

KLA AH MEN

As Far Back as the Story Goes

DISCUSSION AND VIEWING GUIDE

SYNOPSIS

This film is a window through which we may contemplate the Sliammon (Kla ah men) First Nation (Coast Salish Tribe) - and their timeless connections to their Lands, and their relationship to the water. These interactions, informed by cultural and historical legacies, are being irrevocably and irresistibly altered by modern demands. The film respectfully utilizes the oral traditions of the Kla ah men as they articulate major concerns and current issues including the stages of the Treaty Process towards self-determination

HISTORY

The Sliammon (Kla ah men) are a Coast Salish nation situated about 160 Kilometers north of Vancouver just north of Powell River on the Sunshine coast of BC. Today, the quarries on Texada Island and the Pulp Mill in Powell River dominate the landscape, while the depleted fishing stock and logging also makes its mark on the historical way of life for the Sliammon peoples. It was estimated that 20,000 Sliammon people

lived in the traditional territories “before contact,” now less than 1,000 remain.

CURRICULUM CORRELATION

- Demonstrate awareness of the provisions of the Indian Act and its impact on the citizenship of Aboriginal Canadians
- Demonstrate understanding of the history and present status of aboriginal land claims and self-government in Canada
- Describe the role of Canada’s first nations people in shaping Canadian history
- Identify and assess environmental issues facing Canadians
- Compare current and traditional First nations resource use and management
- Identify how members of First nations communities were traditionally educated and what they were expected to learn
- Demonstrate an understanding of contemporary negotiation and agreements pertaining to Aboriginal self-determination

- Identify and analyze contemporary legislation, policies and events affecting self-determination of Aboriginal peoples
- Identify key local and provincial resource-development issues from 1815 to the present, considering the concepts of stewardship and sustainability
- Evaluate the impact of western expansion and federal policies on Aboriginal people

PRE-SCREENING ACTIVITIES

The Coast Salish population, estimated at 12,000 in 1835, dropped to a low of 4,120 in 1915. What factors changed the population of these people so drastically?

Locate Powell River on the map. Can you locate any reserves? What natural resources do you think would be important to the lifestyle and culture of the Sliammon people before contact? Today?

Map out the traditional territory using the following description:

Yea'kwe min (Toba Inlet), through Ka'ka nech (Pendrell Sound), around Xwith (Martin Island), across to Tha7 Kw'useman (Seaford) and Lh' ayuthin (Mansons' Landing) on Cortes Island,

southwest across Georgia Strait, towards Kwuxwusin (Oyster River) and down to Towoosamin (Little River, Comox), south along Denman Island, then east to the southern end of Si'yi yen (Texada Island), including Xwitay (Lasqueti- Island) and across to Sx we'lep (Welcome Pass), northwest to Kwe'Kwnis (mouth of Jervis Inlet), to a point known as Shiimis (Channel Island) and north, then west along the mountain ranges back to the mouth of Yea'kwe min (Toba Inlet)

Explore the BC Treaty Process. What are the stages of the treaty process? When you watch the video ask yourself: what is the value of each stage?

POST-SCREENING ACTIVITY

What are some of the old ways, and how did the Kla ah men pass on their knowledge to their young people? Why are these traditions still tied to the cultural and economic well being of the nation?

Analyze the political, economic and cultural reasons why it's taken this long to start the negotiation process with BC First Nations?

Working in small groups, ask students to take one of the objectives, discuss and report back to the class: Who are the parties in the negotiations and who will benefit from an agreement? Do you believe that a Sliammon treaty can achieve

the goals: Reconciliation? Certainty? Reduced conflict? Constitutional protection? Economic Development?

Describe the why these issues are on the table to be resolved during the treaty process: Aboriginal Rights, Self Government, Land and Resources, Forestry, Financial

Why do you think it's important to have the community support the treaty process?

Predict what the Sliammon people will be doing economically and culturally in 25 years.

RESOURCES

Web sites about the BC Treaty process and historical treaties:

BC Government, Treaty Negotiation office—
www.gov.bc.ca/tno/popt/bc_first_nations_map.htm

BC Treaty Commission—
www.bctreaty.net

Community Learning Network—
(under Subject Areas, choose Aboriginal Studies, then First Nations Treaties, Law, and Land Claims)
<http://www.cln.org>

First Nations Summit—

www.fns.bc.ca

Atlas of Canada—

(Select See Our Maps, Historical, then Indian Treaties)

<http://atlas.gc.ca/site/english>

What's the Deal with Treaties? video and handbook for secondary students—

www.bctreaty.net/files_2/class_secondary.html

Sliammon First Nations web sites:

www.prcn.org/sliammon/index/

www.sliammontreaty.com/

THE SIX-STAGE NEGOTIATION PROCESS

Stage 1 - Statement of Intent

The Process begins when a First Nation submits a Statement of Intent with the BC Treaty Commission. To be accepted, the Statement of Intent must identify for treaty purposes the First Nation's governing body, the people it represents and show that it has a mandate from those people to enter the process. The statement must also identify the First Nation's traditional territory in BC and identify any overlaps with other First Nations.

Stage 2 - Preparation for Negotiations

Within 45 days of the Statement of Intent, the First Nation, Canada and BC conduct their initial meeting

to exchange information, consider the criteria that will determine the parties' readiness to negotiate, and identify issues of concern. When the BC Treaty Commission has determined that all three parties meet the readiness criteria, it will confirm that the treaty table is ready to move to Stage 3.

Stage 3 - Negotiation of a Framework Agreement

The parties negotiate the framework agreement, which identifies the content for negotiations and establishes procedures and a timetable for negotiations. It is essentially a "table of contents" for the negotiation of a comprehensive treaty. At this stage the parties are also expected to embark on a program of public information and education which is pertinent to their table. This public information program is to continue throughout the negotiations process.

Stage 4 - Negotiation of an Agreement in Principle (AIP)

This stage marks the beginning of substantive negotiations. During Stage 4 the parties examine in detail the elements of the framework agreement. The Agreement in Principle will identify and define a range of rights and obligations, including existing and future interests in land, sea and resources, structures and authorities of government, regulatory processes, amending processes, dispute resolution, and fiscal arrangements. The AIP will also outline the ratification process and implementation plan for the treaty.

Stage 5 - Negotiation to Finalize a Treaty

The Treaty will formalize the new relationship among the parties and embody the agreements reached in the AIP. Any technical and legal issues still present will be examined and resolved by the parties. The treaty will be signed and formally ratified at the conclusion of this stage.

Stage 6 - Implementation of a Treaty

Plans to implement the treaty are carried out. All aspects of the treaty will be realized and with continuing goodwill, commitment and effort by all parties, the new relationship will be brought to maturity.

Source: http://www.fns.bc.ca/treaty/t_stages.htm



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