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| ***Grade Nine******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 Nine: Understanding Treaties from Around the World** |
| **Treaty Relationships** | **Spirit and Intent** | **Historical Context** | **Treaty Promises and Provisions** |
| TR9: Investigate the treaty experiences of Indigenous peoples around the world.Indicators:* Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries.
* Investigate the Canadian government’s response to the UN Declaration of the Rights for Indigenous peoples.
* Analyze the motives and actions of countries whose governments’ honour and support treaty relationships.
* Analyze the motives and actions of countries whose governments oppress Indigenous peoples.
 | SI9: Apply understanding of treaties and treaty making with world Indigenous peoples.Indicators:* Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g., New Zealand, Ethiopia, Brazil, Japan).
* Analyze the purpose of symbols used in treaty making from Canada to other countries.
 | HC9: Analyze how treaty making recognizes peoples’ rights and responsibilities.Indicators:* Examine treaties involving Indigenous peoples from countries other than Canada (e.g., Treaty of Waitangi).
* Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution.
* Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries.
* Relate Canada’s treaty making process to their peace keeping role in international affairs.
 | TPP9: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples. Indicators:* Investigate treaties with Indigenous peoples in other countries.
* Describe the circumstances that have prompted the negotiation of treaties in other countries.
* Analyze the challenges Indigenous peoples face when negotiating treaties.
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**Grade Nine: Understanding Treaties from Around the World – Treaty Relationships**

**Inquiry Question #1:** What are the treaty experiences of Indigenous peoples around the world?

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| **Treaty Essential Learnings: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)** |
| The Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota, and Dakota Nations made treaties with the British Crown (Canadian government). At the time of treaty making First Nations were sovereign nations. First Nations believe they entered into a nation to nation relationship with the Crown. In 1876, the Crown introduced the *Indian Act* to assimilate and colonize First Nations people. This act negatively impacted the relationship between the Crown and First Nations people. Today, the *Indian Act* continues to oppress and control First Nations people and communities.  |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Relationships** | **Treaty Experiences in Canada and New Zealand**Have treaties been made with other Indigenous nations around the world? Has the British Crown made treaties with Indigenous nations in other countries? What is the name of the treaty between the British Crown and the Maori Nation? Have students examine the [Saskatchewan Treaty Timeline](http://www.otc.ca/education/we-are-all-treaty-people/treaty-information-sheets)  and the [New Zealand Treaty Timeline](http://www.nzhistory.net.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849) to determine when the treaties were made in what are now Canada and New Zealand. Have students create a single timeline showing treaties made with Indigenous nations in both Canada and New Zealand.Have students compare and contrast the treaties made in Canada and New Zealand by investigating the following: the names of the treaties, the parties involved, when they were made, the reasons for making treaties and what promises were made by both parties. Why did the British Crown use treaties as a strategy to acquire land and resources from the Indigenous nations (e.g., peaceful resolution)? Ask, what are colonization and assimilation? What mechanisms did the British Crown use to implement its treaty obligations to First Nations people (*Indian Act* of 1876) in Canada and the Maori people in New Zealand (*New Zealand Settlement Act* of 1863)? How do these Actsoppress the rights of Indigenous peoples?Explain why the British Crown chose to oppress the Indigenous peoples through assimilation and colonization to gain access to lands and natural resources. Have students discuss whether or not Canada and New Zealand have honored and supported the treaties and the treaty relationship with Indigenous peoples. **Social Responsibility to Honour Treaties made in Canada** What are rights and responsibilities? Who has rights and responsibilities? What are treaties? Who is responsible for honoring the treaties in Canada? What rights and responsibilities do treaty people (all Canadian citizens) have? Have students read *Statement of Treaty Issues: Treaties as a Bridge to the Future,*  *pp.60 -68*, (OTC, 1998) to help them understand the treaty relationship envisioned at the time of treaty making and to further their understanding of the treaty relationship today and the possibilities for the future. Discuss ways this relationship can improve. Have students create a representation that explores the social responsibility of Canadians to honour the treaties made between the British Crown and First Nations. Consider these questions: How can treaty relationships improve? Where do the misunderstandings exist? What rights and responsibilities do treaty people (all Canadians) have? | * Identify treaties with Indigenous nations in Canada and New Zealand.
* Compare and contrast the treaty experiences of Indigenous peoples in Canada and New Zealand.
* Analyze the negative impacts of the assimilation policies used by the British Crown to implement treaty obligations to Indigenous nations.
* Determine that treaties were used as a strategy by the British Crown to access Indigenous lands and resources.
* Compare The *Indian Act* of 1876 in Canada and *New Zealand Settlement Act* of 1863 in New Zealandas oppressive measures used to implement the British Crown’s treaty obligations.
* Describe the changes made by the Canadian government to improve the treaty relationship with First Nations people today.
* Explore the social responsibility of all Canadians to honour the treaties.

**Consider:** How can the learning experiences help us answer theinquiry question? |
| **TR9: Investigate the treaty experiences of Indigenous peoples around the world.****Indicators:*** Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries.
* Analyze the motives and actions of countries whose governments’ honour and support treaty relationships. New Zealand, Ethiopia, Brazil, Japan, Scandinavia
* Analyze the motives and actions of countries whose governments oppress Indigenous peoples.
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| **Subject Areas** |
| **English Language Arts Outcome: CR9.1b View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).****Outcome: CC9.1b Create various visual, multimedia, oral, and written texts that explore identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).**  |
| **Social Studies Outcome: DR9.2 Synthesize the significance of key historical events in societies studied.** 1. a. Represent in a timeline the key historical events in the societies studied.
2. b. Relate the origins and the repercussions of an event in the history of the societies studied.
3. c. Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.

**Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.** b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership). **Outcome: RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.** 1. a. Investigate the strategies used to acquire and distribute resources in the societies studied.
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| **First Nations Protocol/Information** |
| * Saskatchewan First Nationsrefers to the Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota and Dakota people.
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| **Arts Education Outcome: CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.** a. Use inquiry to investigate topics of concern to Indigenous peoples: Summarize research findings to identify central themes (e.g., Indigenous rights. colonization) and topics (e.g., residential schools).Use the Internet and other sources (e.g., print, digital, community) to gather additional information. |

**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 Nine: Understanding Treaties from Around the World – Spirit and Intent**

**Inquiry Question #2:** How did worldviews affect the treaty making processes between the British Crown and Indigenous peoples?

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| **Treaty Essential Learnings:** **TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 5 (Symbolism in Treaty Making, TEL 6 (Contemporary Treaty Issues)** |
| The Denesûliné, Nêhiyawak, Nahkawé, Nakota, Lakota, and Dakota Nations believe the Creator was witness to the treaties because a sacred pipe ceremony was conducted during treaty negotiations and signing. The pipe symbolizes peace, honesty, and truth. First Nations people have a close relationship with the land. They agreed to share the land with the Crown and the newcomers.  |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Spirit and Intent** | **Worldviews Impact the Treaty Making Processes**Ask, what is a worldview? Does everyone have the same worldview? Where does our worldview come from? How does your worldview differ from other worldviews? How does worldview affect how you think and do things? Does culture affect your worldview? Show a picture of an optical illusion and have the students identify the different perspectives that exist at the same time. This illustrates that two people with different worldviews can see the same things differently.What treaties were made in what is now Saskatchewan? Who were the parties to these treaties? What treaties were made in what is now New Zealand? Who were the parties to these treaties? What worldviews were present at the time of treaty making in Saskatchewan and New Zealand? Have students research the historical/traditional worldview of [First Nations](http://www.otc.ca/publications) and the [British Crown](http://www.otc.ca/publications) in *Treaty Essential Learnings: We are All Treaty People, pp. 26-46*, (OTC, 2008) and the [Maori](http://www.teara.govt.nz/en/te-ao-marama-the-natural-world/page-1) worldviews. Have students find points of similarities and differences between the Indigenous (First Nations and Maori) worldviews and make comparisons to the British worldview.How did the First Nations, Maori and British Crown worldviews impact the treaty making processes in Canada and New Zealand? Have students investigate the [Saskatchewan treaty making process](http://www.otc.ca/publications) . See *Teaching Treaties in the Classroom, Grades 7-12, pp. 259-263 & 272-282,* (OTC, 2002) and the [New Zealand treaty making process](http://www.nzhistory.net.nz/politics/treaty-of-waitangi) by examining the following: oral and written traditions, place, and length of negotiations, who was included or excluded, cultural ceremonies, language barriers, who were the interpreters, who were the lead negotiators, and how were the treaty agreements sealed. Discuss the impact of worldview on these treaty making processes.**Purpose of Symbols Used in Treaty Making**Ask, what is a symbol? What are symbols used for? How long have people used symbols? Brainstorm with the students to create a list of symbols used in their everyday lives. What symbols are used to identify the country in which you live? What is the significance of these symbols? What symbols were used by First Nations and the British Crown at the time of treaty making in Saskatchewan? What did the pipe symbolize for First Nations’ culture? Why did the British Crown use their country’s flag? What is the significance of the symbols on the flag? What symbols would the Maori have used at the time of treaty making in New Zealand? What is the significance of these symbols? Have students create a symbol illustrating the connection between the symbol and the Maori worldview.  | * Recognize that different worldviews exist around the world.
* Identify the worldviews that were present at the time of treaty making.
* Examine the differences and similarities of the Indigenous worldviews in Saskatchewan and New Zealand treaties.
* Compare the Indigenous worldviews to the British worldview.
* Recognize that worldviews influenced the treaty making processes.
* Identify the symbols used in the treaty making process in Saskatchewan and New Zealand.
* Determine the significance of symbols used in the treaty making processes.
* Discover the connections between worldviews and symbols used at the time of treaty making.

 **Consider:** How can the learning experiences help us answer theinquiry question? |
| **SI9: Apply understanding of treaties and treaty making with world Indigenous peoples.****Indicators:*** Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g., New Zealand, Ethiopia, Brazil, Japan).
* Analyze the purpose of symbols used in treaty making from Canada to other countries.
 |
| **English Language Arts Outcome: CR9.2b Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.** **Outcome: CR9.6a Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.**  |
| **Social Studies Outcome: IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.** d. Construct a comparison of the worldviews of the societies studied.e. Determine reasons for the similarities and differences between the worldviews of two societies studied.**Outcome: IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.** 1. a. Distinguish the worldviews represented in the literature of a society studied.

**Outcome: DR9.1 Examine the challenges involved in obtaining information about societies of the past.** 1. a. Analyze the advantages and disadvantages of oral accounts as sources of information about historical events.

**Outcome: DR9.4 Determine the influence of societies of the past on contemporary life in Canada.** a. Identify ideas, images, and symbols in contemporary life that have their roots in societies of the past (e.g., political, artistic, recreational, technological, mathematical, and scientific).  |
| **First Nations Protocol/Information** |
| * Sacred pipe ceremonies continue to be conducted by First Nations in Saskatchewan.
 |
|  **Arts Education Outcome: CP9.12 Solve visual art problems in new and unfamiliar ways.** 1. a. Take risks by working in unfamiliar ways (e.g., new ideas, techniques, or media).
2. b. Experiment with new ways of using symbols and manipulation of images.
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**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 Nine: Understanding Treaties from Around the World – Historical Context**

**Inquiry Question #3:** How does treaty making recognize peoples’ rights and responsibilities**?**

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| **Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)** |
| First Nations people had natural and spiritual laws that everyone in their communities followed. These laws determined their rights and responsibilities to all of creation and were intended to create honourable and respectful relationships. The Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations made treaties as peaceful resolutions for thousands of years. When Treaties 2, 4, 5, 6, 8, and 10 were made with the British Crown, First Nations people believed the rights they had prior to treaties would continue. The *Indian Act* removed rights of First Nations people. Today, First Nations people have some rights reinstated but continue to be controlled by the *Indian Act.* |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Historical Context** | **Peoples’ Rights and Responsibilities** Ask, what are rights? What are responsibilities? How are they connected? What are your rights as a citizen of Canada? Examine the [*Charter of Rights and Freedoms*](http://www.charterofrights.ca/en/02_00_01) and other human rights codes to identify the rights of Canadian citizens. Are they the same for everyone? When in the history of Canada were some people denied these rights and freedoms? Who did not have the same rights (e.g., First Nations people, women, people with disabilities, people incarcerated)? Why did these people not have the same rights? Have students discuss how they would feel if they were denied these rights. What rights did First Nations and Maori people have before treaty making (they had all the rights and freedoms)? See [First Peoples Before European Contact](http://firstpeoplesofcanada.com/fp_groups/fp_groups_overview.html) and the [Maori Culture and Traditions](http://www.maori.org.nz/) . If the Charter of Rights and Freedoms had been in effect at the time of treaty making, what rights would have been impacted during treaty making. Why is it necessary to have the Charter of Rights and Freedoms? Whose rights are protected? Have students discuss the importance of understanding the responsibilities that come with rights and freedoms.***United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP)** Have students examine if Indigenous peoples’ rights were recognized in the New Zealand and Saskatchewan treaty making processes. What rights were denied to Indigenous peoples in Canada and New Zealand? How are Indigenous peoples’ rights protected today? Read [*United Nations Declaration on the Rights of Indigenous Peoples*](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf) (UNDRIP) and have students examine and identify the broad themes of rights recognized and protected in the [*UNDRIP: An Introductory Handbook*](http://www.indigenousbar.ca/pdf/undrip_handbook.pdf)*.* Have students create written texts that explain why the *United Nations Declaration on the Rights of Indigenous Peoples* was created and why Indigenous peoples rights need to be protected now and in the future. Lead a discussion about the need for all peoples to have these rights and why these rights must be protected.**Comparison of Canada’s Treaty Making Process with USA’s Military Annexation of Hawaii**Ask, why would a country choose a peaceful resolution over a non-peaceful resolution in acquiring land? How was Canada’s treaty making process with First Nations a peaceful resolution? What are other peaceful means of acquiring land? What are some non-peaceful resolutions (e.g., war, annexation, manipulation, coups, genocide)? How is annexation a non-peaceful resolution to acquiring land? Have students examine how the USA acquired Hawaii. See [USA Annexationof Hawaii](http://www.faqs.org/minorities/North-America/Hawaiians-Indigenous.html). Have students compare and contrast Canada’s treaty making process with the USA’s annexation of Hawaii by answering the following questions: What occurred that precipitated these events? Who were the parties involved? What process was used? What was the impact on the Indigenous peoples? Have students investigate and report how other countries acquired land from Indigenous peoples. | * Identify the individual rights and responsibilities outlined in the *Charter of Rights and Freedoms.*
* Compare Canada’s process in making treaties to the USA’s annexation of Hawaii.
* Identify non-peaceful resolutions that countries use to acquire land from Indigenous peoples.
* Assess the treatment of Indigenous peoples by imperialistic governments.
* Identify the broad themes of rights recognized and protected in the *United Nations Declaration on the Rights of Indigenous Peoples.*

**Consider:** How can the learning experiences help us answer theinquiry question? |
| **HC9: Analyze how treaty making recognizes peoples’ rights and responsibilities.****Indicators:*** Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution.
* Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries
 |
| **English Language Arts Outcome: CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).** **Outcome: CR9.2b Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.** **Outcome: CC9.2a Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.** |
| **First Nations Protocol/Information** |
| **Social Studies Outcome: PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.** 1. b. Assess the treatment of indigenous populations by the imperialists in the societies studied.

**Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.** b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).**Outcome: DR9.2 Synthesize the significance of key historical events in societies studied.** 1. b. Relate the origins and the repercussions of an event in the history of the societies studied.

c. Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era. | * First Nations believe their rights and freedoms continue to be marginalized by Canada’s assimilation policy the *Indian Act*.
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**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 Nine: Understanding Treaties from Around the World – Treaty Promises and Provisions**

**Inquiry Question #4: How effective has treaty making been in addressing the circumstances of Indigenous peoples?**

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| **Treaty Essential Learning: TEL 1 (The Treaties), TEL 2 (The Treaty Relationship), TEL 3 (Historical Context) , TEL 4 (Worldview) , TEL 6 (Contemporary Treaty Issues)** |
| The Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations wanted to make treaties with the British Crown for peace and friendship, new ways to make a living, and medicines for the many diseases. The British Crown made treaty promises to First Nations people including the right to maintain their way of life. The differences in languages and worldviews created misunderstandings about the treaty promises made in Treaties 2, 4, 5, 6, 8, and 10. The British Crown’s goal was to colonize First Nations people. This devastated First Nation peoples and their communities.  |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Promises and Provisions** | **Addressing Indigenous Peoples’ Needs Through Treaty Making**Why did the Indigenous peoples in Canada and New Zealand choose to make treaties with the British Crown and vice versa? How were Indigenous peoples and the British Crown’s needs met through treaty making? Have students create a chart illustrating the needs of each party, whether or not these needs were met and how the needs were met through the agreements.**Imperialist Worldview and the Impacts on Indigenous Peoples**Ask, what is imperialism? How did this imperialistic worldview challenge Indigenous peoples when negotiating treaties? Have students research [European Imperialism](http://www.otc.ca/publications) . See *Teaching Treaties in the Classroom, Grades 7-12 pp. 251-256*, (OTC, 2002) to examine the impact of imperialism on Indigenous peoples. **Effectiveness of Treaties with Indigenous peoples**How did the British Crown implement the treaty agreements made with the Indigenous peoples in Canada and New Zealand? What kind of relationship did the British Crown establish with the Indigenous peoples (e.g., colonization and assimilation)? How effective are the treaties in meeting the needs of Indigenous peoples in Canada and New Zealand. Why is the *United Nations Declaration on the Rights of Indigenous Peoples* needed? Have students reflect on the rights of Indigenous peoples outlined in [*Understanding and Implementing the UNDRIP*](http://www.indigenousbar.ca/pdf/undrip_handbook.pdf) and analyze how the rights of the Indigenous peoples were affected after treaties with the British Crown. Have students create a visual,/written, or oral representation to share their findings with the class.  **Using the Arts to Give Voice** Play the song [*Open Wounds*](http://otctreatyteachermt.wikispaces.com/Grade%2B8) by Terry Craig and have a discussion about how colonization has affected Indigenous peoples in Canada. Have students research and explore songs, poetry, visual art, and drama.to show how the challenges and issues are addressed through the arts (e.g., [Jane Ash Poitras](http://www.artsask.ca/en/collections/themes/identity/jane_ash_poitras/rebirth_of_the_four_coyote_spirits)).Have students choose an art medium to create a personal reflection of their learning. | * Describe the reasons Indigenous peoples in Canada and New Zealand made treaties with the British Crown.
* Analyze the impact of imperialism and colonization on Indigenous peoples in Canada with respect to worldwide.
* Assess the effectiveness of treaties with the Indigenous peoples in Canada and worldwide.
* Analyze the treatment of Indigenous peoples after making treaties with the British Crown.
* Analyze why the *United Nations Declaration on the Rights of Indigenous Peoples* is needed. Research and explore songs, poetry, visual art, and drama that address challenges and issues faced by Indigenous peoples in the past and today.

**Consider:** How can the learning experiences help us answer theinquiry question? |
| **TPP9: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples.** **Indicators:*** Investigate the effectiveness of treaties with Indigenous peoples in other countries.
* Describe the circumstances that have prompted the negotiation of treaties in other countries.
* Analyze the challenges Indigenous peoples face when negotiating treaties.
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| **Arts Education Outcome: CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.** 1. Use inquiry to investigate topics of concern to Indigenous peoples:
	* Summarize research findings to identify central themes (e.g., Indigenous rights. colonization) and topics (e.g., residential schools).
	* Use the Internet and other sources (e.g., print, digital, community) to gather additional information.
	* Determine central focus and questions to explore independently and collaboratively (e.g., How could we use the arts to help people understand Indigenous rights?).
	* Reflect, analyze, and make connections between the original topic or inquiry question and subsequent arts expressions.
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| **Social Studies Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.** b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).**Outcome: PA9.2Analyze the impact of empire-building and territorial expansion on indigenous populations and other** **groups in the societies studied.** B. Assess the treatment of indigenous populations by the imperialists in the societies studied**.** **Outcome: IN9.4****Determine the influence of worldview on the choices, decisions, and interactions in a society.** b. Analyze the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.d. Judge the influence and impact of worldview on the progress or decline of the societies studied. |
| **First Nations Protocol/Information** |
| * First Nations use traditional and contemporary art to highlight what has happened to their people since the treaties were made (e.g., colonization, racism, oppression, assimilation).
 |

**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**

The experiences of the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations in making treaties with the British Crown (Canadian government) at the time of treaty making was challenging because of differing worldviews. These worldview differences are most significant when interpreting what was agreed to in the treaties. This has contributed to a negative relationship between First Nations and the Canadian government.

The British Crown had several reasons for making treaties with the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations. The British Crown first and foremost wanted access to the land in what is now Saskatchewan.

The British Crown received everything they wanted from First Nations through treaty agreements. They received peace instead of war, access to the land, a railway connected east to west, and stopped American expansion.

Some First Nations struggle to be recognized as the nations they once were prior to treaties. They have been colonized and assimilated into the dominant society and have not mutually benefitted from the treaties made with the Canadian government.

**Spirit and Intent**

The British Crown’s treaty making processes in Canada and New Zealand have several similarities. The imperialistic worldview of the British Crown dominated treaty negotiations and the implementation of treaty promises to the Indigenous peoples. The implementation of the treaties led to the colonization and oppression of Indigenous peoples. The United Nations recognizes the rights of Indigenous peoples. Indigenous peoples continue to struggle to attain full rights in their respective countries.

The Indigenous peoples in Canada and New Zealand believed that the land was to be shared not owned, sold, or given away. The Indigenous worldview regarding land was not honoured by the British Crown.

The symbols used by Indigenous peoples signified their spiritual beliefs that the Creator was witness to the treaties. The belief that they were put on the land by the Creator to share with all creation is paramount to their treaty agreements.

**Historical Context**

First Nations made treaties with one another for years prior to the arrival of the newcomers.

The British Crown did not want the expense and human loss associated with war so wanted to make treaties with the Indigenous peoples to avoid war.

The implementation of treaty promises by the British Crown led to the loss of sovereignty that Indigenous peoples had prior to treaties.

In 2007, the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) recognized the inherent rights of Indigenous peoples to survival, dignity and well-being. The Federal Government of Canada and the Government of New Zealand refused to sign the declaration. It was not until November 2010 that Canada officially supported the UNDRIP.

**Treaty Promises and Provisions**

Colonization and assimilation caused the erosion of Denesûliné, Nêhiyawak, Nahkawé, and Nakota cultures and languages. This contributed to many social, economic, and spiritual concerns and issues faced by First Nation communities today.

The treaties with the Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations were beneficial for the British Crown and for New Zealand.

Indigenous peoples of Canada and New Zealand continue to struggle to have the treaty promises implemented to their full extent.

**SUGGESTED GRADE NINE 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 View of Land Ownership.* [Web Blog Post]. Retrieved from <http://www.canadianna.ca/citm/themes/aboriginals/aboriginals3_e.html#view> \*

*1863 New Zealand Settlement Act.* [Web Blog Post]. Retrieved from <http://schools.look4.net.nz/history/new_zealand/time_line2/settlement_act>

*New Zealand Treaty Timeline.* [Web Blog Post]. Retrieved from<http://www.nzhistory.net.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849>

Office of the Treaty Commissioner. (2002). *A Timeline of Events Leading to Treaties in Saskatchewan*. *Teaching Treaties in the Classroom, Grades 7 – 12,* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Office of the Treaty Commissioner. (1998). *Statement of Treaty Issues: Treaties as a Bridge to the Future.* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Price, R. (1991). *Legacy: Indian Treaty Relationships.* Edmonton, Alberta: Plains Publishing.

*The Historical Overview.* [Web Blog Post]. Retrieved from <http://mapleleafweb.com/features/the-indian-act-historical-overview>

*Timeline of the Treaty of Waitangi*. [Web Blog Post]. Retrieved from <http://www.nzhistory.net.nz/files/documents/Timeline.pdf>

*Treaty Timeline*. [Web Blog Post]. Retrieved from <http://www.otc.ca/education/we-are-all-treaty-people/treaty-information-sheets>

*Unit Plan: Colonialism and the Canoe*. [Web Blog Post]. Retrieved from <http://moa.ubc.ca/voicesofthecanoe/wp-content/uploads/2012/10/UnitPlan-Colonialism_and_the_CanoeGr9.pdf>

**Spirit and Intent**

*A Brief History of Effects of Colonialism on First Nations in Canada*. [Web Blog Post]. Retrieved from<http://manitobawildlands.org/pdfs/TonyOliver-BriefHistory_2010.pdf> \*

*Illusions.*[Web Blog Post]. Retrieved from<http://kids.niehs.nih.gov/games/illusions/> \*

*New Zealand Identity.* [Web Blog Post]. Retrieved from <http://www.teara.govt.nz/en/new-zealand-identity/page-7> \*

Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

*Te Ao Mārama* *– The traditional Māori world view*.[Web Blog Post]. Retrieved from<http://www.teara.govt.nz/en/te-ao-marama-the-natural-world/page-1> \*

# *The Maori Worldview*. [Web Blog Post]. Retrieved from <http://www.putatara.net/2013/12/the-maori-worldview/> \*

*Treaty of Waitangi*. [Web Blog Post]. Retrieved from <http://www.nzhistory.net.nz/politics/treaty-of-waitangi> \*

*Treaty of Waitangi*. [Web Blog Post]. Retrieved from <http://christchurchcitylibraries.com/Society/Politics/New-Zealand/Treaty-Of-Waitangi/> \*

**Historical Context**

*Aboriginal Rights.* [Web Blog Post]. Retrieved from<http://indigenousfoundations.arts.ubc.ca/home/land-rights/aboriginal-rights.html> \*

Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations.* Calgary, Alberta: University of Calgary Press.

*Charter of Rights and Freedoms.* [Web Blog Post]. Retrieved from<http://www.charterofrights.ca/en/02_00_01> \*

*Classic Maori Society.* [Web Blog Post]. Retrieved from<http://www.maori.info/maori_society.htm> \*

*First Peoples Before European Contact.* [Web Blog Post]. Retrieved from <http://firstpeoplesofcanada.com/fp_groups/fp_groups_overview.html> \*

*Hawaiians: Indigenous****.*** [Web Blog Post]. Retrieved from<http://www.faqs.org/minorities/North-America/Hawaiians-Indigenous.html> \*

*Indigenous Rights in Canada*.[Web Blog Post]. Retrieved from<http://www.canadasworld.ca/learnmor/ninenewr/indigenous~2> \*

*Maori Culture.* [Web Blog Post]. Retrieved from<http://www.tourism.net.nz/new-zealand/about-new-zealand/maori-culture.html> \*

*Maori Culture and Traditions.* [Web Blog Post]. Retrieved from <http://www.maori.org.nz/> \*

*New Zealand, Canada take different paths in Aboriginal Treaty Claims.* [Web Blog Post]. Retrieved from [http://www.canada.com/topics/news/national/story.html?id=de2a0517-2887-4461-b3af-39e26d2edd3a](http://www.canada.com/topics/news/national/story.html?id=de2a0517-2887-4461-b3af-39e26d2edd3a" \o "http://www.canada.com/topics/news/national/story.html?id=de2a0517-2887-4461-b3af-39e26d2edd3a) \*

Office of the Treaty Commissioner. (1998). *Statement of Treaty Issues: Treaties as a Bridge to the Future.* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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*Our Legacy: Treaty Negotiations and Rights.* [Web Blog Post]. Retrieved from<http://scaa.sk.ca/ourlegacy/exhibit_treaties>

Price, R. (1991). *Legacy: Indian Treaty Relationships.* Edmonton, Alberta:Plains Publishing.

*The Impact of the Human Rights Act: Lessons from Canada and New Zealand*. [Web Blog Post]. Retrieved from [http://www.ucl.ac.uk/spp/publications/unit-publications/37.pdf](http://www.ucl.ac.uk/spp/publications/unit-publications/37.pdf%22%20%5Ct%20%22_blank) \*

#  *Treaty Rights and the UN Declaration on the Rights of Indigenous Peoples*. [Web Blog Post]. Retrieved from <http://www.indianlaw.org/content/treaty-rights-and-un-declaration-rights-indigenous-peoples> \*

 *Understanding and Implementing the UNDRIP: An Introductory Handbook.* [Web Blog Post]. Retrieved from[http://www.indigenousbar.ca/pdf/undrip\_handbook.pdf](http://www.indigenousbar.ca/pdf/undrip_handbook.pdf%22%20%5Ct%20%22_blank) \*

*United Nations Declaration on the Rights of Indigenous Peoples.* [Web Blog Post]. Retrieved from <http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf> \*

*US Annexation.* [Web Blog Post]. Retrieved from <http://www.faqs.org/minorities/North-America/Hawaiians-Indigenous.html> \*

**Treaty Promises and Provisions**

*Aboriginal Artists in Canada.* [Web Blog Post]. Retrieved from<http://arts.nationalpost.com/2013/06/21/six-emerging-aboriginal-artists-in-canada-who-are-inspiring-change/> \*

Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations.* Calgary, Alberta:University of Calgary Press.

Craig, T. [*Open Wounds*](http://otctreatyteachermt.wikispaces.com/Grade%2B8)*.* [Web Blog Post]. Retrieved from [http://otctreatyteachermt.wikispaces.com/grade+8](http://otctreatyteachermt.wikispaces.com/grade%2B8) \*

*Indigenous Peoples in Canada*. [Web Blog Post]. Retrieved from<http://www.amnesty.ca/our-work/issues/indigenous-peoples/indigenous-peoples-in-canada> \*

*Jane Ash Poitras*. [Web Blog Post]. Retrieved from <http://www.artsask.ca/en/collections/themes/identity/jane_ash_poitras/rebirth_of_the_four_coyote_spirits> \*

Office of the Treaty Commissioner. (2005). *Allen Sapp’s Art: Through the Eyes of the Cree and Beyond.* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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*Treaty of Waitangi.* [Web Blog Post]. Retrieved from<http://www.nzhistory.net.nz/politics/treaty-of-waitangi> \*

*Understanding and Implementing the UNDRIP: An Introductory Handbook*.[Web Blog Post]. Retrieved from<http://www.indigenousbar.ca/pdf/undrip_handbook.pd> \*

*Youth Geographies& Decolonization in North America*. [Web Blog Post]. Retrieved from <http://www.scoop.it/t/first-nations-youth-geography> \*

**Teacher Resources:**

Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream Is That Our People Will One Day Be Recognized As Nations.* Calgary, Alberta: University of Calgary Press..

Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We Are All Treaty People*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

*Office of the Treaty Commissioner.* [Web Blog Post]. Retrieved from[www.otc.ca](http://www.otc.ca) \*

*Saskatchewan Indian Cultural Centre*. [Web Blog Post]. Retrieved from[www.sicc.sk.ca](http://www.sicc.sk.ca/) \*