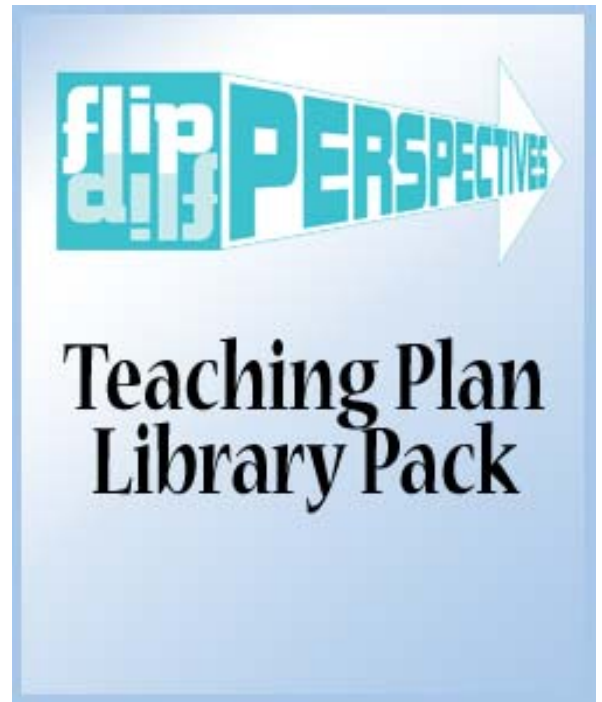


Flip Point of Perspectives, FNMI Titles include:

- **First Nations: This Land Was Theirs & Reserve Life -*
Author: Vanessa York
- *The Fur Trade: Booming Business & The Fur Trade Cause of Conflict -* **Author:** Anthe Crawley
- *New France French Settlers & New France First Nations -*
Author: Libby Anthe Crawley
- *Western Expansion: The Last, Best West & Western Expansion Aboriginal Homelands -***Author:** Elizabeth Brereton

Annotation: The Flip Point of View series is a set of 24 books for Canadian students that examine a topic from two different perspectives, both equally weighted. Each book engages the student by providing opportunities for debate, discussion, and critical thinking. Each book includes a table of contents, timelines, glossaries, quotes, maps, illustrations, historical photographs from across Canada, case studies, biographies, and teacher lesson plans that fit with the Alberta Social Studies curriculum. **The kit contains some of these titles as well as some cautionary notes.**



Concepts at a Glance:

- ✚ Fur Trade, Monopoly, Settlements, Alliances, Numbered Treaties
- ✚ Missionaries, Assimilation, Eurocentric, Residential School, Stereotypes,

Links to explore:

- Explore CBC's historical docudrama "A People's history," by visiting the following link:
<http://www.cbc.ca/history/index.html>
- Explore the graphic stories of the Fur Trade based on the archived journals of Hudson Bay employees: "Tales of The Bay," <http://www2.hbc.com/hbcheritage/learning/ebooks/>

Projects, Ideas and Activities:

1. After reading the Flip Perspectives text set, write a paragraph explaining why the author(s) provided two different perspectives on the same topic. Why is it important to examine topics under more than one perspective?
2. Examine and discuss in groups who the target audience is for the "free land" posters on pages 7 and 13 of Western Expansion The Last, Best West. Discuss in groups the message these posters portray about people of non-European background or of female gender. What would be the reaction today to this poster?
3. Examine and research further how the impacts of the Indian Act on First Nation, Métis and Inuit Peoples. Discuss the pros and cons of having such an act. How does the Indian Act relate to the numbered treaties? Discuss if Government should have the ability to define who a person is or the terms of their identity. What terms today are used to describe Aboriginal peoples?

***Some content needs to be explained further. For example, in some potlatch ceremonies a family may give all they had but this family would not become "bankrupt." The act of giving what they had demonstrates humility as well as generosity and families who give all that they have will benefit from collective efforts of their community.**

Flip Perspectives- Curricular Links

Social Studies General Outcomes:

7.1: Toward Confederation

- ✚ Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

7.2: Following Confederation: Canadian Expansions

- ✚ Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

9.1.7 - Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada

- ✚ How does the *Indian Act* recognize the status and identity of Aboriginal peoples? How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?

English Language Arts

1.2 Clarify and Extend

- ✚ (9) Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.
- ✚ (7) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.
- ✚ (9) Assess whether new information extends understanding by considering diverse opinions and exploring ambiguities.

2.2 Respond to Texts

- ✚ (8) Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view.
- ✚ (8) Explain connections between own interpretation and information in texts, and infer how texts will influence others.

2.4 Create Original Text

Elaborate on the expression of ideas

- ✚ (8) Retell oral, print and other media texts from different points of view.

5.1 Respect Others and Strengthen Community

Use language to show respect

- ✚ (8) Use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities.

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