
SURREY DISTRICT HERITAGE FAIR | MUSEUM OF SURREY | APRIL 17-18

HOW TO USE THIS DOCUMENT

An important part of choosing a Heritage Fair topic is turning a big, general topic into something manageable that you can do for your project. Remember: Heritage Fair projects should focus on ONE person, place, event, or idea.

This document is broken up in 12 focus area sections: [Indigenous Cultures of Canada](#), [Early Exploration and Settlement](#), [Natural Resources](#), [Immigration and Multiculturalism](#), [Historical Wrongs](#), [Canadian Identity and Society](#), [Human Rights](#), [Government](#), [International Conflict and Global Issues](#), [Canadian Prehistory and Archaeology](#), [Domestic Conflicts and Co-operation](#), and [Historic Anniversaries in 2019](#).

Each section shows how that focus area relates to big ideas in the BC Curriculum and has a list of potential project topics, possible sources for your research, and questions to think about when choosing your own topic.

Once you have chosen your topic, you can begin writing your research question to narrow down your topic even further.

The sources list will give you some places to start your research.



INDIGENOUS CULTURES OF CANADA

Worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings, Indigenous technology, oral traditions

CURRICULUM CONNECTIONS (BIG IDEAS):

- Grade 3:
 - Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
 - People from diverse cultures and societies share some common experiences and aspects of life.
 - Indigenous knowledge is passed down through oral history, traditions, and collective memory.

KEY QUESTIONS:

- Why are stories important to indigenous people?
- What can we learn from a particular story or teaching?
- Why is it important to preserve indigenous languages and cultures?
- How has the way of life changed for local indigenous people?
- Should traditional ways of life be maintained?
- How are the values of local indigenous people different from the values of people from other cultures?
- Is the technology we have today better than the traditional technology of indigenous peoples?

POSSIBLE PROJECT TOPICS:

- Oral histories and traditional stories of local first peoples
- Hun'qumi'num language or another indigenous language
- Seasonal rounds and the relationship between people and the environment
- Coast Salish art and artists
- Cultural characteristics and ways of life of local first peoples or another indigenous group in Canada (e.g. worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings)
- Technology of a local First Nation or other indigenous group in Canada (e.g. transportation, clothing, pottery, shelters, navigation, weapons, tools, hunting and fishing techniques, building techniques, food cultivation and preparation, ceremonies, art, basketry and weaving)

PLACES TO START YOUR RESEARCH:

- [Canadian Encyclopedia](#) articles on First Nations
- [Tsawwassen culture](#)
- [RBCM Learning Portal – Our Living Languages](#)
- [xʷməθkʷəy̓əm: qʷi:lqʷəl ʔə kʷθə snəweyət ct \(Musqueam: giving information about our teachings\)](#)
- [First Voices](#)
- [First Peoples language map of BC](#)
- [Traditional Foods Factsheet](#)
- [13 Moons of the Saanich people](#)

EARLY EXPLORATION AND SETTLEMENT

Forts, Hudson Bay Company, Gold Rush, early explorers, settler/explorer relationships with First Nations, local community history

CURRICULUM CONNECTIONS (BIG IDEAS):

- Grade 4:
 - Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.
 - British Columbia followed a unique path in becoming a part of Canada.
- Grade 8:
 - Exploration, expansion, and colonization had varying consequences for different groups.
- Grade 9:
 - The physical environment influences the nature of political, social, and economic change.
 - Disparities in power alter the balance of relationships between individuals and between societies.

KEY QUESTIONS:

- What motivated explorers and settlers to come to Canada?
- How did the geography of Canada affect European exploration?
- How did exploration and settlement impact local First Nations communities?
- What factors lead to both Delta and Surrey incorporating in 1879?
- What events are most significant in the story of Delta's, Surrey's, British Columbia's or Canada's development??

POSSIBLE PROJECT TOPICS:

- Kennedy Trail in North Delta & Surrey
- Early explorers (e.g. Cabot, Frobisher, Hudson, Cartier, Champlain)
- Voyages of Cook and Vancouver
- Fur trading companies (e.g. the Hudson's Bay Company and the North West Company)
- BC explorers (e.g. Simon Fraser, Alexander Mackenzie, David Thompson)
- Canadian Pacific Railway
- Gold rushes (e.g. Fraser River, Klondike, Cariboo)
- Schools and neighbourhoods in Delta/Surrey
- Canneries
- Local conflicts (e.g. Chilcotin War, Fraser Canyon War)
- L'Anse aux Meadows

PLACES TO START YOUR RESEARCH:

- [Delta Archives](#)
- [Surrey Archives](#)
- Visit the [Gulf of Georgia Cannery](#)
- [Canadian Encyclopedia](#) articles on explorers
- Canadian Encyclopedia articles on gold rushes – [Fraser River](#), [Klondike](#), [Cariboo](#)
- [RBCM Learning Portal – BC's Gold Rush](#)
- [Canadian Encyclopedia](#) articles on exploration
- [Hudson's Bay Company archives](#)
- [Canadian Pacific Railway history for students](#)
- THEN/HiER Primary Sources on [early settlement in North America](#) and the [fur trade](#)
- [Champlain Revisited: Celebrating the Foundation of Quebec 1608](#)
- [Frozen Ocean: Search for the Northwest Passage](#)
- [Pathfinders and Passageways: The Exploration of Canada](#)
- [Virtual Museum of New France](#)
- [British Columbia 1846-1871](#)
- [The Governor's Letters: Uncovering Colonial British](#)

NATURAL RESOURCES

Fisheries, oil and gas, mining, deforestation

CURRICULUM CONNECTIONS (BIG IDEAS):

- **Grade 4:** The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.
- **Grade 5:** Natural resources continue to shape the economy and identity of different regions of Canada.
- **Grade 6:** Economic self-interest can be a significant cause of conflict among peoples and governments.
- **Grade 7:** Geographic conditions shaped the emergence of civilizations.
- **Grade 8:** Human and environmental factors shape changes in population and living standards.
- **Grade 9:** The physical environment influences the nature of political, social, and economic change.
- **Grade 10:** The development of political institutions is influenced by economic, social, ideological, and geographic factors.

KEY QUESTIONS:

- What resources are important to people in present-day BC compared to the past?
- How should we use our natural resources? What does it mean to be sustainable?
- How are natural resources important to our local economy?
- How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?
- What are the potential consequences of non-sustainable practices in resource use?

POSSIBLE PROJECT TOPICS:

- Fishing and canneries in Delta/Surrey
- Indigenous fishing practices, history, and rights
- Indigenous resource management and usage rights
- Farming now and in the past
- Burns Bog, the peat mining industry, and efforts to save the bog
- Delta/Surrey shipping ports
- Logging in North Delta and Surrey or elsewhere in BC or Canada
- Green Timbers Urban Forest in Surrey
- Coal industry in Canada
- Oil and gas industry

PLACES TO START YOUR RESEARCH:

- [RBCM Learning Portal](#) – Natural Resource Use and Industry
- [RBCM Learning Portal](#) – Native Plants on the South Coast
- [Canadian Encyclopedia](#) collection on energy in Canada
- [Canadian Encyclopedia](#) collection on crops in Canada
- [Delta Archives](#)
- [Surrey Archives](#)
- Visit the [Gulf of Georgia Cannery](#)
- [Burns Bog History](#) from the City of Delta
- [Green Timbers Heritage Society](#)
- Visit the [Port of Vancouver](#) office in [Ladner](#) or the [Port of Vancouver Discovery Centre](#) at Canada Place
- [Balance of Power: Hydroelectric Development in Southeastern British Columbia](#) exhibit at the Virtual Museum of Canada
- [Flumes, Booms and Sawdust: Logging in the Shuswap](#) exhibit at the Virtual Museum of Canada
- Visit [Britannia Mine Museum](#) or look at their [Virtual Museum Exhibit](#)

IMMIGRATION AND MULTICULTURALISM

Contributions of immigrants to local development, immigration patterns, cultural communities, family connections, citizenship stories

CURRICULUM CONNECTIONS (BIG IDEAS):

- Grade 5: Canada's policies and treatment of minority peoples have negative and positive legacies; immigration and multiculturalism continue to shape Canadian society and identity.
- Grade 6: Systems of government vary in their respect for human rights and freedoms.
- Grade 9: Disparities in power alter the balance of relationships between individuals and between societies.
- Grade 10: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

KEY QUESTIONS:

- How does your family story connect to other stories in BC or Canada?
- What impacts have immigrants had on your community?
- Should Canada increase or reduce immigration?
- What does it mean to live in a multicultural society?

POSSIBLE PROJECT TOPICS:

- Family immigration stories
- Impacts of internment on Delta's Japanese community in Sunbury
- Zennosuke Inouye, Japanese resident in Surrey, WW1 veteran who was interned during WW2
- Residential schools and impacts on local First Nations
- Delta's Chinatown
- Refugees in Canada (e.g. Syrian refugee crisis, Vietnamese "boat people", Jewish refugees after the holocaust)
- Hogan's Alley in Vancouver
- Asahi Japanese baseball team

PLACES TO START YOUR RESEARCH:

- Canadian Encyclopedia articles on [immigration](#) and [refugees](#)
- [Bamboo Shoots – Chinese Legacies in BC](#)
- [RBCM Learning Portal – the Punjabi experience in British Columbia](#)
- [RBCM Learning Portal – Early Chinese Canadian Experiences in BC](#)
- [Delta Archives](#)
- [Surrey Archives](#)
- Delta Museum and Archives Society – [photos of Delta's Chinatown](#)
- Visit the [Nikkei National Museum](#)
- [Building New Lives: Stories of Holocaust survivors' immigration to Canada](#) exhibit at the virtual museum of Canada
- [Asahi: Canadian Baseball Legends](#) exhibit at the Virtual Museum of Canada
- [TC² Source Docs on Chinese Canadian history](#)
- [Canada in the Making: Pioneers and Immigrants](#)
- [Moving Here, Staying Here. The Canadian Immigrant Experience](#)
- [THEN/HiER Primary Sources on Pioneers and Immigration](#)
- [Canadian Museum of Immigration at Pier 21 Culture Trunks](#), [Immigration Articles](#), and [Listening Gallery](#)
- [CBC Digital Archives: Immigration, Boat People, Chinese Immigration to Canada](#)

HISTORICAL WRONGS

Indian Act, Chinese Head Tax, Komagata Maru incident, internments, residential schools

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 5: Canada's policies and treatment of minority peoples have negative and positive legacies.
- Grade 9: Disparities in power alter the balance of relationships between individuals and between societies.
- Grade 10: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

KEY QUESTIONS:

- How should we respond to historical wrongs?
- Were the perpetrators of historical wrongs justified in their actions? Why or why not?
- How might Canada be different today if these historical wrongs had not happened?
- Whose stories are told and whose stories are missing in the narratives of Canadian history?

POSSIBLE PROJECT TOPICS:

- World War I internments (e.g., nationals of German, Ottoman, and Austro-Hungarian empires, including ethnic Ukrainians)
- World War II internments (e.g., Japanese, Italian, German)
- Indian Act
- Head Tax on Chinese immigrants
- Komagata Maru incident
- Residential schools
- Numbered treaties with First Peoples
- Treatment of Doukhobours
- 1884-85 famine
- 1907 Anti-Asian Riots

PLACES TO START YOUR RESEARCH:

- [Canadian Encyclopedia article on interment in Canada](#)
- [The Indian Act – Indigenous Foundations, University of British Columbia](#)
- [Bamboo Shoots – Chinese Legacies in BC](#)
- [RBCM Learning Portal – Acknowledging Past Wrongs](#) (Chinese historical wrongs)
- [RBCM Learning Portal – Residential Schools](#)
- [Sedai: The Japanese Canadian Legacy Project](#)
- Visit the [Nikkei National Museum](#)
- [TC² Source Docs on WWI internment](#)
- [TC² Source Docs on Chinese Canadian history](#)
- [Aboriginal Healing Foundation residential school resources](#)
- [List of Residential Schools in Canada](#)
- [Virtual Museum of Canada exhibit on residential schools](#)
- [Historical Documents about residential schools](#)
- [Residential school survivor stories](#)
- [Canadian Encyclopedia – Komagata Maru](#)

CANADIAN IDENTITY AND SOCIETY

Symbols of Canada, development and evolution of Canadian identity

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 5: Immigration and multiculturalism continue to shape Canadian society and identity.
- Grade 10: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

KEY QUESTIONS:

- What does it mean to be Canadian?
- What is Canada's identity?
- How do our national symbols reflect Canadian identity?
- How is _____ significant to Canada?
- How do art, media, and innovation inform a shared collective identity?

POSSIBLE PROJECT TOPICS:

- Canadian flag
- O Canada
- Canadian coat of arms
- Delta/Surrey's coat of arms or flag
- Canada's national sports (hockey, lacrosse)
- International events hosted in Canada (e.g. Expo '86, 2010 Olympics)
- Local landmarks (e.g. Massey Tunnel, Alex Fraser Bridge, Peace Arch)
- Media, art, and artists (e.g., CBC radio and television, Group of Seven, National Film Board, Canadian content)
- Scientific and technological innovations (e.g., snowmobile, insulin, basketball)

PLACES TO START YOUR

RESEARCH:

- [Official symbols of Canada](#)
- [Canadian Encyclopedia – Ice Hockey in Canada](#)
- [Emily Carr](#) exhibit at the Virtual Museum of Canada
- [CBC Digital Archives: Sports](#)
- [THEN/HiER primary sources on sports in Canadian society](#)
- [History of the National Flag of Canada](#)
- [Images of Canada: Canada's Flag Debate](#)
- [Canadian Encyclopedia – O Canada](#)
- [Canadian Encyclopedia – Visual Arts in Canada](#)
- [Canadian Encyclopedia – Canadian Athletes](#)
- [Expo 86 Images – City of Vancouver archives](#)
- [Delta Archives](#)
- [Surrey Archives](#)
- [Canadian Encyclopedia – Inventors and Innovators](#)
- [CBC History](#)
- [CBC Archives: Group of Seven](#)
- [Canadian Encyclopedia – National Film Board](#)
- [Ruling the Airwaves: The CRTC and Canadian Content - CBC Archives](#)

HUMAN RIGHTS

Protest movements, racism, gender equity, religious freedom, Charter of Rights and Freedoms

CURRICULUM CONNECTIONS (BIG IDEAS):

- Grade 5: Canada's policies and treatment of minority peoples have negative and positive legacies.
- Grade 6:
 - Systems of government vary in their respect for human rights and freedoms.
- Grade 9:
 - Disparities in power alter the balance of relationships between individuals and between societies.
- Grade 10: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities; historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

KEY QUESTIONS:

- How should we treat other Canadians?
- Is it important to fight for your rights?
- What can you do to make your community a better place?
- How have human rights movements changed Canada?

POSSIBLE PROJECT TOPICS:

- Canadian Charter of Rights and Freedoms
- LGBTQ rights and same-sex marriage
- Women's suffrage
- Baltej Singh Dhillon, Surrey resident and first RCMP officer allowed to wear a turban
- Truth and Reconciliation Commission
- Idle No More movement
- Oka Crisis
- Viola Desmond
- Slavery and the underground railroad
- Québec Values Charter
- French language rights in Canada

PLACES TO START YOUR RESEARCH:

- [Canadian Encyclopedia article on Human Rights](#)
- [Canadian Encyclopedia articles on Strikes and Protests](#)
- [Black female freedom fighters](#)
- [RBCM Learning Portal – Social Justice and Human Rights](#)
- [Canadian Lesbian & Gay Archives](#)
- [Baltej Singh Dhillon story at the CBC Archives](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Canada History Week 2017 Human Rights in Canada](#)
- [Speak Truth to Power Canada](#)
- [Canadian Human Rights Toolkit from the Canadian Museum for Human Rights](#)
- [Discriminatory Laws in Canadian History](#)
- [CBC Archives – Rights & Freedoms](#)
- [Canadian Encyclopedia - Suffrage](#)
- [Dictionary of Canadian Biography – Winning the Right to Vote](#)
- [Idle No More](#)
- [Truth and Reconciliation Commission](#)
- [Canadian Encyclopedia article on the Quebec values charter](#)
- [French language rights](#)

GOVERNMENT

Levels of government (municipal, provincial, federal), roles of government, political parties, electoral process, First Peoples governance, political institutions, and ideologies

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 5: Canadian institutions and government reflect the challenge of our regional diversity.
- Grade 6: Systems of government vary in their respect for human rights and freedoms.
- Grade 7: Increasingly complex societies required new systems of laws and government.
- Grade 10: The development of political institutions is influenced by economic, social, ideological, and geographic factors.

KEY QUESTIONS:

- What makes Canada's system of government unique?
- How have politicians contributed to the development and growth of Delta/Surrey, BC or Canada?
- What should the government's role be?
- Who benefits from different forms of government and decision making?
- How would decisions be different under a different form of government?

POSSIBLE PROJECT TOPICS:

- Confederation
- 2018 Municipal Elections
- History of a Canadian political party
- Government policies and laws (e.g. Medicare)
- First Nations governments, local or in Canada
- Past or present Canadian prime ministers, Governor-Generals, or MPs
- Past or present BC premiers, lieutenant governors, or MLAs
- Figures in local government (e.g. mayors, local MLAs and MPs, First Nations chiefs and elders)
- Thomas Shannon, Surrey's first Warden or William Ladner, Delta's first Reeve
- John Oliver, Delta resident and British Columbia's 19th premier
- First female mayors: Elizabeth Johnson (Delta) or Diane Watts (Surrey)
- Gulzar Singh Cheema, Surrey resident and first Indian-born person elected as an MLA in Canada
- Chief Bryce Williams, Tsawwassen First Nation chief and one of the youngest chiefs in BC history
- Consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g. Tsawwassen, Sechelt, Nisga'a)
- First Nations title, treaties, and land claims (e.g., Nisga'a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot'in decision)
- Compare the system of governance of a local or other Canadian First Nation with the contemporary Canadian Government
- Compare the Canadian Governance system with that of another country

PLACES TO START YOUR RESEARCH:

- [RBCM Learning Portal – The Royal Treatment](#) (the role of the Lieutenant Governor of BC)
- [Delta – Mayor and Council](#)
- [Surrey – City Government](#)
- [Wilfrid Laurier: Father of Modern Canada](#) exhibit at the Virtual Museum of Canada
- [THEN/HiER primary sources on politics and government](#)
- [CBC Digital Archives – Politics](#)
- [Tsawwassen First Nation](#) Laws and Policies
- [Assembly of First Nations](#)
- [Canadian Government](#)
- [Land Claims Coalition: What is a Modern Treaty?](#)
- [Canadian Encyclopedia – Modern Treaties](#)
- [John Oliver – Dictionary of Canadian Biography](#)

INTERNATIONAL CONFLICT AND GLOBAL ISSUES

War, environmental issues, resource use/misuse, epidemic/pandemic response

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 6:
 - Complex global problems require international cooperation to make difficult choices for the future.
 - Economic self-interest can be a significant cause of conflict among peoples and governments.
 - Systems of government vary in their respect for human rights and freedoms.
- Grade 9:
 - Emerging ideas and ideologies profoundly influence societies and events.
 - The physical environment influences the nature of political, social, and economic change.
 - Disparities in power alter the balance of relationships between individuals and between societies.
- Grade 10:
 - Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
 - The development of political institutions is influenced by economic, social, ideological, and geographic factors.

KEY QUESTIONS:

- What are the rights and responsibilities of a global citizen?
- What should Canada's role be in international conflicts or crises?
- Should we risk Canadian lives to help other nations?

POSSIBLE PROJECT TOPICS:

- Spanish Flu
- Canada's role in international conflict (e.g. First and Second World Wars, Korean War, Afghanistan War, Iraq War)
- Refugees in Canada (e.g. Syrian refugee crisis, Vietnamese "boat people")
- Canada's role in the United Nations
- Lester B. Pearson and the Suez Crisis
- Local war memorials
- Canadian peacekeeping missions
- Exploitation of workers overseas to producing our everyday items
- Canada's role in international disaster relief
- Propaganda and misinformation in politics and global conflict
- Global exchange and Canada's place in the Global economy
- Canada's role in the global effort to combat climate change

PLACES TO START YOUR RESEARCH:

- [Canadian Encyclopedia articles on international relations](#)
- [RBCM Learning Portal – Documents and Diaries \(WWI\)](#) & [British Columbia Remembers the Great War Canadian Encyclopedia – Suez Crisis](#)
- [Canadian Encyclopedia – Peacekeeping](#)
- [Remembrances: Canada And The Second World War](#) exhibit at the Virtual Museum of Canada
- [TC² Source Docs on Canadian reactions to WWI](#)
- [THEN/HiER primary sources on Canadian conflicts](#)
- [Defining Moments Canada - Spanish Flu](#) (may need to create a free account to access some content)
- [Labour Exploitation in the Fashion Industry](#)
- [Canada and International Disaster Relief](#)
- [Canada and combatting Global](#)

CANADIAN PREHISTORY AND ARCHAEOLOGY

Ancient technologies, interaction and trade, archaeological sites

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 3:
 - Cultural characteristics and ways of life of local indigenous peoples
 - Interconnections of technological and cultural innovations
 - Artifacts as evidence about past First People's cultures
- Grade 7:
 - Human responses to environmental challenges and opportunity
 - Economic systems and structures Indigenous to Canada

KEY QUESTIONS:

- Why are these sites important to local indigenous peoples? How are these sites being protected?
- What can we learn from early First Nations people based on the artifacts we have found? What can we learn from a particular artifact or group of artifacts?

POSSIBLE PROJECT TOPICS:

- Local archaeological sites (e.g. čəsnaʔəm, St. Mungo, Boundary Bay, Xá:ytem / Hatzic Rock)
- Ancient indigenous cultures of Canada
- Metlakatla Pass Area
- Gitwagak Battle Hill National Historic Site
- Kwáday Dän Ts'ínchi
- Indigenous land and resource use
- Evidence of exchange and trade through materials recovered from archaeological sites
- Laws protecting archaeological sites and Cultural Resource Management in BC

PLACES TO START YOUR RESEARCH:

- Visit the St. Mungo Cannery site under the Alex Fraser Bridge and read the interpretive signs
- [Canadian Encyclopedia article on Archaeological Sites of Canada](#)
- [RBCM Learning Portal – Can you dig it \(First Peoples archaeology in BC\)](#)
- Visit the [čəsnaʔəm, the city before the city](#) exhibit at the Museum of Vancouver
- [Archaeology in BC](#)
- [Archaeological Law in BC](#)
- [Xá:ytem / Hatzic Rock National Historic Site of Canada](#)
- [Metlakatla Pass National Historic Site of Canada](#)
- [Gitwagak \(Kitwanᶅa\)](#)

DOMESTIC CONFLICTS AND CO-OPERATION

Local conflicts, Constitutional issues, Quebec sovereignty, First Peoples actions and organizations

CURRICULUM CONNECTIONS (BIG IDEAS)

- Grade 4: Impacts of colonization on First Peoples societies in British Columbia and in Canada
- Grade 5: First Peoples land ownership and use
- Grade 6:
 - How does discrimination and prejudice in modern Canadian society compare with that in other periods of Canada's past or in other societies?
 - Economic policies and resource management, including effects on indigenous peoples
- Grade 9:
 - The continuing effects of imperialism and colonialism on indigenous peoples in Canada
 - Local, regional, and global conflicts
 - Discriminatory policies, attitudes, and historical wrongs
- Grade 10: Domestic conflict and co-operation

KEY QUESTIONS:

- How has the Canadian government's relationship with First Peoples regarding treaties and land use changed or stayed the same?
- How do different political parties address historical or contemporary problems?
- How has _____ impacted Canada?
- How fair has BC's treaty process been?

POSSIBLE PROJECT TOPICS:

- Meech Lake Accord
- Charlottetown Accord
- Calgary Declaration
- Quiet Revolution
- October Crisis
- Bill 101
- 1980 and 1995 Quebec referenda
- Oka Crisis
- Gustafsen Lake Standoff
- Ipperwash Crisis
- Shannen's Dream (Attawapiskat)
- Idle No More
- National Indian Brotherhood
- Assembly of First Nations
- Douglas Treaties
- Tsawwassen First Nation 2009 Urban Treaty

PLACES TO START YOUR RESEARCH:

- [Canadian Encyclopedia: Meech Lake Accord](#)
- [Canadian Encyclopedia: Charlottetown Accord](#)
- [Canadian Encyclopedia: Quiet Revolution](#)
- [Canadian Encyclopedia: October Crisis](#)
- [Canadian Encyclopedia: Bill 101](#)
- [Canadian Encyclopedia: 1980 Québec Referendum](#)
- [Canadian Encyclopedia: 1995 Québec Referendum and Calgary Declaration](#)
- [Canadian Encyclopedia: Oka Crisis](#)
- [Gustafsen Lake Standoff](#)
- [Canadian Encyclopedia: Ipperwash Crisis](#)
- [Shannen's Dream](#)
- [Canadian Encyclopedia: Idle No More](#)
- [Assembly of First Nations, About Us](#)
- [Douglas Treaties](#)
- [Tsawwassen Urban Treaty](#)

