



We Are All Treaty People



McKittrick students visit the Allen Sapp Gallery

Present Treaty relationships are shaped by past actions.

Treaty agreements have influenced Aboriginal identity.

Culture affects the way we relate to the land.

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Grade 8

Social Studies

Desired Results

Stage One — What do we want them to learn?

Outcomes & Indicators:

DR8.2 Describe the influence of the treaty relationship on Canadian identity.

- Investigate the impact of land on the identity of First Nations, Metis and Inuit peoples.
- Describe the influence of varying views of the land in motivating the treaty relationship.
- Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada. Explore the Treaty Land Entitlement process in Canada.
- Relate land claims and fishing and hunting rights to treaty provisions.
- Represent the benefits of the treaties for all Canadians.

Big Ideas & Understandings:

Present Treaty relationships are shaped by past actions

Treaty agreements have influenced Aboriginal identity

Culture affects the way we relate to the land

Essential Questions:

How does our view of the land affect our actions?

How do Treaties benefit all Canadians?

Knowledge:

- Land and identity is connected
- Treaty relationships change
- Treaty basic facts
- Treaty Land Entitlement
- Land Claims, fishing, hunting/Treaty
- Treaty benefits for all

Do:

- ✓ investigate perceptions about the land
- ✓ describe the basics of treaty
- ✓ explore treaty promises
- ✓ explore current treaty questions
- ✓ relate how promises are being met
- ✓ represent your opinions about treaties

EVIDENCE OF UNDERSTANDING

Stage Two – How will we determine what they know?

Assessment:

Summative	Formative
Performance Task Opinion Piece - rubric	Pre-Assessment diagnostic test: Grade 7 content review On-going assessments tools: Exit Cards, Discussions, Graffiti Wall, Role Play, Poster, Four Corner

LEARNING PLAN

Stage Three – How will we teach?

- 1) **Pre-Assessment:** Provide feedback to students regarding their level of knowledge and the big ideas of this unit.
 (Appendix) Diagnostic Assessment: developed from Teaching Treaties in the Classroom, Grade 7 Review, pg. 83.

- 2) **Lesson One: “Understanding Worldview”**
 (First Nations and newcomers)
 How do we view the land? Does one’s culture change the way we understand concepts about the land? Identify the differences between the First Nation and newcomer viewpoint regarding the land.
 - Possible resources:
Teaching Treaties in the Classroom, pg. 88-92.
Through the Eyes of the Cree and Beyond (video and resource booklet) from the Allen Sapp Gallery, North Battleford Saskatchewan.
 Treaty 6 Education website: http://treaty6education.lskysd.ca/bigideas_worldview
 Four Directions website <http://www.fourdirectionsteachings.com/main.html>

- 3) **Lesson Two: “So What is a Treaty Anyway?”**
 Refer to the diagnostic pre-assessment to determine what material needs to be taught as a general introduction to the basics of Treaty 6. What is a treaty? Who were the participants? Where was it signed? Why is it considered sacred to First Nations people?
 - Possible resources:
 Treaty 6 website: <http://treaty6education.lskysd.ca/treaty6basics>
 (Treaty 6 – Treaty Basics).
 Treaty Video Library (OTC resource box in every school); “A Solemn Understanding of the Five Treaties of Saskatchewan.”
The Learning Circle: Classroom Activities on First Nations in Canada, – “Indian Treaties.” pg. 34-40

- Exit Card Activity: Using point form list 3 things you have learned about Treaties, and one question about treaties.

4) Lesson Three: Inquiry Learning Quest “Treaty 6 Graffiti Wall.”

- Use the questions from the Exit Cards to plan the direction for the Learning Quest “Graffiti Wall”. Students look at all of the questions and categorize into similar themes. Use flexible grouping strategy to assign questions.
- The information gathered is collective and will continue to build as questions are answered and new questions revealed.
- Answers may be provided in the form of text, images, news headlines, slogans (tags)
 - o Resources:
 - Treaty 6 website: www.lskysd.ca
 - Teaching Treaties in the Classroom, pg. 81-105.

5) Lesson Five: Perspectives on Land “Do you see what I see?”

- Create cards with scenarios to describe possible meetings between the First Nations people and the newcomers. What might bring them together? It should depict their differing views on how they view the land, responsibility to the land, life force in each living thing (ie: rocks have a spirit), role of the Creator in Nature, stewardship and ownership. For example: is the land a gift given by the Creator, or is it real estate used for economic purposes? Divide students into groups have them role play the scenario cards. Discuss what is expressed from each perspective and how this impacts relationships with one another and trust.
- Reflect on the activity and respond on the Graffiti Wall with slogans to represent varying viewpoints and perspectives about the land.

6) Lesson Six: Poster Activity “Western Promises”

- o Resources: www.sasksettlement.ca
- Print various posters from the resource listed that depicts what settlers to the West would receive if they moved to the prairies. Analyze the message given and determine what the settlers were being offered to homestead and become established. How would the settlers feel about the offer to come west? Why did the Crown want to populate the west with non First Nations people? Why was this important?
- Create a poster in response: What was promised in the Treaty 6 agreement? What promises were not kept? What might First Nation people of today say to the settlers if they could?

7) Lesson Seven: Claims & Negotiations “I Have the Right”

- o Resources: Teaching Treaties in the Classroom: Appendix 12-6, 12-7 (1-8), 12 -8, 12-9.

Treaty 6 website: <http://treaty6education.lskysd.ca/landclaims>

Use Four Corners group activity to answer the following questions:

A) Describe

B) How does it affect First Nations today? Métis people?

Treaty Land Entitlement	Hunting rights
Land Claim	Fishing rights

8) Lesson Eight: Stating my Opinion “I am Canadian & We are all Treaty People”

- Resource: Website: www.snn-rdr.ca/snn/cr_lessonplans/srplan22.html
- How has Treaty influenced the identity of us as Canadians? How have all Canadians benefitted from the Treaties? How have treaties shaped the lives of First Nations people? Represent your opinion about treaties in an essay.

APPENDIX

Pre-assessment

What do you Remember?

Answer the Following Questions	Record your Response
What is a diverse culture to you?	
Who were the newcomers to Canada in the 1700 and 1800's?	
What do you know about First Nations worldview and spiritual beliefs?	
What was life like for the First Nation people before contact?	
How did life change for First Nations people after European contact?	
What is a treaty? Are you a treaty person?	
What treaty area do we live in?	
Who was involved in making treaties?	
What was promised in the treaties?	
How long will the treaties last?	

Appendix

Opinion Piece – Grade 8 Social Studies Rubric

Score Level	Reasoning	Communication	Organization	Conventions
1	<ul style="list-style-type: none"> Writes a few simple undeveloped ideas States facts about the topic, but shows little understanding of it Provides a very few facts supporting his or her point of view 	<ul style="list-style-type: none"> States facts Contains no clear opinion or point of view Contains few ideas and facts clearly stated Contains little or no evidence of new vocabulary Relies on one sentence type 	<ul style="list-style-type: none"> There is no clear overall structure or organization Very little attempt has been made to define the issue in the introduction There is no summary or clear call to action 	<ul style="list-style-type: none"> There are several major errors or omissions Few aspects of the expected visual presentation are evident
2	<ul style="list-style-type: none"> Writes and develops a variety of simple ideas Shows some understanding of topic Provides some supporting evidence for his or her point of view 	<ul style="list-style-type: none"> Attempts to persuade Contains an opinion somewhat clearly expressed Contains some ideas and facts clearly stated, but which may be repetitive Contains some new vocabulary Contains a variety of sentences 	<ul style="list-style-type: none"> There is some evidence of a structure or organization The issue is mentioned in the introduction, but is not clearly defined Some attempt has been made to summarize the issue 	<ul style="list-style-type: none"> There are several minor errors or omissions Some aspects of the expected visual presentation are evident
3	<ul style="list-style-type: none"> Writes and develops ideas of some complexity Shows understanding and personal concern about the issue Supports his or her point of view with relevant facts 	<ul style="list-style-type: none"> Is persuasive Contains an opinion or point of view expressed clearly Contains ideas and facts that are mostly clearly stated Contains vocabulary that suits the purpose and audience Contains a wide variety of sentences 	<ul style="list-style-type: none"> The organization is logical and appropriate The issue is defined in the introduction, and the introduction and conclusion are connected The final paragraph summarizes the issue and suggests further action 	<ul style="list-style-type: none"> There are only a few minor errors or omissions The visual presentation is appropriate
4	<ul style="list-style-type: none"> Develops ideas fully to create greater understanding Shows thorough understanding and commitment about the issue Supports his or her point of view fully with relevant facts 	<ul style="list-style-type: none"> Is very persuasive Contains an opinion or point of view expressed clearly and convincingly Contains all or almost all ideas and facts clearly and concisely stated Contains new words or special terminology that supports the opinion presented Contains a wide variety of sentence used effectively 	<ul style="list-style-type: none"> The organization supports the purpose and enhances the argument The introduction clearly defines the issue, captures the reader's attention and is connect to the conclusion The issue is summarized and the action required is clear and compelling 	<ul style="list-style-type: none"> There are practically no errors or omissions The visual presentation is effective