



Aboriginal Perspectives

Secondary

The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!



Canadian and World Studies Economics

Analysing Current Economic Issues
Grade 12, University Preparation (CIA4U)

Aboriginal Teaching Strategy

Resource Development and Its Impact

Students study the economic, cultural, and social impacts of resource development on Aboriginal communities.

Related Curriculum Policy

- *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2005*

Strand

Economic Stakeholders

Specific Expectations

Stakeholder Needs and Economic Systems

- analyse the economic and social/cultural impact of resource development on traditional lands of First Nation peoples (e.g., logging or commercial fishing in British Columbia, pipeline construction or mining in the North, gaming in Ontario)

Aboriginal Context

First Nation peoples have become interested in resource development and the casino gambling industry as means of providing a strong economy for their communities. However, they also recognize that it is important to maintain their unique social structures, culture, and ways of living, and that resource development and casino gambling may have a negative impact on them. Thus, First Nation peoples must weigh the positive and negative effects of resource development and casino gambling on their communities.

Teaching Strategies

- Promote a discussion in the class, using this starter: Is resource development a benefit or detriment to First Nation peoples?
- Ask students what economic, social, and cultural effects resource development has on First Nation peoples. Review with them the differences between fact and opinion, and have them identify sources and analyse biases in primary source materials.
- Have students independently analyse one of the following: logging and the Kitasoo/Xaixais First Nation (of the Heiltsuk Tribal Council); the Mackenzie Valley Pipeline construction and the Dene Tha' First Nation; or gaming in Ontario and the Rama First Nation.
- Have students write a supported opinion piece stating their views on the economic and social/cultural impact of proposed or existing logging, pipeline construction, or gaming initiatives, using information gathered from First Nation sources, other reports or assessments, or newspaper sources. The opinion piece should include background information on the First Nation peoples affected by the development.

Resources

The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.

Alberta Gaming Research Institute. "First Nations Communities and Casino Gaming: Themes, Trends and Ideas." *Research Reveals* 5, no. 1 (October 2005).

<http://dspace.ucalgary.ca/bitstream/1880/44013/1/RR-Issue1-vol5-2005.pdf>

Research report that uses examples from Ontario and the United States to show the effects of casino development and to demonstrate the need for First Nation peoples to build strong economies.

Dene Tha'. Welcome to Dene Tha'. <http://www.denetha.ca/> Information about the Dene Tha' First Nation.

Ewins, Peter, and Carpenter, William. "Mackenzie Valley: Balancing Nature, Culture, and Natural Gas." *Environmental Times*.

http://www.grida.no/_res/site/File/publications/environment-times/arctic_03.pdf

Report on the need to form partnerships with all the stakeholders involved in pipeline development.

Heiltsuk Tribal Council. "First Nation Releases Historic Land-Use Plan Protecting the Heart of B.C.'s Central Coast." <http://www.ecotrust.ca/first-nation-releases-historic-land-use-plan-protecting-heart-bc%E2%80%99s-central-coast> News release by the Heiltsuk Tribal Council on their historic land-use plan for the heart of B.C.'s Central Coast, a region environmentalists call the Great Bear Rainforest, which has been at the centre of environmental conflict for the past decade.

Kitasoo/Xaixais. The Kitasoo/Xaixais First Nation and the Community of Klemtu.

<http://www.kitasoo.org/> Information about the Kitasoo/Xaixais First Nation.

Kitasoo/Xaixais First Nation. Land and Resource Protection and Management Plan.

<http://www.kitasoo.org/forestry/landplan/index-LandUsePlan.html>

Statement of the comprehensive claim, made in 1982, to explain to Canada and the world who the Kitasoo/Xaixais First Nation is and where they live.

Mackenzie Gas Project. *Environmental Impact Statement for the Mackenzie Valley Project*. Volume 4, Part B. Socio-Economic Baseline: Dene Tha' First Nation Community Report.

http://www.mackenziegasproject.com/theProject/regulatoryProcess/applicationSubmission/Documents/Vol_4B-Dene_Tha_First_Nation_Baseline.pdf

Report on the Dene Tha' First Nation in response to the "Joint Review Panel request for a community-specific organization of the environmental impact statement socio-economic baseline data".

Mackenzie Gas Project. *Environmental Impact Statement for the Mackenzie Valley Project*. Volume 6, Part C. Socio-Economic Impact Assessment: Dene Tha' First Nation Community Report. http://www.mackenziegasproject.com/theProject/regulatoryProcess/applicationSubmission/Documents/Vol_6C-Dene_Tha_First_Nation_SEIA.pdf. Report on the Dene Tha' First Nation in response to the "Joint Review Panel request for a community-specific presentation of the environmental impact statement socio-economic impact assessment".

Wynne, H., and McCreedy, J. *Examining Gambling and Problem Gambling in Ontario Communities*. Ontario Problem Gambling Research Centre. <http://www.gamblingresearch.org/contentdetail.sz?cid=2409>
Research report on the positive and negative effects of gambling in Ontario.

Making Community Connections

- Where possible, invite a local Aboriginal politician or businessperson involved in First Nation resource development to present information on the effects of such development on their First Nation community.

ABOUT THE TEACHER'S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

