

# Indigenous Cultural Awareness

Manitoba Minnesota Transmission Project

September 12, 2019

# Welcome & Opening

- Boozhoo! (Anishinaabe-Ojibwe)
- Tansi (Ininew-Cree)
- Han! (Dakota-female)
- Tanshi! (Michif-Metis)
  
- Introductions



# Group Protocols & Other Items

- Confidentiality
- Respect each other
- Participate actively
- Share at your own comfort level
- No apologies for human emotion
- Get up and move, stretch if you need to



# Why are we here?

- Increase understanding, respect and appreciation of each other's:
  1. Culture and cultural differences
  2. Culture, history and present day lives
  3. Contemporary issues



# Training Overview

- **SECTION 1: OPENING**
  - Welcome and Opening
  - Indigenous Terminology Usage (identity)
  - Introduction to Culture
  - Introduction to Treaties and Treaty Nations
  - Indigenous Demographics
- **SECTION 2: THE LAND and THE PEOPLE ARE ONE**
  - History of the Indigenous People in the MMTP Area
  - Indigenous Experiences in Canada
  - Reconciliation, Reparation and Healing
- **SECTION 3: WORKING ACROSS CULTURES**
  - Stereotypes and Biases
  - Working Together
- **SECTION 4: MOVING FORWARD WITH WHAT WE HAVE LEARNED**
  - Planning for Positive Change
- **SECTION 5: CLOSING**



# ***SECTION 1: OPENING***

- Indigenous Terminology Usage  
(identity)***
- Introduction to Culture***
- Introduction to Treaties and Treaty  
Nations***
- Indigenous Demographics***

# What's in a Name?

Native American  
First Nations  
Anishinabe Ojibwe  
Cree  
**Aboriginal**  
Indian Metis  
Dakota  
Ininew  
**Indigenous**

# Culture – What is it?

- Culture is a ‘way of life’
- Set of learned and shared beliefs, values and behaviours
- Lifestyle that is shared by a group of people





# What makes up Culture?



Education



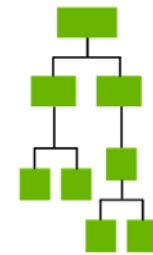
Transportation



Communication



Economy



Social Structure

Culture



Arts and Recreation



Laws

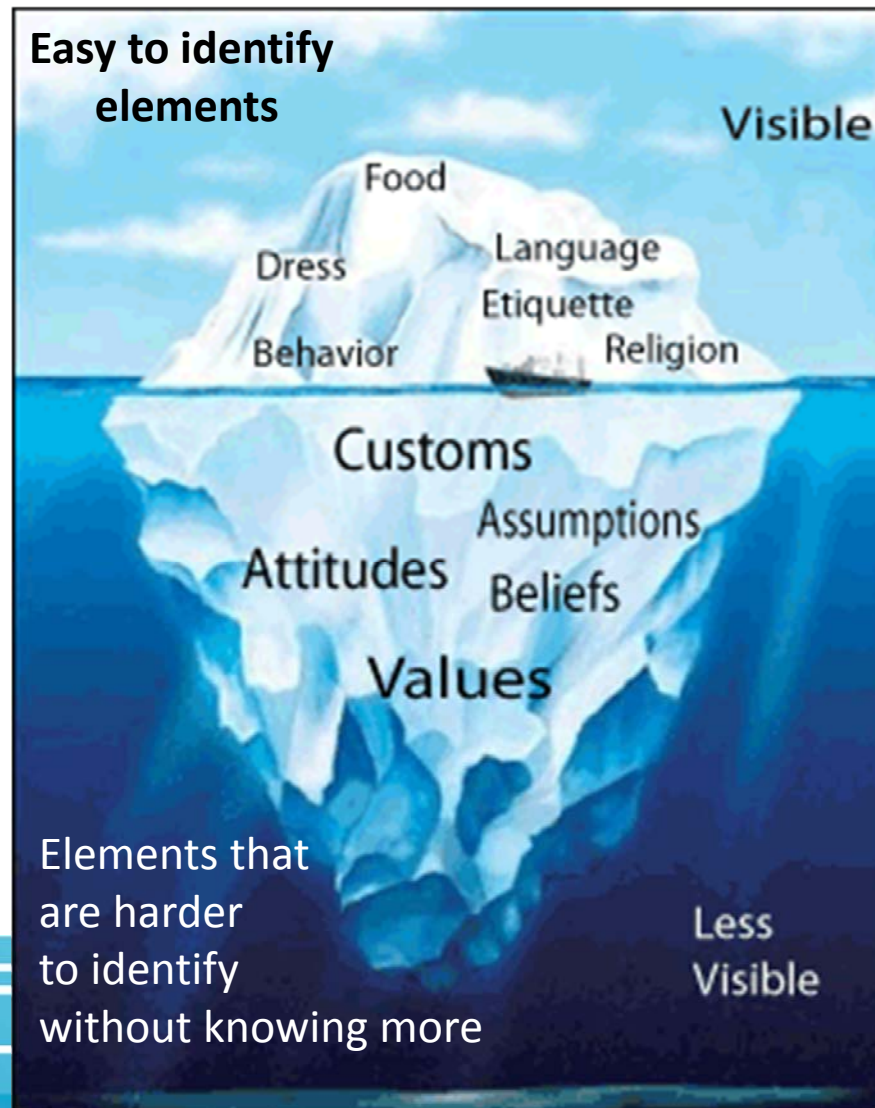


Beliefs



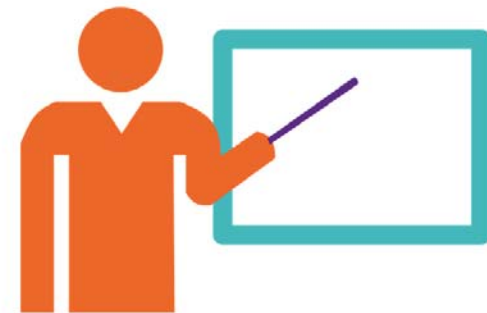
Values

# Components of Culture



# What does the iceberg teach us?

- Values and beliefs influence behaviours
- Helps us understand why someone is acting the way they do
- Teaches us about judging

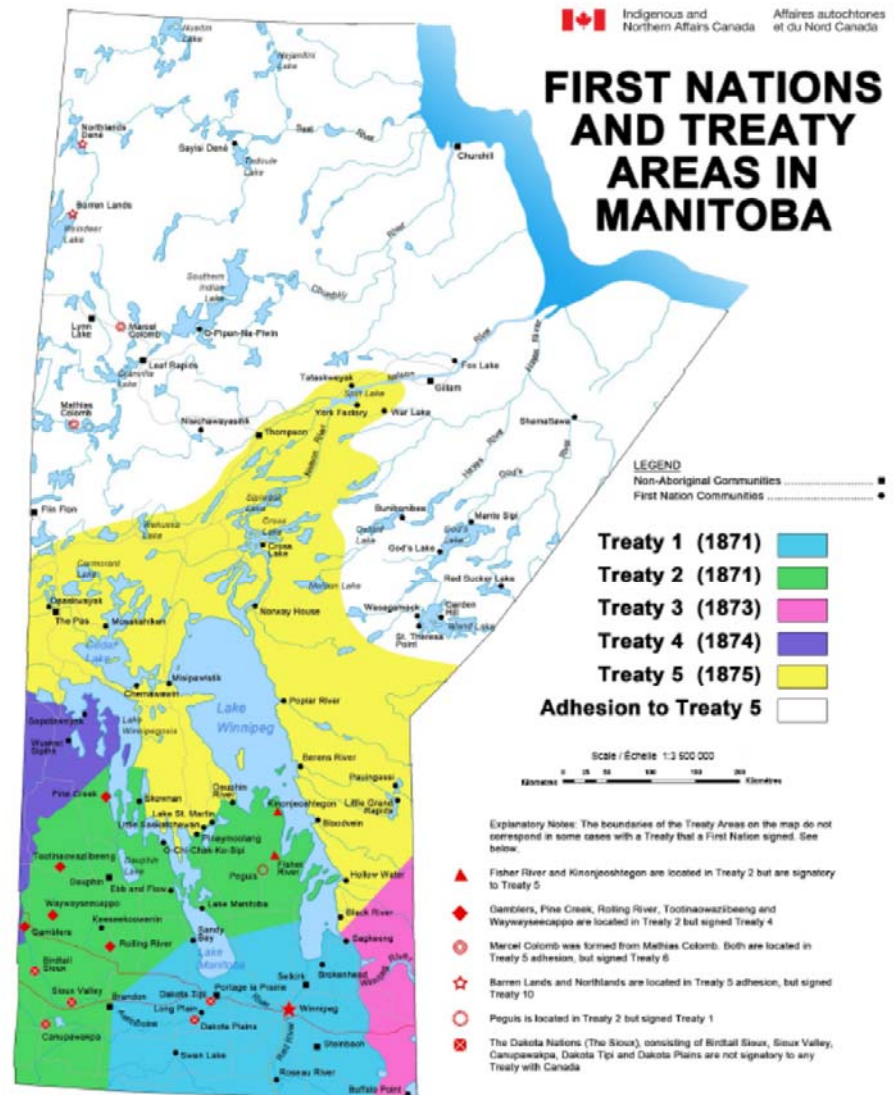




# Introduction to Treaties and Treaty Nations



# First Nations and Treaty Areas in Manitoba



<https://www.aadnc-aandc.gc.ca/eng>

For information regarding reproduction rights, please contact Indigenous and Northern Affairs Canada at: [CommunicationsPublicAffaires@aadnc-aandc.gc.ca](mailto:CommunicationsPublicAffaires@aadnc-aandc.gc.ca) or [www.canada.ca/indigenes-northern-affaires](http://www.canada.ca/indigenes-northern-affaires)  
 1-800-967-3604  
 TTY only 1-888-953-0564

QS-N058-011-03-A1  
 Catalogue: 93-279(2017)-PCF  
 ISBN: 978-0-850-03065-5

© Her Majesty the Queen in Right of Canada, represented by the Minister of Indigenous and Northern Affairs, 2017. This Publication is also available in French under the title *Manitoba: les traités et les territoires des Premières Nations au Manitoba*. This map is for informational purposes only. Markers and boundaries indicated are approximate and may be subject to revision.

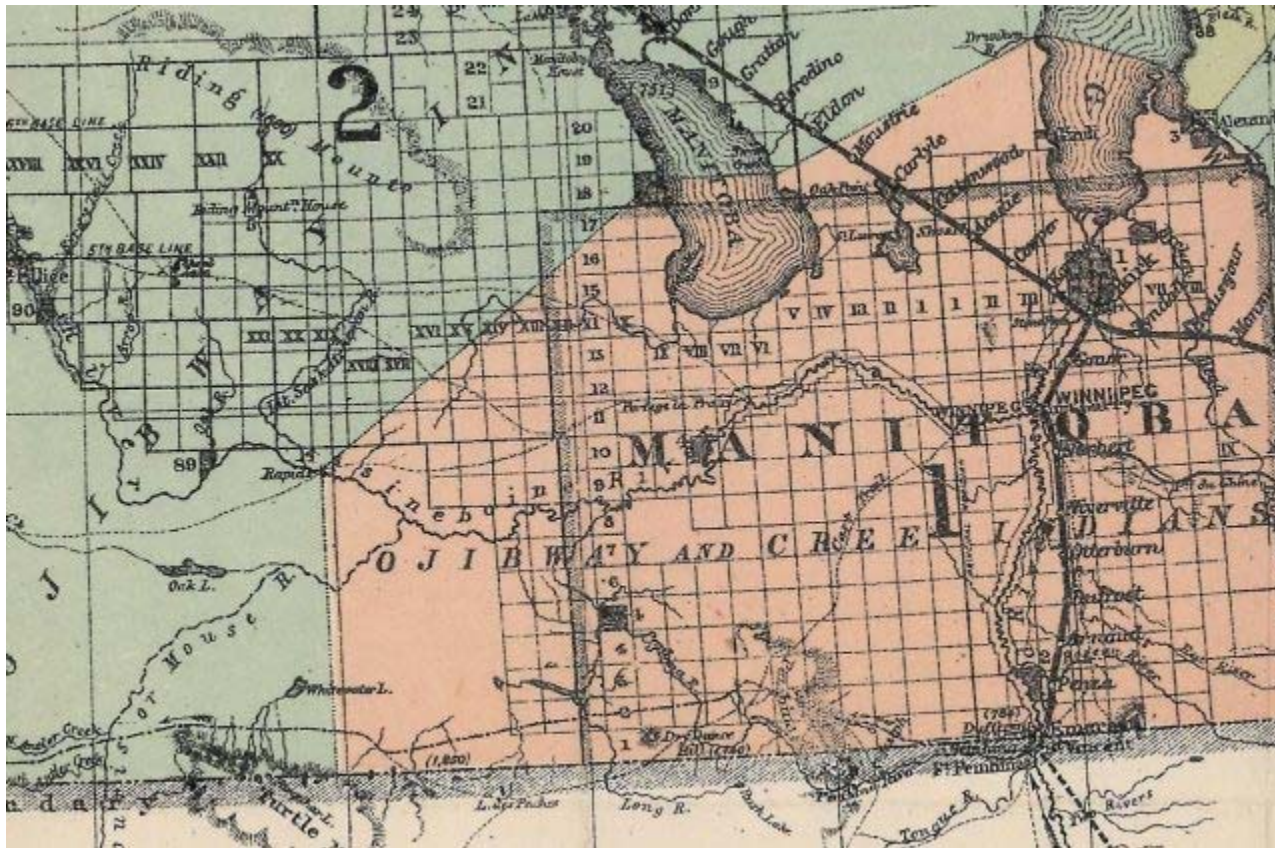
# What about Treaties?

Different & Shared Understanding of Treaties		
First Nations Understandings	Shared Understandings	Crown/Canada Understandings
<p>The purpose of the Treaties were:</p> <ul style="list-style-type: none"> <li>To establish alliances and mutual benefits</li> <li>To protect the lands and the resources available on those lands</li> <li>To provide protection and education for their children</li> </ul>	<p>A Treaty:</p> <ul style="list-style-type: none"> <li>Is an agreement between parties</li> <li>Makes commitments that still apply today – they stand in perpetuity</li> <li>Recognition that First Nations people were Nations, that they had historically occupied and used their lands and they have inherent rights because of that</li> <li>First Nations and Canada need to come to a common understanding of the meaning of the Treaties</li> </ul>	<p>The purpose of the Treaties was:</p> <ul style="list-style-type: none"> <li>To enable the Crown/Canada to gain title to lands</li> <li>To support the expansion of settlement activities</li> <li>To get First Nations people off the land in exchange for reserve lands</li> </ul>

# What are Treaty Rights?

- Rights that exist because of a treaty.
- Treaties are solemn agreements that set out promises, obligations and benefits for both parties.
- Treaty rights are associated with land, resources and more.

# Treaty 1 First Nations



Excerpt from Treaty Relations  
Commission of Manitoba Website:  
[www.trcm.ca](http://www.trcm.ca)

Beginning at the international boundary line near its junction with the Lake of the Woods, at a point due north from the centre of Roseau Lake; thence to run due north to the centre of Roseau Lake; thence northward to the centre of White Mouth Lake, otherwise called White Mud Lake; thence by the middle of the lake and the middle of the river issuing therefrom to the mouth thereof in Winnipeg River; thence by the Winnipeg River to its mouth; thence westwardly, including all the islands near the south end of the lake, across the lake to the mouth of Drunken River; thence westwardly to a point on Lake Manitoba half way between Oak Point and the mouth of Swan Creek; thence across Lake Manitoba in a line due west to its western shore; thence in a straight line to the crossing of the rapids on the Assiniboine; thence due south to the international boundary line; and thence eastwardly by the said line to the place of beginning.



# What does Treaty 1 mean today?

- Negotiated and entered into in 1871 at Lower Fort Garry or the Stone Fort
- Made way for the settlement of other communities.
- Examples of Manitoba communities sharing obligations and benefits of Treaty No. 1:
  - Winnipeg, Brandon, Portage La Prairie, Selkirk, Steinbach, Lunday, Grand Beach, Emerson, Winkler and many more



# Why is it important to respect and understand Treaty 1?

- Provides a framework for living together and sharing the land
  - Recognition and upholding of rights
  - Respect
  - Co-operation/partnership
- Rights enshrined in the Canadian Constitution



# Indigenous Demographics in Manitoba

- **(2016) 223,310 Indigenous people in Manitoba (18%)**
  - 130,505 First Nations (58.4%)
  - 89,360 Metis (40%)
  - 610 Inuit (0.3%)
- **Highest Indigenous population in Canada was Winnipeg at 92,810**

# Indigenous Demographics in the MMTP area (2011)

- 11% self-identified as Indigenous
  - 5,980 of 55,570 people in Project region
  - Metis (91%)
  - First Nations (7%)
  - Multiple Indigenous identities (less than 1%)
  - No one identified as Inuk (Inuit).
  - Most Metis (68% [4,020 people]) resided in RMs of Tache, Ritchot, Springfield and La Broquerie

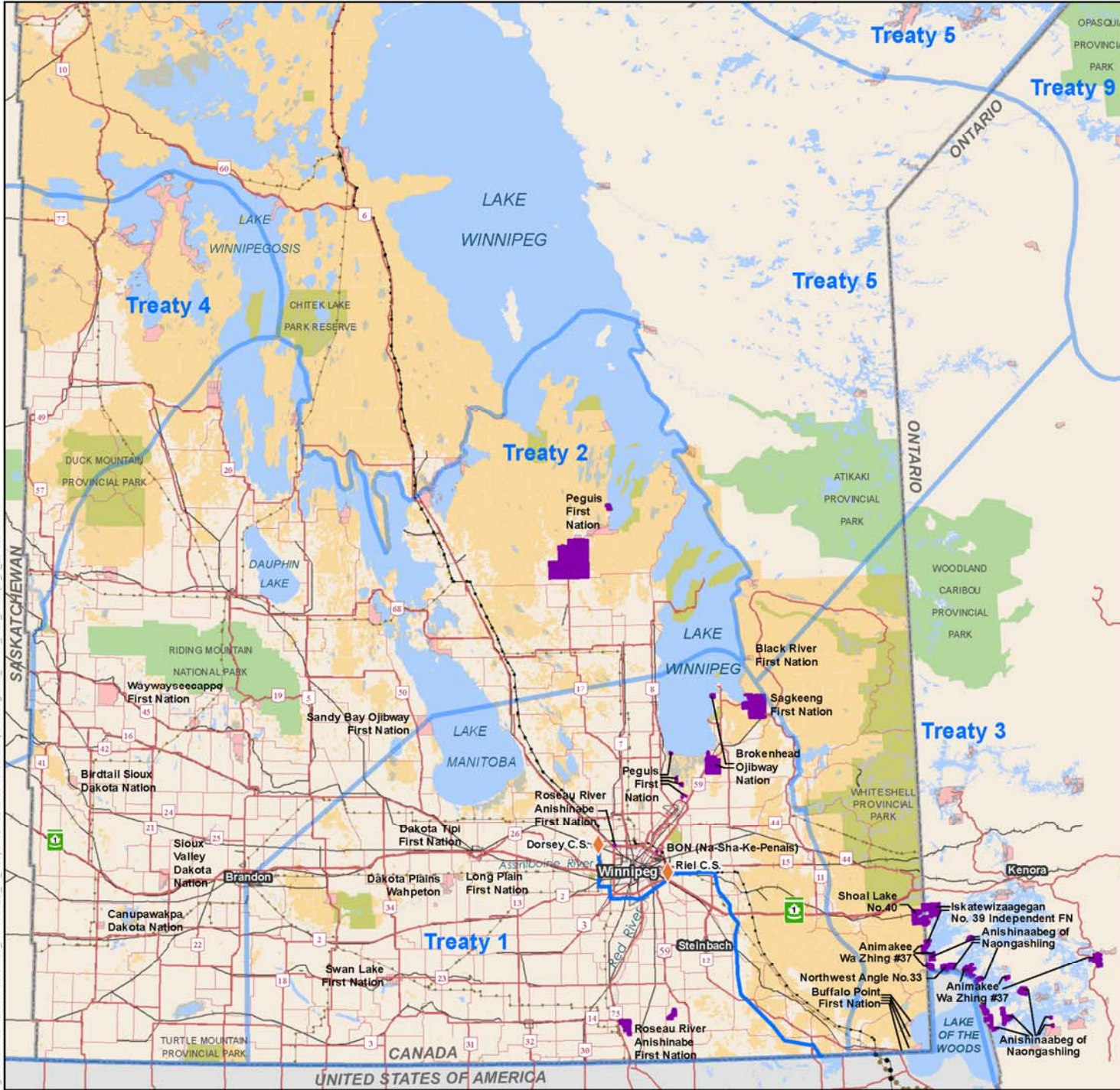
## ***SECTION 2: THE LAND and THE PEOPLE ARE ONE***

- History of the Indigenous People in the MMTP Area***
- Indigenous Experiences in Canada***
- Reconciliation, Reparation and Healing***

# History of the Indigenous People in the MMTP area

- Treaty 1 First Nations – Ojibwe
  - Brokenhead Ojibway, Sandy Bay, Swan Lake, Long Plain, Roseau River Anishinabe, Sagkeeng, Peguis
- Dakota Nations in Treaty 1
  - Dakota Tipi and Dakota Plains
- Metis
  - As represented by the Manitoba Metis Federation

\\g0data\Tea\GIS\Orientis\PRJ\_MMT\PNEB\_IR\_Responses\13018-03-16 Band\Map\_Scoughlin0\_MMT\_PNEB\_FN\Mapos\_A\_20180319.mxd



## Manitoba-Minnesota Transmission Project

### Project Infrastructure

- ◆ Converter Station (Existing)
- Final Preferred Route (FPR)

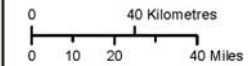
### Infrastructure

- Existing 500kV Transmission Line
- Existing 230kV Transmission Line

### Landbase

- Railway
- Trans Canada
- Provincial Highway
- Provincial Road
- Crown Land
- First Nation Land (Interveners)
- First Nation Land
- Land Claims Historic Treaty
- National/Provincial Park
- City

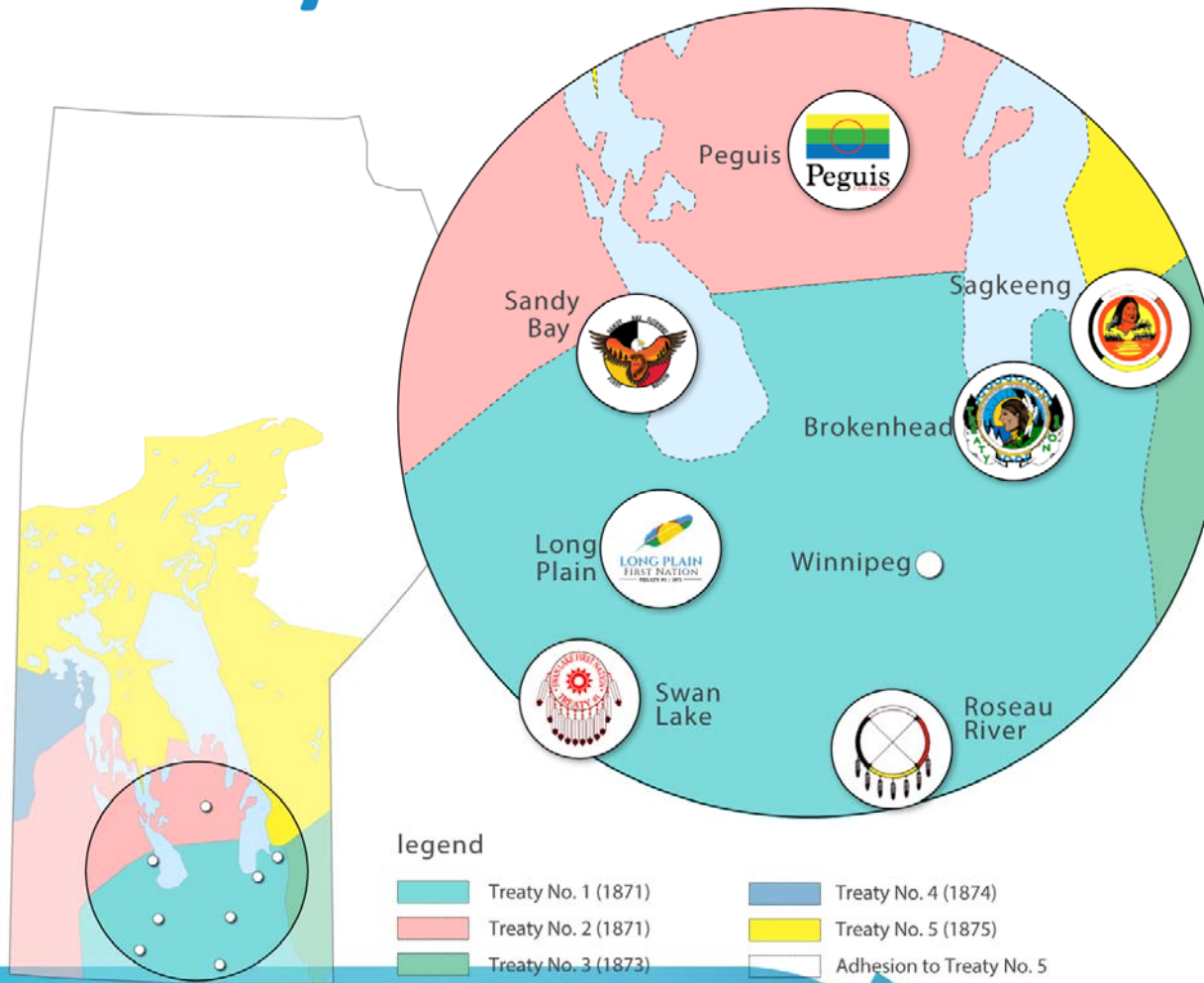
Coordinate System: UTM Zone 14N NAD83  
Data Source: MBHydro, ProvMB, NRCAN  
Date Created: June 15, 2018



1:2,750,000

**First Nations**

# Treaty One Communities



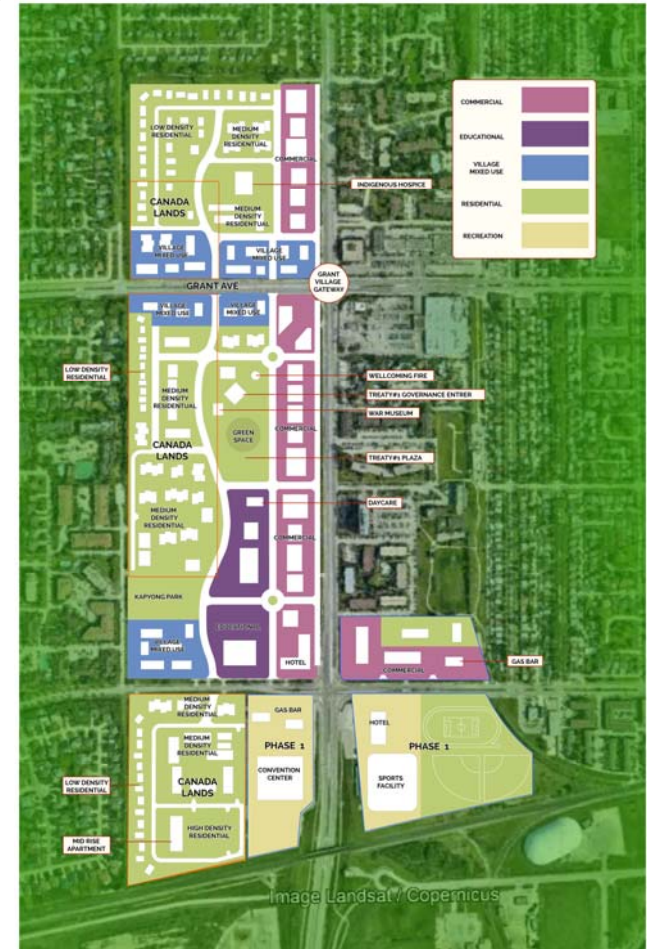


# Major Events in Treaty One Territory History

- Treaty One Development Corporation formed July 2018
- *VISION: In five years, Treaty One will be a well-established government. Treaty One Development Corporation will be supported by sound sustainable governance, and a strategic master plan will guide long term development of Kapyong and additional lands. The majority of Kapyong lands will be developed within five years, providing ongoing income that enables distribution of dividends to member First Nations and philanthropy to celebrate our culture and heritage.*

# Gaining Ground: Successes of Treaty One Territory

- Kapyong Barracks Development 2018
- Kapyong Barracks transfer to Treaty One made official on August 30, 2019
- 17 years in the making!



# The Dakota Nations

- Dakota Tipi
- Dakota Plains
- Canupawakpa
- Birdtail Sioux
- Sioux Valley



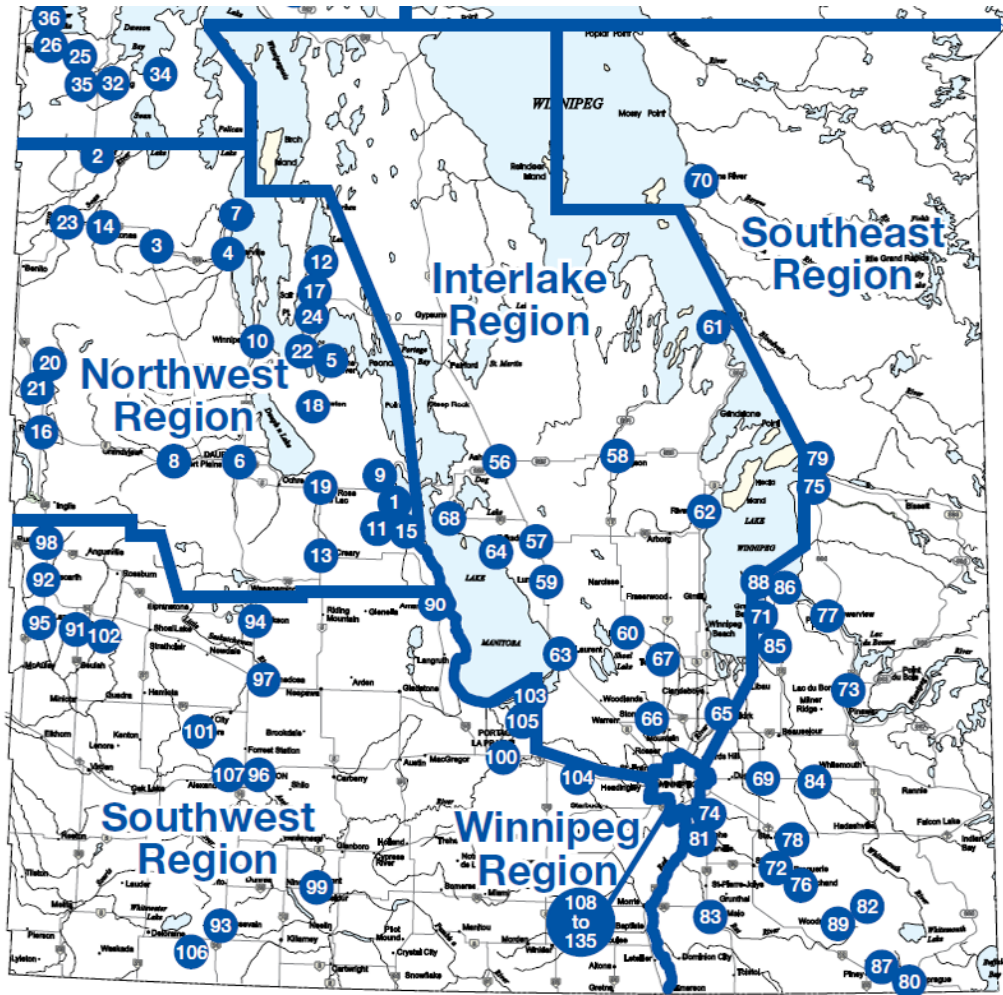
# Major Events in Dakota Nations History

- Dakota Nations were not included in treaty negotiations
- Canadian government treated the Dakota people as refugees from the United States
- Negotiations between the Dakota and the federal government continue today

# Gaining Ground: Successes of Dakota Nations

- Sioux Valley Dakota Nation became first self governing nation in the prairies in 2014
- In January 2018, Whitecap Dakota Nation near Saskatoon entered into a framework agreement with the federal government
- Dakota Plains Wahpeton First Nation – Recognition of Indigenous Rights and Self Determination Discussions with Canada - 2018

# The Manitoba Metis



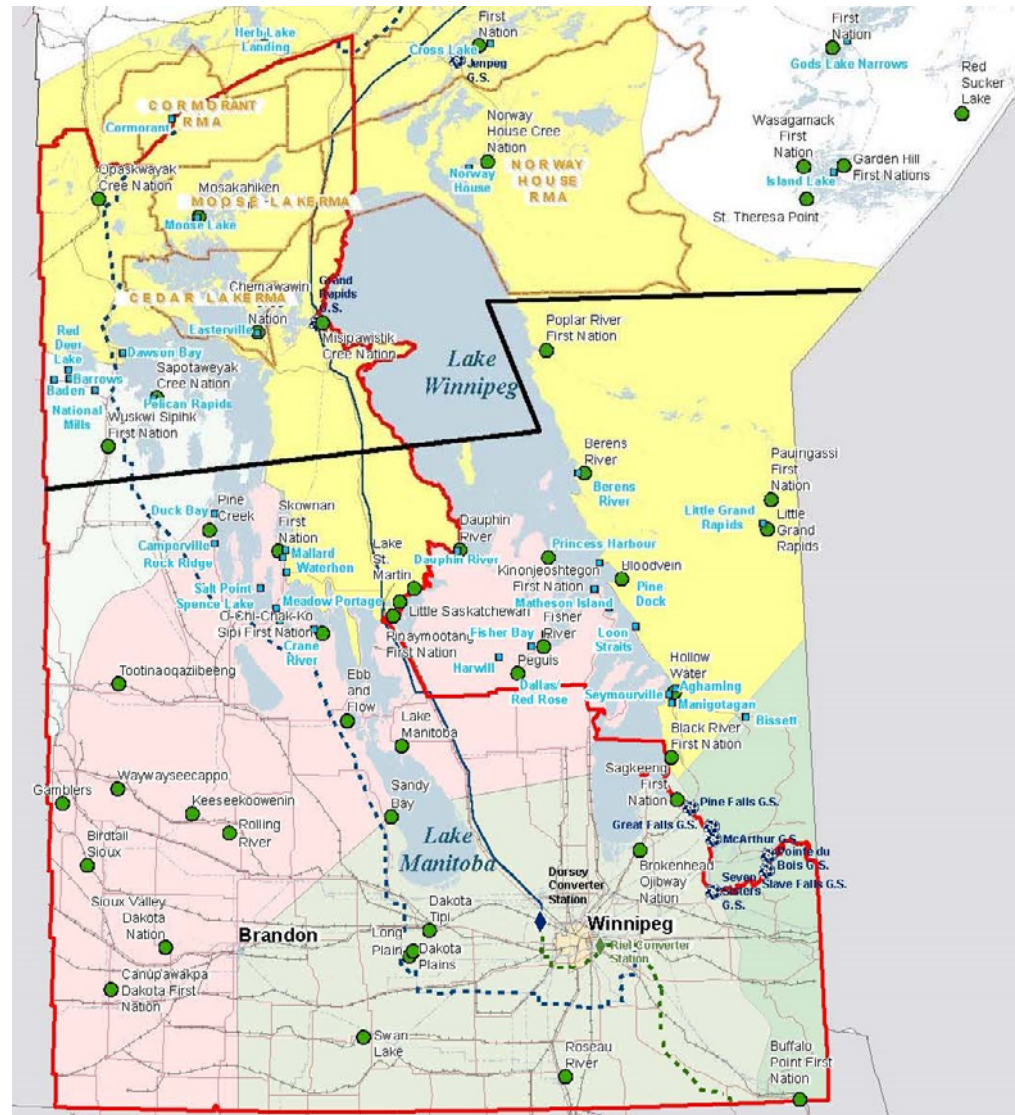
## Winnipeg Region

- 108. Blueberry
- 109. Bosco
- 110. Catfish
- 111. Conseil Elzéar Goulet
- 112. Dakota
- 113. Dumont
- 114. Fontaine
- 115. Gilbert Park
- 116. Heritage Proud
- 117. Infinity
- 118. Keenleyside
- 119. Kinew
- 120. Liberty
- 121. Metis Elders
- 122. Michif
- 123. New Horizons
- 124. Point Douglas
- 125. Prairie Buffalo
- 126. Red River
- 127. Redboine
- 128. Riel
- 129. Seven Oaks
- 130. South Central
- 131. Spruce
- 132. St. Norbert
- 133. St. Vital North
- 134. Winnipeg North
- 135. Winnipeg West

## Southeast Region

- 69. Anola
- 70. Berens River
- 71. Grand Marais
- 72. La Broquerie
- 73. Lac Du Bonnet
- 74. Lorette
- 75. Manigotagan
- 76. Marchand
- 77. Powerview
- 78. Richer
- 79. Seymourville
- 80. South Junction
- 81. St. Adolphe
- 82. St. Labre
- 83. St. Malo
- 84. Ste Rita
- 85. Stoney Point
- 86. Traverse Bay
- 87. Vassar
- 88. Victoria Beach
- 89. Woodridge

# Metis Harvesting Area



# Major Events in Manitoba Metis History

- Louis Riel (Metis) recognized as Founding Father of Manitoba
- Recognized as “Aboriginal” in Constitution in 1982
- Many recognize Manitoba as the birthplace of the Metis in Canada



# Gaining Ground: Successes of Manitoba Metis

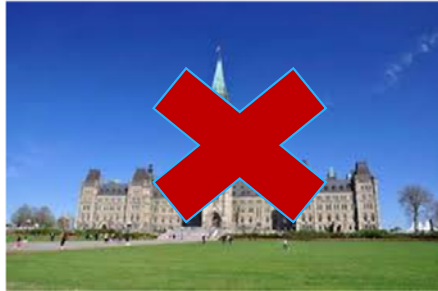
- Manitoba Metis Federation
  - Founded in 1967
- 78,830 Métis in Manitoba (2016)
  - Winnipeg has the highest population of Métis, 46,325 people (2016)
- March 2013 – Supreme Court decision on Land Claims
- April 2016 – Supreme Court decision on Daniels vs Canada
- April 2017 - Canada–Metis Nation Accord

# Indigenous Experiences in Canada

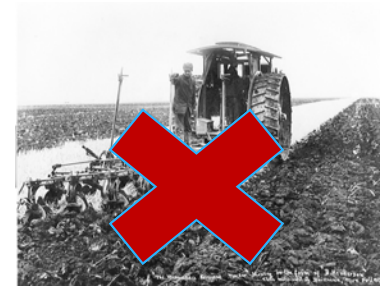
# Indigenous Experiences in Canada

- Indian Act and Indian Status
- What did the Indian Act do?
- Indian Residential Schools
- Sixties Scoop
- Intergenerational Impacts: The Legacy

# What did the Indian Act do?



No. 4  
DICK LANE AGENT Department of Indian Affairs -  
NOV 19 1912  
S.I.S.  
Quack Lake Agency  
Notam best  
Edward Yahyahke Koot No. 125  
Beardings  
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.  
Edward Johnson  
Indian Agent



# Indian Residential Schools

- Education was a primary strategy for assimilation
- Enabled through the *Indian Act*
- *Key features:*
  - *Remove children from their families and communities*
  - *Forbid children from speaking Indigenous languages or from expressing cultural identity*
  - *“Civilize” children by training them in skills and ideologies*

# VIDEO: “Surviving the Survivor” by Wab Kinew

<https://www.youtube.com/watch?v=EPX9a5r6uAQ>

7:45 minutes

# Post Video: Discussion

- Residential School Impacts

# The Sixties Scoop

- Continuum of government policies
- Resulting in destruction of:
  - Parenting
  - Community
  - Culture
- Children removed from families for adoption (mostly to non-Indigenous families)



# **VIDEO: Separating children from parents: The Sixties Scoop in Canada**

[https://www.youtube.com/watch?v= nmd6HXKXYU](https://www.youtube.com/watch?v=nmd6HXKXYU)

**4:08 minutes**

# Intergenerational Impacts: The Legacy

- Historic Trauma
- Intergenerational Effects
- Residential School syndrome
- Multigenerational cycle

# Reconciliation, Reparation and Healing

# Reconciliation, Reparation and Healing

- Truth & Reconciliation Commission's Final Report (2015)
  - *“Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.”*
    - *“Reparations for historical injustices must include not only apology, financial redress, legal reform, and policy change but also the rewriting of national history and public commemoration.”*
    - *“...reconciliation can happen only when everyone accepts responsibility for healing in ways that foster respect”*

# Current Events in the Reconciliation, Reparation and Healing Journey

- 1998 Aboriginal Healing Foundation
- 2007 Indian Residential School Settlement Agreement
- 2008 Federal Residential School Apology
- 2008-2015 Truth and Reconciliation Commission of Canada
- 2015 Provincial Sixties Scoop Apology
- 2017 Sixties Scoop Settlement
- 2019 MMIWG(2SLGBTQQIA) Commission

# 1998 Aboriginal Healing Foundation

- From 1998 – 2014
  - Gathering Strength – Canada’s Aboriginal Action Plan from 1998-2009
  - Indian Residential School Settlement Agreement (extended to 2014)
- Provide resources to support healing
- Healing Centres established and maintained
  - 11 Centres in Manitoba



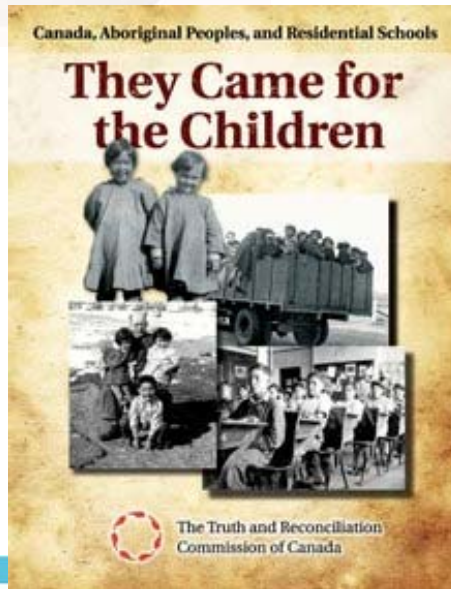
# 2007 Indian Residential School Settlement Agreement



# Truth and Reconciliation Commission of Canada (2008 to 2015)



Truth and  
Reconciliation  
Commission of Canada



For the child taken,  
For the parent left behind.



# Results from the TRC



## Truth and Reconciliation Commission of Canada: Calls to Action



### BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable



National Centre for  
Truth and Reconciliation

UNIVERSITY OF MANITOBA

# 2015 Provincial Sixties Scoop Apology

- Apologized for the practice of removing children from families
- Begin the path of reconciliation
- Part of education curriculums



# 2017 Sixties Scoop Settlement

- Eligibility
  - First Nations and Inuit (Metis left out)
  - Between January 1, 1951 and December 31, 1991
  - Placed in non-Indigenous foster care/adoption
- \$500-750 million in compensation
- \$50 million for foundation



# Missing and Murdered Indigenous Women and Girls (MMIWG) and 2SLGBTQQIA Commission

- Mission: Find the truth by gathering many stories from many people.
- These truths will weave together to show what violence really looks like for Indigenous women and girls in Canada.
- 1,200 page report with 231 Calls for Justice

# Today

- Indigenous youth are the largest growing segment of the population
- Indigenous businesses are growing rapidly
- Thriving arts community
- Resurgence of culture and ceremonies

# ***SECTION 3: WORKING ACROSS CULTURES***

- *Stereotypes and Biases*
- *Working Together*



# Stereotypes and Biases

- Checking in on Stereotypes
  - Unconscious bias
  - Discrimination
  - Prejudice
  - Racism
  - Privilege







# Discrimination

- Action or behaviour causing unfair treatment
- Ancestry, religion, age, sex, nationality, physical or mental disability
- Human Rights code definition
  - “treating a person or group differently, to their disadvantage and without reasonable cause, on the basis of a group”



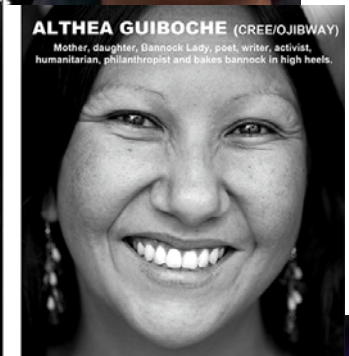
# Prejudice

- Learned behaviour
- Not based on fact



# Racism

- Definition – “a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race”
- Example
- Human rights code



# Privilege

- Defined as “special right, advantage, or immunity granted or available only to a particular person or group”
- Example 1: Did you have to leave home to graduate high school?
- Example 2: Was there always food available for breakfast before you went to school?

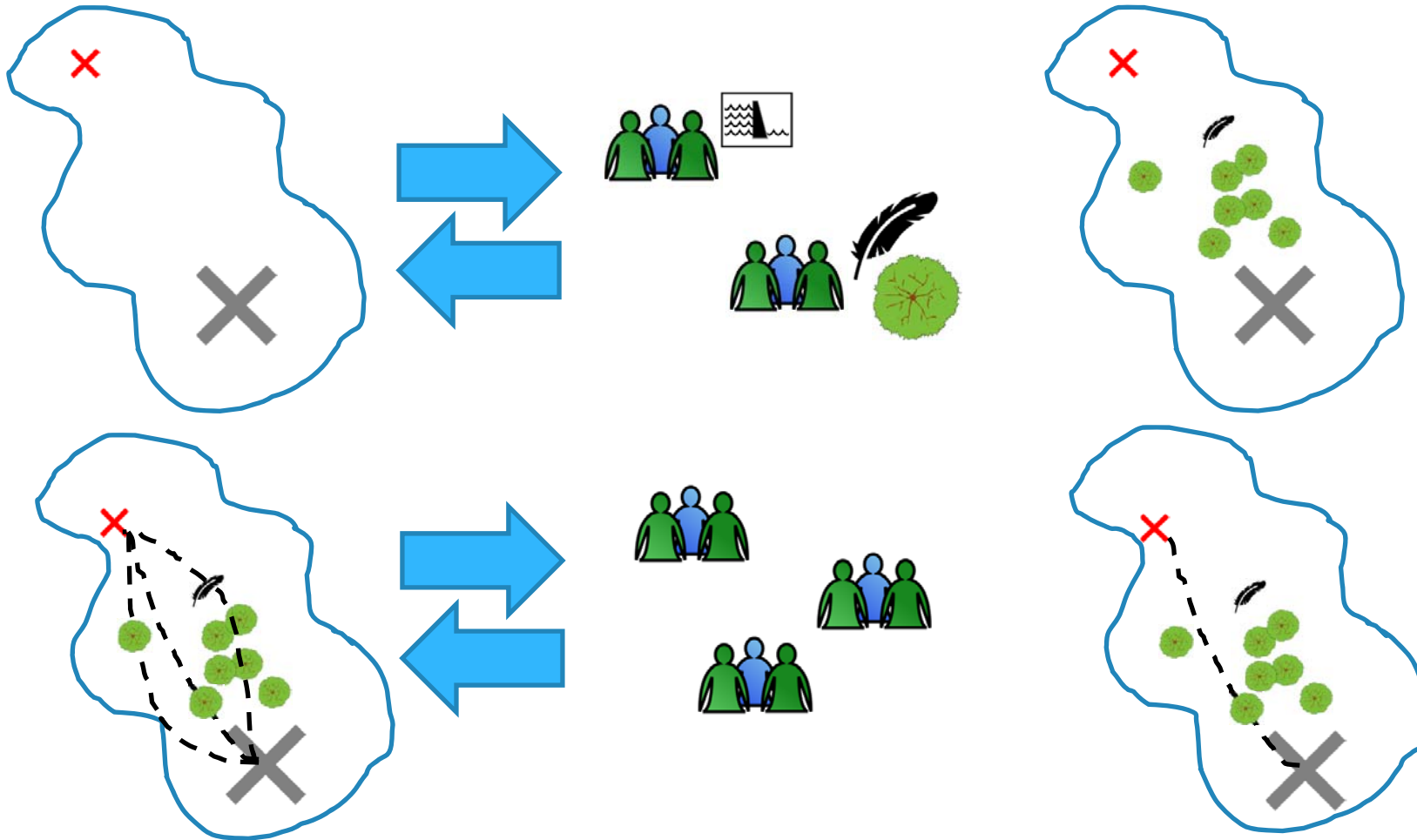
got privilege?



# MMTP: Working Together

We need to get from A to B

We'd like to understand what you value and areas of importance to route with less impact



Options for routing are shared

A final preferred route is shared. Routing is always a compromise

# Key issues of concern from communities

- Impacts on ability to practice rights based activities
- Impacts on cultural, heritage or burial sites



# Key issues of concern from communities

- Use of herbicides
- Need to protect wildlife and intact natural areas
- Cumulative effects of development





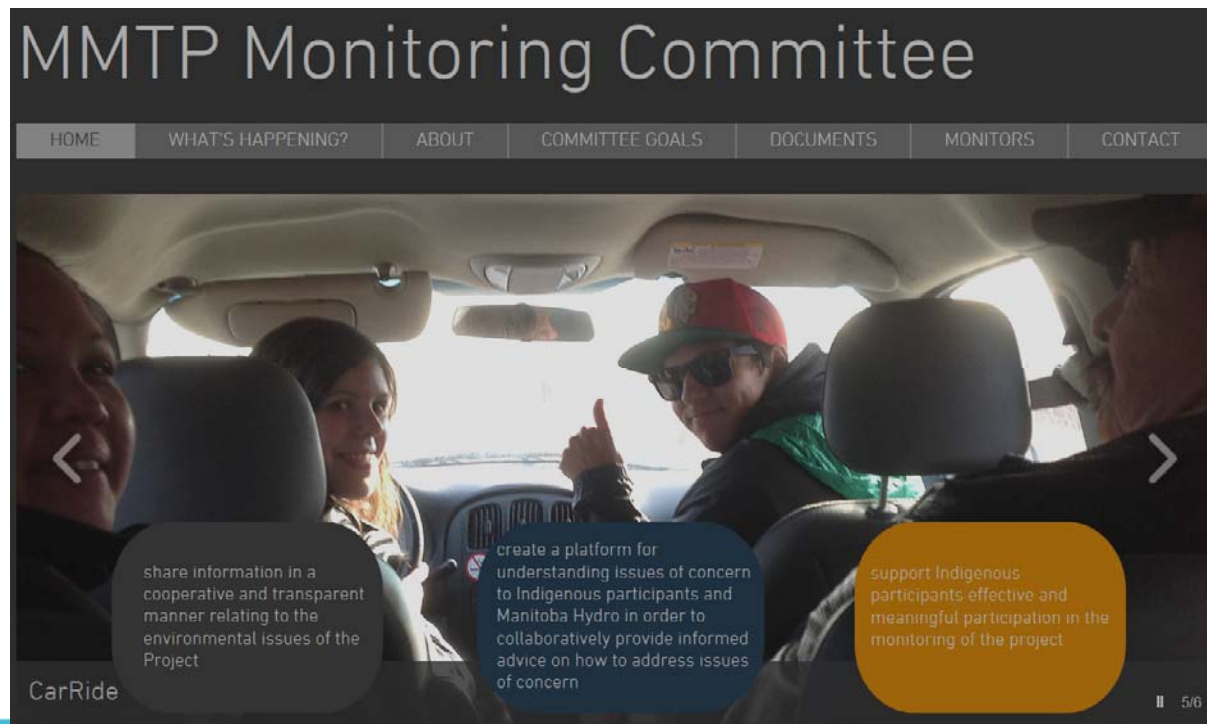
# Working Together to Minimize Effects

- Working together to understand sites and areas of importance to Indigenous communities and integrating perspectives into routing and assessment processes



# MMTP Monitoring Committee

- Website: [www.mmtppmonitoring.com](http://www.mmtppmonitoring.com)



# Respecting Each Other

- Respect for the land
- Respect for the people
- Indigenous Cultural Awareness Training
- Ceremonies/Celebrations



# **SECTION 4:**

## **MOVING FORWARD WITH WHAT WE HAVE LEARNED**

*- Planning for Positive Change*



# Planning for Positive Change

- Becoming an ally (suggestions):
  - Attend a ceremony
  - Attend a community event
  - Learn about history/culture
  - Talk to community members
- Other Suggestions?



# **SECTION 5: CLOSING**

- *Thank you*
- *Miigwech (Anishinabe/Ojibwe)*
- *Ekosani (Ininew/Cree)*
- *Wopida (Dakota)*
- *Marsee (Michif/Metis)*

# EVALUATION

- Please fill out as much of the form as possible
- Be honest (we can take it) 😊
- Your input is helpful for future presentations
- Thank you (again).

