

We Are All Treaty People: *Exploring Treaty Relationships in Canada through A Simulation and Inquiry Project*

- ❖ **Outcomes**
- ❖ **Final Project Instructions**



*“For As Long As the Sun Shines, The Grass Grows and
The Rivers Flow....”*

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Project Outcomes:

- ❖ Students will be able to understand and demonstrate the importance of the quote “We Are All Treaty People”
- ❖ Students will be able to help others understand the importance and responsibility of being a Treaty person
- ❖ Students will be able to demonstrate their own understanding and responsibility in being a Treaty person
- ❖ Students will be able to show how their project connects to Canada’s shared history with its Indigenous people
- ❖ Students will be able to use the knowledge they have gained from the Treaty Simulation and choose a theme they wish to explore
- ❖ Students will be able to tackle real world questions, issues and controversies
- ❖ Students will be able to develop questioning, research and communication skills using primary and secondary resources
- ❖ Students will be able to solve problems and create solutions for their chosen topic of study
- ❖ Students will be able to collaborate with others outside of the classroom and transfer their knowledge beyond the classroom
- ❖ Students will be able to develop a deep understanding of content knowledge
- ❖ Students will be able to participate in a public creation and share their ideas and knowledge

(Adapted from HOW TO: INQUIRY at <http://www.youthlearn.org/learning/planning/lesson-planning/how-inquiry/how-inquiry>)

Project Instructions:

Treaty Relationships in Canada: Final Project

Throughout the semester, you took part in a simulation covering Treaty relationships in Canada. You were all given roles as either the Indigenous peoples or the Government of Canada. Even I had a role as Her Majesty's messenger! We began the simulation with pre contact and the Fur trade, and navigated our way through Treaty Negotiations, the Reserve System, Metis Rebellion, Enfranchisement, Indian Act, Residential Schools, Sixties Scoop, Bill C-31, Truth and Reconciliation, Land Entitlement, Resource Development, Intergenerational Trauma and many other topics. We also touched upon themes of Worldview, Social Contracts, Identity, Stereotypes, Government, Values, Economics, Sovereignty, Decision making and Interdependence.

We ended the semester celebrating the resiliency and successes of Canada's Indigenous peoples and highlighting the paths that could be taken for healing. Together we acknowledged that we are all Treaty people and have a responsibility in understanding our history so that we can honor the past, be aware of the present and make positive changes for the future.



- During this unique journey you were challenged to dig deeper into history and uncover some of the truths and untruths that have been taught about the history of Canada.
- You were given opportunities to use both primary and secondary resources to compare and contrast stories and teachings about the past.
- You had opportunities to hear first hand accounts of events and circumstances regarding Treaty Relationships and the history that is our legacy.
- You were confronted with your own scenarios and perceptions of what you believed happened throughout history and investigated opposing views in order to find ground in which the story might be revealed.
- You were dared to look at your own place in this history and your responsibility in what it means to be a Treaty Person. After all, **WE ARE ALL TREATY PEOPLE!**

The semester was a bit unsettling for some, and a breath of fresh air for others who sought to uncover the stories that have been hidden away from Canadian history. To dig through the perspectives of history that for so long, did not make the text books in regards to Canada's Indigenous peoples. Some of you found personal healing from our studies and some of you have been ignited to create social awareness and change. Others have just begun to ask questions about their own past and role within this history.

It is now time, to choose something that ignited your curiosity and passion and channel it into something incredible.... Good luck!

The goal of your final project is to choose a topic based on what has been studied during our simulation in Native Studies 30.

- You must be able to clearly demonstrate an aspect of learning that has occurred.
- You can choose something we studied in depth or something we have just touched upon.
- The goal of your project should be to dig deeper into the theme or topic and create a piece of work that shows an aspect of the past, present and future.
- There are no limits as to the kind of project you create. This can be done on an individual, group or class level. Choose something you are passionate about.
- You must also use a number of primary and secondary resources to explain the foundation of your project and proper citations of your project should be included with a write up of your project.
- This write up can simply be a page explaining **what you chose to do for you project, why you chose to do the project, what fundamental information you learned that influenced you do the project and what you hope your project will teach others.**
- Ultimately, you should EXPLORE a topic from the perspectives of PAST events and circumstances, IDENTIFY issues or situations that exist in the PRESENT because of these past events, and CREATE solutions or possibilities for healing for the FUTURE.

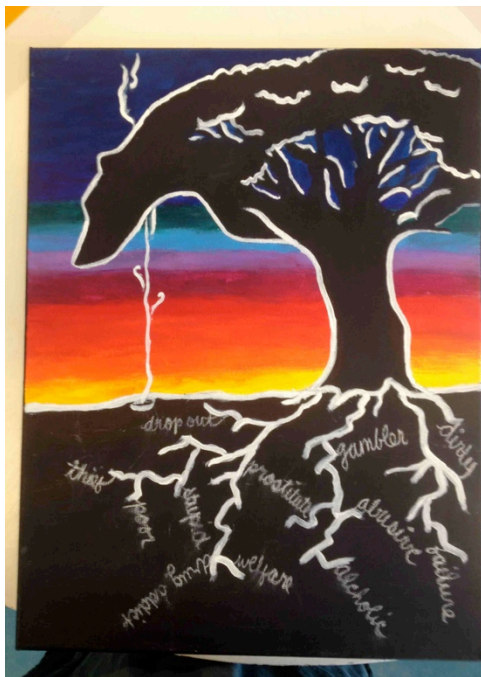


Some topics of study may include:

- Intergenerational Trauma
- Treaty Negotiations
- Reserve System
- Metis Rebellion
- Effects of Enfranchisement
- Impacts of the Indian Act
- Residential Schools
- Sixties Scoop and loss of Identity
- Bill C-31 and recovery of Identity
- Truth and Reconciliation and Healing
- Land Entitlement
- Resource Development
- Breaking through Stereotypes
- Identity
- Traditional Ways of Knowing



Some creative ways to display your learning are:



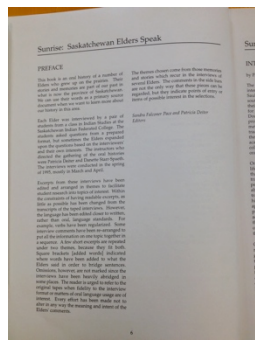
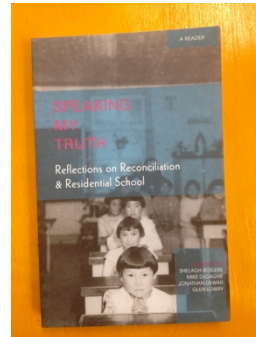
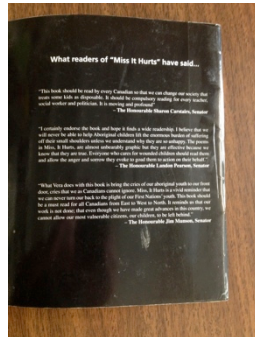
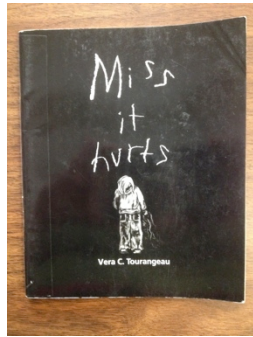
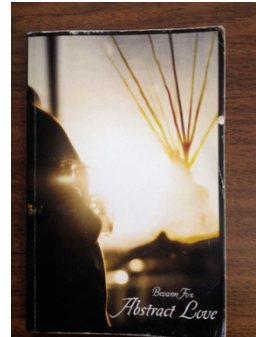
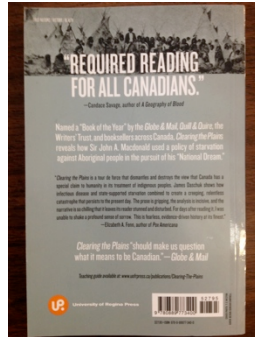
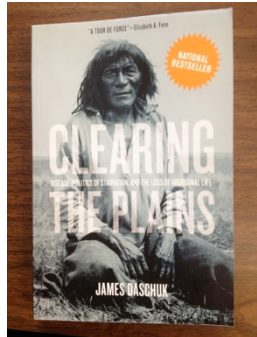
- Social Action Project
- Works of Art
- Abstract Art piece
- Building a construction
- Map of events
- Create a blanket
- Use dark and light colors
- Images from magazines, internet or drawn
- Powerpoint
- Glogster
- TimeToast
- Music video or song
- Medicine wheel
- Painting or drawing or collage
- Poem
- Story
- Memory Box
- Creative Writing
- Story Telling
- Trailer to a movie
- Or any other....

Project Checklist:

- ✓ **Choose a topic to study**
- ✓ **Gather primary and secondary resources to support your topic and answer key questions**
- ✓ **Choose a way to present your findings**
- ✓ **Complete write up to support your project**

Possible Resource List

You may use resources from this list but you are encouraged to seek out some of your own resources both primary and secondary. Remember to record where you have retrieved your information from and give credit to all sources both written and visual.



Canadian Primary Sources in the Classroom

<http://www.begbiecontestsociety.org/canadianPS.html>

Office of the Treaty Commissioner

<http://www.otc.ca/>

Canadian History

<http://www.canadahistory.com/>

Where Are the Children

www.wherethechildren.ca

100 Years of Loss

<http://100yearsofloss.ca/en>

Discover Canada: The Rights and Responsibilities of Citizenship

<http://www.cic.gc.ca/english/resources/publications/discover/section-06.asp>

Indian Act

<http://laws-lois.justice.gc.ca/eng/acts/i-5/>

Canada In The Making

http://www.canadiana.ca/citm/index_e.html

Aboriginal Affairs and Northern Development Canada

<https://www.aadnc-aandc.gc.ca/eng/1100100032501/1100100032506>

Aboriginal Treaties

<http://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties/>

Truth and Reconciliation Commission of Canada

<http://www.otc.ca/>

The Inquiry Process

