



Grand Theft Terra Firma:

A Game of Imperial Stickup

Teacher Resource Guide

Edited: April 2024



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Introduction





What is Grand Theft Terra Firma?

This digital resource was inspired by an art exhibition that premiered at The Reach Gallery Museum in 2017. The exhibition received the Award of Merit for Excellence in Exhibitions from the BC Museums Association in 2018 and went on to travel to public galleries across Canada.

This web version was developed by a collaborative team led by The Reach Gallery Museum that included the artists, Indigenous and settler advisors, and a curriculum team comprised of Indigenous and settler educators. It was created with support from the Canada Council for the Arts.

The following links share information about the original exhibition, the works of art, and the history that informs them. Though these resources may be useful to share with students, they are organized here to provide context and professional development for educators.

Video: Grand Theft Terra Firma Virtual Tour: Exhibition Tour Gallery 2 (2020)

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

The Reach Gallery Museum (2017):

<https://thereach.ca/exhibition/grand-theft-terra-firma/#:~:text=Grand%20Theft%20Terra%20Firma%20tackles,a%20gang%20of%20greedy%20thieves>

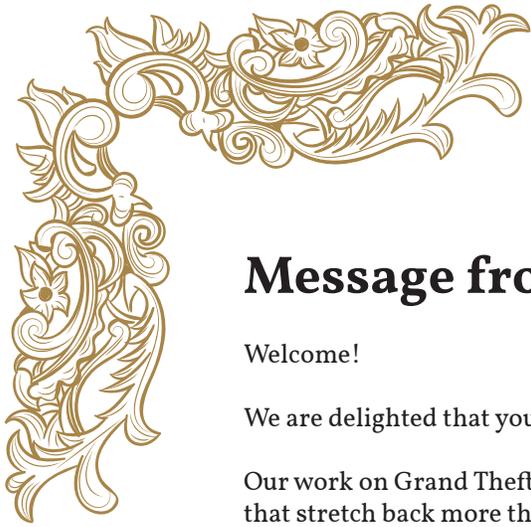
CBC Grand Theft Terra Firm Turns Canada's Brutal History into a Video Game (2017)

<https://www.cbc.ca/arts/grand-theft-terra-firma-turns-canada-s-brutal-history-into-a-video-game-1.4054938>

Exhibition Grand Theft Terra Firma: University of Saskatchewan (2017)

https://artsandscience.usask.ca/news/articles/3173/Exhibition_Grand_Theft_Terra_Firma





Message from the Artists

Welcome!

We are delighted that you are here.

Our work on Grand Theft Terra Firma grew out of relationships with Indigenous people that stretch back more than 20 years. The project would never have come about without these relationships and the learnings that were so generously shared with us.¹ We gratefully acknowledge all those who engaged with us and contributed in diverse ways to shaping our understanding and helping to inform this work—a full list of acknowledgements is included in the ABOUT section of the website. A special thanks goes to those who helped with the transformation that has turned our gallery exhibition into a website and curriculum package that is ready for you to use.

As white artists with personal histories rooted in European expansion, Grand Theft was a chance for us to tackle settler responsibility head-on. We made this work in order to help educate other non-Indigenous people to the history of colonization and to share the understanding that this land isn't ours.

Creating the exhibition took five years. Deciding on a treatment took time and was situated within ongoing relationships with Stó:lō friends and neighbors. We read widely, did research in original source materials, and reached out to a growing group of informal advisors that included both Stó:lō and settler thinkers. We chose to blend fictional characters with elements drawn from the historical record as a means of considering the broad theme of colonization within the particularities of local experiences. We appropriated the language of digital gaming to reframe the settlement of Canada as a heist and challenge the moral authority of the colonial narrative. One of the reasons that we opted to use the framing device of a video gaming was to resonate with a young audience and lay the groundwork for change in future generations.

Since it first opened at The Reach Gallery Museum in 2017, Grand Theft has travelled to Mi'kma'ki (Nova Scotia), the traditional territory of the Mississauga Anishinaabeg (Peterborough), Treaty Six Territory and the Homeland of the Métis (Saskatoon), the territory of the Lheidli T'enneh (Prince George) in northern BC, and Syilx Sinixt territory (Grand Forks) in southern BC. We gratefully acknowledge the graciousness of local Indigenous people in each of these places for their warm welcoming.

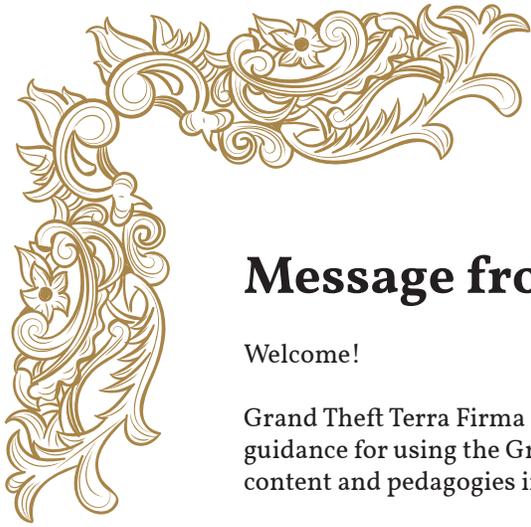
As the show toured across the country, feedback from audiences was that humor makes the work both easier to approach and also more impactful. Framing our shared history in this unexpected manner has helped settlers steeped in colonial myths to see the past from new perspectives and to begin to process hard truths. Especially heartening was the number of schools that have visited the show and the enthusiasm with which young people have responded to Grand Theft and its message.

¹ We shared a detailed account of the personal and artistic journey to making Grand Theft Terra Firma in an article in PUBLIC 64: Beyond Unsettling (Volume 32, Issue 64, Dec 2021). DOI: https://doi.org/10.1386/public_00074_1

As children of our time, we both grew up with little knowledge of the longer, deeper, and tragic histories of our respective homes. Over the past decade, we have watched as this has begun to change. The generation of students that you are teaching is growing up with greater awareness of the crimes that our forebearers committed in laying claim to Indigenous lands. While Grand Theft looks at the particulars of how Stó:lō Téméxw was stolen, the conceptual framework can be applied anywhere that colonization has occurred across Turtle Island and around the world. We are hopeful that the website and curriculum will provide a rich learning opportunity for students of every age and wherever they may be.

Thank you for the part that you are playing in this.

David Campion & Sandra Shields
from Stó:lō Téméxw on the lands of the Leq'á:mél First Nation
www.doublewide.org



Message from the Curriculum Team

Welcome!

Grand Theft Terra Firma is such an exciting digital resource—and this Educator Guide offers guidance for using the Grand Theft website to support the work of implementing Indigenous content and pedagogies in the classroom.

TRUTH TELLING: Thank you for taking on the task of helping to implement the Truth and Reconciliation Calls to Action (Recommendations 62 and 63) by telling a fuller story about what happened to Indigenous people here in Stó:lō Téméxw. Thank you for taking the risk of teaching the uncomfortable stories of our shared history here in British Columbia and right across Canada. This is the work of building student capacity for intercultural understanding, empathy, and mutual respect.

ONE-OF-A-KIND: As a learning resource, the Grand Theft project pairs the contemporary appeal of online gaming with deep dives into the history and archives of British colonization. The project is also informed by important insights into the beliefs that helped to perpetuate anti-Indigenous racism in Canada. Taken together, the elements of Grand Theft provide a wide range of learning opportunities.

CHOOSE WHAT YOU USE: The Educator Guide is organized so you can select learning activities that align with different courses, programs, grade levels, relevant curricular competencies, and the time available. You can use the Guide a little—or a lot. It also acts as a bridge to additional resources, providing educators and students with extension opportunities.

We put this Guide in your capable hands, thanking you in advance for bringing this resource to your classroom, and for the creative and thoughtful ways that you will build off of these materials. This is the work of creating a future where everyone can thrive.

Kw'as hó:y | Thank you!

Donna Gabriel Robins: Kwantlen Elder and Educator

Nancy Pennier: Sq'éwlets Elder and Educator

Lesley Gunning: Educator, Langley School District



How To Use This Guide

This Teacher Resource Guide was created to support teacher and student engagement with the interactive website *Grand Theft Terra Firma*.

Organization

The guide is organized into the following sections:

Teacher Resources

Getting Resource Ready

Part I: The Characters

Part II: Power Objects

Part III: Action Shots

Final Reflection: Now What?

Design

Each section of the guide begins with an opening page that communicates alignment with the:

- BC Curriculum,
- First Peoples Principles of Learning and,
- a learning goal.

Additionally, each section includes essential questions and key vocabulary to support student learning.

Activity Selection

The activities are designed to be universally accessible to varied grade levels and subject specific areas. Teachers are encouraged to review the activity in its entirety and adapt for their subject and student context.

It is not required that all learning opportunities in this guide are used. They have been created as stand-alone lessons, with no assumption of linear completion.

It is **highly recommended** that students use the *Getting Resource Ready* section to situate the premise of this website using Activity 3: Introducing *Grand Theft Terra Firma*. This activity was created to help students and staff understand “the why” behind the art exhibit turned website and to ensure no misunderstandings or confusions occur regarding the goal or intentions of the resource.

Finally, a teacher may choose to change the order, breadth and depth of any activity, in order to best support student learning. Teachers are also encouraged use their professional judgement to create their own lessons or activities connected and inspired by this digital resource.

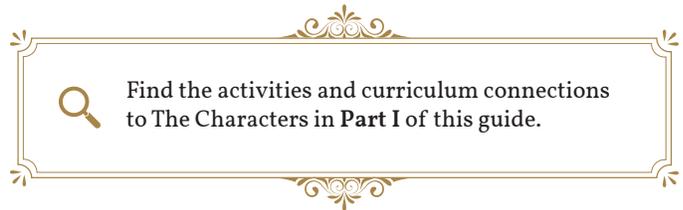
The Game at a Glance

The organization of this guide supports learners in investigating aspects of the fictionalized game elements, one at a time. In understanding the components of the “game,” learners will be introduced to the people (The Characters), ideas (Power Objects) and impacts of colonization (Action Shots). Below are short summaries of each of the game elements.



The Characters

There are 8-character profiles in the “game” and this guide creates an opportunity for students to learn about these figures and their role and responsibility for the land theft. In the game guide, the Characters are called the Gang of Thieves, as they all play a hand in the ultimate heist of land.



The Power Objects

There are 15 power objects in the “game” and they add an important layer to learner understanding of this land heist. This game element moves beyond the individual and seeks to name the pervasive ideologies and worldviews that rationalized, reasoned, and required the land theft. These power objects are vital in understanding the fuel of colonization.





The Action Shots

There are 10 Action Shots in the “game” and each is jam packed with historical context. This game element combines Characters, Power Objects and much, much more. Students will learn about the historical events that inspired each screen shot while observing Stó:lō reactions to each unique reality.



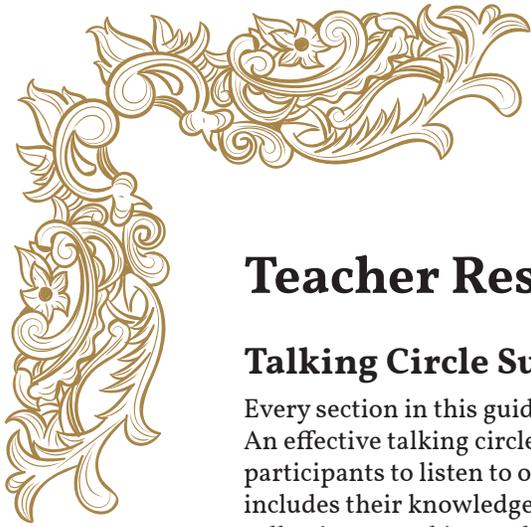
Find the activities and curriculum connections to Action Shots in **Part III** of this guide.



The Embedded Videos

Throughout the site, you will find video clips sharing live-streaming commentary on the game. The role of the streamer is played by Ostwelve, aka Ronnie Dean Harris, aka Malō:yhleg. This multimedia artist of Stó:lō, St’át’imc, Nlaka’pamux ancestry brings sharp insights and an Indigenous perspective to his colorful walk-through. To watch the videos, look for the Squatch streamer sign and give it a click.





Teacher Resources

Talking Circle Supports

Every section in this guide includes opportunities for talking circles and talking circle prompts. An effective talking circle prompt provides universal access to all participants. The goal is for participants to listen to one another and share their thinking from a personal context that includes their knowledge, questions, and experiences. By engaging in this practice, there is a collective unpacking and building of understanding. It is helpful to avoid prompts that provoke a single answer or yes/no response.

Depending on where you live, there may be specific protocols for circle sharing. If you are able and have access to First Nations in your area, employing these protocols is a respectful way to support local knowledge. If you do not have access to local knowledge, be sure to situate the strategy as an Indigenous pedagogy rather than a localized practice.

For more support on Talking Circles:

Indigenous Pedagogy: Talking Circle Protocols

https://www.learnalberta.ca/content/aswt/indigenous_pedagogy/documents/talking_circles_protocol.pdf

First Nations Pedagogy Online: Talking Circles

<https://firstnationspedagogy.ca/circletalks.html>

Vocabulary

All sections in this guide provide vocabulary to support student learning. The vocabulary that is highlighted is based on supporting student understanding of the cultural and historical context of colonialism. Teachers may choose to reference all or some vocabulary depending on the extent of engagement with the resource. Some definitions include more than a literal translation and extend into summary and short explanation.

Many of the definitions pertaining to Indigenous worldviews and perspectives are sourced from the First Nations Education Steering Committee (FNESC) teacher education guides. When this is the case, these definitions and their exact source are explicitly cited. In some cases, the vocabulary explanations come from the guide glossaries or from explanations provided from other aspects of the guides. Where no citations exist, the definitions are from standard digital dictionary sources.

For more support on Vocabulary:

FNESC Glossary BC Land, Title and Governance Teacher Guide

<https://www.fnesc.ca/wp/wp-content/uploads/2019/08/10.-Glossary-1.pdf>

External Resources

The following are resources that add additional supplementary learning related to the topics and themes of this guide.

Several external resources below are also embedded in the relevant sections of the guide where they may be most useful.

9000 Years of History: Units & Lessons Plans

<https://swwlibrary.com/culture-and-history/9000-years-of-history/>

Digital Sqwelets: A Stó:lō - Coast Salish Community in the Fraser Valley

<http://digitalsqwelets.ca/index-eng.php>

FNESC: Backgrounders

<http://www.fnesc.ca/wp/wp-content/uploads/2019/08/9.0-Backgrounders.pdf>

FNESC: BC First Peoples 12 Teacher Resource Guide

<https://www.fnesc.ca/wp/wp-content/uploads/2022/12/BC-First-Peoples-12-Teacher-Resource-Guide-2022-final.pdf>

FNESC: English First Peoples 10-12 Teacher Resource Guide

<https://www.fnesc.ca/wp/wp-content/uploads/2020/11/PUBLICATION-LFP-EFP-10-12-FINAL-2018-08-13-1.pdf>

FNESC: Glossary

<https://www.fnesc.ca/wp/wp-content/uploads/2019/08/10.-Glossary-1.pdf>

FNESC: Land and Governance Teacher Resource Guide

<http://www.fnesc.ca/wp/wp-content/uploads/2019/09/PUBLICATION-Governance-BCFNLTG-2019-09-17.pdf>

Our Homes Are Bleeding

<https://ourhomesarebleeding.ubcic.bc.ca/index.html>

Stó:lō Atlas

<https://www.stologiftshop.com/a-stolo-coast-salish-historical-atlas.html>

Stó:lō Reconciliation

<https://www.stoloreconciliation.com>

Stó:lō Sitel Curriculum

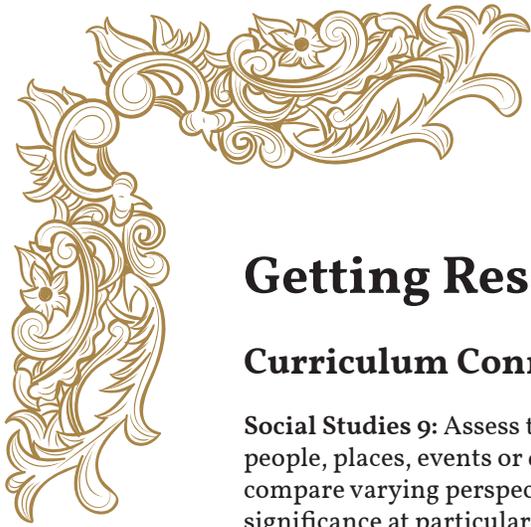
<https://stolositel.weebly.com>

Stó:lō Shxweli Language Program

<https://stoloshxweli.org/units/>

You Are Asked To Witness: The Stó:lō in Canada's Pacific Coast History

<https://www.abebooks.com/Asked-Witness-Sto-Canadas-Pacific-Coast/30893325802/bd>



Getting Resource Ready

Curriculum Connections

Social Studies 9: Assess the significance of people, places, events or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).

Social Studies 10: Assess the significance of people, places, events or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance).

Human Geography 11: Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).

Computer Programming 11: Analyze the role technologies play in societal change.

English First Peoples 11 Literary Studies & New Media: Understand and evaluate how literary elements and new media techniques and devices enhance and shape meaning and impact; Understand how new media impacts social activism.

Social Justice 12: Assess and compare the significance of peoples, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance).

Political Studies 12: Assess the significance of political issues, ideologies, forces, decisions or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance).

Contemporary Indigenous Studies 12:

Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance).

BC First Peoples 12: Assess the significance of people, events, places, issues or developments in the past and present (significance).

Graphic Arts 11/12: Examine the reciprocal relationships between graphic arts, culture, and society; Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through graphic arts.

FPPL

Learning is ...focused on connectedness and a sense of place.

Section Goal

This section includes three optional activities that teachers can adapt for their classroom. The goal is to provide students with opportunities to think deeply about land, their relationship to land, and to understand the context of land theft in relation to the digital resource: **Grand Theft Terra Firma**.

Essential Question

What factors enhance and impair our relationship(s) and access to land?

Vocabulary

Interconnectedness	First Peoples share a common belief that we are all connected to nature and to each other. This notion that we are all connected with everything in the world is expressed by many First Peoples in the phrase “All my relations.” Inherent in this view of the world is the understanding that everything in the universe has a place and deserves respect. <i>(FNESC BC First Peoples 12 Teacher Guide pg. 12)</i>
Land	The whole of the natural world that encompasses First Nations traditional territories, including the geography, the plant and animal life, and the water and skies. <i>(FNESC English First Peoples 12 Teacher Guide pg. 13)</i>
Place	Means you have memories, emotions, histories and spiritualities that bind you to the land. <i>(FNESC English First Peoples 12 Teacher Guide pg. 13)</i>
Satire	The use of humor, irony, exaggeration, or ridicule to expose and criticize, particularly in the context of politics and other topical issues.
Stewardship	The careful and responsible management of the land including animals eg. salmon, plant life such as cedar trees, geographical elements such as rivers.
Stó:lō Téméxw	The traditional territory of the Stó:lō people. “Stó:lō” is the Halq’eméylem word for “river” and the collective name for the Halq’eméylem speaking peoples who have lived in the lower Fraser River watershed since time immemorial. Stó:lō Téméxw means “the Stó:lō world, the Stó:lō land.”
Worldview	A collection of attitudes, values, stories and expectations about the world around us which inform our every thought and action.

Talking Circle Prompt(s)

1. What is your relationship to the land? Explain.
2. In what ways do you interact with the land? Explain.
3. Where is a physical place that holds memories and special significance for you? Explain.
4. What helps you maintain a relationship with the land? What are the impacts of a relationship with land?

Teacher Note: The final reflection of this Teacher Guide suggests having students return to the talking circle prompt that they started with. This supports students to reflect on how their learning has grown over time OR supports students reflecting on why their learning started with their own relationships to land. Consider this summative learning opportunity when selecting your opening prompt.

I. Connecting with Land & Place

Material

Student Handout 1

Blank paper

Land and place definitions

Numbers placed around the classroom that correspond to images prior to the lesson starting

Instructions

👉 For the following activity, have students take out a blank piece of paper and divide it into three.

- Project or share images that reflect the physical land and place in your local community. Use Student Handout 1 or make your own. Be sure to number the images.
- Have students select an image that they connect with and have them jot down the connection in an initial brainstorm in one of the three sections on their paper.

👉 Next, share the following definition of land:

Land: The whole of the natural world including the geography, the plant and animal life, and the water and skies.

- In the second section on their brainstorm, have them elaborate on their initial brainstorm by including details that describe the land they are relating to.

👉 Finally share with them the following definition of place:

Place: Means you have memories, emotions, histories and spiritualities that bind you to the land.

- In the third section on their brainstorm, have them elaborate on their initial brainstorm by including details that describe the place that they are relating to.
- Around the classroom, record on post-its or paper the numbers that correspond with the images you have projected. In the case of Student Handout 1, it would be numbers 1 through 8. Ask students to move to the number they have been reflecting on and have them bring their recorded information. Instruct students to share what they have recorded about the image that they chose with one another. Emphasize that everyone should have an opportunity to share how this image connects to them and something about land and place.

👉 After sharing is completed, invite students to reflect on one or all of the following debrief questions.

- What patterns arose in your conversations?
- What did you learn about yourself in this experience?
- What did you learn about your classmates?
- What can we learn about someone through their connection to land or place?

Sources:

BC First Nations Land, Title, and Governance; FNEESC; Land definition pg 251
English First Peoples 12 Teacher Resource Guide;
FNEESC: Sense of Place pg 13

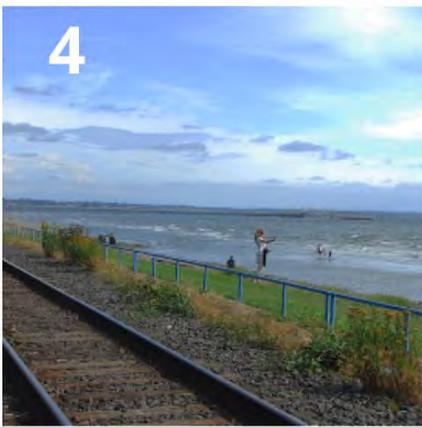
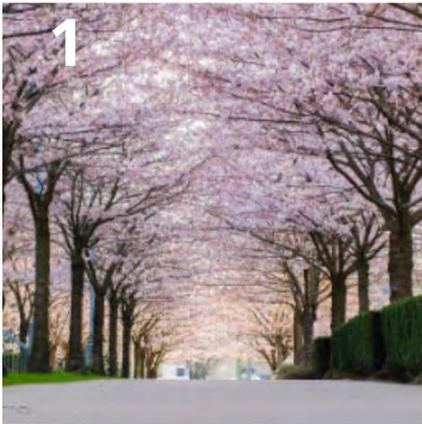
Connect Back

Create a space on the board or on a piece of chart paper to track and connect to the essential question:

What factors enhance and impair our relationship(s) and access to land?

Throughout this mini-unit, invite students to debrief as a class, then individually record their responses on post-its and add them to the chart. Revisit and add to this chart as you move through the mini-units.

Who are you?



**CHOOSE
ONE**



2. Loss of Land

Material

Student Handout 2

Graph paper (11" x 17")

Various colours

Instructions

👉 The loss of land due to the creation of reserves was a universal experience for First Nations across Canada. The focus of this activity is to have students build an understanding of the extent of land loss specifically in the area many now call the Fraser Valley, as this is the land/place focus of the digital resource **Grand Theft Terra Firma**.

- Hand out the following data table from You are Asked to Witness (Student Handout 2). You will want to provide students with a copy of the table, as they will eventually need it for the activity.
- Have students individually preview the table by identifying important details even when they are unsure of the meaning of the table.
- Project the data table from Student Handout 2 and come together as a class to have students share their observations. As students share and build a collective understanding, take this opportunity to ensure students understand what the data is communicating. Specifically:
 - These are reserve sizes.
 - Three periods of time are recorded at the top.
 - Two different measurements (Hectares vs Acres) are organized side by side to describe the same amount of land in the allotted year.
 - The middle column identifies a Government official responsible for the reductions (Trutch).
- Once there is clarity on what the data table communicates and how to read the data table, hand out the 11" x 17" graph paper. This could also be done digitally, using Excel or a different graphing program.

👉 Graphing Tips:

Student examples are provided below to show how different students strategized to organize the data. Hectare data is numerically easier for students to graph on the vertical axis than acres data. Ensure students use a legend/colour to communicate the years represented.

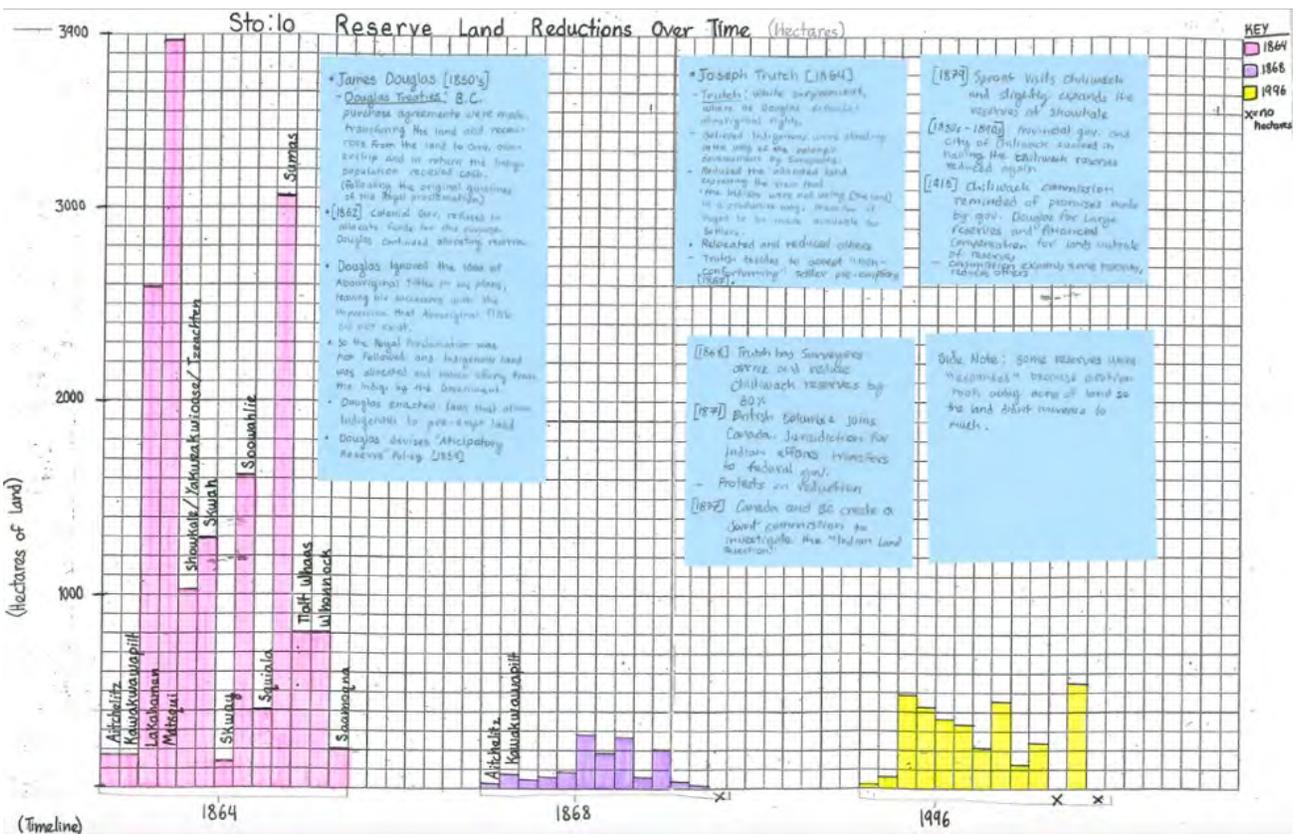
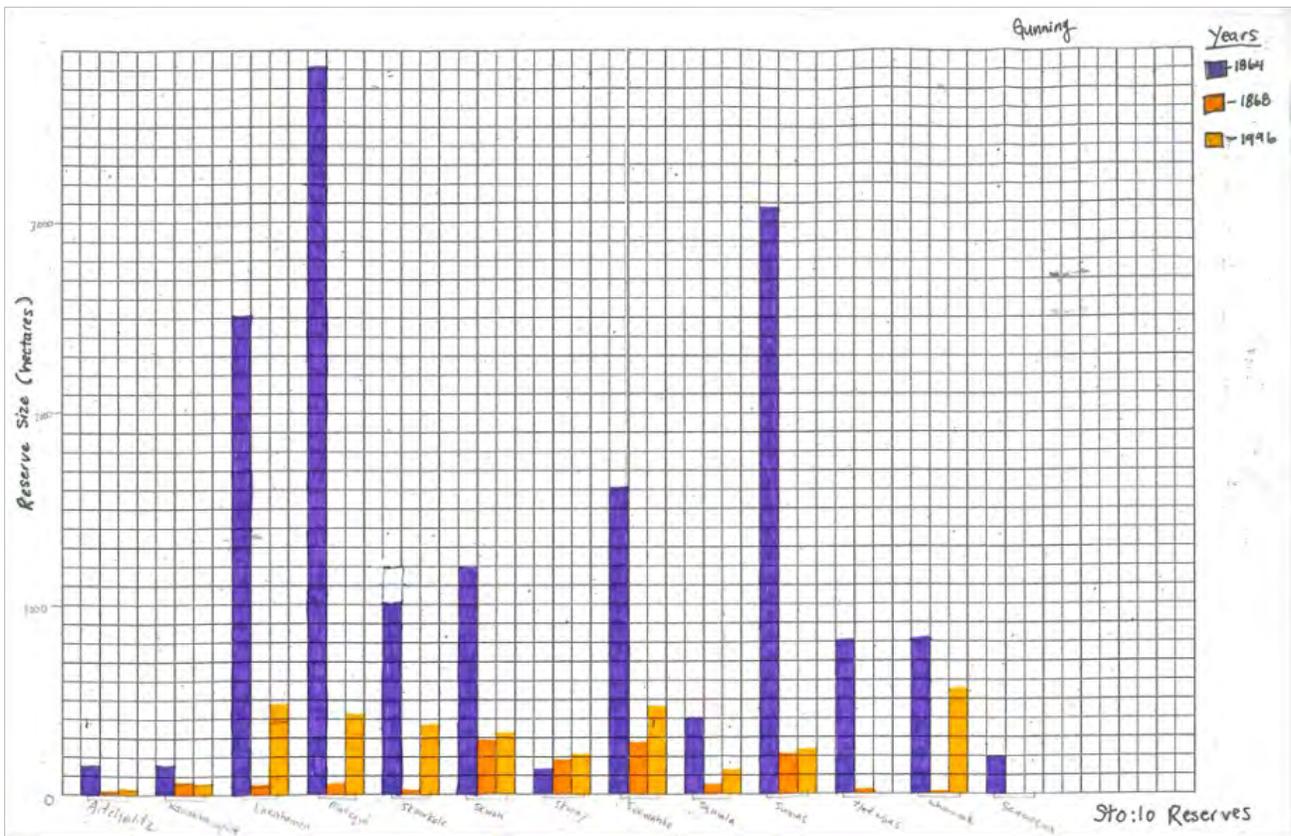
Creating a graph helps students understand and visualize the significant theft of land that resulted from the reserve system. Having students identify their observations, realizations, and further questions about this loss of land will be relevant and a bridge to their engagement with the digital resource.

Note: In the second example that is shared, the student has included post-it notes. On these notes, the student has shared their connections and thinking as a result of supplementary resources provided post-graphing.

Reserve	Size in 1864		Trutch's 1868 Reductions		Current size in 1996	
	(ACRES)	(HECTARES)	(ACRES)	(HECTARES)	(ACRES)	(HECTARES)
Aitchelitz	400	162	45	18	52	21
Kawakwawapilt	400	162	175	71	155	63
Lakahamen	6,400	2,591	109	44	1,210	490
Matsqui	9,600	3,887	148	60	1,038	420
Skowkale/Yakwekwioose/Tzeachten						
	2,500	1,012	200	81	914	370
Skwah	3,200	1,296	720	291	844	341
Skway	300	121	490	198	538	218
Soowahlie	4,000	1,619	690	279	1,140	461
-Squiala	1,000	405	160	65	315	127
Sumas	7,600	3,077	515	209	579	234
Tlalt whaas	2,000	810	86	35	0	0
Whonnock	2,000	810	92	25	1,358	550
Saamoqua	500	202	0	0	0	0
TOTAL	39,900	16,154	3,430	1,376	8,143	3,295

You Are Asked To Witness

Student Graphic Examples



Post-it note thinking on the graph could include:

- Annotations that capture observations, realizations, and questions that arose during the graphing process.
- Annotations, comparisons, and connections from information within the now graphed data. (Examples could include the significance of patterns or anomalies. This could also include calculations that express the extent of the shifts between years or averages across reserves on land reduction amounts.)
- Annotations connecting the dates on the graph to the supplementary government people and policy information provided.

If students participated in 1: Connecting with Land & Place, ask them to reflect on what can't be represented in a graph through the lens of land and place. Specifically, how might relationship to land be altered as a result of these land reductions? For example: Enhanced for whom? Impaired for whom?

Connect Back

Create a space on the board or on a piece of chart paper to track and connect to the essential question:

What factors enhance and impair our relationship(s) and access to land?

Throughout this mini-unit, invite students to debrief as a class, then individually record their responses on post-its and add them to the chart. Revisit and add to this chart as you move through the mini-units.

Extensions

To further understand the key government officials, policies, worldviews and impacts of the reserve system, you may choose to utilize the following external resources:

FNESC Backgrounders: 8 Indian Reserves

This Backgrounder series gives one-page overviews of key topics. In the case of Backgrounder 8 Indian Reserves, this resource situates how reserves in BC differ from the rest of Canada due to a lack of treaty process.

<https://www.fnesc.ca/wp/wp-content/uploads/2019/08/9.0-Backgrounders.pdf>

FNESC Blackline Master: Creating Indian Reserves in BC (pg. 277)

This one-pager in the BC First Peoples 12 Teacher Guide gives more detail than the above, and introduces students to two key individuals in the mini-unit: James Douglas and Josephy Trutch. These are just two of the government officials who had vast influence on the reserve system in B.C.

<https://www.fnesc.ca/wp/wp-content/uploads/2022/12/BC-First-Peoples-12-Teacher-Resource-Guide-2022-final.pdf>

FNESC Resources: Fraser Valley Reserves under Douglas (pg. 278), Lower Fraser River First Nations, 1867 (pg. 279), Reducing Lower Fraser Reserves, 1867-1868 (pg. 280), Matsqui First Nation Response (pg. 281)

These additional resources can be found in the BC First Peoples 12 Teacher Guide and represent archival data and text connected to the reduction of land faced by First Nations represented on the data table.

<https://www.fnesc.ca/wp/wp-content/uploads/2022/12/BC-First-Peoples-12-Teacher-Resource-Guide-2022-final.pdf>

Our Homes are Bleeding: The Union of BC Indian Chiefs (1952) Digital Collection Website:

This historical document was first published in 1952 and includes explanations and visuals that focus on the McKenna-McBride Commission and Cut Offs. Recently, the original pdf has been republished as a digital collection that can be found here.

<https://ourhomesarebleeding.ubcic.bc.ca/index.html>

Stó:lō Atlas

This re-released atlas is an ambitious, in-depth presentation of 15,000 years of natural, cultural, and spiritual history of the Coast Salish people from the last great glaciation to the 21st century. Along with the text is an abundance of graphics: historic maps, original cartographic representations, photographs, and artwork. The diversity of the contributors is reflected in the wide range of topics and the descriptive, interpretive, and theoretical approaches. Much of the new analysis presented is attributable to cooperative efforts of native and non-native investigators. An exhaustive compilation of Halq'emeylem place names, with accompanying explanatory text and translations is included.

<https://www.stologiftshop.com/a-stolo-coast-salish-historical-atlas.html>

3. Introducing Grand Theft Terra Firma

Material

Student Handout 3 (doubled sided)*

Highlighter

**Be sure to photocopy the Article and Game Instructions (Morality Turned on Its Ear) back-to-back*

Instructions

In order for students to be successful in their engagement with this digital resource, it will be important for them to understand the premise of the resource.

👉 Hand out Student Handout 3 and apply a literacy strategy to support student comprehension. For example, as the article is read aloud encourage students to:

- Identify a WORD that summarizes the purpose of the text.
- Identify a PHRASE that communicates a powerful or pivotal piece of information.
- Identify a SENTENCE that teaches you something.

Having provided the instructions for the reading strategy, read the article aloud. Once the reading is complete, give students time to make their selections and invite students to share out their Word, Phrases and Sentences. Use this share out as a comprehension check to ensure students understand the premise of the digital resource.



👉 Next, have students engage with an element from the exhibit, the Game Instructions (Morality Turned on Its Ear). Here you will be able to introduce the tone of the text they will encounter and additionally engage with the official premise. Utilize the same or a new literacy strategy to support this process.

Depending on the class subject, you may choose to highlight different aspects of the game guide. For example, in an English class the role of tone, satire (see next page) and word choice would be important. In a Graphic Design or Computer Programming class, the focus may be on design. Be sure to adapt the focus to an aspect of the source that may be useful for students to recursively notice when independently investigating the digital resource and the text that accompanies many of the game elements.

Write or project the following definition:

Satire: The use of humor, irony, exaggeration, or ridicule to expose and criticize, particularly in the context of politics and other topical issues.

Next, have students create a T-chart that is labelled on one side “What it is” and on the other side “What it is not.” The purpose of this activity is to ensure students understand **what the resource is and is not**.

It will be important for them to identify and interpret the satire, sarcasm and perspective of the source – to critically engage with it. You may choose to do this as a class, or have students do this step individually, in pairs or in a small group. See the example provided for some of the points to ensure are highlighted for students.

Grand Theft Terra Firma

What it is	What it isn't
<ul style="list-style-type: none">• Art• Meant to challenge your thinking• Based on real historical events and people• A critical reflection on the impact of colonialism• Made in collaboration with local Nations	<ul style="list-style-type: none">• A real game• An opportunity to act out racist actions• Making fun / thinking colonialism is funny• Making fun of the theft of land

Extensions

Have students think critically about the effectiveness of satire:

- What are the benefits of using humour to discuss something serious?
- What might be the dangers?
- What examples in our current lives are we aware of where humour is used to provoke critical thinking?

Connect Back

Create a space on the board or on a piece of chart paper to track and connect to the essential question:

What factors enhance and impair our relationship(s) and access to land?

Throughout this mini-unit, invite students to debrief as a class, then individually record their responses on post-its and add them to the chart. Revisit and add to this chart as you move through the mini-units.



Grand Theft Terra Firma: What is it?

Grand Theft Terra Firma tackles settler responsibility head-on.

Artists David Campion and Sandra Shields disrupt the idea about how Canada became a nation by reframing the settlement of Canada as a complex heist masterminded by criminals in London and played out on the ground by a gang of greedy thieves.

Grand Theft Terra Firma is named to remind viewers of the popular video game *Grand Theft Auto*. The point of the video game is to be good at being a bad criminal. Therefore, the creativity of *Grand Theft Terra Firma* pushes viewers to think about history through a similar lens: how good was Canada at being bad?

Grand Theft Terra Firma, the “game” does not actually exist. Its original form was as an art exhibition that included physical displays, game play posters, and photographs that look like screen shots of the “game.” The content of the strongly researched exhibition reflects authentic perspectives and beliefs of the colonial time. So, as you read about the Priest, Royal Engineer, or Governor “Characters,” know that history is hidden in plain sight everywhere you look.

Viewers of the screen shot aspects of the exhibition will notice First Peoples participations as the images were created with partners from Stó:lō communities.



Above: Character posters from ‘the game’ hang in a museum, based off of historically accurate contributors to the theft of land across the Fraser Valley.

It should also be mentioned that many of the events captured in the screenshots of the “game” are based on real events and local experiences in Stó:lō Téméxw, now more commonly known as BC’s Fraser Valley.

This infusion of truth within a fictionalized game is an “unsettling” strategy to explore Canada’s difficult past and our inheritance of its injustices.

It should be noted that the exhibit has been recently transformed into a digital resource to expand its viewership. In the digital version, a Stó:lō community member acts as a guide to help users navigate the digital experience and ask critical questions along the way. The digital exhibition is now accessible from your home through an interactive website.

Whether it is through the digital or in-person experience, *Grand Theft Terra Firma* continues to support discussions around personal awareness and responsibility in the process of decolonization, underscoring the possibility for art to participate in critical conversations on reconciliation in divided societies.

Article originally published 2017.

Adapted from source:

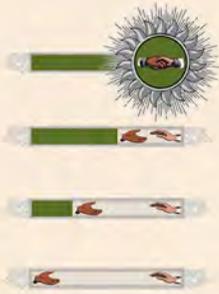
<https://thereach.ca/exhibition/grand-theft-terra-firma/#:-:text=Grand%20Theft%20Terra%20Firma%20tackles,a%20gang%20of%20greedy%20thieves>

MORALITY TURNED ON ITS EAR

Pick your thief and play your part in the crime. Collect power objects and use your unique talents to complete missions. As you steal the land out from under the Stó:lō, make sure your moral compass never finds true north.



You need a boiler full of racist belligerence to pull off this high stakes heist. Maintain your sense of superiority by deflecting your immorality and the suffering it causes onto the people you rob. The ticket to your success is the prejudice that keeps you blind to the injustice of your crime.



Empathy is your Achilles' heel. As a stranger in a perilous land, your survival may require you to grasp the hand of friendship extended by the Stó:lō. But beware! When you accept their kindness, you are in danger of recognizing your shared humanity. Players who hit full empathy give up their life of crime, get back on the boat, and go home.



Part I The Characters



Curriculum Connections

- Social Studies 9: Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).
- Social Studies 10: Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence).
- English First Peoples 11: Literary Studies & New Media: Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages;
- Social Justice 12: Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy or movement (cause and consequence).
- Political Studies 12: Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).
- Law 12: Assess the development and impact of legal systems or codes (cause and consequence).
- Contemporary Indigenous Studies 12: Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence).
- BC First Peoples 12: Assess the connectedness or the reciprocal relationship between people and place (cause and consequence).

FPPL

Learning is ... experiential

Section Goal

This section of the guide focuses on engaging students with The Character profiles in the game. Described in the game guide as the “Gang of Thieves,” there are eight character profiles that students can investigate. These characters are not real historical individuals, but an amalgam of common figures found in Canadian historical narratives. Of these eight, several of the profiles have a video to support and supplement student understanding of how actual people in similar roles shaped Canada’s colonial past.

Essential Question

What motivated colonization?

Vocabulary

Colonialism	When a foreign power takes control of lands, territories, and people in another region, resulting in an unequal relationship, an exploitation of resources, and policies of assimilation. <i>(FNESC Land, Title & Governance Teacher Guide pg. 249)</i>
Crown	A term referring to the state, or the government of the state, derived from the historical relationship between Canada and the British monarch who is the head of state. <i>(FNESC Land, Title & Governance Teacher Guide pg. 250)</i>
Crown land	Lands that are held by Canada or the provinces. <i>(FNESC Land, Title & Governance Teacher Guide pg. 250)</i>
Doctrine of Discovery and the concept of terra nullius (blank slate)	Concepts used by colonizers as justification to declare their right and supremacy over the lands of First Nations and forcibly displace First Nations people.
Indian	A term that has been used historically by explorers and settlers to identify Indigenous peoples in South, Central, and North America. In Canada, the term has legal meaning in the Indian Act, which defines who has Indian “status” for purposes of the Indian Act. For some Indigenous peoples, the term “Indian” confirms their ancestry and protects their historic relationship to with the federal Crown. For others, the definitions set out in the Indian Act are not affirmations of their identity. In terms of these curricular resources, Indian is used in historical and legal contexts. For example, it is the Indian Act which still has legal and governmental importance today. <i>(FNESC Land, Title & Governance Teacher Guide pg. 250)</i>
Oral Tradition	The means of recording of knowledge through the spoken word rather than the written word; including laws, beliefs, customs, histories and all other forms of cultural knowledge. <i>(FNESC Land, Title & Governance Teacher Guide pg. 251)</i>
Settler	A person who moves away from their country of origin with a group of others to live in a new country or area.
Treaty	A voluntary agreement between two or more nations that involves mutually binding obligations. <i>(FNESC Land, Title & Governance Teacher Guide pg 253)</i>
Tradition/Traditional	Cultural practices and institutions that have been followed in the past and that are not static but are continually evolving. <i>(FNESC BC First Peoples Teacher Guide pg 10)</i>
Unceded Territory	Lands that have not been surrendered or transferred ownership. <i>(FNESC Land, Title & Governance Teacher Guide pg 253)</i>

Talking Circle Prompt(s)

1. What do you already know about colonization?
2. How are ideas more dangerous than individuals?
3. What are some common beliefs or ideas about land that are widely held in society today?

4. Character Profile

Material

Student Handout 4

Access to Digital Resource through technology

Instructions

- Orient students to the digital resource. Engage with the introductory aspects of the website, including the opening video. Ensure students have a clear understanding of the premise of the “game” (see Getting Resource Ready: 3).
- Provide students with Student Handout 4 which will support the students’ investigation of the Characters in the digital resource. Review the concept of the “Gang of Thieves” and the expectations of the graphic organizer.
- Students are expected to record specific information and thinking around three of the Characters. Depending on the ages and ability of your students, it may be beneficial to do one character all together to model the expectation of detail and thinking required.
- Provide students with time to move through the resource. Keep in mind that the Characters are just one aspect of the resource.
- Please note: As some of the Characters will have supplemental videos to support student learning, there may be a need for separate spaces or headphones. If neither are available, prepare the class to embrace the baseline of noise that will bounce around the classroom or learning space.



Extension

Have students share out the most significant findings, realizations and/or questions in a class debrief or as an exist slip.

Have students discuss the concept of satire (*see Getting Resource Ready: 3*). What makes satire an effective form in discussing difficult content? What questions do you have for the artists on their choice to use this medium to convey their message?

Connect Back

Create a space on the board or on a piece of chart paper to track and connect to the essential question:

What motivated colonization?

Throughout this mini-unit, invite students to share and elaborate to the ongoing list.

Name _____

Website Access Instructions:

Gang of Thieves

There are 8 Characters in the fictional “game” of Grand Theft Terra Firma. Navigate the website and **choose three profiles** to investigate. They include:

- | | |
|---------------------|-------------|
| The Governor | The Miner |
| The Land Speculator | The Pioneer |
| The Royal Engineer | The Priest |
| The Whiskey Trader | The Settler |

Investigate the profiles of your choosing and record your findings on the graphic organizer provided. See below for instructions on each component of the graphic organizer.

Character

Identify and record the profile you will be investigating

Standout Details

This shows... *I think this means...*

Read and watch (if available) the information about this character.

Look for and record the motivations, perspectives, and actions of the character.

Record short phrases that stand out.

A Game for Scoundrels

Grand Theft Terra Firma, the Stó:lō Téméxw Edition, lets you relive the turbulent past as the British Empire robs the Stó:lō of their territory. Join this gang of thieves and work together to hoist the flag in a game of imperial stickup.

Daylight Robbery

This role-playing game puts you in the company of basass bigots where virtue is a victim and prejudice rules. Bring gifts to hide your intentions. Trade and form alliances while you gather knowledge of the land and its riches. Prepare for occupation. As disease spreads, blame it on providence. Strategize with the Colonial Secretary back in London. Sabotage the natives with God and whiskey. Contain them on reserves. Silence protest while you uproot the forests and build fences. Cash in at the Great Land Sale!

Initial Observations

I see ... *I already know ...*

I notice ... *I wonder if/why/how ...*

Record your initial observations of the character image. Imagine you are describing the image to someone not able to view it.

Record any prior knowledge or questions you have about your observations.

Going Beyond the Text

Evaluate, assess and connect what you have recorded.

What are the short term/ long term consequences of this character’s motivations and actions? On whom?

Record any questions you have.

Name _____

Student Handout 4

Character	Initial Observations	Stand Out Details	Going Beyond the Text

5. Character Patterns

Material

Completed Student Handout 4

Access to Digital Resource through technology for reference

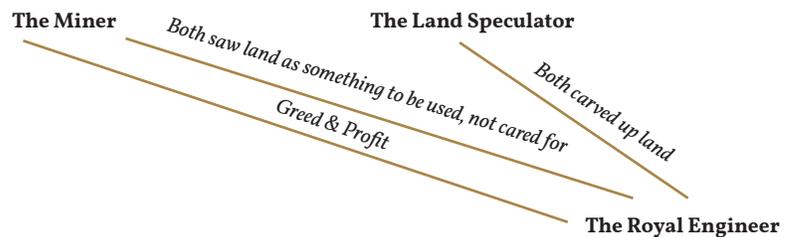
Chart paper or white board space

Instructions

Seeking patterns across the colonial Characters will support students in identifying overarching patterns of motivation (or universal beliefs/goals of colonization) and specific motivations (that may be particular to this individual character).

- Begin by setting-up. In small groups of 3-4, students will record the names of each Character they learned about around the perimeter of their working surface. Ideally, the collective work of all group members will represent all eight Characters. Be sure that students leave ample space in the center of white board or chart paper to draw connections. Provide an example of how this should look.
- Have students make connections between the Characters. Emphasize that connections should be specific and related to the motivation, actions, and beliefs of each Characters. A connection should look like a line between the Characters with relevant rationale written on the line to explain the connection. Every connection needs a new line. The description on the line can be in point form or full sentence but must clearly explain the connection.

The Governor	The Miner
The Land Speculator	The Pioneer
The Royal Engineer	The Priest
The Whiskey Trader	The Settler



- Remind students to use their graphic organizer as a reference and to access the digital resource to refresh memory and/or learn about an uninvestigated Character.
- Having students think critically about how these different colonial figures interact with one another can help build an understanding of how all-encompassing colonial views were throughout society.

- Once ample time has been provided to make connections, ask each group to identify the Character who they think had the biggest impact/ role in colonization. There is no correct answer but this allows them to compare and contrast responses. Another potential extension is to rank Characters from biggest to least impact. Whatever the direction, be sure to require students to explain and record their group’s thinking somewhere on their chart paper or white board, or on a second piece of paper.
- Finally, have students move around the class to hear or view each groups connections and/or rationale. This could look like a gallery walk or oral share out. There are of course no “incorrect” answers, only more thoroughly defended ones. All students will benefit from hearing the conversations and points of importance each group has crafted.



Extension

Have students research the real people behind the Characters. Colonial figures who could be researched by students:

Governor James Douglas

Lieutenant Governor Joseph Trutch

Colonel Richard Moody

Governor Frederick Seymour

Note: For resources that can support student research, see the Teacher Resource on page 10 or the Getting Resource Ready Extensions page 21.

Connect Back

Create a space on the board or on a piece of chart paper to track and connect to the essential question:

What motivated colonization?

Throughout this mini-unit, invite students to share and elaborate to the ongoing list.



Part II

The Power Objects



Surveyor's Chain

This chain takes the measure of the land. Invented by an English pastor, it records numbers that divide the countryside.

Power: Turns forests and meadows into real estate that can be bought and sold.

Curriculum Connections

- Social Studies 9: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).
- Social Studies 10: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).
- Social Justice 12: Explain different perspectives on past and present people, places, issues, and events and distinguish between worldviews of the past or present (perspective).
- Law 12: Explain and infer multiple perspectives on legal systems or codes (perspective).
- Contemporary Indigenous Studies 12: Use Indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land.
- BC First Peoples 12: Explain and infer perspectives and sense of place and compare varying perspectives on land and place (perspective).
- BC First Peoples 12: Explain different perspectives on past and present people, places, issues or events and distinguish between worldviews of today and the past (perspective).

FPPL

Learning is embedded in history, memory and story.

Section Goal

This section of the guide focuses on engaging students with the Power Object elements of the “game.” In many video games, gamers are encouraged to acquire objects that give them increased power (support, prestige, strength, an upper hand, etc.) 15 power objects exist in the “game” that highlight the different types of power that could benefit the Gang of Thieves in their great land heist.

Essential Question

What do objects reveal about the values of a society?

Vocabulary

Colonialism	When a foreign power takes control of lands, territories, and people in another region, resulting in an unequal relationship, an exploitation of resources, and policies of assimilation. (FNESC Land, Title & Governance Teacher Guide pg. 249)
Doctrine of Discovery and the concept of terra nullius (blank slate)	Used by colonizers as justification to declare their right and supremacy over the First Nations lands and forcibly displace First Nations people.
Eurocentric	Focusing on European culture or history to the exclusion of a wider view of the world; implicitly regarding European culture as preeminent or with supremacy.
Indian	A term that has been used historically by explorers and settlers to identify Indigenous peoples in South, Central, and North America. In Canada, the term has legal meaning in the Indian Act, which defines who has Indian “status” for purposes of the Indian Act. For some Indigenous peoples, the term “Indian” confirms their ancestry and protects their historic relationship to the federal Crown. For others, the definitions set out in the Indian Act are not affirmations of their identity. In terms of these curricular resources, Indian is used in historical and legal contexts. For example, it is the Indian Act which still has legal and governmental importance today. (FNESC Land, Title & Governance Teacher Guide pg. 250)
Oral Tradition	The means of recording of knowledge through the spoken word rather than the written word; including laws, beliefs, customs, histories and all other forms of cultural knowledge. (FNESC Land, Title & Governance Teacher Guide pg. 251)
Settler	A person who moves away from their country of origin with a group of others to live in a new country or area.
Surveyor	Colonial surveyors measured and laid out plots of land intended for settlement by settlers. This often occurred without any consultation or consideration of First Nations. In BC, it occurred without treaty or compensation.
Surveyor Chain	A long metal chain used to measure and map out land in preparation for settlement, city building, roads, borders and boundaries.

Talking Circle Prompt(s)

1. What is an object that gives you strength? Explain.
2. Name a common object in our lives. What value does it communicate? Explain.

6. Power Object Ranking

Material

Post-it Notes

A large piece of paper to stick them to (eg. chart or ledger sized paper)

Projected table listing Power Objects (5x3 – 15 squares). See attached document.

Instructions

- Have students count out 15 post-it notes each. The size of the post-it notes does not matter as long as the word/phrase can fit.
- Project the attached table and have students write out each word on a separate post-it. 15 Power Objects = 15 post-it notes.
- Let students know they will be unsticking and sticking their post-it notes around the surface of their desk or table working space. Instruct them to clear that area and spread out their post-it notes. Remind them this is to get them thinking and relating and that there are many ways to respond to these questions.



Round 1

Have students group the Power Objects into three columns: Know for sure, Sort of know, Don't know

- Once students have grouped their Power Objects, clarify briefly. Invite students to share out what they understand each object to be (if sitting in groups and/or in close proximity to help one another with clarifications).
- Clarify briefly as a class the most widespread terms. Discuss the objects that are less familiar to establish clarity (e.g. anticipate Doctrine of Discovery and Pre-emption Note needing clarification).

Round 2

Have students rank in a linear pattern the MOST to LEAST influential or powerful objects.

Once students have completed their ranking ask a few students to share their MOST and ask a few students to share their LEAST. Be sure to prompt rationale for their decisions, depending on the age and class. Students should be able to explain these pivotal spots of their ranking.

- Point out any patterns

Round 3

Have students group the objects into categories, emphasizing the importance of thoughtful categories. They should have a minimum of three categories. (An example of a weak category would be *Things starting with the letter P*, an example of a strong category would be *Things Associated with Wealth*.)

- Have a few students share out categories and what they contained.

Reveal to students that all of these terms are connected to colonization. In the case that this is a new term, have students review and record the definition of colonization.

Extension

Students can save these post-its by sticking them on a paper, to be used for later. Once they have learned and investigated each power object using the digital resource, they can return and do one final ranking now with the knowledge they have built through the website.

Having students return to this activity supports the idea that knowledge grows over time, and that learning should include opportunities to change and/or clarify our own ideas.

Connect Back

Create a space on the board or on a piece of chart paper to track ongoing student responses to the question:

What do objects reveal about the values of a society?

Ask questions like: What do these items suggest about the values of the society in which they occur. What do they value? What do they reveal? If these were the only items a civilization left behind, what conclusions might a future researcher draw?

Throughout this mini-unit, invite students to share and elaborate on the ongoing list.

Banknote	Canon	Doctrine of Discovery
Gold Pan	Handcuffs	Holy Book
Home Decoration	Hudson Bay Blanket	Medical Advisor
Plow	Pre-emption Notice	Shotgun
Surveyors Chain	Union Jack	Whiskey Bottle

7. What is the power object?

Material

Graphic Organizer

Access to Digital Resource through technology

Instructions

- Invite students to use the attached graphic organizer and the Grand Theft Terra Firma digital resource to investigate each Power Object and its role in fueling colonization.
- As students move through the website, they will need to document the object's power. Depending on students and their ability to work independently, you may first model the expectations of what should be recorded working through one Power Object as a class.
- Once students have investigated all 15 power objects, have them Think and Reflect at the bottom of the page to unpack their thinking.

Extension

Return the ranking and grouping activity in #6 of this guide.

Continue to investigate the power objects beyond the digital resource using the following page for additional links or use your own researched resources to support this process.

If students also engaged with *Part I: The Characters* – have students connect the Power Objects to the Characters of the game.

Connect Back

Create a space on the board or on a piece of chart paper to track ongoing student responses to the question:

What do objects reveal about the values of a society?

Ask questions like: What do these items suggest about the values of the society in which they come. What do they value? What do they reveal? If these were the only items a civilization left behind, what conclusions might a future researcher draw?

Throughout this mini-unit, invite students to share and elaborate to the ongoing list.

Additional Resources

Doctrine of Discovery—APTN (Video)

<https://www.youtube.com/watch?v=hGDUYYGqOz4>

Doctrine of Discovery—Canadian Human Rights Museum (Website)

https://humanrights.ca/story/doctrine-discovery?gclid=CjwKCAjwue6hBhBVEiwA9YTx8MLpj2TpmoAfIp4vfoOeMzXzjeOHErBiGIU3OEFGNs_fYsEu6WHvZRoCn8MQAvD_BwE

Doctrine of Discovery (Article)

<https://www.ictinc.ca/blog/indigenous-title-and-the-doctrine-of-discovery>

Surveyor Chain (Video)

<https://www.youtube.com/watch?v=AgHVnpv9oJY>

(Lacks Indigenous perspective)

Pre-emption Notes (Royal BC Museum Archives Guide to Pre-emption and Homestead Records)

https://royalbcmuseum.bc.ca/sites/default/files/sites/default/files/images/o8_22_2016_Pre-emptions_homesteads_quick_guide-2106.pdf

Name _____

Student Handout 5

Using the *Grand Theft Terra Firma* digital resource, investigate the ideas, beliefs and power of each object listed on the front and back of this handout. Be sure to **read** through the text about each object, and **watch** any added videos associated with the objects to learn more. Be sure to record your understanding of the power of each object, and include details in your own words wherever possible.

Banknote	Canon	Doctrine of Discovery
Gold Pan	Handcuffs	Holy Book
Home Decoration	Hudson Bay Blanket	Medical Advisor

Continued...

Plow	Pre-emption Note	Shotgun
Surveyors Chain	Union Jack	Whiskey Bottle

Think and Reflect

Fill out the following three questions once you have completed your investigation of the power objects.

What is something you learned from your investigation that you will take with you? Explain.

What is a question that you have, based on your investigation of these power objects? Write it below.

Of all the power objects you learned about today, which one do you think had the most power? Why?

8. Power Objects of Today

Material

Examples of power object descriptions

An object of the student's choosing

Instructions

Have students apply their learning to the present time context by having them think about the meaning of objects in society today.

Ask students to choose a contemporary object. They could list it, show a picture of it, or bring in an example. Encourage students to think and create captions that are inspired by the witty and satirical text displayed in the digital resource.

Display or share the examples below of the power object descriptions, emphasizing the skill of succinct and clear messaging as well as the format of an overall description and power statement.

Depending on the class and student ability, this activity could be done in partners, as a small group, or as part of a graphic creation or display.

Extension

What has stayed the same, what has changed? Have students include a power object in today's world that communicates a similar power to that of the digital resource. Have them reflect on what has changed and what has stayed the same.

Home Decoration

This glass parlor dome encloses flowers that never fade. It sings an ode to an idealized nature created by human hand that knows no seasons.

Power: Aligns with the mission of shaping the land to your will.

Cannon

With this as your holdup weapon, your imperial gang can blow any resistance to smithereens. Engraved on the barrel is the battle cry of a dead British king: "My divine right to rule."

Power: Allows you to push your weight around and take whatever you want.



Part III

Action Shots



Curriculum Connections

- Social Studies 9: Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment).
- Social Studies 10: Make reasoned judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment).
- Human Geography 11: Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments).
- Social Justice 12: Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment).
- Law 12: Make reasoned ethical judgements about controversial decisions, legislation or policy (ethical judgement).
- Contemporary Indigenous Studies 12: Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment).
- BC First Peoples 12: Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment).

FPPL

Learning is embedded in history, memory and story.

Section Goal

This section of the guide focuses on engaging students with the Action Shot elements of the game. Video gaming guides often use “screenshots” to signpost significant moments in game play. The ten large-scale “screenshots” in *Grand Theft Terra Firma* are drawn from significant moments in the history of Stó:lō Téméxw (now commonly known as British Columbia’s Fraser Valley).

This set of photographs was achieved in collaboration with members of the Stó:lō Nation and actors of settler heritage. The Indigenous subjects wear their own contemporary clothing, while their white counterparts are dressed in period clothing, underscoring the impact of past events on the present day.

Essential Question

Where is the resistance?

Vocabulary

Bigotry	A person who is obstinately or intolerantly devoted to his or her own opinions and prejudices especially one who regards or treats the members of a group (such as a racial or ethnic group) with hatred and intolerance.
Colonialism	When a foreign power takes control of lands, territories and people in another region, resulting in an unequal relationship, an exploitation of resources, and policies of assimilation. (FNESC Land, Title & Governance Teacher Guide pg. 249)
Empathy	The ability to understand and share the feelings of another.
Humanity	Compassionate, sympathetic, or generous behavior or disposition; the quality or state of being humane.
Indian	A term that is has been used historically by explorers and settlers to identify Indigenous peoples in South, Central and North America. In Canada, the term has legal meaning in the Indian Act, which defines who has Indian “status” for purposes of the Indian Act. For some Indigenous peoples, the term “Indian” confirms their ancestry and protects their historic relationship to with the federal Crown. For others, the definitions set out in the Indian Act are not affirmations of their identity. In terms of these curricular resources, Indian is used in historical and legal contexts. For example, it is the Indian Act which still has legal and governmental importance today. (FNESC Land, Title & Governance Teacher Guide pg. 251)
Indian Agent	The local representative of the federal government and the Department of Indian Affairs who was responsible for administering the Indian Act on the reserves in their jurisdiction. Agents held a great deal of power in the daily lives of First Nations people, and approved or vetoed any actions of band councils. Most details of what might be considered municipal governance had to pass through the Indian Agent. Some agents tried to be proactive for the First Nations in their agencies, as far as the Indian Act allowed. Much depended on the character and beliefs of the individual agents; some were more enlightened than others. Until 1910, BC Indian Agents reported to the Superintendent of Indian Affairs of British Columbia. After that they reported to officials in Ottawa. (FNESC Land, Title & Governance Teacher Guide pg. 251)
Prejudice	A negative (racist, stereotypical and/or judgemental) opinion or leaning formed without just grounds or before sufficient knowledge.
Settler	A person who moves away from their country of origin with a group of others to live and settle in a new country or area.

Talking Circle Prompt(s)

What is a movie, song, painting, picture or other form of art that taught you something? Explain.

9. See, Think, Wonder

Material

Graphic Organizer

Action Shot of your choosing

Instructions

Ahead of the lesson, select an Action Shot to project for students from the Grand Theft Terra Firma digital resource. Each action shot is jam packed with information. The purpose of this activity is to model for students all the elements they will need to identify, question, and think about when analyzing all the aspects of Action Shots.

Note: You may want to choose an Action Shot that does not include the shots selected for the independent analysis activity in the next lesson. See #10 Examining the Action Shot(s).

- Start by having students create a See, Think, Wonder Chart on a blank piece of paper or provide Student Handout 6. Note: this is a Historical Thinking strategy from Peter Seixas's Big Six pedagogy.
- Project the image and give students time to independently record their observations as a single word or phrase. Their observations should include all elements from the Action Shot: image, text, background, etc. At end of time, share out. This will help ensure the entire class is aware of all the observable components. A fair expectation could be 15 observations.
- Next have students create "I think..." statements associated with the collective observations. Again, give students time for independent reflection, then share out the "I think..." statements at end of the timed period. The idea is that students will practice divergent thinking and will come up with a range of possible reactions and thoughts to the Action Shot. Classmates will benefit from shared thinking. A fair expectation could be 5-7 "I think..." statements.

-  • Finally, provide students with the following context around the Actions Shots:

The ten large-scale Action Shots or "screenshots" in Grand Theft Terra Firma are drawn from significant moments in the history of Stó:lō Téméxw (British Columbia's Fraser Valley).

This set of photographs was achieved in collaboration with members of the Stó:lō Nation and actors of settler heritage. While settler actors are dressed in period clothing, the Indigenous participants wear their own contemporary clothing, underscoring the impact of past events on the present day.

- Based on this information, provide independent time for students to come up with questions based on this newly found context. Provide stems like: "I wonder how.. I wonder why.. I wonder if.. I wonder who.. I wonder what..." This will support students to create varied questions. **A fair expectation could be 3-5 questions.**

Review

Students should be aware at the end of this activity to seek out the following elements in any Action Shot:

Indigenous Perspectives

Settler Perspectives

Morality Measure

Caption

Power Objects

Map connecting to Land & Place

Historical & Cultural Context

Extension

Hand out or *project the Morality Turned on its Ear* handout from the game guide to better understand this aspect of each Action Shot.

It is important to make note that the artists considered how impactful each historical moment in the Action Shots was to the efforts to colonize and steal the land. They used the “power bars,” which are depicted as green and red train icons, to communicate this.

Equally important is helping students understand that the more effective the theft, the lower the empathy bar in each image. This decision by the artists is a tool to help viewers dismantle the idea that colonization occurred without awareness of its impact.

Teacher Note: This may be an opportunity to again highlight that the *Grand Theft Terra Firma* exhibition and digital resource were designed as a gaming guide, rather than an actual game. Creating such a game would be dangerous because it would provide players with an opportunity to act out racism.

Connect Back

Where is the resistance?

Discuss as a class what resistance means . What are examples of resistance in the image from the See, Think, Wonder exercise?

What questions do students have about resistance or the ability to resist?

Consider

Enlarge student handouts onto larger paper, or have students create their own graphic to provide more space, or have students work on this task in small groups on a piece of chart paper or white board.

Some student observations may fit into more than one category. Decide in advance if your preference is for them to re-write these in each section, write them in an overlapping manner, or simply to select the best fit, knowing that some observations will fit in more than one section.

Note that some Action Shots contain several individuals and include more than one Indigenous or settler perspective. This will help ensure that student analysis is specific to the varied perspectives being displayed.

Emphasize to students to think about the choices being made in each Action Shot, and what could be the reasoning or purpose. Get them to think deeply about facial expressions, clothing, body language, etc.

Encourage students to re-read the historical context or re-watch the embedded video (as applicable) to support their understanding.

Allow students to revisit the digital resource to refresh their memory and understanding of the Power Objects or Character sections, if necessary.

Moving Mary Jane and *Devils Mountain* are Actions Shots that involve the truth-telling of some of the most painful aspects of colonization, while *Mosquitos* and *Hungry Xwelitem* are truth-telling of the humanity Stó:lō showed to settlers despite this pain. For depth and breadth of understanding, consider having students analyzing more than one Action Shot.

Connect Back

Where is the resistance?

Discuss as a class what resistance means. In what ways does the class example or independent analysis show resistance? Why is it important to learn about resistance amongst the land theft?

Name _____

Student Handout 6

See

Think

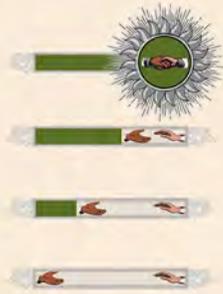
Wonder

MORALITY TURNED ON ITS EAR

Pick your thief and play your part in the crime. Collect power objects and use your unique talents to complete missions. As you steal the land out from under the Stó:lō, make sure your moral compass never finds true north.



You need a boiler full of racist belligerence to pull off this high stakes heist. Maintain your sense of superiority by deflecting your immorality and the suffering it causes onto the people you rob. The ticket to your success is the prejudice that keeps you blind to the injustice of your crime.



Empathy is your Achilles' heel. As a stranger in a perilous land, your survival may require you to grasp the hand of friendship extended by the Stó:lō. But beware! When you accept their kindness, you are in danger of recognizing your shared humanity. Players who hit full empathy give up their life of crime, get back on the boat, and go home.

10. Examining the Action Shot(s)

Material

Pre-selected Action Shot (of your choosing)

Access to Digital Resource through technology

Action Shot handouts

Instructions

The Action Shots are jammed packed with detail and historical information. In them, the viewer (or students who engaged in Part I and Part I of this guide) will observe the Characters and Power Objects “in action,” while also interacting with Indigenous perspectives about the impact of these realities. The Actions Shots are not abstract, they are informed by historically researched events. They force users to engage with truth-telling, and the consequences and applications of colonialism.

Importantly, these Action Shots also empower Indigenous perspectives, with Stó:lō community members reacting to each unique context amongst the other actors who play the roles of settlers.

Therefore, students have a lot to observe and unpack with these Action Shots. This aspect of the *Grand Theft Terra Firma* is a powerful way to deepen their ongoing understanding of colonialism and land theft. No matter the grade-level, it will be important to model the depth of examination expected for each Action Shot. Below is a guide to model student engagement:

- 1) Introduce the Action Shot component of the digital resource. The detail required for this will differ depending on what other activities or engagements you have had with the resource.
- 2) Pre-select an Action Shot for your whole-class example. There are ten Action Shots, four have been selected with supporting handouts for students.
- 3) Recreate the circle graphic organizer found in the student handouts on the white board.
- 4) Project your pre-selected Action Shot. Walk students through selecting aspects from the word bank and label the circle.
- 5) If you selected an Action Shot that includes a video (recommended), screen the video and continue to project the Action Shot to record observations, significant details, interpretations, inferences, key words, questions, and connections into each section of the circle, categorized correctly under the appropriate heading.
- 6) Before students work independently, be explicit about expectations including the quality and quantity of responses required when filling out the graphic organizer.
- 7) To start, have students select an Action Shot from the four handouts provided. This student choice is meant to foster independence and support student interest in the topic.
- 8) Students will need to: navigate the digital resource to find the Action Shot they have selected, watch the video created to support student learning, and read the historical context provided on the student hand out.
- 9) Provide ample time for students to engage with the Action Shot and to record their examination.

Analysis of the Action Shot: Moving Mary Jane

Historical Context

There are many stories told throughout British Columbia of Indigenous families removed from their homes and farms at the behest of settlers who wanted prime lands for themselves. This image is inspired by the story told by Leq'á:mél Elder Susan Lewis about her pregnant grandmother who was forced to leave her farm at Tlat-whaas (Norrish Creek) in the 1870s.

She was working in the barn when the police came again, this time with the Indian Agent. They said they were going to move her... They said her farm was needed for one of the big shots with the CPR. Mary Jane said, "This is my place and I have the papers to prove it."

The police and the Indian Agent came back a few days later. They loaded the animals and manhandled Mary Jane onto the sternwheeler that took her up the slough to Lakahahmen.

- As told in Leq'á:mél: Our Land, Our People, published by Leq'á:mél First Nation.



Analysis of the Action Shot: Moving Mary Jane

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Land & Place

Morality Measure

Settler Perspective

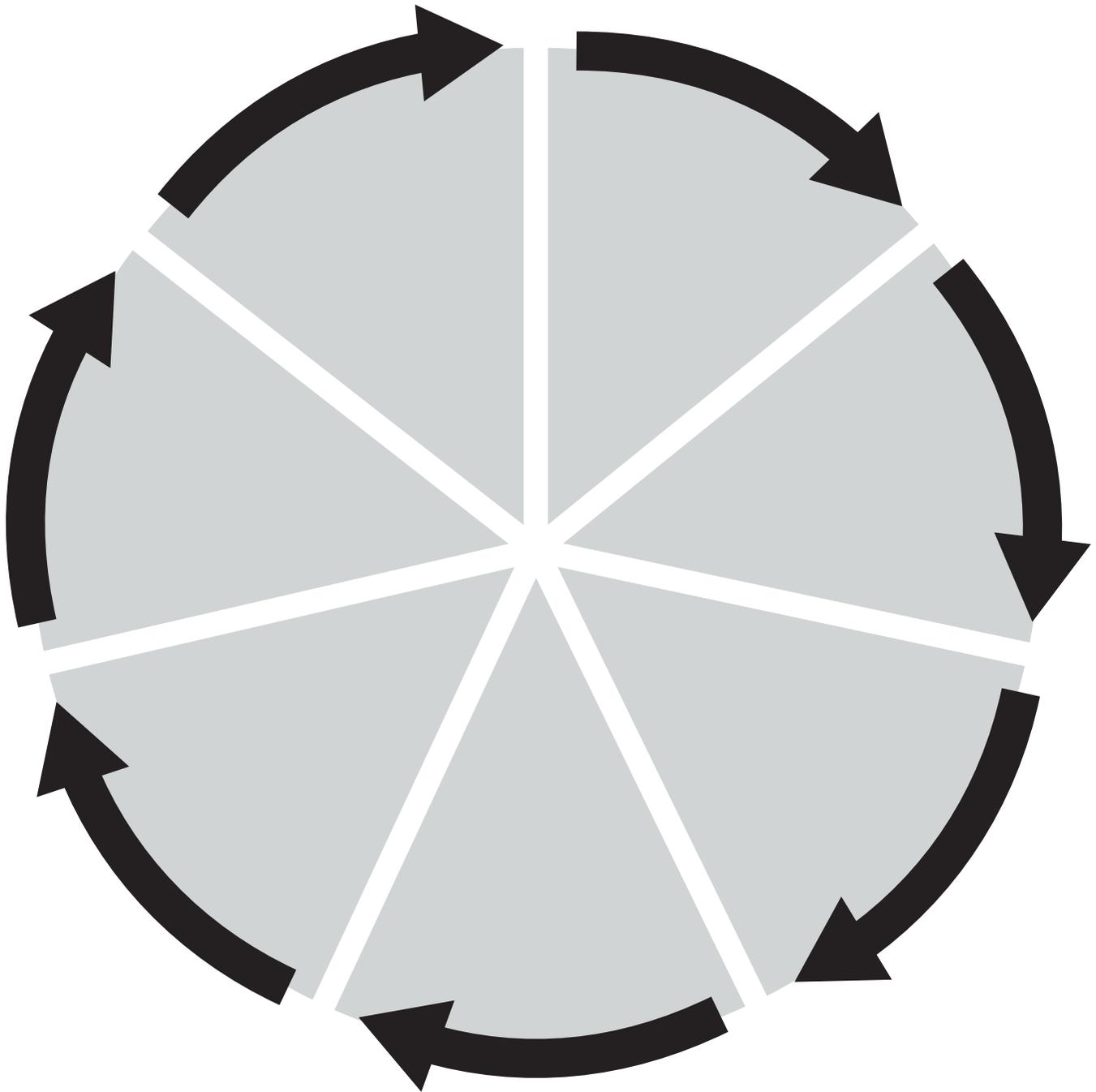
Power Objects

Video Set-up

Police/Indian Agent

Caption

Connections to Context



Analysis of the Action Shot: Mosquitos

Historical Context

This image is based on a story told by a Royal Engineer surveying the prairie around Semá:th Lake. It was July and the mosquitos were “something fearful.” He wore a gauze bag over his head and puffed a short pipe to try and keep the “squitoes” off. Following is the entry for July 27, 1859:

I must not pass over this day without mentioning the kindness of an Indian chief and his family who were fishing near our halt. I had arrived some time before the [mule] train and having tied my horse went to have a chat with them; the old chief’s wife took compassion on my wretched state (due to mosquitoes) and having asked my permission, they brought out the paint bag and painted my face and hands with vermilion and certainly the relief was very great; you would have laughed to have seen me painted up like an Indian; after the operation a pipe was lighted and passed round the circle...

My hands, during the last few days, have been so swollen and stiff that I could hardly bend my joints and have had to wrap them in wet towels to be ready for the next day’s work. Two of Darrah’s mules have been blinded and six of our horses were so reduced that we had to turn them out on the prairie and let them take their chance of living. I never saw anything like the state of their skins, one mass of sores.

- From the journal of Lieutenant Charles Wilson, as recounted in *Sappers: The Royal Engineers in British Columbia* by Beth Hill.



Analysis of the Action Shot: Mosquitos

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

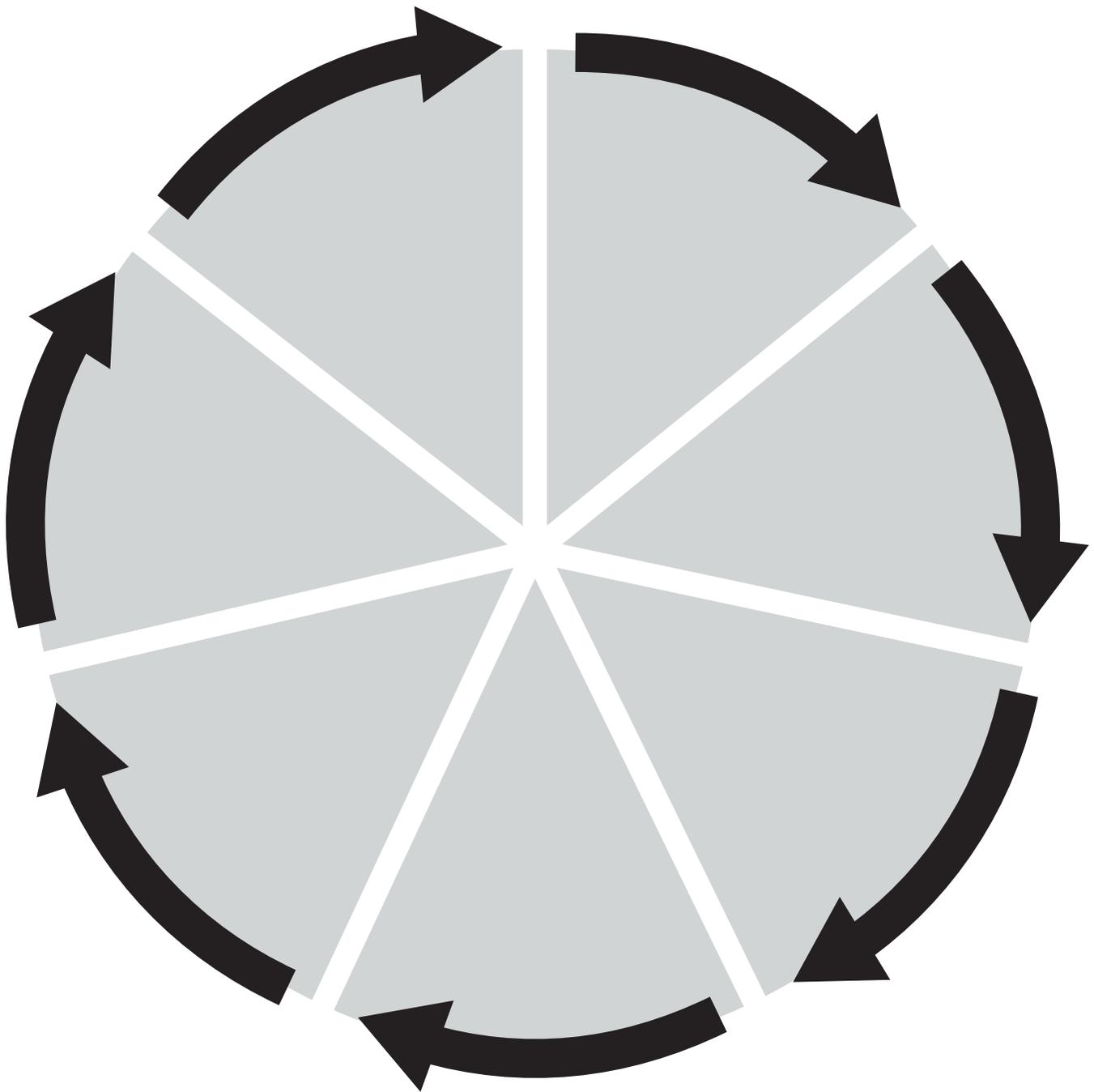
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



Analysis of the Action Shot: Devils Mountain

Historical Context

This image is based on a story recounted in the writings of an Oblate Father who taught at St. Mary's residential school in the 1860s. Following are the words of Father Gendre describing the 1864 school field trip.

Before sending my dear children off on vacation, I had them go for a long walk on the mountain known as "The Devil's." Tradition maintained that whosoever should challenge that fearsome mountain would pay for his foolhardiness with his life. All of the Savages sought to frighten me with ever more sombre and dramatic tales. Thus, my students, who are as superstitious as their fathers, trembled in fear when I proposed we climb the mountain.

... Nearly every day for three months, I attacked their ridiculous superstition and gradually, they grew accustomed to the idea of attempting this endeavour, which could not possibly present any danger, with me. I succeeded in conquering their hereditary superstition. Towards the evening of the 31st of May, we all set off in canoes, with the necessary provisions and we camped that night at the foot of the dreaded mountain on the shores of a magnificent lake. Early the following day, after prayers, we ascended the slope and towards noon we arrived, without a single mishap, at the summit, where none had ever stood before. There, we sang out our triumph and our victory. I was pleased to show these children to what extent their traditions were lies and that only the priest could speak the truth, which he receives from the Great Chief from above.

- From Keith Thor Carlson's *The Power of Place, Problem of Time: Aboriginal Identity and Historical Consciousness in the Cauldron of Colonialism*. (2011)



Analysis of the Action Shot: Devils Mountain

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

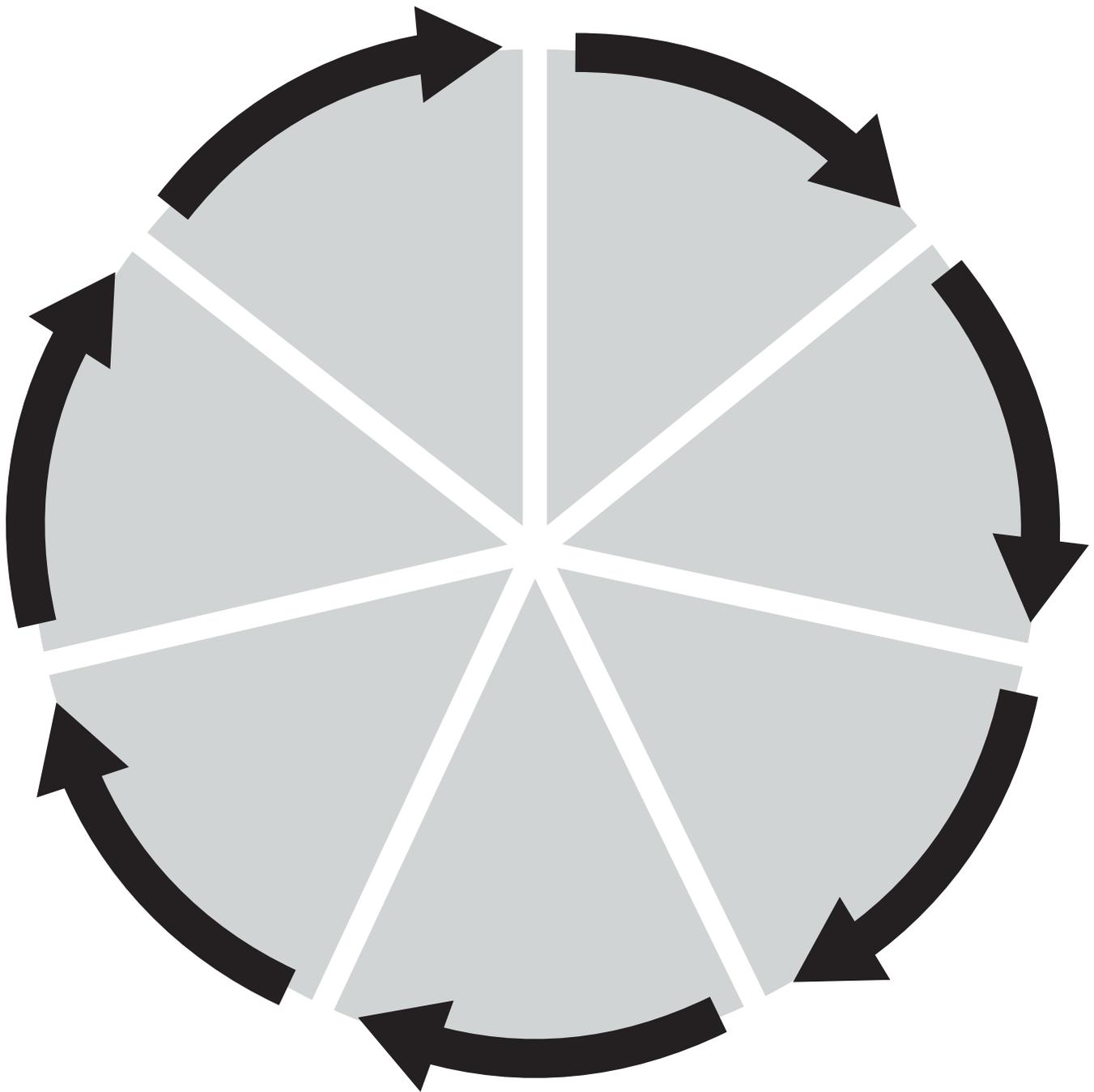
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



Analysis of the Action Shot: Hungry Xwelitem

Historical Context

This image is inspired by the stories told about gold miners who arrived without sufficient supplies. During the winter of 1858, many found themselves starving and at the mercy of the Stó:lō who shared food with them.

In the Halq'eméylem language, the world for people of European descent is Xwelitem. Stó:lō elders explain that Xwelitem translates as “hungry people” or “starving people.” No one remembers exactly when the Stó:lō adopted this term to describe the immigrants who came to their land, but elder Dan Milo was of the opinion that it dates back at least as far as the 1858 gold rush when thousands of poorly provisioned miners arrived in Stó:lō territory. The term continues to be used today and when asked most Stó:lō say it refers to the Xwelitem’s insatiable appetite for land and resources

- From *You Are Asked to Witness: The Stó:lō in Canada’s Pacific Coast History*, Editor Keith Thor Carlson. Stó:lō Heritage Trust, Chilliwack, 1996, p. 54.



Analysis of the Action Shot: Hungry Xwelitem

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

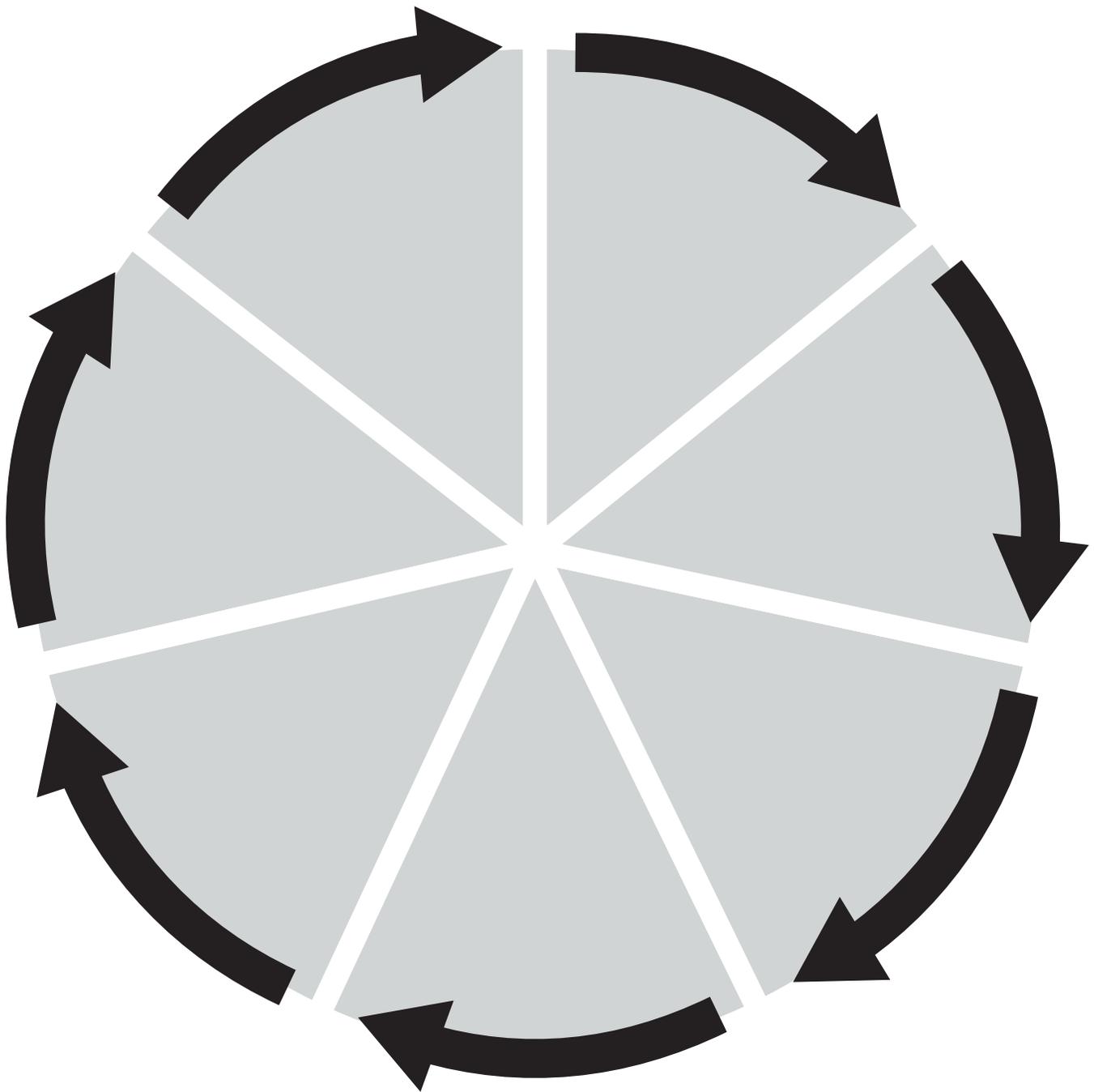
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



II. Action Shot Extension Activities

Material

Access to Digital Resource through technology

Action Shot Examinations

👉 Instructions

Once students have examined Action Shot(s), consider enriching their thinking about these composite images with one or several of the following extensions. These could be used as a summative task for the digital resource engagement.

👉 Comparing

Have students compare analyses across Action Shots: either ones they have done themselves, or match students with a partner who has analyzed a different image. Have students compare similarities and differences of the content, the reactions of those pictured in each image, and what other clues can tell us (e.g. power bars, clothing, text).

👉 Coding the Emotional, Mental, Physical and Spiritual Impacts

Have students think about the impacts of what is occurring in the Action Shot. What are the impacts? Have students create a coloured legend on their paper using a different colour for: Emotional (heart, feelings, etc.), Mental (thinking, knowledge, etc.), Physical (land, place etc.), and Spiritual (traditions, ceremony, culture etc.). Have students code their analysis in terms of how the image relates to these four aspects.

👉 Summarizing and Justifying with Written or Oral Response

Have students create a written or oral response to be submitted about what they learned from the Action Shot—this could be a summative assessment. One helpful framework might be to ask students to list the top 5 most important things to understand about an Action Shot they have analyzed.

👉 Analyzing and Reflecting with Written or Oral Response

Have students create a written or oral response to submit that considers multiple Action Shots that responds to overarching reflection question like:

Where is the resistance?

What role did Stó:lō women have in society?

How effective is art at contributing to truth-telling and/or reconciliation?

Why are digital spaces useful for ethically remembering and responding to the past?

Support, Comdemn, Excuse

Use the attached student handout to organize the Action Shot analysis alongside any other work from previous sections regarding Characters or Power Objects. Have students think about who supported, excused, and condemned the land theft at the time.

This supports social studies curriculum that targets the historical thinking Ethical Judgement skill.

Connecting to Satire: Indigenous Humour

Have students seek out other examples of humour and/or satire that seeks to educate. Here are a few external resources that are related to Indigenous perspectives and history using humour to communicate truth-telling.

Video: Land Acknowledgement Baroness Von Sketch

<https://www.youtube.com/watch?v=xIGI7C19nYo>

Podcast: Stand-up, sketch and satire: The rise of Indigenous comedy

<https://www.cbc.ca/radio/unreserved/stand-up-sketch-and-satire-the-rise-of-indigenous-comedy-1.5425646>

Digital Resource: Walking Eagle News: Satire, Comedy and Parody

<https://walkingeaglenews.com/>

Print Resource: *Me Funny*, Drew Hayden Taylor

<https://www.drewhaydentaylor.com/book/me-funny/>

Name _____

Support: Agreed, Wanted, Encouraged, Helped, Acted
Condemn: Disagreed, Attacked, Criticized, Stood Against
Excuse: Justified

Student Handout II

Support Who supported the action at the time?	Condemn Who condemned the action at the time?	Excuse Who excused the action at the time?



Reflection: Now What?



Reflection Activities

Talking Circle Prompt(s)

The following Talking Circle prompts have been crafted to help students reflect and share about the overall learning that they experienced using the digital resource.

It is important to select or come up with a single prompt for students to use when reflecting on their learning. Be sure to provide time for students to reflect on their learning independently, or, when applicable, to review their learning from other mini-units as they have accumulated. This will support richer sharing and meaningful class participation.

Talking Circle Prompts - Reflecting

- What is a piece of learning you will take with you from the Grand Theft Terra Firma digital resource? Why?
- What would be the impact be if all Canadians engaged with this digital resource? Explain your response.
- What is one thing from this learning you can share with others? Explain your choice.
- What is your responsibility now that you have learned about this land theft? Explain.
- What do you understand about land now that you didn't before?

** In cases where students have a strong understanding of land theft: What was confirmed or corroborated in this resource about land that you already knew?*

Talking Circle Prompts - Recursive

If you have worked through multiple areas of this guide unit, return to the original Talking Circle prompts that you engaged with in each part. Remind students of that original sharing.

Have students think back to what they shared, depending on the talking circle prompt selected, have students think about how their learning has grown over time; including prompts in Getting Resource Ready that prepared students to think about personal relationships to land. Another option is to have students share and reflect on the overall talking circle process. This would be particularly effective if you have engaged with several talking circle iterations.

Additional Reflecting Options

Written or Oral Reflection

See student handout attached that creates a framework for students to reflect on self, place, and overall take-aways. This could be written or used as a script to make an oral recording.

Core Competency Reflection

Have students connect to BC Core Competencies and reflect on how they relate to this digital resource learning.

First Peoples Principles of Learning Reflection

The following were FPPL that were highlighted throughout this guide for student engagement:

Learning is... focused on connectedness and a sense of place.

Learning is... experiential.

Learning is... embedded in history, memory and story.

Have students work in pairs or small groups to reflect on their learning experience related to these principles. This could be done on a white board, chart paper, or in a digital presentation.

Ensure students make reference to, and give examples of, where they saw these principles in their learning.

Consider

It may help students to break up the multi-faceted principles in order to ensure they can speak to layers of each principle. Additionally, it will help to create prompts to ensure students are explaining their thinking in relation to the principles. Some examples below have been created as inspiration for such prompts.

Examples

My learning was **experiential** when I/we _____.

As a result, I learned/realized/came to understand _____.

My learning involved **history** when I/we _____.

As a result, I learned/realized/came to understand _____.

My learning involved **story** when I/we _____.

As a result, I learned/realized/came to understand _____.

My learning involved **memory** when I/we _____.

As a result, I learned/realized/came to understand _____.

Name _____

Student Handout 12

Categories of Reflection

Skills: Observation, oral speaking, analysis, or development in an area of critical thinking.

Realizations: Epiphany, awareness, connection between what you thought you knew, and what you now understand.

Worldview and/or perspectives: An Indigenous perspective or worldview that you relate to, connect to, etc.

Knowledge: Information, facts, data, context that explains, connects, helps you to understand the world around you.

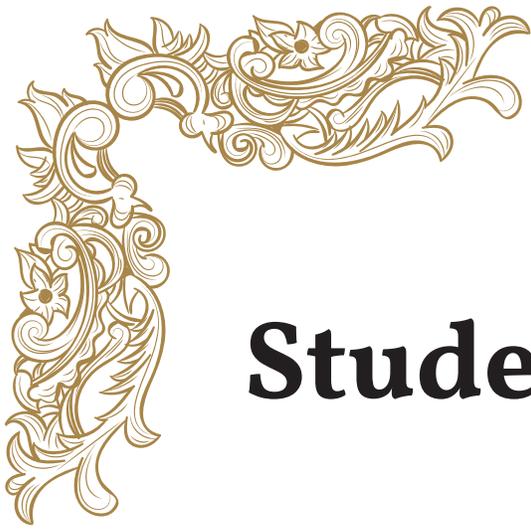
How do you relate to what you learned in this digital resource? Explain.

What is your relationship to this learning as a person?

How does what you learned in this digital resource relate to where you live? Explain.

Note that where you live can be interpreted as your immediate community but also more broadly as British Columbia, Canada, North America, Earth, etc.

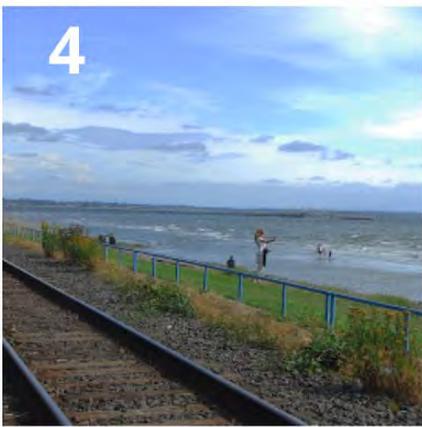
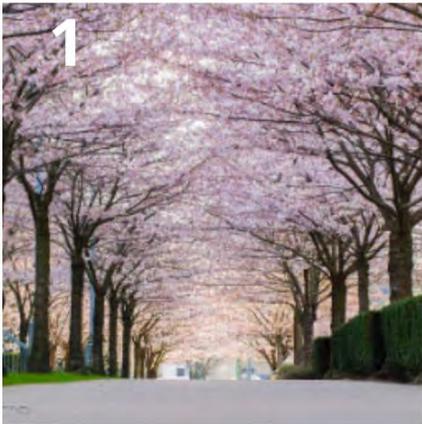
What is a standout idea, concept, or truth that you will take with you from this digital resource moving forward? Explain.



Student Handouts



Who are you?



**CHOOSE
ONE**



Reserve	Size in 1864		Trutch's 1868 Reductions		Current size in 1996	
	(ACRES)	(HECTARES)	(ACRES)	(HECTARES)	(ACRES)	(HECTARES)
Aitchelitz	400	162	45	18	52	21
Kawakwawapilt	400	162	175	71	155	63
Lakahamen	6,400	2,591	109	44	1,210	490
Matsqui	9,600	3,887	148	60	1,038	420
Skowkale/Yakwekwioose/Tzeachten						
	2,500	1,012	200	81	914	370
Skwah	3,200	1,296	720	291	844	341
Skway	300	121	490	198	538	218
Soowahlie	4,000	1,619	690	279	1,140	461
-Squiala	1,000	405	160	65	315	127
Sumas	7,600	3,077	515	209	579	234
Tlalt whaas	2,000	810	86	35	0	0
Whonnock	2,000	810	92	25	1,358	550
Saamoqua	500	202	0	0	0	0
TOTAL	39,900	16,154	3,430	1,376	8,143	3,295

You Are Asked To Witness



Grand Theft Terra Firma: What is it?

Grand Theft Terra Firma tackles settler responsibility head-on.

Artists David Campion and Sandra Shields disrupt the idea about how Canada became a nation by reframing the settlement of Canada as a complex heist masterminded by criminals in London and played out on the ground by a gang of greedy thieves.

Grand Theft Terra Firma is named to remind viewers of the popular video game *Grand Theft Auto*. The point of the video game is to be good at being a bad criminal. Therefore, the creativity of *Grand Theft Terra Firma* pushes viewers to think about history through a similar lens: how good was Canada at being bad?

Grand Theft Terra Firma, the “game” does not actually exist. Its original form was as an art exhibition that included physical displays, game play posters, and photographs that look like screen shots of the “game.” The content of the strongly researched exhibition reflects authentic perspectives and beliefs of the colonial time. So, as you read about the Priest, Royal Engineer, or Governor “Characters,” know that history is hidden in plain sight everywhere you look.

Viewers of the screen shot aspects of the exhibition will notice First Peoples participations as the images were created with partners from Stó:lō communities.



Above: Character posters from ‘the game’ hang in a museum, based off of historically accurate contributors to the theft of land across the Fraser Valley.

It should also be mentioned that many of the events captured in the screenshots of the “game” are based on real events and local experiences in Stó:lō Téméxw, now more commonly known as BC’s Fraser Valley.

This infusion of truth within a fictionalized game is an “unsettling” strategy to explore Canada’s difficult past and our inheritance of its injustices.

It should be noted that the exhibit has been recently transformed into a digital resource to expand its viewership. In the digital version, a Stó:lō community member acts as a guide to help users navigate the digital experience and ask critical questions along the way. The digital exhibition is now accessible from your home through an interactive website.

Whether it is through the digital or in-person experience, *Grand Theft Terra Firma* continues to support discussions around personal awareness and responsibility in the process of decolonization, underscoring the possibility for art to participate in critical conversations on reconciliation in divided societies.

Article originally published 2017.

Adapted from source:

<https://thereach.ca/exhibition/grand-theft-terra-firma/#:-:text=Grand%20Theft%20Terra%20Firma%20tackles,a%20gang%20of%20greedy%20thieves.>

Name _____

Website Access Instructions:

Gang of Thieves

There are 8 Characters in the fictional “game” of Grand Theft Terra Firma. Navigate the website and **choose three profiles** to investigate. They include:

- | | |
|---------------------|-------------|
| The Governor | The Miner |
| The Land Speculator | The Pioneer |
| The Royal Engineer | The Priest |
| The Whiskey Trader | The Settler |

Investigate the profiles of your choosing and record your findings on the graphic organizer provided. See below for instructions on each component of the graphic organizer.

Character

Identify and record the profile you will be investigating

Standout Details

This shows... *I think this means...*

Read and watch (if available) the information about this character.

Look for and record the motivations, perspectives, and actions of the character.

Record short phrases that stand out.

A Game for Scoundrels

Grand Theft Terra Firma, the Stó:lō Téméxw Edition, lets you relive the turbulent past as the British Empire robs the Stó:lō of their territory. Join this gang of thieves and work together to hoist the flag in a game of imperial stickup.

Daylight Robbery

This role-playing game puts you in the company of basass bigots where virtue is a victim and prejudice rules. Bring gifts to hide your intentions. Trade and form alliances while you gather knowledge of the land and its riches. Prepare for occupation. As disease spreads, blame it on providence. Strategize with the Colonial Secretary back in London. Sabotage the natives with God and whiskey. Contain them on reserves. Silence protest while you uproot the forests and build fences. Cash in at the Great Land Sale!

Initial Observations

I see ... *I already know ...*

I notice ... *I wonder if/why/how ...*

Record your initial observations of the character image. Imagine you are describing the image to someone not able to view it.

Record any prior knowledge or questions you have about your observations.

Going Beyond the Text

Evaluate, assess and connect what you have recorded.

What are the short term/ long term consequences of this character’s motivations and actions? On whom?

Record any questions you have.

Name _____

Student Handout 4

Character	Initial Observations	Stand Out Details	Going Beyond the Text

Name _____

Student Handout 5

Using the *Grand Theft Terra Firma* digital resource, investigate the ideas, beliefs and power of each object listed on the front and back of this handout. Be sure to **read** through the text about each object, and **watch** any added videos associated with the objects to learn more. Be sure to record your understanding of the power of each object, and include details in your own words wherever possible.

Banknote	Canon	Doctrine of Discovery
Gold Pan	Handcuffs	Holy Book
Home Decoration	Hudson Bay Blanket	Medical Advisor

Continued...

Plow	Pre-emption Note	Shotgun
Surveyors Chain	Union Jack	Whiskey Bottle

Think and Reflect

Fill out the following three questions once you have completed your investigation of the power objects.

What is something you learned from your investigation that you will take with you? Explain.

What is a question that you have, based on your investigation of these power objects? Write it below.

Of all the power objects you learned about today, which one do you think had the most power? Why?

Name _____

Student Handout 6

See

Think

Wonder

Analysis of the Action Shot: Moving Mary Jane

Historical Context

There are many stories told throughout British Columbia of Indigenous families removed from their homes and farms at the behest of settlers who wanted prime lands for themselves. This image is inspired by the story told by Leq'á:mél Elder Susan Lewis about her pregnant grandmother who was forced to leave her farm at Tlat-whaas (Norrish Creek) in the 1870s.

She was working in the barn when the police came again, this time with the Indian Agent. They said they were going to move her... They said her farm was needed for one of the big shots with the CPR. Mary Jane said, "This is my place and I have the papers to prove it."

The police and the Indian Agent came back a few days later. They loaded the animals and manhandled Mary Jane onto the sternwheeler that took her up the slough to Lakahahmen.

- As told in Leq'á:mél: Our Land, Our People, published by Leq'á:mél First Nation.



Analysis of the Action Shot: Moving Mary Jane

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Land & Place

Morality Measure

Settler Perspective

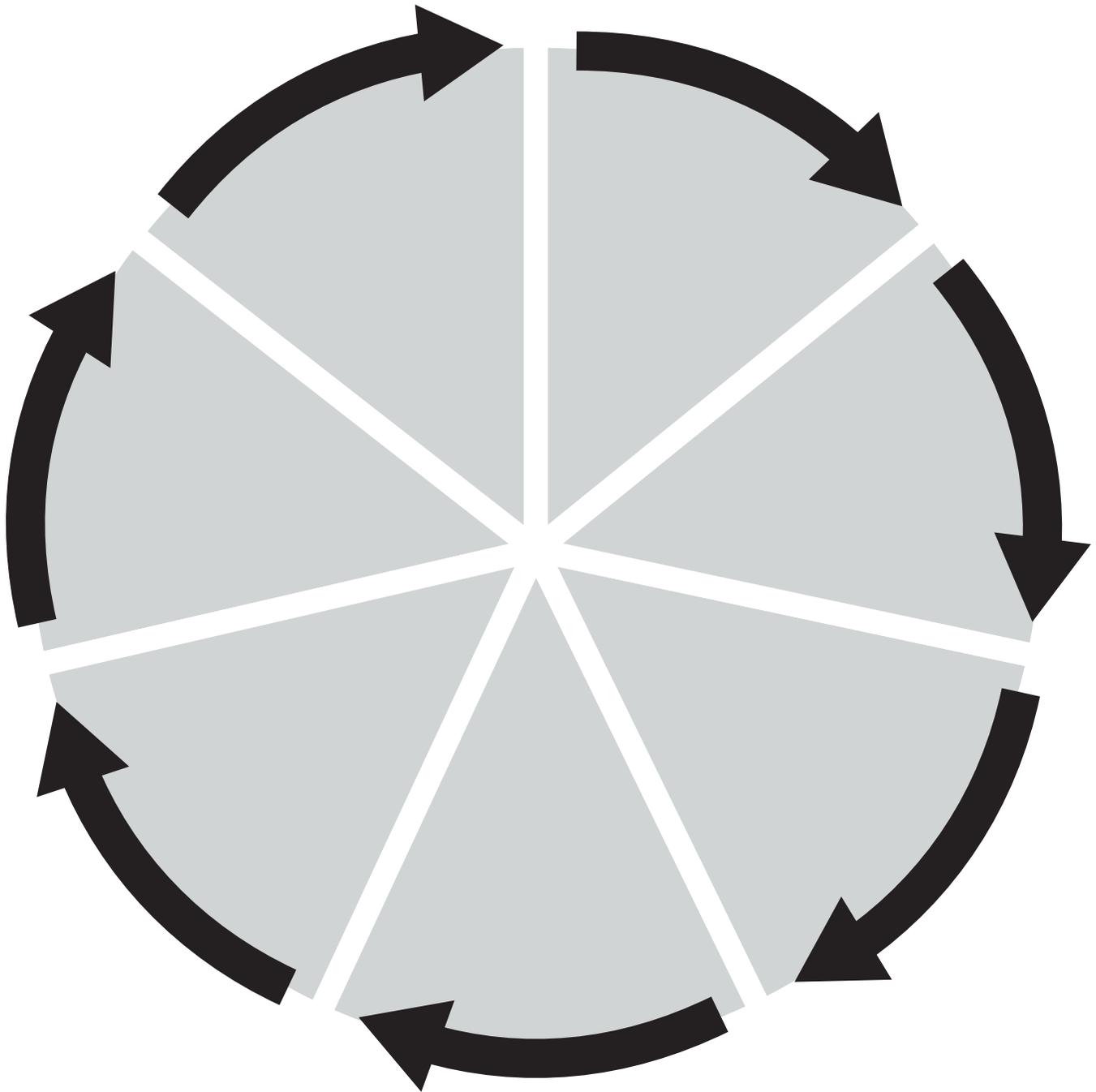
Power Objects

Video Set-up

Police/Indian Agent

Caption

Connections to Context



Analysis of the Action Shot: Mosquitos

Historical Context

This image is based on a story told by a Royal Engineer surveying the prairie around Semá:th Lake. It was July and the mosquitos were “something fearful.” He wore a gauze bag over his head and puffed a short pipe to try and keep the “squitoes” off. Following is the entry for July 27, 1859:

I must not pass over this day without mentioning the kindness of an Indian chief and his family who were fishing near our halt. I had arrived some time before the [mule] train and having tied my horse went to have a chat with them; the old chief’s wife took compassion on my wretched state (due to mosquitos) and having asked my permission, they brought out the paint bag and painted my face and hands with vermilion and certainly the relief was very great; you would have laughed to have seen me painted up like an Indian; after the operation a pipe was lighted and passed round the circle...

My hands, during the last few days, have been so swollen and stiff that I could hardly bend my joints and have had to wrap them in wet towels to be ready for the next day’s work. Two of Darrah’s mules have been blinded and six of our horses were so reduced that we had to turn them out on the prairie and let them take their chance of living. I never saw anything like the state of their skins, one mass of sores.

- From the journal of Lieutenant Charles Wilson, as recounted in *Sappers: The Royal Engineers in British Columbia* by Beth Hill.



Analysis of the Action Shot: Mosquitos

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

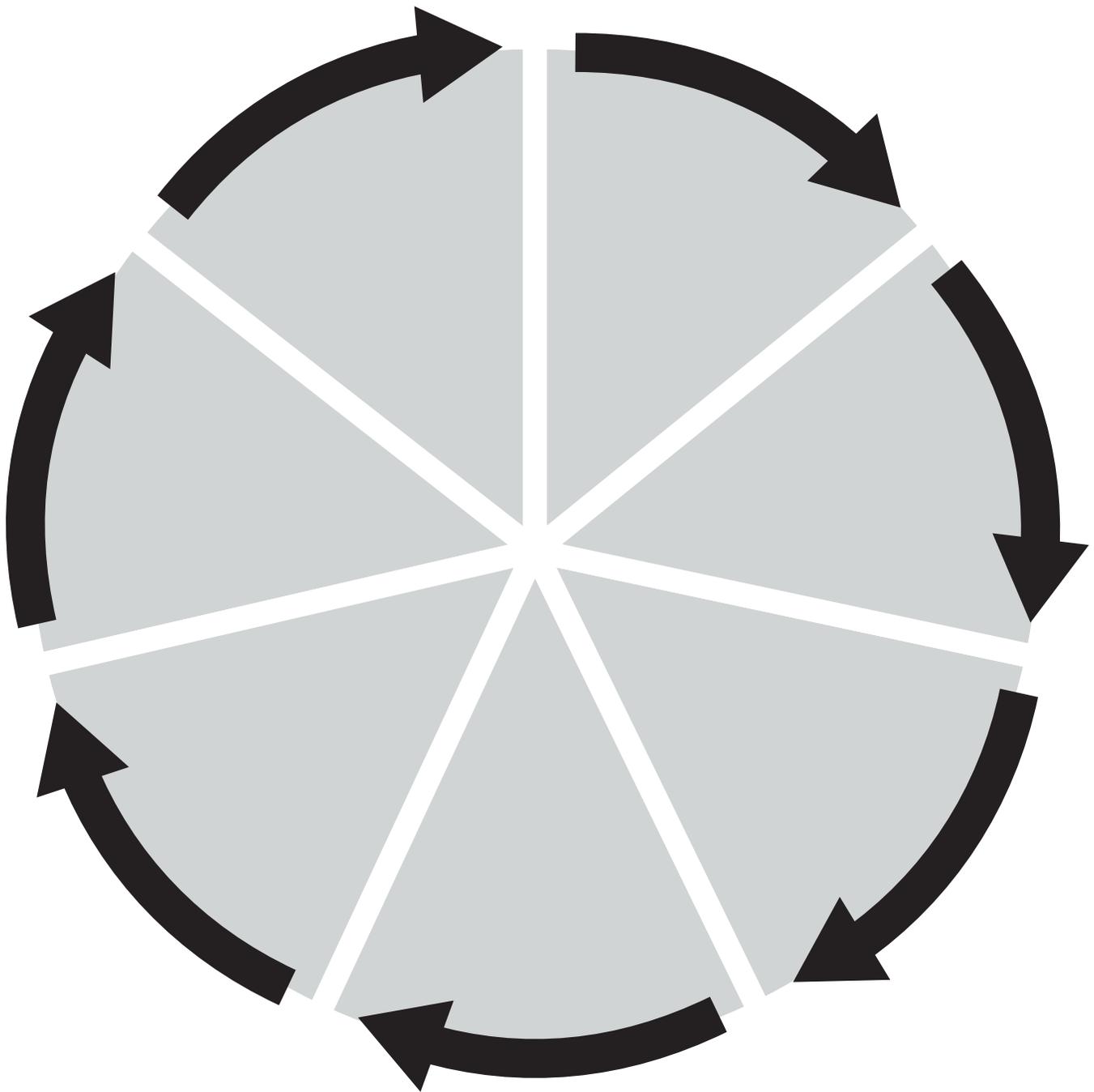
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



Analysis of the Action Shot: Devils Mountain

Historical Context

This image is based on a story recounted in the writings of an Oblate Father who taught at St. Mary's residential school in the 1860s. Following are the words of Father Gendre describing the 1864 school field trip.

Before sending my dear children off on vacation, I had them go for a long walk on the mountain known as "The Devil's." Tradition maintained that whosoever should challenge that fearsome mountain would pay for his foolhardiness with his life. All of the Savages sought to frighten me with ever more sombre and dramatic tales. Thus, my students, who are as superstitious as their fathers, trembled in fear when I proposed we climb the mountain.

... Nearly every day for three months, I attacked their ridiculous superstition and gradually, they grew accustomed to the idea of attempting this endeavour, which could not possibly present any danger, with me. I succeeded in conquering their hereditary superstition. Towards the evening of the 31st of May, we all set off in canoes, with the necessary provisions and we camped that night at the foot of the dreaded mountain on the shores of a magnificent lake. Early the following day, after prayers, we ascended the slope and towards noon we arrived, without a single mishap, at the summit, where none had ever stood before. There, we sang out our triumph and our victory. I was pleased to show these children to what extent their traditions were lies and that only the priest could speak the truth, which he receives from the Great Chief from above.

- From Keith Thor Carlson's *The Power of Place, Problem of Time: Aboriginal Identity and Historical Consciousness in the Cauldron of Colonialism*. (2011)



Analysis of the Action Shot: Devils Mountain

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

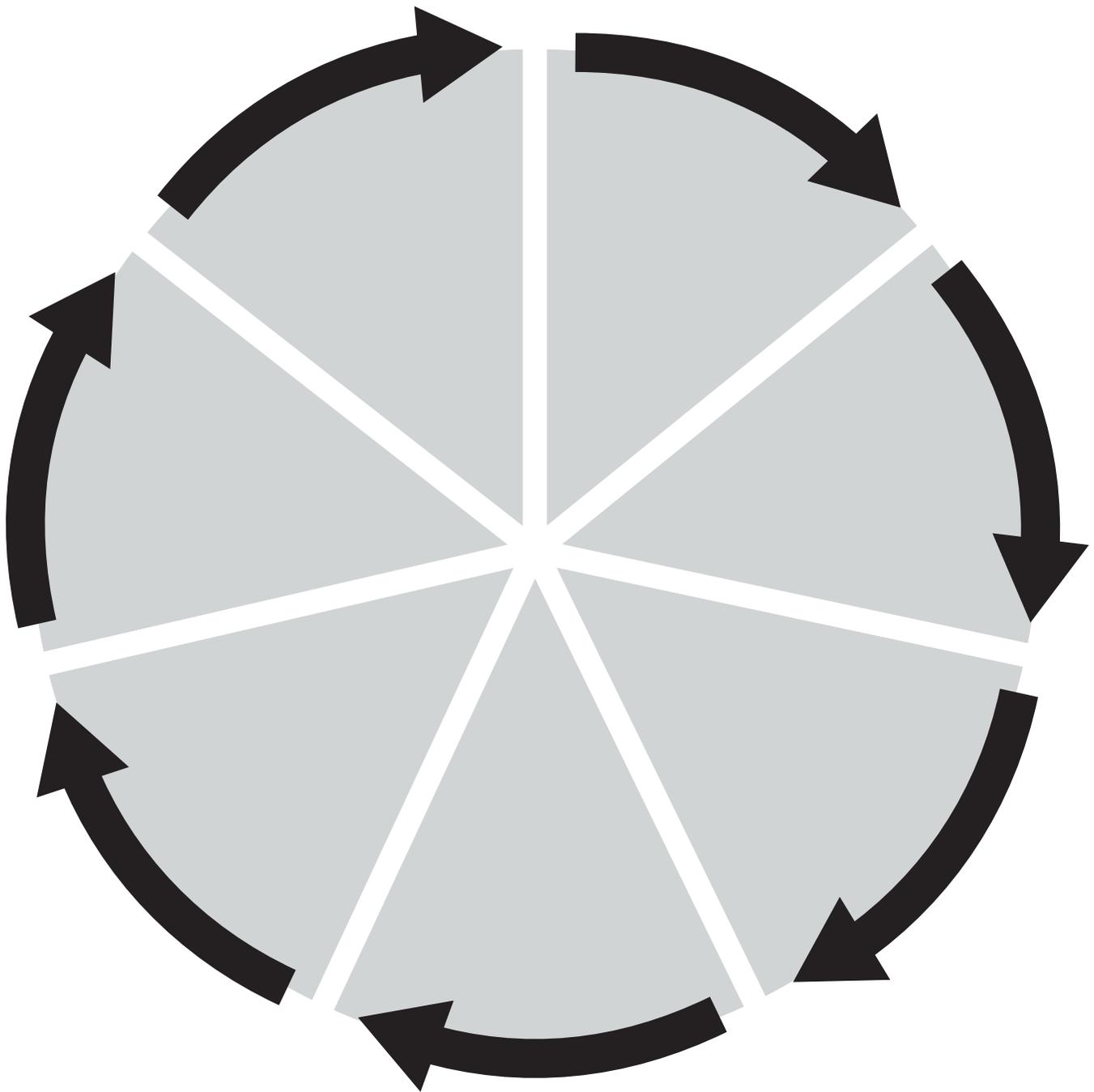
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



Analysis of the Action Shot: Hungry Xwelitem

Historical Context

This image is inspired by the stories told about gold miners who arrived without sufficient supplies. During the winter of 1858, many found themselves starving and at the mercy of the Stó:lō who shared food with them.

In the Halq'eméylem language, the world for people of European descent is Xwelitem. Stó:lō elders explain that Xwelitem translates as “hungry people” or “starving people.” No one remembers exactly when the Stó:lō adopted this term to describe the immigrants who came to their land, but elder Dan Milo was of the opinion that it dates back at least as far as the 1858 gold rush when thousands of poorly provisioned miners arrived in Stó:lō territory. The term continues to be used today and when asked most Stó:lō say it refers to the Xwelitem’s insatiable appetite for land and resources

- From *You Are Asked to Witness: The Stó:lō in Canada’s Pacific Coast History*, Editor Keith Thor Carlson. Stó:lō Heritage Trust, Chilliwack, 1996, p. 54.



Analysis of the Action Shot: Hungry Xwelitem

Each part of the circle represents an aspect of the Action Shot. Use the word bank below, or your own observations, to determine areas of focus for your analysis. Record the focus outside the circle and use point-form analysis to record your thinking inside the circle.

Word Bank

Indigenous Perspective

Power Objects

Video Set-up

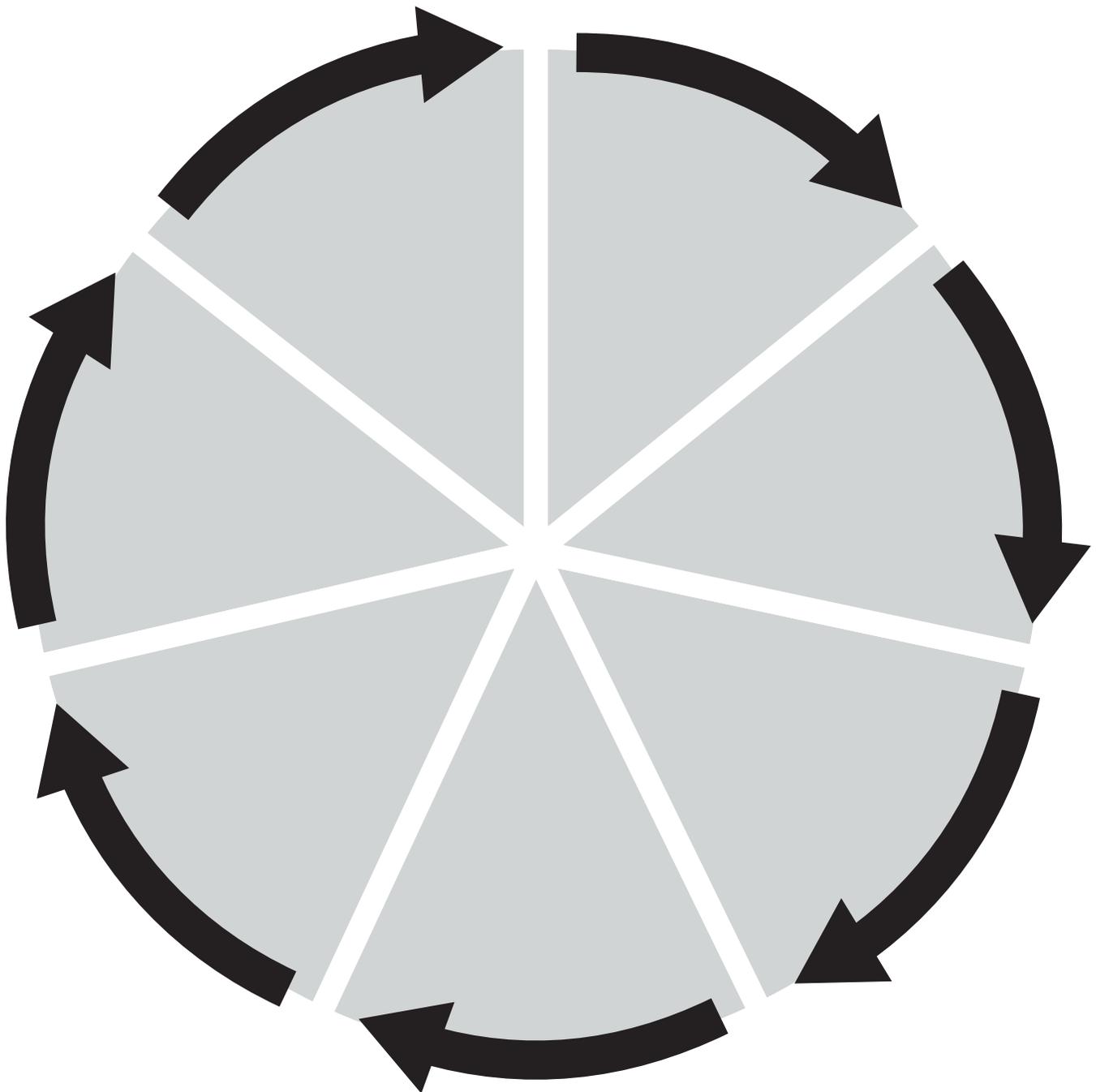
Settler Perspective

Caption

Connections to Context

Land & Place

Morality Measure



Name _____

Support: Agreed, Wanted, Encouraged, Helped, Acted
Condemn: Disagreed, Attacked, Criticized, Stood Against
Excuse: Justified

Student Handout II

Support Who supported the action at the time?	Condemn Who condemned the action at the time?	Excuse Who excused the action at the time?

Name _____

Student Handout 12

Categories of Reflection

Skills: Observation, oral speaking, analysis, or development in an area of critical thinking.

Realizations: Epiphany, awareness, connection between what you thought you knew, and what you now understand.

Worldview and/or perspectives: An Indigenous perspective or worldview that you relate to, connect to, etc.

Knowledge: Information, facts, data, context that explains, connects, helps you to understand the world around you.

How do you relate to what you learned in this digital resource? Explain.

What is your relationship to this learning as a person?

How does what you learned in this digital resource relate to where you live? Explain.

Note that where you live can be interpreted as your immediate community but also more broadly as British Columbia, Canada, North America, Earth, etc.

What is a standout idea, concept, or truth that you will take with you from this digital resource moving forward? Explain.