for all](#)", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection

Focus

Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)

Suggested Learning Experiences

You may want to use the Sharing Circle questions – Page 26 #1-4

Notes/Tips/ Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	CGW4U/4C – World Issues: A Geographic Analysis
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues in a selected region</p> <p>Spatial Organization: Relationships and Disparities B1. Natural Resource Disparities: analyze relationships between quality of life and access to natural resources in various countries and regions (FOCUS ON: Spatial Significance; Interrelationships) B2. Population Disparities: analyze relationships between demographic and political factors and quality of life in various countries and regions (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>Social Change and Quality of Life E1. Leadership and Policy: analyze the influence of governments, groups, and individuals on the promotion and management of social change (FOCUS ON: Patterns and Trends; Geographic Perspective) E2. Agents of Change: analyze impacts of selected agents of change on society and quality of life (FOCUS ON: Interrelationships; Geographic Perspective) E3. Continuing Challenges: analyze issues relating to human rights, food security, health care, and other challenges to the quality of life of the world's population (FOCUS ON: Spatial Significance; Patterns and Trends)</p>
LTIV Guide with page numbers	Session 2 “A Tale of Two Communities”, pages 20-26 Classroom Connections, page 26



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Online Resources with Links

Session 2 "A Tale of Two Communities"

Water-Related Resources

- [Current boil water advisories](#) (map)
- [First Nations boil water advisories remain in effect](#) (Toronto Star)
- Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. <https://youtu.be/opdCfb8cCFw>
- [A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin](#)
- [A video on Anishinaabe water law and UNDRIP by Aimée Craft](#)
- [Water Teachings: The Decolonizing Water Project](#)
- [Suggested water readings](#)

Racism and Stereotypes

- Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes"
- [Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods](#)
- Listen to "[Challenging media stereotypes of Indigenous people](#)" on CBC Radio
- Watch Aljazeera's "[Canada's Indigenous peoples read racist social media posts](#)"
- [Read about historical racist coverage in the Toronto Star](#)

Classroom Connections - Research Project: [Challenging Injustices](#)

Spiritual Reflections – "[Seeking Justice for all](#)", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection

Focus

Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)



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Suggested Learning Experiences

You may want to use the Sharing Circle questions – Page 26 #1-4

Notes/Tips/ Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Challenge and Change in Society, Grade 12, HSB4U
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry.</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Social Change</p> <p>B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change.</p> <p>B3. Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.</p> <p>Social Patterns and Trends</p> <p>C2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends.</p> <p>C3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.</p> <p>Global Social Challenges</p> <p>D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities.</p> <p>D2. Globalization: assess the impact of globalization on individuals and groups.</p> <p>D3. Exploitation: analyze the impact of unfair or unjust exploitation of people or resources, locally and globally.</p>



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LTIV Guide with page numbers	Session 2 “A Tale of Two Communities”, pages 20-26 Classroom Connections, page 26
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none"> • Current boil water advisories (map) • First Nations boil water advisories remain in effect (Toronto Star) • Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw • A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin • A video on Anishinaabe water law and UNDRIP by Aimée Craft • Water Teachings: The Decolonizing Water Project • Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none"> • Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes" • Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods • Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio • Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts" • Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p> <p>Spiritual Reflections – "Seeking Justice for all", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection</p>



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Focus	Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Equity and Social Justice: From Theory to Practice, Grade 12, HSE4M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to equity and social justice and formulate questions to guide their research.</p> <p>A2. Investigating: create research plans and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods.</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry.</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Understanding Social Construction</p> <p>B1. Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice.</p> <p>B2. Power Relations: analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization.</p> <p>B3. Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues.</p> <p>Addressing Equity and Social Justice Issues</p> <p>C1. Historical and Contemporary Issues: analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues.</p> <p>C2. Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.</p>



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	<p>C3. Policies, Strategies, and Initiatives: compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.</p> <p>Personal and Social Action</p> <p>D1. Promoting Equity and Social Justice: demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns.</p> <p>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.</p>
LTIV Guide with page numbers	<p>Session 2 “A Tale of Two Communities”, pages 20-26</p> <p>Classroom Connections, page 26</p>
Online Resources with Links	<p>Session 2 “A Tale of Two Communities</p> <p>Water-Related Resources</p> <ul style="list-style-type: none"> • Current boil water advisories (map) • First Nations boil water advisories remain in effect (Toronto Star) • Video - "Why lakes and rivers should have the same rights as humans" by Kelsey Leonard. https://youtu.be/opdCfb8cCFw • A video on the Great Lakes Water Walker, Nokomis Josephine Mandamin • A video on Anishinaabe water law and UNDRIP by Aimée Craft • Water Teachings: The Decolonizing Water Project • Suggested water readings <p>Racism and Stereotypes</p> <ul style="list-style-type: none"> • Video - TVO's "Thunder Bay talks racism: First Nations and Stereotypes"



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	<ul style="list-style-type: none">• Read "Ten Myths about Indigenous Peoples" describing common misconceptions and falsehoods• Listen to "Challenging media stereotypes of Indigenous people" on CBC Radio• Watch Aljazeera's "Canada's Indigenous peoples read racist social media posts"• Read about historical racist coverage in the Toronto Star <p>Classroom Connections - Research Project: Challenging Injustices</p> <p>Spiritual Reflections – "Seeking Justice for all", by Shahid Akhtar: 3 Perspectives, Points to Ponder for Advancing the Struggle for Social Justice, and Questions for Reflection</p>
Focus	Colonialism, assimilation, racism/discrimination (systemic, media stereotypes), inequities and injustices (health, wages, land, resources, housing, access to safe drinking water, education, incarceration, child welfare, violence, safety)
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Church and Culture, Grade 12, HRE4M
Overall Expectations/ Strand	<p>Scripture SC3. Scripture Today and Contemporary Culture: apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234- 2246]</p> <p>Profession of Faith PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928- 1942]</p> <p>Christian Moral Development CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making; [CCC nos. 1749-1761] CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730- 1734]</p> <p>Research and Inquiry Skills RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research; RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry; RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills</p>
LTIV Guide with page numbers	Session 3 "The Land is Us", pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35



Listening to Indigenous Voices



Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto • Concordia University • KAIROS Canada • University of Toronto • University of Western Ontario • Vancouver City Planning • Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	<p>Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as</p>



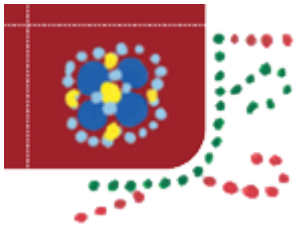
Listening to Indigenous Voices



	a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions – Page 26 #1-4
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Session 3 - The Land is Us

Brief Description: This session speaks to the importance of land as central to the worldview of many Indigenous Peoples. Exploring land as something to be part of, as opposed to something that is a resource or property of, provides insight into the Indigenous spiritual relationship with land. Connecting the *why* to the *how* of acknowledging these same lands is also discussed.

Scriptural Reflection:

*The heavens are telling the glory of God; and the firmament proclaims his handiwork.
Day to day pours forth speech, and night to night declares knowledge.
There is no speech, nor are there words; their voice is not heard;
yet their voice goes out through all the earth, and their words to the end of the world.
Psalm 19: 1-4 (NRSV)*

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person
- Call to Family, Community, and Participation
- Rights and Responsibilities
- Care for God's Creation

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 3:** Good Health and Well-being.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.

Laudato Si' - Care for Our Common Home Connection:

“Concern for others and the natural environment attunes us to the moral imperative of assessing the impact of our every action and personal decision on the world around us. If we can overcome individualism, we will truly be able to develop a



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different lifestyle and bring about significant changes in society. An awareness of the gravity of today's cultural and ecological crisis must be translated into new habits." -- Pope Francis, *Laudato Si'* #208-209

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather to learn about Indigenous Peoples' sacred connection to the land, let us remember that in order to acknowledge traditional land we must first recognize its history reaching back to the time before colonization. By coming to a better understanding of the significance of the land to Indigenous Peoples who lived and continue to live upon it, may we value and respect their practices and spiritualities that were, and continue to be, tied to it. May we be enriched in our appreciation of the land so that we may see our own 'belonging' in God's Creation rather than Creation as merely a source of 'belongings'.

Let us acknowledge that today we gather on the land of...



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Subject/Grade/ Course Code	Civics and Citizenship, Grade 10, CHV20
Overall Expectations/ Strand	<p>Political Inquiry and Skill Development A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>Civic Engagement and Action C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective C3. Personal Action on Civic Issues: analyze a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)</p>
LTIV Guide with page numbers	<p>Session 3 “The Land is Us”, pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35</p>
Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • Video – *Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k



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	<p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto • Concordia University • KAIROS Canada • University of Toronto • University of Western Ontario • Vancouver City Planning • Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
<p>Focus</p>	<p>Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.</p>
<p>Suggested Learning Experiences</p>	<p>You may want to use the Sharing Circle questions on page 35 #1-4.</p>
<p>Notes/Tips/ Sensitivity</p>	<p>Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.</p>



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Subject/Grade/ Course Code	Environmental Science, Grade 11, SVN3M
Overall Expectations/ Strand	<p>Scientific Solutions to Contemporary Environmental Challenges</p> <p>B1. analyze social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment;</p> <p>B2. investigate a range of perspectives that have contributed to scientific knowledge about the environment, and how scientific knowledge and procedures are applied to address contemporary environmental problems;</p> <p>B3. demonstrate an understanding of major contemporary environmental challenges and how we acquire knowledge about them.</p> <p>Human Health and the Environment</p> <p>C1. analyze initiatives, both governmental and non-governmental, that are intended to reduce the impact of environmental factors on human health;</p>
LTIV Guide with page numbers	<p>Session 3 “The Land is Us”, pages 28-35</p> <p>Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35</p>
Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k



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	<p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto • Concordia University • KAIROS Canada • University of Toronto • University of Western Ontario • Vancouver City Planning • Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Faith and Culture, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Scripture SC1. Core Teachings: Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and examine the core teachings found in each</p> <p>Faith Seeking Understanding PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Prayer and Sacramental Life PS1. Prayer: Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition; [CCC nos. 2559; 2564-2565; 2644; 2663; 2684]</p> <p>Research and Inquiry Skills R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry; R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	Session 3 “The Land is Us”, pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35



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Online Resources with Links

Session 3 “The Land is Us” [Listening to Indigenous Voices \(ltiv.ca\)](http://ltiv.ca)

Thanksgiving Address

- **Video** - The Haudenosaunee Thanksgiving Address <https://youtu.be/swJs2cGNwIU>
- **Video** - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address <https://youtu.be/5uDMS-5JeEo>

Acknowledging the Land

***Video** – Understanding the Land Acknowledgement
<https://youtu.be/qNZi301-p8k>

Sample Territorial Acknowledgements - Links to samples from a variety of contexts:

- [Canada Arts Council](#)
- [City of Toronto](#)
- [Concordia University](#)
- [KAIROS Canada](#)
- [University of Toronto](#)
- [University of Western Ontario](#)
- [Vancouver City Planning](#)
- [Wolf Creek PS \(Alberta\)](#)

Classroom Connections

- Research Project: [A Source of Belonging](#)

Spiritual Reflections

- "[For Land's Sake](#)", by Marvin Lee Anderson: Reading and questions for reflection



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Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Regional Geography, Grade 11, CGD3M
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography</p> <p>Natural and Human Systems</p> <p>B1. Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (FOCUS ON: Patterns and Trends; Geographic Perspective)</p> <p>B2. Patterns of Natural and Human Systems: describe patterns in natural features and population distribution in the selected region, and analyze the relationship between them (FOCUS ON: Spatial Significance; Interrelationships)</p> <p>B3. Quality of Life: assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>Sustainability and Stewardship</p> <p>C1. Sustainability and Stewardship of Natural Resources: analyze issues associated with sustainability and stewardship of natural resources in the selected region (FOCUS ON: Spatial Significance; Geographic Perspective)</p> <p>C2. Inequality and Sustainability: analyze aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability (FOCUS ON: Patterns and Trends; Interrelationships)</p> <p>C3. Development Projects/Megaprojects: analyze various issues associated with development projects, including, where applicable, megaprojects, in the selected region (FOCUS ON: Interrelationships; Geographic Perspective)</p>



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Regional and International Interactions

- D1. International Organizations in the Region: analyze the role and involvement of intergovernmental organizations in the selected region (FOCUS ON: Interrelationships; Geographic Perspective)
- D2. Conflict and Cooperation: analyze aspects of economic, social, and political conflict and cooperation in the selected region (FOCUS ON: Interrelationships; Geographic Perspective)
- D3. Economic Development: analyze economic activity in the selected region as well as factors that contribute to the region's economic development (FOCUS ON: Spatial Significance; Interrelationships)

Dynamics and Change

- E1. Globalization: analyze how globalization has affected the selected region and how the region has responded to it (FOCUS ON: Interrelationships; Geographic Perspective)
- E2. Shifting Populations: analyze current as well as historical patterns of population movement and distribution in the selected region (FOCUS ON: Spatial Significance; Patterns and Trends)

LTIV Guide with page numbers

Session 3 "The Land is Us", pages 28-35
Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35

Online Resources with Links

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Acknowledging the Land



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- *Video – Understanding the Land Acknowledgement <https://youtu.be/qNZi301-p8k>

Sample Territorial Acknowledgements - Links to samples from a variety of contexts:

- [Canada Arts Council](#)
- [City of Toronto](#)
- [Concordia University](#)
- [KAIROS Canada](#)
- [University of Toronto](#)
- [University of Western Ontario](#)
- [Vancouver City Planning](#)
- [Wolf Creek PS \(Alberta\)](#)

Classroom Connections

- Research Project: [A Source of Belonging](#)

Spiritual Reflections

- "[For Land's Sake](#)", by Marvin Lee Anderson: Reading and questions for reflection

Focus

Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.

Suggested Learning Experiences

You may want to use the Sharing Circle questions on page 35 #1-4.



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Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.
Subject/Grade/ Course Code	Biology, Grade 11, SBI3U
Overall Expectations/ Strand	<p>Diversity of Living Things B1. analyze the effects of various human activities on the diversity of living things;</p> <p>Plants, Anatomy, Growth and Function F1. evaluate the importance of sustainable use of plants to Canadian society and other cultures;</p>
LTIV Guide with page numbers	<p>Session 3 “The Land is Us”, pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35</p>
Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • *Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto



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	<ul style="list-style-type: none">• Concordia University• KAIROS Canada• University of Toronto• University of Western Ontario• Vancouver City Planning• Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Church and Culture, Grade 12, HRE4M
Overall Expectations/ Strand	<p>Scripture SC3. Scripture Today and Contemporary Culture: apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234- 2246]</p> <p>Profession of Faith PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928- 1942]</p> <p>Christian Moral Development CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making; [CCC nos. 1749-1761] CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730- 1734]</p> <p>Research and Inquiry Skills RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research; RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry; RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills</p>
LTIV Guide with page numbers	Session 3 "The Land is Us", pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35



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Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none">• Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU• Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none">• *Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none">• Canada Arts Council• City of Toronto• Concordia University• KAIROS Canada• University of Toronto• University of Western Ontario• Vancouver City Planning• Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as



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	a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	World Cultures, Grade 12, HSC4M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>The Concept of Culture</p> <p>B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence; B2. Cultural Dynamics: analyze how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p>Cultural Expressions</p> <p>C1. Art, Philosophy, and Religion: demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures;</p> <p>C2. Cultural Expressions in Context: analyze specific cultural expressions and a range of factors that can affect them;</p> <p>C3. Contributions and Influences: assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.</p>



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	<p>Critical Cultural Issues</p> <p>D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;</p> <p>D2. Policies and Issues: demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries;</p> <p>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.</p>
LTIV Guide with page numbers	<p>Session 3 “The Land is Us”, pages 28-35</p> <p>Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35</p>
Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • *Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto • Concordia University • KAIROS Canada • University of Toronto



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	<ul style="list-style-type: none"> • University of Western Ontario • Vancouver City Planning • Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Challenge and Change in Society, Grade 12, HSB4U
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Global Social Challenges</p> <p>D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;</p> <p>D2. Globalization: assess the impact of globalization on individuals and groups;</p> <p>D3. Exploitation: analyze the impact of unfair or unjust exploitation of people or resources, locally and globally.</p>
LTIV Guide with page numbers	Session 3 “The Land is Us”, pages 28-35 Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35
Online Resources with Links	Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca) Thanksgiving Address <ul style="list-style-type: none">• Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU• Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo



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	<p>Acknowledging the Land</p> <ul style="list-style-type: none">• *Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none">• Canada Arts Council• City of Toronto• Concordia University• KAIROS Canada• University of Toronto• University of Western Ontario• Vancouver City Planning• Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.



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Notes/Tips/ Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	The Environment and Resource Management, Grade 12, CGR4M
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography</p> <p>Spatial Organization</p> <p>B1. Protecting Species and Spaces: assess various strategies used for protecting natural spaces and species, locally, nationally, and globally (FOCUS ON: Spatial Significance; Interrelationships)</p> <p>B2. Human Impacts: assess impacts of human population settlement on natural spaces and species (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>Sustainability and Stewardship of Natural Resources</p> <p>C1. Policies and Strategies: analyze the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>C2. Development of Natural Resources: analyze impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>C3. Availability and Use of Natural Resources: assess the availability of various natural resources, and analyze factors affecting their exploitation and use (FOCUS ON: Spatial Significance; Patterns and Trends)</p> <p>Community Action</p> <p>E1. Developing Solutions: assess a variety of strategies for resolving environmental and natural resource management issues, locally, nationally, and/or globally (FOCUS ON: Interrelationships; Geographic Perspective)</p>



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	<p>E2. Community Land Use and Infrastructure: assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts (FOCUS ON: Spatial Significance; Interrelationships)</p> <p>E3. Ecological Footprints: analyze impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (FOCUS ON: Patterns and Trends; Geographic Perspective)</p>
LTIV Guide with page numbers	<p>Session 3 “The Land is Us”, pages 28-35</p> <p>Classroom Connections - Sacred Places, and Ecological Issues in Your Area, page 35</p>
Online Resources with Links	<p>Session 3 “The Land is Us” Listening to Indigenous Voices (ltiv.ca)</p> <p>Thanksgiving Address</p> <ul style="list-style-type: none"> • Video - The Haudenosaunee Thanksgiving Address https://youtu.be/swJs2cGNwIU • Video - Skä•noñh – Great Law of Peace Centre – Thanksgiving Address https://youtu.be/5uDMS-5JeEo <p>Acknowledging the Land</p> <ul style="list-style-type: none"> • *Video – Understanding the Land Acknowledgement https://youtu.be/qNZi301-p8k <p>Sample Territorial Acknowledgements - Links to samples from a variety of contexts:</p> <ul style="list-style-type: none"> • Canada Arts Council • City of Toronto • Concordia University • KAIROS Canada • University of Toronto • University of Western Ontario



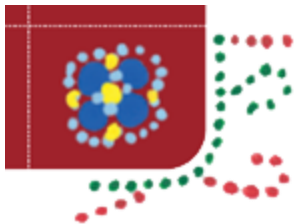
Listening to Indigenous Voices



	<ul style="list-style-type: none">• Vancouver City Planning• Wolf Creek PS (Alberta) <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: A Source of Belonging <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "For Land's Sake", by Marvin Lee Anderson: Reading and questions for reflection
Focus	Land as central to the worldview of Indigenous Peoples of Turtle Island: as teacher, healer, culture, sacred, spiritual, a sense of self, body, a community of belonging, a connection to ancestors, and as a shared and cared for gift. Traditional thanking of the land, our roles in acknowledging the land, and awareness of ecological issues and actions being taken to address them are all explored.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 35 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Session 4 – Languages of the Land

Brief Description: This session highlights the variety of Indigenous languages as a key aspect of identity and explores the ways in which language is connected to Indigenous worldviews and perspectives on land, culture, spirituality, relationships, movement, and the laws of nature.

Scriptural Reflection:

*For those who speak in a tongue do not speak to other people but to God;
for nobody understands them, since they are speaking mysteries in the Spirit.
1 Corinthians 14:2 (NRSV)*

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Care for God's Creation.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.

Laudato Si' - Care for Our Common Home Connection:

"We have to realize that a true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor." -- Pope Francis, *Laudato Si'* #49

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.



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For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the territorial acknowledgement:

Suggested Land Acknowledgement: As we gather to learn more about Indigenous language and its connection to identity, let us at the same time recognize that to lose one’s language is to lose something of one’s identity. Let us be silent for a moment as we consider the tragic loss of language for many Indigenous Peoples often as a result of the policies of colonization, and the serious repercussions for Indigenous Peoples still today. [Pause] Let our learning turn us to the beauty and riches of these languages.

Let us acknowledge that today we gather on the land of...



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Subject/Grade/ Course Code	Arts, Grades 9 – 12, AMU1O/2O3M/4M, AVI1O/2O/3O/3M
Overall Expectations/ Strand	<p>AMU1O/2O/3M/4M – Music Reflecting, Responding and Analyzing</p> <p>B1. The Critical Analysis Process: use the critical analysis process when responding to, analyzing, reflecting on, and interpreting music;</p> <p>B2. Music and Society: demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures;</p> <p>B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analyzing music has affected their skills and personal development;</p> <p>Foundations</p> <p>C2. Characteristics and Development of Music: demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;</p> <p>AVI1O/2O/3O/3M – Visual Arts Creating and Presenting</p> <p>A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;</p> <p>A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;</p> <p>A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.</p> <p>Reflecting, Responding and Analyzing</p>



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B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values;

Foundations

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

LTIV Guide with page numbers

Session 4 “Languages of the Land”, pages 36-42
Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42

Online Resources with Links

Session 4 “Languages of the Land” [Listening to Indigenous Voices \(ltiv.ca\)](https://www.ltiv.ca/)

Indigenous Language Map

- The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. [The interactive map from the First People's Cultural Council \(link to full-sized map\)](#) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective.

Indigenous Music

- Watch a playlist of contemporary Indigenous music:
https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5



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	<p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> • https://www.itiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf • The weekly chart of the National Aboriginal countdown • Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: Languages & Music <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
Focus	<p>Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.</p>
Suggested Learning Experiences	<p>You may want to select from the suggested Classroom Connections found on page 42.</p>
Notes/Tips/ Sensitivity	<p>Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.</p>



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Subject/Grade/ Course Code	Issues in Canadian Geography, Grade 9, CGC1D, CGC1P
Overall Expectations/ Strand	<p>CGC1D/CGC1P Geographic Inquiry and Skill Development A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography.</p> <p>CGC1D Changing Populations D3. Demographic Patterns and Trends: analyze patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)</p> <p>CGC1P Changing Populations D3. Population Characteristics: describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)</p>
LTIV Guide with page numbers	<p>Session 4 “Languages of the Land”, pages 36-42 Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42</p>
Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (ltiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none"> The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's



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[Cultural Council \(link to full-sized map\)](#) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective.

Indigenous Music

- Watch a playlist of contemporary Indigenous music:
https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5

Information Sheet – Playlist details

- <https://www.ltiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf>
- [The weekly chart of the National Aboriginal countdown](#)
- [Native Drums: Devoted to the rich heritage of First Nations music.](#)

Classroom Connections

- Research Project: [Languages & Music](#)

Spiritual Reflections

- "[When all Creation Speaks](#)", by Catherine Smith: Reading and reflection questions.

Focus

Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.



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Suggested Learning Experiences	You may want to select from the suggested Classroom Connections found on page 42.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Faith and Culture, Grade 11, HRE3M
Overall Expectations/ Strand	<p>SC1. Core Teachings: Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and examine the core teachings found in each one. [CCC nos. 81; 101-108]</p> <p>Faith Seeking Understanding</p> <p>PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate an understanding of the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Prayer and Sacramental Life</p> <p>PS1. Prayer: Outline the role of ritual and symbol in personal and communal prayer for the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and the locally appropriate religious tradition; [CCC nos. 2559; 2564-2565; 2644; 2663; 2684]</p> <p>Research and Inquiry Skills</p> <p>R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry;</p>



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	R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
LTIV Guide with page numbers	Session 4 “Languages of the Land”, pages 36-42 Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42
Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (ltiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none"> The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's Cultural Council (link to full-sized map) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective. <p>Indigenous Music</p> <ul style="list-style-type: none"> Watch a playlist of contemporary Indigenous music: https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5 <p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> https://www.ltiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf The weekly chart of the National Aboriginal countdown Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none"> Research Project: Languages & Music



Listening to Indigenous Voices



	Spiritual Reflections <ul style="list-style-type: none">• "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
Focus	Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may want to select from the suggested Classroom Connections found on page 42.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Regional Geography, Grade 11, CGD3M
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;</p> <p>Natural and Human Systems</p> <p>B1. Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it (FOCUS ON: Patterns and Trends; Geographic Perspective)</p> <p>Dynamics and Change</p> <p>E2. Shifting Populations: analyze current as well as historical patterns of population movement and distribution in the selected region (FOCUS ON: Spatial Significance; Patterns and Trends)</p>
LTIV Guide with page numbers	<p>Session 4 “Languages of the Land”, pages 36-42</p> <p>Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42</p>
Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (ltiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none">The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's Cultural Council (link to full-sized map) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective.



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	<p>Indigenous Music</p> <ul style="list-style-type: none"> Watch a playlist of contemporary Indigenous music: https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5 <p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> https://www.itiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf The weekly chart of the National Aboriginal countdown Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none"> Research Project: Languages & Music <p>Spiritual Reflections</p> <ul style="list-style-type: none"> "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
<p>Focus</p>	<p>Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.</p>
<p>Suggested Learning Experiences</p>	<p>You may consider the Sharing Circle questions found on pages 42 #1-4.</p>
<p>Notes/Tips/ Sensitivity</p>	<p>Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.</p>



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Subject/Grade/ Course Code	Introduction to Anthropology, Psychology and Sociology, Grade 11, HSP3C/U
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate for each discipline to guide their research;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Anthropology</p> <p>B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;</p> <p>B3. Socialization: use a cultural anthropology perspective to explain patterns of human socialization.</p>
LTIV Guide with page numbers	<p>Session 4 “Languages of the Land”, pages 36-42</p> <p>Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42</p>
Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (ltiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none"> The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's Cultural Council (link to full-sized map) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective.



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	<p>Indigenous Music</p> <ul style="list-style-type: none"> Watch a playlist of contemporary Indigenous music: https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5 <p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> https://www.itiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf The weekly chart of the National Aboriginal countdown Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none"> Research Project: Languages & Music <p>Spiritual Reflections</p> <ul style="list-style-type: none"> "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
Focus	Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may consider the Sharing Circle questions found on pages 42 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Church and Culture, Grade 12, HRE4M
Overall Expectations/ Strand	<p>Scripture SC3. Scripture Today and Contemporary Culture: apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234- 2246]</p> <p>Profession of Faith PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928- 1942]</p> <p>Christian Moral Development CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making; [CCC nos. 1749-1761] CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730- 1734]</p> <p>Research and Inquiry Skills RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research; RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry; RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills</p>
LTIV Guide with page numbers	<p>Session 4 "Languages of the Land", pages 36-42 Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42</p>



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Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (Itiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none"> The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's Cultural Council (link to full-sized map) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective. <p>Indigenous Music</p> <ul style="list-style-type: none"> Watch a playlist of contemporary Indigenous music: https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5 <p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> https://www.itiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf The weekly chart of the National Aboriginal countdown Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none"> Research Project: Languages & Music <p>Spiritual Reflections</p> <ul style="list-style-type: none"> "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
Focus	<p>Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and</p>



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	policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may consider the Sharing Circle questions found on pages 42 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	World Cultures, Grade 12, HSC4M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>The Concept of Culture</p> <p>B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;</p> <p>B2. Cultural Dynamics: analyze how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p>Cultural Expressions</p> <p>C1. Art, Philosophy, and Religion: demonstrate an understanding of artistic expressions, philosophies, and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures;</p> <p>C2. Cultural Expressions in Context: analyze specific cultural expressions and a range of factors that can affect them;</p> <p>C3. Contributions and Influences: assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups.</p>



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	<p>Critical Cultural Issues</p> <p>D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;</p> <p>D2. Policies and Issues: demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries;</p>
LTIV Guide with page numbers	<p>Session 4 “Languages of the Land”, pages 36-42</p> <p>Classroom Connections - Languages and Worldviews, and Contemporary Music, page 42</p>
Online Resources with Links	<p>Session 4 “Languages of the Land” Listening to Indigenous Voices (ltiv.ca)</p> <p>Indigenous Language Map</p> <ul style="list-style-type: none"> The Pacific Northwest has the greatest linguistic diversity in Canada. There are currently 203 First Nations communities and 34 Indigenous languages in BC, representing approximately 60% of the First Nations languages of Canada. The interactive map from the First People's Cultural Council (link to full-sized map) provides an evolving depiction of Indigenous languages, artists, and cultural heritage in BC from a First Nations perspective. <p>Indigenous Music</p> <ul style="list-style-type: none"> Watch a playlist of contemporary Indigenous music: https://youtu.be/eAEmjW9J3_o?list=PLaI5zaU6B50vgPKGbYkdws2E8OaOPceR5 <p>Information Sheet – Playlist details</p> <ul style="list-style-type: none"> https://www.ltiv.ca/wp-content/uploads/2021/04/04-MusicList.pdf The weekly chart of the National Aboriginal countdown



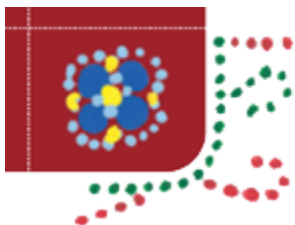
Listening to Indigenous Voices



	<ul style="list-style-type: none">• Native Drums: Devoted to the rich heritage of First Nations music. <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Languages & Music <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "When all Creation Speaks", by Catherine Smith: Reading and reflection questions.
Focus	Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may consider the Sharing Circle questions found on pages 42 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Session 5 – Ties of Kinship

Brief Description: This session explores treaties as covenants that bind us together in kinship relationships. This session helps participants to understand that we are *all* treaty people and that treaties continue to be binding as they are commitments to mutual and reciprocal responsibilities.

Scriptural Reflection:

Now I appeal to you, brothers and sisters, by the name of our Lord Jesus Christ, that all of you be in agreement and that there be no divisions among you, but that you be united in the same mind and the same purpose.

1 Corinthians 1:10 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person
- Rights and Responsibilities
- Solidarity
- Care for God's Creation

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.
- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.
- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.

Laudato Si' - Care for Our Common Home Connection:

"Many things have to change course, but it is we human beings above all who need to change." -- Pope Francis, *Laudato Si'* #202



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Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement:

As we explore how treaties are meant to bind us all in ties of kinship, let us seek a clearer understanding of the spirit and intent of treaties as promises of mutual respect and responsibility to the land and all living things upon it. In the spirit of peace and solidarity, may we move forward together, Settlers and Indigenous Peoples, as Treaty People.

Let us acknowledge that today we gather on the land of...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Civics and Citizenship, Grade 10, CHV2O
Overall Expectations/ Strand	<p>Political Inquiry and Skill Development</p> <p>A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p> <p>Civic Awareness</p> <p>B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective)</p> <p>B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance (FOCUS ON: Stability and Change; Political Perspective)</p> <p>B3. Rights and Responsibilities: analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected (FOCUS ON: Political Significance; Objectives and Results)</p>
LTIV Guide with page numbers	<p>Session 5 "Ties of Kinship", pages 44-51</p> <p>Classroom Connections – 'Treaties in Your Area', and 'Story: <i>The House</i>', page 51</p>
Online Resources with Links	<p>Session 5 "Ties of Kinship" Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history Additional background here & here



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	<p>Map of Major Treaties</p> <ul style="list-style-type: none"> • http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none"> • See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada • Treaties and treaty relationships issue of <i>Canada's History</i> <p>Classroom Connections</p> <ul style="list-style-type: none"> • Research Project: Treaty Relationships • Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "The Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canada: History, Identity and Culture, Grade 12, CHI4U
Overall Expectations/ Strand	<p>Historical Inquiry and Skill Development</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful</p> <p>B. Canada: Origins to 1774</p> <p>B1. Setting the Context: analyze the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective)</p> <p>B2. Interactions and Interdependence: analyze activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)</p> <p>C. Canada, 1774–1867</p> <p>C1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: Historical Significance; Continuity and Change)</p>



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C2. Interactions and Interdependence: analyze the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: Cause and Consequence; Historical Perspective)

C3. Diversity and Citizenship: analyze how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

D. Canada, 1867–1945

D1. Setting the Context: analyze how various social/ cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: Continuity and Change; Historical Perspective)

D2. Interactions and Interdependence: analyze how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: Historical Significance; Cause and Consequence)

D3. Diversity and Citizenship: analyze challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

E. Canada since 1945

E1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: Cause and Consequence; Continuity and Change;)

E2. Interactions and Interdependence: analyze how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Historical Significance; Continuity and Change)



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	E3. Diversity and Citizenship: analyze how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (FOCUS ON: Continuity and Change; Historical Perspective)
LTIV Guide with page numbers	Session 5 “Ties of Kinship”, pages 44-51 Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i> ’, page 51
Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of Canada's History <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum.



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	Spiritual Reflections <ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	The Environment and Resource Management, Grade 12, CGR4N
Overall Expectations/ Strand	<p>Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography</p> <p>Spatial Organization</p> <p>B1. Protecting Species and Spaces: assess various strategies used for protecting natural spaces and species, locally, nationally, and globally (FOCUS ON: Spatial Significance; Interrelationships)</p> <p>B2. Human Impacts: assess impacts of human population settlement on natural spaces and species (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>Sustainability and Stewardship of Natural Resources</p> <p>C1. Policies and Strategies: analyze the roles and contributions of individuals, governments, and organizations with respect to the sustainable management of the world's natural resources (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>C2. Development of Natural Resources: analyze impacts of resource development on the natural and human environment, and assess ways of managing resource development sustainably (FOCUS ON: Interrelationships; Geographic Perspective)</p> <p>C3. Availability and Use of Natural Resources: assess the availability of various natural resources, and analyze factors affecting their exploitation and use (FOCUS ON: Spatial Significance; Patterns and Trends)</p> <p>Community Action</p> <p>E3. Ecological Footprints: analyze impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (FOCUS ON: Patterns and Trends; Geographic Perspective)</p>



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LTIV Guide with page numbers	Session 5 “Ties of Kinship”, pages 44-51 Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i> ’, page 51
Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history. Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of <i>Canada's History</i> <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p>



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	<ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	World History Since the 15th Century, Grade 12, CHY4U/C
Overall Expectations/ Strand	<p>Historical Inquiry and Skill Development</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;</p> <p>The World: 1450-1650</p> <p>B1. Social, Economic, and Political Context: analyze key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: Historical Significance; Historical Perspective)</p> <p>B2. Communities, Conflict, and Cooperation: analyze relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>B3. Identity, Citizenship, and Heritage: analyze, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: Historical Significance; Cause and Consequence)</p> <p>The World: 1650-1789</p> <p>C1. Social, Economic, and Political Context: analyze key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>C2. Communities, Conflict, and Cooperation: analyze interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective)</p> <p>C3. Identity, Citizenship, and Heritage: analyze how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to</p>



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the development of identity, citizenship, and/or heritage (FOCUS ON: Historical Significance; Historical Perspective)

The World: 1789-1900

D1. Social, Economic, and Political Context: analyze the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (FOCUS ON: Historical Significance; Cause and Consequence)

D2. Communities, Conflict, and Cooperation: assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (FOCUS ON: Historical Significance; Continuity and Change)

D3. Identity, Citizenship, and Heritage: analyze how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (FOCUS ON: Continuity and Change; Historical Perspective)

The World Since 1900

E1. Social, Economic, and Political Context: analyze the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (FOCUS ON: Historical Significance; Cause and Consequence)

E2. Communities, Conflict, and Cooperation: analyze interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyze the development of the rights, identity, and heritage of different groups around the world since 1900 (FOCUS ON: Continuity and Change; Historical Perspective)



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LTIV Guide with page numbers	Session 5 “Ties of Kinship”, pages 44-51 Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i> ’, page 51
Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history. Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of <i>Canada's History</i> <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p>



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	<ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canadian and International Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>The Inquiry Process and Skill Development in Legal Studies</p> <p>A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law</p> <p>Legal Foundations</p> <p>B2. Legal Theory and Procedures: analyze how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: Interrelationships; Legal Perspective)</p> <p>B3. Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: Continuity and Change)</p> <p>C1. Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (FOCUS ON: Legal Significance)</p> <p>C2. Development of Human Rights Law: analyze issues associated with the development of human rights law, in Canada and internationally (FOCUS ON: Continuity and Change)</p> <p>C3. Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)</p> <p>C4. Contemporary Issues: analyze various contemporary issues in relation to their impact or potential impact on human rights law (FOCUS ON: Legal Perspective)</p>



Listening to Indigenous Voices



	<p>D3. Conflict and Cooperation: analyze how various agreements, treaties, and conventions in international law influence international conflict and cooperation (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)</p> <p>International Legal Issues</p> <p>E1. Criminal Law: analyze various key concepts, legal systems, and issues in criminal law, in Canada and internationally (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)</p> <p>E2. Environmental Protection: analyze factors that influence the effectiveness of domestic and international environmental legislation (FOCUS ON: Continuity and Change; Legal Perspective)</p>
LTIV Guide with page numbers	<p>Session 5 “Ties of Kinship”, pages 44-51</p> <p>Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i>’, page 51</p>
Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none"> The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history. Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none"> http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none"> See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada



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	<ul style="list-style-type: none">• Treaties and treaty relationships issue of Canada's History <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Equity and Social Justice, Grade 12, HSE4M
Overall Expectations/ Strand	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;</p> <p>A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Understanding Social Construction</p> <p>B2. Power Relations: analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;</p> <p>Addressing Equity and Social Justice Issues</p> <p>C1. Historical and Contemporary Issues: analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;</p> <p>C2. Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;</p> <p>C3. Policies, Strategies, and Initiatives: compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.</p>
LTIV Guide with page numbers	<p>Session 5 “Ties of Kinship”, pages 44-51</p> <p>Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i>’, page 51</p>



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Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history, Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of Canada's History <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	This session explores treaties, from an Indigenous worldview, as sacred responsibilities to all of creation that have been in existence for time immemorial. Indigenous vs colonial view of treaties and of natural resources, along with broken and/or misrepresented treaties is also highlighted.



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Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



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Subject/Grade/ Course Code	Faith and Culture, Grade 11, HRE3M
Overall Expectations/ Strand	<p>SC1. Core Teachings: Identify the sacred texts of the Abrahamic religious traditions (Judaism, Christianity and Islam), First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition and examine the core teachings found in each one. [CCC nos. 81; 101-108]</p> <p>Faith Seeking Understanding</p> <p>PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate an understanding of the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Research and Inquiry Skills</p> <p>R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	<p>Session 5 “Ties of Kinship”, pages 44-51</p> <p>Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i>’, page 51</p>



Listening to Indigenous Voices



Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history, Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of Canada's History <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "The Word Became Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions
Focus	Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and



Listening to Indigenous Voices



	policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/ Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Church and Culture, Grade 12, HRE4M
Overall Expectations/ Strand	<p>Scripture SC3. Scripture Today and Contemporary Culture: apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234- 2246]</p> <p>Profession of Faith PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928- 1942]</p> <p>Christian Moral Development CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making; [CCC nos. 1749-1761] CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730- 1734]</p> <p>Research and Inquiry Skills RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research; RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry; RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills</p>



Listening to Indigenous Voices



LTIV Guide with page numbers	Session 5 “Ties of Kinship”, pages 44-51 Classroom Connections – ‘Treaties in Your Area’, and ‘Story: <i>The House</i> ’, page 51
Online Resources with Links	<p>Session 5 “Ties of Kinship” Listening to Indigenous Voices (ltiv.ca)</p> <p>The Douglas Treaties</p> <ul style="list-style-type: none">• The Douglas Treaties were signed between 1850 and 1854 between 14 First Nations and the British colonists (the Hudson's Bay Company) in the southern portions of Vancouver Island. Read an article on the treaties, including Indigenous oral history. Additional background here & here <p>Map of Major Treaties</p> <ul style="list-style-type: none">• http://native-land.ca <p>Treaty Articles</p> <ul style="list-style-type: none">• See also the article in the Canadian Encyclopedia on treaties with Indigenous Peoples in Canada• Treaties and treaty relationships issue of <i>Canada's History</i> <p>Classroom Connections</p> <ul style="list-style-type: none">• Research Project: Treaty Relationships• Activity: Story of "The House" adapted from the NWT curriculum. <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "The-Word-Became-Flesh, Covenant and Kinship of All", by Sr. Petite Lao: Reading and reflection questions



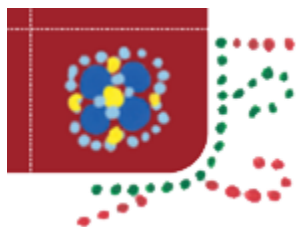
Listening to Indigenous Voices



Focus	Indigenous language is the core of Indigenous identity, connecting culture, land, spirituality, and oneness with nature. Language is central to life (all of nature) and is the basis of all laws. Loss of language is loss of identity: although some Indigenous languages exist today, the historical laws and policies of colonization have greatly impacted the survival of many Indigenous languages, and in turn, identity and connection to all living things.
Suggested Learning Experiences	You may consider using the Sharing Circle questions on page 51 #1-4.
Notes/Tips/Sensitivity	Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.



Listening to Indigenous Voices



Session 6 – Early Encounters

Brief Description: This session explores the time period between pre-contact in the 1400s and the early treaties of the 1700s, highlighting the conflicting perspectives on land ownership. It looks at the early encounters with Europeans that were marked with more positive partnerships along with the origins and impacts of the Doctrine of Discovery that was used as a justification for seizing Indigenous lands.

Scriptural Reflection:

But ask the animals, and they will teach you; the birds of the air, and they will tell you; ask the plants of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these does not know that the hand of the Lord has done this? In his hand is the life of every living thing and the breath of every human being.
Job 12:7-10 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Rights and Responsibilities.
- Care for God's Creation.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 3:** Good Health and Well-being.
- **GOAL 6:** Clean Water and Sanitation.

Laudato Si' - Care for Our Common Home Connection:

“We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature.” -- Pope Francis, *Laudato Si'* #139



Listening to Indigenous Voices



Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3 “**Acknowledging the Land**” What is the land acknowledgement? Why is it important and what does it mean? <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement:

Let us listen openly and humbly to Indigenous voices as they describe the early encounters between European colonizers and Indigenous Peoples. By committing ourselves to view this history through an Indigenous lens, may we gain a clearer understanding of our shared story and consider the work that must be done to reconcile the past, the present and the future, for all who live on Turtle Island.

Let us acknowledge that today we gather on the land of...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Faith Seeking Understanding</p> <p>PF3. Faith Lived: Differentiate the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world for the believers of the Abrahamic religious traditions, First Nations, Métis and Inuit Spiritualities and any other locally appropriate religious tradition. [CCC nos. 157-158]</p> <p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate an understanding of the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Research and Inquiry Skills</p> <p>R3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry;</p> <p>R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	Session 6 “Early Encounters”, pages 54-62 “Colonization and Resistance: A Historical Timeline”, pages 52-53 Classroom Connections – ‘Venn Diagram’, ‘The Hot Seat’, and ‘Class Debate’, page 53
Online Resources with Links	Session 6 “Early Encounters” Listening to Indigenous Voices (ltiv.ca) “The Doctrine of Discovery” Videos Haudenosaunee (Seneca) Chief Oren Lyons on the Doctrine of Discovery:



Listening to Indigenous Voices



- <https://youtu.be/V3qF7ULVrI4>
- [Language and Legal Background](#)
- [Buffy St. Marie on the Doctrine](#)
- [Anglican Church of Canada Video](#)
- [Mennonite Church Video \(USA\)](#)

Articles and Documents

- [“Dismantling the Doctrine of Discovery” by Sylvia McAdam Saysewahum](#)
- [Pamphlet from the Anglican Church](#)
- [Background and Resources from the United Church of Canada](#)

“Early Treaties” Video The Great Peace of Montreal overview:

- https://youtu.be/5sX8xOpibH0?list=PLaI5zaU6B50tt-I_8-ir4caSedhzJZGNB

Articles

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- [Pointe-à-Callière Museum article](#)
- [Canadian Museum of History article](#)

The Treaty of Niagara

- [Video by Alan Corbiere on the 250th anniversary of the Treaty of Niagara](#)
- [Canadian Encyclopedia article](#)
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Classroom Connections



Listening to Indigenous Voices



	<ul style="list-style-type: none"> • Venn Diagram - Differing Perspectives • Classroom Debate - The Doctrine of Discovery <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "Reflecting on Early Encounters" by Rev. Dr. Karen Hamilton reading with reflection questions
Focus	<p>This session begins with the Doctrine of Discovery of 1493 and its implications for Indigenous Peoples on Turtle Island. It contrasts the early treaties, successful agreements centered on peace and friendship, with European perspectives of 'presumed racial superiority' and proclamations of jurisdiction over land.</p>
Suggested Learning Experiences	<p>The 1452 Papal Bull that legitimized slavery is correctly quoted in the LTIV text. In addition, there are several subsequent documents not in the LTIV resources, which provide important context. Since this session focuses on perspective and includes classroom opportunities to debate the Doctrine of Discovery and Terra Nullius from both Indigenous and Settler perspectives, the Canadian Catholic Conference of Bishops' response to "The Doctrine of Discovery" and "Terra Nullius" will be a valuable resource to explore.</p> <p>*The CCCB document is from 2016 and responds to the Call to Action #49 of the TRC.</p> <p>https://www.cccb.ca/indigenous-peoples/resources/doctrine-of-discovery-and-terra-nullius/</p>
Notes/Tips/ Sensitivity	<p>Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.</p> <p>For an overview of the timeline for the period covered during this, and the following sessions, you may want students exploring: "Colonization and Resistance: A Historical Timeline", pages 52-53</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canada: History, Identity and Culture, Grade 12, CHI4U
Overall Expectations/ Strand	<p>Historical Inquiry and Skill Development</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture</p> <p>Canada: Origins to 1774</p> <p>B1. Setting the Context: analyze the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective)</p> <p>B2. Interactions and Interdependence: analyze activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)</p>
LTIV Guide with page numbers	<p>Session 6 “Early Encounters”, pages 54-62</p> <p>“Colonization and Resistance: A Historical Timeline”, pages 52-53</p> <p>Classroom Connections – ‘Venn Diagram’, ‘The Hot Seat’, and ‘Class Debate’, page 53</p>
Online Resources with Links	<p>Session 6 “Early Encounters” Listening to Indigenous Voices (ltiv.ca)</p> <p>“The Doctrine of Discovery”</p> <p>Videos</p> <p>Haudenosaunee (Seneca) Chief Oren Lyons on the Doctrine of Discovery:</p> <ul style="list-style-type: none">• https://youtu.be/V3gF7ULVrl4• Language and Legal Background



Listening to Indigenous Voices



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“Early Treaties”

Video

The Great Peace of Montreal overview:

- https://youtu.be/5sX8xOpibH0?list=PLaI5zaU6B50tt-I_8-ir4caSedhzJZGNB

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	<p>Classroom Connections</p> <ul style="list-style-type: none">• Venn Diagram - Differing Perspectives• Classroom Debate - The Doctrine of Discovery <p>Spiritual Reflections</p> <ul style="list-style-type: none">• "Reflecting on Early Encounters" by Rev. Dr. Karen Hamilton Reading with reflection questions
Focus	<p>This session begins with the Doctrine of Discovery of 1493 and its implications for Indigenous Peoples on Turtle Island. It contrasts the early treaties, successful agreements centered on peace and friendship, with European perspectives of 'presumed racial superiority' and proclamations of jurisdiction over land.</p>
Suggested Learning Experiences	<p>The 1452 Papal Bull that legitimized slavery is correctly quoted in the LTIV text. In addition, there are several subsequent documents not in the LTIV resources, which provide important context. Since this session focuses on perspective and includes classroom opportunities to debate the Doctrine of Discovery and Terra Nullius from both Indigenous and Settler perspectives, the Canadian Catholic Conference of Bishops' response to "The Doctrine of Discovery" and "Terra Nullius" will be a valuable resource to explore.</p> <p><i>*The CCCB document is from 2016 and responds to the Call to Action #49 of the TRC.</i></p> <p>https://www.cccb.ca/indigenous-peoples/resources/doctrine-of-discovery-and-terra-nullius/</p>
Notes/Tips/ Sensitivity	<p>Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.</p> <p>For an overview of the timeline for the period covered during this, and the following sessions, you may want students exploring: "Colonization and Resistance: A Historical Timeline", pages 52-53</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	World History Since the 15 th Century, Grade 12, CHY4U/C
Overall Expectations/ Strand	<p>Historical Inquiry and Skill Development</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century</p> <p>The World: 1450-1650</p> <p>B1. Social, Economic, and Political Context: analyze key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: Historical Significance; Historical Perspective)</p> <p>B2. Communities, Conflict, and Cooperation: analyze relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>B3. Identity, Citizenship, and Heritage: analyze, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: Historical Significance; Cause and Consequence)</p> <p>The World: 1650-1789</p> <p>C1. Social, Economic, and Political Context: analyze key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (FOCUS ON: Cause and Consequence; Continuity and Change)</p> <p>C2. Communities, Conflict, and Cooperation: analyze interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/ factors affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective)</p> <p>C3. Identity, Citizenship, and Heritage: analyze how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to</p>



Listening to Indigenous Voices



	the development of identity, citizenship, and/or heritage (FOCUS ON: Historical Significance; Historical Perspective)
LTIV Guide with page numbers	<p>Session 6 “Early Encounters”, pages 54-62</p> <p>“Colonization and Resistance: A Historical Timeline”, pages 52-53</p> <p>Classroom Connections – ‘Venn Diagram’, ‘The Hot Seat’, and ‘Class Debate’, page 53</p>
Online Resources with Links	<p>Session 6 “Early Encounters” Listening to Indigenous Voices (ltiv.ca)</p> <p>“The Doctrine of Discovery”</p> <p>Videos</p> <p>Haudenosaunee (Seneca) Chief Oren Lyons on the Doctrine of Discovery:</p> <ul style="list-style-type: none"> • https://youtu.be/V3gF7ULVrl4 • Language and Legal Background • Buffy St. Marie on the Doctrine • Anglican Church of Canada Video • Mennonite Church Video (USA) <p>Articles and Documents</p> <ul style="list-style-type: none"> • “Dismantling the Doctrine of Discovery” by Sylvia McAdam Saysewahum • Pamphlet from the Anglican Church • Background and Resources from the United Church of Canada <p>“Early Treaties”</p> <p>Video</p> <p>The Great Peace of Montreal overview:</p> <ul style="list-style-type: none"> • https://youtu.be/5sX8xOpibH0?list=PLaI5zaU6B50tt-I_8-ir4caSedhzJZGNB



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- [Venn Diagram](#) - Differing Perspectives
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Focus

This session begins with the Doctrine of Discovery of 1493 and its implications for Indigenous Peoples on Turtle Island. It contrasts the early treaties, successful agreements centered on peace and friendship, with European perspectives of 'presumed racial superiority' and proclamations of jurisdiction over land.



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Suggested Learning Experiences

The 1452 Papal Bull that legitimized slavery is correctly quoted in the LTIV text. In addition, there are several subsequent documents not in the LTIV resources, which provide important context. Since this session focuses on perspective and includes classroom opportunities to debate the Doctrine of Discovery and Terra Nullius from both Indigenous and Settler perspectives, the Canadian Catholic Conference of Bishops' response to "The Doctrine of Discovery" and "Terra Nullius" will be a valuable resource to explore.

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Notes/Tips/ Sensitivity

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Listening to Indigenous Voices



Subject/Grade/ Course Code	Canadian and International Politics, Grade 12, CPW4U
Overall Expectations/ Strand	<p>Political Inquiry and Skill Development A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of national and international political importance</p> <p>Political Foundations B1. Political Thought: demonstrate an understanding of various political ideologies, theories, and concepts, and analyze their relevance to Canadian and international politics (FOCUS ON: Political Significance; Political Perspective) B2. The Evolution of Modern Politics and International Relations: analyze the role of ideology, diplomacy, and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century (FOCUS ON: Political Significance; Stability and Change)</p> <p>Non-Governmental Action on Canadian and International Political Issues D2. Challenges and Strategies: demonstrate an understanding of key challenges relating to various issues of national and global political importance and of the strategies and effectiveness of various non-governmental stakeholders, including NGOs, in addressing them (FOCUS ON: Objectives and Results; Political Perspective)</p> <p>Rights and Power in the International Community E1. Influence, Power, and Decision Making: demonstrate an understanding of how power is distributed and exercised in Canada and other countries, and of factors that affect its distribution (FOCUS ON: Political Significance; Objectives and Results) E2. Technology and Globalization: assess the influence of globalization and technology on Canadian and international politics (FOCUS ON: Stability and Change; Political Perspective)</p>



Listening to Indigenous Voices



	E3. Human Rights at Home and Abroad: explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions, and processes in the protection of human rights (FOCUS ON: Political Significance; Stability and Change)
LTIV Guide with page numbers	<p>Session 6 “Early Encounters”, pages 54-62</p> <p>“Colonization and Resistance: A Historical Timeline”, pages 52-53</p> <p>Classroom Connections – ‘Venn Diagram’, ‘The Hot Seat’, and ‘Class Debate’, page 53</p>
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Notes/Tips/ Sensitivity

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Subject/Grade/ Course Code	Canadian and International Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>The Inquiry Process and Skill Development in Legal Studies</p> <p>A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law</p> <p>Legal Foundations</p> <p>B1. Principles of Law: identify foundational concepts and principles relating to law and explain their significance (FOCUS ON: Legal Significance)</p> <p>B2. Legal Theory and Procedures: analyze how and to what extent various legal theories and procedures have influenced the Canadian and international legal systems (FOCUS ON: Interrelationships; Legal Perspective)</p> <p>B3. Development of Law: explain various influences, including those of individuals and groups, on the development of Canadian and international law (FOCUS ON: Continuity and Change)</p> <p>Rights and Freedoms</p> <p>C1. Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally (FOCUS ON: Legal Significance)</p> <p>C2. Development of Human Rights Law: analyze issues associated with the development of human rights law, in Canada and internationally (FOCUS ON: Continuity and Change)</p> <p>C3. Protection of Human Rights and Freedoms: compare the roles of the legislative and judicial branches of government in protecting human rights and freedoms, with a particular emphasis on Canada (FOCUS ON: Legal Significance; Interrelationships; Legal Perspective)</p>



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Notes/Tips/ Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.

For an overview of the timeline for the period covered during this, and the following sessions, you may want students exploring: "Colonization and Resistance: A Historical Timeline", pages 52-53



Listening to Indigenous Voices



Subject/Grade/ Course Code	Church and Culture, Grade 12, HRE4M
Overall Expectations/ Strand	<p>Scripture</p> <p>SC2. Understanding Sacred Texts: Explain how Scripture can help us deepen our relationship with God and can be used to analyze and critique personal and social situations; [CCC nos. 120- 127; 1154; 2760]</p> <p>SC3. Scripture Today and Contemporary Culture: apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234- 2246]</p> <p>Profession of Faith</p> <p>PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928- 1942]</p> <p>Christian Moral Development</p> <p>CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making; [CCC nos. 1749-1761]</p> <p>CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730- 1734]</p> <p>Research and Inquiry Skills</p> <p>RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research;</p> <p>RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry;</p> <p>RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills</p>



Listening to Indigenous Voices



LTIV Guide with page numbers	Session 6 “Early Encounters”, pages 54-62 “Colonization and Resistance: A Historical Timeline”, pages 52-53 Classroom Connections – ‘Venn Diagram’, ‘The Hot Seat’, and ‘Class Debate’, page 53
Online Resources with Links	Session 6 “Early Encounters” Listening to Indigenous Voices (ltiv.ca) “The Doctrine of Discovery” Videos Haudenosaunee (Seneca) Chief Oren Lyons on the Doctrine of Discovery: <ul style="list-style-type: none"> • https://youtu.be/V3gF7ULVrl4 • Language and Legal Background • Buffy St. Marie on the Doctrine • Anglican Church of Canada Video • Mennonite Church Video (USA) Articles and Documents <ul style="list-style-type: none"> • “Dismantling the Doctrine of Discovery” by Sylvia McAdam Saysewahum • Pamphlet from the Anglican Church • Background and Resources from the United Church of Canada “Early Treaties” Video The Great Peace of Montreal overview: <ul style="list-style-type: none"> • https://youtu.be/5sX8xOpibH0?list=PLaI5zaU6B50tt-I_8-ir4caSedhzJZGNB Articles The Great Peace of Montreal <ul style="list-style-type: none"> • Pointe-à-Callière Museum article



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	<ul style="list-style-type: none"> • Canadian Museum of History article <p>The Treaty of Niagara</p> <ul style="list-style-type: none"> • Video by Alan Corbiere on the 250th anniversary of the Treaty of Niagara • Canadian Encyclopedia article • John Borrows: Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government <p>Classroom Connections</p> <ul style="list-style-type: none"> • Venn Diagram - Differing Perspectives • Classroom Debate - The Doctrine of Discovery <p>Spiritual Reflections</p> <ul style="list-style-type: none"> • "Reflecting on Early Encounters" by Rev. Dr. Karen Hamilton Reading with reflection questions
Focus	<p>This session begins with the Doctrine of Discovery of 1493 and its implications for Indigenous Peoples on Turtle Island. It contrasts the early treaties, successful agreements centered on peace and friendship, with European perspectives of 'presumed racial superiority' and proclamations of jurisdiction over land.</p>
Suggested Learning Experiences	<p>The 1452 Papal Bull that legitimized slavery is correctly quoted in the LTIV text. In addition, there are several subsequent documents not in the LTIV resources, which provide important context. Since this session focuses on perspective and includes classroom opportunities to debate the Doctrine of Discovery and Terra Nullius from both Indigenous and Settler perspectives, the Canadian Catholic Conference of Bishops' response to "The Doctrine of Discovery" and "Terra Nullius" will be a valuable resource to explore.</p> <p>*The CCCB document is from 2016 and responds to the Call to Action #49 of the TRC.</p> <p>https://www.cccb.ca/indigenous-peoples/resources/doctrine-of-discovery-and-terra-nullius/</p>



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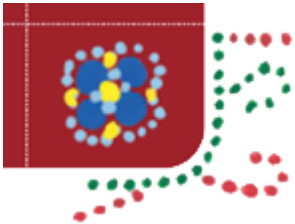
Notes/Tips/ Sensitivity

Consider reviewing what students know about place-based learning which is found in Session 1 Beginnings.

For an overview of the timeline for the period covered during this, and the following sessions, you may want students exploring: “Colonization and Resistance: A Historical Timeline”, pages 52-53



Listening to Indigenous Voices



Session 7 Killing the Indian in the Child

Brief Description: In this session, you will explore the many policies of the Canadian Government and their devastating impacts that worked towards “a Final Solution of our Indian problem” (see LTIV p.65). Difficult topics such as The Indian Act, Residential Schools, 60s Scoop, Relocation of Inuit, and other acts of systemic racism that contributed to cultural genocide are discussed.

Scriptural Reflection:

*Anyone, then, who knows the right thing to do and fails to do it, commits sin.
James 4:17 (NRSV)*

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 6:** Clean Water and Sanitation.

Laudato Si’ - Care for Our Common Home Connection:

“What kind of world do we want to leave to those who come after us, to children who are now growing up?” -- Pope Francis, *Laudato Si’* #160

Please connect the **land acknowledgement** you created to begin this session with the **learning of this session**.



Listening to Indigenous Voices



For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3: **“Acknowledging the Land:** What is the land acknowledgement? Why is it important and what does it mean?” <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the territorial acknowledgement:

Suggested Land Acknowledgement: As we gather today to learn more about the often painful and shameful treatment that Indigenous Peoples in Canada have faced, let us reflect on the teachings of the Medicine Wheel. The Medicine Wheel teaches that all people belong in the circle. Each person, group, and race make the circle complete. Let us become allies who stand in solidarity with Indigenous Peoples working to root out systemic racism still faced by our brothers and sisters.

Let us acknowledge that today we gather on the land of...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canadian History Since World War I, Grade 10, CHC2P/D
Overall Expectations/ Strand	<p>A. Developing Transferable Skills</p> <p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (e.g., to determine perspectives or bias in media reports on a current event; to analyse key causes and/or predict possible consequences of a current political policy; to determine ways in which the current responses of Canadians to a specific social issue are similar to or different from their responses in the past), in order to enhance their understanding of these events</p> <p>B. Canada, 1914-1929</p> <p>Social, Economic, and Political Context</p> <p>B1.1 analyse historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929 (e.g., trends related to immigration to Canada; First Nations, Métis, and Inuit populations; migration between provinces and to urban centres; the number of women in the labour force and the type of work they performed; birth rates or life expectancy), and assess the significance of these trends for different groups and communities in Canada, including First Nations, Métis, and Inuit communities;</p> <p>Communities, Conflict, and Cooperation</p> <p>B2.5 describe how the residential school system and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (e.g., with reference to mandatory attendance at residential schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies), and explain some of their long-term consequences;</p>



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C. Canada, 1929-1945

Social, Economic, and Political Context

C1.4 describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period, and assess their impact on First Nations, Métis, and Inuit communities;

Identity, Citizenship, and Heritage

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period, and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

D. Canada, 1945-1982

Social, Economic, and Political Context

D1.4 describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period, and assess their impact on First Nations, Métis, and Inuit communities;

Communities, Conflict, and Cooperation

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities , and analyse them from multiple perspectives;

D2.3 analyse key aspects of life for women in Canada, including First Nations, Métis, and Inuit women, with a focus on what changed during this period and what remained the same;

Identity, Citizenship, and Heritage

D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period, and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada.



Listening to Indigenous Voices



	E. Canada, 1982 to the Present Social, Economic, and Political Context E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982, and assess their significance for First Nations, Métis, and Inuit individuals and communities
LTIV Guide with page numbers	Session 7, Killing the Indian in the Child pages 64-71
Online Resources with Links	<p>Session 7 links available at ltiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none">• Watch "Canada's Dark Secret" (Al-Jazeera)• Watch a five-part film series, "They Came for the Children" on the IRS and TRC• Use an interactive map to locate the residential schools that operated near you• A list of Indian Residential Schools• Explore the Witness Blanket project <p>Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC)</p> <p>The Indian Act</p> <ul style="list-style-type: none">• Indian Act Fact Sheet• "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast)



Listening to Indigenous Voices



	<p>The Sixties Scoop</p> <p>Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p> <p>Inuit Relocations</p> <ul style="list-style-type: none">• Listen to the story of Ayaag (Mary) Anowtalik and David Serkoak recounting the Canadian government's forced relocation of Inuit from their homeland in the interior of Nunavut in the 1950s and their long struggle for justice• Read an interview with David Serkoak
Focus	Focus on Cultural Genocide, Indian Act, Inuit Relocation. Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	<p>You may want to use the Sharing Circle questions on page 71.</p> <p>You may want to select from the suggested Classroom Connections, page 71.</p>
Notes/Tips/ Sensitivity	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p> <p>You may want to support this work with Legacy of Hope/ They Came for the Children/Survivor Accounts/NCTR/Stolen Children.</p> <p>Be mindful that the discovery of unmarked graves at former residential school sites as well as discussions around residential schools may be triggering and retraumatizing to some.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture: World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>CM3. The Moral Life: Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity), and explore models of advocacy of various faith groups in one's own community (e.g., examination of social conscience). [CCC nos. 1949-1986]</p> <p>Research and Inquiry Skills</p> <p>RI. Exploring: Explore topics related to scripture and living the Catholic faith in the contemporary world, and formulate questions to guide their research;</p> <p>R3. Processing Information: Assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>R4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>
LTIV Guide with page numbers	<p>Session 7 LTIV pages 64-71</p> <p>Church Apologies (Resource p 66)</p>
Online Resources with Links	<p>Session 7 links available at ltiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none"> • Watch "Canada's Dark Secret" (Al-Jazeera) • Watch a five-part film series, "They Came for the Children" on the IRS and TRC • Use an interactive map to locate the residential schools that operated near you



Listening to Indigenous Voices



	<ul style="list-style-type: none">• A list of Indian Residential Schools• Explore the Witness Blanket project <p>Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC)</p> <p>The Indian Act</p> <ul style="list-style-type: none">• Indian Act Fact Sheet• "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast) <p>The Sixties Scoop</p> <p>Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p> <p>Inuit Relocations</p> <ul style="list-style-type: none">• Listen to the story of Ayaag (Mary) Anowtalik and David Serkoak recounting the Canadian government's forced relocation of Inuit from their homeland in the interior of Nunavut in the 1950s and their long struggle for justice• Read an interview with David Serkoak
Focus	Systemic Practices in Canada to get "rid of the Indian problem" [Duncan Campbell Scott], Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	You may want to use the Sharing Circle questions on page 71.



Listening to Indigenous Voices



	<p>Consider a small Group Discussion based on Classroom Connections page 71</p> <p>You may use the reflection questions included with this reading by Cameron Fraser Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This! https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf</p>
<p>Notes/Tips/ Sensitivity</p>	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p> <p>You may find the following articles of special interest:</p> <p>*Special Delegation to visit Pope to re-address a Papal apology (cccb.ca) https://www.cccb.ca/wp-content/uploads/2021/06/CCCB-statement-on-Delegation-to-the-Holy-See-10-June-2021-EN.pdf</p> <p>*CCCB Indian Residential Schools and TRC https://www.cccb.ca/indigenous-peoples/indian-residential-schools-and-trc/</p> <p>You may want to connect this session with the You may connect this session with Catholic Social Teachings for Grade 11: Promotion of Peace and Solidarity.: Promotion of Peace and Global Solidarity.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Gender Studies, Grade 11, HSG3M
Overall Expectations/ Strand	B Foundations The Social Constructs of Gender B1.3 analyze ways in which gender intersects with other aspects of identity (e.g., indigeneity, race, socio-economic status, sexual orientation, ability) to create diverse gender; B1.4 describe a range of gender roles in a variety of cultures and historical periods Power Relations, Sex, and Gender and explain how and why these roles have changed over time; B2.4 explain variations in power relations between men and women within patriarchal and matriarchal societies;
LTIV Guide with page numbers	Session 7 LTIV pages 64-71
Online Resources with Links	Session 7 links available at ltiv.ca/7/ Indian Residential Schools <ul style="list-style-type: none">• Watch "Canada's Dark Secret" (Al-Jazeera)• Watch a five-part film series, "They Came for the Children" on the IRS and TRC• Use an interactive map to locate the residential schools that operated near you• A list of Indian Residential Schools• Explore the Witness Blanket project Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC) The Indian Act <ul style="list-style-type: none">• Indian Act Fact Sheet



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	<ul style="list-style-type: none"> • "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast) <p>The Sixties Scoop Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p>
Focus	Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	<p>You may want to reflect on the questions from the Sharing Circle page 71</p> <p>Consider a small Group Discussion based on Classroom Connections page 71.</p> <p>You may use the reflection questions included with this reading by Cameron Fraser Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This! https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf</p>
Notes/Tips/ Sensitivity	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p> <p>You may want to support this work with Legacy of Hope/ They Came for the Children/Survivor Accounts/NCTR/Stolen Children.</p>



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Subject/Grade/ Course Code	Philosophy: The Big Questions, Grade 11, HZB3M
Overall Expectations/ Strand	<p>A. Research and Inquiry Skills</p> <p>A1. Exploring A1.1 explore a variety of topics related to philosophical questions and/or issues to identify topics for research and inquiry;</p> <p>D. The Relevance of Philosophy D1 The Relevance to Everyday Life and Society D1.2 explain the relevance of some of the big questions of philosophy to their community and the broader society.</p>
LTIV Guide with page numbers	Session 7 LTIV pages 64-71
Online Resources with Links	<p>Session 7 links available at ltiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none"> • Watch "Canada's Dark Secret" (Al-Jazeera) • Watch a five-part film series, "They Came for the Children" on the IRS and TRC • Use an interactive map to locate the residential schools that operated near you • A list of Indian Residential Schools • Explore the Witness Blanket project <p>Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC)</p> <p>The Indian Act</p>



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	<ul style="list-style-type: none"> • Indian Act Fact Sheet • "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast) <p>The Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p> <p>Inuit Relocations</p> <ul style="list-style-type: none"> • Listen to the story of Ayaaq (Mary) Anowtalik and David Serkoak recounting the Canadian government's forced relocation of Inuit from their homeland in the interior of Nunavut in the 1950s and their long struggle for justice • Read an interview with David Serkoak
Focus	Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	<p>You may want to reflect on the questions from the Sharing Circle page 71</p> <p>Consider a small Group Discussion based on Classroom Connections page 71.</p> <p>You may use the reflection questions included with this reading by Cameron Fraser Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This! https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf</p>
Notes/Tips/ Sensitivity	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p>



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Subject/Grade/ Course Code	Equity and Social Justice: From Theory to Practice, Grade 12, HSE4M World Cultures, Grade 12, HSC4M
Overall Expectations/ Strand	<p><u>HSE 4M</u></p> <p>A. Research and Inquiry Skills</p> <p>A1 Exploring A1.3 formulate effective questions to guide their research and inquiry</p> <p>B. Understanding Social Construction</p> <p>B1. Approaches and Perspectives</p> <p>B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues</p> <p>B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues</p> <p>C. Addressing Equity and Social Justice Issues</p> <p>C1. Historical and Contemporary Issues</p> <p>C1.1 analyse the rationale for specific instances of social injustice in Canadian history and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed;</p> <p><u>HSC4M</u></p> <p>B. The Concept of Culture</p> <p>B2 Cultural Dynamics</p> <p>B2.3 analyse ways in which culture is transmitted between groups and how processes of transmission can result in changes to cultures, including loss of traditional culture;</p>



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LTIV Guide with page numbers	<p>Session 7 Killing the Indian in the Child pages 64-71</p> <p>Women Losing Status p.67 Cultural Genocide p 68 Indian Act p. 68 Child Labour p.70</p>
Online Resources with Links	<p>Session 7 links available at ltiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none">• Watch "Canada's Dark Secret" (Al-Jazeera)• Watch a five-part film series, "They Came for the Children" on the IRS and TRC• Use an interactive map to locate the residential schools that operated near you• A list of Indian Residential Schools• Explore the Witness Blanket project <p>Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC)</p> <p>The Indian Act</p> <ul style="list-style-type: none">• Indian Act Fact Sheet• "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast) <p>The Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p>



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	<ul style="list-style-type: none"> • Read an interview with David Serkoak • Duncan Scott https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/historical-background/until-there-not-single-indian-canada • Broken Promises • CBC Overview of the Sixties Scoop https://youtu.be/nmd6HXKXYU?list=PLaI5zaU6B50ug8d8PgVUxYn0_zJVG6Mhp • Personal Testimonies of Adoptees https://www.youtube.com/watch?v=qJHR1STq_-s&list=PLaI5zaU6B50ug8d8PgVUxYn0_zJVG6Mhp • A Personal Testimony by J'net Cavanagh https://www.youtube.com/watch?v=a6LdtTnAfJQ&list=PLaI5zaU6B50ug8d8PgVUxYn0_zJVG6Mhp
Focus	Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	<p>You may use the reflection questions included with this reading by Cameron Fraser</p> <p><u>Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This!</u> https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf</p>
Notes/Tips/ Sensitivity	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p> <p>In connection to the 60s Scoop, consider researching the AIM (Adopt an Indian or Métis program).</p> <p>Contact your local Indigenous Board Lead to connect with Inuit perspective through Inuuqatigit, Tunngasuvvingat Inuit (https://tiontario.ca/), Friendship Centres.</p>



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You may want to support this work with Legacy of Hope/ They Came for the Children/Survivor Accounts/NCTR/Stolen Children



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Subject/Grade/ Course Code	Canada: History, Identity and Culture, Grade 12, CHI4U
Overall Expectations/ Strand	<p>A1. Historical Inquiry</p> <p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history, with a focus on the development of identity and culture;</p> <p>A1.2 select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources;</p> <p>A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry;</p> <p>A1.6 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canadian history;</p> <p>A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose;</p> <p>D. Canada, 1867-1945</p> <p>D1 Setting the Context</p> <p>D1.1 analyse some key social developments as well as dominant social attitudes and values during this period, and assess their significance for the development of Canada, including the development of identity in Canada;</p> <p>D1.5 analyse how key political developments during this period contributed to the development of Canada, including the development of identity in Canada;</p> <p>D1.6 analyse a variety of government policies during this period, with a focus on how they expanded the role of government in the lives of people in Canada;</p> <p>D3 Diversity and Citizenship</p>



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D3.3 explain the significance of “status” for First Nations people, their identity, and their relationships with governments in Canada during this period;
 D3.4 analyse the development of ethnocultural identities in different regions of Canada during this period and their impact on the development of a national identity in Canada;
 D3.6 explain the significance of the denial of citizenship rights to certain groups in Canada during this period;

E. Canada Since 1945

E1 Setting the Context

E1.5 analyse key causes of major political developments and/or government policies in Canada during this period and assess the contribution of these developments/policies to the development of Canada;

E2. Interactions and Interdependence

E2.1 explain the context for the development of various reform movements in Canada during this period, and evaluate the success of some of these movements;

E2.2 analyse some significant instances of social and political conflict in Canada during this period, and assess their impact on the development of identity in Canada;

E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues;

LTIV Guide with page numbers

Session 7 LTIV pages 64-71

Online Resources with Links

Session 7 links available at ltiv.ca/7/

Indian Residential Schools

- [Watch "Canada's Dark Secret"](#) (Al-Jazeera)



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- [Watch a five-part film series, "They Came for the Children" on the IRS and TRC](#)
- [Use an interactive map to locate the residential schools that operated near you](#)
- [A list of Indian Residential Schools](#)
- [Explore the Witness Blanket project](#)

Video Playlist: "[Canada's Cultural Genocide](#)" and "[Stolen Children](#)" (CBC)

The Indian Act

- [Indian Act Fact Sheet](#)
- ["The Indian Act - The foundation of colonialism in Canada" by Russell Diabo](#)
(or [listen as a podcast](#))

The Sixties Scoop Playlist: [Separating Children from Parents](#), [Adoptees of Sixties Scoop tell their Stories](#), and [The Personal Testimony of J'net Cavanagh](#)

Inuit Relocations

- [Listen to the story of Ayaaq \(Mary\) Anowtalik and David Serkoak recounting the Canadian government's forced relocation of Inuit from their homeland in the interior of Nunavut in the 1950s and their long struggle for justice](#)
- [Read an interview with David Serkoak](#)

Focus

Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.

Suggested Learning Experiences

You may want to reflect on the questions from the Sharing Circle page 71

Consider a small Group Discussion based on **Classroom Connections** page 71.



Listening to Indigenous Voices



You may use the reflection questions included with this reading by Cameron Fraser
Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This!
[https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7 -
_killing the indian in the child 2 2 .pdf](https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf)

Notes/Tips/ Sensitivity

*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land:
<https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/>

In connection to the 60s Scoop, consider researching the AIM (Adopt an Indian or Métis program).

Contact your local Indigenous Board lead to connect with Inuit perspective through Inuuqatigit, Tunngasuvvingat Inuit (<https://tiontario.ca/>), Friendship Centres.

You may wish to support this work with Legacy of Hope/ They Came For the Children/Survivor Accounts/NCTR/Stolen Children



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Subject/Grade/ Course Code	Challenge and Change in Society, Grade 12, HSB4U
Overall Expectations/ Strand	<p>A. Research and Inquiry Skills A2 Investigating A2.1 create appropriate research plans to investigate their selected topics ensuring that their plans follow guidelines for ethical research;</p> <p>D. Global Social Challenges D3 Exploitation D3.2 explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups.</p>
LTIV Guide with page numbers	Session 7 LTIV pages 64-71
Online Resources with Links	<p>Session 7 links available at tiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none">• Watch "Canada's Dark Secret" (Al-Jazeera)• Watch a five-part film series, "They Came for the Children" on the IRS and TRC• Use an interactive map to locate the residential schools that operated near you• A list of Indian Residential Schools• Explore the Witness Blanket project <p>Video Playlist: "Canada's Cultural Genocide" and "Stolen Children" (CBC)</p> <p>The Indian Act</p>



Listening to Indigenous Voices



	<ul style="list-style-type: none"> • Indian Act Fact Sheet • "The Indian Act - The foundation of colonialism in Canada" by Russell Diabo (or listen as a podcast) <p>The Sixties Scoop Playlist: Separating Children from Parents, Adoptees of Sixties Scoop tell their Stories, and The Personal Testimony of J'net Cavanagh</p> <p>Inuit Relocations</p> <ul style="list-style-type: none"> • Listen to the story of Ayaaq (Mary) Anowtalik and David Serkoak recounting the Canadian government's forced relocation of Inuit from their homeland in the interior of Nunavut in the 1950s and their long struggle for justice • Read an interview with David Serkoak
Focus	Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.
Suggested Learning Experiences	<p>You may want to reflect on the questions from the Sharing Circle page 71</p> <p>Consider a small Group Discussion based on Classroom Connections page 71.</p> <p>You may use the reflection questions included with this reading by Cameron Fraser Spiritual Reflections: Confronting the Truth: Yes, We Do Need to Keep Talking About This! https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf</p>
Notes/Tips/ Sensitivity	<p>*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land: https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/</p>



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In connection to the 60s Scoop, consider researching the AIM (Adopt an Indian or Métis program).

Contact your local Indigenous Board lead to connect with Inuit perspective through Inuuqatigit, Tunngasuvvingat Inuit (<https://tiontario.ca/>), Friendship Centres.

You may want to support this work with Legacy of Hope/ They Came For the Children/Survivor Accounts/NCTR/Stolen Children.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Understanding Canadian Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>B. Legal Foundations</p> <p>B2. Legal Theory and Procedures</p> <p>B2.1 evaluate from a legal perspective the relative influence of various theories and perspectives;</p> <p>B2.3 explain various historical and contemporary methods and systems for adjudicating legal questions;</p> <p>B3. Development of Law</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future;</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform, and assess the significance of specific instances where the advocated reforms have been achieved;</p> <p>C. Rights and Freedoms</p> <p>C2. Development of Human Rights Law</p> <p>C2.1 analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada;</p> <p>C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples;</p>
LTIV Guide with page numbers	Session 7 LTIV pages 64-71
Online Resources with Links	<p>Session 7 links available at ltiv.ca/7/</p> <p>Indian Residential Schools</p> <ul style="list-style-type: none"> • Watch "Canada's Dark Secret" (Al-Jazeera) • Watch a five-part film series, "They Came for the Children" on the IRS and TRC



Listening to Indigenous Voices



- [Use an interactive map to locate the residential schools that operated near you](#)
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- [Read an interview with David Serkoak](#)

Focus

Investigate how past and current practices in Canada did not reflect our values of equity and inclusion and how we move forward now to show respect for the dignity and welfare of others.

Suggested Learning Experiences

You may want to reflect on the questions from the Sharing Circle page 71

Consider a small Group Discussion based on **Classroom Connections** page 71.



Listening to Indigenous Voices



You may use the reflection questions included with this reading by Cameron Fraser
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_killing the indian in the child 2 2 .pdf](https://ltiv.weebly.com/uploads/1/3/7/1/137188253/sp_link_7_-_killing_the_indian_in_the_child_2_2.pdf)

Notes/Tips/ Sensitivity

*Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land:
<https://www.cccb.ca/letter/statement-of-apology-by-the-catholic-bishops-of-canada-to-the-indigenous-peoples-of-this-land/>

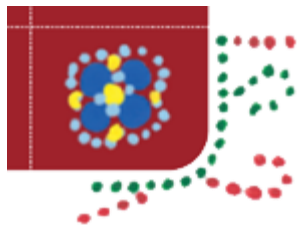
In connection to the 60s Scoop, consider researching the AIM (Adopt an Indian or Métis program).

Contact your local Indigenous Board lead to connect with Inuit perspective through Inuuqatigit, Tunngasuvvingat Inuit (<https://tiontario.ca/>), Friendship Centres.

You may want to support this work with Legacy of Hope/ They Came For the Children/Survivor Accounts/NCTR/Stolen Children.



Listening to Indigenous Voices



Session 8 - Dispossession, Dependency, & Oppression

Brief Description: This session explores how colonization led to the dispossession of Indigenous Peoples to the land, which in turn led to dependency forced upon them through reserves, the Indian Act, the child welfare system, and other systemic practices, which resulted in the oppression that is still part of the Canadian landscape today. High (increasing) rates of incarceration, child welfare apprehension, and violence against Indigenous women - that are not statistically reflective of the Indigenous population - are just some of the outcomes of these practices that are explored

Scriptural Reflection:

*The LORD is near to the broken-hearted,
and saves the crushed in spirit.
Psalm 34: 18 (NRSV)*

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.
- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.



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- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.

Laudato Si' - Care for Our Common Home Connection:

"Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature." -- Pope Francis, *Laudato Si'* #215,150

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3: "**Acknowledging the Land:** What is the land acknowledgement? Why is it important and what does it mean?" <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather today, let us begin by realizing the real harms that were caused through colonization. As Indigenous people were dispossessed of their land and made dependent through such measures as the Indian Act, they faced and continue to face today many forms of oppression. We think particularly of the Murdered and Missing Indigenous Women, and we mourn the many ways in which Indigenous lives have not been valued. May we confront all oppressive policies that deny the dignity of people.

Through our learning today, let us reflect on the connection to land of Indigenous people if we are to truly acknowledge that today we gather on the land of...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Arts, Grades 11 – 12, ASM3M/4M, AVI3M/30
Overall Expectations/ Strand	<p>ASM 3M/4M Media Arts</p> <p>A. Creating and Presenting</p> <p>A3 Using Technologies, Tools, and Techniques</p> <p>A3.3 communicate a personal message or an opinion on an issue of personal concern by creating and presenting media art works using a variety of techniques, tools, and/or technologies</p> <p>B. Reflecting, Responding and Analysing</p> <p>B2 Identity and Values</p> <p>B2.2 explain ways in which media art works reflect cultural identity</p> <p>C. Foundations</p> <p>C3 Responsible Practices</p> <p>C3.2 explain key ethical and legal practices associated with media arts, particularly with respect to copyright laws, and apply these practices when creating media art works</p> <p>AVI 3M/30 Visual Arts</p> <p>B. Reflecting, Responding and Analysing</p> <p>B1 The Critical Analysis Process</p> <p>B1.3 explain, with reference to particular works, both historical and how knowledge of an art work's cultural and historical context, achieved through research, has clarified and enriched their understanding of the work's intent and meaning</p> <p>C. Foundations</p> <p>C3. Responsible Practices</p> <p>C3.1 demonstrate an understanding of legal and ethical issues related to the appropriation of images, materials, or ideas, or to the display of art works and</p>



Listening to Indigenous Voices



	apply legal and ethical practices when appropriating images, materials, and/or ideas
LTIV Guide with page numbers	<p>Session 8: Dispossession, Dependency, & Oppression, Pages 72-79</p> <ul style="list-style-type: none"> Classroom Connections page 79: Art As Resistance
Online Resources with Links	<p>Session 8 links available at tiv.ca/8/</p> <ul style="list-style-type: none"> *The Red Dress Project https://www.jaimeblackartist.com/exhibitions/ Give credit to the inspiration for your artwork or creative project. Honour Indigenous Artists and Indigenous communities as a whole. Understand the difference between cultural appropriation and cultural appreciation. *For detailed information on cultural appropriation vs cultural appreciation see: Culture Inspires Art (eoccc.org) pages 12-13. *Artist Cannupa Hanska Luger's project Every One http://www.cannupahanska.com/every-one *Walking with Our Sisters Exhibit http://walkingwithoursisters.ca/events/2015-2/akwesasne-first-nation/
Focus	<ul style="list-style-type: none"> how the dynamics of colonization impact relationships with Indigenous Peoples through the dispossession of land the arts as a creative way to help with honouring victims and healing for survivors
Suggested Learning Experiences	<p>You may want to select from the suggested Classroom Connections found on page 79.</p> <p>Consider how the Walking With Our Sisters exhibit visited nations around Turtle Island and how artists from each nation were able to reflect their own story through the personalized presentation of the vamps.</p>
Notes/Tips/	



Listening to Indigenous Voices



Sensitivity



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Subject/Grade/ Course Code	Gender Studies, Grade 11, HSG3M
Overall Expectations/ Strand	<p>B. Foundations</p> <p>B1. The Social Construction of Gender</p> <p>B1.1 explain key terms and concepts relating to gender studies (e.g., ... matriarchy, patriarchy, ... two-spirited, ...)</p> <p>B1.3 analyse the ways in which gender intersects with other aspects of identity (e.g., indigeneity, race, socio-economic status, sexual orientation, ability) to create diverse gender role expectations and experiences Teacher prompts: “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world’? B1.4 describe a range of gender roles in a variety of cultures and historical periods (e.g., ... in First Nation, Métis, or Inuit cultures; ...), and explain how and why these roles have changed over time</p> <p>B2. Power Relations, Sex, and Gender</p> <p>B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings Teacher prompts: ... “What does the fact that more than 500 Aboriginal women are missing in Canada reveal about the position of Aboriginal women within Canada and their position in relation to Canadian women as a whole?”</p> <p>B2.3 analyse ways in which sexism can manifest itself in contemporary Canadian society, and assess ways to address these manifestations of sexism Teacher prompts: ... “How do the Indian Act and Bill C-31 discriminate against Aboriginal women?” ...</p> <p>B2.4 explain variations in power relations between men and women within patriarchal and matriarchal societies (e.g., in matriarchal or matrilineal societies such as the Oneida, Cayuga, Mohawk, Seneca, Tuscarora, or Onondaga First Nations ...), with reference to a variety of social roles and responsibilities</p> <p>B3. Representations of Gender</p>



Listening to Indigenous Voices



	<p>B3.4 describe how visual art works, literature, and film can raise awareness of gender equity and changing gender expectations in society</p> <p>C. Gender Issues and Gender Related Policy in Context</p> <p>C1. Securing Rights and Social Supports</p> <p>C1.1 describe the relevant social context of and issues of concern to contemporary and historical women's movements and evaluate the achievements of these movements Teacher prompts: ... "What specific issues confront, or have confronted, First Nation, Métis, and Inuit women?" ...</p> <p>C2. Local and Global Challenges</p> <p>C2.3 analyse the relationship between gender and environmental issues in both Canadian and global contexts ...</p> <p>C3. Gender-Based Violence and Its Prevention</p> <p>C3.4 demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment</p> <p>D. Implementing Change</p> <p>D1. Changes in the Workplace</p> <p>D1.3 assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace, and explain how these policies were achieved</p> <p>D2. Agents of Change</p> <p>D2.1 describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations</p> <p>D2.2 describe a range of organizations outside Canada, including international organizations and initiatives that contribute to gender equity</p>
<p>LTIV Guide with page numbers</p>	<p>Session 8, Dispossession, Dependency, & Oppression, pages 72-79</p>



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Online Resources with Links	<p>Session 8 links available at tiv.ca/8/</p> <ul style="list-style-type: none">• <i>*Reclaiming Power and Place</i> http://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf• <i>*Humm article with Tony Belcourt:</i> http://thehumm.com/online/article.cfm?articleid=2880&fbclid=IwAR1ESTaAJqdtX5iFwCAwQr0wo8YugWd7mNM6_jKnrWzsWnCA51rKVBDBZ74• <i>*Water Walks</i> https://www.faithcommongood.org/all_nations_grand_river_water_walk• <i>*Watch We Can't Make the Same Mistake Twice</i>, Alanis Obomsawin https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/
Focus	<ul style="list-style-type: none">• Investigating and understanding the link/effects between land, colonization, and treatment of women• Canada's colonial relationship to Indigenous Peoples
Suggested Learning Experiences	<ul style="list-style-type: none">• You may refer to the Sharing Circle questions page 79• Consider the Classroom Connections found on page 79
Notes/Tips/ Sensitivity	<p>Remember that not all First Nations are matrilineal. Consider contacting your local Indigenous Board Lead to invite a knowledge keeper in to discuss roles and responsibilities in the home and in the local Indigenous community.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Introduction to Anthropology, Psychology, and Sociology HSP 3U/C
Overall Expectations/ Strand	<p>A. Research and Inquiry Skills A2. Investigating A2.1 create appropriate research plans to investigate their selected topics (e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research Teacher prompts: ... “What is the Tri-council Policy Statement on Ethical Conduct for Research Involving Humans? What does this policy statement say about doing research in Aboriginal communities?”</p> <p>B. Anthropology B2. Explaining Human Behaviour and Culture B2.1 explain, from an anthropological perspective, how various factors (e.g., physical environment, globalization, pandemics) influence and shape human behaviour and culture (e.g., technology, language, social structures, law, politics, religion and ritual, art)</p> <p>D. Sociology D3. Socialization D3.1 explain how structural changes take place in social in response to diverse influences</p>
LTIV Guide with page numbers	Session 8, Dispossession, Dependency, & Oppression, pages 72-79
Online Resources with Links	Session 8 links available at ltiv.ca/8/



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	<ul style="list-style-type: none"> • *Humm article with Tony Belcourt: http://thehummm.com/online/article.cfm?articleid=2880&fbclid=IwAR1ESTaAJqdtX5iFwCAwQr0wo8YugWd7mNM6_jKnrWzsWnCA51rKVBDBZ74 • *Watch <i>We Can't Make the Same Mistake Twice</i>, Alanis Obomsawin https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/
Focus	<ul style="list-style-type: none"> • Investigating and understanding the link/effects between land, colonization, and treatment of women • Canada's colonial relationship to Indigenous Peoples
Suggested Learning Experiences	<ul style="list-style-type: none"> • You may refer to the Sharing Circle questions and Classroom Connections on page 79.
Notes/Tips/Sensitivity	<p>Contact your local Indigenous Board lead to invite a local knowledge keeper in to discuss gender roles and responsibilities in the local Indigenous community as well as connections to land in your area. Discuss local issues and needs.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture: World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Family Life</p> <p>CM3. The Moral Life: Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity), and explore models of advocacy of various faith groups in one's own community (e.g., examination of social conscience). [CCC nos. 1949-1986]</p> <p>Family Life</p> <p>FL1. Living in Relationship: examine the role of social and religious norms, identify the challenges presented by the encounter of cultures, and explore how various religions promote the dignity of the person within intimate human relationships and within society; [CCC nos. 1700-1876; 2203; 2334]</p>
LTIV Guide with page numbers	Session 8, Dispossession, Dependency, & Oppression, pages 72-79
Online Resources with Links	<p>Session 8 links available at ltiv.ca/8/</p> <ul style="list-style-type: none"> • *Dum Diversas—Doctrine of Discovery https://doctrineofdiscovery.org/dum-diversas/ • *UNDRIP https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html • *Water Walks https://www.faithcommongood.org/all_nations_grand_river_water_walk
Focus	How does our faith reveal that decolonization is aligned with our faith? Consider the implication of the unity of Church and State. How did it affect the colonization of Canada?



Listening to Indigenous Voices



Suggested Learning Experiences	<p>You may refer to the Sharing Circle questions and Classroom Connections on page 79.</p> <p>Consider investigating</p> <ul style="list-style-type: none">• Pope Nicholas V's exhortation, <i>Dum Diversas</i>, as referenced on page 73• apartheid states and reflecting on the reading on page 73 <p>You may wish to view <i>*Watch We Can't Make the Same Mistake Twice</i>, Alanis Obomsawin https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/</p>
Notes/Tips/ Sensitivity	<p>Consider focusing on the importance of understanding our Canadian history from an Indigenous point of view.</p> <p>You may connect this session with Catholic Social Teachings for Grade 11: Promotion of Peace and Global Solidarity.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	The Environment and Resource Management, Grade 12, CGR4M
Overall Expectations/ Strand	<p>A. Geographic Inquiry and Skill Development</p> <p>A1. Geographic Inquiry</p> <p>A1.5 use the concepts of geographic thinking when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management (eg. use the concept of interrelationships to determine ways in which various natural and human factors have contributed to inequalities in the availability of potable water; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of a change in land use</p> <p>B. Spatial Organization</p> <p>B2. Human Impacts</p> <p>B2.1 analyse differences in the views that various groups of people, including Indigenous peoples, hold about the natural environment</p> <p>C. Sustainability and Stewardship of Natural Resources</p> <p>C2. Development of Natural Resources</p> <p>C2.1 analyse competing points of view about a natural resource development issue, using a geographic perspective</p> <p>C2.3 compare the economic, cultural, and social costs and benefits of selected resource development projects for various individuals or groups</p>
LTIV Guide with page numbers	<p>Session 8, Dispossession, Dependency, & Oppression, pages 72-79</p>



Listening to Indigenous Voices



Online Resources with Links	<p>Session 8 links available at tiv.ca/8/</p> <ul style="list-style-type: none">• *Abraham Francis: The River from Akwesasne Perspective: https://www.standard-freeholder.com/news/local-news/river-symposium-offers-view-of-river-from-akwesasne-perspective• *Akwesasne Environment Program Philosophy http://www.akwesasne.ca/tehotiienawakon/environment/• *Haudenosaunee Seed Ceremonies https://www.ecofarmingdaily.com/seeds-of-strength/• *Humm article with Tony Belcourt: http://thehummm.com/online/article.cfm?articleid=2880&fbclid=IwAR1ESTaAJqdtX5iFwCAwQr0wo8YugWd7mNM6_jKnrWzsWnCA51rKVBDBZ74• *Recent issues: https://www.cbc.ca/news/canada/north/baffinland-blockade-hunters-group-1.5902516• *Water Walks https://www.faithcommongood.org/all_nations_grand_river_water_walk
Focus	<ul style="list-style-type: none">• dynamics of how colonization continues to play out in relationships with Indigenous Peoples through the ongoing dispossession of land, dependency that generates poverty, and oppression marked by violence (page 72)
Suggested Learning Experiences	You may refer to the Sharing Circle questions and Classroom Connections on page 79.
Notes/Tips/ Sensitivity	You may want to consider what a new Canada could look like that reflects social and economic justice for Indigenous Peoples? in terms of land rights and claims, opportunities to preserve Indigenous languages...



Listening to Indigenous Voices



Subject/Grade/ Course Code	Equity and Social Justice: From Theory to Practice, Grade 12, HSE4M
Overall Expectations/ Strand	<p>A. Research and Inquiry Skills A1. Exploring A1.3 formulate effective questions to guide their research and inquiry</p> <p>B. Understanding Social Construction B1. Approaches and Perspectives B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues (e.g., ... indigenous knowledge approach) B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues (e.g., one's position on land development / resource exploitation versus the preservation of sites sacred to Aboriginal people; ...)</p> <p>C. Addressing Equity and Social Justice Issues C1. Historical and Contemporary Issues C1.1 analyse the rationale for specific instances of social injustice in Canadian history, and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed C1.2 analyse a broad range of current equity and social justice issues in Canada (e.g., ... Aboriginal land claim disputes and settlements; ...) with reference to the underlying social circumstances and potential strategies for addressing the issues</p>
LTIV Guide with page numbers	Session 8, Dispossession, Dependency, & Oppression, pages 72-79



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Online Resources with Links	<p>Session 8 links available at tiv.ca/8/</p> <ul style="list-style-type: none"> • *Humm article with Tony Belcourt: http://thehummm.com/online/article.cfm?articleid=2880&fbclid=IwAR1ESTaAJqdtX5iFwCAwQr0wo8YugWd7mNM6_jKnrWzsWnCA51rKVBDBZ74 • *First Nations Child and Family Caring Society https://fncaringsociety.com/ • *Reclaiming Power and Place http://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf • *Watch <i>We Can't Make the Same Mistake Twice</i>, Alanis Obomsawin https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/
Focus	<ul style="list-style-type: none"> • Investigating and understanding the link/effects between land, colonization, and treatment of women • Canada's colonial relationship to Indigenous Peoples
Suggested Learning Experiences	<p>You may refer to the Sharing Circle questions and Classroom Connections on page 79.</p>
Notes/Tips/ Sensitivity	<p>Consider that Stats Can info on Incarceration Rates, Child Welfare rates doesn't include all provinces.</p> <p>You may want to read about Cindy Blackstock and FN Child and Family Caring Society: 7 Free Ways to Make A Difference</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canadian and International Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>B. Legal Foundations</p> <p>B2. Legal Theory and Procedures</p> <p>B2.1 evaluate from a legal perspective the relative influence of various theories and perspectives (e.g., ... First Nations, Métis, and Inuit perspectives; ...) on the interpretation and administration of laws and legal processes</p> <p>B2.3 explain various historical and contemporary methods and systems for adjudicating legal questions (e.g. ... Aboriginal sentencing circles and other indigenous legal practices)</p> <p>B3. Development of Law</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., laws relating to: ... the rights of indigenous peoples, ...)</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform, and assess the significance of specific instances where the advocated reforms have been achieved</p> <p>C. Rights and Freedoms</p> <p>C1. Legal Principles of Human Rights Law</p> <p>C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., United Nations Declaration on the Rights of Indigenous Peoples) Sample questions: "What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?"</p> <p>C2. Development of Human Rights Law</p> <p>C2.1 analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., ... the Indian Act, 1876; ...)</p>



Listening to Indigenous Voices



Sample question: “What are some ways in which Canadian laws since 1867 have protected, or failed to protect, the human rights of groups such as First Nations, Métis, and Inuit people, women, and/or racialized groups?”

C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world

C4. Contemporary Issues

C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment (e.g., the construction of hydroelectric dams, pipelines, highways; resource extraction and processing)

D. Foundations of International Law and Dispute Resolution

D1. Fundamentals of International Law

D1.1 explain the legal significance of various principles and key concepts in international law (e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law)

D1.2 describe various challenges that face sovereign states in creating, ratifying, and implementing international treaties (e.g., divergent interests/views/beliefs in relation to: foreign policy, equity, the role of government, territorial claims)

D3. Conflict and Cooperation

D3.1 identify different types of international disputes (e.g., about treaty violations, boundary disputes, access to resources, trade barriers) and compare the strengths and weaknesses of peaceful and non-peaceful methods of resolving them

D3.5 analyse Canada’s record of supporting or not supporting various alliances, agreements, and treaties under international law

E. International Legal Issues

E1. Criminal Law



Listening to Indigenous Voices



	<p>E1.3 assess from a legal perspective the strengths and weaknesses of arguments for and against interventions by the international community in instances of crimes against people of a particular region, country, or ethnicity (e.g., government-sanctioned human rights abuses, failure to protect the rights of indigenous peoples, ...)</p> <p>E2. Environmental Protection</p> <p>E2.2 describe from a legal perspective the role of various individuals and groups in developing and enforcing environmental protection laws (e.g., the role of: ... First Nations, Métis, and Inuit groups in strengthening requirements for environmental assessments)</p>
LTIV Guide with page numbers	Session 8, Dispossession, Dependency, & Oppression, pages 72-79
Online Resources with Links	<p>Session 8 links available at ltiv.ca/8/</p> <p>*UNDRIP https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html</p>
Focus	<p>Historical and current colonialism re Indigenous Peoples</p> <p>Dispossession of land, Dependency and Oppression of Indigenous people was the goal of the BNA Act, the Indian Act, Residential Schools, Removal of Voting Rights, etc....</p>
Suggested Learning Experiences	<ul style="list-style-type: none"> You may want to reflect on the Sharing Circle questions and Classroom Connections found on page 79. Consider additional reflective questions: <ul style="list-style-type: none"> How does the view of Canadian Law, History, Policies influence our understanding of colonialism? What is the International view of our history? How can we change Canadian Law to make it equitable for all?



Listening to Indigenous Voices



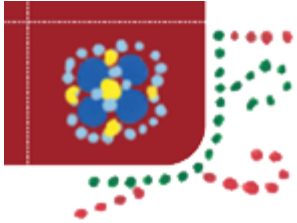
- You may want to view this documentary **Art as Resistance: Watch We Can't Make the Same Mistake Twice, Alanis Obomsawin*
[https://www.nfb.ca/film/we can t make the same mistake twice/](https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/)

Notes/Tips/ Sensitivity

Think about preparing students by inviting them to view these issues from an Indigenous point of view and how together we can create advocacy for legal and societal change in Canada.



Listening to Indigenous Voices



Session 9 – Beyond Apologies

Brief Description: In this session, you will explore how Canadians and Indigenous Peoples can establish and maintain “a mutually respectful relationship” (TRC). Through education on our history and a search for truth, Reconciliation can happen. There is the important reminder that we need to become better listeners and step away from the “Knower’s Chair” (Lee Maracle).

Scriptural Reflection:

A friend loves at all times, and kinsfolk are born to share adversity.

Proverbs 17:17 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable..

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.
- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.
- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.



Listening to Indigenous Voices



Laudato Si' - Care for Our Common Home Connection:

“If we approach nature and the environment without...openness to awe and wonder, if we no longer speak the language of fraternity and beauty in our relationship with the world, our attitude will be that of masters, consumers, ruthless exploiters, unable to set limits on their immediate needs. By contrast, if we feel intimately united with all that exists, then sobriety and care will well up spontaneously.” Pope Francis, *Laudato Si'* #11

Please connect the **land acknowledgement** you create to begin this session with the learning of this session.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3: “**Acknowledging the Land:** What is the land acknowledgement? Why is it important and what does it mean?” <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the territorial acknowledgement:

Suggested Land Acknowledgement: As we gather today, let us set a goal of truly listening. Elder Thomas Louttit says that we have two ears and one mouth for a reason—we should listen much more than we speak. When we listen carefully and respectfully, Lee Maracle suggests we are “committing to ... continued growth and transformation of whatever [we] claim to know”. Mark Hathaway says that “genuine transformation is never easy: the process takes time, patience, persistence, and courage. Words of apology without action are empty.” Let the learning of today’s session serve to re-commit us to the process of transformation. In that way, we will purposefully **acknowledge that today we gather on the land of...**



Listening to Indigenous Voices



Subject/Grade/ Course Code	Arts, Grades 11 – 12, ASM3M/4M, AVI3M/30
Overall Expectations/ Strand	<p>ASM 3M/4M Media Arts</p> <p>A. Creating and Presenting</p> <p>A3 Using Technologies, Tools, and Techniques</p> <p>A3.3 communicate a personal message or an opinion on an issue of personal concern by creating and presenting media art works using a variety of techniques, tools, and/or technologies</p> <p>B. Reflecting, Responding and Analysing</p> <p>B2 Identity and Values</p> <p>B2.2 explain ways in which media art works reflect cultural identity</p> <p>C. Foundations</p> <p>C3 Responsible Practices</p> <p>C3.2 explain key ethical and legal practices associated with media arts, particularly with respect to copyright laws, and apply these practices when creating media art works</p> <p>AVI 3M/30 Visual Arts</p> <p>B. Reflecting, Responding and Analysing</p> <p>B1 The Critical Analysis Process</p> <p>B1.3 explain, with reference to particular works, both historical and how knowledge of an art work's cultural and historical context, achieved through research, has clarified and enriched their understanding of the work's intent and meaning</p> <p>C. Foundations</p> <p>C3. Responsible Practices</p> <p>C3.1 demonstrate an understanding of legal and ethical issues related to the appropriation of images, materials, or ideas, or to the display of art works and apply legal and ethical practices when appropriating images, materials, and/or ideas</p>



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LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87 Classroom Connections page 87: The Knower's Chair Right Relationships Tableau
Online Resources with Links	Session 9 links available at tiv.ca/9/ <ul style="list-style-type: none">• *Wab Kinew's 8th Fire: 500 Years in 2 Minutes https://youtu.be/L7LY-fXzhZI
Focus	<ul style="list-style-type: none">• Looking at how the arts can reflect cultural identity and resistance to systemic racism and oppression in society and reflect on the power of symbols.
Suggested Learning Experiences	<ul style="list-style-type: none">• You may want to select Classroom Connections found on page 87.• Consider watching *Wab Kinew's 8th Fire: 500 Years in 2 Minutes: https://www.youtube.com/watch?v=L7LY-fXzhZI Discuss the importance of symbols in both the article by Lee Maracle and in the video by Wab Kinew. Reflect that understanding in the Classroom Connections activities.
Notes/Tips/ Sensitivity	<p>Give credit to the inspiration for your artwork or creative project. Honour Indigenous Artists and Indigenous communities as a whole.</p> <p>Understand the difference between cultural appropriation and cultural appreciation. *For detailed information on cultural appropriation vs cultural appreciation see: Culture Inspires Art (eoccc.org) pages 12-13.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Introduction to Anthropology, Psychology and Sociology HSP 3U/C
Overall Expectations/ Strand	<p>B. Anthropology B2. Explaining Human Behaviour and Culture B2.1 explain, from an anthropological perspective, how various factors (e.g., physical environment, globalization, pandemics) influence and shape human behaviour and culture (e.g., technology, language, social structures, law, politics, religion and ritual art)</p> <p>D. Sociology D3. Socialization D3.1 explain how structural changes take place in social institutions in response to diverse influences</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	Session 9 links available at tiv.ca/9/ *Assembly of First Nations, It's Our Time Toolkit https://education.afn.ca/afntoolkit/learning-module/treaties-2/
Focus	Dismantling colonialism in Canada through Right Relationships
Suggested Learning Experiences	You may want to refer to questions from: <ul style="list-style-type: none"> • Sharing Circle, page 87 • Classroom Connections, page 87
Notes/Tips/ Sensitivity	Consider focusing on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture: World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Family Life</p> <p>CM3. The Moral Life: Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity), and explore models of advocacy of various faith groups in one's own community (e.g., examination of social conscience). [CCC nos. 1949-1986]</p> <p>Family Life</p> <p>FL1. Living in Relationship: examine the role of social and religious norms, identify the challenges presented by the encounter of cultures, and explore how various religions promote the dignity of the person within intimate human relationships and within society; [CCC nos. 1700-1876; 2203; 2334]</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	Session 9 links available at ltiv.ca/9/
Focus	Dismantling colonialism in Canada through Right Relationships
Suggested Learning Experiences	<ul style="list-style-type: none"> You may want to consider questions from Sharing Circle or Classroom Connections found on page 87.



Listening to Indigenous Voices



Notes/Tips/ Sensitivity

Consider focusing on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings.

You may connect this session with Catholic Social Teachings for Grade 11: Promotion of Peace and Global Solidarity.



Listening to Indigenous Voices



Subject/Grade/ Course Code	English, Grade 12, ENG 4U
Overall Expectations/ Strand	<p>Oral Communication</p> <p>Using Active Listening Strategies</p> <p>1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations</p> <p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways</p> <p>Extending Understanding of Texts</p> <p>1.6 extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Speaking to Communicate</p> <p>Purpose</p> <p>2.1 communicate orally for a wide range of purposes, using language effective for the intended Audience</p> <p>Audio-Visual Aids</p> <p>2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience</p> <p>Reading and Literature Studies</p> <p>1. Reading for Meaning</p> <p>1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts (e.g., ... outline the historical or political context of an Aboriginal writer's narrative)</p> <p>2. Understanding Form and Style</p>



Listening to Indigenous Voices



	<p>2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts</p> <p>Media Studies</p> <p>3. Creating Media Texts</p> <p>3.4 produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	Session 9 links available at ltiv.ca/9/
Focus	The effects of colonialism today. Looking at the disconnect between Canadians and the reality of the effects of colonialism throughout our history. Looking at how the arts can creatively act as resistance to systemic racism and oppression in society and reflection on the power of symbols.
Suggested Learning Experiences	<p>You may want to refer to questions from:</p> <ul style="list-style-type: none">• Sharing Circle, page 87• Classroom Connections, page 87
Notes/Tips/ Sensitivity	Focus on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Equity and Social Justice, Grade 12, HSE4M
Overall Expectations/ Strand	<p>C. Addressing Equity and Social Justice Issues</p> <p>C1. Historical and Contemporary Issues</p> <p>C1.1 analyse the rationale for specific instances of social injustice in Canadian history, and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed</p> <p>C1.2 analyse a broad range of current equity and social justice issues in Canada (e.g., ... Aboriginal land claim disputes and settlements; ...) with reference to the underlying social circumstances and potential strategies for addressing the issues</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	Session 9 links available at ltiv.ca/9/
Focus	Dismantling colonialism in Canada through Right Relationships
Suggested Learning Experiences	<ul style="list-style-type: none"> You may want to refer to questions from: Sharing Circle, page 87 Classroom Connections, page 87 You may refer to the <i>*Assembly of First Nations, It's Our Time Toolkit</i> https://education.afn.ca/afntoolkit/learning-module/treaties-2/
Notes/Tips/ Sensitivity	Focus on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings so that we continue to listen carefully to Indigenous voice.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Understanding Canadian Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>B3. Development of Law</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., laws relating to: ... the rights of indigenous peoples, ...)</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform, and assess the significance of specific instances where the advocated reforms have been achieved</p> <p>C. Rights and Freedoms</p> <p>C1. Legal Principles of Human Rights Law</p> <p>C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., United Nations Declaration on the Rights of Indigenous Peoples) Sample questions: "What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?"</p> <p>C2. Development of Human Rights Law</p> <p>C2.1 analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., ... the Indian Act, 1876; ...)</p> <p>C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world</p> <p>C4. Contemporary Issues</p> <p>C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment</p> <p>D. Foundations of International Law and Dispute Resolution</p>



Listening to Indigenous Voices



	<p>D1. Fundamentals of International Law</p> <p>D1.1 explain the legal significance of various principles and key concepts in international law (e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law)</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	<p>Session 9 links available at tiv.ca/9/</p> <ul style="list-style-type: none"> • *Assembly of First Nations, It's Our Time Toolkit https://education.afn.ca/afntoolkit/learning-module/treaties-2/ • *Historica Canada Treaties in Canada: Education Guide • http://education.historicacanada.ca/files/31/Treaties_English.pdf • *Indigenous and Northern Affairs: Treaties with Indigenous Peoples https://www.canada.ca/en/indigenous-northern-affairs.html • *Treaties in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231 • *Treaties in Ontario https://www.ontario.ca/page/map-ontario-treaties-and-reserves
Focus	Dismantling colonialism in Canada through Right Relationships
Suggested Learning Experiences	<ul style="list-style-type: none"> • Consider the questions from the Sharing Circle on page 87. • You may want to refer to: <ul style="list-style-type: none"> – *Assembly of First Nations, It's Our Time Toolkit https://education.afn.ca/afntoolkit/learning-module/treaties-2/ – *Historica Canada Treaties in Canada: Education Guide http://education.historicacanada.ca/files/31/Treaties_English.pdf
Notes/Tips/ Sensitivity	Visit both Government of Canada and Indigenous websites to see the issues and how they differ in perspective/point of view.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Analyzing Current Economic Issues, Grade 12, CIA4U
Overall Expectations/ Strand	<p>A. Economic Inquiry and Skill Development A2. Developing Transferable Skills A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (e.g., ... demonstrations in support of First Nations land claims; ...) in order to enhance their understanding of these events and their role as informed citizens</p> <p>B. Fundamentals of Economics B2. Supply and Demand Models B2.1 demonstrate an understanding of models of supply and demand, including price elasticity, and apply these models to analyse selected economic decisions. Sample questions: ... “How might issues related to supply and demand influence the decision of an individual to move from a First Nation reserve to an urban centre?”</p> <p>C. Firms, Markets, and Economic Stakeholders C2. Economic Trade-Offs and Decisions C2.4 assess some responses, or possible responses, to current economic issues, using cost/benefit analysis Sample questions: “What are the costs and benefits of plans to build North American energy pipelines? Why is it important to take the perspectives of different stakeholders – such as the oil/gas industry, manufacturers relying on such energy, environmentalists, and First Nations, Métis, and/or Inuit peoples – into account when analysing these costs and benefits?”</p> <p>D. Macroeconomics D2. Fiscal Policy</p>



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	<p>D2.1 assess the significance of factors that influence fiscal policy decisions in Canada (e.g., ... responsibilities for health care, education, programs in Aboriginal communities, and other services;)</p> <p>E. Global Interdependence and Inequalities</p> <p>E2. International Economic Developments</p> <p>E2.4 describe ways in which individuals and groups attempt to address problems related to international economic activities and assess their effectiveness</p> <p>E3. International Economic Power and Inequality</p> <p>E3.3 explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	<p>Session 9 links available at tiv.ca/9/</p> <ul style="list-style-type: none"> • *Assembly of First Nations, It's Our Time Toolkit https://education.afn.ca/afntoolkit/learning-module/treaties-2/ • *Historica Canada Treaties in Canada: Education Guide http://education.historicacanada.ca/files/31/Treaties_English.pdf • *Indigenous and Northern Affairs: Treaties with Indigenous Peoples https://www.canada.ca/en/indigenous-northern-affairs.html • *Treaties in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231 • *Treaties in Ontario https://www.ontario.ca/page/map-ontario-treaties-and-reserves
Focus	Dismantling colonialism in Canada through Right Relationships



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Suggested Learning Experiences

- You may want to refer to questions from the Sharing Circle found on page 87.
- You may refer to *[Assembly of First Nations, It's Our Time Toolkit](https://education.afn.ca/afntoolkit/learning-module/treaties-2/)
<https://education.afn.ca/afntoolkit/learning-module/treaties-2/>

Notes/Tips/ Sensitivity

Focus on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings so that we can move forward in good faith to listen carefully to Indigenous voice.



Listening to Indigenous Voices



Subject/Grade/ Course Code	Canada History, Identity and Culture, Grade 12, CHY4U
Overall Expectations/ Strand	<p>B. Canada, Origins to 1774</p> <p>B1. Setting the Context</p> <p>B1.1 compare various aspects of life among different Aboriginal peoples in Canada prior to contact with Europeans (e.g., with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices)</p> <p>B1.3 describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774 (e.g., First Nations trade routes, ...), and assess their significance for the development of Canada, including the development of identity in Canada</p> <p>B1.4 assess the significance, for different groups of people, of some key political events and developments in Canada prior to 1774</p> <p>B2. Interactions and Independence</p> <p>B2.1 analyse the roles of various groups in colonial Canada prior to 1774 and how they contributed to the development of Canada</p> <p>B2.2 analyse how different factors affected relations between Aboriginal peoples and European settlers in colonial Canada prior to 1774</p> <p>Sample questions: “What was the most significant factor contributing to the destruction of the Wendat Confederacy?” “In what ways does the loss of Native territory during this time continue to affect the relationship between First Nations communities and governments in Canada today?”</p> <p>B3. Diversity and Citizenship</p> <p>B3.2 analyse ways in which Aboriginal culture contributed to the development of Canada</p>



Listening to Indigenous Voices



prior to 1774 as well as to the development of heritage and identity in Canada (e.g., with reference to agricultural and/or hunting practices, spirituality/religion, relationship with the environment, clothing, housing, transportation)

B3.3 analyse ways in which colonial policy and practices reflected ideas about rights, citizenship, and social status in Canada prior to 1774

C. Canada, 1774–1867

C1. Setting the Context

C1.1 describe various key social trends and developments in Canada during this period (e.g., ... the expansion of European settlement and the consequent dislocation of First Nations and Métis people; ... the expansion of First Nations reserves; ...), and analyse their impact on people in Canada

C1.5 analyse how British colonial policies during this period affected the political development of Canada, including Confederation (e.g., with reference to British policies towards First Nations, the Constitutional Act of 1791, ...)

C2. Interactions and Interdependence

C2.3 describe some of the main sectarian and regional divisions in colonial Canada as well as significant conflicts involving Canadians during this period (e.g., ... divisions between western settlers and First Nations and/or Métis; ...), and analyse how they affected the development of Canada, including the development of identity in Canada

C2.4 analyse ways in which First Nations, Métis, and/or Inuit peoples interacted with other communities in Canada during this period and assess the impact of these interactions

C2.5 analyse the role of religion/spirituality in Canadian society during this period and how it contributed to the development of Canada (e.g., with reference to ... the spiritual practices of First Nations) Sample questions: ... “In what ways did churches aid in the subjugation and assimilation of Aboriginal peoples?”



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C3. Diversity and Citizenship

C3.2 analyse how immigration changed Canadian society and contributed to the development of identity in Canada during this period (e.g., with reference to ... the impact of immigration on First Nations and Métis populations)

D. Canada, 1867–1945

D1. Setting the Context

D1.1 analyse some key social developments as well as dominant social attitudes and values during this period (e.g., ... the expansion of Native residential schools; ...), and assess their significance for the development of Canada, including the development of identity in Canada

D1.6 analyse a variety of government policies during this period, with a focus on how they expanded the role of government in the lives of people in Canada (e.g., with reference to the Indian Act, ... residential schools for Aboriginal children, ...)

Sample questions: “What were some ways in which the Indian Act was used to control the lives of First Nations people?” ...

D3. Diversity and Citizenship

D3.1 explain the contributions of various individuals to Canadian society and politics during this period (e.g., ... Louis Riel, Gabriel Dumont, ...), and assess their impact on the development of identity, heritage, and/or citizenship in Canada

D3.3 explain the significance of “status” for First Nations people, their identity, and their relationships with governments in Canada during this period (e.g., with respect to limitations imposed by the Indian Act, disenfranchisement, assimilationist policies, life on reserves, the impact on Native women who married non-Indian men, rights of non-status First Nations people and of Inuit and Métis)



Listening to Indigenous Voices



	<p>D3.4 analyse the development of ethnocultural identities in different regions of Canada during this period (e.g., with reference to First Nations and Métis peoples in western Canada; Inuit in the North;) and their impact on the development of a national identity in Canada</p> <p>D3.6 explain the significance of the denial of citizenship rights to certain groups in Canada during this period (e.g., First Nations, Métis, Inuit, ...)</p> <p>Canada since 1945</p> <p>E2. Interactions and Interdependence</p> <p>E2.1 explain the context for the development of various reform movements in Canada during this period (e.g., ... Aboriginal rights, ...), and evaluate the success of some of these movements</p> <p>E2.2 analyse some significant instances of social and political conflict in Canada during this period and assess their impact on the development of identity in Canada</p> <p>E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues</p>
LTIV Guide with page numbers	Session 9, Beyond Apologies, Pages 80-87
Online Resources with Links	<p>Session 9 links available at ltiv.ca/9/</p> <ul style="list-style-type: none"> • *The Royal Proclamation https://www.sfu.ca/~palys/The%20Royal%20Proclamation.pdf • *Assembly of First Nations, It's Our Time Toolkit https://education.afn.ca/afntoolkit/learning-module/treaties-2/
Focus	Dismantling colonialism in Canada through Right Relationships
Suggested Learning Experiences	<ul style="list-style-type: none"> • You may select questions from the Sharing Circle and/or Classroom Connections found on page 87.



Listening to Indigenous Voices



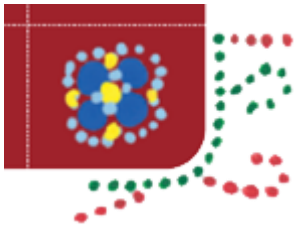
- You may refer to the *Assembly of First Nations, It's Our Time Toolkit
<https://education.afn.ca/afntoolkit/learning-module/treaties-2/>

Notes/Tips/ Sensitivity

Focus on the importance of understanding our Canadian history from an Indigenous point of view and from our Catholic Social Teachings so that we can move forward in good faith to listen to Indigenous voice.



Listening to Indigenous Voices



Session 10 – Pathways to Decolonization

Brief Description: In this section, you will explore the interconnectedness between land, sustainable life, and the relationship that holds with language and culture for Indigenous Peoples. Clear outlines of how this can be done and why it will be good for all Canadians are covered in this session including a link to an Ally Toolkit. Hope that we can work together, as colonizers and colonized and newcomers, to share in the responsibility of creating a better future for our children.

Scriptural Reflection:

“Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing?

And when was it that we saw you sick or in prison and visited you?” ...

“Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

Matthew 25: 37 – 40 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable.
- The Dignity of Work and the Rights of Workers.
- Solidarity.
- Care for God's Creation.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.



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- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.
- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.
- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.

Laudato Si' - Care for Our Common Home Connection:

There is a growing sensitivity to the environment and the need to protect nature, along with a growing concern, both genuine and distressing, for what is happening to our planet... Our goal is not to amass information or to satisfy curiosity, but rather to become painfully aware, to dare to turn what is happening to the world into our own personal suffering and thus to discover what each of us can do about it. -- Pope Francis *Laudato Si'* #19

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3: **"Acknowledging the Land:** What is the land acknowledgement? Why is it important and what does it mean?" <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather together to learn today, let us hope that this work of allyship will ultimately create an inheritance for future generations that respects all people and is equitable for all. When we work together as Indigenous and non-Indigenous peoples, we truly **acknowledge that today we gather on the land of...**



Listening to Indigenous Voices



Subject/Grade/ Course Code	Introduction to Anthropology, Psychology, and Sociology, Grade 11, HSP3U/C
Overall Expectations/ Strand	B. Anthropology B2. Explaining Human Behaviour and Culture B2.1 explain, from an anthropological perspective, how various factors (e.g., physical environment, globalization, pandemics) influence and shape human behaviour and culture (e.g., technology, language, social structures, law, politics, religion and ritual, art) D. Sociology D3. Socialization D3.1 explain how structural changes take place in social institutions in response to diverse influences
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	Session 10 links available at ltiv.ca/10/
Focus	Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization
Suggested Learning Experiences	You may choose to have students review which Indigenous Peoples traditionally inhabited the land where your school is located - see page 19 of the guide . You may refer to the following: <ul style="list-style-type: none">• Pathways Discussion Pages 89-90• Avoiding Decolonization Page 95• Sharing Circle, Page 96



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	<ul style="list-style-type: none">• Classroom Connections, Page 96 <p><u>Looking Back</u> see: itiv.ca/10/ for the full exercise</p> <p><u>Privilege Walk Exercise</u> see: itiv.ca/10/</p> <p>You may watch <i>*Trick or Treaty Film</i>, Alanis Obamsawin, https://www.nfb.ca/film/trick_or_treaty/</p>
Notes/Tips/Sensitivity	<p>The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise.</p> <p>It may not be appropriate for all groups.</p>



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Subject/Grade/ Course Code	Philosophy, Questions and Theories, Grade 11, HZB3M
Overall Expectations/ Strand	<p>A1. Exploring A1.1 explore a variety of topics related to philosophy (e.g., the nature of a just society; the basis for moral behaviour; the nature of human rights; the relationship of humankind to other animals and the environment; to identify topics for research and inquiry)</p> <p>D1. The Relevance to Everyday Life and Society D1.1 explain the relevance of some of the big questions of philosophy to their own experiences in everyday life (e.g., questions about power in relation to the issue of bullying, about social responsibility in decisions to engage in social action, about the existence of a supreme being and their approach to religion, about the self and others in their relationships with family and friends) D1.2 explain the relevance of some of the big questions of philosophy to their community and the broader society (e.g., questions about the obligations of citizens and governments in Canadian and global politics; about equality and justice in policies regarding women, poor people, and ethnocultural minorities, including Aboriginal people;...)</p>
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	Session 10 links available at ltiv.ca/10/
Focus	Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization



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Suggested Learning Experiences	<p>You may refer to the following:</p> <ul style="list-style-type: none">• Pathways Discussion Pages 89-90• Avoiding Decolonization Page 95• Sharing Circle, Page 96• Classroom Connections, Page 96 <p><u>Looking Back see: ltiv.ca/10/ for the full exercise</u></p> <p><u>Privilege Walk Exercise see: ltiv.ca/10/</u></p>
Notes/Tips/ Sensitivity	<p>The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise.</p> <p>It may not be appropriate for all groups.</p>



Listening to Indigenous Voices



Subject/Grade/ Course Code	Faith and Culture: World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Family Life</p> <p>CM3. The Moral Life: Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity), and explore models of advocacy of various faith groups in one's own community (e.g., examination of social conscience). [CCC nos. 1949-1986]</p> <p>Family Life</p> <p>FL1. Living in Relationship: examine the role of social and religious norms, identify the challenges presented by the encounter of cultures, and explore how various religions promote the dignity of the person within intimate human relationships and within society; [CCC nos. 1700-1876; 2203; 2334]</p>
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	<p>Session 10 links available at tiv.ca/10/</p> <ul style="list-style-type: none"> • *Dum Diversas—Doctrine of Discovery https://doctrineofdiscovery.org/dum-diversas/ • *Report of the Royal Commission on Aboriginal Peoples https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx • *Reports of the Truth and Reconciliation Commission http://www.trc.ca/about-us/trc-findings.html



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Focus	Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization
Suggested Learning Experiences	<i>You can refer to the following:</i> <ul style="list-style-type: none">• Sharing Circle, Page 96• Classroom Connections, Page 96 <p><u>Looking Back</u> see: itiv.ca/10/ for the full exercise</p> <p><u>Privilege Walk Exercise</u> see: itiv.ca/10/</p>
Notes/Tips/Sensitivity	The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise. It may not be appropriate for all groups.



Listening to Indigenous Voices



Subject/Grade/ Course Code	The Environment and Resource Management, Grade 12, CGR4M
Overall Expectations/ Strand	<p>A1 Geographic Inquiry</p> <p>A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management</p> <p>B2 Human Impacts</p> <p>B2.1 analyse differences in the views that various groups of people, including indigenous peoples, hold about the natural environment</p> <p>Sample questions: “How do the environmental beliefs of Aboriginal groups in Canada compare with those of indigenous peoples in other parts of the world, such as the Maori of New Zealand or the Masai of Kenya?” “Why is it important to analyse the beliefs and values of different groups towards the natural environment when investigating a proposal to open a new mine in northern Ontario? Why might these groups’ attitudes and ideas differ? Which groups and stakeholders would you need to research?”</p> <p>C2 Development of Natural Resources</p> <p>C2.1 analyse competing points of view about a natural resource development issue, using a geographic perspective. Sample questions: “How do we, as a society, make decisions about contentious resource development issues when there are strongly competing interests and points of view?”</p> <p>C2.3 compare the economic, cultural, and social costs and benefits of selected resource development projects for various individuals or groups (e.g., indigenous peoples, businesses, farmers, tourists)</p>



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LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	<p>Session 10 links available at ltiv.ca/10/</p> <ul style="list-style-type: none"> • *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-consitution-act-1982-background-jan-28-2021.html January 28, 2021 • *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736 • *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
Focus	<p>Concrete steps to decolonization and right relationships with Indigenous Peoples</p> <p>Becoming a good ally</p> <p>Pathways to decolonization</p>
Suggested Learning Experiences	<p>You may refer to the following:</p> <ul style="list-style-type: none"> • Pathways Discussion Pages 89-90 • Avoiding Decolonization Page 95 • Sharing Circle, Page 96 • Classroom Connections, Page 96 <p><u>Looking Back</u> see: ltiv.ca/10/ for the full exercise</p> <p><u>Privilege Walk Exercise</u> see: ltiv.ca/10/</p> <ul style="list-style-type: none"> • You may watch *Trick or Treaty Film, Alanis Obamsawin, https://www.nfb.ca/film/trick_or_treaty/



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Notes/Tips/ Sensitivity

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Listening to Indigenous Voices



Subject/Grade/ Course Code	Analzying Current Economic Issues, Grade 12, CIA4U
Overall Expectations/ Strand	<p>A. Economic Inquiry and Skill Development</p> <p>A2. Developing Transferable Skills</p> <p>A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (e.g., ... demonstrations in support of First Nations land claims; ...) in order to enhance their understanding of these events and their role as informed citizens</p> <p>B. Fundamentals of Economics</p> <p>B2. Supply and Demand Models</p> <p>B2.1 demonstrate an understanding of models of supply and demand, including price elasticity, and apply these models to analyse selected economic decisions.</p> <p>Sample questions: ... “How might issues related to supply and demand influence the decision of an individual to move from a First Nation reserve to an urban centre?”</p> <p>C. Firms, Markets, and Economic Stakeholders</p> <p>C2. Economic Trade-Offs and Decisions</p> <p>C2.4 assess some responses, or possible responses, to current economic issues, using cost/benefit analysis</p> <p>Sample questions: “What are the costs and benefits of plans to build North American energy pipelines? Why is it important to take the perspectives of different stakeholders – such as the oil/gas industry, manufacturers relying on such energy, environmentalists, and First Nations, Métis, and/or Inuit peoples – into account when analysing these costs and benefits?”</p> <p>D. Macroeconomics</p> <p>D2. Fiscal Policy</p>



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	<p>D2.1 assess the significance of factors that influence fiscal policy decisions in Canada (e.g., ... responsibilities for health care, education, programs in Aboriginal communities, and other services;)</p> <p>E. Global Interdependence and Inequalities</p> <p>E3. International Economic Power and Inequality</p> <p>E3.3 explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness</p>
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	<p>Session 10 links available at ltiv.ca/10/</p> <ul style="list-style-type: none"> • *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-consitution-act-1982-background-jan-28-2021.html January 28, 2021 • *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736 • *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
Focus	<p>Concrete steps to decolonization and right relationships with Indigenous Peoples</p> <p>Becoming a good ally</p> <p>Pathways to decolonization</p>



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Suggested Learning Experiences

You may refer to the following:

- **Pathways Discussion** Pages 89-90
- **Avoiding Decolonization** Page 95
- **Sharing Circle**, Page 96
- **Classroom Connections**, Page 96

Looking Back see: ltiv.ca/10/ for the full exercise

Privilege Walk Exercise see: ltiv.ca/10/

You may watch **Trick or Treaty* Film, Alanis Obamsawin, https://www.nfb.ca/film/trick_or_treaty/

Notes/Tips/ Sensitivity

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Listening to Indigenous Voices



Subject/Grade/ Course Code	Canada History, Identity and Culture, Grade 12, CHY 4U
Overall Expectations/ Strand	<p>Canada since 1945</p> <p>E2. Interactions and Interdependence</p> <p>E2.1 explain the context for the development of various reform movements in Canada during this period (e.g., ... Aboriginal rights, ...), and evaluate the success of some of these movements</p> <p>E2.2 analyse some significant instances of social and political conflict in Canada during this period and assess their impact on the development of identity in Canada</p> <p>E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues</p>
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	<p>Session 10 links available at ltiv.ca/10/</p> <ul style="list-style-type: none">• *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-consitution-act-1982-background-jan-28-2021.html January 28, 2021• *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736• *Report of the Royal Commission on Aboriginal Peoples https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx• *Reports of the Truth and Reconciliation Commission http://www.trc.ca/about-us/trc-findings.html



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	<ul style="list-style-type: none">• *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
Focus	Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization
Suggested Learning Experiences	You may refer to the following: <ul style="list-style-type: none">• Sharing Circle, Page 96• Classroom Connections, Page 96• Looking Back see: tiv.ca/10/ for the full exercise• Privilege Walk Exercise see: tiv.ca/10/ You may watch * <i>Trick or Treaty</i> Film, Alanis Obamsawin, https://www.nfb.ca/film/trick_or_treaty/
Notes/Tips/ Sensitivity	The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise. It may not be appropriate for all groups.



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Subject/Grade/ Course Code	English, Grade 12, ENG4U
Overall Expectations/ Strand	<p>Oral Communication</p> <p>Using Active Listening Strategies</p> <p>1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations</p> <p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways</p> <p>Extending Understanding of Texts</p> <p>1.6 extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Speaking to Communicate</p> <p>Purpose</p> <p>2.1 communicate orally for a wide range of purposes, using language effective for the intended Audience</p> <p>Audio-Visual Aids</p> <p>2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience</p> <p>Reading and Literature Studies</p> <p>1. Reading for Meaning</p> <p>1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts (e.g., ... outline the historical or political context of an Aboriginal writer's narrative)</p> <p>2. Understanding Form and Style</p>



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	<p>2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts</p> <p>Media Studies</p> <p>3. Creating Media Texts</p> <p>3.4 produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques</p>
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	Session 10 links available at ltiv.ca/10/
Focus	<p>Concrete steps to decolonization and right relationships with Indigenous Peoples</p> <p>Becoming a good ally</p> <p>Pathways to decolonization</p>
Suggested Learning Experiences	<p>You may consider looking at Decolonization through <u>Critical Theory Work</u>: Marxist, Feminist, Historical, Structuralism</p> <p>***Remember to be mindful when using the Feminist Approach that some First Nations were/are matriarchal/matrilineal.</p> <p>You may refer to the following:</p> <ul style="list-style-type: none"> • Sharing Circle, Page 96 • Classroom Connections, Page 96 <p><u>Looking Back</u> see: ltiv.ca/10/ for the full exercise</p> <p><u>Privilege Walk Exercise</u> see: ltiv.ca/10/</p> <p>You may want to reflect on the connection between language and culture.</p>
Notes/Tips/ Sensitivity	The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to



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not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise. It may not be appropriate for all groups.



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Subject/Grade/ Course Code	Canadian and International Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>B3. Development of Law</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., laws relating to: ... the rights of indigenous peoples, ...)</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform, and assess the significance of specific instances where the advocated reforms have been achieved</p> <p>C. Rights and Freedoms</p> <p>C1. Legal Principles of Human Rights Law</p> <p>C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., United Nations Declaration on the Rights of Indigenous Peoples) Sample questions: "What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?"</p> <p>C2. Development of Human Rights Law</p> <p>C2.1 analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., ... the Indian Act, 1876; ...)</p> <p>C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world</p> <p>C4. Contemporary Issues</p> <p>C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment</p>



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	<p>D. Foundations of International Law and Dispute Resolution</p> <p>D1. Fundamentals of International Law</p> <p>D1.1 explain the legal significance of various principles and key concepts in international law (e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law)</p>
<p>LTIV Guide with page numbers</p>	<p>Session 10, Pathways to Decolonization, Pages 88-96</p>
<p>Online Resources with Links</p>	<p>Session 10 links available at tiv.ca/10/</p> <ul style="list-style-type: none"> • *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-constitution-act-1982-background-jan-28-2021.html January 28, 2021 • *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736 • *Report of the Royal Commission on Aboriginal Peoples https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx • *Reports of the Truth and Reconciliation Commission http://www.trc.ca/about-us/trc-findings.html • *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
<p>Focus</p>	<p>Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization</p>



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Suggested Learning Experiences

You may refer to the following:

- **Sharing Circle**, Page 96
- **Classroom Connections**, Page 96
- **Pathways Discussion** Pages 89-90
- **Avoiding Decolonization** Page 95

Looking Back see: ltiv.ca/10/ for the full exercise

Privilege Walk Exercise see: ltiv.ca/10/

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Subject/Grade/ Course Code	Equity and Social Justice, Grade 12, HSE4M
Overall Expectations/ Strand	C. Addressing Equity and Social Justice Issues C1. Historical and Contemporary Issues C1.1 analyse the rationale for specific instances of social injustice in Canadian history, and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed C1.2 analyse a broad range of current equity and social justice issues in Canada (e.g., ... Aboriginal land claim disputes and settlements; ...) with reference to the underlying social circumstances and potential strategies for addressing the issues
LTIV Guide with page numbers	Session 10, Pathways to Decolonization, Pages 88-96
Online Resources with Links	Session 10 links available at ltiv.ca/10/ <ul style="list-style-type: none">• *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-consitution-act-1982-background-jan-28-2021.html January 28, 2021• *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736• *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
Focus	Concrete steps to decolonization and right relationships with Indigenous Peoples Becoming a good ally Pathways to decolonization



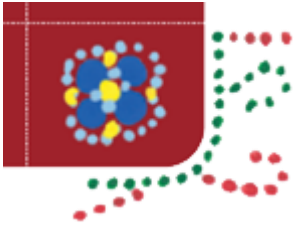
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Suggested Learning Experiences	<p>You may refer to the following:</p> <ul style="list-style-type: none">• Sharing Circle, Page 96• Classroom Connections, Page 96 <p><u>Looking Back</u> see: tiv.ca/10/ for the full exercise</p> <p><u>Privilege Walk Exercise</u> see: tiv.ca/10/</p> <p>You may watch <i>*Trick or Treaty Film</i>, Alanis Obamsawin, https://www.nfb.ca/film/trick_or_treaty/</p>
Notes/Tips/Sensitivity	<p>The Privilege Walk (page 96) can be upsetting for some —particularly those who come from groups that have been marginalized in their communities and/or beyond. Allow participants to choose to not participate and/or to not react to all questions. This activity should be done in a safe space with a careful and sensitive unpacking of the exercise.</p> <p>It may not be appropriate for all groups.</p>



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Session 11 – Re-Indigenization

Brief Description: In this session, you will explore the meaning of re-indigenization that is described in various ways as a recapturing of Indigenous traditions, a reconnection to who they are and where they are from, a re-education regarding the land and a re-seeding of the people. The session includes an imagining of what a decolonized Canada could look like and invites participants to reflect on what that might mean for all in terms of education, culture, economics, food, etc.

Scriptural Reflection:

Do not remember the former things or consider the things of old. I am about to do a new thing; now it springs forth, do you not perceive it? I will make a way in the wilderness and rivers in the desert.

Isaiah 43:18-19 (NRSV)

Theme(s) of Catholic Social Teaching (CST):

- Life and Dignity of the Human Person.
- Call to Family, Community, and Participation.
- Rights and Responsibilities.
- Option for the Poor and Vulnerable.
- Care for God's Creation.

United Nations Sustainable Development Goal(s) (SDG):

- **GOAL 1:** No Poverty.
- **GOAL 2:** Zero Hunger.
- **GOAL 3:** Good Health and Well-being.
- **GOAL 4:** Quality Education.



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- **GOAL 5:** Gender Equality.
- **GOAL 6:** Clean Water and Sanitation.
- **GOAL 7:** Affordable and Clean Energy.
- **GOAL 8:** Decent Work and Economic Growth.

Laudato Si' - Care for Our Common Home Connection:

“When nature is viewed solely as a source of profit and gain, this has serious consequences for society. This... has engendered immense inequality, injustice and acts of violence against the majority of humanity, since resources end up in the hands of the first comer or the most powerful: the winner takes all. Completely at odds with this model are the ideals of harmony, justice, fraternity and peace as proposed by Jesus.” -- Pope Francis, *Laudato Si'* #82

Please connect the **land acknowledgement** you create to begin this session with the **learning of this session**.

For understanding and support writing land acknowledgements, see pages 14 and 34 in the LTIV Guide, and the online video resource for Session 3: “**Acknowledging the Land:** What is the land acknowledgement? Why is it important and what does it mean?” <https://youtu.be/qNZi301-p8k>

In addition, a suggested acknowledgement for this specific Session is provided below, and is meant to precede the **territorial acknowledgement**:

Suggested Land Acknowledgement: As we gather today, let us commit ourselves to listening carefully to the Indigenous knowledge keepers of this land. Let us find a renewed connection to the land and see that recapturing tradition, reseedling people, and re-education are the work of Indigenous and non-Indigenous alike. When we have a renewed sense of our deep interconnectedness it will show in action that all our children’s lives matter. **Let us acknowledge that today we gather on the land of...**



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Subject/Grade/ Course Code	Arts, Grades 11 – 12, ASM 3M/4M, AVI 3M/30
Overall Expectations/ Strand	<p>ASM 3M/4M Media Arts</p> <p>D. Creating and Presenting A3 Using Technologies, Tools, and Techniques A3.3 communicate a personal message or an opinion on an issue of personal concern by creating and presenting media art works using a variety of techniques, tools, and/or technologies</p> <p>E. Reflecting, Responding and Analysing B2 Identity and Values B2.2 explain ways in which media art works reflect cultural identity</p> <p>F. Foundations</p> <p>C3 Responsible Practices C3.2 explain key ethical and legal practices associated with media arts, particularly with respect to copyright laws, and apply these practices when creating media art works</p> <p>AVI 3M/30 Visual Arts</p> <p>B. Reflecting, Responding and Analysing B1 The Critical Analysis Process B1.3 explain, with reference to particular works, both historical and how knowledge of an art work's cultural and historical context, achieved through research, has clarified and enriched their understanding of the work's intent and meaning</p> <p>C. Foundations C3. Responsible Practices C3.1 demonstrate an understanding of legal and ethical issues related to the appropriation of images, materials, or ideas, or to the display of art works and apply legal and ethical practices when appropriating images, materials, and/or ideas</p>



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LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding culture through story and art.
Suggested Learning Experiences	<p>Consider examining the following works of art:</p> <p>Aabaakawad Anishinaabewin, by Christi Belcourt, page 98</p> <p>Untitled Art, page 100</p> <p>Symbols, example, page 102-3</p> <p>Medicine Wheel teachings, page 112</p> <p>*Front Cover Art Work contributor, Diane Montreuil, https://dianeart13.wordpress.com/</p> <p>You may want to refer to Rowen White's article ReSeeding Our Relations, page 101, (full article by Rowen White, Ltiv.ca/11/)</p> <p>You may reflect on the following:</p> <p>Sharing Circle and Classroom Connections page 105</p> <p>You may work collaboratively with Food and Culture group to photograph food preparation as art.</p>
Notes/Tips/ Sensitivity	Be respectful of when it is permissible to photograph; it is not permitted during some ceremonies or at certain times. Ask permission from the knowledge keeper you are working with before taking photographs. Be sure to post for your audience where your inspiration for your art came from.



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Subject/Grade/ Course Code	Faith and Culture World Religion, Grade 11, HRE3M
Overall Expectations/ Strand	<p>Christian Moral Development</p> <p>CM1. Foundations: Demonstrate the moral authority(ies), the notions of freedom and justice (i.e., the Golden Rule) and the social and ecological responsibilities within the Abrahamic religious traditions and the First Nations, Métis and Inuit spiritualities; [CCC nos. 1928-1937; 1950-1986]</p> <p>Family Life</p> <p>CM3. The Moral Life: Identify moral norms as a natural expression of one's faith, the expressions of moral norms (promotion of peace and global solidarity), and explore models of advocacy of various faith groups in one's own community (e.g., examination of social conscience). [CCC nos. 1949-1986]</p> <p>Family Life</p> <p>FL1. Living in Relationship: examine the role of social and religious norms, identify the challenges presented by the encounter of cultures, and explore how various religions promote the dignity of the person within intimate human relationships and within society; [CCC nos. 1700-1876; 2203; 2334]</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Respect and value Indigenous cultures and learn from them and share in a better future for all.
Suggested Learning Experiences	<p>Learn about the Medicine Wheel Teachings on page 112.</p> <p>Read all of Session 11</p>



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	<p>Sharing Circle, page 105</p> <p>Classroom Connections, page 105</p> <p>Reimagining Turtle Island: Education: How have schools and universities changed? Give an example of how at least one subject is taught differently. <u><i>Culture and Spirituality:</i></u> How are Indigenous cultures, languages, and spirituality recognized, respected, and celebrated?</p>
Notes/Tips/ Sensitivity	<p>You may contact your local Indigenous Board Lead to include Indigenous knowledge keepers in your learning.</p> <p>You may connect this session with Catholic Social Teachings for Grade 11: Promotion of Peace and Solidarity.: Promotion of Peace and Global Solidarity</p>



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Subject/Grade/ Course Code	Food and Culture, Grade 11, HFC3M
Overall Expectations/ Strand	<p>A1. Exploring A1.1 explore a variety of topics related to food and culture</p> <p>B1. Food Choices B1.1 explain how various factors (<i>e.g., geography, religion, economics, culture, environment, values</i>) influence personal and societal food choices <i>Teacher prompt:</i> “How have colonization and globalization affected (increased and decreased) the variety and availability of foods?”</p> <p>B1.2 explain why specific foods are served on various special occasions in Canada and in different countries (<i>e.g., national holidays, cultural and religious celebrations, weddings, harvest celebrations, family celebrations</i>) <i>Teacher prompts:</i> “How do special holiday foods help to establish ethnocultural or religious identities?” “How are foods used to contribute to the celebratory nature of special occasions?”</p> <p>B1.3 describe the origins and development of food traditions and agricultural practices in a variety of cultures, and explain how they have influenced current practices in these cultures</p> <p>B3. Culture and Food Habits B3.1 describe foods from other cultures that are available in Canada (<i>e.g. bannock</i>) B3.2 describe responses by the food industry to consumer demand for greater diversity in food products B3.5 compare and contrast food-preparation practices in a variety of cultures</p> <p>C1. Food Availability C1.1 explain the relationship between geography and the foods naturally found or produced in different regions of Canada (<i>e.g., salmon on the west coast, beef and bison on the prairies,</i></p>



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	<p>Saskatoon berries on the prairies, cranberries in Ontario, grapes in southern Ontario, fish/seafood in the Atlantic provinces, seal and whale in the far north)</p> <p>C1.2 explain how overhunting and overfishing, as well as the reduction or elimination of natural habitats, have affected the availability of foods found in different regions of Canada</p> <p>C3 Flavours of the World</p> <p>C3.2 describe a variety of herbs and spices and their common uses in the cuisines of various countries/cultures</p> <p>C3.3 describe some characteristic flavours and aromas of the cuisines of various countries/cultures</p> <p>C3.4 plan and prepare a food item or items using herbs and spices typical of the cuisine of a particular country/cultures</p> <p>D Food Preparation Skills</p> <p>D3.7 demonstrate an understanding of meal customs and table-setting practices in a variety of cultures</p> <p>D3.8 plan, prepare, and serve a variety of food items from various countries/cultures using culturally specific ingredients and techniques</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding Indigenous food culture through relationship of language, land, and ceremony.
Suggested Learning Experiences	<p>Read and Reflect on ReSeeding Our Relations, pg. 101, (full article by Rowen White, ltiv.ca/11/)</p> <p>Sharing Circle, page 105</p>



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	<p>Classroom Connections</p> <p><u>Reimagining Turtle Island: <i>Culture and Spirituality</i></u>: How are Indigenous cultures, languages, and spirituality recognized, respected, and celebrated? <u><i>Foodways</i></u>: How have the foods we grow, harvest and eat changed?</p> <p>Work collaboratively with Art Class to photograph food preparation as art.</p>
Notes/Tips/ Sensitivity	<p>Be sure to work closely with a local Knowledge Keeper who can share teachings about local practices for ceremony and with food preparation.</p>



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Subject/Grade/ Course Code	Introduction to Anthropology, Psychology, and Sociology, Grade 11, HSP3U/C
Overall Expectations/ Strand	<p>B. Anthropology B2. Explaining Human Behaviour and Culture B2.1 explain, from an anthropological perspective, how various factors (e.g., physical environment, globalization, pandemics) influence and shape human behaviour and culture (e.g., technology, language, social structures, law, politics, religion and ritual, art)</p> <p>D. Sociology D3. Socialization D3.1 explain how structural changes take place in social institutions in response to diverse influences</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula.
Suggested Learning Experiences	<p>Read and Reflect on ReSeeding Our Relations, pg. 101, (full article by Rowen White, ltiv.ca/11/)</p> <p>Sharing Circle, page 105</p> <p>Classroom Connections <u>Reimagining Turtle Island:</u> <u>Education:</u> How have schools and universities changed? Give an example of how at least one subject is taught differently. <u>Culture and Spirituality:</u> How are</p>



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	<p>Indigenous cultures, languages, and spirituality recognized, respected, and celebrated? <u>Politics</u>: Do Indigenous Peoples have more political power? Do they have true self-government?</p> <p>Learn about the importance of Place-based Education. See session 1 Beginnings page 19.</p>
Notes/Tips/ Sensitivity	



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Subject/Grade/ Course Code	Philosophy, Questions and Theories, Grade 11, HZB3M
Overall Expectations/ Strand	<p>A1. Exploring A1.1 explore a variety of topics related to philosophy (e.g., the nature of a just society; the basis for moral behaviour; the nature of human rights; the relationship of humankind to other animals and the environment; to identify topics for research and inquiry)</p> <p>D1. The Relevance to Everyday Life and Society D1.1 explain the relevance of some of the big questions of philosophy to their own experiences in everyday life (e.g., questions about power in relation to the issue of bullying, about social responsibility in decisions to engage in social action, about the existence of a supreme being and their approach to religion, about the self and others in their relationships with family and friends) D1.2 explain the relevance of some of the big questions of philosophy to their community and the broader society (e.g., questions about the obligations of citizens and governments in Canadian and global politics; about equality and justice in policies regarding women, poor people, and ethnocultural minorities, including Aboriginal people;)</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding Indigenous worldview and perspective in relation to a just society; focus on healthy relationships between people and with the land.



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Suggested Learning Experiences	You may read Gregory Cajete's article What is Re-Indigenization? page 98 You may refer to the following: Sharing Circle questions and Classroom Connections on page 105
Notes/Tips/Sensitivity	Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.



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Subject/Grade/ Course Code	Analyzing Current Economic Issues, Grade 12, CIA4U
Overall Expectations/ Strand	<p>A. Economic Inquiry and Skill Development</p> <p>A2. Developing Transferable Skills</p> <p>A2.3 apply the concepts of economic thinking when analysing current events involving economic issues (e.g., ... demonstrations in support of First Nations land claims; ...) in order to enhance their understanding of these events and their role as informed citizens</p> <p>B. Fundamentals of Economics</p> <p>B2. Supply and Demand Models</p> <p>B2.1 demonstrate an understanding of models of supply and demand, including price elasticity, and apply these models to analyse selected economic decisions.</p> <p>Sample questions: ... “How might issues related to supply and demand influence the decision of an individual to move from a First Nation reserve to an urban centre?”</p> <p>C. Firms, Markets, and Economic Stakeholders</p> <p>C2. Economic Trade-Offs and Decisions</p> <p>C2.4 assess some responses, or possible responses, to current economic issues, using cost/benefit analysis</p> <p>Sample questions: “What are the costs and benefits of plans to build North American energy pipelines? Why is it important to take the perspectives of different stakeholders – such as the oil/gas industry, manufacturers relying on such energy, environmentalists, and First Nations, Métis, and/or Inuit peoples – into account when analysing these costs and benefits?”</p> <p>D. Macroeconomics</p> <p>D2. Fiscal Policy</p>



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	<p>D2.1 assess the significance of factors that influence fiscal policy decisions in Canada (e.g., ... responsibilities for health care, education, programs in Aboriginal communities, and other services;)</p> <p>E. Global Interdependence and Inequalities E3. International Economic Power and Inequality E3.3 explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at tiv.ca/11/
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula. How will land claims support economic reconciliation?
Suggested Learning Experiences	<p>You may read Gregory Cajete's article What is Re-Indigenization? page 98</p> <p>You may refer to the following: Sharing Circle questions and Classroom Connections on page 105</p>
Notes/Tips/ Sensitivity	Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.



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Subject/Grade/ Course Code	Canada History, Identity and Culture, Grade 12, CHY4U
Overall Expectations/ Strand	<p>Canada since 1945</p> <p>E2. Interactions and Interdependence</p> <p>E2.1 explain the context for the development of various reform movements in Canada during this period (e.g. Aboriginal rights), and evaluate the success of some of these movements</p> <p>E2.2 analyse some significant instances of social and political conflict in Canada during this period and assess their impact on the development of identity in Canada</p> <p>E2.3 analyse interactions between Aboriginal peoples and different governments in Canada during this period, with a focus on both positive changes and unresolved issues</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula.
Suggested Learning Experiences	<p>You may read Gregory Cajete's article What is Re-Indigenization? page 98</p> <p>You may refer to the following: Sharing Circle questions and Classroom Connections on page 105</p>
Notes/Tips/ Sensitivity	Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.



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Subject/Grade/ Course Code	English, Grade 12, ENG4U
Overall Expectations/ Strand	<p>Oral Communication</p> <p>Using Active Listening Strategies</p> <p>1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations</p> <p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways</p> <p>Extending Understanding of Texts</p> <p>1.6 extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Speaking to Communicate</p> <p>Purpose</p> <p>2.1 communicate orally for a wide range of purposes, using language effective for the intended Audience</p> <p>Audio-Visual Aids</p> <p>2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience</p> <p>Reading and Literature Studies</p> <p>1. Reading for Meaning</p> <p>1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts (e.g., ... outline the historical or political context of an Aboriginal writer's narrative)</p> <p>2. Understanding Form and Style</p>



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	<p>2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts</p> <p>Media Studies</p> <p>3. Creating Media Texts</p> <p>3.4 produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques</p>
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at tiv.ca/11/
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula.
Suggested Learning Experiences	<p>You may want to choose <i>Braiding Sweetgrass</i> by Robin Wall Kimmerer for your novel study.</p> <p>Consider including the poem, on page 100, by Ndee Elder Dudley Patterson in your poetry unit.</p> <p>Consider information about the Medicine Wheel Teachings on page 112.</p> <p>Consider reading What is Re-Indigenization? By Gregory Cajete, page 98</p> <p>You may refer to the following: Sharing Circle questions and Classroom Connections on page 105</p>
Notes/Tips/ Sensitivity	You may want to consider having the Indigenous writers of the literature be the facilitators of Indigenous worldview and perspective.



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Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.



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Subject/Grade/ Course Code	The Environment and Resource Management, Grade 12, CGR4M
Overall Expectations/ Strand	<p>A1 Geographic Inquiry</p> <p>A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management</p> <p>B2 Human Impacts</p> <p>B2.1 analyse differences in the views that various groups of people, including indigenous peoples, hold about the natural environment</p> <p>Sample questions: “How do the environmental beliefs of Aboriginal groups in Canada compare with those of indigenous peoples in other parts of the world, such as the Maori of New Zealand or the Masai of Kenya?” “Why is it important to analyse the beliefs and values of different groups towards the natural environment when investigating a proposal to open a new mine in northern Ontario? Why might these groups’ attitudes and ideas differ? Which groups and stakeholders would you need to research?”</p> <p>C2 Development of Natural Resources</p> <p>C2.1 analyse competing points of view about a natural resource development issue, using a geographic perspective sample question: “How do we, as a society, make decisions about contentious resource development issues when there are strongly competing interests and points of view?”</p> <p>C2.3 compare the economic, cultural, and social costs and benefits of selected resource development projects for various individuals or groups (e.g., indigenous peoples, businesses, farmers, tourists)</p>



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LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	Session 11 links available at ltiv.ca/11/
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula.
Suggested Learning Experiences	<p>You may read Gregory Cajete's article What is Re-Indigenization? page 98</p> <p>You may refer to the following: Sharing Circle questions and Classroom Connections on page 105</p>
Notes/Tips/Sensitivity	Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.



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Subject/Grade/ Course Code	Canadian and International Law, Grade 12, CLN4U
Overall Expectations/ Strand	<p>B3. Development of Law</p> <p>B3.2 explain how evolving social attitudes, values, and circumstances have promoted or prevented changes in various areas of Canadian and international law over time, and might do so in the future (e.g., laws relating to: ... the rights of indigenous peoples, ...)</p> <p>B3.3 explain the reasons of various individuals and groups for seeking legal reform, and assess the significance of specific instances where the advocated reforms have been achieved</p> <p>C. Rights and Freedoms</p> <p>C1. Legal Principles of Human Rights Law</p> <p>C1.3 explain the legal implications of a country's signing of various internationally recognized treaties and conventions related to the protection of human rights (e.g., United Nations Declaration on the Rights of Indigenous Peoples) Sample questions: "What concerns did Canada voice with respect to the UN Declaration on the Rights of Indigenous Peoples? Now that Canada is a signatory, what power does the declaration have within Canada? What recourse do indigenous people in Canada have should the government fail to protect the rights specified in the declaration?"</p> <p>C2. Development of Human Rights Law</p> <p>C2.1 analyse the impact, both positive and negative, of landmark legislation on the development of human rights law in Canada (e.g., ... the Indian Act, 1876; ...)</p> <p>C2.3 analyse various issues associated with addressing human rights violations, with reference to specific past and/or present examples of violations in Canada and around the world</p> <p>C4. Contemporary Issues</p> <p>C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment</p>



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	D. Foundations of International Law and Dispute Resolution D1. Fundamentals of International Law D1.1 explain the legal significance of various principles and key concepts in international law (e.g., rule of law, equality and non-discrimination in the enjoyment of human rights, diplomatic immunity, collective security, national sovereignty, concepts related to customary law and treaty law)
LTIV Guide with page numbers	Session 11, Re-Indigenization, Pages 98-105
Online Resources with Links	<p>Session 11 links available at tiv.ca/11/</p> <ul style="list-style-type: none"> • *INAN, Section 35 of the Canadian Constitution Act https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-constitution-act-1982-background-jan-28-2021.html January 28, 2021 • *Land Claims in Canada https://www.rcaanc-cirnac.gc.ca/eng/1100100030285/1529354158736 • *Report of the Royal Commission on Aboriginal Peoples https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx • *Reports of the Truth and Reconciliation Commission http://www.trc.ca/about-us/trc-findings.html • *Role of the United Nations as an oversight body for Indigenous Rights in Canada, https://www.canada.ca/en/departement-justice/news/2020/12/government-of-canada-introduces-legislation-respecting-the-united-nations-declaration-on-the-rights-of-indigenous-peoples.html
Focus	Understanding Indigenous Place-based Education in your community and integrating this understanding into your curricula.



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Suggested Learning Experiences	<p>You may read Gregory Cajete's article What is Re-Indigenization? page 98</p> <p>You may refer to the following: Sharing Circle questions and Classroom Connections on page 105</p>
Notes/Tips/ Sensitivity	<p>Contact your local Indigenous Board Lead to include local Indigenous Knowledge Keepers in the learning.</p>