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Grade Level: 7-12

Magazine: The *Treaties and the Treaty Relationship* issue of *Canada's History* magazine.

Theme(s):

- First Nations, Inuit, & Metis
- Treaty Knowledge
- Reconciliation

Subject Area(s):

- Social Studies
- History
- Geography

Lesson Overview: In this lesson students explore the enduring relevance and continued significance of the Treaty relationship in Canada and consider the Treaty relationship as a path toward reconciliation.

Time Required: 1-2 class periods.

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...

- Appreciate and value traditional First Nation territory.
- Explore the historical and contemporary relevance of Treaties.
- Recognize the Treaty relationship as a national experience.
- Examine the Treaty relationship as part of the process of national reconciliation.

Relevance of Treaties Today

The Lesson Activity

Activating: How will students be prepared for learning?

- Read the following excerpt from an October 2016 CBC article:
As Winnipeg Jets fans make their way to their seats and players prepare to stand on home ice for the national anthem, an announcement fills the downtown arena. The message – believed to be a first for an NHL team – says the Jets play on Treaty 1 land which consists of “original territories of Anishinaabe, Cree, Oji-Cree, Dakota, and Dene peoples, and the homeland of the Métis Nation.”*
- Ask: What is this type of public statement called? (Traditional/Territorial Acknowledgement statement, etc.)
- Probe: Have you heard a statement like this before? Does our school have one? (If so, read it). Is the word “Treaty” in our school’s traditional territory acknowledgement statement? Why or why not?
- Encourage and lead an all-class discussion.

Acquiring: What strategies facilitate learning for groups and individuals?

- Divide the class into 8 groups.
- Hand each group the title of an article from *Treaties and the Treaty Relationship* written on a small piece of paper (explain that they are the titles of articles in the *Treaties* issue).
- Instruct a student from each group to read aloud the title.

We Are All Treaty People	Living Well Together
Interpreting the Treaties	Algonquin Territory
Ties of Kinship	Nations in Waiting
The Numbered Treaties	Finding Forgiveness, Building Trust

- Lead an all-class discussion: What themes do you see? What commonalities are there? Focus on particular word/s: kinship; living well; nations in waiting; forgiveness; trust; “We Are All Treaty People.”
- Ask: How are Treaties relevant today?
- Ask: How are Treaties and reconciliation connected?
- Encourage questions and discussion.

Relevance of Treaties Today (continued)

Applying: How will students demonstrate their understanding?

- Pass out copies of the magazine to each group. Instruct them to read their assigned article and write a 50 – 75-word overview.
- Complete BLM 9.1: We Are All Treaty People.
- Instruct a student from each group to read their group’s summary to the class.
- Cut the summary box and tape/affix the article to the appropriate area on the map of Canada.

Materials/Resources:

- Copy/copies of the *Treaties and the Treaty Relationship* issue of *Canada’s History* magazine.
- Article titles from the *Treaties and the Treaty Relationship* issue of *Canada’s History* magazine written on slips of paper (8 titles).
- Large wall map of Canada that students can tape/draw on (consider making a bulletin board display).
- Printed copies of BLM 9.1
- Scissors, tape.

Extension Activity:

- Assign students a Canadian town/city and have them prepare a traditional territory acknowledgment statement based on research of that area’s history between First Nation peoples and newcomers. Include Treaty acknowledgement (if pertinent) and specific First Nation cultures.

BLM 9.1 Relevance of Treaties Today

Article Title:

Article Summary:



Adaptations for grades 3-6

See "Whose is it?"

on pages 18 and 19 in the *We Are All Treaty People* issue of *Kayak: Canada's History Magazine for Kids*.

Read: The city council in St. John's, N.L., starts its meetings with a statement that the province of Newfoundland and Labrador is the unceded land of Beothuk, Mi'kmaq and Labrador Indigenous peoples. Many cities, churches, schools and other organizations across the country are now making First Nation land acknowledgement statements.

Minds on

Explore the meaning and the significance of the phrase "We Are All Treaty People."

Hands on

Have students research several traditional territory acknowledgement statements from across Canada. Write them on sheets of paper and affix them on large map of Canada in the appropriate area/city. Write the phrase "We Are All Treaty People" on a separate sheet of paper, affix it on the map. Link the acknowledgment statements and the phrase with string. Instruct students to write a paragraph explaining the thematic map they created.