**Date Reviewed**

October 2020

**Course**

[Social Studies 6](https://curriculum.gov.bc.ca/curriculum/social-studies/6)

**Topic**

Squamish Nation Governance

**Big Idea**

Systems of government vary in their respect for human rights and freedoms.

**Essential Question**

Who benefits from the different forms of governance and decision-making?

**Learning Standards**

**Content:**

*Students are expected to know:*

* different systems of government

**Curricular Competencies:**

*Students are expected to be able to do:*

* use inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

**Core Competencies**

[Communication](https://curriculum.gov.bc.ca/competencies/communication) - I can share my learning about governance structures through discussion.

[Thinking](https://curriculum.gov.bc.ca/competencies/thinking) - I can think critically about court decisions.

[Personal and Social](https://curriculum.gov.bc.ca/competencies/personal-and-social) - I value generational roles in a community and reflect on my own community and identity.

**First People’s Principles of Learning**

Learning involves generational roles and responsibilities.

**Introduction**

* Show 5-minute video [The Elders Are Watching](https://www.youtube.com/watch?v=GBRJx9pA29o).
* Have students use a [Think, Pair, Share](https://teaching.utoronto.ca/teaching-support/active-learning-pedagogies/active-learning-adapting-techniques/think-pair-share/) strategy to discuss the following questions:
* “What did you notice about the story?”
* “How did the story make you feel?”
* “What is the message of the story?”
* “What connections can you make?”
* “Who watches over Canada?” (government)
* “What is the role of the government?”
* Invite students to go for a silent walk (outside if possible) to reflect on the story.
* Have students write a reflection in their journals.

**Pre-Assessment**

* Journal: Why do we have governments? What do they do? What different types of government exist?

**Interactive Learning Activities**

Part 1: Getting to know the Squamish Nation

* Play the [Squamish Nation Welcome Song](https://www.youtube.com/watch?v=Zp3m7DFUSWc). Ask: “How does the song make you feel?”
* Use a [Jigsaw](https://www.jigsaw.org/) strategy to have students explore the [Squamish Nation website](https://www.squamish.net/about-us/). Divide students into 4 groups and assign each group one of these 4 sections of the “About Us” tab of the website: The Nation Today, Our History, Our Land, Our Culture. Have each student record their findings on the handout “Facts/Wonders/Images”.
* Put students into mixed groups to share their Facts/Wonders/Images.

Part 2: Government Symbols

* Project or print the carving on page 2 of the [Squamish Nation Council Governance Policy Document](https://www.squamish.net/governance-documents/).
* Discuss the image and quotation: *“The Skwxwú7mesh Úxwumixw will protect the Amalgamation and enhance the Úxwumixw cultural values and traditions through respect, equality and harmony for all”*
* Cut out 12 symbolic aspects of the carving. Put students into 12 small groups of 2 or 3 and hand out one symbol to each group. Have groups research their assigned [Squamish Nation Animal Symbols](https://shop.slcc.ca/legends-symbology/). Have each group create a statement about how their symbol relates to government.
* Have whole class form a circle (outdoors if possible) and share their statements about their animal symbols and government.

Part 3: Connection to Elders

* Play the opening 2:16 minutes of Squamish Chief [Ian Campbell’s speech](https://www.youtube.com/watch?v=zStL2mK2aSA)
* Tell students that they will be interviewing a family member or friend about a story of one of their elders. Have students create interview questions and then conduct the interview for homework over the next few days.
* Have whole class form a circle (outdoors if possible) and share the stories from their interviews.
* Discuss the fact that learning involves generational roles and responsibilities.

Part 4: The Indian Act

* Show the 1 minute 22 second video [The Indian Act](https://www.youtube.com/watch?v=twbovHdYbPc)
* Brainstorm: “What do you notice, wonder, feel”
* Ask: “How might the Indian Act affect the daily lives of the people of the Squamish Nation?”

Part 5: Case Study: Squamish Nation vs. Ministry of Fisheries and Oceans

* Discuss the fact that access to resources can be a source of conflict.
* Provide students with paper or digital copies of article [Squamish First Nation’s Bid for More Sockeye Fails in Court](https://www.cbc.ca/news/canada/british-columbia/squamish-first-nation-s-bid-for-more-sockeye-fails-in-court-1.4471735)
* Ask: “How do you feel? What makes you feel that way? Do you feel the court decision was fair?” Have students respond using a [Think, Pair, Share](https://teaching.utoronto.ca/teaching-support/active-learning-pedagogies/active-learning-adapting-techniques/think-pair-share/) strategy.
* Explain the if people feel that a court’s decision is unfair, they can take it to a Court of Appeal.
* Provide students with paper or digital copies of article about [Court of Appeal decision](https://biv.com/article/2019/08/squamish-nation-not-properly-consulted-fish-allowance-court)
* Have students create a statement that represents their feelings and thoughts about the appeal process.

**Post-Assessment**

* Exit Ticket: “What do you know about the Squamish Nation. What questions do you still have?”

**Extension Activities**

* Have students work in pairs or small groups to write an email to a current Squamish Nation [council member](https://www.squamish.net/government/council/). Students can use the “Letter to Councillor” handout to plan a draft of their email.
* If students receive responses, they should share these with the class.

**Additional References**

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**Materials and Resources**

(see next pages)

**Facts/Wonders/Images**

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| **Facts** |
| **Wonders** |
| **Images** |

**Letter to Councillor**

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| Information about ourselves |
| Things we learned about the Squamish Nation |
| Question for the councillor |