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## **ABORIGINAL VETERANS & WARRIORS**

**Grade Levels: 6, 7, 8, 10**

**Subjects: Social Studies, History, Canadian & World Studies**

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### **OBJECTIVE**

Students will learn about the contributions of Aboriginal peoples to Canada's war efforts; how Aboriginal warriors have sought self-determination and enforced their treaty rights; and that Aboriginal peoples have a long history of defending Canada.

### **SPECIFIC CURRICULUM EXPECTATIONS**

#### **Grade 6 Social Studies: First Nations Peoples and European Explorers**

- » identify the results of contact for both the Europeans and the First Nations peoples
- » formulate questions with a statement of purpose to develop research plans
- » use and construct a variety of graphic organizers to clarify and interpret information
- » explain how cooperation between First Nations and Europeans benefited both groups

#### **Grade 7 History: New France**

- » identify and explain examples of conflict and cooperation between the French and First Nations peoples
- » outline the background and causes of key events in the period and describe their effects
- » formulate questions to aid in gathering and clarifying information
- » analyze and describe conflicting points of view about an historical event

#### **Grade 7 History: Conflict & Change**

- » identify types of conflict and describe strategies for conflict resolution

#### **Grade 8 History: The Development of Western Canada**

- » describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and groups
- » describe and analyze conflicting points of view about an historical event

#### **Grade 10 Canadian & World Studies: Communities – Local, National, and Global**

- » identify contributions to Canada's multicultural society by ethnocultural communities
- » describe Canada's and Canadians' contributions to the war effort overseas during World War I and World War II

## RESOURCES

The *500 Years of Resistance Comic Book*, by Gord Hill (Arsenal Pulp Press). Note to teachers: *The 500 Years of Resistance Comic Book* contains some graphic illustrations (war, violence, injuries); it should be considered for students in Grade 7 and above.

*Native Soldiers, Foreign Battlefields*, by Janice Summerby (Veterans Affairs Canada). Go to [www.veterans.gc.ca/eng/history/other/native](http://www.veterans.gc.ca/eng/history/other/native) to print individual chapters from *Native Soldiers, Foreign Battlefields*; a PDF version of the entire book is also available. Call Veterans Affairs Canada if you would like a bound copy mailed to your school.

## ASSESSMENT & EVALUATION STRATEGIES

- » Work Samples
- » Oral Report
- » Observation
- » Checklist

## TEACHING STRATEGY #1 – CREATE A GRAPHIC ORGANIZER/MIND MAP

**Prompt:** Describe the ways in which the 1763 Rebellion was a key event in the history of Canada. What role did the Rebellion play in determining the relationship between Canada and First Nations peoples?

**Background Information:** Many Aboriginal peoples in the Great Lakes region were allied with the French, but France ceded New France to Britain in 1763. Afterward, Great Britain issued the Royal Proclamation of 1763, which established a nation-to-nation relationship between the Crown and First Nations peoples; recognized that Aboriginal peoples have rights to the land; established a treaty-making process; and recognized the existence of First Nations rights, including rights to land, rights to hunt, fish, and gather, and rights to self-government. After the War of 1812, First Nations people were no longer needed as allies, so the Crown began to concentrate on obtaining and settling land via treaty.

## Activity

1. Have students read “Pontiac: 1763 Rebellion and the Royal Proclamation” in *The 500 Years of Resistance Comic Book*.
2. Have a large-group discussion about the ways in which France, Britain, and First Nations people cooperated and were in conflict during the era of New France. Make sure to discuss any differences in the points of view presented by various resources and *The 500 Years of Resistance Comic Book* (which is written by an Aboriginal author).  
Have students create a graphic organizer/mind map of their own design showing the connections and conflicts among France, Britain, and First Nations peoples.
3. Have students display their organizers on a bulletin board outside the classroom.

### Extensions

1. Do you think biological/germ warfare is a “modern” addition to war? Have a large-group discussion about Sir Jeffery Amherst’s directive to distribute blankets and clothing infected with smallpox.
2. There used to be a great deal of controversy about whether smallpox blankets were a deliberate strategy used against Aboriginal peoples. Have students conduct research using various sources, such as the University of Dayton (Ohio) website at <http://academic.udayton.edu/health/syllabi/bioterrorism/00intro02.htm>). Then have them write a paragraph stating why Aboriginal peoples and European historians might have different points of view on this issue.
3. Death by smallpox and other new diseases changed Aboriginal cultures in the Americas. Have students research disease as a result of contact, and the effects of European diseases on the social, economic, and political lives of Aboriginal peoples.
4. Why is the Royal Proclamation of 1763 still an important document in contemporary treaty negotiations? Have students choose a partner and discuss. Ask for volunteers to report back to the class.

### TEACHING STRATEGY #2 – WRITE AN ESSAY

**Prompt:** What role did Aboriginal women play in Canada’s efforts in the First World War and the Second World War?

**Background Information:** Information on servicewomen (including Aboriginal servicewomen) in Canada during the Second World War is available at [www.navalandmilitarymuseum.org/resource\\_pages/pavingtheway/poulin.html](http://www.navalandmilitarymuseum.org/resource_pages/pavingtheway/poulin.html).

### Activity

Have students write a five-paragraph essay on the contributions of Aboriginal women in the world wars, using the following format:

- » Paragraph 1: introduction and background on Aboriginal men and women in Canada’s military
- » Paragraphs 2 & 3: roles women played in the war effort at home and overseas
- » Paragraph 4: the reasons Aboriginal women enlisted, whether economic or education-related (or other)
- » Paragraph 5: conclusion, including thoughts on whether gender or racial discrimination has contributed to the invisibility of Aboriginal women’s contributions to Canada’s war effort

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### TEACHING STRATEGY #3 – WRITE A BIOGRAPHY/ORAL PRESENTATION

**Prompts:** Aboriginal peoples have a long history in the defence of Canada and in Canada’s war efforts abroad. What are some of the important figures in Aboriginal contributions to Canada’s war efforts? How have the actions of these important people contributed to the history of Canada?

**Background Information:** Information on Aboriginal soldiers in the First World War is available at [www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html](http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html). The Indian and Northern Affairs Canada publication “Stories of Honour and Heroism” is available at [www.aadnc-aandc.gc.ca/eng/1303129235933](http://www.aadnc-aandc.gc.ca/eng/1303129235933). Information on the wartime contribution of First Nations, Métis, and Inuit peoples can be found on the History Project website at [www.canadahistory.com/sections/documents/Native/docsnativesoldiers.htm](http://www.canadahistory.com/sections/documents/Native/docsnativesoldiers.htm).

#### Activity

1. Have students write a one- to two-page biography of an Aboriginal veteran. Students will research their biography using online resources, library resources, and *Native Soldiers, Foreign Battlefields*.
2. Students will present their biography to the class in the form of an oral presentation. If more than one student writes about a particular veteran, they can present as a group.

