



LANDSCAPE OF NATIONS 360°

INDIGENOUS EDUCATION INITIATIVE

A FRAMEWORK FOR ESSENTIAL UNDERSTANDINGS ABOUT
INDIGENOUS PEOPLES OF THE NIAGARA REGION

SECOND EDITION

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Landscape of Nations
THE SIX NATIONS & NATIVE ALLIES COMMEMORATIVE MEMORIAL

IMPROVING HOW AND WHAT NIAGARA STUDENTS ARE TAUGHT ABOUT INDIGENOUS PEOPLES

The Landscape of Nations 360° Indigenous Education Initiative was established not only to enhance how Indigenous histories, cultures, and contemporary issues are taught in the K–12 classroom (both traditional and online) but also how these are understood by civic, agency, corporate, and organizational leadership in the Niagara Region.

To accomplish this work, we partnered with the Niagara Region’s premiere school systems and schools, including the District School Board of Niagara, Niagara Catholic District School Board, Ridley College, and Royal Oak Community School, as well as esteemed institutions including the Niagara Parks Commission, Woodland Cultural Centre, Friends of Laura Secord, and Kakekalanicks Indigenous Consulting. The contents in this book were considered, determined, vetted, and approved by a Roundtable consisting of scholars across a range of disciplines, local and regional historians, Indigenous studies specialists, Indigenous language specialists, and master educators to develop this and other customized Indigenous educational and training resources.

Activated by the unveiling of two public artworks of substantial historic value and symbolic meaning – Landscape of Nations: The Six Nations & Native Allies Commemorative Memorial and the First Nations Peace Monument – *Landscape of Nations 360°* will provide teachers and students with a contextual and comprehensive understanding of the Indigenous experience in the Niagara Region. Backed by scholarship that reveals information long absent from textbooks and applied to the establishment of professional development programs for teachers and multimedia curriculum enhancement lessons (combined with field activities provided at relevant heritage destinations) for students, this initiative will have

a profound impact in classrooms and organizations throughout the Niagara Region.

The War of 1812, so critical to understanding Canada’s emergence and identity as a nation, also provides educators with a profound opportunity to teach about the original peoples of this region, of their relations as allied nations to Britain before, during, and after the war, and of the “covenant of friendship” that tarnished darkly over the past two centuries. Canada’s Truth and Reconciliation Commission has addressed this legacy in its calls to eliminate educational “gaps between Aboriginal and non-Aboriginal Canadians” and for the development of “culturally appropriate curricula.” *Landscape of Nations 360°* supports this national mandate through its research, production, and development of historically accurate information supported by credentialed Indigenous scholarship and perspectives that form the basis for the *Ten Essential Understandings* published herein.

Landscape of Nations 360° supports educators in their earnest desire to better understand the histories, knowledge, and perspectives of Indigenous peoples to provide a more complete and thorough education to their students. These efforts and materials directly support the significant demands teachers face in the traditional and online classroom, are founded upon social studies standards, and are aligned directly with the Ontario curriculum.



– TIM JOHNSON
Director – LON 360°





IGNITE
THE SPIRIT OF EDUCATION®
 Foundation Inc.



DISTRICT SCHOOL BOARD OF NIAGARA

191 CARLTON ST. • ST. CATHARINES, ON • L2R 7P4 • 905-641-1550 • DSBN.ORG

The Ignite the Spirit of Education Foundation is honored to have participated in the Landscape of Nations 360° Indigenous Education Initiative. Our Foundation's mission is to help increase the availability and raise the awareness of Indigenous subject matter, including literature, within schools and school boards, as well as learning centres and libraries.

Inspired by the installation of the Landscape of Nations Commemorative Memorial, unveiled in Queenston Heights Park on October 2, 2016, we fully understood that its presence in the Niagara Region would focus and increase attention on the significant contributions First Nations made to the defence and founding of Canada. We also agreed with its organizers that a robust and highly credentialed educational program should follow to expand upon the historical and cultural themes inherent in the Memorial's display. In this regard, we're thrilled by the progress we've witnessed.

Ignite the Spirit's mainstay product, which complements LON 360°, is our Indigenous Education Resource, a portable bookshelf that includes 25 age-appropriate and editorially approved Indigenous books featuring Indigenous designed spine labels and bookmarks.

Regarding our efforts, we have recently been told by an Indigenous band administrator that...

"Good relationships rest upon a foundation of mutual understanding and respect. In this way, we know that increasing access to information about practices, customs, traditions, and cultures of Indigenous peoples fortifies that foundation."

In this respect, the work accomplished by LON 360° has been extraordinary. From the scholarly development of this *Framework for Essential Understandings About Indigenous Peoples of the Niagara Region* to its customized teacher training program (that we observed directly with great fascination and deep respect), and on to the development of forthcoming education modules for use in Niagara's classrooms, we are proud of everything the team has accomplished.

We therefore wish every possible success to the LON 360° alliance for the successful continuation of the Indigenous Education Initiative within the areas served so well by the region's district school boards and independent schools.

Yours Sincerely,
 Bill Humphries
 Chair

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As Canadians, our national identity is deeply interwoven with that of Indigenous peoples. The time has come for the contributions of First Peoples to be recognized and celebrated as part of the ever-evolving discussion of what it means to be Canadian.

The District School Board of Niagara is proud to partner with the Landscape of Nations 360° project to support both student and teacher learning in this critical area. As a learning institution, we believe that education has a tremendously important role to play in fostering understanding, respect, and promoting Indigenous pride and healing.

The DSBN is committed to being an active partner in the reconciliation process, which the Truth and Reconciliation Commission defines as the ongoing effort to establish and maintain respectful relationships. We view our partnership with the Landscape of Nations 360° as a critical aspect of these efforts. By supporting teaching that is culturally appropriate and historically accurate, we create a climate where Indigenous students can thrive and non-Indigenous students can appreciate the proud legacy of First Peoples and see how their teachings informed the development of this country.

Through the development of this comprehensive education program, we hope to build a foundation of common understanding and respect where we can foster and nurture our relationships with the Indigenous community as outlined by the Truth and Reconciliation Commission. This approach is validated by our mission to inspire, empower, and support all learners to reach their true potential. We offer my sincere thanks to everyone who contributed to the development of this curriculum, to those who will deliver it, and to our students who will engage with it and become ambassadors for truth, understanding, and a more equitable society.

Sincerely,

Warren Hoshizaki
 Director of Education

Sue Barnett
 Chair

JoAnna Roberto
 Superintendent of Curriculum



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June 8, 2020

The mandate of the Niagara Parks Commission is preserving and promoting the natural and cultural heritage along the Niagara River corridor. We share a similar mission with Landscape of Nations 360° as they tell the stories of Indigenous peoples while sharing the places and cultural touchstones along the 'strait' they have called home for some 13,000 years.

The current relationship began in 2008 when the citizens of Niagara-on-the-Lake, the Six Nations Legacy Consortium, and Niagara Parks came together to discuss a lasting memorial to the Six Nations and Native Allies. Niagara Parks offered support and a location for a proposed monument. The committee created a design and selection process, raised \$1.4 million dollars for the entire installation, and worked through the construction of the Landscape of Nations Memorial on Queenston Heights with Niagara Parks engineering staff.

The unveiling of the memorial in October 2016 was the end of the first chapter of the story. We have continued to work with the Landscape of Nations 360° committee to host events for students, contemporary concerts, public commemorative events, and a memorial service for Indigenous veterans. Niagara Parks has also had the honour to host some of the planning meetings that would lead to a series of seminars for teachers.

In 2019 and 2020, the incredible team of scholars from the Landscape of Nations 360° committee presented a series of seven seminars for educators. Niagara Parks hosted two of these sessions. The preparation for these seminars and their implementation were incredible learning experiences for Niagara Parks staff.

Niagara Parks will continue to support and partner with Landscape of Nations 360° as they prepare for Phase 3 and the creation of teaching modules to be distributed to Niagara's educators. We have considered it an honour to support and host the Landscape of Nations 360° Initiative and will continue to commemorate and celebrate the history and culture of Indigenous nations and peoples along our shared lands.

Sincerely, 
 Sandie Bellows
 Chair

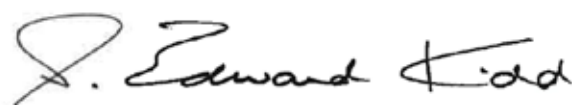

 David Adames
 Chief Executive Officer

For over 130 years Ridley College has strived to prepare meaningful lives by teaching our students "good habits of the mind, body, and spirit" founded upon a commitment to learning and guided by the value of service to community. We set for ourselves goals that require persistent dedication to inquiry and the application of critical thinking to both established and emerging ideas. When and where facts present themselves, backed by evidence, we adjust accordingly.

When national guidance was provided through the "Calls to Action" from Canada's Truth and Reconciliation Report, Ridley College amplified its attention to strengthening its instruction about Indigenous peoples, their cultures and histories. Around that same time two nationally significant Indigenous memorials were being installed in the Niagara Region, the Landscape of Nations Commemorative Memorial in Niagara-on-the-Lake and the First Nations Peace Monument in Thorold. We recognized that these new works were not only exceptional public art sites, but also portals into an Indigenous history few of us fully understood.

This is why *Landscape of Nations 360°*, the education initiative that has emerged in conjunction with these memorials, is such a necessary and exciting next step on the road to enlightenment and reconciliation here in the Niagara Region. At Ridley, we endeavour to provide our teachers and students with diverse and purposeful learning experiences and view this initiative as one adding significant value to our internationally composed student body.

Several of our teachers graduated from the comprehensive *LON 360°* Teacher Training Program and now look forward to their participation as allies in creating Indigenous education units for the classroom so that our students become the beneficiaries of this essential knowledge.

Sincerely,

 J. Edward Kidd
 Headmaster

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 905-684-1889



The Niagara Catholic District School Board is honoured to participate in the Landscape of Nations 360° local initiative. The opportunity to engage in professional learning of Indigenous people with elders and knowledge keepers supports the Calls to Action of the Truth and Reconciliation Commission.

Phase Two of the Landscape of Nations 360° nurtured the development of educational modules that will provide informed support for teachers to enhance the curriculum. Working as partners with teachers throughout the Niagara Region has provided a unique opportunity to learn together. Recognizing our interdependence creates a stronger community.

As we move into Phase Three, and the production of Indigenous education enhancement modules, teachers will have access to learning materials that will form the basis for interesting and engaging lessons. Providing students with a balanced historical perspective is pivotal for a more informed and respectful society.

The legacy of this initiative will be a model of collaboration for the development of a curriculum that honours and respects the dignity of the Indigenous peoples. A full understanding of the contributions that Indigenous peoples have made throughout the history of Canada will help to shape the future as we work together for truth and reconciliation.

Sincerely

John Crocco
Director of Education

Frank Fera
Chair of the Board

Ted Farrell
Superintendent of Education

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John Crocco, Director of Education / Secretary Treasurer



Working with Landscape of Nations 360° has been one of the highlights of our professional learning at Royal Oak Community School. As the only elementary school in Old Town Niagara-on-the-Lake, we are so privileged to be at the centre of much of Canada's history. In the past, this history has largely been told from a perspective that leaves out the voices and perspectives of our Indigenous allies whose incredible sacrifices made indelible contributions to our current way of life. Landscape of Nations 360° is a sorely needed educational resource and authentic think tank that provides teachers in the classroom with content knowledge, teaching connections, and a new lens to broaden their understandings and fill in the blank pages of the history most of us learned while growing up in Canada.

Royal Oak Community School's commitment to this project and respect for its mission cannot be overstated. This work is essential.

Educators who participate in the LON 360° project have the opportunity to walk through history anew. From visiting key historical sites in the Niagara Region and learning hands-on about Indigenous cultural connections, historical events including those of both conflict and resolution, and commitments that were made at these landmarks, to diving into areas of the existing Ontario curriculum that beautifully integrate this learning into the teaching we already do, this program and learning resource is the path forward. It ensures the inclusion of Indigenous perspectives, content, and history in Niagara's classrooms. And it is crucial that such critical work be taken on with confidence, pride, and expedience.

This program is overdue in providing a high quality, rich, and equitable education to our students. It is overdue in helping to take steps towards meeting the Calls To Action for Truth and Reconciliation with First Peoples within Canada, and it is essential for helping fellow Canadians learn from the beautiful, reciprocal, and harmonious ways of living that Indigenous cultures have modeled for ensuring the sustainability of our planet and a viable future for Seven Generations to come.

Therefore, it is with great pride and dedication that Royal Oak Community School continues its commitment to this unique and exceptional program.

Julia Cain Murray
Head of School
Royal Oak Community School
Niagara-on-the-Lake, Ontario

FRAMEWORK FOR TEN ESSENTIAL UNDERSTANDINGS ABOUT INDIGENOUS PEOPLES OF THE NIAGARA REGION

When Canada's bicentenary of the War of 1812 was approaching, civic leaders, educators, and parks officials throughout the Niagara Region began efforts to rectify what was seen as an historic omission, the exclusion of the contributions Indigenous peoples made to the defense of their lands and freedoms as allies to Great Britain. Upon review of the established history taught to Ontario students, it appeared that pages were missing; specifically those that chronicled in detail the exploits and complex relations in which Indigenous peoples were involved in the history of Niagara.

As a result, public education became the primary objective and driving force behind initiatives launched by the Town of Niagara-on-the-Lake, City of Thorold, City of St. Catharines, Niagara Park Commission, District School Board of Niagara, Woodland Cultural Centre, Friends of Laura Secord, FirstOntario Performing Arts Centre and others guided by Indigenous scholars and educators and a network of concerned citizens, foundations, and businesses.

Binding this work together, to make the most effective strategic use of these interrelated educational aspirations, has been the goal behind the development of these *Ten Essential Understandings*. The two permanent public artworks now established, Landscape of Nations: The Six Nations & Native Allies Commemorative Memorial in Queenston Heights Park and the First Nations Peace Monument at the DeCew House Heritage Park, serve as meaningful and inspirational educational destinations for classrooms, civic groups, and travelers. Linked together by the Laura Secord Legacy Trail, they tell the stories of the significant contributions and achievements by Indigenous allies/people to the War of 1812. But they are best experienced when understanding the context of both the antecedents and ensuing events on either side of the War's timeline. For example, why were so many First Nations allied with Great Britain? What role did the 1764 *Treaty of Niagara* play in shaping those alliances? What happened to those

alliances after the War? How did things get to be the way they are in contemporary Indigenous and Canadian relations?

Think of Landscape of Nations 360° and these *Ten Essential Understandings* as the software that backs up the hardware of the memorials and the other active Indigenous visual and performing arts programs, lectures, and talks being implemented in the region. This framework takes educators through a logical and progressive process that fosters social studies inquiry by advancing these ten themes:

Indigenous Peoples Cultures
Time, Continuity, and Change
People, Places, and Environments
Individual Development and Identity
Individuals, Groups, and Institutions
Power, Authority, and Governance
Production, Distribution, and Consumption
Nature, Science, Technology, and Society
Global Connections
Civic Ideals and Practices

Within each of these themes are a number of Key Concepts developed and sustained through an intense and rigorous intellectual roundtable process involving the input of scholars of Indigenous studies, culture and language, historians, master teachers and educators listed at the end of this publication. Their work serves as a regional response to guidance provided by the Truth and Reconciliation Commission of Canada, Smithsonian Institution's National Museum of the American Indian, the Indigenous Knowledge Centre at Six Nations Polytechnic, and the Indigenous Education Summit held in October 2012 in Niagara-on-the-Lake, conceptualized by Tim Johnson and former Prime Minister Paul Martin (Martin Family Initiative) and administered by Academia Group.

One of the primary benefits of the LON 360° process has been the establishment of a brain trust capable of examining all manner of Indigenous issues related to the Niagara Region. This group, competent and comfortable in its review, deliberation, and

debate of complex histories and contemporary societal dynamics, is unparalleled in its capacity for analysis and intellectual determination in consideration of Niagara's Indigenous experience.

How To Use The Framework

Ministry of Education curriculum documents encourage schools and school boards to coordinate efforts with community partners in supporting learning that helps students relate knowledge and skills to wider contexts.

When teachers are planning what students will learn, they identify the main concepts and skills in curriculum documents and consider how students will apply the learning. As teachers plan the framework of a unit, they consider a variety of experiences, resources, knowledge and assessments, to allow students to meaningfully develop competence. The *Ten Essential Understandings* should be considered in the search for materials to deliver and promote learning about Indigenous history, perspectives and knowledge; indeed, there are numerous curriculum connections which provide an authentic context to help students see the relevance of what they are learning and make direct connections between their learning and the 'real world.' This integration of current affairs and historical events will assist students in learning about diverse perspectives and help them make connections between their classes and local events, developments, and issues.

To assist teachers in their planning, the document, *Framework for Essential Understandings*, connects specific expectations from various elementary and secondary curriculums with the Key Concepts of the *Ten Essential Understandings* about Indigenous life, history, and perspectives. For Elementary teachers, you will see curriculum links in black and listed first in each series of linkages, that correlate with the Ontario Ministry of Education's Grades 1 to 6 *Social Studies Curriculum* (revised 2018) and Grades 7 and 8 *History and Geography Curriculum* (revised 2018). Meanwhile, curriculum links

for Secondary teachers are indicated in orange and the exact curriculum they connect to in the text. The secondary course grade, title, and course code from the curriculum policy documents are provided for the individual courses referred to in this document. After the course code, the specific expectations that link to the key concepts are listed. These specific expectations describe in detail the knowledge and skills that students are expected to develop and demonstrate. Each of the specific expectation numbers (e.g., B1.1) listed includes an identification of the strand to which the expectation belongs and the overall expectation to which it relates.

Here are the Ontario "Curriculum Connections" referenced in the *Ten Essential Understandings*:

Elementary Social Studies

The Ontario Curriculum History Grade 7

The Ontario Curriculum History Grade 8

The Ontario Curriculum Geography Grade 7

The Ontario Curriculum Geography Grade 8

Grade 9 Geography Academic (CGC1D)

Grade 9 Geography Applied (CGC1P)

Grade 10 First Nations, Metis, and Inuit in Canada (NAC10)

Grade 10 First Nations, Metis, and Inuit in Canada (NAC20)

Grade 10 Civics (Politics) (CHV20)

Grade 10 History Academic (CHC2D)

Grade 10 History Applied (CHC2P)

Grade 11 History (CHA3U)

Grade 11 History (CHW3M)

Grade 11 Law (CLU3M)

Grade 11 Law (CLU3E)

Grade 11 Politics (CPC30)

Grade 11 Geography (CGF3M)

Grade 11 Geography (CGD3M)

Grade 11 Geography (CGG3O)

Grade 11 Economics (CIE3M)

Grade 12 Law (CLN4U)

Grade 12 Law (CLN4C)

Grade 12 History (CHI4U)

Grade 12 Politics (CPW4U)

Grade 12 Geography (CGW4U)

Grade 12 Geography (CGU4M)

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Grade 12 Geography (CGR4M)

Grade 12 Geography (CGW4C)

Grade 12 Geography (CGR4E)

Grade 12 Economics (CIC4E)

Grade 12 Economics (CIA4U)

The *Ten Essential Understandings* framework has been structured to support (multimedia) Indigenous education modules/units and is designed to be imparted to teachers as part of an accredited training program. Within this credentialled pedagogical foundation, they will then be able to deliver authentic, accurate, and sensitive Indigenous educational resources to students in traditional/online classroom and community contexts.

Implementation of the Landscape of Nations 360° education resource will ensure the Niagara Region becomes a credible and effective leader in advancing Indigenous education within the province and nationwide.

EDUCATOR STATEMENTS

“In our rush to address residential school legacy through education we often lose sight of the larger picture. Critical thinking requires more inquiry into the philosophical and political actions that result in changing social policy. That is why we gathered educators and historians with diverse points of view to reveal the stories behind the stories. These Ten Essential Understandings provide educators and curriculum developers with an important lens through which they can better understand the history and politics of engagements with Indigenous peoples. By seeing how to connect the dots of culture, history, politics, law, and commerce, educators can truly inspire students to understand why things are the way they are AND why these things matter in all our lives today.”

- RICK HILL
Indigenous Education Specialist

“The Ten Essential Understandings produced by the LON 360° team of scholars, historians, and Indigenous culture and language specialists, is a key first component and exceptional platform from which to build a comprehensive professional development program for educators. This informational resource highlights important themes and concepts that educators need to understand so they can effectively teach students about Indigenous history while fostering critical thinking skills. With direct links to the Ontario curriculum, the Ten Essential Understandings are a great tool for educators to reference and use along their own learning journeys in support of their teaching practices across many curriculum areas.”

- RONDA MENARD
*Teacher and Indigenous Education Specialist,
District School Board of Niagara*

“Educators and School Administrators have been waiting for a long time for a resource as authentic and comprehensive as the Ten Essential Understandings from LON 360°. There is both a deep desire and need in classrooms across the country to acknowledge and educate our students, the future generation, on Indigenous contributions to the history of Canada and to share the stories, beliefs, and perspectives of this important group of peoples. These Ten Essential Understandings will provide the much-needed content knowledge and contemporary lens that is required to teach Indigenous history and perspectives in a comprehensive, respectful, and informed way. As both a teacher and school leader, I know this document in the hands of educators will make an enormous impact on the way we share knowledge with our students, and subsequently on the way they will share their knowledge with those they encounter in their paths and lives ahead.”

- JULIA CAIN MURRAY
Head of School, Royal Oak Community School



INDIGENOUS PEOPLES' CULTURES

The 21st-century classroom should include information and experiences that provide for the study of the diverse cultures of Indigenous peoples within the Niagara Region.

Culture is comprised of the customary beliefs, values, practices, and traits of social groups that are shared in place and over time. As a set of shared attitudes, conventions, and practices, culture lends identity to individuals, organizations, institutions, communities, and nations. The sustainability of cultures, as integrated patterns of knowledge, belief, and behaviour, depends upon the capacity for learning and transmitting knowledge and information from generation to generation.

KEY CONCEPTS

■ Indigenous cultures within the Niagara Region currently include those of the Haudenosaunee, Anishinaabek, and Métis peoples, whose cultures are diverse, each possessing their own origins, languages, worldviews, and histories.

Elementary Social Studies (revised 2018) Gr. 2 - B1.1

Elementary Social Studies (revised 2018) Grade 3 - A1.1, A3.1

Grade 10 History Academic (CHC2D) - A1.4

■ Cultural identities of the Haudenosaunee, Anishinaabek, and Métis peoples are shaped by their foundational narratives, languages, customary practices, social structures, and systems of governance established within their societies which may include clan families and totems.

Elementary Social Studies (revised 2018) Grade 2 - B1.2

Elementary Social Studies (revised 2018) Grade 3 - A1.3

Elementary Social Studies (revised 2018) Grade 4 - A2.5, A3.3, A3.4

Grade 9 Geography Academic (CGC1D) - D3.2

Grade 10 Civics (CHV20) - B2.1

Grade 10 History Academic (CHC2D) - A1.4

Grade 10 History Applied (CHC2P) - D3.2, E3.2

■ Since the receding of the glaciers Indigenous peoples have been present in the Niagara Region, shaping their cultural identities, which are deeply rooted in and reflective of nature.

Elementary Social Studies (revised 2018) Grade 2 - A3.2, A3.6, B1.1

Elementary Social Studies (revised 2018) Grade 3 - A1.1

The Ontario Curriculum History Grade 7 - A1.2, A3.5

The Ontario Curriculum Geography Grades 7 - A1.2, A3.1, A3.4,

A3.5, B 1.1, B1.3, B2.1

Grade 9 Geography Academic (CGC1D) - B1.1, C1.3

Grade 10 History Academic (CHC2D) - B1.1, C1.1

Grade 12 History (CHI4U) - B1.1, B3.2

■ Indigenous peoples' cultures are dynamic and resilient and have been able to adapt in order to meet the challenges of new and evolving circumstances.

Elementary Social Studies (revised 2018) Grade 2 - A1.1

The Ontario Curriculum History Grade 7 - A1.1

The Ontario Curriculum History Grade 8 - A1.4, B1.4

The Ontario Curriculum Geography Grade 8 - B3.5

Grade 9 Geography Academic (CGC1D) - B1.2, B1.3, C1.3

Grade 10 FNMI (NAC20) - F1.1

Grade 10 Civics (CHV20) - B1.1, B1.3

Grade 10 History Academic (CHC2D) - A1.4, B1.3, B3.2, C3.2

Grade 10 FNMI(NAC20) - F1.1

■ Interactions with political, economic, and religious colonizers of European descent accelerated challenges and brought dramatic and traumatic changes to Indigenous peoples' cultures and lives.

Elementary Social Studies (revised 2018) Grade 3 - A1.1, A2.1

The Ontario Curriculum History Grade 7 - A1.2

The Ontario Curriculum History Grade 8 - A3.6, B3.4, B3.5

The Ontario Curriculum Geography 8 - B1.1, B1.3, B1.4

Grade 10 FNMI (NAC20) - B1.1,

C2.1, C2.4, D3.2, E1.1, E1.2, E1.3

Grade 11 Geography (CGD3M) - C1.4

Grade 12 History (CHI4U) - B3.3

■ Indigenous diplomatic and cultural protocols were adopted and used by the Dutch, French, and British representatives in their relations, including treaty making, with Indigenous nations within North America from contact until the mid-19th century.

The Ontario Curriculum History Grade 7 - A3.5, A3.8, B3.3, B3.5

The Ontario Curriculum History Grade 8 - A1.1, A2.1, A2.6, A3.2

FNMI Grade 10 (NAC20) - C2.2, D2.3, E2.1

Grade 10 Civics (CHV20) - B1.1

Grade 10 History Academic (CHC2D) - A1.4, A1.5

Grade 12 History (CHI4U) - B1.2, B2.2, B3.2

■ European colonists held their own cultural and religious worldviews that often prevented them from accepting Indigenous peoples as equals. This led to a host of actions that dispossessed Indigenous peoples of their freedoms, lands, resources, and cultures.

The Ontario Curriculum History Grade 7 - B1.3

The Ontario Curriculum Geography Grade 7 - B3.3

The Ontario Curriculum History Grade 8 - A1.1, A1.2

The Ontario Curriculum Geography Grade 8 - B3.8

Grade 9 Geography Academic (CGC1D) - D3.1



Grade 10 History Academic (CHC2D) - A1.4, A1.5

Grade 11 Geography (CGD3M) - C1.4

Grade 12 Geography (CGU4M) - B1.2

Grade 12 History (CHI4U) - B1.2, B2.2, B3.3

Grade 12 Economics (CIA4U) - A2.3

■ The interactions and alliances with Indigenous nations during the War of 1812 allowed Canada to remain under the British Crown. These alliances also cemented nation-to-nation relations among Indigenous peoples. Recent commemorative ceremonies have helped raise awareness about the British reliance on its Indigenous allies. This in turn has helped many to reevaluate the way Indigenous peoples have been treated since the mid-19th century.

The Ontario Curriculum History Grade 7 - B2.1, B2.2, B2.4, B3.1

Grade 10 FNMI (NAC20) - D2.5

Grade 10 Civics (CHV20) - B2.1, C2.2

Grade 12 History (CHI4U) - C1.1, C2.4 - C1.1, C2.4

■ Following the War of 1812 there was a shift in the relationship between Indigenous nations and the Crown. No longer valued as military allies of sovereign nations they became regarded as subjects of the Crown. Some Indigenous leaders worked to maintain

their lands such as Chief John Sawyer's efforts to secure New Credit Territory in 1836.

The Ontario Curriculum History Grade 7 - B3.5

The Ontario Curriculum History Grade 8 - A1.3, A1.4, A3.1

Grade 10 FNMI (NAC20) - D2.5

Grade 10 Civics (CHV20) - B1.1

Grade 12 History (CHI4U) - C1.1, C2.4, D3.3., D3.4

■ Canada's 1876 *Indian Act*, residential schools, the 60s Scoop, and on-going child welfare matters continue to have a negative impact on the stability of Indigenous cultures, their languages and identities, often resulting in devastating social outcomes.

The Ontario Curriculum History Grade 8 - A1.1, A1.2, A3.2, A3.3, B1.2

The Ontario Curriculum Geography Grade 8 - B1.1, B1.3, B2.1, B3.1

Grade 10 FNMI (NAC20) - B1.1, D1.2,

D2.5, E1.1, E1.3, E3.1, F1.1, F2.1

Grade 10 Civics (CHV20) - B2.1, B2.4

Grade 10 History Academic (CHC2D) - A1.4, A1.5, B2.5, B3.2, C1.1

Grade 11 Law (CLU3M) - B2.3, B4.3, B4.4, C1.2

Grade 11 Law (CLU3E) - C1.2

Grade 12 Law (CLN4U) - C2.3

Grade 12 History (CHI4U) - D1.1

Grade 12 Law (CLN4C) - C2.3

TIME, CONTINUITY, AND CHANGE

The 21st-century classroom should include experiences that provide for the study of the history of Indigenous peoples within the Niagara Region.

Indigenous peoples have been present in the Niagara Region for millennia. Archaeological evidence of their activity and inhabitation extends back at least ten thousand years to the retreat of the last glacier. Indigenous peoples greatly influenced events, playing significant roles culturally, socially, economically, politically, and legally in ways that came to define the region and the country, as we know it. The settlement patterns in Canada, its economic development, forms of government and ways of life, have evolved in a unique way due to the interaction of the original inhabitants with settlers. Understanding Canada's history requires understanding Indigenous histories from Indigenous perspectives.

KEY CONCEPTS

■ Indigenous families have lived in the Niagara Region for at least 10,000 years. Archaeological evidence has illustrated the gradual change of the first inhabitants in the pre-contact millennia from hunting societies that followed the herds at the end of the last ice age, to the development of agricultural settlements maintaining vast fields of crops and orchards.

Elementary Social Studies (revised 2018) Grade 3 - A3.2
 Elementary Social Studies (revised 2018) Grade 4 - A2.5, A3.3, A3.5
 The Ontario Curriculum History Grade 7 - A3.4, A3.5
 The Ontario Curriculum Geography Grade 7 - A1.1, A2.1, B3.2, B3.3, B3.4
 The Ontario Curriculum Geography Grade 8 - A3.2, A3.3
 Grade 9 Geography Academic (CGC1D) - B1.2
 Grade 10 FNMI (NAC20) - B1.2
 Grade 11 History (CHW3M) - B1.3, E1.1
 Grade 12 History (CHI4U) - B1.1

■ There are direct descendants living in the region today of people who lived here thousands of years ago; 350 generations of Indigenous peoples have resided here, while non-Indigenous peoples have been in Niagara for eight or nine generations.

Elementary Social Studies (revised 2018) Grade 3 - A3.1, A3.2
 The Ontario Curriculum History Grade 7 - B2.4, B3.5, B3.6
 Grade 10 Civics (CHV20) - B1.1
 Grade 10 History Academic (CHC2D) - A1.5
 Grade 11 History (CHW3M) - B2.4

■ The traditional knowledge of Indigenous cultures includes oral histories of their origins that often reference flora, fauna, and land forms that connect them to their environment in profound ways.

Elementary Social Studies (revised 2018) Grade 3 - A3.7
 Elementary Social Studies (revised 2018) Grade 4 - A2.5, A3.5
 The Ontario Curriculum Geography Grade 7 - A1.1, A1.2, A2.1, A2.3, A3.2
 The Ontario Curriculum Geography Grade 8 - A2.1
 Grade 9 Geography Academic (CGC1D) - B1.1
 Grade 10 Civics (CHV20) - B1.2
 Grade 12 History (CHI4U) - B1.1

■ Indigenous peoples honour and preserve their histories by passing knowledge and wisdom from generation to generation using a variety of methods including the use of oral tradition, memory devices like wampum belts, and art as a means of both retaining and transmitting information. Additionally, we can learn about Indigenous history by analyzing the origins of family names.

Elementary Social Studies (revised 2018) Grade 1 - A1.1
 Elementary Social Studies (revised 2018) Grade 4 - A3.8
 The Ontario Curriculum History Grade 7 - A3.2, B2.1
 The Ontario Curriculum History Grade 8 - A3.2
 Grade 9 FNMI (NAC10) - D1.1, D1.2, D1.4
 Grade 10 History Academic (CHC2D) - B1.1

■ Indigenous cultures have not been stagnant but have continued to react, adapt, and evolve in response to ecological, economic, social, political, and other factors.

The Ontario Curriculum History Grade 7 - A1.2
 The Ontario Curriculum History Grade 8 - A3.2, A3.3, B1.2, B1.4
 The Ontario Curriculum Geography Grade 8 - A3.2, A3.3
 Grade 9 Geography Academic (CGC1D) - B1.2, D3.5, E2.2
 Grade 10 Civics (CHV20) - B1.1, B1.3
 History Grade 10 Academic (CHC2D) - A1.4, B1.2, B1.3, C1.2, C1.4, D1.2, E1.2
 Grade 11 Economics (CIE3M) - D3.1, E1.2
 Grade 12 Economics (CIA4U) - B3.3

■ Prior to contact with Europeans Indigenous peoples had developed sophisticated, complex societies interacting with neighbouring societies over thousands of years.

Elementary Social Studies (revised 2018) Grade 4 - A3.8
 Grade 12 History (CHI4U) - B1.1, B3.2

■ Upon arrival Europeans found a network of trails used by Indigenous peoples to traverse the Niagara Region, including portages linking the Upper and Lower Niagara River on both sides of the river. The Great Lakes watershed, its tributaries, rivers, and lakes served as a transportation corridor that supported Indigenous travel, trade, and engagement for millennia.

Elementary Social Studies (revised 2018) Grade 3 - A3.3

Grade 9 Geography Academic (CGC1D) - B3.2

Grade 10 FNMI (NAC20) - B1.2

Grade 12 History (CHI4U) - B1.2, B2.2

■ Settlement by Europeans in North America changed the political and economic landscape. This resulted in widespread loss of life by disease, warfare, and famine. Vast areas of land were appropriated, and Indigenous languages, traditions, and cultural practices were disrupted. For example, after the American Revolution many Indigenous peoples resettled in Canada because they believed siding with the British would be safer.

Elementary Social Studies (revised 2018) Grade 3 - A3.5, A3.7
 Elementary Social Studies (revised 2018) Grade 4 - A3.8, A3.9
 Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3
 The Ontario Curriculum History Grade 7 - A1.1, A1.2, A3.5
 The Ontario Curriculum History Grade 8 - A3.1, A3.2, A3.3, B1.1, B1.2, B2.1, B2.2

Grade 9 FNMI (NAC10) - A3.2

Grade 10 FNMI (NAC20) - B1.2, C1.1, C2.3, C2.4, D1.3, D3.2, E3.3

Grade 10 History Academic (CHC2D) - A1.4, 1.5

Grade 11 Geography (CGD3M) - C1.4

Grade 11 Geography (CGG30) - E2.2

Grade 12 History (CHI4U) - B1.2, B2.2, B2.3

Grade 12 Geography (CGU4M) - D1.3

■ Changes in Indigenous life and communities in the Niagara Region from 1800 to 1850 were both challenging and profound. This period included the War of 1812, wherein alliances with the Crown shaped and determined the outcome of the war and the beginnings of Canada as a nation.

Elementary Social Studies (revised 2018) Grade 3 - A3.5, A3.7
 Elementary Social Studies (revised 2018) Grade 4 - A3.8, A3.9
 Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3
 The Ontario Curriculum History Grade 7 - B1.3, B2.1, B2.2, B2.4, B3.1, B3.3, B3.5, B3.6

Grade 9 FNMI (NAC10) - A3.2, C2.2

Grade 10 FNMI (NAC20) - B1.2, D2.5

Grade 12 Geography (CGU4M) - B1.2

Grade 12 History (CHI4U) - C2.4

■ The role played by Indigenous peoples in the War of 1812 contributed significantly to success on the battlefields and in the establishment of peace in 1815. Without their involvement, the British could not have retained what later became Canada. As examples, the Battle of Queenston Heights, the Battle of Beaver Dams, the Battle of Fort Michilimackinac, and other engagements would not have resulted in victory had Indigenous forces not been involved.

The Ontario Curriculum History Grade 7 - B1.3, B2.1, B2.4

Grade 10 FNMI (NAC20) - D2.5

Grade 10 Civics (CHV20) - C2.2

Grade 12 History (CHI4U) - C2.4

■ Canadian history is best understood when the study of our past incorporates a view of events from an Indigenous perspective, examining other viewpoints and looking at the impacts of events in a more comprehensive way.

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.2, A1.3, A3.1

The Ontario Curriculum History Grade 7 - A3.7, A3.8, B2.2

The Ontario Curriculum History Grade 8 - A2.1, A2.2, A2.6



Grade 10 FNMI (NAC20) - B1.3, E1.3

Grade 10 Civics (CHV20) - B1.1, C2.2

Grade 10 History Academic (CHC2D) - A1.5, B1.2, B1.3, B1.4, B2.1, B2.2, C1.2

Grade 12 History (CHI4U) - A1.5, A1.6

Grade 12 Geography (CGU4M) - B1.2, D1.3

■ Indigenous peoples played a significant role in the development, defence, and evolution of Canada as it exists today.

Elementary Social Studies (revised 2018) Grade 5 - A1.2

The Ontario Curriculum History Grade 7 - A3.7, A3.8, B1.2

The Ontario Curriculum History Grade 8 - A1.1, A1.2, A1.3, A3.2

Grade 10 FNMI (NAC20) - D1.3

Grade 10 Civics (CHV20) - B2.2

Grade 10 History Academic (CHC2D) - B2.1, B2.4, B3.1, C2.3, C2.4

Grade 12 History (CHI4U) - A1.5, A1.6, E3.4

PEOPLE, PLACES, AND ENVIRONMENTS

The 21st-century classroom should include information and field experiences that provide for the study of Indigenous cultural landscapes within the Niagara Region.

Indigenous cultural landscapes place an emphasis on the knowledge of Indigenous peoples who have long-standing associations with specific areas and regions. In this respect, Indigenous languages possess information that is useful to increasing our understanding of place, while Indigenous cultures possess attributes that serve to connect humans to the natural world. Various features, including the physical, built, spiritual, and social features of communities contribute to Indigenous identities.

KEY CONCEPTS

■ Indigenous cultures have traditionally been and remain rooted in attitudes, behaviours, and land-use activities that are shaped by the natural environment.

Elementary Social Studies (revised 2018) Grade 3 - A3.6, B1.1, A3.1, A3.2, A3.3

The Ontario Curriculum Geography Grade 8 - A3.3

Grade 9 Geography Academic (CGC1D) - C2.1, C2.2

Grade 10 FNMI (NAC20) - C3.1

Grade 10 History Academic (CHC2D) - B1.3

Grade 12 Geography (CGW4C) - C1.1

Grade 12 Geography (CGR4E) - B2.1

■ Indigenous knowledge refers to the knowledge of people who have a long-standing relationship to a local or specific geographic area and who might possess different and more unique insights about that area than those people who do not have the same place-based experience. These foundations of Indigenous Ecological knowledge (IEK) and respect for nature have continued to influence Indigenous relationships and interactions with the land. The Ontario Curriculum refers to IEK as follows:

Deep understanding of and knowledge about the environment that derives from Indigenous peoples' long histories and experiences on the land. IEK focuses on sustainable practices, reciprocal relationships between the environment and all living things, and preservation of the environment and its resources for future generations.

Elementary Social Studies (revised 2018) Grade 3 - A3.6, A3.7

Elementary Social Studies (revised 2018) Grade 5 - A1.3, A2.4

The Ontario Curriculum Geography Grade 7 - A1.2

Grade 9 Geography Academic (CGC1D) - C1.3, C2.2

Grade 10 FNMI(NAC20) - C3.1

Grade 10 History Academic (CHC2D) - B1.2

Grade 10 Civics (CHV20) - B1.2

Grade 11 History (CHW3M) - E1.5

Grade 12 Geography (CGW4U) - C1.3

Grade 12 Geography (CGU4M) - C1.1

Grade 12 Geography (CGR4M) - B2.1

■ There are more than 630 Indigenous nations and communities within Canada, speaking more than 70 languages. In the *Statistics Canada 2016 Census*, 1,673,785 people identified as being Indigenous, representing 4.9% of the Canadian population. The average age is 32.1 years, almost a decade younger than the non-Indigenous population, making Indigenous peoples the youngest and fastest growing population in Canada.

Elementary Social Studies (revised 2018) Grade 3 - A1.1

The Ontario Curriculum Geography Grade 8 - B1.1, B1.2, B3.1, B3.9

Grade 9 Geography Applied (CGC1P) - D1.1, D1.4, D3.1, D3.2

Grade 9 Geography Academic (CGC1D) - D1.1, D3.3, E2.3

Grade 10 FNMI (NAC20) - C2.3, E2.2, F1.1, F2.4

Grade 10 History Academic (CHC2D) - B1.1

Grade 12 Geography (CGW4U) - A1.1

Grade 12 Geography (CGW4C) - C1.1

Grade 12 Geography (CGR4E) - B2.1

■ Indigenous peoples lived upon the lands of the Niagara Region, honouring the bountiful gifts of nature provided by Niagara lands, lakes, rivers, and streams. Sustained by rich ecological knowledge, these cultures applied balanced models of coexisting with the natural world for thousands of years. Haudenosaunee, Anishinaabek, Métis, and other Indigenous peoples remain vibrant today, adhering to their cultural practices as best they can with diminished access to their lands and natural resources.

Elementary Social Studies (revised 2018) Grade 3 - A1.1, A2.1

The Ontario Curriculum History Grade 7 - A1.2, B1.2, A3.5

The Ontario Curriculum Geography Grade 7 - A1.1, A1.2

The Ontario Curriculum Geography Grade 8 - A3.5, B3.8, B3.9

Grade 9 FNMI (NAC10) - C2.2, C3.1

Grade 9 Geography Academic (CGC1D) - D3.1

Grade 10 Civics (CHV20) - B1.1

Grade 10 History Academic (CHC2D) - C1.3

Grade 11 History (CHW3M) - E1.5

Grade 12 History (CHI4U) - B1.1

Grade 12 Economics (CIA4U) - B3.3

Grade 11 Geography (CGD3M) - C1.4

Grade 12 Geography (CGU4M) - B1.2

Grade 12 Geography (CGR4M) - B2.1, B3.2



■ Indigenous peoples had established a network of trails and portages that traversed the Niagara Region, linking it to transportation and trade routes extending in all directions. Artefacts and items from distant locations have been uncovered indicating the prevalence of Indigenous nation-to-nation trade relations. Many contemporary roads and highways follow the routes of original Indigenous trails.

Elementary Social Studies (revised 2018) Grade 3 - A3.3

Grade 12 History (CHI4U) - B1.1

■ Indigenous peoples lived in the Niagara region for thousands of years as stewards of the land prior to their contact with Europeans. Interactions with them brought belief systems and social concepts along with manufactured goods and trade practices that impacted Indigenous lifestyles. They also brought diseases, displacement, and more devastating wars, significantly reducing the population of Indigenous peoples.

Elementary Social Studies (revised 2018) Grade 3 - A3.5, A3.7

Elementary Social Studies (revised 2018) Grade 4 - A2.1

The Ontario Curriculum History Grade 7 - A1.1, A1.2, A3.5

The Ontario Curriculum History Grade 8 - A3.1, A3.2, A3.3, B1.1, B1.2, B2.1, B2.2

Grade 9 Geography Academic (CGC1D) - D3.1

Grade 10 FNMI (NAC20) - C2.1, C3.1, D3.2, E2.2, E3.3, F2.4

Grade 10 History Academic (CHC2D) - A1.5, B1.1, B1.3, B2.2, B2.5

Grade 11 History (CHW3M) - E1.5

Grade 11 Geography (CGD3M) - C1.4

Grade 12 Geography (CGU4M) - D2.1

Grade 12 Geography (CGR4M) - B2.2

■ Geographic borders established by European colonists, Canada and the United States, have affected the ability of Indigenous peoples to travel, conduct commerce, exercise hunting and fishing rights, and to freely associate with family members.

The Ontario Curriculum Geography Grade 7 - A2.3

Grade 9 FNMI (NAC10) - A3.2

Grade 9 Geography Academic (CGC1D) - C2.2, D3.5

Grade 10 FNMI (NAC20) - C3.1, D1.2, E1.2, E1.3, E3.3

Grade 10 Civics (CHV20) - B3.1

Grade 11 Law (CLU3M) - C1.2

Grade 11 Geography (CGD3M) - D2.4

Grade 12 Geography (CGR4M) - C1.2

Grade 12 Geography (CGW4C) - C1.1, C1.

■ Intensive settlement and the extensive clearing of land for towns, farms, orchards, vineyards, and industrial development have had a serious impact on the natural areas of the Niagara Region. They have changed the ecological landscape dramatically over the past two-and-a-half centuries, to the point where it would be unrecognizable to Indigenous ancestors.

Elementary Social Studies (revised 2018) Grade 3 - B2.5

Elementary Social Studies (revised 2018) Grade 5 - A3.1, A3.2

The Ontario Curriculum History Grade 7 - A3.4, A3.7

The Ontario Curriculum Geography Grade 8 - A1.3, A2.1, A3.2

The Ontario Curriculum Geography Grade 8 - A1.1

Grade 9 Geography Applied (CGC1P) - E2.3

Grade 9 Geography Academic (CGC1D) - B1.4

Grade 10 FNMI (NAC20) - A3.2, E3.3

Grade 10 History Academic (CHC2D) - C1.3

Grade 10 Civics (CHV20) - B1.2

Grade 11 Geography (CGD3M) - C1.4

Grade 11 Geography (CGG30) - C2.3, C3.2

Grade 12 Geography (CGW4U) - C3.1, C3.2

Grade 12 Geography (CGU4M) - B1.2, C1.1, D2.1

Grade 12 Geography (CGR4M) - B2.2

Grade 12 Geography (CGW4C) - C2.1

Grade 12 Economics (CIA4U) - B3.3

■ The Indigenous cultural landscapes of the Niagara Region exist within the UNESCO-designated Niagara Escarpment Biosphere Reserve. The Niagara Escarpment represents the largest continuous stretch of primarily forested land in southcentral Ontario.

The Ontario Curriculum Geography Grade 7 - A1.2, A2.1

The Ontario Curriculum Geography Grade 8 - A3.3

Grade 9 Geography Academic (CGC1D) - B3.2

Grade 11 Geography (CGF3M) - C1.3

Grade 11 Geography (CGD3M) - E1.3

Grade 12 Geography (CGR4M) - B1.1

Grade 12 Geography (CGR4E) - D1.2

Grade 12 Law (CLN4C) - D1.2

INDIVIDUAL DEVELOPMENT AND IDENTITY

The 21st-century classroom should include information and experiences that provide for the study of Indigenous individual development and identity within the Niagara Region.

Individual consciousness, social development, and cultural identity of Indigenous peoples are shaped by their shared values and histories. The knowledge of personal family heritage extending back thousands of years, existence of unique social structures that foster connections to the natural world, and application of cultural teachings that nurture empathic traditions, characterize the identities of the Haudenosaunee, Anishinaabek, and Métis peoples. The resilience of these cultures reveals dynamic and adaptive capacities.

KEY CONCEPTS

■ The elements and characteristics of Indigenous identity are shaped by a variety of factors including values, beliefs, languages, and social constructs.

Elementary Social Studies (revised 2018) Grade 3 - A1.1

Elementary Social Studies (revised 2018) Grade 4 - A1.1, A1.2, A1.4, A3.5, A3.8

The Ontario Curriculum History Grade 7 - A3.5

Grade 9 Geography Academic (CGC1D) - B1.1

Grade 10 History Academic (CHC2D) - B3.1, B3.2, B3.3

■ Individual identities are influenced by the stories and teachings of Indigenous cultures. For example, Niagara Falls and other landmarks are the subjects of oral histories that infuse Indigenous identities with direct connections to the region.

Elementary Social Studies (revised 2018) Grade 4 - A1.4, A3.5, A3.8

The Ontario Curriculum Geography Grade 7 - A1.1, A1.2, B1.1

Grade 9 Geography Academic (CGC1D) - B1.1

Grade 9 Geography Applied (CGC1P) - E3.1

Grade 10 FNMI (NAC20) - C3.1

■ Contact with Europeans and later Canadians and Americans disrupted traditional norms for Indigenous identity development and gender roles. For example, in contrast to patriarchal European cultures, the Haudenosaunee have a matriarchal society whereby identity and governance follow the female family line.

Elementary Social Studies (revised 2018) Grade 3 - A2.1, A1.2

Elementary Social Studies (revised 2018) Grade 4 - A3.9, A3.10

Elementary Social Studies (revised 2018) Grade 5 - A3.5, A3.2

The Ontario Curriculum History Grade 7 - A2.1, A2.2, B1.1, B2.2

The Ontario Curriculum History Grade 8 - B1.1

Grade 10 FNMI (NAC20) - C3.1

Grade 10 Civics (CHV20) - B2.1, B2.2

Grade 10 History Academic (CHC2D) - B3.4

Grade 12 History (CHI4U) - B1.4

■ Contemporary Indigenous identity is influenced by many complex social, historical, and cultural factors including electronic access to information, trends in popular culture, and more. Indigenous culture and language revitalization are vital and important parts of strengthening Indigenous identity. Traditional rights-of-passage persist and include participation in ceremonies, name acquisition, and the nurturing of individual talents.

Elementary Social Studies (revised 2018) Grade 3 - A1.1

The Ontario Curriculum History Grade 7 - A1.1, A1.2, A3.3, A3.4, A3.5, A3.7

The Ontario Curriculum Geography 8 - B1.3, B1.4

Grade 10 Civics (CHV20) - B2.1

Grade 10 History Academic (CHC2D) - B3.1, B3.2

Grade 12 History (CHI4U) - C2.4, C3.1, E1.1



INDIVIDUALS, GROUPS, AND INSTITUTIONS

The 21st-century classroom should include opportunities for the study of Indigenous individuals, groups, organizations, and institutions, and with those of other cultures and societies within the Niagara Region.

Indigenous peoples continue to operate and interact within self-determined and self-defined social structures that include kinship societies, institutions, and organizations, each with specific functions. These social structures shape the lives, identities, and histories of Indigenous peoples through the present day.

KEY CONCEPTS

■ Indigenous societies, institutions, and organizations define people's relationships and roles, and responsibilities in every aspect of life. These social structures continue to guide Indigenous peoples in daily responsibilities ranging from cultural values, health, and food production, to governance, justice, diplomacy, etc.

Elementary Social Studies (revised 2018) Grade 3 - A1.1

Elementary Social Studies (revised 2018) Grade 5 - B1.1, B3.3, B3.6, B3.7

The Ontario Curriculum Geography Grade 7 - B3.2, B3.3, B3.4

Grade 9 Geography Academic (CGC1D) - E1.1

Grade 10 Civics (CHV20) - B2.1, B2.2, C2.1

■ Kinship societies are influential in shaping people's roles and interactions with individuals, families, institutions, and communities. These relationships serve as cultural bonds among the people and foster empathic connections with the natural world.

Elementary Social Studies (revised 2018) Grade 3 - A1.1

The Ontario Curriculum History Grade 7 - A3.5

Grade 9 Geography Academic (CGC1D) - B1.1

Grade 10 FNMI (NAC20) - C3.1

Grade 10 Civics (CHV20) - B1.2, C2.1

■ The impacts of colonialism on Indigenous peoples is profound. These include influences on their belief-systems, families, communities, and educational and governance systems. The negative impacts on Indigenous peoples continue and have resulted in responses such as rejection, adaptation, and assimilation.

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A3.2, A3.3,

A3.5, A3.6, A3.8

The Ontario Curriculum History Grade 7 - A3.5, B1.2

The Ontario Curriculum History Grade 8 - A3.2, A3.3, A3.5, A3.6,

B1.1, B1.2

Grade 9 Geography Academic (CGC1D) - D3.1, D3.5

Grade 10 FNMI (NAC20) - B1.3, C1.1, C2.1, C2.3, D2.2, D3.2, E1.3

Grade 10 Civics (CHV20) - B2.4

Grade 10 History Academic (CHC2D) - B2.5, C1.1, C1.3

Grade 11 Geography (CGD3M) - D2.3

Grade 12 Geography (CGW4C) - B1.1, B1.2

Grade 12 Politics (CPW4U) - E3.1

■ As members of their respective Indigenous nations, various Haudenosaunee, Anishinaabek, Metis, and other warriors fought in the War of 1812 in the Niagara Frontier and received General Military Service Medals, but aren't included in history books, such as:

- Chief Jean Baptiste Assiginack (Piipiigwenh "Sparrow Hawk" clan of L'Arbre Croche/Manitowaning/Wikwemikong) fought in the Battle of Beaverdams;

- Chief Shingwaukonse "Little Pine" of the Jiichiishkwewh (Plover/Killdeer clan), Baawiting (Sault Ste. Marie) fought at Queenston Heights and Lundy's Lane;

- Newash of Cape Croker fought at Niagara;

- Lawrence Herchimer (Mississaugas of the New Credit) fought under Col. Givens at Toronto and Stoney Creek.

Elementary Social Studies (revised 2018) Grade 5 - A3.3, A3.8

Grade 10 FNMI (NAC10) - D2.2, D3.2, D3.3

Grade 10 FNMI (NAC20) - D2.5,

E1.1, E1.2, E1.3, E3.1, E3.3

■ Following the War of 1812 and the denial of Indigenous sovereignty, assimilation policies were developed by the government. These policies amplified the rejection of Indigenous systems of governance, dispossession of lands and resources, Christian missionizing, and western educational systems including residential schools that exerted major influences on Indigenous individuals, families, groups, and institutions. Indigenous peoples have fought to counter these pressures and have accommodated them when necessary.

GR. 5 - A3.3, A3.8

Elementary Social Studies (revised 2018) Grade 5 - A3.3, A3.8

The Ontario Curriculum History Grade 7 - B1.1, B1.2, B2.1, B3.3, B3.5

The Ontario Curriculum History Grade 8 - A3.3

Grade 10 FNMI (NAC20) - E1.2

Grade 10 Civics (CHV20) - B1.4, B2.1

Grade 10 History Academic (CHC2D) - B2.5, C1.1, C1.4, C2.1



Grade 11 Law (CLU3M) - C1.2, C2.3, C3.1, C3.3

Grade 12 Law (CLN4U) - C2.3

Grade 12 History (CHI4U) - C2.1, C2.4, D3.3, D3.4

Grade 11 Geography (CGD3M) - D2.3

■ The Crown created legal and financial obligations with their allies. While sometimes fraudulent means were employed, the underlying principles of nation-to-nation agreements with free, prior, and informed consent remain at the heart of Canada's relations with Indigenous peoples.

Elementary Social Studies (revised 2018)

Grade 5 - A3.3

The Ontario Curriculum History Grade 8 - A3.2

Grade 10 FNMI (NAC20) - F1.1, F1.3

Grade 10 Civics (CHV20) - B1.1

Grade 12 History (CHI4U) - C1.4

■ Today, Indigenous peoples strive to preserve and promote their identities within the context of sovereign and politically self-determining institutions and governance structures within Canada.

Elementary Social Studies (revised 2018)

Grade 5 - B1.1, B3.1, B3.3, B3.6, B3.7, B3.8

Grade 10 Civics (CHV20) - B2.2, C2.1

Grade 12 History (CHI4U) - E1.1, E3.4

Grade 11 Politics (CPC30) - B2.3

POWER, AUTHORITY, AND GOVERNANCE

The 21st-century classroom should include experiences that support the study of how Indigenous peoples have created, interacted with, and influenced structures of power, authority, and governance within Niagara and Canada as a whole.

Indigenous peoples have developed and maintain various forms of governance. These governance structures faced rapid and devastating change as a result of European colonization, the development of British North America and, after 1867, of Canada. Although these structures were progressively challenged from the 16th century onward, Indigenous peoples still exercise their inherent sovereignty, political authority, and self-determination to govern their own affairs through nation-to-nation relationships with other legitimate forms of government within Canada.

KEY CONCEPTS

■ Before the arrival of European colonizers, Indigenous nations had developed complex systems of governance that embodied important principles of effective rule. Indigenous nations' representatives interacted with each other based upon their sovereignty. They had full agency and authority in making decisions, from recognizing each other's sovereignty and practicing diplomacy to building strategic alliances, waging wars and negotiating judicial issues and peace accords.

Elementary Social Studies (revised 2018) Grade 3 - A1.3, A3.3, A3.7
Elementary Social Studies (revised 2018) Grade 4 - A1.1, A1.2, A3.3, A3.8
Elementary Social Studies (revised 2018) Grade 6 - A1.2
Grade 10 FNMI (NAC20) - C3.1, D3.2
Grade 10 Civics (CHV20) - B2.1
Grade 12 History (CHI4U) - B1.1

■ With the arrival of European colonists in North America in the latter half of the 16th century, diseases against which Indigenous peoples had no immunity rapidly spread across the continent. This resulted in deaths on a devastating scale, severely reducing Indigenous populations. Traditional governance structures were seriously compromised. As the number of Europeans increased, they attempted to destroy Indigenous power and assimilate or relocate Indigenous peoples. This on-going process created a challenge to the continuation of Indigenous cultures, governance structures, and economies.

Elementary Social Studies (revised 2018) Grade 3 - A2.1
Elementary Social Studies (revised 2018) Grade 4 - A3.10
Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3, A3.3
Elementary Social Studies (revised 2018) Grade 6 - A2.1
The Ontario Curriculum History Grade 7 - A1.2, A2.1
The Ontario Curriculum History Grade 8 - A2.1
Grade 10 FNMI (NAC20) - C1.2, C2.3, C2.4, C3.1, D1.2, D2.2, D3.2, E2.2
Grade 10 Civics (CHV20) - B1.1, B2.1
Grade 10 History Academic (CHC2D) - C1.1, C1.2, C1.4
Grade 12 Politics (CPW4U) - E3.1

■ Genocidal acts were carried out as part of the mandate of European colonizers. Key to these policies was a mission to radically reshape Indigenous political and social structures.

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A3.3
The Ontario Curriculum History Grade 8 - A3.3, B1.2, B2.6, B3.1, B3.3, B3.5
Grade 10 FNMI (NAC20) - C1.2, C2.3, C2.4, E1.3
Grade 10 Civics (CHV20) - B3.5
Grade 10 History Academic (CHC2D) - B2.5, C1.4, C2.1
Grade 12 Politics (CPW4U) - E3.1

■ A variety of political, economic, legal, military, and social policies were used by European colonizers to uproot, relocate, or consolidate Indigenous peoples to concentrated reserves. This had a devastating effect on Indigenous peoples, their governance, cultures, and languages, which were undermined through forced assimilation policies and practices.

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3, A3.3, B1.1
The Ontario Curriculum History Grade 7 - A1.3, B1.1
The Ontario Curriculum History Grade 8 - A1.2, A1.3, A3.1, A3.2, B3
Grade 9 Geography Academic (CGC1D) - D3.5
Grade 10 FNMI (NAC10) - D2.2, E1.1, E1.2, E1.3, F1.5
Grade 10 Civics (CHV20) - B1.1, B3.1
Grade 10 History Academic (CHC2D) - B2.5, C1.4, C2.1
Grade 10 FNMI (NAC20) - C1.3, C1.2, C2.4, C3.1, D1.2
Grade 12 Geography (CGW4C) - B1.1, B1.2
Grade 12 Politics (CPW4U) - B2.1, E3.1

■ Historical policy periods continue to have a major impact on Indigenous rights and the process of maintaining Indigenous governance. In chronological order these include:

- The establishment of the fur trade by French, Dutch, and English from earliest contact
- The founding of New France after 1603
- The attempts to convert Indigenous peoples to Christianity beginning in the early 17th century

- The Beaver Wars of the 17th century
- Military alliances with European powers, for example the *Covenant Chain*
- The defeat of New France and the beginning of English rule in 1760
- The *Royal Proclamation* of 1763
- *Treaty of Niagara* of 1764
- *Treaty of Fort Stanwix* of 1768
- The American Revolution of 1776 to 1783 and the displacement of Indigenous nations
- The land purchases from the Mississauga, including the *Hal-dimand Grant* of 1784, and consequent settling of the Niagara region by Loyalists and immigrants
- *Jay Treaty* of 1796 (The *Treaty of Amity, Commerce, and Navigation*)
- War of 1812 (1812 to 1815)
- *Treaty of Ghent* of 1815
- The post War of 1812 devaluing of the alliances between Indigenous peoples and the Crown
- Changes in policies beginning in 1830 with the Indian Civilization Program as the British ceased to value Indigenous peoples as allies and began to see them as wards of the state. This resulted in an act that became known as the *Gradual Civilization Act*, to encourage the gradual civilization of the Indian tribes in the province (of Canada) in 1857.
- The signing of *Treaty 45* by Lieutenant Governor Francis Bond Head in 1836 shows how relations were being manipulated for British gain (ie. Manitoulin Island).
- The on-going assimilation of Indigenous peoples includes the establishment of reserve systems, enfranchisement, the *Indian Act* of 1876, the enforcement of elected councils, residential schools, the 60's Scoop, the proposed 1969 *White Paper*, foster care programs, etc.
- The extraction of natural resources without consent has had a profound negative impact on Indigenous life.

Elementary Social Studies (revised 2018) Grade 5 - A3.1, A3.2, A3.3, B1.1
Elementary Social Studies (revised 2018) Grade 6 - A2.1, A3.5, A3.7
The Ontario Curriculum History Grade 7 - B1.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6
The Ontario Curriculum History Grade 8 - A1.1, A3.1, A3.2, A3.3, A3.5, A3.6, A3.7
Grade 9 Geography Academic (CGC1D) - C1.3, C2.2
Grade 10 FNMI (NAC20) - C1.3, C2.2, C2.3, C2.4, C3.1, D1.2, D1.3, D1.4, D2.2, D2.3, D2.5, D3.2, D3.3, E1.1, E1.2, E1.3, E2.1, E3.1, E3.3, F1.3, F1.4, F1.5
Grade 10 History Applied (CHC2P) - B2.1, D3.2
Grade 10 Civics (CHV20) - B1.1, B1.2, B3.1, B3.4, C2.1
Grade 10 History Academic (CHC2D) - B2.1, B2.2, B2.4, B2.5, B3.1, C1.3, C1.4, C2.1, C2.2, C2.4, D3.3
Grade 11 History (CHA3U) - C2.4
Grade 11 Law (CLU3M) - C1.2, C2.3, C3.1, C3.3
Grade 11 Law (CLU3E) - C1.2
Grade 12 Law (CLN4U) - B3.1, C2.1, C2.3
Grade 12 Politics (CPW4U) - B2.1, E3.1
Grade 12 Geography (CGW4C) - C2.1
Grade 12 History (CHI4U) - C2.1, D1.1, D1.6, D2.2, D3.3, D3.4



■ Today, Indigenous governments operate under self-determined traditional structures or on models imposed upon them by the Government of Canada. In other instances Indigenous nations are re-establishing governance systems. Based on treaties, laws, and court decisions, Indigenous peoples maintain sovereign status within Canada. Interactions with municipal, provincial, and federal governments are undertaken on a government-to-government basis.

Elementary Social Studies (revised 2018) Grade 5 - B1.1, B3.1, B3.4
The Ontario Curriculum History Grade 8 - A1.2, A1.3, A1.4
Grade 10 FNMI (NAC20) - C2.4, C3.1, D2.3, F1.3, F2.3
Grade 10 Civics (CHV20) - B2.1, B2.2
Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3
Grade 12 Law (CLN4U) - B2.1, B3.1
Grade 12 Law (CLN4C) - B3.1
Grade 12 Politics (CPW4U) - B2.1
Grade 12 Geography (CGW4U) - C1.2
Grade 12 History (CHI4U) - E1.1, E3.4

■ The Truth and Reconciliation Commission of Canada, through its findings and *Calls to Action*, has laid the foundation for the acknowledgement of historic wrong-doings and made recommendations to rebuild relations between Indigenous peoples and Canada. Although the journey has only just begun, the strength of relations among all peoples depends upon mutual respect, and shared understandings and aspirations. Aspects of this reconciliation are rightfully premised upon the contributions of Indigenous peoples for the important roles they played in securing Canada as a British, rather than American, colony.

Elementary Social Studies (revised 2018) Grade 5 - B1.1, B2.1
Elementary Social Studies (revised 2018) Grade 6 - A2.1, A3.5
The Ontario Curriculum History Grade 8 - A2.1, A2.2, A2.6, A2.7, A3.3
Grade 10 FNMI (NAC20) - F1.1, F1.3, F1.5
Grade 10 History Applied (CHC2P) - E3.4
Grade 10 History Academic (CHC2D) - E1.4
Grade 11 Politics (CPC30) - B2.2, C2.2
Grade 12 History (CHI4U) - E1.1, E2.1, E2.3, E3.4
Grade 10 Civics (CHV20) - B3.1, B2.2, C3.3, C3.4
Grade 12 Law (CLN4U) - C2.2, C4.3
Grade 12 Law (CLN4C) - C1.1, D3.1

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

The 21st-century classroom should include experiences that provide for the study of how Indigenous peoples organized and continue to organize for the production, distribution, and consumption of goods and services.

Indigenous peoples had developed intricate, complex, and sustainable trade systems that met their needs in the Niagara Region prior to contact with Europeans. Indigenous peoples produced and traded goods and technologies with each other using existing waterways and a well-developed trail network that connected their nations. Today, Indigenous individuals and businesses are active in economic enterprises in numerous fields and professions ranging from health, law, education, engineering, ecological restoration and renewable energy to construction, manufacturing, agriculture, food service, communications media, and the arts.

KEY CONCEPTS

■ Indigenous peoples maintained well-established economic relations with each other long before the arrival of Europeans.

Grade 10 FNMI (NAC20) - D1.3

■ As part of the Great Lakes watershed bordered by Lake Ontario to the north, the Niagara River to the east, and Lake Erie to the south – and with the Niagara Escarpment running from east to west – the Niagara Peninsula was an area rich in biodiversity that sustained Indigenous populations for millennia.

The Ontario Curriculum Geography Grade 7 - B1.1

Grade 9 Geography Academic (CGC1D) - C1.3

■ Indigenous peoples traded and gifted goods, foods, technologies, ideas, and cultural practices with one another. A number of exotic items including copper from Lake Superior, pipestone from Oklahoma, and shells from the Gulf of Mexico have been found in pre-contact archaeological sites in the Niagara peninsula.

Elementary Social Studies (revised 2018) Grade 3 - A1.1, A3.1

■ The development of agriculture in Niagara, including the cultivation of corn, beans, and squash, supplemented by fish, game, herbs, nuts, and berries, enabled the pre-contact Neutral Nation of Niagara to develop permanent settlements. Agriculture supported larger populations while providing them with surplus foods valued in trade by northern, non-agricultural nations. The Glossary in the 2018 Ontario Curriculum defines the Great Lakes-St. Lawrence Lowlands as being the area that surrounds the Great Lakes and the

St. Lawrence River, including the most densely populated portions of Ontario and Quebec. This area of gently rolling hills and flat plains provides an excellent physical base for agriculture and settlement and is often described as Canada's heartland.

The Ontario Curriculum History Grade 7 - A3.4, A3.5

The Ontario Curriculum Geography Grade 7 - A1.1

The Ontario Curriculum Geography Grade 8 - A3.2, A3.3, A3.5, A3.6

Grade 9 Geography Academic (CGC1D) - D3.1

Grade 10 FNMI (NAC20) - E1.2

Grade 12 Geography (CGR4M) - B3.2

■ Many of Niagara's road systems today follow the ancient trail networks that crisscrossed the region. Historically, European soldiers and settlers depended on these trails.

The Ontario Curriculum History Grade 7 - A3.5

The Ontario Curriculum Geography Grade 7 - B3.2

Grade 9 Geography Academic (CGC1D) - E3.2

■ In the colonial period Indigenous peoples played influential and powerful roles in trade and commerce economies. They exchanged resources harvested from the land such as furs, fish, and maple syrup, for European manufactured goods and items. This trade built European fortunes and stimulated the further exploration and colonization of North America.

Elementary Social Studies (revised 2018) Grade 3 - A1.2

The Ontario Curriculum History Grade 7 - A2.1, A3.7, A3.8

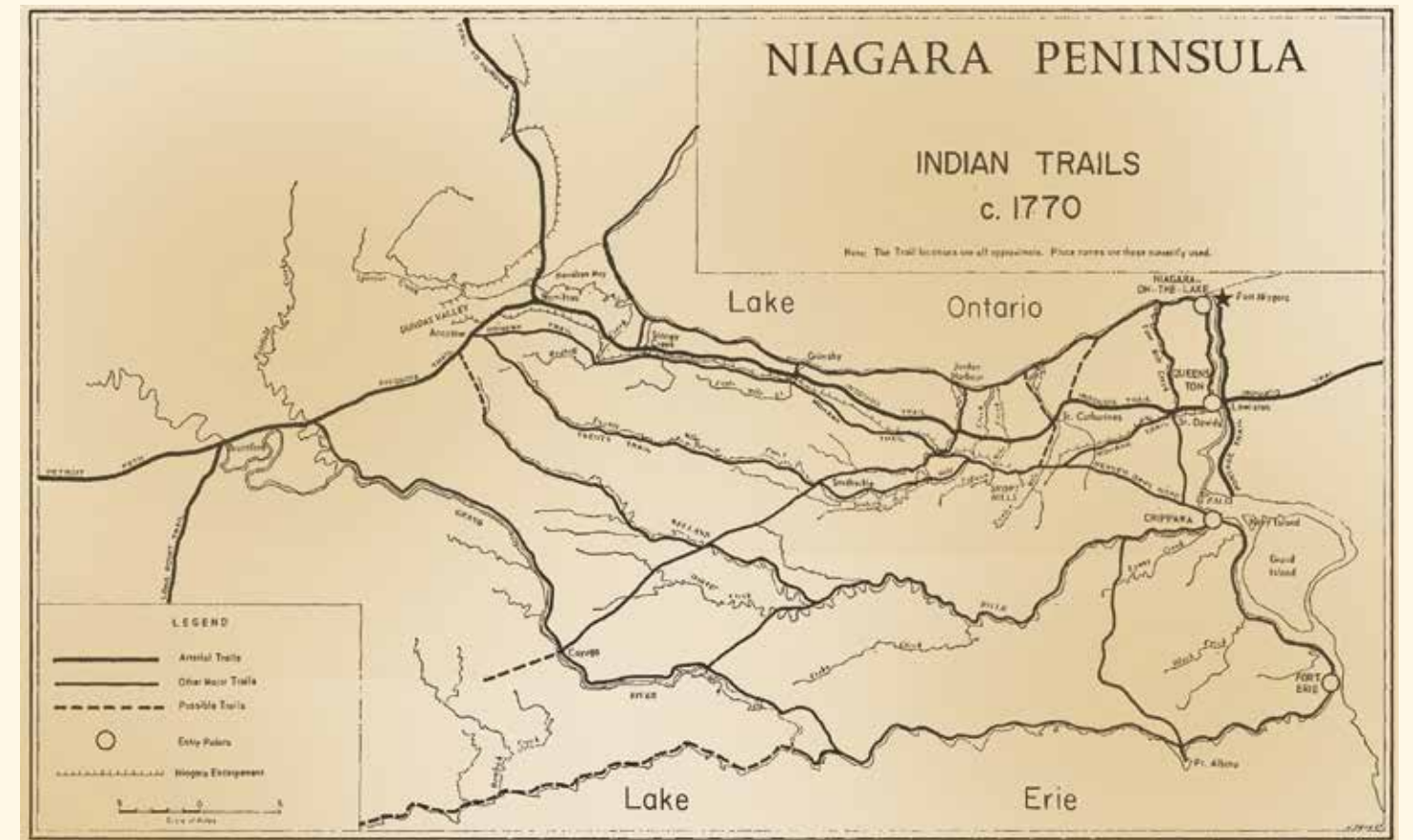
The Ontario Curriculum History Grade 8 - A3.6, B3.4, B3.6

Grade 9 Geography Academic (CGC1D) - C2.2, C3.2

Grade 10 FNMI (NAC20) - E1.2, E3.3

Grade 10 History Academic (CHC2D) - C1.3

Grade 11 Geography (CGF3M) - C3.1



■ Today, Indigenous peoples are involved in a variety of economic enterprises, and manage the economic growth of their nations, setting policies and seeking opportunities for advancement, while respecting the natural resources of Ontario. Indigenous peoples from a variety of trades and professions, on and off the reserves, contribute fully to the economic health of the region, the province, the nation, and the world.

Grade 9 FNMI (NAC10) - D2.1

Grade 9 Geography Applied (CGC1P) - C1.4, C2.2

Grade 9 Geography Academic (CGC1D) - C2.2, C2.3, C3.3, C3.4, E1.4

Grade 10 FNMI (NAC20) - F1.1, F1.2, F1.5

Grade 10 Civics (CHV20) - C2.1

Grade 10 History Academic (CHC2D) - C1.2

Grade 12 History (CHI4U) - D3.3, D3.4

Grade 12 Geography (CGW4U) - C1.3

Grade 12 Geography (CGU4M) - B2.3

Grade 12 Geography (CGR4E) - B2.1

Grade 11 Economics (CIE3M) - A2.3, B4.3, C2.2

Grade 12 Economics (CIC4E) - C3.4, C4.3

Grade 12 Economics (CIA4U) - B3.3, C2.4

NATURE, SCIENCE, TECHNOLOGY, AND SOCIETY

The 21st-century classroom should include experiences that provide for the study of Indigenous knowledge systems and their relationship with the natural world, science, and technology in historic and contemporary societies.

Indigenous knowledge is activated through languages, cultural practices, and teachings that span hundreds of generations in the Niagara Region. This knowledge, which is based on natural law, long-term observation, experimentation, and experience with the living earth, has sustained Indigenous peoples for thousands of years. When applied to contemporary local and global challenges, Indigenous knowledge contributes to dynamic and innovative solutions.

KEY CONCEPTS

■ Indigenous knowledge reflects a relationship developed over millennia with the living earth based on respect, keen observation, experimentation, and practice.

Elementary Social Studies (revised 2018) Grade 3 - A1.1, A3.6, B1.1
 Elementary Social Studies (revised 2018) Grade 4 - A1.4, A2.1
 The Ontario Curriculum Geography Grade 7 - A1.2
 Grade 9 Geography Academic (CGC1D) - B1.1
 Grade 10 FNMI (NAC20) - C3.1
 Grade 10 Civics (CHV20) - B1.2, C2.1
 Grade 10 History Academic (CHC2D) - B1.2, C1.2
 Grade 12 Geography (CGR4M) - B2.1

■ Relationships between Indigenous peoples and the natural world form the basis of knowledge systems that are evident in everything from foundational cultural teachings and expressions of identity to modes of production and ways of living.

Elementary Social Studies (revised 2018) Grade 3 - A2.2, A3.6, B1.1
 Elementary Social Studies (revised 2018) Grade 4 - A1.4, A2.1
 The Ontario Curriculum History Grade 7 - A3.5
 The Ontario Curriculum Geography Grade 7 - A1.2
 Grade 9 Geography Academic (CGC1D) - B1.1
 Grade 10 FNMI (NAC20) - C3.1
 Grade 10 Civics (CHV20) - B1.2, C2.1
 Grade 10 History Academic (CHC2D) - B1.2, C1.2, D1.2
 Grade 12 Geography (CGR4M) - B1.2, B2.1

■ Indigenous peoples use their knowledge systems to live sustainable, productive, and innovative lives in the diverse and challenging environment of the Niagara Region.

Elementary Social Studies (revised 2018) Grade 3 - A3.6, B1.1
 Elementary Social Studies (revised 2018) Grade 4 - A2.1
 The Ontario Curriculum History Grade 7 - A3.5
 The Ontario Curriculum Geography Grade 7 - A1.2

Grade 9 Geography Academic (CGC1D) - B1.1
 Grade 10 FNMI (NAC20) - F1.1
 Grade 12 Geography (CGW4U) - C1.3
 Grade 12 Geography (CGR4M) - B1.2, B2.1
 Grade 12 Geography (CGW4C) - C1.1

■ Indigenous technological advancements including canoes, snowshoes, moccasins, toboggans, etc., helped Indigenous peoples and European newcomers to traverse the terrain and live with the environment.

The Ontario Curriculum History Grade 7 - A3.5, A3.6
 Grade 10 FNMI (NAC20) - F1.1
 Grade 10 History Academic (CHC2D) - B1.2, C1.2

■ Indigenous knowledge of natural medicines, herbs, edible plants, nuts, and berries, and of the best methods for fishing and hunting were shared with European newcomers. This knowledge helped them survive in the Niagara Region.

Elementary Social Studies (revised 2018) Grade 3 - A3.6, B1.1
 Elementary Social Studies (revised 2018) Grade 4 - A2.1
 Elementary Social Studies (revised 2018) Grade 6 - A1.2
 The Ontario Curriculum History Grade 7 - A1.2, A3.5
 Grade 10 FNMI (NAC20) - C3.1, F1.1

■ Indigenous knowledge and related innovations included the development and cultivation of corn, beans, and squash, maple syrup, wild rice, tobacco, potatoes, tomatoes, and other agricultural products and processes, many of which have had an enormous global impact.

Elementary Social Studies (revised 2018) Grade 4 - A2.1
 The Ontario Curriculum History Grade 7 - A3.5
 The Ontario Curriculum Geography Grade 7 - A1.1
 The Ontario Curriculum Geography Grade 8 - A3.2
 Grade 9 Geography Academic (CGC1D) - C1.4, C2.1, C2.2, C3.2, C3.4
 Grade 10 FNMI (NAC20) - F1.1



■ Indigenous knowledge can be applied to the science addressing environmental challenges such as sustainability, climate change, ecological restoration, preservation of biodiversity, species at risk, and wetland, forest, and wildlife management.

Elementary Social Studies (revised 2018) Grade 3 - B2.2
 Elementary Social Studies (revised 2018) Grade 6 - A1.2
 The Ontario Curriculum Geography Grade 7 - B1.3, B2.1
 Grade 9 Geography Applied (CGC1P) - B1.3
 Grade 9 Geography Academic (CGC1D) - B1.1, B1.3, E1.4
 Grade 10 FNMI (NAC20) - F1.1
 Grade 10 Civics (CHV20) - B1.2
 Grade 10 History Academic (CHC2D) - E1.4
 Grade 12 Geography (CGW4U) - C1.3, C1.4, C1.5
 Grade 12 Geography (CGU4M) - C1.2, C2.1, C2.3
 Grade 12 Geography (CGR4M) - B1.1, B1.2, B2.1, E1.3
 Grade 12 Geography (CGR4E) - B2.1, E1.1

■ Indigenous knowledge was nearly lost through years of contact with Europeans, whose social, cultural, economic practices and policies profoundly impacted Indigenous societies and the natural environment.

Elementary Social Studies (revised 2018) Grade 3 - A1.2, A2.1
 Grade 10 FNMI (NAC20) - C3.1, D3.2, E1.3
 Grade 10 History Academic (CHC2D) - B1.3, B2.5, C1.4, D1.4
 Grade 12 Geography (CGR4M) - C2.1

■ Major social, cultural, and economic changes took place in Indigenous cultures as a result of the acquisition of goods and technologies from Europeans.

The Ontario Curriculum History Grade 7 - A3.2, B3.3
 Grade 10 FNMI (NAC20) - C3.1, E1.2, F1.2
 Grade 10 History Academic (CHC2D) - B1.2, B1.3, C1.2, C1.3, D1.2

■ The current transfer, resurgence, and application of Indigenous knowledge has been made possible through intergenerational communication from elders to youth.

Grade 9 FNMI (NAC10) - D2.1
 Grade 12 Geography (CGR4M) - B2.1

■ Indigenous knowledge systems are being shared nationally and globally to enrich our understandings of nature, science, technology, and society.

Grade 9 Geography Academic (CGC1D) - B1.1, C2.1, C3.3
 Grade 10 FNMI (NAC20) - F1.1
 Grade 12 Geography (CGW4U) - C1.3
 Grade 12 Geography (CGR4M) - B1.1, B1.2, B2.1, E1.3
 Grade 12 History (CHI4U) - E3.4

GLOBAL CONNECTIONS

The 21st-century classroom should include experiences that provide for the study of Indigenous peoples' global connections.

Indigenous peoples have always interacted with others beyond their own communities. They exchanged ideas, materials, goods, foods, technologies, and art with other nations and peoples for millennia. The arrival of Europeans changed the terms of engagement in both positive and negative ways. Indigenous resources and lands serve as the foundation for European settlement in North America. Indigenous ideas also contributed to the emergence of modern systems of governance and movements for equality and justice at home and around the globe.

KEY CONCEPTS

■ Indigenous diplomatic protocols were used by European and colonial governments in their interactions with Indigenous peoples. Colonists learned about the Great Law of Peace, or the Constitution of the Haudenosaunee Confederacy, which enshrined the principles of peace, individual liberty, gender equality, and separation of powers. Over time, these had an influence upon British representatives and the founders of the United States.

Elementary Social Studies (revised 2018) Grade 4 - A1.2, A1.3

The Ontario Curriculum History Grade 7 - A3.2

Grade 10 FNMI (NAC20) - C3.2, D3.3, F1.1

Grade 11 History (CHA3U) - B2.1

Grade 11 Law (CLU3E) - B2.1

Grade 12 Law (CLN4U) - B2.1

■ In 1710, three Mohawk of the Haudenosaunee Confederacy and one Mahican of the Algonquin peoples, travelled to Great Britain. Recognized as diplomats they were received by Queen Anne at the Court of St. James Palace. Their advocacy for military aid to fight against the French reveals the role Indigenous nations played in European geopolitical conflicts in North America. Diplomatic relations between Indigenous peoples and the Crown saw representatives traveling across the Atlantic in both directions throughout history.

Elementary Social Studies (revised 2018) Grade 4 - A1.2, A1.3

The Ontario Curriculum History Grade 7 - A2.1, A2.2

Grade 10 FNMI (NAC20) - C3.2, D3.1, D3.3

Grade 11 History (CHA3U) - B2.1

Grade 12 History (CHI4U) - B2.2, B3.2

■ Based upon nation-to-nation relations extending back to the Two Row Wampum, Cayuga Chief Deskaheh (Levi General) advocated for recognition of Haudenosaunee sovereignty to the global community in a proclamation to the League of Nations in 1925.

Grade 10 History Academic (CHC2D) - B1.1

Grade 10 Civics (CHV20) - B1.2, B3.4

Grade 12 History (CHI4U) - D1.1, D2.2

■ Deskaheh's international work was taken up by Tuscarora Chief Clinton Rickard, who went on to establish the Indian Defense League in 1926, an organization that advocates for Indigenous sovereignty and inherent border crossing rights. These rights were recognized in the 1794 *Jay Treaty* and 1815 *Treaty of Ghent* (Article 9). Both of these treaties were between the United States and Britain. As a reminder of this inherent right, Indigenous peoples celebrate an unrestricted border crossing of the Niagara River annually.

Grade 10 FNMI (NAC20) - C1.4, D2.3, D3.1, E2.1

Grade 10 History Academic (CHC2D) - B2.2, B3.1

Grade 10 Civics (CHV20) - B1.1, B1.2, B3.1, C1.1, C1.3

Grade 11 History (CHA3U) - D1.3, D2.1, D3.4

Grade 12 History (CHI4U) - D1.1, D2.2

Grade 12 Geography (CGW4U) - E1.3

Grade 11 Law (CLU3E) - C2.1

Grade 12 Law (CLN4U) - D2.1

■ The *United Nations Declaration on the Rights of Indigenous Peoples* was adopted on September 13, 2007, following generations of advocacy and formal institutional engagement by Indigenous peoples since 1977. Among many principles the *Declaration* reaffirms that "Indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind." It also recognizes "the urgent need to respect and promote the inherent rights of Indigenous peoples which derive from their political, economic, and social structures and from their cultures, spiritual traditions, histories, and philosophies, especially their rights to their lands, territories and resources," and expresses that "respect for Indigenous knowledge, cultures, and traditional practices contributes to sustainable and equitable development and proper management of the environment." The implementation of these principles is dependent upon individual nation states.

Grade 10 FNMI (NAC20) - F1.1, F1.2, F1.3

Grade 10 History Academic (CHC2D) - C1.4

Grade 10 Civics (CHV20) - B1.4, B3.4

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 12 Law (CLN4U) - C1.3, E2.1, E4.3

Grade 12 Geography (CGW4U) - E1.2, 1.3

Grade 12 Geography (CGW4C) - C1.1

Grade 12 Geography (CGR4E) - B2.1

Grade 12 History (CHI4U) - E1.1



■ The Haudenosaunee are the originators of lacrosse, the national summer sport of Canada. The Iroquois Nationals, formed and sanctioned by the Grand Council of the Haudenosaunee in 1983, competes in international field lacrosse competition. Team members travel on their own Haudenosaunee passports. Many Indigenous lacrosse players from the Niagara Region have played for the Iroquois Nationals and professional lacrosse teams.

Grade 10 FNMI (NAC20) - D3.1, F1.1

Grade 10 Civics (CHV20) - B3.1, B3.4

■ Indigenous food crops and forest products are an important source of energy, nutrition, and fibre for people around the globe. The widespread transfer of plants, animals, culture, technology, and ideas, often referred to as the "Columbian Exchange," profoundly influenced European life in the 16th century and beyond.

Grade 10 FNMI (NAC20) - F1.1

Grade 9 Geography Academic (CGC1D) - B2.1, C3.2

■ During the 2018 North American Free Trade Agreement (NAFTA) negotiations between Canada, the United States, and Mexico, a proposal was tabled to recognize Indigenous economic and cultural rights. Concerns expressed about oil pipelines being routed through Indigenous lands raise the international profile of the rights of the Indigenous nations.

Grade 9 Geography Academic (CGC1D) - C1.4, C2.2, C3.2

Grade 10 FNMI (NAC20) - F1.2

Grade 10 Civics (CHV20) - B3.1

Grade 10 History Academic (CHC2D) - E1.3, E2.2

Grade 10 History Applied (CHC2P) - E1.5

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 11 Politics (CPC30) - B2.1

Grade 12 Geography (CGR4M) - C2.1, C2.2

Grade 12 Economics (CIA4U) - B3.3, C2.4

Grade 12 History (CHI4U) - E1.1

Grade 12 Law (CLN4U) - C4.3

Grade 12 Politics (CPW4U) - C2.2, D2.1

CIVIC IDEALS AND PRACTICES

The 21st-century classroom should include information that facilitates the study of the ideals, principles, and practices of citizenship of Indigenous peoples, past and present, within the Niagara Region.

Ideals, principles, and practices of citizenship and sovereignty have always been part of Indigenous societies. The rights and responsibilities of Indigenous individuals have been defined by the values, morals, and beliefs common to their cultures. Indigenous peoples within Canada today may, or may not, be citizens of their Indigenous nations.

KEY CONCEPTS

■ Inherent rights, often referred to as Aboriginal rights in Canadian law, preceded the founding of Canada. Indigenous nations have inherent sovereignty, cultural integrity, and self-determination.

The Ontario Curriculum History Grade 8 - A1.1

Grade 9 Geography Academic (CGC1D) - B1.1, B2.2, B3.1

Grade 10 Civics (CHV20) - B1.1, B2.1, B2.2, B3.1

Grade 10 History Academic (CHC2D) - C1.4

Grade 10 History Applied (CHC2P) - D3.2

Grade 11 Geography (CGG30) - E2.3

Grade 11 Law (CLU3E) - B2.1

Grade 12 History (CHI4U) - D3.3, D3.4

Grade 12 Law (CLN4U) - B2.1

■ Upon colonization, France and Britain, while first engaging in a process of nation-to-nation relations, later began to deny the inherent rights of their Indigenous allies. However, Indigenous governments continue to exist in a variety of forms.

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3, A3.3

The Ontario Curriculum History Grade 7 - A2.1, A2.2, A2.4

Grade 10 FNMI (NAC20) - D1.3

Grade 10 Civics (CHV20) - B2.1, B2.2

Grade 10 History Academic (CHC2D) - E1.5, E2.4

Grade 12 History (CHI4U) - B1.1, D3.3, D3.4

■ From early contact colonial policies were structured to erase Indigenous identities. Additionally, pre-Confederation and federal acts such as the 1857 *Gradual Civilization Act* and the 1876 *Indian Act* (and its amendments) were also designed to undermine Indigenous sovereignty and assimilate Indigenous peoples into Canadian society. As a result, not all Indigenous peoples are recognized by the federal government as citizens of their own nations. Enfranchisement, a legal process by which Indigenous peoples lost their “Indian Status,” is another example.

“Indian Status” refers to a specific legal identity of an Aboriginal person in Canada. With the creation of the *Indian Act* in 1876, the Canadian government developed criteria for who would be legally considered an Indian. The *Indian Act* applies only to status Indians, and has not historically recognized Métis and Inuit peoples (Indigenous Foundations, University of British Columbia).

Elementary Social Studies (revised 2018) Grade 5 - A1.1, A1.3, A3.2, A3.3, A3.5, A3.8, B1.1, B2.1

The Ontario Curriculum History Grade 8 - A1.1, A1.2, A1.3, B3.1

Grade 10 FNMI (NAC20) - C3.1, E1.1, E1.2, E1.3

Grade 10 Civics (CHV20) - B1.1 B1.3

Grade 10 History Academic (CHC2D) - B2.5, C1.4, D1.4, E1.4, B2.1, B2.3, D3.3

Grade 10 History Applied (CHC2P) - B2.1, D3.2

Grade 12 History (CHI4U) - B1.1, C2.1, D2.2, D3.3, D3.4

Grade 12 Geography (CGW4U) - E1.3

Grade 12 Law (CLN4U) - B3.1

■ Indigenous peoples’ support for the British helped cement their own nation-to-nation relations within the British colony, but did not result in the expected benefits that had been promised for their loyalty. Instead, they came to be considered wards of the government – which assumed all responsibilities for “Status Indians” who were identified in the Indian Register and were linked to a particular First Nation.

Elementary Social Studies (revised 2018) Grade 5 - A3.3, A3.5, B1.1, B2.1

The Ontario Curriculum History Grade 8 - A1.1, A1.2, A1.3, B3.1

Grade 10 FNMI (NAC20) - E1.1, E1.2, E1.3

Grade 10 Civics (CHV20) - B1.1, B1.3, B1.4

Grade 10 History Academic (CHC2D) - B2.5, D3.3, E2.3

Grade 12 History (CHI4U) - C2.1, D3.3, D3.4

■ The *Canadian Constitution* of 1982 identified three distinct groups of Indigenous peoples: First Nations, Métis, and Inuit. The term First Nations is used to identify Indigenous peoples, both Status and non-Status, who are not Métis or Inuit. Inuit people hail from northern Canada, living mostly in Nunavut, Northwest Territories, northern Quebec and Labrador. Métis are peoples of mixed Indigenous and European ancestry who have continued ties to a historical Métis community. Indigenous peoples or Aboriginal peoples are collective nouns used to broadly include First Nations, Métis, and Inuit peoples.

Grade 10 FNMI (NAC20) - A1.1 F1.1

Grade 10 Civics (CHV20) - B1.1, B3.1

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 12 History (CHI4U) - E1.1, E1.5

Grade 12 Law (CLN4C) - C1.1

Grade 12 Politics (CPW4U) - B2.1



■ The *Charter of Rights and Freedoms*, a part of the *Constitution Act* of 1982, guarantees Canadians fundamental freedoms as well as various rights, including democratic, mobility, legal, and equality rights. It recognizes the multicultural heritage of Canadians, and protects official language rights and the rights of Indigenous Canadians.

Grade 10 FNMI (NAC20) - E1.1, F1.1, F2.3

Grade 10 History Academic (CHC2D) - E1.1, E1.4, E2.1, E2.3

Grade 10 Civics (CHV20) - B3.1

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 11 Law (CLU3E) - C1.1

Grade 11 Politics (CPC30) - C2.1, C2.2

Grade 12 Law (CLN4U) - C1.2, C3.1

Grade 12 Law (CLN4C) - C1.1, D3.1

Grade 12 Geography (CGW4U) - E1.3

Grade 12 Politics (CPW4U) - B2.1

Grade 12 History (CHI4U) - E1.1, E1.5

■ The *Royal Commission on Aboriginal Peoples* of 1996 recommended the reaffirmation of nation-to-nation relations between the federal government and First Nations, Métis, and Inuit. This comprehensive five-volume report states the following: “They were nations when they forged military and trade alliances with European nations. They were nations when they signed treaties to share their lands and resources. And they are nations today, in their coherence, their distinctiveness, and their understanding of themselves.”

Elementary Social Studies (revised 2018) Grade 5 - B3.3, B3.6, B3.7

Grade 10 FNMI (NAC20) - E1.1, F1.1, F1.5

Grade 10 Civics (CHV20) - B2.1, B2.2

Grade 10 History Applied (CHC2P) - E1.4

Grade 10 History Academic (CHC2D) - E1.4, E2.2

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 12 History (CHI4U) - E1.1, E1.5

Grade 12 Law (CLN4U) - B4.3

Grade 12 Politics (CPW4U) - B1.3, B2.1

■ The federal government of Canada recognizes more than 630 Indigenous communities, representing more than 50 Nations and 50 Indigenous languages. In 2017, the federal government pledged to fully implement the *Calls to Action* of the Truth and Reconciliation Commission and the *United Nations Declaration on the Rights of Indigenous Peoples*.

Elementary Social Studies (revised 2018) Grade 5 - B3.3, B3.6, B3.7

Grade 10 History Applied (CHC2P) - E1.4, E2.2

Grade 10 History Academic (CHC2D) - E1.4, E2.3

Grade 10 Civics (CHV20) - B2.1, B2.2, B3.1

Grade 11 Law (CLU3M) - C2.3, C3.1, C3.3

Grade 12 Law (CLN4U) - C2.2, C4.3

Grade 12 Law (CLN4C) - C1.1

Grade 12 History (CHI4U) - E1.1, E1.5, E2.1

Grade 12 Politics (CPW4U) - B2.1, D2.1



LANDSCAPE OF NATIONS 360° ROUNDTABLE

In addition to the development of the *Ten Essential Understandings* framework, a significant outcome of this project has been the establishment of this group of credentialed historians, scholars, educators, and Indigenous culture and language specialists, that possesses the capacity to apply collective knowledge and intelligence to the determination of answers to questions and issues that arise in an educational environment involving research and enquiry.



Wahatsa Tim Johnson, Director of Landscape of Nations 360°, Artistic Producer of Celebration of Nations, Senior Advisor to the Friends of Laura Secord for the

First Nations Peace Monument unveiled on October 7, 2017, Co-Chair of Landscape of Nations: The Six Nations & Native Allies Commemorative Memorial unveiled on October 2, 2016 in Queenston Heights Park, and Executive Producer of *RUMBLE: The Indians Who Rocked The World*, was the former Associate Director for Museum Programs at the Smithsonian Institution's National Museum of the American Indian. Over a period of ten years of executive leadership at the National Museum of the American Indian, Mr. Johnson produced a long list of critically acclaimed exhibits, influential programs, award-winning books and films, lectures, events, and periodicals, creating an era that significantly advanced the institution's museology and reputation. He is the recipient of the Dreamcatcher Foundation Award for Art and Culture for his significant contributions to Native arts, media, and heritage programs over a distinguished career.



Michele-Elise Burnett, a proud Métis with Algonquin roots from Kitigan Zibi Bear Clan, is President of Kakekalanicks, an Indigenous arts and consultancy company which helps promote Indigenous art and artists to a broad audience. Ms. Burnett also

serves as the Artistic Director of Celebration of Nations, Associate Director for Outreach and Engagement for LON 360°, is Vice President of Ignite the Spirit of Education Foundation, Inc., and sits on the Board of Directors at Brock University, where she is the Co-Chair of the Aboriginal Educational Council. She also serves on the Board of Directors for Weengusk Film Institute and is a Board member of the Ridley College Fund USA. After graduating from Ryerson University's School of Radio and Television Arts, Ms. Burnett became a third-generation radio business owner in an industry pioneered by her father and grandfather. Later, partnering with her mother, she owned and operated the most powerful signal in the Niagara Region, Spirit 91.7 FM Radio. The accomplished mother/daughter team were the first Indigenous women to be granted a private broadcasting license in Canada.



Michael Gruyich was born and raised in Niagara Falls, Ontario. He received his BA from Trinity College, University of Toronto, and his MBA from Niagara University, Lewiston, New York. Michael and his family

have owned and operated businesses in the Niagara area for over 80 years. He is currently President of Niagara Duty Free, an award-winning duty-free store located at the Rainbow Bridge in Niagara Falls. He is very active in the community and was Honorary Capital Campaign Chair for the Bethlehem Housing and Support Services Kenmore Court Building in Niagara Falls, which provides permanent housing for men, women, and families in Niagara with low to moderate income. Michael is also a board member for Bravo Niagara! Festival of the Arts, transforming Niagara through the power of music and presenting the world's finest Canadian and international artists in innovative, inspiring multi-sensory concert experiences in Niagara-on-the-Lake and the surrounding Niagara wine country. Michael volunteers his time with the Lifeline Humanitarian Organization, helping to support orphanages, safe houses for children rescued from human trafficking, homes for the elderly, and hospitals in Serbia.



Rick Hill is a renowned educator of Indigenous cultures, histories, and arts whose visionary work shaped the programming of several influential educational institutions including Deyohahá:ge:

the Indigenous Knowledge Centre, Smithsonian Institution's National Museum of the American Indian where he served as Assistant Director for Public Programs, Institute of American Indian Arts Museum in Santa Fe where he served as Director, Native American Center for the Living Arts where he served as Museum Director, Niagara Falls Museums as an historian and advisor, and as a master lecturer at several post-secondary institutions including McMaster University, State University of New York at Buffalo, Six Nations Polytechnic, and First Nations Technical Institute among many others. As an accomplished artist, researcher, and writer Dr. Hill became an essential resource for numerous organizations involved in the broad programming and educational activities centered upon the bicentenary of the War of 1812, was instrumental in this regard in establishing the Landscape of Nations Commemorative Memorial in Queenston Heights Park, and, as an Indigenous Innovations Specialist, is currently advising on a number of projects for Mohawk College and with LON 360° Inc. on book publishing, exhibit development, and heritage site planning. Rick is a citizen of the Tuscarora Nation of the Haudenosaunee Confederacy, residing at the Grand River Territory.



Larry McDermott, Algonquin, is Executive Director of Plenty Canada, an Indigenous non-government organization devoted to the protection of Mother Earth, building healthy communities, and promoting cross-cultural awareness of the value of Indigenous ways of knowing to achieve a sustainable environment for future generations. A former three-time Mayor and long-time council member of Lanark Highlands, Chair of the Rural Forum of the Federation of



Canadian Municipalities, and Commissioner of the Ontario Human Rights Commission, Larry is a member of numerous organizations including the International Indigenous Forum for Biodiversity, the Ontario Species at Risk Public Advisory Committee, the Canadian Environmental Network, UNESCO, and the Ontario Recovery Strategy for the American Eel. Larry also has served as a comprehensive claim representative for Shabot Obaadjiwan First Nation, is a certified tree marker and butternut assessor, and holds other environmental certifications. He lives in a 170-year-old log home on 500 acres of biologically diverse Algonquin land along the Mississippi River.



Kayanesenh Paul Williams, Onondaga, is a member of the Haudenosaunee External Relations Committee, the Documentation Committee, the Standing Committee on Burials and Burial Regulation, the Wildlife and Habitat Authority, and the Environmental Task Force. For more than forty years, as counsel to Indigenous nations, including the Haudenosaunee, Anishinaabe, Peskotomuhkati (Passamaquoddy) and Wolostokiyyik (Maliseet), Paul has negotiated and, more reluctantly, litigated the restoration of land, hunting and fishing rights, human remains, and sacred objects. His writing includes a textbook on the Kaianerenkó:wa, the Great Law of Peace of the Haudenosaunee (Iroquois Confederacy), and a treatise on treaties. He has taught at the University of Toronto Faculty of Law, McMaster University, First Nations University, and Kawenní:io High School at the Six Nations Grand River Territory. He has two daughters, of whom he is immensely proud.



Darin Wybenga worked in independent schools for twenty years in Southern Ontario as a teacher, vice-principal, curriculum writer, and curriculum coordinator. A band member of the Mississaugas of the Credit First Nation, he is their Traditional Knowledge and Land Use Coordinator for the Department of Consultation and Ac-

commodation educating proponents about the history of the First Nation, its treaties, and its lands. In his spare time, Darin is his First Nation's public librarian and conducts historical and genealogical research on MNCFN's past.



Ron Dale was born in Ottawa and grew up in the Ottawa Valley. Ron became fascinated by Canadian military history and his Irish heritage at a very early age. As a result, his formal studies at university concentrated on North American and Aboriginal military history. His studies focused on the Seneca Nation from 1754 to 1783. Ron worked for the Canadian Government for 38 years in the National Historic Park system as an historian, a National Historic Park superintendent and a programme planner, retiring in 2013 after a five-year assignment developing the strategic plan for the Canadian Government's War of 1812 Bicentennial commemorations. He was reengaged by the Government in 2014 to research archival records to produce a database of those Canadians who died in the War of 1812. Ron continues to study the records of Irish settlement of the Ottawa Valley and of the Magherafelt area of County Derry from whence many of these settlers came. He has also published a number of articles for Government publications as well as published histories of the War of 1812, the French and Indian War, and the Town of Niagara-on-the-Lake. He is on the Board of Directors of the Niagara Historical Society and of the Friends of Fort George. He is a member of the Ontario Genealogical Society, the Honourable Company of the Lincoln and Welland Regiment, and the Royal Niagara Military Institute.



Robert I. MacDonald has been on the staff of ASI since 1982 and now serves in the position of managing partner. He holds Honours BSc and MA degrees from Trent University and a PhD from McGill University, all in anthropology, and is accredited by the Register of Professional Archaeologists. His areas of expertise include ecological





archaeology, archaeological site potential modelling, geographical information system (GIS) applications in archaeology, Iroquoian archaeology, and stone tool analysis. Since 2004, Dr. MacDonald has held an appointment as an adjunct assistant professor in the Department of Anthropology at the University of Waterloo and as a research fellow of the Trent University Archaeological Research Centre. He also holds appointments as an adjunct faculty member of the Anthropology Graduate Program at Trent University and as a member of the Executive of the Heritage Resources Centre at the University of Waterloo. In 2013 he was elected to the Executive Board of the Ontario Archaeological Society (OAS), a Provincial Heritage Organization, serving a two-year term as president in 2014/15. Dr. MacDonald has more than forty scholarly publications and presentations, including the book with Ron Williamson, *Legacy of Stone: Ancient Life on the Niagara Frontier* (eastend books, 1998), an article with William Lovis in the four volume encyclopedia *Archaeology in America* (Greenwood Publishing Group, 2008), and a chapter in the book edited by Ron Williamson, *Toronto: An Illustrated History of Its First 12,000 Years* (James Lorimer & Company, 2008).



Jim Hill, who grew up in Niagara attending schools with a War of 1812 theme, Merritton High School and Brock University, started working at historic sites with a similar theme in 1985. For more than thirty years, Jim has worked for Parks Canada, the Friends of Fort George and for most of his career, the Niagara Parks Commission. He started with the Commission in 1996 and developed the Native interpretive programme at Old Fort Erie in an effort to add depth to the story of this important National Historic Site. Jim is currently the Superintendent of Heritage for Niagara Parks, a position he has held since 2005. Jim led the efforts to enhance the historic sites of the Commission in anticipation of the 200th anniversary of the War of 1812 and coordinated the largest reenactments and commemorations during the bicentennial years. In his capacity as Superintendent, he assisted with the planning and unveiling of the Landscape of Nations Commemorative Memorial on Queenston Heights.

Jim recently retired from the Reserve Army after thirty years as a Gunner, Sergeant, and finally a Captain with the Royal Canadian Artillery.



Tehahenteh Frank Miller is Turtle Clan Kanyen'kehaka (Mohawk) from Six Nations of the Grand River Rotinonhsyon:ni (Haudenosaunee) Territory. He is a

fluent Kanyen'kehaka speaker raised by his grandparents, Harry and Beatrice, who were also fluent speakers. Tehahenteh is dedicated to restoring and revitalizing Indigenous language and culture through teaching, curriculum development, public lectures and community programs and ceremonies. In 2000 Tehahenteh co-wrote the Native Languages curriculum document, grades 9 to 12, for Ontario's Ministry of Education and Training and in 1994 was a key contributor to Literacy Ontario's Kanyen'kehá:ka Ohyatonhkwa'shón:a Katokénhston Tekawennatáhkwen (The Mohawk Language Standardisation Project). Tehahenteh is the author of several language textbooks including, *Karibonnyen:ni (The Teaching)*, *Tsi Niyonkwawennò:ten (The Way We Speak)* and *Kanyen'kehaka (Mohawk Language)* and is currently completing a comprehensive, thematic Kanyen'kehaka dictionary. Before his foray into Kanyen'kehá:ka teachings Tehahenteh spent 25 years as a commercial artist and

business owner in Toronto, Ontario. He enjoys collecting and processing sap from his sugar bush to create oshes (maple syrup).



Gary Parker is the principle of an Indigenous-owned consulting company that specializes in the areas of education, program development, governance, communications,

strategic planning, and other culturally relevant services. Gary is a Faithkeeper (a title holder) in his home community of the Tonawanda Seneca Nation and possesses significant traditional cultural knowledge as well as the necessary cross-cultural skills for working within the mainstream. This balance has earned him the reputation as a respected leader who applies his broad experience effectively with the many Indigenous and non-Indigenous organizations and communities with which he works. Gary's academic background is in Indigenous education as well as business management. He has been formally educated about the uniqueness of Indigenous epistemologies as well as holistic approaches to Aboriginal education, which he incorporates into his work. Gary continues to sit on many Indigenous boards and committees and provides guidance and structure to organizations throughout Ontario and New York State. He incorporates a variety of skills and experiences to his work so that his clients are provided with the best possible results.



Brian Kon, a resident of Niagara Falls, is the Indigenous Lead for the Niagara Catholic District School Board and is responsible for educating administration, staff, and teachers about the

Indigenous experience. He serves on the Advisory Council for Celebration of Nations and is a member of the Landscape of Nations Inaugural Committee which contributed to the development of LON 360°, the Indigenous Education Initiative serving the Niagara Region. He is the Chair of the Niagara Region Metis Council and is a member of the Aboriginal Education Committee with DSBN and NCSB. Brian's other community interests include being a member of the

Niagara Falls Rotary Sunrise Club, Board member for Heartland Forest, and a member of the Niagara Falls Mayor's Advisory Committee on Accessibility. As a local Indigenous artist, Brian enjoys painting and teaches Metis Dot Art at Niagara College.



Brian Charles is an off-reserve Band member of the Chippewas of Georgina Island and has worked collaboratively with a small group of knowledge keepers to research and assemble a

physical repository of wampum belts connected to Ojibwa history. His presentation "Wampum Belts Woven Through Anishinaabe History" illuminates how wampum was used to record not only relationships and treaties between the First Peoples of the Eastern Woodlands, but also with settler societies in Canada. Brian has worked as an Indigenous liaison at both the federal and provincial levels for over 20 years in the fields of the environment and education.



Julia Cain Murray is an educator and member of the LON 360° team who has worked in many different capacities in the field of education. As a graduate of the MA CSE program at the

University of Toronto, OISE, she joined the accomplished team at the Jackman Institute of Child Study (JICS) teaching in the classroom, taking part in numerous multi-year research projects, and also traveling nationally and internationally to share the work of the laboratory school, with particular focus on inquiry-based education. Julia has recently left the elementary level classroom at JICS to instruct MA students and teacher candidates in the MA CSE program at the University of Toronto (OISE) and is also a member of the Founding Board for a new, independent school in Niagara-on-the-Lake called Royal Oak Community School. As the Head of School, she manages the school, plans programming and curriculum development and also provides professional development for her teachers to help build a strong, inquiry-based program that reflects research-based best practice and innovation.



Lorraine Giroux is currently a Student Achievement Leader for the District School Board of Niagara and has previously served DSBN as a school principal, literacy

consultant, Additional Qualification instructor and classroom teacher, and as an EQAO Content Specialist/Outreach Team member for the Ministry of Education. She serves on several volunteer committees in a wide range of areas, including as past president of the Canadian Literacy Association.



Ronda Menard is a member of the LON 360° team and has been an educator for more than fifteen years. She completed her bilingual (French/English) undergraduate degree

in Linguistics and Psychology at the University of Ottawa and received her graduate diploma in education from Murdoch University, Perth, Western Australia. She has had experience teaching K-12 students in various curriculum areas. She has recently returned to the classroom as a teacher at Winger Public School at the District School Board of Niagara and instructs teachers in the First Nations, Métis, and Inuit Studies Part 1 Additional Qualification course, accredited by Lakehead University.



Sarah King Head, currently based in Pelham, Niagara, earned post-secondary degrees from the universities of Saskatchewan and Toronto before working in vari-

ous cultural institutions and organizations both in Canada and England for nearly 30 years. In her capacity as Historian for the City of Thorold, she published *Where the Beavers Built Their Dams: A Unique Cultural Heritage Landscape in Thorold, Ontario* in 2017 – and is eager to build on this research in her next project studying the historically rich Beaverdams-Lake Gibson-DeCew cultural heritage corridor. Her commitment to cultural heritage advocacy has been expressed in many ways



over the years but most recently through participation in groups like the Friends of Beaverdams Church and the Port Dalhousie Conservancy. It was not, however, until joining the team of scholars and educators on the Landscape of Nations 360° Indigenous Education Initiative in early 2018 that she became aware of the potentially transformative humanitarian reach of cultural heritage advocacy within the context of uncovering, assembling, and sharing historically accurate information about First Nations and Indigenous peoples within Canada.



Dr. Joe Stahlman is the director of the Seneca Nation's Seneca-Iroquois National Museum – Onóhsagwë:De' Cultural Center and the Seneca Nation Tribal Historic

Preservation Office. Joe is a scholar and researcher of Tuscarora descent. He has more than 20 years of research experience working with First Peoples of Turtle Island. Much of his research focuses on culture and history, as well as ongoing socio-economic and health & wellness related endeavours with Native communities. He is interested in promoting self-sufficiency with Indigenous individuals and nations. Joe strongly believes in decolonization by empowering Indigenous communities and encouraging members to express their agency through creative and intellectual endeavours and preparing for the next generation.



Alyssa M. General is Mohawk Nation Turtle Clan from Six Nations of the Grand River Territory. She is an artist, educator, and language re-

visionist. Alyssa has helped create a series of films in Kanyen'kéha with Onkwawén:na Kentyóhkwa, developed illustrations for the children's television show *Tóta tánon Ohkwá:ri*, and has received national recognition for her poem *Enkonte'nikonbrakwaribhsya'te*. Alyssa has worked as an Artist-Educator with the Royal Conservatory of Music,

a Graphic Designer with the Six Nations Language Commission, the Kawenní:io Language Preservation Project, as well as Wahta Mohawks, and is the Artistic Director with the publishing company, Spirit & Intent.



Deb Pella Keen is the former Director of the Niagara Escarpment Commission (NEC), from which she retired in 2016. The NEC is a provincial agency that works to pre-

serve the Niagara Escarpment as a continuous natural landscape – a vital corridor of green space through south-central Ontario which is also designated as a UNESCO World Biosphere Reserve. She previously held senior management positions with the Ministries of Natural Resources and Forestry and the Environment and Climate Change in Toronto, Aurora, Sudbury, and Peterborough. Deb has extensive experience in conducting community consultation and engagement while developing, implementing and evaluating environmental and natural resource programs and policies, with a particular interest in engaging Indigenous peoples. Deb currently volunteers for the Canadian Council for UNESCO on the Canadian Man and Biosphere Committee (involves biosphere reserves), Plenty Canada, and the Oak Ridges Moraine Land Trust on their Land Securement Committee. Deb holds a Bachelor of Science (Forestry) from the University of Toronto, enjoys exploring the out of doors by foot, canoe, bike, or skis with her family and friends.



Travis Hill, Tuscarora Nation Beaver Clan, has been with the Niagara Parks Commission since 2001, starting as a Historic Interpreter focusing on the Indigenous involve-

ment in the War of 1812 and the siege of Fort Erie. The fort, which is located on the southern edge of the Niagara River across from Buffalo, New York, was the first to be constructed by the British following the French and Indian War in 1764. It became one of the bloodiest battlefields during the War of 1812 and exchanged hands between

the United States and Britain throughout the contest. Travis, who has organized and facilitated numerous educational programs at this National Historic Site over the past several years, rose to his current position of Site Manager.



Janis Monture, Mohawk Nation Turtle Clan, is from Six Nations of the Grand River. She has recently returned as the executive director of Woodland Cultural Centre,

one of the largest First Nations-run cultural centres and museums in the country. Previously, from 2017 to 2020, Janis served as the director of tourism and cultural initiatives for the Six Nations Development Corporation. During her first tour of duty as executive director at Woodland, from 2003 to early 2017, amid many responsibilities, she was also a steering committee member for the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures and a committee member for the Arts & Culture Advisory Council for the Toronto 2015 Pan American and Para Pan American Games. For two brief 18-month periods, in 2009 and 2015, Janis was on secondment to Harbourfront Centre as the guest artistic director of Planet IndigenUS. Janis attended the University of Western Ontario where she attained a Bachelor of Arts in History and received a Museum Studies Diploma from Algonquin College. Janis continues to volunteer in her community at Six Nations and in Brantford with various organizations.

PHOTOS

Cover photo – Bronze statue of John Norton at the Landscape of Nations Commemorative Memorial. Norton was a Six Nations war captain at the Battle of Queenston Heights on October 13, 1812, photo by Alex Heidebuechel | flashboxphotography.com

Pages 2 and 3 – Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 11 – Gary Parker and Cam Hill lead the Procession of Nations at the unveiling of the Landscape of Nations Commemorative Memorial on October 2, 2016, photo by Alex Heidebuechel | flashboxphotography.com

Page 13 upper – Rick Hill holds the Friendship Wampum Belt during opening ceremonies for the Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 13 lower left – Children lead the Procession of Nations at the 2018 Celebration of Nations Gathering in St. Catharines, photo by Mark Zelinski | MarkZelinski.com

Page 13 lower right – Young fancy dancer performs at the opening of the 2018 Celebration of Nations, photo by Mark Zelinski | MarkZelinski.com

Page 15 – Strong Water Women's Drum group performs at the opening ceremonies for the Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 17 – Historic image of John Norton (Teyoninhokarawen), Six Nations war captain at the Battle of Queenston Heights, probably painted by Solomon Williams, circa 1804.

Page 19 – Niagara Falls in the winter, photo by Mark Zelinski | MarkZelinski.com

Page 20 – Iroquois pot circa 1550.

Page 21 – Young hand drummer performs during the opening ceremonies for the Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 23 – Bundle of seven arrows used at the Landscape of Nations opening ceremonies to indicate that allied nations are stronger together than separate, photo by Alex Heidebuechel | flashboxphotography.com

Page 25 – Six Nations Confederacy Chiefs gathered with wampum belts in 1871. John Smoke Johnson (Sakayenkwaraton), a veteran of the War of 1812, is seen standing and holding the William Claus Pledge of the Crown Wampum Belt.

Page 27 upper – Map of Indian Trails of the Niagara Peninsula, circa 1770, from Andrew F. Burghardt's "The Origin and Development of the Road Network of the Niagara Peninsula, Ontario, 1770–1851," *Annals of the Association of American Geographers*, vol. 59, no. 3 (Sept. 1969).

Page 27 lower – Two Row Wampum pathway leading to the Memory Circle of the Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 29 upper – Onondaga Elder and Faithkeeper Oren Lyons inspects an authentic Algonquin birchbark canoe made by master craftsman Chuck Commanda at the 2018 Celebration of Nations Gathering. Composite paper statue of John Brant is visible in the background, photo by Mark Zelinski | MarkZelinski.com

Page 29 lower – Musician Martha Redbone (Cherokee/Shawnee/Choctaw descent) performs at the 2018 Celebration of Nations, photo by Mark Zelinski | MarkZelinski.com

Page 31 upper left – Six Nations Elected Chief Ava Hill with an Indigenous delegate at the UN Permanent Forum on Indigenous Issues.

Page 31 lower left – Haudenosaunee beadwork depicting the Celestial Tree of Life in the Sky World, photo courtesy of the Indigenous Knowledge Centre.

Page 31 upper right – In her address to the UN General Assembly, Autumn Peltier, Anishinaabe youth from Wikwemikong First Nation, called upon world leaders to stop polluting the planet and to protect water. Photo from CBC news footage.

Page 33 upper – Six Nations leaders in 1912 at the centennial commemoration of the War of 1812 standing in front of the memorial for Laura Secord, Lundy's Lane in Niagara Falls, Ontario.

Page 33 middle – St. Catharines Mayor Walter Sendzik welcomes delegates to the 2018 Celebration of Nations Gathering at the FirstOntario Performing Arts Centre, photo by Mark Zelinski | MarkZelinski.com

Page 33 lower – St. Catharines Councilor Carlos Garcia, MP Chris Bittle, and Niagara MPP Wayne Gates participate, with community advocate Michael Gruyich on the right, in the 2018 opening procession for Celebration of Nations. St. Catharines Councilor Mike Britton, Friends of Laura Secord President Caroline McCormick, and Mississaugas of the Credit First Nation Chief Stacey LaForme can be seen in background. Photo by Mark Zelinski | MarkZelinski.com

Pages 34 and 35 – Memory Circle of the Landscape of Nations Commemorative Memorial, photo by Alex Heidebuechel | flashboxphotography.com

Page 37 – LON 360° Director Tim Johnson addresses the Roundtable of Scholars assembled to produce the *Ten Essential Understandings*, photo by Mark Zelinski | MarkZelinski.com

Pages 38 and 39 – Roundtable members discuss the *Ten Essential Understandings* during a session at the Woodland Cultural Centre in Six Nations of the Grand River. Photo by Tim Johnson.

Page 40 – Indigenous Education Specialist Rick Hill discusses a point of history with scholars assembled at a Roundtable session held at DSBN headquarters, photo by Mark Zelinski | MarkZelinski.com

Page 42 upper – LON 360° Associate Director Michèle-Elise Burnett at a Roundtable session held in Queenston Heights Park, photo by Mark Zelinski | MarkZelinski.com

Page 42 lower – Scholars with bank of computers work through Essential Understandings at a Roundtable session held in Queenston Heights Park, photo by Mark Zelinski | MarkZelinski.com

Back cover upper – First Nations Peace Monument designed by Douglas Cardinal in DeCew House Heritage Park, Thorold, Ontario, photo by Mark Zelinski | MarkZelinski.com

Back cover lower left – Tim Johnson with Douglas Cardinal look over the waterscape at the First Nations Peace Monument prior to opening day ceremonies on October 7, 2017, photo by Jee Yan Chu.

Back cover lower right – Image of the Hiawatha Wampum Belt symbol located on the inner north wall of the First Nations Peace Monument, photo by Mark Zelinski | MarkZelinski.com



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