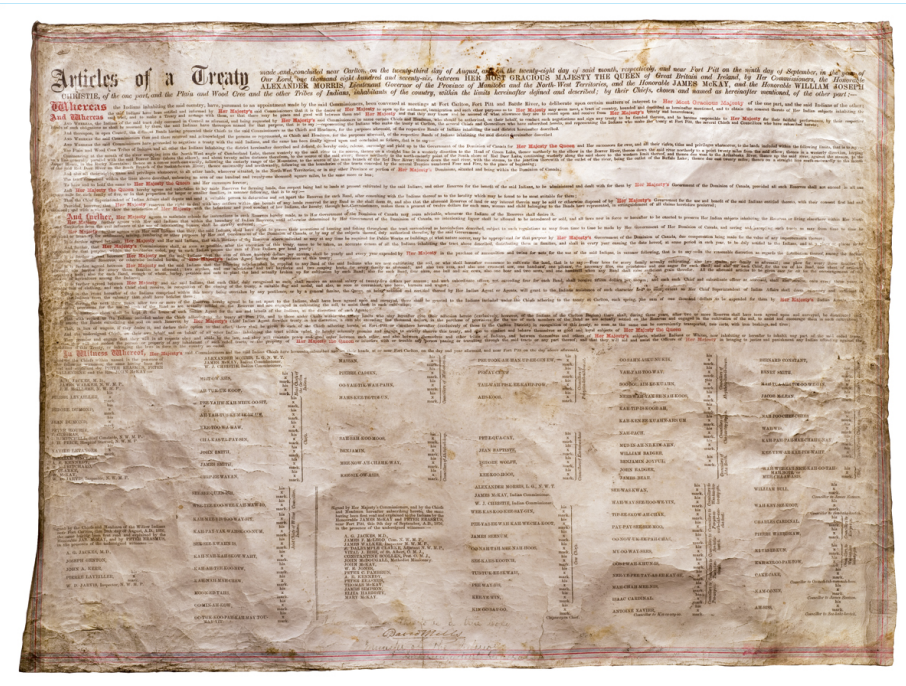




Treaty 6 Education



We Are All Treaty People



(Photo of the original Treaty 6 document)

Big Ideas & Enduring Understandings:

- ❖ Treaties are for everyone in Canada
- ❖ Promises mean responsibility
- ❖ History guides our behavior today

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School Division
No. 202

June 2011

Grade 5

Social Studies

Desired Results

Stage One – What do we want them to learn?

Outcomes & Indicators:

PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.

- a) Explain what a treaty is, and the purpose of a treaty.
- b) Affirm that all Saskatchewan residents are treaty people.
- c) Investigate the spirit and intent of the treaties from the perspective of the Crown and the First Nations in Western Canada.
- d) Undertake an inquiry to examine the extent to which treaty promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all Canadians.

IN5.2 Demonstrate an understanding of the Aboriginal heritage of Canada.

- c) Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans.

Big Ideas & Understandings:

Essential Question:

Treaties are for everyone in Canada

Promises mean responsibility

History guides our behavior today

Why are we all considered treaty people?

Knowledge:

- understand the definition and purpose of a treaty
- treaties are the responsibility of all Canadians, not just Aboriginal peoples
- treaties are old but we are to honor the spirit and intent of the agreements, though there are differing perspectives
- recognize the obligations of treaty 6
- affirm the importance of fulfillment of the promises
- symbols help identify concepts in the treaties when language is not in common

Do:

- explain what a treaty means, including purpose and what was promised
- contribute to a graffiti wall explanation of why everyone is a treaty person
- investigate how promises can be interpreted through role play and read the story of Poundmaker
- use inquiry process to answer a question about land claims
- undertake a project (choice) to reveal understanding through symbols, language or video

EVIDENCE OF UNDERSTANDING
Stage Two – How will we determine what they know?

Assessment:

Summative	Formative
<p>Performance Task: Students will a) write and present a speech, b) design and present a medal, or c) create a video demonstrating what they have learned about treaties.</p>	<p><i>Pre-Assessment:</i> Two corners Graffiti board</p> <p><i>On-going assessments of process:</i> Exit Slip Graphic Organizer (Residential School) Jeopardy game Graffiti wall</p>

LEARNING PLAN
Stage Three – How will we teach?

Lesson 1 – Why are we all treaty people? (Essential Question)

Materials: projector for video, graffiti board (include essential question)

1. Pre-assessment: Students move to one location if they think they are a treaty person and to a different location if they believe they are not.
2. Introduction. Watch the [video](http://www.youtube.com/watch?v=0HbAr5PC4pY) (Horizon School Division, 2010).
3. In small groups, students discuss what they know about treaties now and what they want to learn. Use a graffiti wall to create a visual map of understanding. The graffiti wall will continue to grow and develop over the unit.

Lesson 2 – What is a treaty? Why were they signed?

Materials: projector or laptops (for video viewing), printed copies of appendices, dictionaries, graffiti wall

1. Students look up the word **treaty** in a dictionary: *an arrangement or agreement made by negotiation*, and discuss what they think this means. Share examples to illustrate treaty. Have they ever experienced the concept of ‘treaty’ when asking for something they want?
 Add definitions and stories to the graffiti wall.
2. View videos:
 video: [As Long as the Sun Shines](http://www.youtube.com/watch?v=0HbAr5PC4pY)
 (YouTube <http://youtu.be/VhwZQdaPdo0>)

video: [We Are All Treaty People](http://www.otc.ca/WE_ARE_ALL_TREATY_PEOPLE/)
(http://www.otc.ca/WE_ARE_ALL_TREATY_PEOPLE/)

Break into small groups to discuss the videos with some guiding questions: (assign a recorder in the group to capture the main points in their discussion)

1. What does the concept “treaty” mean to First Nations people? Who are the 4 nations that made agreements in the area that was to become Saskatchewan?
2. Why did the Canadian government want to sign treaties?
3. Why did the Aboriginal people want to sign treaties?
4. Why is it still in existence today and what did Alexander Morris promise on behalf of the Queen?
5. What does the pipe ceremony represent? What is expected of those who participate?
6. What was the significance of the buffalo at the time of treaty signings?
7. How do Canadians benefit today from treaties?

As a whole class, identify the topics they believe should be investigated further. Assign each group a topic to discuss and research in more depth. What questions do they have? Groups determine a way to share their thoughts/finding on the collaborative graffiti wall.

Lesson 3 – Treaty Six

1. Read the story of Chief Poundmaker <http://treaty6education.lskysd.ca/negotiations> and <http://en.wikipedia.org/wiki/Pitikwahanapiwiyin>
 2. Read the story of Chief Big Bear <http://treaty6education.lskysd.ca/bigbear> and <http://treaty6education.lskysd.ca/september1876> and http://en.wikipedia.org/wiki/Big_Bear
 3. Review Treaty Six Basics and map of treaty regions in Saskatchewan.
[Treaty Six Basics](http://treaty6education.lskysd.ca/treaty6basics) (<http://treaty6education.lskysd.ca/treaty6basics>)
[Treaty Regions in Saskatchewan](http://www.fnmr.gov.sk.ca/community/maps/treaties) (map) <http://www.fnmr.gov.sk.ca/community/maps/treaties>
3. Add new information to Graffiti wall in the form of quotes from the chiefs and maps of the area. Pictures, photo copies, speech bubbles, questions, and webs will add a visual dimension to the wall.
4. Exit Slip:
- a) What treaty region do you live in?
 - b) Why are Chief Poundmaker and Chief Big Bear important when discussing the signing of Treaty Six?

Lesson 4 – Broken Promises

1. Refer to Treaty Six Basics resource. Education was promised to First Nations people. They assumed this meant a school on each reserve. Instead, the government found it more efficient to build residential schools in central locations and students were taken from their home reserves and

boarded at these schools. This is one example of a treaty obligation that was not honored as expected by the people.

Background Information: [Aboriginal Treaty Rights](http://esask.uregina.ca/entry/aboriginal_treaty_rights.html) (Encyclopedia of Saskatchewan) (http://esask.uregina.ca/entry/aboriginal_treaty_rights.html)

Options to read:

[A Typical School Day](http://treaty6education.lskysd.ca/schoolday) <http://treaty6education.lskysd.ca/schoolday>

Cheyenne Again by Eve Bunting

Other possible titles regarding residential schools:

1. *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (true novel)
2. *Shi-shi-Etko* by Nicola Campbell (movie available)
3. *Shin-chi's Canoe* (sequel) by Nicola Campbell

Discuss what we can learn about residential schools from personal stories. What questions do we have now?

Possible strategies:

Role Play: Take on the role of Indian Agent coming to the reserve to explain that the children will be taken to a residential school. Other roles can be as parents and children on the reserve, and the chief and council.

Role Play: Take the role of a student returning home to the reserve after being away for a year of schooling. What might it be like that first day back home?

Writing in role: write from the point of view of someone from one of the readings, or from the role play scenarios.

Record observations and questions on Graffiti wall.

Lesson 5 – Spirit and Intent

Read the following two articles with the class. Discuss and pose inquiry.

[Treaty Rights](http://esask.uregina.ca/entry/aboriginal_treaty_rights.html) (http://esask.uregina.ca/entry/aboriginal_treaty_rights.html)

[Information on Land Claims](http://24583.vws.magma.ca/pdf/facts_TLE_2005.pdf) (http://24583.vws.magma.ca/pdf/facts_TLE_2005.pdf)

Inquiry: Students investigate and share with the class a recent treaty settlement or claim, or the answer to question of their own.

Lesson 6- Review

[Jeopardy Game](#) (play slideshow from beginning)

Summative Assessment Task:

Handout: Appendix A Summative Assessment and Rubric

Appendix A
Summative Assessment and Rubric

Choices: Group or individual:

1. Put yourself in a time machine, and go back in time to the late 1800s. Now, imagine that you have been asked to give a speech at the beginning of a treaty signing ceremony. Be sure to address all parties, include benefits both sides will receive, and specific terms of Treaty Six (how long this treaty will last, etc.).

Group:

2. Create a video, similar to the introductory video of this unit, which explains why treaties are important and why we are all treaty people.

Individual:

3. Create a treaty medal on paper and include a story explaining the symbols represented on the medal.

It should include symbols which represent many of the concepts about the treaties learned throughout the unit.

Summative Performance Task Rubric

Student Name: _____

CATEGORY	4	3	2	1
Content /20	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Presentation to class /10	Excellent preparation. Evidence of thorough rehearsal. Clear volume and good eye contact.	Good preparation. Evidence of rehearsal. Good volume and eye contact	Parts of presentation showed some preparation taken. Volume needs to be louder and more eye contact needs to be made.	Requires further preparation. Presentation skills were not very strong.
Collaboration with Peers *group /10	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Use of Class time *individual /10	Class time was used effectively and progress is evident.	Most class time was used effectively. There is some evidence of progress.	Class time was used effectively some of the time. There is some evidence of progress.	Most class time was not used in an effective manner. Little evidence of progress.
Appeal of Final Product /10	The final product was of high quality. The presentation was well prepared and presented.	The final product was of good quality. The presentation showed some preparation.	The final product lacked some essential qualities. The presentation showed little preparation.	The final product requires more effort. The presentation needs more preparation.
Total /50				

Resource Books:

Hadubiak, Maxine. (2010). *The Fur Trade – a Photo Story*. smartstartlearning.com

Hadubiak, Maxine. (2010). *Aboriginal Leaders of Canada: Crusaders for Equality & Treaty Rights*. smartstartlearning.com

Office of the Treaty Committee. (2008) *A Treaty Resource Guide for Grade 5*.

Office of the Treaty Commissioner. (2008) *We are All Treaty People*.

Stanbridge, Joanne. (2005) *Poundmaker: Peace Chief*. Pearson Education Canada

Treaties: A First Nations workbook. (2006). Legend Learning Systems. RedRoad Productions