

**Author:** Connie Wyatt Anderson

**Grade Level:** 7-12

**Magazine Article:** "The Numbered Treaties" by Wabi Benais Mistatim Equay (Cynthia Bird)

**Theme(s):**

- First Nations, Inuit, & Metis
- Treaty Knowledge

**Subject Area(s):**

- Social Studies
- History
- Geography

**Lesson Overview:** In this lesson students explore the Numbered Treaties with a focus on present relevance, historical and contemporary relationships, and the benefits shared by all Canadians.

**Time Required:** 1 class period

**Historical Thinking Concept(s):**

- Establish historical significance
- Use primary source evidence
- Identify continuity and change
- Analyze cause and consequence
- Take historical perspectives
- Understand the ethical dimension of historical interpretations.

**Learning Outcomes: Students will...**

- Explore the historical and contemporary significance of the Numbered Treaties.
- Recognize the enduring significance of the Treaty relationship.
- Examine their own perspectives regarding the Numbered Treaties.

# The Numbered Treaties

## The Lesson Activity

### *Activating: How will students be prepared for learning?*

- Divide students into groups three or four.
- Pass around/display an image of a Treaty medal (see BLM 1.1).
- Instruct students to study both sides of the medal.
- Ask: What is this? Have you seen this before? What are the images on each side of the medal? What do they represent? What questions do you have?
- Read aloud page 32 article "Artifacts from the Numbered Treaties" from the *Treaties and the Treaty Relationship* issue of *Canada's History* magazine.
- Encourage and lead an all-class discussion.

### *Acquiring: What strategies facilitate learning for groups and individuals?*

- Hand out copies of the BLM 2.1 Anticipation Guide to each student.
- Check for understanding: read aloud the statements in the left-hand column.
- Instruct students to write their initial response. There are no right or wrong answers.
- Invite students to share their initial responses in small or large group discussions.
- Provide an overview of the Numbered Treaties, 1871-1921.
- Encourage questions and discussion.

### *Applying: How will students demonstrate their understanding?*

- Draw students' attention back to the Anticipation Guide.
- Instruct them to complete the "After" section: Circle "I feel the same way" or "I changed my mind."
- Instruct them to complete the "Why" section.
- Invite students to share their responses in small or large group discussions.

### **Materials/Resources:**

- Copy/copies of the *Treaties and Treaty Relationship* issue of *Canada's History* magazine.
- Printed copies of BLM 1.1 and BLM 1.2 – one per student.

### **Extension Activity:**

- Further explore the symbolism in the Treaty medal. Prepare a class bulletin board to display images and student research.

BLM 1.1 Treaty Medal



**BLM 1.2 Anticipation Guide**

Statement	Your Response
<p><i>The Numbered Treaties are historical events that have no relevance on the present.</i></p>	<p>Initial: _____            _____</p> <p>After: I feel the same way (or) I changed my mind</p> <p>Why: _____            _____            _____            _____</p>
<p><i>Prior to Treaty No. 1 in 1871, First Nations and Newcomers had built and maintained relationships.</i></p>	<p>Initial: _____            _____</p> <p>After: I feel the same way (or) I changed my mind</p> <p>Why: _____            _____            _____            _____</p>
<p><i>Only First Nations benefit from the Treaty relationship.</i></p>	<p>Initial: _____            _____</p> <p>After: I feel the same way (or) I changed my mind</p> <p>Why: _____            _____            _____            _____</p>



## Adaptations for grades 3-6

See “Gifts and Symbols” on pages 16 and 17 in the *We Are All Treaty People* issue of *Kayak: Canada’s History Magazine for Kids*.

### Read “Shake on It”

This medal was given starting in 1873. It had an image of a First Nations leader shaking hands with a British officer on one side and a picture of Queen Victoria on the other. It was used until the death of the Queen in 1901. This one was made of pure silver.

### Minds on

Explore the symbolism in the Treaty medal. Focus on the handshake, the symbols of Creation, the buried hatchet.

### Hands on

Have students individually create a class medal symbolizing the relationship between students-students; teacher-students. Display the medals in the classroom for the duration of the year as a symbol of their relevance, guidance, and endurance.