

*Kindergarten to Grade Nine
Treaty Education Learning Resource
Introductory Information
April, 2015*

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MESSAGE

Welcome to the *Kindergarten to Grade Nine Treaty Education Learning Resource*. This learning resource is provided by the Office of the Treaty Commissioner (OTC) and is one component in the K – 12 Treaty Resource Kit which is Saskatchewan’s and Canada’s first comprehensive treaty resource designed specifically for classroom teaching. The Saskatchewan Ministry of Education has provided financial support for these Treaty Education Resources.

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is designed for teachers. It integrates the treaty content and perspective with Saskatchewan’s curricula and is based on the inquiry method of teaching. It provides information about treaties, First Nations people, and the history of what is now known as Saskatchewan. This learning resource provides sample learning experiences, assessment ideas, and suggested resource materials to support teachers in the development of their lessons.

A chart, with a summary of the integrated treaty education key questions for Kindergarten to Grade Nine is included. This chart gives an overview of the treaty education outcomes and indicators at each grade level.

The Office of the Treaty Commissioner will continue to support teacher and school use of the K – 12 Treaty Resource Kit. This kit is about building a better future for all Saskatchewan people.

Minister of Education

Treaty Commissioner

ACKNOWLEDGEMENTS

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is made possible through the Office of the Treaty Commissioner (OTC) in partnership with the Saskatchewan Ministry of Education, the Treaty Learning Network of Elders, school systems, Treaty Catalyst Teachers, teachers, administrators, consultants, and coordinators.

Throughout the development of materials, OTC recognized the need for resources to align more closely with the provincial curricula. Therefore in 2012, the Ministry and OTC launched the treaty education renewal process. The *Kindergarten to Grade Nine Treaty Education Learning Resource* is intended to supplement and enhance the previous teacher resource materials. It clarifies how to integrate treaty education into grade level and subject area provincial curricula.

The *Kindergarten to Grade Nine Treaty Education Learning Resource* renewal process included the Office of the Treaty Commissioner's Treaty Curriculum Renewal Team (TCRT) whose members were representatives from provincial and First Nations' school systems. These directors, superintendents, consultants, coordinators, principals, and treaty catalyst teachers formed teams to identify provincial subject area outcomes and indicators that directly align with treaty education content and perspectives. Staff from the Ministry of Education's Student Achievement and Supports Branch reviewed the materials.

The OTC is grateful for the input and support of many First Nations Elders, teachers, administrators, and consultants who were involved since the project started in 2000. We extend our heartfelt thanks and appreciation to the teachers and students who participated in the pilot classes. Their input provided valuable feedback. The Ministry of Education provided significant financial support for these initiatives. Elders from each of the First Nations provided invaluable support and guidance. They shared knowledge of their respective First Nations' worldview, culture, and traditional teachings so that teachers and students will be able to understand the treaties from Saskatchewan First Nations' perspectives.

The following Elders were invited according to cultural protocols and agreed to share their wisdom and knowledge. The OTC Elders Advisory Council members are: Nêhiyawak: the late Alma Kytwayhat, Gladys Wapass-Greyeyes, Mike Pinay, and Ray Lavallee; Nahkawé: Dr. Danny Musqua, Thelma Musqua, and Maggie Poochay; Denesûliné: Margaret Reynolds, Paul Sylvestre, and Ermaline Tousaint; Oceti Sakowin: (Nakota) James O'Watch, Wilma Kennedy, and Phyllis Thomson; (Dakota) Bernice Waditaka; and (Lakota) Darlene Speidel.

WHY MANDATORY TREATY EDUCATION?

On December 10, 2007, the Throne Speech for the Province of Saskatchewan announced the provincial government's commitment to mandatory treaty education, *"Treaty education is an important part of forging new ties. There must be an appreciation in the minds of the general public that Treaties are living, breathing documents that continue to bind us to promises made generations ago. This is why my government is committed to making mandatory instruction in history and content of the Treaties in the K-12 curriculum."*

Since then, the Office of the Treaty Commissioner, school systems, and educators across the province have made significant efforts to support mandatory treaty education. The implementation of mandatory treaty education is important because:

- Treaty education is important for students to appreciate Saskatchewan's past, present, and future.
- Treaty education promotes understandings that respect and honour First Nations people.
- The Treaties are the foundation of Canada and the province of Saskatchewan.

We Are All Treaty People. It is important for all students to understand that all people benefit from Treaties 2, 4, 5, 6, 8, and 10 which cover all of what is now Saskatchewan. It is imperative that both the British Crown's and First Nations' history and perspectives are taught in order to respect and establish the treaty relationship that was envisioned at the time of treaty making between First Nations people and other Saskatchewan people.

The values of respect, harmony, peace, empathy, and honesty are the basis for many First Nations peoples' belief systems. Many schools participate in storytelling, dances, discussions, tipi teachings, and activities that honour the Oceti Sakowin (Dakota, Lakota and Nakota), Nahkawé (Saulteaux), Nêhiyawak (Cree), and the Denesûliné (Dene) First Nations' ways of life. These values are considered basic universal values that many other cultures consider important to uphold. The First Nations resource people that are invited into schools acknowledge this fact - that we are all human beings and these values connect us.

The following is a prepared response that teachers can use to explain to parents and community members who question why treaties are being taught in the classroom:

The Provincial Treaty Education Outcomes and Indicators include the history, cultural beliefs, and historical lifestyle of Saskatchewan First Nations people and must be taught. A Kindergarten outcome "the connection that all people have to the land as expressed through stories, traditions, and ceremonies" is a specific outcome for Treaty Education. This outcome is one of the many outcomes in the K – 12 Treaty Education that may be interpreted as First Nations' spirituality. The purpose of this content is to understand the treaties from First Nations perspectives. These teachings are about the First Nations peoples' connection to the land, which formed the basis to their economy and way of life for thousands of years in North America during the First Nations Peoples Era.

Saskatchewan First Nations' Languages and Dialects

The First Nation language terms used throughout the document are: Nêhiyawak (Cree), Nahkawé (Saulteaux), Denesûliné (Dene) and Oceti Sakowin (Dakota, Nakota, Lakota).

First Nations Terms (Pronunciation)			
Nation	Language	Meaning in English	English/French Terms
Iyiniwak (ee yin ně wuk) – All First Nations People	nêhiyawaywin (neh hee ah way win)	The Nêhiyawak language	Cree
Nêhiyawak (neh hee o wuk)	(Y Dialect)	People of the Four Directions	Plains Cree
Nêhinawak (neh hee no wuk)	(N Dialect)	People of the Four Directions	Swampy Cree
Nêhithawak (neh heath no wuk)	(TH Dialect)	People of the Four Directions	Woodland Cree
Anishinabé (ah nish in nah bay) Nahkawé (nuk ah way)	nahkawaywin (nuk ah way win)	The Nahkawé Language The People The First People that came down to be man	Saulteaux (French term)
Denesûliné – (den eh sue shlee-neh)	The Dene Language Saskatchewan's Far North – K Dialect Saskatchewan's Western – T Dialect	The Real People	Dene
Ikce wicasa (ick chay) (wee cha shaw) – All First Nations People (Common people)	Dakota (da kō da)	Those who consider themselves to be kindred	Sioux - (French term)
Oceti Sakowin (oh che tee) (sha go ween)	Nakota (na kō da)	Those who consider themselves to be kindred	Assiniboine – (French term)
The people of the Seven Council Fires	Lakota (la kō da)	Those who consider themselves to be kindred	Stoney (English Term)

Note: Information given by the OTC Elders Advisory Council

OVERVIEW

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is part of the Province of Saskatchewan's goal to ensure that treaty education is being integrated into all subject areas in K-12 education. This is a joint project between the Office of the Treaty Commissioner and the Ministry of Education. Each learning resource is designed to provide teachers with the material and support they need to teach about treaties. The *Kindergarten to Grade Nine Treaty Education Learning Resource* is based on the Saskatchewan Curriculum, the Treaty Education Outcomes and Indicators 2013, and the Treaty Essential Learnings. This resource includes the Treaty Education Outcomes and Indicators chart for the grade level and a chart for each of the four focuses: treaty relationships, spirit and intent, historical context, and treaty promises and provisions. Each chart has the following information: Treaty Essential Learnings, Treaty Education Outcomes and Indicators (note: all outcomes, and all, or some of the indicators are used in the chart for each grade), Subject Area Outcomes and Indicators, Possible Learning Experiences, Assessment Ideas, and First Nations Protocols/Information.

Treaty Education Goals

The Ministry of Education developed the Kindergarten to Grade Twelve Treaty Education Outcomes and Indicators. These outcomes and indicators are organized into four themes. The following four themes are addressed at each grade level: Treaty Relationships, Spirit and Intent, Historical Context, and Treaty Promises and Provisions. The Treaty Education Kindergarten to Grade Nine goals for each theme are as follows:

Treaty Relationships (TR) Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Spirit and Intent of Treaties (SI) Goal: By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

Historical Context (HC) Goal: By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

Treaty Promises and Provisions (TPP) Goal: By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

Treaty Essential Learnings

The Office of the Treaty Commissioner, with its partners, has embarked on an education program to build greater harmony in Saskatchewan by improving the understanding of the treaties and the treaty relationship. With this in mind, the OTC has set about the task of identifying a set of Treaty Essential Learnings (TELs). The TELs are those topics, concepts, and understandings of treaties and the treaty relationship that students are expected to know by the end of Grade 12. The Treaty Essential Learnings are organized into the following:

Treaty Essential Learning #1: The Treaties introduces the treaties and answers the questions: who, what, where, when and why. To become familiar with the intentions of treaties there is need for a better understanding of the implications of the treaties. This learning will introduce the treaty partners of the numbered treaties that cover Saskatchewan.

Treaty Essential Learning #2: The Treaty Relationship continues from the treaties to emphasize that the treaties established a new relationship. The treaties outlined how this relationship was to be honoured and maintained for peace and good order. Both parties to the treaties agreed to responsibilities which would nurture the treaty relationship.

Treaty Essential Learning #3: The Historical Context of Treaties is a chronological list of historical events which affected First Nations peoples and the treaty making process. During the time of treaty-making, the government implemented other policies directed at First Nations peoples. Many of these policies have had negative intergenerational effects. Understanding the historical events will lead to a more informed perspective of the treaty-making era.

Treaty Essential Learning #4: Worldviews gives the reader a better understanding of the differing worldviews of the treaty partners. It is essential to understand the worldviews to understand the differing perspectives involved when interpreting the treaties for implementation.

Treaty Essential Learning #5: Symbolism in Treaty-Making explains the significance of the objects and actions used in treaty-making. The meanings of the symbols are explained.

Treaty Essential Learning #6: Contemporary Treaty Issues is a compilation of some of the issues that have arisen since the time of treaty-making. If the reader has a good understanding of the first five treaty essential learnings they will have enough knowledge to make the connection to the contemporary issues. This greater understanding will equip the reader to make accurate observations of the treaty relationship.

INQUIRY LEARNING

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to a deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods. It engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

Students who are engaged in inquiry:

- Construct deep knowledge and deep understanding rather than passively receiving information
- Are directly involved and engaged in the discovery of new knowledge
- Encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- Adapt new knowledge and skills to new circumstances
- Take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge.

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflection on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, notes, drafts, three-dimensional models, and works of art, photographs, and video footage.

Source: Ministry of Education. (2010). *Saskatchewan Curriculum: English Language Arts 1*. pp. 22-25.

FREQUENTLY ASKED QUESTIONS - TREATY FACTS AND MISCONCEPTIONS

What is a Treaty?

A Treaty is a formal agreement between two parties. The Numbered Treaties, which cover all of Saskatchewan, are formal agreements that created a relationship between the Crown and First Nations. As a result, each party has certain expectations and obligations, both explicit and implicit. The Numbered Treaties provided First Nations with such things as annuities, education, reserves, and protection of their traditional economies, while the Crown acquired the means to open up territories, including modern day Saskatchewan, for settlement, agricultural, and resource development. First Nations and the Federal Government differ, however, in how they view Treaties – First Nations see the Treaties as covenants, while the Federal Government sees them primarily as contracts. First Nations believe that the Treaties are land sharing agreements, witnessed by the Creator, between two sovereign parties that established a permanent relationship. The Federal Government acknowledges their solemnity, but they view the Treaties as land surrender agreements whereby First Nations ceded their territories to the Crown. As well, First Nations believe that the spirit of the agreement is what is most important, including oral commitments, whereas the Federal Government believes the written text is what is most important.

When were Treaties negotiated in Canada?

Treaties have been negotiated in Canada between First Nations and the Crown in both the pre and post Confederation eras. Pre-Confederation Treaties include the Peace and Friendship Treaties on the East Coast, the Treaty of Swegatchy (Southern Quebec), the Murray Treaty of 1760 (Quebec), the Upper Canada Treaties (Southern Ontario), the Robinson Treaties (Ontario), the Douglas Treaties of Vancouver Island, the Selkirk Treaty (Manitoba) and the Manitoulin Island Treaties (Ontario). The first post-1867 Treaty was Treaty 1, which was concluded on August 3, 1871 at the Hudson's Bay Company post, Lower Fort Garry. Treaty 2 was signed on August 21, 1871 at the Manitoba House Post and Treaty 3, or the North-West Angle Treaty, was concluded on October 3, 1873, near the Lake of the Woods. The first of the Treaties in present-day Saskatchewan was Treaty 4, concluded on September 14, 1875 at the Qu'Appelle Lakes. The rest of the Numbered Treaties were concluded between 1876, when Treaty 6 was negotiated, and 1921, when Treaty 11 was concluded. Treaties have also been signed in the modern era, with the negotiation of the James Bay and Northern Quebec Agreement in 1975 and most recently, the Nisga'a Treaty, which was concluded in 1999.

Why were the Numbered Treaties negotiated?

Both First Nations and the Crown had a history of Treaty making prior to first contact. First Nations and Europeans continued the Treaty making approach with each other in order to secure military and trade alliances through 'Peace and Friendship' Treaties during the early colonial period and the fur trade. With the issuing of the Royal Proclamation of 1763 by King George III, official guidelines were established for the acquisition of First Nations land whereby only the Crown could enter into Treaty negotiations with First Nations. The British Crown

then embarked on a series of Treaties with First Nations primarily in Ontario in order to open up areas for settlement, farming, and mining. After Confederation in 1867, the Dominion of Canada looked to the North-West Territories to expand and followed the precedent that had been set for Treaty making. Between 1871 and 1921, eleven Numbered Treaties were negotiated between the Crown and First Nations covering the territories from present-day Ontario to Alberta and portions of British Columbia and the Northwest Territories.

What were the Crown's and First Nations' reasons for wanting a Treaty relationship?

The Crown wanted to establish a relationship with First Nations because they wanted access to the land and resources of western and northern Canada. The western prairies were a large part of Prime Minister John A. Macdonald's 'National Policy', which envisioned the west as an agricultural producing region full of European immigrants. Macdonald's government also needed to complete a railway from Ontario to British Columbia in order to ensure that B.C. would remain in Confederation. The Crown was also afraid of the expansionist tendencies of the United States, who was looking northwards to expand its borders. If Canada did not settle the land in the west, it was conceivable that the Americans would. Canada and the First Nations also wanted to avoid the same type of Indian Wars that were occurring in the United States as the cost had been great, both financially and in lives lost. First Nations had differing reasons for wanting a Treaty relationship with the Crown. During the 1870s, First Nations were going through a period of transition. Diseases, such as small pox, were wiping out large numbers of First Nations people. The decline of the buffalo, the Plains First Nations main source of food, was creating starvation conditions in First Nations communities. The decline of the fur trade was also affecting the livelihood of First Nations in northern areas. With their traditional way of life slowly disappearing, First Nations saw the Treaties as a bridge to the future and a way to provide for their future generations.

What is a Treaty Adhesion?

The Treaty adhesion process was just as significant as the Treaty negotiation process. Adhesions were signed with First Nations throughout the areas dealt with in the initial Treaty negotiations and often continued for several years, sometimes decades, following the negotiations. Treaty adhesions were signed because some bands were not present at the original Treaty negotiations. For example, Little Pine was not present at the Treaty 6 negotiations at Fort Pitt or Fort Carlton in 1876; however Little Pine did adhere to Treaty 6 in 1879 at Fort Walsh. First Nations who adhered to existing Treaties are subject to the same conditions as the original signatories. Likewise, the Crown is also subject to the same conditions and obligations. From the First Nations' perspective, Treaty adhesions are just as significant as the Treaties themselves. Treaty adhesions are sacred agreements that created an ongoing relationship with the Crown, just as the original Treaties.

Who benefits from Treaties?

Treaties benefit all Canadians. Two parties are required to make a Treaty, with both parties having obligations and benefits that derive from the Treaty. In Saskatchewan, the Treaties contained benefits for both settlers and First Nations. First Nations received annuities, education, reserves, as well as farming assistance. Settlers received access to farmland and resources, as well as the peace and goodwill of First Nations.

What is a Treaty Right?

A Treaty Right is a personal or collective entitlement derived from a Treaty. For example, in Saskatchewan, Treaty First Nations have certain entitlements that flow from the Treaties, such as annuities, provisions for land and the right to hunt for themselves and their families. Other Canadians also have rights that come from the Crown signing Treaties, such as the right to settle and make a living on the land agreed to in the Treaties.

What do Treaties mean today?

Treaties are basic building blocks of the relationship between First Nations and the rest of Canada. It is clear that in the past, First Nations and the Crown had differing interpretations on what the Treaties meant. In Saskatchewan, the Government of Canada and the Federation of Saskatchewan Indian Nations have come to a common understanding about Treaties and are now using that understanding to reinvigorate the Treaty relationship. They are building on the relationship created by the Treaties by entering into agreements whereby Treaty First Nations can exercise jurisdiction and governance over their lands and people. Treaties are the building blocks for the future of the relationship between First Nations and the rest of Canada.

Do Status Indians pay taxes?

In general, Aboriginal people in Canada are required to pay taxes on the same basis as other people in Canada, except where the limited exemption under Section 87 of the *Indian Act* applies. Section 87 says that the “personal property of an Indian or a band situated on a reserve” is tax exempt. Inuit and Métis people are not eligible for this exemption and generally do not live on reserves. The exemption in Section 87 of the *Indian Act* has existed since before Confederation. It reflects the unique constitutional and historic place of Aboriginal people in Canada. The courts have held that the exemption is intended to preserve the entitlements of Indian people to their reserve lands, and to ensure that the use of their property on their reserve lands is not eroded by taxes. Employment income earned by a Status Indian working on a reserve is considered tax exempt. The courts have stated that factors such as the location of the duties and residence of the employee and employer must be considered to determine whether the income will be considered tax exempt. The Goods and Services Tax (GST) or Harmonized Sales Tax (HST) generally do not apply to purchases by Status Indians if the purchase is made on a reserve or is delivered to a reserve by the vendor or the vendor’s agent. For answers to particular questions, the relevant statute or appropriate regulations, contact any Canada Customs and Revenue Agency office for publications and more information at <http://www.aadnc-andc.gc.ca/eng/1100100016434/1100100016435>

**KINDERGARTEN TO GRADE FOUR
TREATY EDUCATION - KEY QUESTIONS**

Grade Level	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
Treaty Education Focus	Getting to Know My Community	Learning That We Are All Treaty People	Creating a Strong Foundation Through Treaties	Exploring Challenges and Opportunities in Treaty Making	Understanding How Treaty Promises Have Not Been Kept
Treaty Relationships	How is the diversity of First Nations in Saskatchewan reflected in your classroom/ community?	How does sharing contribute to treaty relationships?	How are treaties the basis of harmonious relationships in which land and resources are shared?	How have the lifestyles of First Nations people changed prior to and after the signing of treaties?	How are relationships affected when treaty promises are kept or broken?
Spirit and Intent	How do the Circle of Life teachings connect us to nature and one another?	How do thoughts influence actions?	How important is honesty when examining one's intentions?	How were the historical worldviews of the British Crown and the First Nations different regarding land ownership?	Why did First Nations' leaders believe there was a benefit to both European education and traditional ways of learning?
Historical Context	How do stories, traditions, and ceremonies connect people to the land?	How do nature and the land meet the needs of people?	How were traditional forms of leadership practiced in First Nations' communities prior to European contact?	How do First Nations and Saskatchewan people benefit from Treaties 2, 4, 5, 6, 8, and 10?	How did First Nations people envision treaty as a means to ensure their livelihood and maintain their languages, cultures, and way of life?
Treaty Promises and Provisions	Why is it important to understand the meaning and significance of keeping promises?	What is meant by <i>We Are All Treaty People</i> ?	Why are the symbols used by the Nêhiyawak, Nahkawé, Nakota and Denesûliné First Nations and the British Crown important in Treaties 2, 4, 5, 6, 8, and 10?	How did the use of different languages in treaty making present challenges and how does that continue to impact people today?	What objectives did the First Nations and the British Crown representatives have when negotiating treaty?

**GRADE FIVE TO NINE
TREATY EDUCATION - KEY QUESTIONS**

Grade Level	Grade Five	Grade Six	Grade Seven	Grade Eight	Grade Nine
Treaty Education Focus	Assessing the Journey in Honouring Treaties	Moving Towards Fulfillment of Treaties	Understanding Treaties in a Contemporary Context	Exploring Treaty Impacts and Alternatives	Understanding Treaties From Around the World
Treaty Relationships	What are the effects of colonization and decolonization on First Nations people?	What structures and processes have been developed for treaty implementation?	To what extent do the Canadian government and First Nations meet their respective treaty obligations?	What was the role of the Métis people in treaty making?	What are the treaty experiences of Indigenous peoples around the world?
Spirit and Intent	How did the symbols used by the British Crown and the First Nations contribute to the treaty making process?	Why is it important to preserve and promote First Nations' languages?	How does First Nation's oral tradition preserve accounts of what was intended by entering into treaty and what transpired?	To what extent have residential schools affected First Nations' communities?	How did worldviews affect the treaty making processes between the British Crown and Indigenous peoples?
Historical Context	Why is First Nation's self-governance important and how is it linked to treaties?	How do urban reserves positively affect all people in Saskatchewan?	How do the <i>Indian Act</i> and its amendments impact the lives of First Nations?	What are the differences and similarities between the Saskatchewan Treaties 2, 4, 5, 6, 8, and 10 and the British Columbia Nisga'a Treaty?	How does treaty making recognize peoples' rights and responsibilities?
Treaty Promises and Provisions	What are the benefits of treaties for all people in Saskatchewan from a contemporary perspective?	How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan, and the Canadian government?	In what ways does the Canadian government disregard First Nations' traditional kinship patterns by implementation of the <i>Indian Act</i> ?	To what extent have the treaty obligations for health and education been honoured and fulfilled?	How effective has treaty making been in addressing the circumstances of Indigenous peoples?

*Grade Nine
Treaty Education Learning Resource
April, 2015*

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Historical Context	How do stories, traditions, and ceremonies connect people to the land?	How do nature and the land meet the needs of people?	How were traditional forms of leadership practiced in First Nations' communities prior to European contact?	How do First Nations and Saskatchewan people benefit from Treaties 2, 4, 5, 6, 8, and 10?	How did First Nations people envision treaty as a means to ensure their livelihood and maintain their languages, cultures, and way of life?
Treaty Promises and Provisions	Why is it important to understand the meaning and significance of keeping promises?	What is meant by <i>We Are All Treaty People</i> ?	Why are the symbols used by the Nêhiyawak, Nahkawé, Nakota and Denesûliné First Nations and the British Crown important in Treaties 2, 4, 5, 6, 8, and 10?	How did the use of different languages in treaty making present challenges and how does that continue to impact people today?	What objectives did the First Nations and the British Crown representatives have when negotiating treaty?

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MINISTRY OF EDUCATION - TREATY EDUCATION OUTCOMES AND INDICATORS 2013

Grade Nine: Understanding Treaties from Around the World

Treaty Relationships	Spirit and Intent	Historical Context	Treaty Promises and Provisions
<p>TR9: Investigate the treaty experiences of Indigenous peoples around the world.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. ➤ Investigate the Canadian government’s response to the UN Declaration of the Rights for Indigenous peoples. ➤ Analyze the motives and actions of countries whose governments’ honour and support treaty relationships. ➤ Analyze the motives and actions of countries whose governments oppress Indigenous peoples. 	<p>SI9: Apply understanding of treaties and treaty making with world Indigenous peoples.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g., New Zealand, Ethiopia, Brazil, Japan). ➤ Analyze the purpose of symbols used in treaty making from Canada to other countries. 	<p>HC9: Analyze how treaty making recognizes peoples’ rights and responsibilities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine treaties involving Indigenous peoples from countries other than Canada (e.g., Treaty of Waitangi). ➤ Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. ➤ Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. ➤ Relate Canada’s treaty making process to their peace keeping role in international affairs. 	<p>TPP9: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate treaties with Indigenous peoples in other countries. ➤ Describe the circumstances that have prompted the negotiation of treaties in other countries. ➤ Analyze the challenges Indigenous peoples face when negotiating treaties.

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Grade Nine: Understanding Treaties from Around the World – Treaty Relationships

Inquiry Question #1: What are the treaty experiences of Indigenous peoples around the world?

Treaty Essential Learnings: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)		
<p>The Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota, and Dakota Nations made treaties with the British Crown (Canadian government). At the time of treaty making First Nations were sovereign nations. First Nations believe they entered into a nation to nation relationship with the Crown. In 1876, the Crown introduced the <i>Indian Act</i> to assimilate and colonize First Nations people. This act negatively impacted the relationship between the Crown and First Nations people. Today, the <i>Indian Act</i> continues to oppress and control First Nations people and communities.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Relationships</p> <p>TR9: Investigate the treaty experiences of Indigenous peoples around the world.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. ➤ Analyze the motives and actions of countries whose governments’ honour and support treaty relationships. New Zealand, Ethiopia, Brazil, Japan, Scandinavia ➤ Analyze the motives and actions of countries whose governments oppress Indigenous peoples. 	<p>Treaty Experiences in Canada and New Zealand</p> <p>Have treaties been made with other Indigenous nations around the world? Has the British Crown made treaties with Indigenous nations in other countries? What is the name of the treaty between the British Crown and the Maori Nation? Have students examine the Saskatchewan Treaty Timeline and the New Zealand Treaty Timeline to determine when the treaties were made in what are now Canada and New Zealand. Have students create a single timeline showing treaties made with Indigenous nations in both Canada and New Zealand.</p> <p>Have students compare and contrast the treaties made in Canada and New Zealand by investigating the following: the names of the treaties, the parties involved, when they were made, the reasons for making treaties and what promises were made by both parties. Why did the British Crown use treaties as a strategy to acquire land and resources from the Indigenous nations (e.g., peaceful resolution)?</p> <p>Ask, what are colonization and assimilation? What mechanisms did the British Crown use to implement its treaty obligations to First Nations people (<i>Indian Act</i> of 1876) in Canada and the Maori people in New Zealand (<i>New Zealand Settlement Act</i> of 1863)? How do these Acts oppress the rights of Indigenous peoples? Explain why the British Crown chose to oppress the Indigenous peoples through assimilation and colonization to gain access to lands and natural resources. Have students discuss whether or not Canada and New Zealand have honored and supported the treaties and the treaty relationship with Indigenous peoples.</p> <p>Social Responsibility to Honour Treaties made in Canada</p> <p>What are rights and responsibilities? Who has rights and responsibilities? What are treaties? Who is responsible for honoring the treaties in Canada? What rights and responsibilities do treaty people (all Canadian citizens) have? Have students read <i>Statement of Treaty Issues: Treaties as a Bridge to the Future</i>, pp.60 -68, (OTC, 1998) to help them understand the treaty relationship envisioned at the time of treaty making and to further their understanding of the treaty relationship today and the possibilities for the future. Discuss ways this relationship can improve. Have students create a representation that explores the social responsibility of Canadians to honour the treaties made between the British Crown and First Nations. Consider these questions: How can treaty relationships improve? Where do the misunderstandings exist? What rights and responsibilities do treaty people (all Canadians) have?</p>	<ul style="list-style-type: none"> • Identify treaties with Indigenous nations in Canada and New Zealand. • Compare and contrast the treaty experiences of Indigenous peoples in Canada and New Zealand. • Analyze the negative impacts of the assimilation policies used by the British Crown to implement treaty obligations to Indigenous nations. • Determine that treaties were used as a strategy by the British Crown to access Indigenous lands and resources. • Compare The <i>Indian Act</i> of 1876 in Canada and <i>New Zealand Settlement Act</i> of 1863 in New Zealand as oppressive measures used to implement the British Crown’s treaty obligations. • Describe the changes made by the Canadian government to improve the treaty relationship with First Nations people today. • Explore the social responsibility of all Canadians to honour the treaties. <p>Consider: How can the learning experiences help us answer the inquiry question?</p> <p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • Saskatchewan First Nations refers to the Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota and Dakota people.
<p>Subject Areas</p> <p>English Language Arts Outcome: CR9.1b View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).</p> <p>Outcome: CC9.1b Create various visual, multimedia, oral, and written texts that explore identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).</p> <p>Social Studies Outcome: DR9.2 Synthesize the significance of key historical events in societies studied.</p> <p>a. Represent in a timeline the key historical events in the societies studied.</p> <p>b. Relate the origins and the repercussions of an event in the history of the societies studied.</p> <p>c. Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.</p> <p>Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p>b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).</p> <p>Outcome: RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.</p> <p>a. Investigate the strategies used to acquire and distribute resources in the societies studied.</p>		
<p>Arts Education Outcome: CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.</p> <p>a. Use inquiry to investigate topics of concern to Indigenous peoples: Summarize research findings to identify central themes (e.g., Indigenous rights, colonization) and topics (e.g., residential schools).</p> <p>Use the Internet and other sources (e.g., print, digital, community) to gather additional information.</p>		

Treaty Relationships – Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

Grade Nine: Understanding Treaties from Around the World – Spirit and Intent

Inquiry Question #2: How did worldviews affect the treaty making processes between the British Crown and Indigenous peoples?

Treaty Essential Learnings: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context), TEL 4 (Worldview), TEL 5 (Symbolism in Treaty Making), TEL 6 (Contemporary Treaty Issues)		
The Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota, and Dakota Nations believe the Creator was witness to the treaties because a sacred pipe ceremony was conducted during treaty negotiations and signing. The pipe symbolizes peace, honesty, and truth. First Nations people have a close relationship with the land. They agreed to share the land with the Crown and the newcomers.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Spirit and Intent</p> <p>SI9: Apply understanding of treaties and treaty making with world Indigenous peoples.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g., New Zealand, Ethiopia, Brazil, Japan). ➢ Analyze the purpose of symbols used in treaty making from Canada to other countries. 	<p>Worldviews Impact the Treaty Making Processes</p> <p>Ask, what is a worldview? Does everyone have the same worldview? Where does our worldview come from? How does your worldview differ from other worldviews? How does worldview affect how you think and do things? Does culture affect your worldview? Show a picture of an optical illusion and have the students identify the different perspectives that exist at the same time. This illustrates that two people with different worldviews can see the same things differently.</p> <p>What treaties were made in what is now Saskatchewan? Who were the parties to these treaties? What treaties were made in what is now New Zealand? Who were the parties to these treaties? What worldviews were present at the time of treaty making in Saskatchewan and New Zealand? Have students research the historical/traditional worldview of First Nations and the British Crown in <i>Treaty Essential Learnings: We are All Treaty People</i>, pp. 26-46, (OTC, 2008) and the Maori worldviews. Have students find points of similarities and differences between the Indigenous (First Nations and Maori) worldviews and make comparisons to the British worldview.</p> <p>How did the First Nations, Maori and British Crown worldviews impact the treaty making processes in Canada and New Zealand? Have students investigate the Saskatchewan treaty making process. See <i>Teaching Treaties in the Classroom, Grades 7-12</i>, pp. 259-263 & 272-282, (OTC, 2002) and the New Zealand treaty making process by examining the following: oral and written traditions, place, and length of negotiations, who was included or excluded, cultural ceremonies, language barriers, who were the interpreters, who were the lead negotiators, and how were the treaty agreements sealed. Discuss the impact of worldview on these treaty making processes.</p> <p>Purpose of Symbols Used in Treaty Making</p> <p>Ask, what is a symbol? What are symbols used for? How long have people used symbols? Brainstorm with the students to create a list of symbols used in their everyday lives. What symbols are used to identify the country in which you live? What is the significance of these symbols? What symbols were used by First Nations and the British Crown at the time of treaty making in Saskatchewan? What did the pipe symbolize for First Nations' culture? Why did the British Crown use their country's flag? What is the significance of the symbols on the flag? What symbols would the Maori have used at the time of treaty making in New Zealand? What is the significance of these symbols? Have students create a symbol illustrating the connection between the symbol and the Maori worldview.</p>	<ul style="list-style-type: none"> • Recognize that different worldviews exist around the world. • Identify the worldviews that were present at the time of treaty making. • Examine the differences and similarities of the Indigenous worldviews in Saskatchewan and New Zealand treaties. • Compare the Indigenous worldviews to the British worldview. • Recognize that worldviews influenced the treaty making processes. • Identify the symbols used in the treaty making process in Saskatchewan and New Zealand. • Determine the significance of symbols used in the treaty making processes. • Discover the connections between worldviews and symbols used at the time of treaty making. <p>Consider: How can the learning experiences help us answer the inquiry question?</p> <p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • Sacred pipe ceremonies continue to be conducted by First Nations in Saskatchewan.
<p>English Language Arts Outcome: CR9.2b Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.</p> <p>Outcome: CR9.6a Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p>		
<p>Social Studies Outcome: IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.</p> <p>d. Construct a comparison of the worldviews of the societies studied.</p> <p>e. Determine reasons for the similarities and differences between the worldviews of two societies studied.</p> <p>Outcome: IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.</p> <p>a. Distinguish the worldviews represented in the literature of a society studied.</p> <p>Outcome: DR9.1 Examine the challenges involved in obtaining information about societies of the past.</p> <p>a. Analyze the advantages and disadvantages of oral accounts as sources of information about historical events.</p> <p>Outcome: DR9.4 Determine the influence of societies of the past on contemporary life in Canada.</p> <p>a. Identify ideas, images, and symbols in contemporary life that have their roots in societies of the past (e.g., political, artistic, recreational, technological, mathematical, and scientific).</p>		
<p>Arts Education Outcome: CP9.12 Solve visual art problems in new and unfamiliar ways.</p> <p>a. Take risks by working in unfamiliar ways (e.g., new ideas, techniques, or media).</p> <p>b. Experiment with new ways of using symbols and manipulation of images.</p>		

Spirit and Intent – Goal: By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

Grade Nine: Understanding Treaties from Around the World – Historical Context

Inquiry Question #3: How does treaty making recognize peoples' rights and responsibilities?

Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)		
<p>First Nations people had natural and spiritual laws that everyone in their communities followed. These laws determined their rights and responsibilities to all of creation and were intended to create honourable and respectful relationships. The Denesúliné, Nêhiyawak, Nahkawé, and Nakota Nations made treaties as peaceful resolutions for thousands of years. When Treaties 2, 4, 5, 6, 8, and 10 were made with the British Crown, First Nations people believed the rights they had prior to treaties would continue. The <i>Indian Act</i> removed rights of First Nations people. Today, First Nations people have some rights reinstated but continue to be controlled by the <i>Indian Act</i>.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Historical Context</p> <p>HC9: Analyze how treaty making recognizes peoples' rights and responsibilities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. ➤ Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries 	<p>Peoples' Rights and Responsibilities</p> <p>Ask, what are rights? What are responsibilities? How are they connected? What are your rights as a citizen of Canada? Examine the Charter of Rights and Freedoms and other human rights codes to identify the rights of Canadian citizens. Are they the same for everyone? When in the history of Canada were some people denied these rights and freedoms? Who did not have the same rights (e.g., First Nations people, women, people with disabilities, people incarcerated)? Why did these people not have the same rights? Have students discuss how they would feel if they were denied these rights. What rights did First Nations and Maori people have before treaty making (they had all the rights and freedoms)? See First Peoples Before European Contact and the Maori Culture and Traditions . If the Charter of Rights and Freedoms had been in effect at the time of treaty making, what rights would have been impacted during treaty making. Why is it necessary to have the Charter of Rights and Freedoms? Whose rights are protected? Have students discuss the importance of understanding the responsibilities that come with rights and freedoms.</p> <p><u>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</u></p> <p>Have students examine if Indigenous peoples' rights were recognized in the New Zealand and Saskatchewan treaty making processes. What rights were denied to Indigenous peoples in Canada and New Zealand? How are Indigenous peoples' rights protected today? Read United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and have students examine and identify the broad themes of rights recognized and protected in the UNDRIP: An Introductory Handbook. Have students create written texts that explain why the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> was created and why Indigenous peoples rights need to be protected now and in the future. Lead a discussion about the need for all peoples to have these rights and why these rights must be protected.</p> <p><u>Comparison of Canada's Treaty Making Process with USA's Military Annexation of Hawaii</u></p> <p>Ask, why would a country choose a peaceful resolution over a non-peaceful resolution in acquiring land? How was Canada's treaty making process with First Nations a peaceful resolution? What are other peaceful means of acquiring land? What are some non-peaceful resolutions (e.g., war, annexation, manipulation, coups, genocide)? How is annexation a non-peaceful resolution to acquiring land? Have students examine how the USA acquired Hawaii. See USA Annexation of Hawaii. Have students compare and contrast Canada's treaty making process with the USA's annexation of Hawaii by answering the following questions: What occurred that precipitated these events? Who were the parties involved? What process was used? What was the impact on the Indigenous peoples? Have students investigate and report how other countries acquired land from Indigenous peoples.</p>	<ul style="list-style-type: none"> • Identify the individual rights and responsibilities outlined in the <i>Charter of Rights and Freedoms</i>. • Compare Canada's process in making treaties to the USA's annexation of Hawaii. • Identify non-peaceful resolutions that countries use to acquire land from Indigenous peoples. • Assess the treatment of Indigenous peoples by imperialistic governments. • Identify the broad themes of rights recognized and protected in the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. <p>Consider: How can the learning experiences help us answer the inquiry question?</p> <p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • First Nations believe their rights and freedoms continue to be marginalized by Canada's assimilation policy the <i>Indian Act</i>.
<p>English Language Arts Outcome: CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).</p> <p>Outcome: CR9.2b Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.</p> <p>Outcome: CC9.2a Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p>		
<p>Social Studies Outcome: PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</p> <p>b. Assess the treatment of indigenous populations by the imperialists in the societies studied.</p> <p>Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p>b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).</p> <p>Outcome: DR9.2 Synthesize the significance of key historical events in societies studied.</p> <p>b. Relate the origins and the repercussions of an event in the history of the societies studied.</p> <p>c. Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.</p>		

Historical Context – Goal: By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

Grade Nine: Understanding Treaties from Around the World – Treaty Promises and Provisions

Inquiry Question #4: How effective has treaty making been in addressing the circumstances of Indigenous peoples?

Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)		
<p>The Denesúliné, Nêhiyawak, Nahkawé, and Nakota Nations wanted to make treaties with the British Crown for peace and friendship, new ways to make a living, and medicines for the many diseases. The British Crown made treaty promises to First Nations people including the right to maintain their way of life. The differences in languages and worldviews created misunderstandings about the treaty promises made in Treaties 2, 4, 5, 6, 8, and 10. The British Crown’s goal was to colonize First Nations people. This devastated First Nation peoples and their communities.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Promises and Provisions</p> <p>TPP9: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate the effectiveness of treaties with Indigenous peoples in other countries. ➤ Describe the circumstances that have prompted the negotiation of treaties in other countries. ➤ Analyze the challenges Indigenous peoples face when negotiating treaties. 	<p>Addressing Indigenous Peoples’ Needs Through Treaty Making</p> <p>Why did the Indigenous peoples in Canada and New Zealand choose to make treaties with the British Crown and vice versa? How were Indigenous peoples and the British Crown’s needs met through treaty making? Have students create a chart illustrating the needs of each party, whether or not these needs were met and how the needs were met through the agreements.</p> <p>Imperialist Worldview and the Impacts on Indigenous Peoples</p> <p>Ask, what is imperialism? How did this imperialistic worldview challenge Indigenous peoples when negotiating treaties? Have students research European Imperialism . See <i>Teaching Treaties in the Classroom, Grades 7-12 pp. 251-256</i>, (OTC, 2002) to examine the impact of imperialism on Indigenous peoples.</p> <p>Effectiveness of Treaties with Indigenous peoples</p> <p>How did the British Crown implement the treaty agreements made with the Indigenous peoples in Canada and New Zealand? What kind of relationship did the British Crown establish with the Indigenous peoples (e.g., colonization and assimilation)? How effective are the treaties in meeting the needs of Indigenous peoples in Canada and New Zealand.</p>	<ul style="list-style-type: none"> • Describe the reasons Indigenous peoples in Canada and New Zealand made treaties with the British Crown. • Analyze the impact of imperialism and colonization on Indigenous peoples in Canada with respect to worldwide. • Assess the effectiveness of treaties with the Indigenous peoples in Canada and worldwide. • Analyze the treatment of Indigenous peoples after making treaties with the British Crown. • Analyze why the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> is needed. Research and explore songs, poetry, visual art, and drama that address challenges and issues faced by Indigenous peoples in the past and today.
<p>Arts Education Outcome: CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.</p> <p>a. Use inquiry to investigate topics of concern to Indigenous peoples:</p> <ul style="list-style-type: none"> ○ Summarize research findings to identify central themes (e.g., Indigenous rights, colonization) and topics (e.g., residential schools). ○ Use the Internet and other sources (e.g., print, digital, community) to gather additional information. ○ Determine central focus and questions to explore independently and collaboratively (e.g., How could we use the arts to help people understand Indigenous rights?). ○ Reflect, analyze, and make connections between the original topic or inquiry question and subsequent arts expressions. 	<p>Using the Arts to Give Voice</p> <p>Play the song Open Wounds by Terry Craig and have a discussion about how colonization has affected Indigenous peoples in Canada. Have students research and explore songs, poetry, visual art, and drama to show how the challenges and issues are addressed through the arts (e.g., Jane Ash Poitras). Have students choose an art medium to create a personal reflection of their learning.</p>	<p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Social Studies Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p>b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).</p> <p>Outcome: PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</p> <p>B. Assess the treatment of indigenous populations by the imperialists in the societies studied.</p> <p>Outcome: IN9.4</p> <p>Determine the influence of worldview on the choices, decisions, and interactions in a society.</p> <p>b. Analyze the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.</p> <p>d. Judge the influence and impact of worldview on the progress or decline of the societies studied.</p>	<p>Why is the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> needed? Have students reflect on the rights of Indigenous peoples outlined in Understanding and Implementing the UNDRIP and analyze how the rights of the Indigenous peoples were affected after treaties with the British Crown. Have students create a visual,/written, or oral representation to share their findings with the class.</p>	<p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • First Nations use traditional and contemporary art to highlight what has happened to their people since the treaties were made (e.g., colonization, racism, oppression, assimilation).

Treaty Promises and Provisions – Goal: By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

TEACHER BACKGROUND INFORMATION

Vocabulary: For the purpose of this document the following two phrases/terms are defined below.

First Nations Peoples Era: refers to the period of time when only First Nations people lived on the land called “The Island” by the Denesûliné, “People’s Island” by the Nêhiyawak, “Turtle Island” by the Nahkawé, and "The Plains" by the Oceti Sakowin now called North America. First Nations peoples believe they lived in North America since time immemorial.

Newcomers: refers to all peoples who arrived, from other countries after the First Nations Peoples Era, to live in what is now known as North America

Treaty Relationships

The experiences of the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations in making treaties with the British Crown (Canadian government) at the time of treaty making was challenging because of differing worldviews. These worldview differences are most significant when interpreting what was agreed to in the treaties. This has contributed to a negative relationship between First Nations and the Canadian government.

The British Crown had several reasons for making treaties with the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations. The British Crown first and foremost wanted access to the land in what is now Saskatchewan.

The British Crown received everything they wanted from First Nations through treaty agreements. They received peace instead of war, access to the land, a railway connected east to west, and stopped American expansion.

Some First Nations struggle to be recognized as the nations they once were prior to treaties. They have been colonized and assimilated into the dominant society and have not mutually benefitted from the treaties made with the Canadian government.

Spirit and Intent

The British Crown’s treaty making processes in Canada and New Zealand have several similarities. The imperialistic worldview of the British Crown dominated treaty negotiations and the implementation of treaty promises to the Indigenous peoples. The implementation of the treaties led to the colonization and oppression of Indigenous peoples. The United Nations recognizes the rights of Indigenous peoples. Indigenous peoples continue to struggle to attain full rights in their respective countries.

The Indigenous peoples in Canada and New Zealand believed that the land was to be shared not owned, sold, or given away. The Indigenous worldview regarding land was not honoured by the British Crown.

The symbols used by Indigenous peoples signified their spiritual beliefs that the Creator was witness to the treaties. The belief that they were put on the land by the Creator to share with all creation is paramount to their treaty agreements.

Historical Context

First Nations made treaties with one another for years prior to the arrival of the newcomers.

The British Crown did not want the expense and human loss associated with war so wanted to make treaties with the Indigenous peoples to avoid war.

The implementation of treaty promises by the British Crown led to the loss of sovereignty that Indigenous peoples had prior to treaties.

In 2007, the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) recognized the inherent rights of Indigenous peoples to survival, dignity and well-being. The Federal Government of Canada and the Government of New Zealand refused to sign the declaration. It was not until November 2010 that Canada officially supported the UNDRIP.

Treaty Promises and Provisions

Colonization and assimilation caused the erosion of Denesûliné, Nêhiyawak, Nahkawé, and Nakota cultures and languages. This contributed to many social, economic, and spiritual concerns and issues faced by First Nation communities today.

The treaties with the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations were beneficial for the British Crown and for New Zealand.

Indigenous peoples of Canada and New Zealand continue to struggle to have the treaty promises implemented to their full extent.

SUGGESTED GRADE NINE RESOURCES

Note: If the suggested resources are not on the Ministry of Education’s recommended learning resources list please refer to the Ministry of Education’s *Learning Resources Evaluation Guide* (2013) or your school/school system’s learning resources evaluation policy.

Recommended Learning Resources - Resources marked with an * are not currently on the Ministry of Education recommended list.

Websites: The websites listed below may not be available because the site may have been discontinued by the organizations listed in the URL. All websites were accessed on 28/01/15.

Treaty Relationships

Aboriginal View of Land Ownership. [Web Blog Post]. Retrieved from

http://www.canadiana.ca/citm/themes/aboriginals/aboriginals3_e.html#view *

1863 New Zealand Settlement Act. [Web Blog Post]. Retrieved from

http://schools.look4.net.nz/history/new_zealand/time_line2/settlement_act

New Zealand Treaty Timeline. [Web Blog Post]. Retrieved from <http://www.nzhistory.net.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849>

Office of the Treaty Commissioner. (2002). *A Timeline of Events Leading to Treaties in Saskatchewan. Teaching Treaties in the Classroom, Grades 7 – 12*, Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Office of the Treaty Commissioner. (1998). *Statement of Treaty Issues: Treaties as a Bridge to the Future*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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