

*Grade Four
Treaty Education Learning Resource
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**KINDERGARTEN TO GRADE FOUR
TREATY EDUCATION - KEY QUESTIONS**

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 <i>We Are All Treaty People</i> ?	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**

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 <i>Indian Act</i> 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 <i>Indian Act</i> ?	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?

MINISTRY OF EDUCATION - TREATY EDUCATION OUTCOMES AND INDICATORS 2013

Grade Four: Understanding How Treaty Promises Have Not Been Kept

Treaty Relationships	Spirit and Intent	Historical Context	Treaty Promises and Provisions
<p>TR4: Analyze how relationships are affected when treaty promises are kept or broken.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Represent examples of promises experienced in their families, classrooms and communities. ➤ Discuss the impact on relationships when promises are kept or broken. ➤ Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled ➤ Discuss the effect of unfulfilled treaty promises on relationships 	<p>SI4: Examine the intent of treaty in relation to education.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. ➤ Research the forms of education that First Nations people have experienced since the treaties were signed. ➤ Discuss why some First Nations peoples refer to “education is our new buffalo” (e.g., the means to survive in the new world with the newcomers). 	<p>HC4: Explore the historical reasons why people entered into treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. ➤ Explore how people used the land before the community students are living in was formed. ➤ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan. 	<p>TPP4: Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the benefits each signatory hoped to achieve. ➤ Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). ➤ Identify how each of the signatories to treaty recorded the events.

Grade Four: Understanding How Treaty Promises Have Not Been Kept – Treaty Relationships

Inquiry Question #1: How are relationships affected when treaty promises are kept or broken?

Treaty Essential Learnings: TEL 1 (The Treaties) TEL 2 (The Treaty Relationship) TEL 3 (Historical Context) TEL 4 (Worldview) and TEL 6 (Contemporary Treaty Issues)		
<p>First Nations have kept the promises made in Treaties 2, 4, 5, 6, 8, and 10. We live in peace and friendship today. The newcomers have come to settle on the land for agricultural reasons and are able to own land for business and personal purposes. First Nations are still waiting for fulfillment of treaty promises made at the time of treaty. First Nations people were promised that their way of life would continue (e.g., languages, cultures, traditions, and beliefs). First Nations people believe the treaty promises have not been kept by the Canadian government. This has led to a negative relationship between the Canadian government and First Nations people. First Nations people were promised a new way of making a living resulting in the continuation of self-sufficiency.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Relationships</p> <p>TR4: Analyze how relationships are affected when treaty promises are kept or broken.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Discuss the impact on relationships when promises are kept or broken. ➢ Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled. ➢ Discuss the effect of unfulfilled treaty promises on relationships. 	<p>Treaty Promises to First Nations and the Canadian government</p> <p>Ask, what is a healthy relationship? What are the characteristics of healthy relationships (e.g., trusting, caring, honesty)? How would you feel about making promises in a healthy relationship? What promises do you make? What promises are made to you? Who do you make promises to? What kind of relationship do you have with these people? What do you expect when someone makes you a promise? How do you feel when someone keeps a promise? How do you feel when someone breaks a promise? What happens to your relationship with that person? How does breaking a promise negatively affect your relationship? Inform the students that promises were made when treaties were signed between the British Crown and First Nations in what is now Saskatchewan. Show the <i>Treaty Map</i> at http://www.otc.ca/education/we-are-all-treaty-people/treaty-map to identify Treaties 2, 4, 5, 6, 8, and 10. What is a treaty? What kind of relationship was established between the First Nations and the British Crown? See <i>Treaty Essential Learnings: We Are All Treaty People</i>, pp. 15-17, (OTC, 2008). How long was this relationship to last? What kinship relationship was established? Have students represent (e.g., write a story, draw a picture, create an image) to depict the relationship envisioned at the time of treaty making.</p> <p>Treaty Promises Fulfilled or Unfulfilled</p> <p>Ask, why did First Nations and the British Crown want to make treaties? Have students identify and describe the main goals First Nations and the British Crown (Canadian government) had for making treaties. See: <i>Legacy: Indian Treaty Relationships</i>, pp 48 -50, (Price, 1991). How were these goals and expectations met in treaty agreements? What treaty was made in your local area? What treaty promises were made to First Nations people in your area? See <i>Legacy: Indian Treaty Relationships</i>, pp. 54 -57, (Price, 1991). What promises did First Nations make to the British Crown? See <i>Treaty Essential Learnings: We Are All Treaty People</i>, pp. 14, (OTC, 2008). Have students determine whether or not the treaty promises made to the British Crown have been kept. Have students investigate to determine the extent to which the treaty promises to First Nations have been fulfilled? See <i>Legacy: Indian Treaty Relationships</i>, pp. 59 – 68, (Price, 1991). What did the Canadian government impose on First Nations people? How did the <i>Indian Act of 1876</i> impact the fulfillment of treaty promises to First Nations people? Why do First Nations believe that the treaty promises made to them have not been kept? How has unfulfilled treaty promises impacted the relationship between First Nations and the Canadian government? See <i>Legacy: Indian Treaty Relationships</i>, pp. 72 – 73, 78 – 85, (Price, 1991). How have unfulfilled treaty promises impacted the lives of First Nations people? Have students respond to the work of First Nations’ artists (e.g., Allen Sapp, Jim Poitras, Bob Boyer, Jerry Whitehead) whose arts expressions reflect these issues (e.g., residential schools, poverty, racism, loss of languages, and cultures).</p> <p>Effect of Unfulfilled Treaty Promises on Relationships</p> <p>Ask, how is the relationship between First Nations and the Canadian government changed from the relationship envisioned at the time of treaty making? How can First Nations and the Canadian government work toward a better relationship? How have unfulfilled treaty promises damaged the relationship between First Nations people and the rest of Saskatchewan people? Ask students to identify ways they are or could be building positive relationships between First Nations’ communities and non-First Nations’ communities. Use a Sharing Circle to have students reflect on ways they are part of building positive relationships that reflect the relationships envisioned at the time of treaty making.</p>	<ul style="list-style-type: none"> • Explain the impact on relationships when a promise is broken or kept. • Identify the extent to which the treaty promises regarding land in the student’s local treaty territory have been fulfilled. • Describe the effect of unfulfilled treaty promises on the relationships between First Nations and the Canadian government. • Describe the effect of unfulfilled treaty promises on the relationships between First Nations people and the people of Saskatchewan. • Research and represent (e.g., write a story, draw a picture, create an image) to show treaty promises made to First Nations people and the British Crown (Canadian government). • Respond to the work of First Nations artists whose arts expressions reflect unfulfilled treaty promises. • Identify ways to build positive relationships between First Nations people and other citizens of Saskatchewan. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Arts Education - Outcome: CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.</p> <p>c. Discuss the effects that unfulfilled treaty promises had, and continue to have, upon arts expressions and daily lives of First Nations people (e.g., respond to work of First Nations artists whose arts expressions reflect these issue).</p>		
<p>English Language Arts - Outcome: CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.</p> <p>d. Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose (e.g., short report, explanation of a procedure).</p>		
<p>Health Education - Outcome: USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <p>j. Recognize and describe anger triggers for self and others (e.g., name calling, being reprimanded, and broken promises).</p> <p>k. Investigate how effectively/ineffectively negotiated disagreements affect relationships.</p>		
<p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • During treaty making First Nations wanted the British Crown to know that the main concern of each First Nation was to ensure their livelihood, retain their languages and cultures, retain a land base for their nation, and to sustain their way of life. • The British Crown is also known as the Canadian government when discussing treaties made with First Nations in what is now known as Saskatchewan. 		

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 Four: Understanding How Treaty Promises Have Not Been Kept – Spirit and Intent

Inquiry Question #2: Why did First Nations’ leaders believe there was a benefit to both European education and traditional ways of learning?

Treaty Essential Learnings: TEL 1 (The Treaties) TEL 2 (The Treaty Relationship) TEL 3 (Historical Context) TEL 4 (Worldview) and TEL 6 (Contemporary Treaty Issues)		
<p>First Nations leaders wanted to preserve their languages, traditional teachings, cultures, and way of life, but they also recognized that their children and future generations of children could benefit from European education. They wanted the “white man’s education” but not at the expense of their languages and cultures. This new way of making a living included farming and European education. First Nations leaders did not give up their traditional teachings, languages, and cultures. First Nations did not know that the Canadian government would have their children attend residential schools when schools on reserves were promised. Residential schools forced the English language and culture on First Nations’ children. This was not in the treaty promises made to the First Nations people.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Spirit and Intent</p> <p>SI4: Examine the intent of treaty in relation to education.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. ➢ Research the forms of education that First Nations people have experienced since the treaties were signed. 	<p>Positive Education Experiences Promotes Positive Self-Identity</p> <p>Ask, what does “identity” mean? What determines one’s identity (e.g., personal qualities, characteristics, and cultural definitions)? What factors influence one’s identity (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender)? What are the characteristics of a healthy self-identity? How would you feel if you have a positive self-identity? Why is it important to have a positive self-identity? What factors would influence a negative self-identity? How would you feel if you have a negative self-identity? Inform the students that the kind of educational experiences a person has also determines one’s identity. Use a Talking Circle to have students share school experiences that help them feel good about who they are.</p> <p>What was promised to First Nations people regarding education when Treaty 4 was negotiated and signed in what is now Saskatchewan? Read <i>Legacy: Indian Treaty Relationships</i>, pp 65- 67, (Price, 1991) to find out why First Nations wanted the “white man’s” education for their children? What did “maintain a school on a reserve” mean to First Nations’ leaders (that First Nations’ children would learn the English language and learn to understand the newcomers in order to live together in peace and harmony, but not at the expense of their languages and cultures)? What type of education did First Nations’ leaders want for their children? First Nations leaders wanted European education for their children. Their traditional education was to remain with First Nations people. They were to retain their traditional ways of learning. View the video story <i>Nokum is My Teacher</i>, (Bouchard, 2006). Respond to the video using a think, pair, share activity to analyze why Nokum wanted her grandson to learn to read English (e.g., to interact with the newcomers’ children, to understand the newcomers, to be able to accept a different worldview). What was the spirit and intent of the promise according to First Nations (that their children would have European education and would keep their languages and cultural teachings and traditions)?</p> <p>Forms of First Nations’ Education</p> <p>Ask, what forms of education have First Nations people experienced since the signing of treaty? Have students do research and analyze what would happen to First Nations’ children’s self-identity in each form of First Nations’ education. Use a jigsaw method where students are grouped to study each form of education. See <i>Revival of the Treaty Relationship: Living in Harmony, Treaty Resource Guide for Grade 6</i>, pp. 75 – 84, (OTC, 2008) and <i>Legacy: Indian Treaty Relationships</i>, pp. 116 -122, (Price, 1991). Create an oral report using a presentation application (e.g., Educreator for IPAD, power point, prezi), showing each form of First Nations’ education and what impact the form of education would have on the self-identity of First Nations’ children.</p> <p>Industrial/Residential Schools</p> <p>Ask; were residential schools part of the treaty promise to education? Using the novel study <i>As Long As the Rivers Flow</i>, (Loyie, 2001) at http://otctreatyteachernovelstudy.wikispaces.com/home develop an understanding of First Nations’ experiences with traditional education and how parents felt about their children going to residential schools. Ask, what would it be like to be taken from your home and sent to a school that was totally different (e.g., another language is spoken that you cannot speak or understand, different cultural teachings, and traditions that are not your own, you can’t go home)? How would you feel? How would your parents feel? What would happen to your culture and language? Create a narrative presentation that describes how you would feel about living in the residential schools First Nations’ children lived in for many years.</p>	<ul style="list-style-type: none"> • Examine “identity” as being related to how one “feels” on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions. • Explain why First Nations’ leaders believed there was a benefit to both European education and traditional ways of learning. • Recognize that the spirit and intent of the treaty promise of European education was that First Nations were to retain their languages, cultures, and way of life. • Describe the forms of First Nations’ education since the treaties were signed. • Analyze how each form of First Nations’ education impacted the self-identity of First Nations’ children. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>English Language Arts - Outcome: CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</p> <p>e. Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.</p>		
<p>Social Studies - Outcome: DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.</p> <p>b. Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.</p>		
<p>Health - Outcome: USC4.5 Examine how identity (e.g., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <p>c. Examine “identity” as being related to how one “feels” on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.</p> <p>e. Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one’s identity.</p>		<p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • The universe was the classroom in teaching and learning First Nations traditional education. • First Nations Elders who attended residential school are great resources to have for a classroom visit to talk about how their residential school experiences have impacted his/her language, culture, and way of life. • When inviting an Elder, please use traditional protocols.

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 Four: Understanding How Treaty Promises Have Not Been Kept – Historical Context

Inquiry Question #3: How did First Nations people envision treaty as a means to ensure their livelihood and maintain their languages, cultures, and way of life?

Treaty Essential Learning: TEL 1 (The Treaties) TEL 2 (The Treaty Relationship) TEL 3 (Historical Context) TEL 4 (Worldview) and TEL 6 (Contemporary Treaty Issues)		
<p>First Nations people wanted to make treaties to ensure their livelihood and to maintain their languages, cultures and way of life. They needed new ways to be self-sufficient because of the slaughter of the buffalo as the government’s way to force starvation of the First Nations people. First Nations wanted medicines for the new diseases that were killing their people. Many newcomers were arriving and trespassing on their lands. These newcomers were interfering with their livelihood and way of life. As more newcomers arrived, First Nations people’s way of life was threatened.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Historical Context</p> <p>HC4: Explore the historical reasons why people entered into treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. ➤ Explore how people used the land before the community students are living in was formed. ➤ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan. 	<p>First Nations, The Land and Its Natural Resources</p> <p>Ask, what is a worldview? What are our beliefs about the land and its natural resources? What is an historical worldview? How did traditional First Nations’ worldviews shape their relationship with the land? How were First Nations’ ways of life and languages connected to the land? Have students read <i>Kikawinaw – Our Mother Earth: Cree. Revival of the Treaty Relationship: Living in Harmony, A Treaty Resource Guide For Grade 6, pp.69-72</i>, (OTC, 2008) to find out why First Nations people refer to the land as Mother Earth? Why do they consider Mother Earth as a living entity? How do the values and beliefs of First Nations reflect First Nations’ spiritual connections to the land? What type of lifestyle did First Nations have in the First Nations Peoples Era (e.g., nomadic to follow food sources)? How did First Nations people meet their needs for food, clothing, and shelter (e.g., hunting, fishing, and trapping)? What animals did they hunt and trap? How was the buffalo a sustaining life force to the Plains First Nations? See <i>The People of the Buffalo: How the Plains Indians Lived</i>, (Campbell, 1983). Refer to resource information to explain why the buffalo was the main source of survival for the Plains First Nations people. How did the buffalo provide food, clothing, and shelter to the Plains First Nations people? Have students create a visual representation (e.g., poster, drawing, or a display) illustrating the historical uses of the buffalo.</p> <p>Newcomers Impact the Lifestyles of First Nations People</p> <p>Ask, how did First Nations people get their basic needs met in the First Nations Peoples Era? How did they provide for their food, clothing, and shelter needs (e.g., hunting, fishing and trapping)? What happened to disrupt their way of life (e.g., the arrival of the newcomers)? How did the arrival of newcomers affect First Nations’ ways of life? Why would the encroachment of the newcomers to First Nations’ traditional hunting, fishing, and trapping territories negatively affect the lifestyle of First Nations people? Read <i>The Disappearance and Resurgence of the Buffalo</i>, (Cooper, 1995) to understand why the buffalo disappeared after the newcomers arrived. How did the disappearance of the buffalo impact the lives of the Plains First Nations people? How were First Nations’ ways of life threatened? Have students draw an analogy to a modern day means of getting everything you need in one place (e.g., Walmart). Have students compose and create a written text describing what would happen if we no longer had stores to provide us with everything we need to survive and describe the impact this would have on their lives.</p> <p>Treaties As A Means To Protect First Nations’ Lifestyles</p> <p>Ask, why did First Nations people want to protect their traditional lifestyles? What did First Nations view as a way to protect their ways of life (treaties)? Why did the First Nations and the British Crown want to make treaties? See <i>First Nations and the British Crown Make Treaties in The Numbered Treaties in Saskatchewan, A Treaty Resource Guide for Grade 2, pp. 19 – 40</i>, (OTC, 2008). Why did the British Crown want the newcomers to settle in the west? Why did they need the land? Inform the students that First Nations made a treaty promise to share the land with the newcomers. First Nations, the British Crown, and newcomers were to mutually benefit from the land. First Nations were to maintain their ways of life, languages, and cultures. Have students examine how First Nations and the newcomers share the land and its natural resources. Create a visual representation or an oral presentation that outlines some of the similarities and differences between the use of the land prior to the arrival of the newcomers and today.</p>	<ul style="list-style-type: none"> • Describe the traditional worldviews of First Nations peoples prior to European contact regarding the land and its natural resources. • Explain why First Nations regard the land as a living entity and a sustaining life force. • Recognize the interdependence of land, water, animals, plants, and the sky in traditional worldviews. • Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. • Hypothesize what would happen to the students’ ways of life should modern day stories that provide for our basic needs ceased to exist. • Describe how the loss of land impacted First Nations people’s livelihood and way of life. • Recognize that treaties provided the opportunity for newcomers to live on and share the land of what is now Saskatchewan. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
Subject Areas		
<p>English Language Arts - Outcome: CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p>d. Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.</p>		
<p>Science - Outcome: HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities. [CP, SI]</p> <p>d. Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.</p>		
<p>Social Studies - Outcome: DR4.2 Explain the relationship of First Nations and Métis peoples with the land.</p> <p>a. Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.</p> <p>b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).</p> <p>f. Assess the impact of historic loss of land on First Nations and Métis people.</p>		

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 Four: Understanding How Treaty Promises Have Not Been Kept – Treaty Promises and Provisions

Inquiry Question #4: What objectives did the First Nations and the British Crown representatives have in negotiating treaty?

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) TEL 6 (Contemporary Treaty Issues)		
<p>The Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations had reasons for wanting treaty. They wanted to keep their way of life and to preserve their languages and cultures. Historical events that happened at the time of treaty making were recorded orally by First Nations people. Oral traditions have been used for thousands of years to record historical events by the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné nations. First Nation Elders and Traditional Knowledge Keepers continue to share stories, historical events, and cultural teaching through the use of oral tradition.</p>		
Outcomes and Indicators	Sample Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Promises and Provisions</p> <p>TPP4: Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Examine the benefits each signatory hoped to achieve. ➢ Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). ➢ Identify how each of the signatories to treaty recorded the events. 	<p>Benefits of Treaty Making - First Nations and the British Crown</p> <p>Ask, what treaties were made in what is now Saskatchewan? Who were the partners in treaty-making? Why did the British Crown and the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations want to make treaties? Using the resources <i>Legacy: Indian Treaty Relationships</i>, p. 48, (Price, 1991) and <i>Treaty Essential Learnings: We Are All Treaty People</i>, pp. 9-14, (OTC, 2008) have students read to identify and examine the benefits the British Crown and First Nations hoped to achieve in treaty making. What kind of relationship did the British Crown and First Nations want to establish and maintain through negotiating treaties? How did treaty negotiations affect the relationship between the First Nations and the Crown? Invite students to explore the oral stories and archival documents that reveal the type of relationship the First Nations and British Crown experienced at the time of treaty negotiations.</p> <p>Challenges and Opportunities of Negotiating Treaties</p> <p>Ask, what were some of the challenges First Nations and Crown encountered during treaty negotiations? How did the First Nations and the Crown work together to overcome those challenges? What treaty areas cover what is now Saskatchewan? When were these treaties made? What time of year were these treaties negotiated and signed? What hardships do you think occurred for the British Crown’s and First Nations’ representatives (e.g., communications among nations, preservation of languages and cultural practices, participation of both parties, and transportation)? What were some of the opportunities during the negotiations of treaties? Did both parties use their cultural practices to negotiate (e.g., pipe ceremonies, symbols like handshake, British flag, treaty medal, oral tradition, and the written word)? Why would these cultural practices be important to each party? Work in groups to analyze how these challenges and opportunities impacted treaty negotiations. Based on students’ knowledge and experiences with relationships, have the students recommend ways that could have strengthened and could now strengthen the relationship between First Nations and governments.</p> <p>First Nations and British Crown Record The Events of Treaties</p> <p>Ask, why was it important to record treaty negotiations? How do we record important events in our lives (e.g., birthdays, family celebrations, legal agreements, stories)? How do we record legal documents? How did the British Crown record the treaty agreements made with the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné nations and the British Crown (e.g., written word and legal signing of the treaty documents)? How did the First Nations record the treaty agreements (e.g., oral traditions and pictographs)? See <i>Treaty Essential Learning: We Are All Treaty People</i>, pp. 42, and 48 - 50, (OTC, 2008). Have students negotiate agreements with each other and create a representation using the written word and oral traditions to record these agreements.</p>	<ul style="list-style-type: none"> • Examine the benefits the British Crown and First Nations hoped to achieve through negotiating treaties. • Describe the kind of relationship the British Crown and First Nations wanted to establish and maintain through treaty negotiations. • Analyze the challenges and opportunities experienced by the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations and the British Crown during treaty negotiations. • Recognize how the First Nations used oral traditions and the British Crown used the written word to record the events as they occurred at the time of treaty negotiations. • Describe the challenges and opportunities associated with negotiating Treaties 2, 4, 5, 6, 8, and 10. • Recommend ways that could have strengthened and could now strengthen the relationship between First Nations and governments. • Negotiate agreements with each other and create a representation using the written work and oral traditions to record these agreements. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Arts Education - Outcome: CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.</p> <p>b. Express personal responses in various ways (e.g., written critique, using presentation software, through own arts expressions).</p>		
<p>English Language Arts - Outcome: CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p>a. Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.</p> <p>f. Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.</p> <p>g. Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).</p>		
<p>Social Studies - Outcome: DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.</p> <p>a. Locate Treaty areas within Saskatchewan and locate reserves within the Treaty area of the school.</p> <p>b. Investigate conditions which precipitated Treaty negotiations in Saskatchewan.</p>		

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 Canadian government (British Crown) and the First Nations established a treaty relationship when they made treaties with each other.

The Denesûliné, Nêhiyawak, Nahkawé, and Nakota Nations believed they established a brother-to brother relationship with the Canadian government that was to last “as long as the sun shines, the grass grows, and the waters flow’.

First Nations kept all promises made to the Canadian government immediately after the treaty agreements were signed.

The Canadian government has not kept the treaty promises to First Nations. The Canadian government created and implemented the *Indian Act of 1876* which completely interfered with the fulfillment of the promises made to First Nations.

First Nations people believe that the Canadian government has not kept the promise made at the time of treaty making. This has negatively impacted the treaty relationship between First Nations and the Canadian government.

First Nations were promised lands called reserves that would be set aside for their use into perpetuity. Some reserves did not get the full amount of land that was promised to them.

First Nations people were promised that their way of life would continue. They would still be able to hunt, fish, trap, and gather throughout the land. Provincial laws have severely limited this way of life.

First Nations people were promised that their languages and cultures would be retained. This promise was not kept when the English language and culture was forced on First Nations' children in residential schools.

Spirit and Intent

First Nations' leaders asked for European education so that their children and those unborn would be able to communicate and work with the newcomers.

First Nations people did not agree to give up their languages and cultures. Their cultural and traditional teachings are embedded in their languages.

The spirit and intent of the treaty promise to European education was that First Nations would always retain their traditional forms of education which included their languages, cultural teachings, and traditions.

First Nations people did not agree to lose their languages and cultures. Their cultural and traditional teachings were embedded in their languages.

First Nations were promised a school house on their reserves when the people were ready for it. These schools were to include European education so First Nations' children would learn the language and worldview of the Europeans. First Nations' languages and cultures were to continue to be the dominant languages and cultures in their respective reserves.

The negative impacts on the lives of First Nations people because of loss of their languages, cultural teachings, and traditions continue to plague the lives of First Nations people. Today, the intergenerational effect of the loss of cultural languages, teachings, and traditions continue to negatively impact the self-identity of many First Nations people.

Historical Context

The Plains First Nations recognized the resources of the land and used them, including the buffalo, for clothes, food, medicine, shelter, and tools. The buffalo was their main source of survival. The Plains First Nations people lived a nomadic lifestyle that allowed them to follow the buffalo herds throughout the seasons.

The northern Nêhiyawak and the Denesûliné people lost some of their trapping and hunting territories because of the influx of newcomers who were discovering gold.

The First Nations lived off the land for thousands of years. Their livelihood was taken care of by Mother Earth, plants, and animals. The arrival of the newcomers began to interfere with this way of life, hence the need for negotiating treaty.

First Nations agreed to share the land with the British Crown and the newcomers in Treaty 2, 4, 5, 6, 8, and 10. Today, those treaties provide opportunity for the newcomers to live on the land in what is now Saskatchewan; therefore, We Are All Treaty People.

Treaty Promises and Provisions

First Nations wanted to enter into treaties with the British Crown (Canadian government) to protect and ensure their way of life.

The British Crown entered into treaty because they wanted peaceful access to the land for the newcomers, who were to engage in agricultural endeavours.

First Nations agreed to share the land to the depth of a plow, but there was no agreement regarding resources below the soil.

First Nations people used oral traditions to record the negotiation and treaty agreements. The negotiation and signing of treaties are told through stories that have been passed on for generations.

The Supreme Court of Canada recognizes First Nations' oral accounts of treaty as equal to the written accounts made by the treaty commissioners.

SUGGESTED GRADE FOUR 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 21/01/15.

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Art, Residential Schools & Reconciliation: Important Questions [Web Log Post]. Retrieved from

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Spirit and Intent:

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