



Ministry of
Education

BC First Nations Studies 12 Training Package 2011/2012

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BC First Nations Studies 12

Provincial Examination – List of Possible Responses

1. Discuss how First Nations have attempted to protect their rights and culture since contact. Your answer may include economic, social, political and cultural factors.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Economic	<ul style="list-style-type: none"> • Protecting their middlemen position in fur trade • Establishing villages around fur-trade posts • Establishing villages around towns • Bargaining for fair prices (playing off one group against another) • Interpreting and acting as liaison (Jean-Baptiste Lolo) • Using trade items to enhance wealth and status • Joining labour unions • First Nations economic development
Political	<ul style="list-style-type: none"> • Engaging in diplomacy with non-First Nations • Asserting cultural mores or values (Chief Gweh at Fort St. James) • Engaging in modern treaty processes • Laurier Memorial • Intermarrying for alliances • Accepting treaty • Insisting on treaties being followed • Using the Royal Proclamation as a “Magna Carta” of First Nations rights • Insisting on Treaty 8 • Petitions to government (1874, 1887 Victoria Meeting, 1911 Victoria Conference) • Resisting enfranchisement • Using the Indian Act to assert rights • Allied Indian Tribes • Native Brotherhood of British Columbia • Indian Tribes of the Province of British Columbia • British Columbia Association of Non-Status Indians

	<ul style="list-style-type: none"> • Métis Provincial Council of British Columbia • Individual leadership (Andrew Paull, Peter Kelly, Chief Dan George, George Manuel, Harold Cardinal, etc.) • Veteran’s protests • Using “white” legal system (court cases) • Red Paper • Constitution Express • Oka Crisis • Direct action • Appealing to United Nations • Taking charge of education • Métis Resistances • Tsilhqot’in War • Fraser Canyon Wars • Self-government
Cultural	<ul style="list-style-type: none"> • Re-asserting their history so they are not lost to history • Using trade items to reinforce traditional social and cultural patterns (potlatch) • Adapting potlatch—taking it underground • Determining own identity • Resisting residential schools • Developing oral literature • Promoting First Nations literature (Theytus Books) • En’owkin International School of Writing • U’Mista Cultural Centre • Repatriation
Social	<ul style="list-style-type: none"> • Regain control of social services on and off reserve (Spallumcheen) • Friendship Centres • Aboriginal Healing Foundation

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Written-Response Scoring Criteria

A response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the response into a category based on general impression rather than by checking off each descriptor. **Note: This is a first draft response and should be scored as such.**

6

- A relevant position/thesis is clearly stated.
- Excellent recall of factual content; organized in a purposeful and effective manner.
- Position is supported with thoroughly developed details and insightful conclusions are drawn.
- Expression is clear and fluent with few flaws in communication.

5

- A relevant position/thesis is clearly stated.
- Proficient recall of factual content; organized in a purposeful and effective manner.
- Position is supported with well developed details and effective conclusions are drawn.
- Expression is generally fluent with few flaws in communication.

4

- A relevant position/thesis is evident.
- Adequate recall of factual content; generally organized in a purposeful manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

3

- A relevant position/thesis is attempted.
- Minimal recall of factual content; organization is attempted.
- Position is supported with some detail and conclusions are weak.
- Expression is limited; errors may distract and impede meaning.

2

- A position/thesis is inadequate.
- Insufficient recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

1

- A position/thesis is not evident.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

0

- While writing is evident, no attempt has been made to address the topic given or the writing is illegible.

No Response

- A blank paper with no response given.

Question 1 – Training Paper #1

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

There has been many examples of First Nations people attempting to protect their rights and culture since contact. These included creation of cultural centers, court cases, and continuing of traditional practices. One nation which seems to take great care to protect their culture is the Ka'wakwakwak'kwa people in B.C. There are many examples of their efforts to keep their culture alive both in the past and in current times. Though still not complete the culture and rights of the native people are slowly being protected.

Since contact native rights and culture has been in danger. This was especially so when ceremonies like the potlatch and pow wows were illegal. Thanks to people such as E.S. Curtis and the Cramner family First Nations culture did not die out. E.S. Curtis took many photographs which allow native people to see traditional dress and masks so they may try to replicate such items in ceremonies today. The Cramner family and many other First Nations families braved the government and punishments to stick to their beliefs when they were made illegal. These brave people keep their culture alive for generations to come.

Many bands have created cultural centers to educate both native and non native people. Centers are a way to keep culture alive and educate young native people on history of their people. One such center is the Umista center, this center, run by a Ka'wakwakwak'kwa band holds the masks and treasures that the government took away from them almost a hundred years ago. Centers like these teach people of their culture and history and allow modern carvers to see traditional masks and patterns so they are better able to carve traditional art. Because of these centers people can see their history and not only hear about it.

There are also many examples of dance groups and carving workshops that work to spread their culture and music to people around the world. Groups such as the Coppermaker Dancers practice traditional dances and songs to keep the culture alive. Even people with native art work in their homes do a small part.

Many court cases and protests have been fought on behalf of native people. Cases such as the Sparrow Case and the Caulder Case have tried to protect native rights. There has also been many protests such as the Oka crises which have been to protect and benefit Native people.

While we are headed towards true protection of rights and culture we still have a long way to go. I see more court cases and protests but also more teaching and sharing. The only true way to protect and preserve culture and rights is to teach everyone about it.

Question 1 – Training Paper #2

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

First nations, Attempt to protect there rigths and culture through protest, white paper land right. first nations had a hard time keeping their culture together through protesting they would try and get a message across to people to listen to what they have to say, first nations never lived the suitable life but that didnt mater to them they kept up by trading and culture with their familys they lived life hard but reliable to what they had to live off.

Question 1 – Training Paper #3

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

Living a certain way for decades can become so instinctual that you often do not think there is any other way of life. When knowledge gets passed down from generation to generation, it becomes a part of the people and culture in which they live. There has been thousands of different cases, events, and protests of people or groups that are trying to protect their rights or their culture, and fighting for what they believe in. If we simply allow ourselves to lose our history and what we think is right then ultimately we will lose ourselves as well. The First Nations people of British Columbia are one of those groups who have been fighting to protect their rights and culture ever since the beginning of European settlement.

When the Europeans arrived in First Nations territories, the First Nations first saw this as a great opportunity. The Europeans quickly developed a relationship with the First Nations people and soon after began the exchanging of fur, giving the First Nations many objects and tools that they had not seen before. Right from this point, the Aboriginal people had to fight to keep control of their trade and bargained for what they believed was fair. Although the Aboriginal people were in close contact with the Europeans, they did not allow this to change their ways of life. Along with the tools and people the Europeans brought, they also brought diseases such as smallpox, which contributed to thousands of deaths of the First Nations people, a devastating impact on the culture, wiping out entire villages in just a short time. This caused the First Nations people to act in rage as they destroyed many European camps, and their ferry dock as well as killing multiple Europeans in an effort to get revenge and to have the Europeans notice their losses and the unfairness that was brought to First Nations people in British Columbia. The First Nations people were

terrified of their culture and traditions becoming extinct. The First Nations people had many cultural activities that they had developed and had been a strong part of their culture for many years. The potlach was one of the main traditions that the First Nations used to celebrate and express many different occasions. The potlach was banned by the government and they were not allowed to dance to celebrate any longer. This was a devastating result for the Aboriginal people as this had been a great part of their culture. In order to protect this, they still had gatherings but they were not as big as the potlachs. The potlach was restored and allowed after many protests and attempts by First Nations leaders. Their tradition did not need to die, and they did not give up on the thought of keeping their beliefs vivid.

The First Nations people had specific thoughts on how to teach their children. Their traditional thoughts of education were through oral expressions and hands-on experience. They taught their children about the land and the importance the land had to each and every life. This began to change as the residential schools were set in place in attempt to assimilate the First Nations children, and to have them live the way the government thought they should be living. They were taken away from their families and homes, and experienced terrible things at these schools that would haunt them forever. The leaders at the school would not allow the children to speak their native language and they were punished if they were heard doing so. These languages had been passed down from generation to generation, sharing stories and history and connecting each First Nations people by a close bond, and the schools were trying to take this part away from the children. The First Nations started to keep their children home from these schools and began to protest that they must have control over Aboriginal education as they could not be treated the same as other children as they have very different views on life. This resulted in specific Aboriginal groups that aided in First Nations education decisions on what is best for the Aboriginal youth and to help them keep their culture alive and intact

as the generations pass.

Many things changed for the First Nations since the Europeans came and settled in British Columbia but the First Nations people would not let that destroy the culture that has been built over thousands of years. They fought very long and hard for what they believed in, and the results came very slowly but from speaking out and fighting for their rights, they were able to gain the attention they needed and insist on changes happening. If we lose our culture and history, then we lose a part of ourselves as well. We must fight for what we believe in, no matter how difficult it may seem we cannot give up, just as the First Nations people never gave up fighting for their culture.

Question 1 – Training Paper #4

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

There is a lot of history for the First Nations in BC. It all began when they had contact with the Europeans. The Europeans came to BC because they were exploring for land to claim and discover new resources that they could sell for profit.

The First Nations people had some benefits from trading with the Europeans. They were advancing in their weaponry and tools for fishing, hunting, and building for example. On the other hand, the Europeans were trading iron and other materials for the First Nations peoples furs.

There were also some negative impacts on the First Nation communities. First Nations were introduced by various diseases that they had no immunity to. The most devastating of all was the small pox. Some other negative things were residential school and being put on reserves.

Today things aren't as harsh as they used to be. Now First Nations have more control of their land and its resources. Compared to when they had limited land restrictions and Housing. A lot of history will still be passing on to generation to generation, and more and more of their traditional artifacts will be returned to their communities.

Question 1 – Training Paper #5

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

The First Nations of British Columbia have worked to ensure their rights and culture in a variety of ways since the Europeans first made contact. Their methods of ensuring this preservation has changed over the years as they have been unsuccessful time and time again. When the Europeans first arrived, they strived to protect their culture socially by guiding the explorers. This progressed in cultural and economic terms to the fur trade era in which the First nations traded with and got married to fur traders. Unfortunately, their social, cultural, and economic attempts of gaining respect from the Europeans did not amount to much and they had to result to political means. Thus, the court battles began, largely leaving the fate of First Nations rights and culture in the hands of the justice system.

When Captain Cook and his men first arrived on the shores of the Northwest coast of British Columbia, they were met by First Nations warriors in canoes sent out by their chief to inspect the foreign object that had appeared on their shore. Instead of choosing to attack the intruders, the tribe welcomed them. Although the British explorers remained on their ship, the First Nations assisted them by bringing them food and other supplies they had to offer. They allowed Cook and his crew to stay there for little over a month to rest and prepare to continue on with their journey. The tribe traded beaver pelts for them to trade when they reached China. This welcoming behaviour, although it is unrecognized, is the first way the First Nations attempted to protect their rights and culture. By treating the Europeans with respect, they, in turn, earned respect. However, this social factor was unsuccessful as the First Nations people did not receive any of this earned respect in the following years.

Culturally and Economically, the First Nations worked to protect their rights and culture during the fur trade, particularly that of the land fur trade. The fur trade could not have occurred without the support of the First Nations. If a fort was established in an era where that particular band did not want to work with the traders, that post would have to be abandoned. The process involved both the male and female members of a tribe. The men were in charge of hunting and the women were in charge of preparing the hide. The amount of wealth the trade generated would not have been possible without the help of the First Nations. Although, the First Nations were losing certain aspects of their culture, such as seasonal rounds, the arrival of the Europeans was inevitable so by working with them, it seemed they were doing all they could to protect their rights and culture. The ways in which the native people worked with and respected the land was also observed during this time and therefore seemed as though they would be respected as more and more people settled on their land. The cultural aspect of the fur trade involved the marriages that occurred between native women and the fur traders from Eastern Canada and Europe. These unions did much to bridge the gap between both cultures and although a certain degree of cultural loss was occurring, these marriages should have done much to protect their culture as it should have produced understanding and respect for First Nations culture. Sadly, like the social attempt, the cultural and economic attempts did little to protect First Nations rights and culture.

The last means in which First Nations have tried to protect their culture and rights is political and this struggle still continues today. The first court case to decide in favour of First Nations was *Connelly v. Woolrich*. In the case, a fur trader was married to a native woman, daughter of a chief, for thirty years. Together, they had children and lived within a fort during that time. When the trader retired back to Montreal, he abandoned his family and married his second cousin. When the man died, his second wife claimed the entire

inheritance for herself. One of the sons of his first native wife sued for half of it and won. The court stated that although the marriage was a native ceremony, it was still legitimate. This case was significant because it was the first one to ever acknowledged First Nations law. It was the first win for the protection of First Nations' rights. From this case forward, there has been great success in regaining and protecting aboriginal rights. For example, the Delgamuukw case marked the first time oral histories were permissible in court. The Sparrow case acknowledged that there was more to aboriginal rights than hunting and fishing. Political means is the only way First Nations have been successful in protecting their rights and culture since contact.

When contact first occurred, the First Nations took an approach similar to the one they take in dealing with nature. They respected the Europeans and worked with them rather than against. This meant economically, socially, and culturally. However, this approach did not result in the settlers offering the same thing. Instead, their rights and culture were threatened. The only way the First Nations have been successful in maintaining their rights and culture since contact has been through political means.

Question 1 – Training Paper #6

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

There have been a few different ways First Nations have attempted to protect their rights and culture since contact. One of the ways is integrating first nations culture into books and movies, another way is going to court and have laws that are unfair changed.

A few of the ways they have tried to protect their culture is first nations authors writing native related books, and also by making/participating in movies such as smoke signals.

An example of a first nation person going to court is Frank Calder the reason he went was to try to get rights to the land for the Nisga'a people.

First Nations always have and always will keep on protecting their rights and culture.

Question 1 – Training Paper #7

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

First Nations have attempted to protect their rights and culture since first contact. They have done this through many protests such as the Oka crisis. They have also tried to battle within the legal systems. For example, taking a case to the Supreme Court of Canada, like Frank Calder and Mr. Sparrow did. The First Nations have fought long and hard for centuries to protect their rights to the land that was once theirs. They have lost most of their cultural practices, and in present day they are just starting to get them back.

The First Nations have fought the government systems through long, tiring protests. One in particular is over land rights. The government was planning to build a Golf Course on traditional Mohawk lands, but the Mohawk would not have this. They protested and after many days, they finally won. Another crisis had arisen with the Government. The Charter of Rights and Freedoms was going to be amended in Canada, and the First Nations wanted a section concerning their rights. With this, a train filled with First Nations, started from Vancouver traveling all the way to Ottawa to protest, and speak with the government about their rights. These protests were a spectacular win for the First Nations in attempt to protect their rights and culture.

Not only did First Nations fight for their rights and their culture through protests, they also did it through the legal systems. Two examples of this are the Frank Calder case and the Sparrow case. In the Frank Calder case, he was fighting for land rights, through much pain and heartship, his case won. Unlike Calder, Sparrow was fighting for his right to fish on his own lands. He was first rejected by the local courts, but then took the case to the Supreme Court of Canada. During

this debate, they found that he was entitled to these rights and he had won. Frank Culder and Sparrow won their cases against their rights to the land and what they owned, although both cases had taken a long time to win, they still kept fighting.

Through protests and taking legal action, the First Nations have show that they can work collectively and on their own to fight for thier rights and to keep thier culture alive. If they had just let the government do what they wanted, this cours would be irrelevant.

Question 1 – Training Paper #8

1. Discuss how First Nations have attempted to protect their rights and culture since contact.

First Nations people of all culture and groups have long attempted to create, define and protection their beautiful cultures- first with each other and later, with more difficulty, from settlers -mainly that of European nations.

These attempts include trying to stay to true to traditional teachings and educations. But keeping their oral history alive, and passing it down generation to generation- thus also ensuring the use of their language and a the natural ability to keep it. This proved difficult over the years as laws were passed to forbid the use of traditional teachings and the start of residential schools. Though in recent years school have increasing been given the chance to change the outlook of First Nations, and regain the time to pass on stories, and language.

They have also been strong in their efforts to regain land lost to government which have not been settled in treaties or proper legal proceedings in both nations. These efforts include many cases against the Canadian government, as well as protest against the improper use of their land.

A very important and effective method of protecting rights and culture is through the media. This has been a great tool for First Nations writes, musicians, actors, and other artists. These in modern society are often the key to educating and bring about awareness to the change and sturggles and the equality First Nations people face and wish to have. Chief Dan George had been was a leader in his community but also an actor in a time of many stereotypes were implied by the media about "Indians". Chief Dan George had great success in changing

the way the modern Indian was view and made it clear of they rights they would like to share and the people they are. He did a wonderful job in not only influencing the outside world but other First Nations people too- in moving forward to stand for rights and culture.

Protection of First Nations rights and culture has been a difficulty with all the set-backs faced (residential schools, discriminations, stereotypes, lack of equality) but with the passion the people of these cultures have been resilient in regain and keeping their world.

Rationales for Question 1 Training Papers

Training Paper #1 — Mark: 5

- Excellent recall of factual content with proficient use of specific detail
- Thesis statement immediately answers the question
- Expression is fluent and mostly free of errors
- Conclusion is weak

Training Paper #2 — Mark: 1

- Jumble of thoughts that are difficult to interpret
- Lacks organization
- Absence of supporting details

Training Paper #3 — Mark: 6

- Provocative introduction though it might be argued that the thesis statement is evident rather than clearly stated
- The factual content is very good and backed up with excellent supporting details
- This response takes an interesting strategy of describing the effects of colonialism while describing the response of First Nations in an effort to protect rights, etc.
- Strong conclusion

Training Paper #4 — Mark: 0

- There is no comment on how First Nations have attempted to protect rights and culture

Training Paper #5 — Mark: 5

- Great introduction with the thesis stretched out over the entire paragraph
- Factual content (anecdotal evidence - Cook and fur trade) and specific details (Connelly v. Woolrich)
- Expression is proficient
- Paragraphs are summarized very well and the transitions are astute
- Conclusion is weak - it only restates the response with no insight into the topic

Training Paper #6 — Mark: 2

- Brief mention of a few points (Aboriginal literature and art, Frank Calder and the Nisga'a)
- Absence of supporting details and little thesis development
- Conclusion is insufficient

Training Paper #7 — Mark: 3

- Lots of examples - political, also sees a legal category
- Some organization
- Minimal recall of facts with some detail though errors do distract

Training Paper #8 — Mark: 4

- Adequate recall of factual content
- Thesis and conclusion are weak

BC First Nations Studies 12

Provincial Examination – List of Possible Responses

2. Describe the health-related struggles that have affected Aboriginal people since contact. Your answer may include historical and contemporary examples.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Historical	<ul style="list-style-type: none">• Devastation of diseases within communities• Lack of immunity• Smallpox, tuberculosis, influenza, measles• Housing• Deterioration of healing practices• Government imposed restrictions on traditional resources• Over-grazing destroyed many medicinal resources• Introduction of alcohol
Contemporary	<ul style="list-style-type: none">• Safe and affordable housing is important as many First Nations live in homes that are unsafe (mould and overcrowding)• Poor health is directly related to economic opportunity• Drug and alcohol abuse is a continuing legacy of colonialism• Poverty-related concerns (inadequate nutrition)• Mental health concerns such as depression, suicide and family violence• Local health concerns such as H1N1, AIDS, HIV, FASD, diabetes• Sustainability and access to natural resources• Access to clean water on reservations is an ongoing issue

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Written-Response Scoring Criteria

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6

- A relevant position/thesis is clearly stated.
- Excellent recall of factual content; organized in a purposeful and effective manner.
- Position is supported with thoroughly developed details and insightful conclusions are drawn.
- Expression is clear and fluent with few flaws in communication.

5

- A relevant position/thesis is clearly stated.
- Proficient recall of factual content; organized in a purposeful and effective manner.
- Position is supported with well developed details and effective conclusions are drawn.
- Expression is generally fluent with few flaws in communication.

4

- A relevant position/thesis is evident.
- Adequate recall of factual content; generally organized in a purposeful manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

3

- A relevant position/thesis is attempted.
- Minimal recall of factual content; organization is attempted.
- Position is supported with some detail and conclusions are weak.
- Expression is limited; errors may distract and impede meaning.

2

- A position/thesis is inadequate.
- Insufficient recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

1

- A position/thesis is not evident.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

0

- While writing is evident, no attempt has been made to address the topic given or the writing is illegible.

No Response

- A blank paper with no response given.

Question 2 - Training Paper #1

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Aboriginals have had many health related issues since contact with the Europeans. Ever since Europeans have been on the First Nations land their has been none stop different health problems such as, small poxs, and other disises that Europeans brought in trading items.

When the Europeans came to Birthish Columbia they brought items to trade like blankets, iron, beads, and many more artifacts. The Eropeans had a much better emun system witch helped them not get sick by the diseses. The First Nations people had never been in contact with any of the desises before they had no medicen to help cure them. When the First Nations people went to the European doctors, they said they couldn't help the First Nations, and to go back to their resevreS witch made many more get sick. Also lost many aboriginal peoples from the small poxs and other sicknesses.

The Europeans did have medicen but they wanted to have less Aboriginals to deal with so they could assimilate them and take other the land. When European's came they had these blankets that had disises carried in them they wanted to trade and gain First Nations artifacts and weapons. The Aboriginals fought to get better, and the ones that surived had used medicen from land basied items witch made them stronger, and made them have better emun systems. Europeans also brought some good trade items that helped First Nations get food and surive, but this ment nothing after all the sickness spread.

Even though Europeans coming and settleing did good and bad things it did not mean anything after they went out of their way to assimiare and vanish more then they tried to help. Not all of the issue and

health related problems were brought by Europeans, but Europeans could have stopped some of the Aboriginal from dieing by giving medicen to the First Nation but they didn't want to help. Thier are many historical medicens and artifacts found at this time. They were scared at first contact and they had every right to be.

Question 2 - Training Paper #2

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Since contact, Aboriginal people have had many health-related struggles, such as small pox, tuberculosis, heart disease, diabetes, obesity, depression, substance abuse, and mortality rates.

Small pox has had a devastating effect to the world, but it was more predominant in First Nation societies. Small pox almost destroyed many aboriginal nations, including the Haida nation, which I am a part of. The Haida population was at approximately twenty thousand people before contact, and it had been diminished by small pox. After the epidemic broke out, the population took a severe hit, and dropped down to minuscule numbers. To this day, we still see the impact of small pox.

Tuberculosis is another health-related struggle that has affected Aboriginal people since contact.

Heart disease is a modern day epidemic in First Nations communities. This is because of all the unhealthy environments we have been exposed to since contact.

Diabetes is a major health struggle that has affected First Nations People since contact. Even though it is a contemporary issue, it has quickly become an epidemic in Aboriginal societies. Before contact, a First Nations persons diet would have consisted of natural resources, such as fish, berries, deer, moose, etc., but after contact, sugar, dairy products, alcohol, and many other foods were introduced into our daily lives. Because your bodies were not use to refined sugar, it did not respond well, and therefor could not digest it properly, and all the sugar went into our blood streams, causing diabetes. Now, diabetes has taken a huge toll in our communities, and people are losing appendages, and even sometimes, their lives.

Obesity is another health issue that arose after contact. Obesity is a serious problem all around the world, but it is ridiculous that it is an issue for First Nations People, because before contact, you would rarely ever see an overweight person-never mind an obese person. This was because they were always on the move, in every region of Canada. If you were from the coast, you were picking berries, or fishing, or gathering cedar, or hunting; and if you were from the interior, you were hunting, or harvesting resources, or moving to your winter/summer village. The point is, you were always actively doing something, but after contact, Aboriginal people traded for items that made their life easier-such as food, metal items, baskets, etc., so they didn't have to spend their day fishing, or hunting, or doing their cultural practices. This resulted in loss of culture, and sadly, obesity. That may not have started happening right away, but that was the eventual outcome.

Depression has been a major health struggle since contact, but it has become worse since the time of residential schools. Some very horrible things happened in residential schools, that have caused an outbreak in depression. First Nations children were sent to residential schools, and once they were there they were not allowed to speak in their original language, or have any contact with their families while in school. While in school, priests and other authoritative figures sometimes abused the children, whether it be sexually, mentally, or physically, it had the same kind of effect. The people who endured the abuse would never be the same. Once the aboriginal kids were able to go back to their communities, many uncomfortable back with their families because of what they had been through, and because many of them had lost all aspects of their culture. Depression lead to many other health related issues, including substance abuse, and suicide.

Substance abuse has been a very predominant health issue for Aboriginal people since contact. Alcohol was introduced to First

Nations People, and nothing good came of it. And once again, because we had not encountered it before, our bodies did not respond well to it, we had a very low tolerance for it, and in many cases, it resulted in alcoholism. Many Aboriginals gave up their status and enfranchised themselves just so they could have the right to drink. Many First Nations People also began drinking after they came back from residential schools, because they wanted to mask their memories and feelings-this was not a very good thing because it made many families go through un-needed hardships, including domestic abuse, poverty, and other forms of substance abuse. Alcoholism has also caused other health issues, such as liver and heart problems, and it can lead to other substance abuse, and even death. Aboriginal people also abuse other substances, such as marijuana, cocaine, and other illegal substances, and these can all lead to horrible outcomes.

Mortality rates are another horrible health issue Aboriginal people have faced since contact. Although we are not completely sure of the age First Nations People lived to before contact, we are positive that it is higher than it is now. Now, the average age a First Nations man live to is about sixty-five years old, and the average age a non-First Nations man lives to is about ten to fifteen years older. This is because there is so much harmful things in our lives that we were not previously exposed to, such as poor living conditions, poor working conditions, substance abuse, depression, and just unhealthy life styles. Suicide is a huge factor in mortality rates, There is a small reservation near Smithers that has the highest suicide rate in all of BC, and it is mainly because of poor working and living conditions, which causes depression. Infant mortality rates of Aboriginals are also very alarming. Poor living conditions is the main cause of it, because if a pregnant woman is living in an unhealthy, stressful environment, the baby has a very poor chance of having a full healthy term inside the mother. Another reason the rates are alarming is because there is a

high rate of substance abuse in Aboriginal women, and many are so addicted that it is too difficult for them to give the substance up, so there is a great chance of the baby being still-born, or coming out with genetic defects.

In conclusion, Aboriginal people have been exposed to many health struggles since contact.

Question 2 - Training Paper #3

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Before European contact, the First Nations people had developed many traditional ways to keep up good health. They had medicine men, or Shamans, who used herbs, and other methods to help heal the people. However, when the Europeans came to North America, they brought with them diseases, and sicknesses that were unheard of.

As the Aboriginal people had never before encountered any of these diseases, they had a drastic effect on the First Nations populations. These new epidemics spread quickly, and not only did they weaken the population, but they also weakened the people's faith. Their Shamans, who had once seemed so knowledgeable, were becoming less credible. They could not understand the cause nor the cure for these new diseases, so people began to try and find other cures.

One of the main outbreaks was smallpox. The First Nations people had no immunity whatsoever to its effects, therefore it was often fatal. It travelled with flees, so it spread from town to town through trade routes on blankets or other supplies. As previously mentioned, the Shamans did not understand how to cure it, and therefore people lost faith in them. This disease caused widespread confusion, and had very negative effects on the First Nations population.

In addition to European based diseases there are several other health struggles that the Aboriginal people must deal with. The first is Alcohol. As the First Nations people were not previously exposed to Alcohol, it had a bad effect on them. Unlike the other diseases, this one hasn't yet been eliminated, and is a constant worry in modern society. It has created many social problems, and has led to people abandoning their families, friends, or just life in general. This struggle still continues, and most likely will for the years to come.

In recent years, there are worries about a new disease: HIV/AIDS. This is a Sexually Transmitted Disease that basically disables the immune system, leaving anyone infected defenseless against any other virus. People are undereducated about this disease, and many think that there's a cure, when in fact, there isn't. It is important that Aboriginal people educate themselves on these topics, in order to keep themselves safe from modern diseases such as these.

Altogether, the First Nations people have survived many health struggles since European contact. It is important for them to stay aware of current struggles, and to try and prevent unnecessary problems. These people have been very affected ever since the first contact with Europeans.

Question 2 - Training Paper #4

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Many health struggles of the Aboriginal people can be traced back to first contact with Europeans. When they first came to settle in the 1770's they brought disease. Since then Aboriginal people have had a lower life expectancy, and many other health related struggles. The struggles have changed throughout the years based upon the current economic system, and amount of contact, and living conditions.

In the 1770's Europeans brought diseases that Aboriginal people were not immune to. They had never been exposed to these diseases such as small pox and so their immune systems could not handle it. For decades many Aboriginal people died from these diseases. Recently, their immune systems built up some resistance and they are now facing issues with other health struggles.

Today, most health struggles can be traced to living conditions. Poor living conditions on reserve, such as the lack of clean water and old houses with mold, have caused some serious issues for Aboriginal people. One of the issues is asthma. More and more Aboriginal children are being diagnosed with asthma and it is due to living with mold and poor air conditions on reserve. The lack of clean water was led to dehydration, and other serious health issues.

Currently, Aboriginal people are struggling with diabetes and hypertension. These are due to a low quality of life. They live on these reserves and cannot get many high paying jobs because they can't go to school so they can't afford proper nutrition and therefore they end up eating something that might not be the healthiest choice but it is available in a lower price range.

Some Aboriginal people struggle with alcoholism. This is due to residential schools, they traumatized students and therefore many people turned to alcohol as an escape from their memories.

These health issues all lead to their shorter life expectancy. These serious health struggles can be related to European contact in one way or another. Be it through the Indian Act, the residential schools, taking their status, or forcing them to live on reserves. Aboriginal people are taking steps to renew their quality of life and life expectancy. However, this will take some time.

Question 2 - Training Paper #5

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Aboriginal people have been affected by disease, since contact the first nations were effected by the small pox from the Europeans, which were these bumps all over your skin that which got brought over by blankets and humans. In the first contact there weren't many doctors that could do anything about it to stop the disease to keep on spreading, and this took out many first nations people and kids. Other struggles that first contact first nation went through, were money, land was used to grow food for they could live beside hunting and fishing, aboriginals people traded a lot that usually how they made money by trading furs and such. and the harsh climate they had to live through was hard making their huts and to survive through the long winters by preparing enough canned food like salmon or oolichan. first nation contact lived and did survive through a lot of uncontrollable struggles.

Question 2 - Training Paper #6

2. Describe the health-related struggles that have affected Aboriginal people since contact.

The struggle of health in Aboriginal groups has been going on since first contact. The struggle is great, with diseases like influenza and then to alcoholism or diabetes, it never ends.

When settlers first arrived in Canada they brought many devastating diseases with them. Diseases that have never been in First Nations communities and that had horrible effects after contact. First Nations people, unlike the European settlers, did not have an immune system that could protect them from diseases that have been around for hundreds of years in Europe. Diseases like influenza or measles, or even something as simple as the common cold were new to the First Nations people. It started with just a blanket perhaps, and it being traded to one First Nations person. A small virus that would have no effect to the immune system of a white settler, could devastate the entire immune system of a First Nations person. It affected one person, and then another and soon the whole village would have contracted it. With no medicine, no way of knowing how to make them better, soon thousands of First Nations people were dying. It is estimated that nearly 90% of the First Nations communities in the 1800's were killed from just disease. Sometimes, entire villages were killed by just a virus.

But still the First Nations people powered on, through these diseases and all the other conflicts that stood in their way all the way too residential schools and reserves, where soon alcoholism and drug abuse became a problem. Alcohol was introduced the First Nations people when settlers made contact, they previously had never had a drink like that in their community before. And unlike the European settlers (again), their bodies weren't well protected for the effects.

Alcohol was very addicting and very damaging, to both their bodies and their mind. But it was a coping mechanism, a way that you could forget the horrors of the past if you were in residential schools.

Plus, there was diabetes. Diabetes is a problem where your pancreas does not make insulin and then not enough sugar can get into your blood and therefore your blood sugar levels can go a little crazy. You can have highs and lows, wake up in the middle of the night feeling weak and shaking, or not feel bad at all only to check your levels and discover that you're too high. It can lead to many complications and has been a very big problem in First Nations communities as First Nations women are very prone to it. Diabetes results in taking insulin shots a couple times a day before you eat or sleep and is very difficult to manage.

The health struggle of First Nations people has been tremendous since contact, with their bodies not being able to protect themselves from the various diseases and problems that could occur it made them very prone to contracting many different types of diseases and problems.

Question 2- Training Paper #7

2. Describe the health-related struggles that have affected Aboriginal people since contact.

some main health related struggles that have affected the aboriginal people since contact are smallpox TB and alcoholism. smallpox was transferred to the first nations from the europeans, they brought it with them when they went to trade with the first nations. it wiped out 95 % of the first nation population and the first nations did not know why. after that it was TB in the residential schools. because the kids were in such close and unhealthy conditions it was easy to contract this diseases. it affected many kids and the spread when they came in contact with any one else. another huge health struggle is the struggle with alcoholism. many first nations struggle with the diseases because they are trapped in its vicious cycle. it starts out as the parent are alcoholics and cant paren their kids then the kid make poor life decisions and grow up to be alcoholics with their children and the process is repeated. but it is and has gotten a lot better since the help of many people and the future of the first nations people is looking better all the time

Question 2 - Training Paper #8

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Aboriginal people have had health related struggles both in the past and contemporary.

In the past aboriginal people have had to deal with horriable diseases such as small pox, measles. Since their immune systems were not used to it, it caused a lot of first nations people to become very sick and or even die. After that happened a lot of the first nations culture, traditions, language died out after the young and old got sick and or died.

Nowadays first nations people face a different kind of threat to health. There is a lot of alcohol abuse due to not only stereotypes but also it is a way for people to "make" themselves feel better, or they can hide behind it like it's a shield, they also could have grown up with their mom or dad who drank all the time. There is also a lot of drug abuse due to the same reason as alcohol but also another reason is they try it and sometimes get addicted to feeling they get and want to keep getting that feeling so they keep getting high, or because their family members use drugs so they see it and think it's ok. Also nowadays there is also diabetes which most First Nations people have.

First Nations people and their health struggles over the years.

Question 2 - Training Paper #9

2. Describe the health-related struggles that have affected Aboriginal people since contact.

because the residential schools had affected the first nation people because they wanted the first nation people to have the same language as the white people

Question 2 - Training Paper #10

2. Describe the health-related struggles that have affected Aboriginal people since contact.

Aboriginal people have lived healthy lives before they came in contact with the Europeans. Reason is that because when the Europeans came over they also brought diseases with them. The biggest one that they brought with them is smallpox. This disease hit the First Nations very hard as it killed off more than half the population of First Nations in the southern interior. They had no chance as their bodies were not used to the disease. Another sickness that the Europeans brought over with them was influenza. This also hit the First Nations hard killing quite a lot. Overall the First Nations have had many health related struggles throughout the years and even today they still struggle with some health issues. However as long as they persevere they will survive whatever is thrown at them.

Rationales for Question 2 Training Papers

Training Paper #1 — Mark: 3

- Position attempted
- Minimal recall of factual content
- Organization attempted
- Weak conclusion

Training Paper #2 — Mark: 5

- Response lacks a detailed introduction though the topic is clearly stated
- Factual content is rich with supporting detail that demonstrates knowledge and understanding of the topic
- Expression is fluent and the few errors that are present do not impede understanding
- Conclusion is brief and does not reflect the richness of the writing

Training Paper #3 — Mark: 6

- Relevant position is clearly stated in the introduction and the response progresses to describe historical and contemporary examples
- Proficient recall of factual content though the description of smallpox transmission is incorrect
- Supporting details are sufficient and the response is organized and mostly free of errors
- Conclusion is adequate for the task though lacks depth or insight

Training Paper #4 — Mark: 6

- Purposeful organization
- Excellent recall of facts supported in each paragraph with clear details
- Expression clear

Training Paper #5 — Mark: 1

- Thesis/position is inadequate
- Evidence of factual content but the few supporting details are deficient
- The writer includes information that does not seem to support the thesis/position
- Errors of expression makes reading and comprehension awkward and interferes with meaning

Training Paper #6 – Mark: 4

- Relevant position/thesis is present in the introduction
- Factual content is adequate to the task and supported with sufficient details
- Expression is sufficiently fluent and errors do not impede meaning
- Conclusion is weak

Training Paper #7 – Mark: 3

- Thesis attempted but inadequate
- Minimal recall of factual content, but has detail and supporting argument
- No organization
- Expression is awkward and errors impede
- Conclusion attempted but weak

Training Paper #8 – Mark: 3

- Thesis is evident and the response uses supported examples from the past and the present
- No conclusion

Training Paper #9 – Mark: 0

- Not on topic

Training Paper #10 – Mark: 2

- Position attempted
- Insufficient recall of facts and supporting details (one idea)
- Inadequate conclusion