



Curriculum Links
The Sharing Circle, Season 14, Episode 12:
Urban Reserves: Success in the City

Suggested Grade Levels:

Grades 7 – 12 Social Studies and Language Arts

Curriculum Themes:

- Economic Development
- Employment opportunities
- Laws and bi-laws
- Standard of living conditions
- Urban and rural centers

Summary of Episode:

Find out how First Nations are buying land, starting businesses, and creating better lives for Aboriginal people in cities across Canada. Discover how urban reserves may affect your community and your life as we visit Canada's largest urban reserve, established more than ten years ago and now home to more than forty-five businesses and organizations.

Vocabulary:

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|------------------------|-------------------------|---------------------------|
| • Bi-laws | • Land | • Resources |
| • British Columbia | • Laws | • Respect |
| • Chief Dennis Meeches | • Lester Lafond | • Rural |
| • Devalue | • Lillian Thomas | • Saskatchewan |
| • Doug Cuthand | • Location | • Services |
| • Economic Development | • Manitoba | • Skills |
| • Economy | • Muskeg Lake Cree Band | • Status |
| • Employment | • Musqueam Band | • Sustainable Development |
| • Equality | • 160 Urban Reserves | • Taxes |
| • Fear | • Opportunity | • Territory |
| • Fee for Service | • Participate | • Theresa Dust |
| • Housing | • Poverty | • Treaties |
| • Judge David M. Arnot | • Prosperity | • Unemployment |
| | • Reserves | • Urban |
| | | • West Bank First Nation |

Suggested Activities:

- Define Developed World and Underdeveloped World conditions.
- Brainstorm and list what contributes to a healthy standard of living.
- What types of economic opportunities are available in your community?
- What challenges/opportunities are present in rural settings? Reserves?
- What are the living conditions of reserves in your area?
- What programs offer funds from the government of Canada to reserves? To cities and towns?
- What percentage of funds from the government goes to reserves? What percentage goes to cities? You may want to call Indian and Northern Affairs for information regarding reserves and look at your municipal government website for programs offered to cities.
- Contact your local university to listen to Professors speak to this topic. Interview people from various communities to hear their perspective. Compare and contrast issues and opportunities.
- All funding for reserves is from the federal level and goes through Indian and Northern Affairs.
- Why was Indian and Northern Affairs created?
- What resources are available on reserves? In cities?
- What are transportation costs for reserves to produce goods to other areas?
- Sustainable development should benefit both the people and the Earth. When colonizers arrived here, the buffalo was killed to make residences of this country dependent on the trading posts. How has this contributed to current situations?
- Indian agents had to give permission for people to leave their reserves and in Nunavut, the RCMP killed all the huskies so that people could not travel easily. How does this restrict self-sustaining communities?
- How do we promote economic development?

Additional Resources (online):

- Aboriginal Times
<http://www.aboriginaltimes.com/land-claims/urban-reserves/view>
- AMC: Urban Reserves
<http://www.manitobachiefs.com/publications/communications/UrbanRez1.pdf>
- Manitoba Urban Reserves
<http://www.indianz.com/News/2005/006452.asp>
- Muskeg Lake negotiations
http://www.ainc-inac.gc.ca/pr/pub/ep/effneg_e.html
- Saskatoon Urban Reserves
http://www.saskatoon.ca/org/city_planning/resources/publications/Urban%20Reserves.pdf

Global Conditions and Standards of Living

What are considered Developed Countries?

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What are considered Underdeveloped Countries?

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Describe Standard of living and what that looks like for the following:

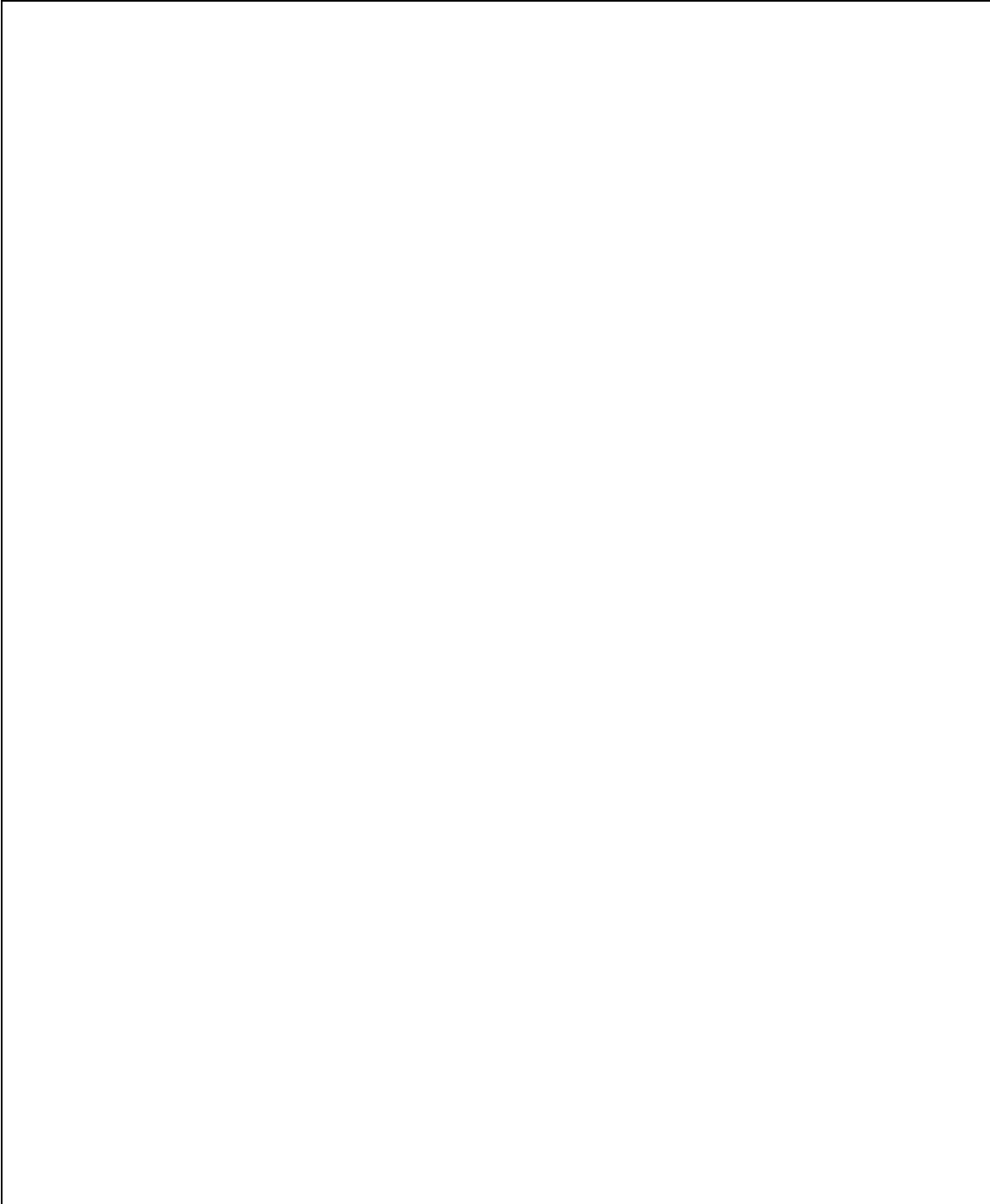
Developed Countries

Underdeveloped Countries

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Collage of Standards of Living

Look at pictures and phrases from magazines and other media sources to illustrate standards of living in various areas of the World. Decide on how you want to present your illustrations to your peers. How does this affect you?



Pick one reserve in your province to research and present your findings. Compare this with urban reserve conditions. You may want to consider such items as the following:

- 1) Name of community.
- 2) Location-geography of land.
- 3) History of events that lead to current situation.
- 4) Historical practices for sustainability.
- 5) Nearest city.
- 6) Resources available to the reserve.
- 7) Number of people living in a household.
- 8) Number of graduates from high school.
- 9) Take pictures of conditions and compare to households in the city.
- 10) What are positive aspects of reserves?
- 11) Find businesses run by Aboriginal people in your area and interview them.
- 12) List the businesses in the urban reserves in your area.
- 13) What are the pros and cons of urban reserves? Do they have advantages over rural reserves? Why or why not?
- 14) If there is no urban reserve in your area, why is that?
- 15) Do you think urban reserves are beneficial? Why or why not?
- 16) You may wish to share your presentation in a poster, a research paper, a movie, a photo story, a song or any other creative way you can think of.