



LIVING LIBRARY

Post Video Worksheet


ROBERT GREENE

1. What are some of the things that began to change once legislation outlawed traditional ceremonies?
2. How did these changes impact First Nation communities?
3. The speaker talks about a true democracy and justice system. Using evidence from this video describe what this looked like in Treaty 3.
4. What were some of the effects of the relocation of First Nations communities as lands were taken over by municipalities, and provincial and federal governments?
5. In the video, Robert speaks about changes to First Nations sovereignty. Using the concept of continuity and change, identify significant events that may have contributed to these changes.
6. During the building of the railroad through Treaty 3 territory, business dealings with First Nations people were outlawed. What kind of economic impact do you think this had?
7. Using a map to investigate, identify what Indigenous territories, languages and treaties are associated with your city/town.
8. What actions can we take to ensure we are upholding our individual treaty responsibilities?
9. What role does the government play as treaty signatories and in land claims?

**This video and lesson focuses on the CIVICS AND CITIZENSHIP CURRICULUM
GRADE 10**

Overview

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community.





Overall Expectations (with SEs)

- 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)
- B1.1** Describe some civic issues of local, national, and/or global significance (e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict), and compare the perspectives of different groups on selected issues
- B1.2** Describe fundamental beliefs and values associated with democratic citizenship in Canada (e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility), and explain ways in which they are reflected in citizen actions (e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work)
- B1.3** Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action (e.g., to protect their rights or the rights of others, to advocate for change, to protect existing programs, to protect the environment, to achieve greater power or autonomy, out of a sense of social justice or social responsibility, for ethical reasons, to protect their own interests)
- B1.4** Communicate their own position on some issues of civic importance at the local, national, and/or global level (e.g., equitable availability of extracurricular activities in schools, a local land-use conflict, poverty or violence in the local community, electoral reform, the debate over Sharia law in Ontario, the level of Canada's contribution to international development assistance, food security, Aboriginal land rights), explaining how their position is influenced by their beliefs/values.