

Citizenship Education Inquiry:

Engaged Citizens 8 – What is Canada’s Identity?

- What is the impact of history on Canada’s Identity? (EC8, pp. 15-18)
- What is the influence of Treaty Relationships on Canadian Identity? (EC8, pp. 12-14)

Curriculum Connections:

DR8.2- Describe the influence of the treaty relationship on Canadian identity.

- b. Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada.
- d. Relate land claims and fishing and hunting rights to treaty provisions.

DR8.3- Assess how historical events in Canada have affected the present Canadian identity

- b. Assess the impact of a variety of important historical events in shaping the Canadian identity
- e. Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II)

Cross-curricular Connections:

ELA CR8.2 - Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.

- tap, activate, and build prior knowledge
- ask questions
- connect and construct meaning
- make, confirm, and adjust inferences and draw conclusions
- ask questions
- respond personally
- listen, read, or view again and speak, write, and represent to deepen understanding and pleasure

ELA CC8.1 - Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One’s Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).

- c. Represent, articulate, and explain personal viewpoints clearly.

ELA CC8.7 - Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).

- e. Contribute ideas and information and pose questions in class discussion to gain understanding.
- f. Use talk to express and to share feelings, ideas, opinions, and responses in one-to-one, small group, and large group discussions.
- g. Give reasons for opinions and points of view.
- h. Summarize main ideas discussed and conclusions drawn.

TPP8 – Treaty Promises & Provisions: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled.

- Relate various quality of life measures from the perspectives of First Nations and non-First Nations people based on the fulfillment of treaties.

Background Information for Teachers

- F. Laurie Barron, “The Indian Pass System in the Canadian West, 1882-1935,” *Prairie Forum* 13, no. 1 (1988): 25-42. This article is available via the Provincial Archives of Saskatchewan’s web page for this learning package, at http://saskarchives.com/Reserve_Pass_System.

Assessment:**Formative Assessment:**

- *Primary Source Document Inference Chart*
 - The students will examine a variety of examples of passes that were required for First Nations peoples to leave their reserves. This chart will document the students' abilities to use their historical thinking skills in "reading" primary source documents.
- *Primary Source Activity Debrief*
 - In small groups, the students will be asked to discuss and evaluate whether the Pass System a) honours the spirit and intent of the Treaties, and b) is a violation of basic human rights. This discussion will assess the students' understanding of the impact Treaty violations have had on the citizenship experience of Indigenous Peoples and Canadian Identity.
- *Historical Injustice Comparison*
 - The students will compare and contrast the Pass System to other instances of people and institutions using their power to control minority groups. This will assess the students' ability to take historical perspective with regards to specific cases of injustice in Canadian history.
- *Historical Thinking Jigsaw*
 - In expert groups, the students will discuss one of the following Historical Thinking questions:
 - Why do systems of oppressions such as these occur? Who benefitted from these injustices? (Cause and Consequence, Historical Perspective)
 - Why didn't the minority groups being controlled fight back? (Ethical Dimension)
 - What connections can you make between these cases of injustice, and contemporary examples of populations being controlled in Canada and around the world? What does this tell you about how power works in society? (Continuity and Change)
 - How should history view these events? (Historical Perspective, Ethical Dimension)
 - The students will then meet with 1-2 members of the other expert groups, with each student taking a turn summarizing their original groups' response and discussion to the Historical Thinking question.

Summative Assessment:

- *Personal Response*
 - Have the students create a written response in which they articulate their personal viewpoint of the Pass System and its impact on the Treaty Relationships in Canada.
- *Public Awareness Campaign*
 - For each of the two injustices the students studied, the students will create a multi-media campaign to raise awareness and develop historical consciousness of the topic within their school and/or community. Their campaign must show how these injustices have impacted the Canadian Identity, and highlight the lessons we should learn from this history, and must include primary source documents as visuals. The students will also include a written/oral explanation of their thinking behind the choices they have made in the campaign, and a reflection of what they have learned from this project.

Essential Question:

- How has power been used and abused in order to control movements and rights of minority populations in Canada and around the world?

Learning Plan:

1. Activating Thinking – Hayter Reed’s Memo (October, 1886)

- a. Give students Hayter Reed’s memo regarding the distribution of passes to Indian Agents. Have the students read the memo and record 3-5 questions that came to them during the reading.
- b. Discuss and record the questions that the students created, and use these as a context for learning as you move forward with the lesson.

2. Mini-lesson - Introduction to Power and Control of Movement

- a. Ask students to individually brainstorm contexts in which they, as minors, have freedom of movement, and ways in which their movement is controlled/regulated (i.e. the school bell schedule, asking to use the washroom, where they can go at recess, etc.). Compile these lists as a class.
- b. Ask the students to reflect upon the instances of when their movements have been regulated. What was the reasoning behind this control? Who made these decisions? Who benefitted from this control? How does it feel to have your physical movement controlled in this manner?
- c. Discuss how power is sometimes used to control the physical movements of those without power through laws that dictate where certain people can and can’t go, or to keep them segregated from the rest of society (i.e. concentration camps).

3. Reading Primary Documents (Department of Indian Affairs Passes)

- a. Distribute the *Primary Document Inference Chart*, and instruct the students that they will be “reading” primary source documents to make inferences about a historical example of governments using their power to control the movement of Indigenous Peoples.
- b. Using a projector or document camera, model the inferencing process for the students using one of the documents as an exemplar.
- c. In small groups, have the students examine a number of different Passes and record their observations/inferences/insights on the *Primary Document Inference Chart*.
- d. Have each group share with the class what they have learned from this process about Canadian history, the historical and contemporary relationship between the Canadian Government and Indigenous Peoples, and the ethical implications of the regulation and control of marginalized groups.

4. Primary Source Activity Debrief

- a. To debrief the activity and extend the students’ thinking, facilitate a class discussion using the following discussion questions as a guide:
 - i. Did the Pass System honour the spirit and intent of the Treaties? Why or why not?
 - ii. Should the control and regulation of people’s movements be allowed in a democratic society? Why or why not?

5. Connecting Historical Perspectives

- a. This activity will have the students compare the Pass System to other times in Canadian history where the physical movements of marginalized groups have been regulated by those in power.
- b. Distribute the *Connecting Historical Perspectives* chart, and have the students individually complete the “Pass System” portion as a review of what they have learned from the previous activity.
- c. Have the students choose one of the following events/policies from Canadian history to research, and use what they have learned to complete the right hand portion of the *Connecting Historical Perspectives* chart. Then have the students complete the chart by comparing the similarities and differences of the two historical events/policies.

d. Possible historical events/policies for the students to research include:

- i. Japanese Internment Camps
- ii. Ukrainian Internment Camps
- iii. Chinese Head Tax
- iv. Jewish refugees during the Holocaust
- v. The Komagata Maru
- vi. Vagrancy laws during the Great Depression

6. Historical Thinking Jigsaw

- a. This activity will have the students thinking historically by reflecting upon the Essential Question and examining the way power has been used in historical and contemporary society to control the movement of marginalized groups.
- b. Divide the students into “expert” groups, and have each group discuss and explore one of the following questions. At the end of the discussion, have each student summarize the groups’ thoughts and record this in writing so that they can share these thoughts with their jigsaw groups.
 - Why do systems of oppressions such as these occur? Who benefitted from these injustices? (Cause and Consequence, Historical Perspective)
 - Why didn’t the minority groups being controlled fight back? (Ethical Dimension)
 - What connections can you make between these cases of injustice, and contemporary examples of populations being controlled in Canada and around the world? What does this tell you about how power works in society? (Continuity and Change)
 - How should history view these events? (Historical Perspective, Ethical Dimension)
- c. Have the students make new jigsaw groups, with one member from each “expert” group in each group. Have each student summarize and explain their expert group discussion to the rest of the group. Then have the students discuss the impact this history has had on shaping the Canadian Identity.

7. Reading Primary Documents (Harold McGill’s Letter, July 11, 1941)

- a. Instruct the students to read Harold McGill’s letter (July 11, 1941), which states that the Pass System was never actually government policy and was actually illegal. Have the students analyze the letter using the following questions as a guide:
 - i. What new information did you gather from reading the document?
 - ii. What questions does this document create?
 - iii. What does this document tell us about the Pass System?
 - iv. What does this document tell us about Canadian history?
 - v. How does this document change your perception of the Pass System?

8. Summative Assessment – Personal Response

- a. Have the students create a written response in which they articulate their personal viewpoint of the Pass System and its’ impact on the Treaty Relationships in Canada.

9. Summative Assessment - Public Awareness Campaign

- a. For each of the two injustices the students studied, the students will create a multi-media campaign to raise awareness and develop historical consciousness of the topic within their school and/or community. Their campaign must show how these injustices have impacted the Canadian Identity, and highlight the lessons we should learn from this history, and must include primary source documents as visuals. The students will also include a written/oral explanation of their thinking behind the choices they have made in the campaign, and a reflection of what they have learned from this project.

Reserve Pass Lesson Plan - Social Studies 8

Primary Document Inference Chart			
When were the Passes issued?		What do you know about these time periods?	
Why were the applicants asking for permission to leave the reserve?		What are your thoughts about this?	
What questions do the documents provoke?			
What can you learn from these documents about what it was like to be a First Nations person at this time?			
What do these documents tell you about Canadian history?			
Why do think the Pass System was in place?			

Reserve Pass Lesson Plan - Social Studies 8

Connecting Historical Perspectives		
	Pass System	Student Choice:
Which group(s) had power?		
Which group(s) were being controlled? How did they react to this control?		
Why was this occurring?		
What can you infer about the historical worldview (beliefs, values and motivations) that led to this event?		
How are these situations similar?		
How are these situations different?		

PERMIT TO LEAVE RESERVE

FORM No. 185

Department of Indian Affairs,

Pass No. 15

Bearer John Constant

No. 4

Band Cumberland to pass
for 22 days with one gun
to visit Industrial School
business to see his children
at Lake Agency
25th May 1889

Department of Indian Affairs,

Pass No. 17

Bearer Ootemawek, Nak.

No. 17

Band Ootemawek.

for 10 days with a gun

to go to Battleford

business to get lost horses

Blue Lake Agency

June 3rd 1889

Department of Indian Affairs,

Pass No. 19

Bearer See paw pakao.

No. 91

Band Nemasis

for 7 days with a gun
to wards Battleford

business pick berries

Seck Lake Agency

15 July 1889

Department of Indian Affairs,

Pass No. 27

Bearer Jowinseae

No. 44

Band Beardys No 97

for 25 days with a gun

to Fishing Lake

business to fish & hunt

Muck Lake Agency

27th Nov 1889

R. Suck

Department of Indian Affairs,

Pass No. 28

Bearer Espanas

No. 39

Band Beardys.

for 25 days with a gun
to Battleford & Fort Pitt

business. visiting his aunt

Sweet Lake Agency

30th January 1890

R. Sweet

V. a

Department of Indian Affairs,

Pass No. 36

Bearer *Pee pah Kee Chew*

No. 40

Band *One arrows*

for 30 days with a gun

to go to Saskatoon

business work on Road

Deer Lake Agency

31st May 1890

R. S. G. G.

o a

Department of Indian Affairs,

Pass No. 58

Bearer Mary Apetapise

No.

Band Beardys

for 35 days with gun
to Regina

business. Visit has been at

Duck Lake Agency

23 May 1892

Ed. R. McQuay

Department of Indian Affairs,

Pass No. 74

Bearer Vidal Diamond

No. 56

Band One Arrows

for 24 days with a gun

to Industrial School La Pêche

business visit children

Duck Lake

Agency

23 June 1892

W. Sebald

for agent

Department of Indian Affairs,

Pass No. 78

Bearer *Nah-tow-wee-ku-neew*
Secretary

No. 21

Band *Beardys* No 97

for 3 days with a gun

to *Prince Albert*

business run in foot race

Duck Lake Agency

30th June 1892

Webbald

for agent

Department of Indian Affairs,

Pass No. 82

Bearer *Pah way was cuma*

No. 11

Band *Menassis*

for ~~three~~ ^{seven W.S.} days with a gun
to Prince Albert

business *See about getting scrip*

Duck Lake Agency

30th June 1892

Whitford

for Agent

Department of Indian Affairs,

Pass No. 83

Bearer Oke meyewis boy ^{No. 15}
Wah Cha Kunn No. 63
No.

Band Beardys 99
for days with gun

to Prince Albert
business run horses in races

Sack Lake Agency
June 30 1892

W. H. Ball
S. Agent

Department of Indian Affairs,

Pass No. 85

Bearer Chief Jas Smith

No. 1

Band Band 94100

for 12 days with a gun

to Battleford Schove

business to see his children

Quest Hall Agency

8th July 1892

R. Smith

U A

This Indian does not require
rabies

Department of Indian Affairs,

Pass No. 90

Bearer Wahpustaganum

No. 76

Band Beardys No 94

for 5 days with gun

to Snake Plain

business to see his ^{wife} child

Duck Lake Agency

28th Jan'y 1893

W. Sebald
for Agent

Department of Indian Affairs,

Pass No. 125

Bearer *Wah chacum*

No. 63

Band *Beardys* No 97

for 20 days with gun
to *Saskatoon*

business hauling bone

Duck Lake Agency

26th June 1893

Whitball
for Agent

Department of Indian Affairs,

Pass No. 143

Bearer Francis Dumand wife

No. 58

Band One Arrows Band
for 30 days with a gun
to Du Appelle Inds School
business see his children.

Duylash Agency

14th May

1894

R. S. S. S. S.

U. A.

Department of Indian Affairs,

Pass No. 228

Bearer Boy Pairs wife & boy

No. 11

Band One Arrows

for 30 days with gun

to Tim Appille Industrial School
business to learn boy at the school

Duck Lake Agency

30th May 1895

Whitbald
for SA

Department of Indian Affairs,

Pass No. 229

Bearer Eyah paise

No. 58

Band Bearlys No 97

for 30 days with gun

to Battaford

business. Visit friends

Duck Lake Agency

30th June 1895

W. Gibbald

for Indian Agent

No. 4

DUCK LAKE AGENCY Department of Indian Affairs

NOV 18 1932

SASK.

Duck Lake Agency.

November 18th 1932

Edward Yahyahkee Root No. 125

of Beard's Band

is permitted to be absent from his Reserve for Two Weeks

days from date hereof. Business Hunting Big Game

for Food and is permitted to carry a gun.

Paul Schmidt

Indian Agent.

SPC

No. 68

Department of Indian Affairs

Duck Lake



Agency.

19.

Geo Jahyah Reekoot - No. 115
Beard's.

of Band

is permitted to be absent from his Reserve for Six Weeks

days from date hereof. Business Trapping and

Hunting and is permitted to carry a gun.

Paul Schmidt

Indian Agent.

10. *S.S.*
Department of Indian Affairs

Wesley Lake Agency.

Nov 18th 192*3*

Edward Yahyahkeekoot. No. *1205*

of *Beard's* Band

is permitted to be absent from his Reserve for *Two weeks*

days from date hereof. Business *Trapping in open season and*

hunting for food and is permitted to carry a gun.

Paul Schmed
Indian Agent.

No. 98

Department of Indian Affairs

Neek Lake Agency.

Sept 17th 1934

Prosper John Simookkeesch No. 80

of One Arrows Band

is permitted to be absent from his Reserve for Two Weeks

days from date hereof. Business Hunting Big game for

food and is permitted to carry a gun.

Paul Schmidt
Indian Agent.

No. 1308
CircularRegina, ¹⁴ October, 1886.

Sir,

I beg to advise you that I have, to day
mailed to your address, in 3 parcels,

3 Books of Passes.

One of these should be given to each
Instructor in your Agency.

When granting a pass to an Indian,
whose conduct during the rebellion
was unsatisfactory, the fact should be
noted on the face of the Pass, for the
information of the Police, or other Officials
to whom it may be presented.

I have the honor to be,

Sir,

Your obedient Servant

Indian Agent,

Prince Albert - Sask

Frederick Reed
Asst.-Commissioner.

25 Feb 1887


CANADA
DEPARTMENT
OF
MINES AND TECHNICAL SURVEYS
BUREAU DES MINES ET SURVEILLANCE

Ottawa, July 11, 1941.

CIRCULAR LETTER

Dear Sir:

There seems to be a misunderstanding in the minds of some Indian agents and other officials concerning the right of Indians to leave their reserves. Indians are not compelled to remain upon their reserves and are free to come and go in the same manner as other people. No law or regulation exists to the contrary. Please be guided accordingly.

For your information it appears that the requirement that Indians should have permits to leave their reserves was introduced as a special precaution following rebellion of 1885. Although it was only intended as an emergency measure it was continued, apparently without arousing much notice or comment, until 1900. At that time the subject came under review and an opinion given by the law officers of the Department to the effect that the Department had no power to prevent Indians from leaving their reserves and that it would not be desirable to provide such authority as it would be an unwarranted interference with the inherent rights of the individual, whether Indian or white. These views, it may be mentioned, were also held by Justices of the higher courts. Since that time the Department has advised Indian agents and others that Indians were free to leave their reserves whenever the question was asked.

It appears, nevertheless, that even as late as the 1920's permit forms were printed and supplied to Indian agents which provided for the granting of leave by agents to an Indian to be absent from his reserve for a number of days and business specified and also to carry a gun. Those permits were quite irregular in all respects and how they came to be issued and on what authority is not now known. Actually, the Indian required no permission to leave his reserve nor could the Department grant him any to carry a gun, the latter subject being under other jurisdiction. If you have any such forms in your possession kindly return them to the Department where they will be destroyed.

Yours very truly,


Director.