

Yukon First Nation Studies 12: Localization Considerations

November 2020



“When delivering this course, engagement with local Knowledge Keepers, First Nation Governments, First Nation Education departments, Elders, Knowledge Keepers, CELC’s, ESW’s¹ and YFN Language Teachers is essential – also, bring students on the land and support them in gaining a deeper understanding and appreciation of Yukon First Nations ways of knowing, being and doing”.

An Overview

Yukon First Nation 12 Studies is a localized version of the BC First Peoples curriculum. The development and implementation of this course represents an exciting step to ensure the curriculum experience for students reflects Yukon First Nation voice, content and educational priorities. Delivering the Yukon First Nations Studies 12 will look different for each community, as each community’s history and ways of knowing, doing and being is unique.

Sample Thematic Organizer

Relationships to the Land: An Introduction to the Land, Living on and Sharing the Land & Its Resources

The Historical Journey: Colonial Impact, Organizing Indigenous Rights and Pursuing Justice

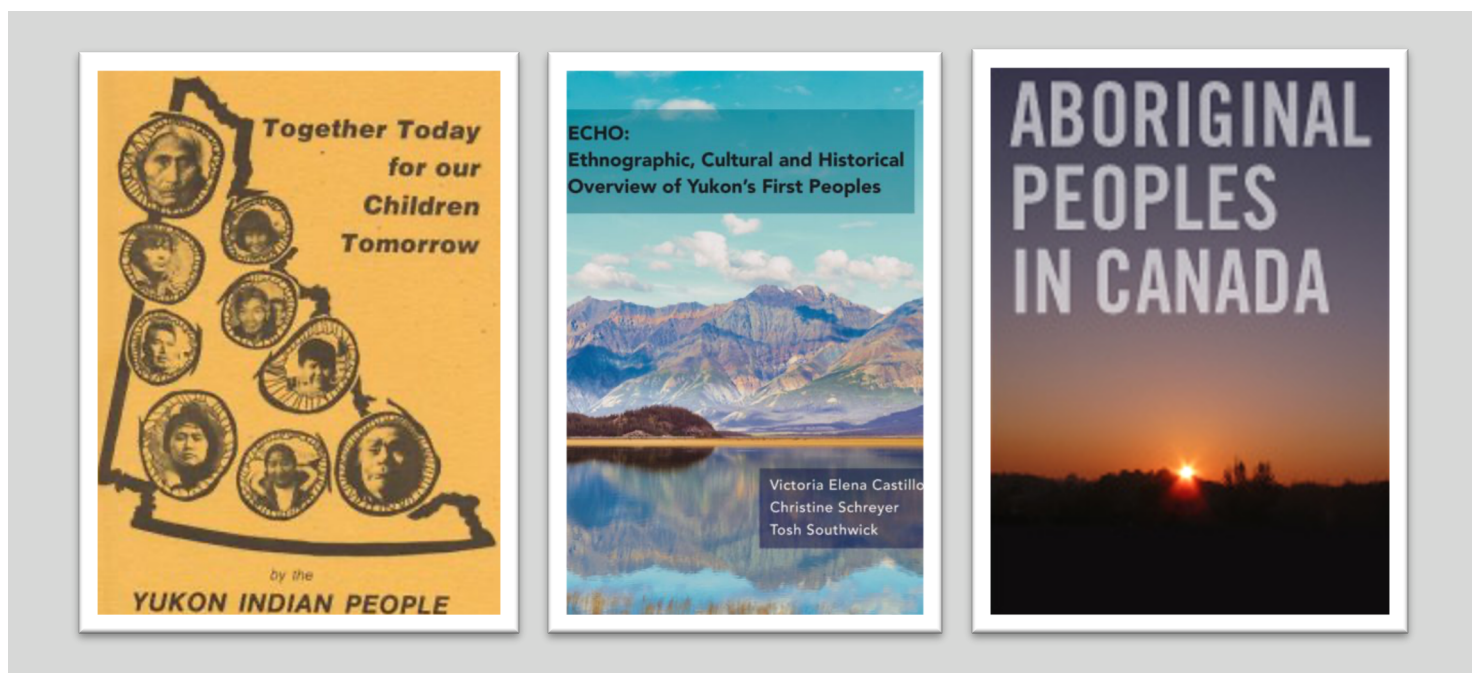
Contemporary Developments: Yukon First Nations Self-Government, Modern Treaties

Cultural Expression: Convey the richness, diversity, and resiliency of Yukon First Nations.

¹ CELC = Community Education Liaison Coordinators, ESW = Educational Support Worker. Are employed by First Nation Governments to support students.

The identities, worldviews, and languages of Yukon First Nations are renewed, sustained, and transformed through their connection to the land and water.	The impact of contact and colonialism continues to affect the political, social, and economic lives of Yukon First Nations.	Cultural expressions convey the richness, diversity, and resiliency of Yukon First Nations.	Through self-governance, leadership, and self-determination, Yukon First Nations challenge and resist Canada's ongoing colonialism.
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Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, events, places, issues, or developments in the past and present (significance) • Identify what the creators of accounts, narratives, or maps have determined to be significant (significance) • Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence) • Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change) • Assess the long and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence) • Assess the connectedness or the reciprocal relationship between people and place (cause and consequence) • Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective) • Explain and infer perspectives and sense of place, and compare varying perspectives on land, water and place (perspective) • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment) 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • traditional territories of the Yukon First Nations and relationships with the land and water • role of oral tradition for Yukon First Nations • impact of historical exchanges of ideas, practices, and materials among local Yukon First Nations and with non- indigenous peoples • provincial and federal government policies and practices that have affected, and continue to affect, the responses of Yukon First Nations to colonialism • resistance of Yukon First Nations to colonialism • role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of Yukon First Nations • commonalities and differences between governance systems of traditional and contemporary Yukon First Nations • contemporary challenges facing Yukon First Nations, including legacies of colonialism



Resource Considerations

First and foremost, successful delivery of Yukon First Nation Studies 12 depends upon a teacher's ability to build meaningful, respectful and reciprocal relationships with Yukon First Nations community members in the traditional territory where they teach. Secondly, as communicated by Elders and Knowledge Keepers involved in the curriculum development process, it is essential that students have 'placed-based / experiential' opportunities to ground learning on the land. In this sense, the primary resources for YFN12 are the 'people and place' where you are teaching.

To support the delivery of YFN12 we are recommending:

[Together Today for our Children Tomorrow](#)

[ECHO: Ethnographic, Cultural and Historical of Yukon's First Peoples](#)

[Aboriginal Peoples in Canada \(student text and teachers manual\)](#)

Members of First Nations Initiatives and the Curriculum and Assessment Units reviewed the Aboriginal Peoples in Canada materials. While providing important thematic content, case studies and developed classroom materials relating to the broader Canadian context, there were concerns regarding this resource's ability to support the localized requirements articulated in the Yukon First Nations 12 curriculum document. In addition to the lack of emphasis/incorporation of Yukon First Nation language, culture, history, and Yukon Modern Treaties / Self Government, of specific concern was the use of terminology that is not congruent with Yukon norms.

From our vantage point, it is imperative that the Aboriginal Peoples in Canada text is utilized as a secondary resource in the delivery of Yukon First Nations 12. In addition to accessing the expertise of local Yukon First Nation governments, Elders, educators and Knowledge Keepers, First Nations Initiatives and Curriculum and Assessment are able to provide further support in ensuring appropriate localization. **In the pages below we**

have done some preliminary work mapping sections of ECHO, TTCT and the Aboriginal Peoples in Canada to corresponding content areas within the YFN12 course.

Some Specific Concerns with the use of Aboriginal Peoples in Canada Text in Yukon Classrooms (not exhaustive)

Concerns	Yukon Teacher Response
Lack of use of Yukon First Nations language(s)	Find resources (prayers, terms, place names) in the local language. See examples in Appendix 1.
Terms used that are not norms in Yukon – ie, Aboriginal, Native	Define terms and explain how they are being used (in Canadian context) and explore why context is distinct here in Yukon
Case Studies are not Yukon Based	Use Case Studies in Aboriginal Peoples in Canada to expose students to important events and themes in Canadian context but look to connect to Yukon examples – ie. Natuck Brothers, ANWR, Peel Watershed, Forty Mile Caribou Herd. Localized examples can be accessed through local resources and/or First Nation Initiatives/Curriculum and Assessment.
Yukon First Nation Art and Culture Not Highlighted	Access local resources to showcase the innovative and dynamic arts community that exists in Yukon (contemporary) <ul style="list-style-type: none"> • Literature • Music – Traditional, Hip Hop, Folk, Rock, etc. • Visual Arts – All Mediums • Theater and Performing Arts • Story Telling • Architecture • Sculpture • Dance
Emphasis on Reserve System	Use ECHO pg. 141 to Explore Yukon Community Information before land claims. Expose students to why there are no reserves in Yukon (umbrella final agreement).
Text was written in 2011 and not up to date	Seek to ensure content is relevant and reflective of current / recent events.

Digital Access

ECHO: Ethnographic, Cultural and Historical Overview of Yukon's First Peoples
<https://pressbooks.bccampus.ca/echoyukonsfirstpeople/front-matter/dedication/>
 ISBN: 978-1-988804-32-3

Together Today for Our Children Tomorrow – Council of Yukon First Nations

https://www.cyfn.ca/wpcontent/uploads/2013/10/together_today_for_our_children_tomorrow.pdf

Aboriginal Peoples in Canada: Student E-Text

www.pearsoncanada.ca/pearsonetext

Login name: YAB1

Password: Student1

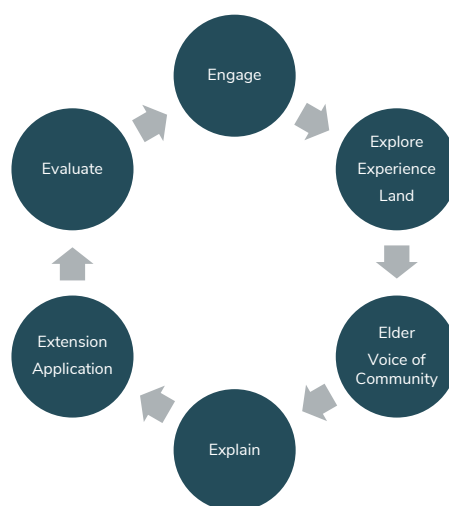
Teaching Methodology and Lesson Design

When planning units, lessons and experiences within Yukon First Nation Studies 12, teachers are encouraged to consider not only “what” they teach but also “how” they teach. Engagement with the following questions may assist in the planning process:

- How is the perspective of the community represented in this lesson?
- How present is the voice of Elders or Knowledge Keepers?
- How am I using ‘place’ to facilitate meaningful experiences – that relate to specific content and skill acquisition?
- How am I engaging students, to ensure they are invested in this work?
- What experiences am I providing to make learning relevant?
- How does this course disrupt/address stereotypes, social violence and patterns of colonial dysfunction in Yukon?
- How will students apply skills and content to demonstrate learning?
- How will I determine if students have achieved the intended learning outcomes?

“it is essential that students have ‘placed-based / experiential’ opportunities to ground learning on the land. In this sense, the primary resources for YFN12 are the ‘people and place’ where you are teaching”

An Adapted 7E Planning Model



Content Areas and Initial Resource Suggestions

Relationships to the Land: An Introduction to the Land, Living on and Sharing the Land & its Resources	
Content (from Curriculum Document)	Potential Resources
Traditional territories of the Yukon First Nations and relationships with the land: Sample topics: <ul style="list-style-type: none"> • Traditional territories of local First Nations • Traditional territories may overlap. • difference between political boundaries and traditional territories • how the land shapes and influences Yukon First Nations worldview (e.g., stewardship, cultural practices of the land and water, relationship to language) • cultural and linguistic diversity that exists among Yukon First Nations • Importance of place names and language in each community 	Experiential Opportunities: <ul style="list-style-type: none"> • Visit to YFN Lands Branch and/or tour. • Land based activity with an Elder. • Visit to YFN cultural centers with focused investigation for students. • Place Name Scavenger Hunt (Collab with Language Teacher) – Compare and Contrast. • Canoe / Hiking Trip to site of local significance.
	Materials: ECHO: Chapter 1, 2 TTCT: pg. 9 - 16 Giant Floor Map Web: http://lss.yukonschools.ca/yukon-first-nations-languages.html http://ynlc.ca/index.html https://native-land.ca/
Role of oral tradition for Yukon First Nations (and British Columbia First Peoples): Sample topics: <ul style="list-style-type: none"> • Elders as knowledge keepers who share the history of their people and lands and waters • Oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements) • Stories, songs, music, and dance as forms of narrative • Oral tradition shapes identity 	Experiential Opportunities: <ul style="list-style-type: none"> • Elder Visit • Invite member of local Yukon First Nation Dance Group to present to class. • Field Experience to Cultural Heritage Site (i.e. Long Ago Peoples Place, Moosehide, Skooki's Camp Carcross).
	Materials: ECHO: Chapter 2 and Chapter 3 "Life Lived Like a Story: Life Stories of Three Yukon Native Elders: Cruikshank, Julie: 9780774804134

<p>and connects to the past, present, and future.</p> <ul style="list-style-type: none"> Oral tradition provides guiding principles for living. indigenous concept of time (e.g. spiraling versus linear) 	<p>Text(s) Available through First Nations Initiatives at Department of Education</p> <p>General Information on Importance of Language: Aboriginal Peoples in Canada – Chapter 1, 2.</p>
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The Historical Journey: Colonial Impact, Organizing Indigenous Rights and Pursuing Justice	
<p>Impact of historical exchanges of ideas, practices, and materials among local Yukon First Nations and with non-indigenous peoples:</p> <p>Sample topics:</p> <ul style="list-style-type: none"> Trade networks and routes Settlement and migration patterns maritime and land fur trade Exchange of goods, technology, economy, knowledge industries (e.g., gold rush, whaling) Commonalities and differences between governance systems of traditional and contemporary Yukon First Nations: traditional governance, band system <p>Key Continuity and Change Topics:</p> <ul style="list-style-type: none"> Fur and Whaling Trade Burning of Ft. Selkirk Gold Rush Missionaries and Religion Indian Act / Residential Schools Big Game Outfitting Alaska Highway Resettlement of Yukon First Nation communities 	<p>Experiential Opportunities:</p> <ul style="list-style-type: none"> Localized Tour Highlighting Sites of Displacement and Resistance with Knowledge Keeper. Chilkoot Trail Hike <p>Materials: ECHO: Chapter 4</p> <p>Kohklux Map: https://www.heritageyukon.ca/resources/publications</p> <p>TTCT: 7- 16</p>
<p>Territorial and federal government policies and practices that have affected, and continue to affect, the responses of Yukon First Nations to colonialism:</p>	<p>Experiential Opportunities:</p> <ul style="list-style-type: none"> Visit to Museum or Cultural Center (ie. MacBride, Kwanlin Dun Cultural Center with goal to generate key events of consequence) – ECHO pg. 135 has sample questions.

<p>Sample topics:</p> <ul style="list-style-type: none"> • Indian Act and its amendments • Enfranchisement • White Paper, Red Paper (Alberta), Brown Paper (B.C.) • Residential schools, including federal apology, Truth and Reconciliation Commission and Report • Sixties Scoop and foster care system • Canada's constitution (e.g., Meech Lake and Charlottetown Accords, Canadian Charter of Rights and Freedoms) • UN Declaration on the Rights of Indigenous Peoples 	<p>Materials:</p> <p>Aboriginal Peoples in Canada: General Themes in Canada: Chapter 5, Chapter 6, Chapter 9, Chapter 13</p> <p>“Fractured Land Film” available via Resource Services</p>
<p>Contemporary challenges facing Yukon First Nations, including legacies of colonialism:</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • Missing and Murdered Indigenous women and girls. • Stereotypes and institutionalized racism, racial profiling • Intergenerational trauma • Judicial and correctional system child welfare system • Conditions (e.g., housing, education, employment) 	<p>Experiential Opportunities:</p> <p>Connecting with Yukon Women's Directorate, Yukon First Nation Educational Directorate, Yukon Aboriginal Women's Association and/or other social service providers and organizing a tour / experiential partnership.</p> <p>Materials:</p> <p>Aboriginal Peoples in Canada: Chapter 14</p>

<p>Contemporary Developments: Yukon First Nation Self Government, Modern Treaties (Umbrella Final Agreement and Self-Governing Agreements)</p>	
<p>Resistance of Yukon First Nations, and across Canada to colonialism:</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • Political actions of local, 	<p>Experiential Opportunities:</p> <ul style="list-style-type: none"> • Modern Treaty Simulation

<p>territorial and provincial indigenous groups (e.g., Union of British Columbia Indian Chiefs, Métis Nation British Columbia)</p> <ul style="list-style-type: none"> • Council for Yukon Indians, Yukon Native Brotherhood, Yukon Association of Non-status Indians, • Land claim agreements • Umbrella final Agreements • Tsilhqot'in War • Gustafsen Lake • Idle No More • Judicial cases (e.g., Calder, 1973; Guerin, 1984; Sparrow, 1990; Van der Peet, 1996) • Cindy Blackstock and the Canadian Human Rights Tribunal ruling • Ecological justice and protests (e.g., pipelines, logging, hydraulic fracturing, liquefied natural gas, hydroelectricity) • Establishment of the Yukon First Nation Education Directorate 	<ul style="list-style-type: none"> • Mapping the Way (films and resources) https://mappingtheway.ca/ • ECHO: Chapter 5 • Videos: Perspective Series available at https://mappingtheway.ca/stories/perspectives-series-1-together-today-our-children-tomorrow • Gordon Foundation – Modern Treaty Website <p>Materials:</p>
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<p>Cultural Expressions: Cultural expressions convey the richness, diversity, and resiliency of Yukon First Nations.</p>	
<p>Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of Yukon First Nations:</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • Portrayal and representation of Yukon First Nations in media • Repatriation and ownership of cultural objects 	<p>Experiential Opportunities:</p> <ul style="list-style-type: none"> • Inviting a local artist to discuss their work. • Visit Art Center – tour exhibits • Attend a production – Gwaandak Theater • Book Club / Novel Study • Online concert • Television Analysis Activity • Access local Story tellers, comedians, hip hop artists, performers, • Hand Games Tournaments

<ul style="list-style-type: none"> Ethics of copyright, patent rights, intellectual property, and appropriation 	<ul style="list-style-type: none"> Yukon Aboriginal Sport Circle
	<p>Materials:</p> <p>ECHO: Chapter 6 https://www.shakatmedia.com/</p>

CONTACT US:

First Nations Initiatives and Curriculum and Assessment are very excited about working with you. Please contact us if you have questions and suggestions.

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Appendix 1: Examples of Localizations - Opening Prayers

Southern Tutchone

K'ekwädunje

Kwänischis Ut'äkwädínch'e äk'ān dzenù nàkwāntth'āt yū.
 Thank you Creator for this day.

Nān' nch'e Ut'äkwädínch'e nch'e.
 You are the one we all depend on.

Dághaālān uk'ānúta jè, dádùnèna shū.
 May you look after all of our relatives, and our children too.

Dáshāw, äyet dān kánādān shū, uk'ānúta jè.
 May you look after our elders, as well as those who teach.

Jū nānkay k'ānīdāl k'e sòóthān dak'ānúta jè.
 Watch over us wherever we go on this land.

Äk'ān dzenù sòóthān dák'ānútà jè.
May you keep us safe this day.

Tl'ákhù kwàch'e.
Amen / that is all.

Kwānischiss Ut'ákwādínch'e, äk'ān dzenù nàkwānth'āt yū.
Thank you Creator, for this day that has come about

Nānkay äyū chākādīdāl, dān ātlā jenāda,
All around the world we are having hard times, many people are sick,
dāts'ān nānnjī k'e, dān łashē ch'āw uts'ān nānūnnjī dāw.
help us to be able to help all of the people.

Äyet ndā dān dāghā ndāsadla kukay nādinjī.
Bless the medical people who are working for us.

Ut'ákwādínch'e dāts'ān nānnjī nłāyè k'aats'īdli du.
Creator help us to love each other.

Dághāālān uk'ānútà jè, dādūnēna shù.
Look after our family, and our children too

Ut'ákwādínch'e, mā jenāda sòóthān uk'ānūtà jè.
Creator, those who are sick take good care of them.

Dazhān nānkay ye ghānāäye,
What grows all on the Earth

ye nena k'ānā'ār,
what animals walk around

ye lù k'ānā'wāl,
what fish all swim around

sha uyè nàkwānādhēl,
The sun with which it warms everything

dazhān nānkay nāts'ejè shù,
This earth on which we live, too

dāghā uk'ānūtà jè.
Take care of all of it and us

Tl'ákhù kwàch'e

Any and all mistakes in this prayer are a result of me (Kàlx'òkw – Mary Jane Leger) still learning to speak my language.