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| ***Grade Five***  ***Treaty Education Learning Resource***  ***April, 2015*** |

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**KINDERGARTEN TO GRADE FOUR**

**TREATY EDUCATION - KEY QUESTIONS**

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| **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 *We Are All Treaty People?*** | **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**

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| **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 *Indian Act* 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 *Indian Act*?** | **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?** |

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| **MINISTRY OF EDUCATION - TREATY EDUCATION OUTCOMES AND INDICATORS 2013** | | | |
| **Grade Five: Assessing the Journey in Honouring Treaties** | | | |
| **Treaty Relationships** | **Spirit and Intent** | **Historical Context** | **Treaty Promises and Provisions** |
| TR5: Examine the concepts of colonization and decolonization and analyze their effects.  Indicators:   * Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. * Examine effects of racism on relationships among Saskatchewan people. * Investigate the current process of decolonization and the impact this has on all Canadian people. | SI5: Analyze how symbols used by treaty signatories contributed to the treaty making process.  Indicators:   * Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). * Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. * Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). | HC5: Analyze the concept of self-government as it applies to First Nation and Métis people.  Indicators:   * Describe First Nations and Métis political organizations in Canada and Saskatchewan. * Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. * Investigate challenges and opportunities facing First Nation and Métis political organizations today. | TPP5: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.  Indicators:   * Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). * Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. * Investigate contemporary negotiations that support treaties as living agreements. |

**Grade Five: Assessing the Journey in Honouring Treaties – Treaty Relationships**

**Inquiry Question #1: What are the effects of colonization and decolonization on First Nations people?**

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| **Treaty Essential Learnings: TEL 3 (Historical Context) TEL 4 (Worldview) TEL 6 (Contemporary Treaty Issues)** | | |
| First Nations’ leaders who negotiated treaties wanted to maintain their sovereignty as nations. To First Nations people, the treaty promise to continue their way of life meant that they would maintain their languages and cultures. The Nakota, Nahkawé, Nêhiyawak, and the Denesûliné leaders asked for European education so that their children and the children unborn would be able to work with and understand the newcomers. The development and implementation of the *Indian Act of 1876* began to force First Nations’ children into schools that taught the English language and Western culture. Today, education continues to colonize First Nations people through the use of the English language and Western culture. First Nations people continue to struggle to keep their languages and cultures. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Relationships** | **Colonization and Assimilation**  Ask, How would you define colonization? What is the meaning of colonization? Have students work in pairs to brainstorm a working definition of colonization. List and compare student definitions to develop a common understanding of the term “colonization”. What happens when colonization is taking place? How would you define assimilation? What is the meaning of assimilation? Have students work in pairs to brainstorm a working definition of assimilation. List and compare students’ definitions to develop a common understanding of the term “assimilation”. What happens when assimilation is taking place? Who are the colonizers? When is colonization and assimilation used? What do governments want when they use colonization and assimilation to control a group of people? Why do governments colonize and assimilate Indigenous peoples? What strategies do they use? Have students research and examine how governments colonize and assimilate Indigenous peoples.  **The Colonization of First Nations People**  Ask, when did the British Crown begin to colonize First Nations people in Canada? What did the British Crown do? Have students enter pre and post confederation colonial legislation developed and implemented to colonize First Nations people on: *A Timeline of Events Leading To Treaties in Saskatchewan,* (OTC, 2008) using information from *The Historical Context of Treaties in Treaty Essential Learning: We Are All Treaty People,* (OTC, 2008). Why did the Canadian government want to colonize and assimilate First Nations people? What did the Canadian government use to colonize and assimilate First Nations people? Introduce the *Indian Act of 1876*. See (*Indian Act of 1876, pp. 105 – 111*, in *The Indian Act of 1867 Was Not Part of Treaty, A Treaty Resource Guide for Grade 4,* (OTC, 2008) This was the overriding policy developed and implemented to colonize and assimilate First Nation people into mainstream society. What type of education did the government use to assimilate and colonize First Nations children (residential schools)? Lead a discussion about how education socializes and promotes the languages and cultures of the dominant society. Why did the government use education to colonize First Nations children? What impact did/does *The* *Indian Act of 1876* have on First Nations people? See *The Indian Act of 1876 Was Not Part of Treaty, A Treaty Resource Guide for Grade 4*, (OTC, 2008*).* Have students study a First Nations artist who has used his/her art to express the impact the *Indian Act of 1876* has had and continues to have on First Nations people (e.g., Robert Houle, Cheryl Bear, Arthur Bolton, Nadia Myre).  **Colonization/Assimilation and Stereotypes/Racism**  Ask, how would you define stereotyping? How would you define racism? How does colonization and assimilation promote stereotypes and racism? How does racism and stereotyping develop? View the video *Treaties as a Bridge to the Future,* (OTC, 2001).Examine how colonial legislation has promoted negative views about First Nations people. Have students read *Heather, The Learning Circle, pp. 18-23,* (INAC, 2007) and discuss how preconceived negative views about First Nations people are based on ignorance and stereotyping. Why are stereotypes about First Nations people more common than others in Saskatchewan? See *First Nations Peoples and Non-First Nations Society, pp. 20 -26*, in *The First Nations Struggle To Be Recognized, A Treaty Resource Guide for Grade 5,* (OTC, 2008). What can the students do to dispel the stereotypes about First Nations people? Why is “diversity in thought” necessary for positive community well-being? Have students work in groups to create presentations to identify strategies that will support positive relations between First Nations and Non-First Nations people. | * Define colonization and assimilation. * Recognize that the colonization and assimilation policies of the Canadian government impacted First Nations societies in negative ways. * Describe how the Canadian government’s colonization and assimilation policies in *The Indian Act of 1876* impacted First Nations’ societies. * Define stereotyping and racism. * Explain how stereotyping is caused by preconceived negative or hostile views toward a person or group of persons based on ignorance. * Identify strategies that support positive relations between First Nations and Non-First Nations in Saskatchewan. * Examine or analyze ways that the artist depicts colonization through his/her work.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **TR5: Examine the concepts of colonization and decolonization and analyze their effects.**  **Indicators:**   * Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. |
| **Subject Areas** |
| **Arts Education - Outcome: CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.**   1. d. Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists. |
| **English Language Arts - Outcome: CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.**  f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations. |
| **Health - Outcome: USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.**   1. d. Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice). 2. e. Ask questions and seek answers for deeper understanding:    1. How does prejudice develop?    2. Why do some people have realistic self-images while other people have distorted self-images?    3. Why are some stereotypes more common than others?   How is “diversity in thought” necessary for community well-being? |
| **First Nations Protocol/Information** |
| * First Nations people are reviving their languages and cultures through education. Local First Nations schools continue to struggle with the negative impacts of residential schools. |

**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 Five: Assessing the Journey in Honouring Treaties – Spirit and Intent**

**Inquiry Question #2: How did the symbols used by the British Crown and the First Nations contribute to the treaty making process?**

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| **Treaty Essential Learnings:** **TEL 1 (The Treaties)**  **TEL 3 (Historical Context) TEL 4 (Worldview)** | | |
| The pipe ceremony was used at the time of treaty negotiations and the signing of treaty agreements. The pipe symbolizes truth, honesty, and purity of heart. They wanted the Creator to be a witness to the treaty agreements. Symbols showed the connection First Nations people have with nature and the land. These symbols continue to be used today in First Nations’ ceremonies and cultural celebrations. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Spirit and Intent** | **Symbols Used At Treaty Making**  Ask, what are symbols? Why are symbols important? When are symbols used? What symbols do we use in the classroom and school? What symbols are used to identify the province/country in which you live"? What symbol is used in the courts for making the oath to tell the truth (the bible)? What spiritual symbol did First Nations use when negotiating and signing the treaties that signified the truth was to be spoken (the pipe stem)? What other cultural symbols were used at the time of treaty making between the British Crown and First Nations in what is now Saskatchewan? Have students identify and explain the significance of the symbols used at treaty making by the British Crown and First Nations. See *Symbols of Treaty, pp. 95 – 102,* in *The Numbered Treaties in Saskatchewan, A Treaty Resource Guide for Grade 2,* (OTC, 2008). Choose two symbols, one from each Nation (First Nations and British Crown) used at treaty making and compare the significance of the symbols.  **Symbols of Peace and Harmony and Their Significance**  Ask, what symbols are used to depict peace and harmony? What symbols do we use for peace and harmony? Why do we use these symbols? What is the significance of symbols of peace and harmony? Why did First Nations use the phrase “as long as the sun shines, the grass grows, and the waters flow”? Have students investigate and report on the significance of symbols, ceremonies and celebrations that depict the peaceful and harmonious relations between British Crown and the Nakota, Nahkawé, Nêhiyawak, and Denesûliné nations (e.g., pipe ceremony, drum, flag, feasts and festivals, round dances, pow wows, spiritual ceremonies, doves, handshake, or gatherings).  **Symbols Create a Sense of Belonging**  Ask, what are symbols of belonging? What symbols give a sense of belonging to a culture? What symbols are used by provinces and Nations? How do you feel when you connect with these symbols (e.g., a sense of belonging, self-identity, and personal well-being)? Why do symbols create a sense of belonging? How do symbols identify who you are? How do these symbols give you a sense of well-being? Do symbols say something about your culture, values, beliefs, and religion? Have students create a visual representation that reflects a connection between self and others by using symbols used today (e.g., family, culture, religion, province, and/or Nation).  **Living in Peace and Harmony with All of Creation**  Invite a First Nation Elder and/or Traditional Knowledge Keeper to share the Nakota, Nahkawé, Nêhiyawak, and/or the Denesûliné way of living in peace and harmony with all of creation. Explore, with the First Nation Elder or Traditional Knowledge Keeper, the role of the Creator as a witness to treaty agreements. As a class, generate a list of interview questions. Compose a written text (e.g., summary, short essay,) of the First Nation Elder and/or Traditional Knowledge Keeper and how First Nations people live in peace and harmony with all of creation. | * Explain the significance of the symbols used by the British Crown and First Nations at the time of treaty making. * Identify the significance of symbols used by the British Crown and First Nations at the time of treaty making. * Recognize that symbols connect self to others and establish a sense of belonging and identity. * Investigate and explain the significance of ceremonies and celebrations that depict the peaceful and harmonious relations between two sovereign Nations. * Explain how symbols can be used to represent self-identity and belonging. * Analyze and describe how arts can give information about the time and place they are created.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **SI5: Analyze how symbols used by treaty signatories contributed to the treaty making process.**  **Indicators:**   * Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. * Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). |
| **Arts Education - Outcome: CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.**   1. a. Investigate how the arts sometimes reflect or question mainstream values. 2. c. Explain how knowing more about the context in which an arts expression was created can help in understanding the work. |
| **English Language Arts - Outcome: CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).**  h. Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly). |
| **Health - Outcome: USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.**  h. Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one’s self-image. |
| **First Nations Protocol/Information** |
| * The pipe is a significant symbol used in treaty making and often has similar meanings in First Nations cultures. It is important to obtain information about the pipe from Elders/Traditional Knowledge Keepers regarding the spiritual nature of the pipe. |
| **Social Studies - Outcome: DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.**  e. Explain the meaning and origin of a variety of Canadian symbols and consider the purposes of such symbols (e.g., coat of arms, motto, flag, beaver, feather, drum, RCMP, national anthem). |

**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 Five: Assessing the Journey in Honouring Treaties – Historical Context**

**Inquiry Question #3: Why is First Nation’s self-governance important and how is it linked to treaties?**

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| **Treaty Essential Learning: TEL 3 (Historical Context) TEL 4 (Worldview) TEL 6 (Contemporary Treaty Issues)** | | |
| The Nakota, Denesûliné, Nahkawé, and Nêhiyawak were self-governing sovereign Nations prior to the treaties. The Canadian government has ignored the fact that all parties to treaty were Nations who made nation to nation treaty agreements. First Nations were to retain their right to govern themselves as they had for thousands of years. When First Nations veterans returned from serving Canada in World War I and World War II they began to struggle for their rights as treaty people. They wanted the government to honour the treaty promises to First Nations people. They began to establish First Nations’ political organizations to protect and preserve the treaties made between the Nakota, Denesûliné, Nahkawé, Nêhiyawak and the Canadian government in what is now Saskatchewan. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Historical Context** | **Treaties - Nation to Nation Agreements**  Ask, what is a treaty? Who makes treaties (Nations)? What is a sovereign Nation? Inform the students that First Nations peoples lived throughout what is now North America prior to European contact. Where did the many First Nations have their territories? See *The Encyclopedia of the First Peoples Map of America Since Time Immemorial, A Treaty Resource Guide for Kindergarten,* (OTC, 2008). Lead a discussion about treaty agreements as Nation to Nation agreements. What Nations made treaties in what is now Saskatchewan? Inform the students that the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations were recognized as sovereign Nations when making treaties. See *Legacy: Indian Treaty Relationships, pp. 4 – 8*, (Price, 1991) and *The First Nations Struggle to be Recognized,* *A Treaty Resource Guide for Grade 5, pp.35-40*, (OTC, 2008). What legal document in 1763 established First Nations legal right to make decisions about their lands and recognized the nationhood of First Nations? Have students investigate and explain why the Royal Proclamation of 1763 is important to First Nations' governance as they struggle for their rights as sovereign nations. See *Aboriginal Peoples: Building for the Future, p.35*, (Reed,1999).  **First Nations Political Organizations**  Ask, what is a political organization? Why do we have political organizations? Who do political organizations represent? Are political organizations the same? What political organizations represent First Nations people (e.g., Assembly of First Nations (AFN), Federation of Saskatchewan Indian Nations (FSIN), Tribal Council, local Chief and Council)? Have students work in groups to investigate and describe First Nations’ governments (e.g., levels of government, purpose of the organization, who it represents, current leader) and represent, in graphic format, the structure of various levels of government of First Nations in Canada. See <http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/Curriculum/03-04.htm#Contents>  **First Nations Leaders Establish First Nations’ Political Systems and Structures**  Ask, why did First Nations people want their own political systems and structures? See *Legacy: Indian Treaty Relationships, pp. 72 – 73,* (Price, 1991). What political organization represents the First Nations people in the province of Saskatchewan? How was the Federation of Saskatchewan Indian Nations (FSIN) established? Have students research to identify First Nations’ leaders who were instrumental in the establishment of the Federation of Saskatchewan Indian Nations (FSIN) and create a time line representing the establishment of the FSIN to today. See *FSIN History 65th Anniversary Gala Video,*  <http://www.fsin.com/index.php/media-releases/814-fsin-history-65th-anniversary-gala-video->  **Challenges and Opportunities Facing First Nations’ Political Organizations**  Ask, what are some opportunities presented to First Nations’ political organizations? What challenges do First Nations’ political organizations face today? Investigate using print media (e.g., newspapers, journals, magazines) to find one article on challenges or opportunities of First Nations’ governments. Write a paragraph report or essay based on an article on a current challenge or opportunity facing First Nations’ political organizations today. Invite a local First Nation's chief and/or councilor to the class. Have students prepare a list of questions they would like the chief/councilor to answer. | * Recognize that the British Crown, the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné were acknowledged as sovereign nations at the time of treaty making. * Explain why the Royal Proclamation of 1763 is an important document to First Nations’ governments. * Describe the political systems and structures of First Nations’ political organizations in Canada and Saskatchewan. * Recognize that many First Nations lived in what is now North America prior to European contact. * Identify First Nations’ leaders who were instrumental in the establishment of the FSIN political government. * Identify one challenge or opportunity facing First Nations’ political organizations today.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **HC5: Analyze the concept of self-government as it applies to First Nation and Métis people.**  **Indicators:**   * Describe First Nations and Métis political organizations in Canada and Saskatchewan. * Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. * Investigate challenges and opportunities facing First Nation and Métis political organizations today. |
| **English Language Arts - Outcome: CC5.4**  **Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.**  a. Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence. |
| **Social Studies - Outcome: IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.**   1. a. Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, and Arctic. 2. c. Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans.   **Outcome: PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.**  a. Represent, in graphic format, the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments.  b. Investigate the structure of First Nations governments in Canada, using accurate terminology (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations). |
| **First Nations Protocol/Information** |
| * First Nations’ governments continue to struggle to be recognized as nations. * First Nations’ governments are working with provincial and federal governments to fulfill the treaty promises and to revive the treaty relationship envisioned at the time of treaty making. |

**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 Five: Assessing the Journey in Honouring Treaties – Treaty Promises and Provisions**

**Inquiry Question #4: What are the benefits of treaties for all people in Saskatchewan from a contemporary perspective?**

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| **Treaty Essential Learning: TEL 1 (The Treaties) TEL 2 (The Treaty Relationship) TEL 3 (Historical Context) TEL 4 (Worldview) TEL 5 (Symbolism in Treaty Making)** | | |
| Urban reserves provide First Nations people new opportunities to make a living. Land claims for land that was never allocated as promised in the treaties and the land that was either sold or given away by Indian agents makes urban reserves possible. Many First Nations’ businesses owned by First Nations’ tribal councils or individuals operate on urban reserves. The gas bars and confectionaries on urban reserves help First Nations people by providing tax relief on specific goods and services. Many goods and services are required by these businesses. These goods and services are provided by businesses outside the urban reserves. First Nations’ bands make agreements with the city for power, water, and other services. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Promises and Provisions** | **Treaties Benefit all People in Saskatchewan**  Ask, what is a treaty? What treaties were made between the Canadian government (British Crown) and First Nations in Saskatchewan? Why did the Canadian government and the Nakota, Nahkawé, Nêhiyawak, and Denesûliné Nations want to make treaties? See *Reasons for Treaty, pp. 28-31 and 69* in *The Numbered Treaties in Saskatchewan, A Treaty Resource Guide for Grade 2,* (OTC, 2008). Inform the students that First Nations wanted to protect their way of life and ensure their livelihood. The Canadian government wanted land for the newcomers who would be coming to settle on the plains. Both parties made treaty promises; First Nations agreed to share the land to the depth of a plow and the Canadian government promised that First Nations people would maintain their way of life and would learn new ways to ensure their livelihood. Have students identify contemporary results of Saskatchewan Treaties for First Nations (e.g., urban reserves, traditional justice, economic development opportunities, formal European education, agriculture) and the Canadian government (e.g., settlement of newcomers, railway from coast to coast, land and resources).  **Urban Reserves in Saskatchewan**  Ask, what is a First Nation reserve? What is a First Nation urban reserve? How are urban reserves created? Why do First Nations people want urban reserves? What are the benefits of urban reserves to First Nations people and the people of Saskatchewan  See *Background – Urban Reserves: A Quiet Success Story* at <http://www.aadnc-aandc.gc.ca/eng/1100100016331/1100100016332> )? Have students research and explore urban reserves in Saskatchewan and create a visual, multimedia, oral, and/or written text that identifies the benefits of these to all Saskatchewan people.  **Contemporary Negotiations that Support Treaties as Living Agreements**  Ask, what are living agreements? How are treaties made in Saskatchewan between First Nations and the Canadian government living agreements? Why do contemporary negotiations between First Nations and federal, provincial, and municipal governments support the agreements made in Treaties 2, 4, 5, 6, 8, and 10? Have students work in groups to investigate, identify, and describe contemporary negotiations that support treaties as living agreements (e.g., land claims, duty to consult, traditional justice, urban reserves, education tuition agreements, resource sharing, economic opportunities). Have students create an oral presentation to report their findings to the class. Have them answer the question: Why do these contemporary negotiations benefit all Saskatchewan people? Why do these living agreements determine that “W*e Are All Treaty People”*? | * Define what a treaty is. * Explain why the Canadian government (British Crown) and First Nations wanted to make treaties. * Identify contemporary results of Saskatchewan treaties. * Identify urban reserves in Saskatchewan as a contemporary result of Saskatchewan treaties. * Describe the benefits of urban reserves to all Saskatchewan people. * Explain how contemporary negotiations support Saskatchewan treaties as living agreements.   Consider: How can the learning experiences help us answer the inquiry question? |
| **TPP5: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.**  **Indicators:**   * Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). * Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. * Investigate contemporary negotiations that support treaties as living agreements. |
| **English Language Arts - Outcome: CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.**  a. Create spoken, written, and other representations that include:   * + a clear and specific message   + a logical and coherent organization of ideas   + competent use of language and conventions.   b. Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.  **Outcome: CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.**  f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations. |
| **First Nations Protocol** |
| * Urban reserves are important to the revitalization of First Nations’ languages and cultures. Many urban First Nations people have opportunities to participate in cultural celebrations and ceremonies offered through organizations and businesses located on urban reserves. |
| **Social Studies - Outcome: PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada’s federal government.**   1. a. Explain what a treaty is, and the purpose of a treaty.   b. Affirm that all Saskatchewan residents are treaty people. |

**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**

First Nations’ worldviews and cultures are embedded in their languages.

First Nations view the *Indian Act* as a repudiation of the treaty terms. The *Indian Act* is a paternalistic, colonial policy which exerts authority over First Nations and negatively impacts the present relationship between all people in Saskatchewan.

Colonization is an expansion policy, used by developed and powerful nations, to expand their occupation and domination over smaller, weaker nations for the economic good of the home country. Colonial governments gradually weakened the First Nations government structures by the implementation of discriminatory policies aimed at assimilating First Nations people into the dominant society.

The Canadian government implemented the *Indian Act of 1876* to colonize First Nations people. This colonization process included education that forbade First Nations children to speak their languages and engage in cultural traditions.

Policies such as First Nations language programs and inclusion of First Nations content, perspectives, and ways of knowing and doing in public education initiatives have begun to show some success in decolonizing First Nations and non-First Nations people in Saskatchewan.

**Spirit and Intent**

First Nations people believe that participation in the pipe ceremony at the time of treaty negotiation and agreement meant that the parties entered into a solemn agreement, a covenant between the First Nations, the British Crown, and the Creator.

Symbols used at the time of treaty making had significance to the Nakota, Nahkawé, Nêhiyawak, and Denesûliné Nations and the British Crown. They were symbols that embodied their cultures. Flags, treaty medals, and suits were symbols used by the British Crown. The pipe stem, handshake, sun, grass, and water were used by the First Nations.

The symbols used at the time of treaty continue to be used today in First Nations ceremonies and celebrations (e.g., powwows, ceremonies, and give aways).

**Historical Context**

The regional political organization, the Federation of Saskatchewan Indian Nations (FSIN), began under the name of the “Union of Saskatchewan Indians”. The purpose of this organization continues to be the preservation and protection of treaties made between the Nakota, Nahkawé, Denesûliné, and Nêhiyawak Nations, and the British Crown.

The national political organization Assembly of First Nations (AFN) began as the National Indian Brotherhood and continues to represent First Nations across Canada in the preservation of treaties.

First Nations political structures include the AFN, FSIN, Tribal Councils, and local Chiefs and Councils. These governments continue to work for equal and mutual benefits as promised in Treaties 2, 4, 5, 6, 8, and 10.

Chiefs and Councils were established by *Indian Act of 1876* which introduced an electoral system to replace traditional forms of government in First Nations’ communities. These governments’ powers are limited because the *Indian Act* continues to control many aspects of local governments.

**Treaty Promises and Provisions**

The British Crown and the Denesûliné, Nakota, Nahkawé, Nêhiyawak Nations wanted to make treaties which would benefit both parties. The British Crown wanted access to First Nations’ land. First Nations agreed to share the land with the newcomers. First Nations wanted to protect their way of life and to ensure their livelihood as self-sustaining Nations.

First Nations’ land claims were necessary to fulfill the treaty promises for land and to return the land illegally sold or given away by Indian agents. First Nations started to buy land in urban centers. These are called urban reserves today. Urban reserves benefit all Saskatchewan people through the supply and demand for goods and services for businesses located on urban reserves and the economic opportunities for First Nations people.

First Nations continue to work with the federal, provincial, and municipal governments to negotiate agreements that will benefit all Saskatchewan people. First Nations want their people to benefit equally from the treaty agreements.

**SUGGESTED GRADE FIVE 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 Perspectives, Thematic Unit Colonialism and Racism.* [Web Log Post]. Retrieved from <http://www3.nfb.ca/ressources_educatives/0121.pdf> \*

A Brief History of First Nations Colonization. [Web Log Post]. Retrieved from [www.bigsisters.bc.ca/site-bbbs/media/.../First\_Nations\_BC\_History.pdf](http://www.bigsisters.bc.ca/site-bbbs/media/.../First_Nations_BC_History.pdf) \*

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Robertson, D. (2008). The Life of Helen Betty Osborne. Winnipeg, Manitoba: Portage and Main Press. \*

Walking on the Lands of our Ancestors. [Web Log Post]. Retrieved from <http://www.canadashistory.ca/Education/Lesson-Plans/Lesson-Plans/High/Walking-on-the-Lands-of-Our-Ancestors> \*

**Spirit and Intent**

Aboriginal Affairs and Northern Development Canada. (2011). *Claire and Her Grandfather.* Ottawa, Ontario: Aboriginal Affairs and Northern Development Canada. \*

*Cultural Symbols.* [Web Log Post]. Retrieved from <http://www.virtualmuseum.ca/Exhibitions/allensapp/art_resource_guide.pdf>

Horizon School Division*. Creating a Strong Foundations Through Treaties.* [Web Log Post]. Retrieved from <http://hzsd.ca/learningcenter/library/Treaty%20Ed%20Lesson%20Plans/Lesson%20Plans/Grade%202%20Promises%20and%20Provisions> \*

Living Sky School Division. *Creator-Land-People.* [Web Log Post]. Retrieved from <http://treaty6education.lskysd.ca/teachingunits> \*

Office of the Treaty Commissioner. (2008). *The Numbered Treaties in Saskatchewan: A Treaty Resource Guide for Grade 2, (Topic Three and Four).* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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Office of the Treaty Commissioner*.* *Treaty Six Medal.* [Web Log Post]. Retrieved from <http://otctreatyteachermt.wikispaces.com/Grade+2> \*

Office of the Treaty Commissioner*.* *Rebirth of the Drum.*[Web Log Post]. Retrieved from <http://otctreatyteachermt.wikispaces.com/file/view/Rebirth%20of%20the%20Drum-Grades%204%205%206.pdf/158348423/Rebirth%20of%20the%20Drum-Grades%204%205%206.pdf> \*

Office of the Treaty Commissioner*.* *Five Point Star Lesson.* [Web Log Post]. Retrieved from at <http://otctreatyteachermt.wikispaces.com/file/view/Five%20Point%20Star%20Lesson-Grade%206.pdf/134083117/Five%20Point%20Star%20Lesson-Grade%206.pdf> \*

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**Historical Context**

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*Establishment of Chief and Council System - The Indian Act of 1876 - Sections 74 – 86* [Web Log Post]. Retrieved from at <http://laws-lois.justice.gc.ca/eng/acts/i-5/page-27.html> \*

Federation of Saskatchewan Indian Nations.[Web Log Post]. Retrieved from <http://www.fsin.com/> \*

Federation of Saskatchewan Indian Nations. *FSIN History 65th Anniversary Gala Video*[Video File]. Retrieved from <http://www.fsin.com/index.php/communiques/814-fsin-history-65th-anniversary-gala-video-.html> \*

*First Nations Map of Saskatchewan* [Web Log Post]. Retrieved from at <http://www.education.gov.sk.ca/treaty-education/support-resources/tribal-council-websites>

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Reed, K. (1999). *Aboriginal Peoples: Building for the Future.* Toronto,Ontario:Oxford University Press. \*

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