

**Date Reviewed**

February 2023

**Course**

[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](#) - I can share my learning about governance structures through discussion.

[Thinking](#) - I can think critically about court decisions.

[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](#).
- Have students use a [Think, Pair, Share](#) strategy to discuss the following questions:

- o “What did you notice about the story?”
- o “How did the story make you feel?”
- o “What is the message of the story?”
- o “What connections can you make?”
- o “Who watches over Canada?” (government)
- o “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](#). Ask: “How does the song make you feel?”
- Use a [Jigsaw](#) strategy to have students explore the [Squamish Nation website](#). 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

- 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](#). 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](#)
- 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](#)
- 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](#)
- 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](#) 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](#)
- 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](#). 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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<https://publications.gc.ca/site/eng/9.687655/publication.html>

Centre for First Nation Governance. 2013. “Best Practices: Squamish & Lil’wat First Nations: Principle: Inter-Governmental Relations.”

[https://web.archive.org/web/20200929031608/https://fngovernance.org/toolkit/best\\_practice/squamish\\_lilwat\\_first\\_nations](https://web.archive.org/web/20200929031608/https://fngovernance.org/toolkit/best_practice/squamish_lilwat_first_nations)

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[https://nvma.ca/wp-content/uploads/2018/10/Squamish\\_Community\\_Kit\\_2018\\_19\\_finalsm.pdf](https://nvma.ca/wp-content/uploads/2018/10/Squamish_Community_Kit_2018_19_finalsm.pdf)

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Squamish Nation. [n.d.] “Project, Negotiation & Development.”

<https://bowenland.civicweb.net/document/108932/Squamish%20First%20Nation%20Fact%20Sheet.pdf?handle=F3A08213AFE44E1EB3912FD75DE83BB7>

Squamish Nation Council. 2019. "Memorandum Regarding Squamish Nation's Governance: Structure, Designated Council Representatives and Communications Protocol."

<https://bowenland.civicweb.net/document/186993/Item%207.1a%20Memo%20re%20Squamish%20Nation%20Governance%20Struc.pdf?handle=36477971374A4AFABCCADAF8012CAEA8#:~:text=The%20Squamish%20Nation%20is%20governed.and%20eight%20re%20Delected%20Councillors.>

## **Materials and Resources**

(see next pages)

## Facts/Wonders/Images

**Facts**

**Wonders**

**Images**

**Letter to Councillor**

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Information about ourselves

Things we learned about the Squamish Nation

Question for the councillor