

*Kindergarten to Grade Nine
Treaty Education Learning Resource
Introductory Information
April, 2015*

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MESSAGE

Welcome to the *Kindergarten to Grade Nine Treaty Education Learning Resource*. This learning resource is provided by the Office of the Treaty Commissioner (OTC) and is one component in the K – 12 Treaty Resource Kit which is Saskatchewan’s and Canada’s first comprehensive treaty resource designed specifically for classroom teaching. The Saskatchewan Ministry of Education has provided financial support for these Treaty Education Resources.

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is designed for teachers. It integrates the treaty content and perspective with Saskatchewan’s curricula and is based on the inquiry method of teaching. It provides information about treaties, First Nations people, and the history of what is now known as Saskatchewan. This learning resource provides sample learning experiences, assessment ideas, and suggested resource materials to support teachers in the development of their lessons.

A chart, with a summary of the integrated treaty education key questions for Kindergarten to Grade Nine is included. This chart gives an overview of the treaty education outcomes and indicators at each grade level.

The Office of the Treaty Commissioner will continue to support teacher and school use of the K – 12 Treaty Resource Kit. This kit is about building a better future for all Saskatchewan people.

Minister of Education

Treaty Commissioner

ACKNOWLEDGEMENTS

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is made possible through the Office of the Treaty Commissioner (OTC) in partnership with the Saskatchewan Ministry of Education, the Treaty Learning Network of Elders, school systems, Treaty Catalyst Teachers, teachers, administrators, consultants, and coordinators.

Throughout the development of materials, OTC recognized the need for resources to align more closely with the provincial curricula. Therefore in 2012, the Ministry and OTC launched the treaty education renewal process. The *Kindergarten to Grade Nine Treaty Education Learning Resource* is intended to supplement and enhance the previous teacher resource materials. It clarifies how to integrate treaty education into grade level and subject area provincial curricula.

The *Kindergarten to Grade Nine Treaty Education Learning Resource* renewal process included the Office of the Treaty Commissioner's Treaty Curriculum Renewal Team (TCRT) whose members were representatives from provincial and First Nations' school systems. These directors, superintendents, consultants, coordinators, principals, and treaty catalyst teachers formed teams to identify provincial subject area outcomes and indicators that directly align with treaty education content and perspectives. Staff from the Ministry of Education's Student Achievement and Supports Branch reviewed the materials.

The OTC is grateful for the input and support of many First Nations Elders, teachers, administrators, and consultants who were involved since the project started in 2000. We extend our heartfelt thanks and appreciation to the teachers and students who participated in the pilot classes. Their input provided valuable feedback. The Ministry of Education provided significant financial support for these initiatives. Elders from each of the First Nations provided invaluable support and guidance. They shared knowledge of their respective First Nations' worldview, culture, and traditional teachings so that teachers and students will be able to understand the treaties from Saskatchewan First Nations' perspectives.

The following Elders were invited according to cultural protocols and agreed to share their wisdom and knowledge. The OTC Elders Advisory Council members are: Nêhiyawak: the late Alma Kytwayhat, Gladys Wapass-Greyeyes, Mike Pinay, and Ray Lavallee; Nahkawé: Dr. Danny Musqua, Thelma Musqua, and Maggie Poochay; Denesûliné: Margaret Reynolds, Paul Sylvestre, and Ermaline Tousaint; Oceti Sakowin: (Nakota) James O'Watch, Wilma Kennedy, and Phyllis Thomson; (Dakota) Bernice Waditaka; and (Lakota) Darlene Speidel.

WHY MANDATORY TREATY EDUCATION?

On December 10, 2007, the Throne Speech for the Province of Saskatchewan announced the provincial government's commitment to mandatory treaty education, *"Treaty education is an important part of forging new ties. There must be an appreciation in the minds of the general public that Treaties are living, breathing documents that continue to bind us to promises made generations ago. This is why my government is committed to making mandatory instruction in history and content of the Treaties in the K-12 curriculum."*

Since then, the Office of the Treaty Commissioner, school systems, and educators across the province have made significant efforts to support mandatory treaty education. The implementation of mandatory treaty education is important because:

- Treaty education is important for students to appreciate Saskatchewan's past, present, and future.
- Treaty education promotes understandings that respect and honour First Nations people.
- The Treaties are the foundation of Canada and the province of Saskatchewan.

We Are All Treaty People. It is important for all students to understand that all people benefit from Treaties 2, 4, 5, 6, 8, and 10 which cover all of what is now Saskatchewan. It is imperative that both the British Crown's and First Nations' history and perspectives are taught in order to respect and establish the treaty relationship that was envisioned at the time of treaty making between First Nations people and other Saskatchewan people.

The values of respect, harmony, peace, empathy, and honesty are the basis for many First Nations peoples' belief systems. Many schools participate in storytelling, dances, discussions, tipi teachings, and activities that honour the Oceti Sakowin (Dakota, Lakota and Nakota), Nahkawé (Saulteaux), Nêhiyawak (Cree), and the Denesûliné (Dene) First Nations' ways of life. These values are considered basic universal values that many other cultures consider important to uphold. The First Nations resource people that are invited into schools acknowledge this fact - that we are all human beings and these values connect us.

The following is a prepared response that teachers can use to explain to parents and community members who question why treaties are being taught in the classroom:

The Provincial Treaty Education Outcomes and Indicators include the history, cultural beliefs, and historical lifestyle of Saskatchewan First Nations people and must be taught. A Kindergarten outcome "the connection that all people have to the land as expressed through stories, traditions, and ceremonies" is a specific outcome for Treaty Education. This outcome is one of the many outcomes in the K – 12 Treaty Education that may be interpreted as First Nations' spirituality. The purpose of this content is to understand the treaties from First Nations perspectives. These teachings are about the First Nations peoples' connection to the land, which formed the basis to their economy and way of life for thousands of years in North America during the First Nations Peoples Era.

Saskatchewan First Nations' Languages and Dialects

The First Nation language terms used throughout the document are: Nêhiyawak (Cree), Nahkawé (Saulteaux), Denesûliné (Dene) and Oceti Sakowin (Dakota, Nakota, Lakota).

First Nations Terms (Pronunciation)			
Nation	Language	Meaning in English	English/French Terms
Iyiniwak (ee yin ně wuk) – All First Nations People	nêhiyawaywin (neh hee ah way win)	The Nêhiyawak language	Cree
Nêhiyawak (neh hee o wuk)	(Y Dialect)	People of the Four Directions	Plains Cree
Nêhinawak (neh hee no wuk)	(N Dialect)	People of the Four Directions	Swampy Cree
Nêhithawak (neh heath no wuk)	(TH Dialect)	People of the Four Directions	Woodland Cree
Anishinabé (ah nish in nah bay) Nahkawé (nuk ah way)	nahkawaywin (nuk ah way win)	The Nahkawé Language The People The First People that came down to be man	Saulteaux (French term)
Denesûliné – (den eh sue shlee-neh)	The Dene Language Saskatchewan's Far North – K Dialect Saskatchewan's Western – T Dialect	The Real People	Dene
Ikce wicasa (ick chay) (wee cha shaw) – All First Nations People (Common people)	Dakota (da kō da)	Those who consider themselves to be kindred	Sioux - (French term)
Oceti Sakowin (oh che tee) (sha go ween)	Nakota (na kō da)	Those who consider themselves to be kindred	Assiniboine – (French term)
The people of the Seven Council Fires	Lakota (la kō da)	Those who consider themselves to be kindred	Stoney (English Term)

Note: Information given by the OTC Elders Advisory Council

OVERVIEW

The *Kindergarten to Grade Nine Treaty Education Learning Resource* is part of the Province of Saskatchewan's goal to ensure that treaty education is being integrated into all subject areas in K-12 education. This is a joint project between the Office of the Treaty Commissioner and the Ministry of Education. Each learning resource is designed to provide teachers with the material and support they need to teach about treaties. The *Kindergarten to Grade Nine Treaty Education Learning Resource* is based on the Saskatchewan Curriculum, the Treaty Education Outcomes and Indicators 2013, and the Treaty Essential Learnings. This resource includes the Treaty Education Outcomes and Indicators chart for the grade level and a chart for each of the four focuses: treaty relationships, spirit and intent, historical context, and treaty promises and provisions. Each chart has the following information: Treaty Essential Learnings, Treaty Education Outcomes and Indicators (note: all outcomes, and all, or some of the indicators are used in the chart for each grade), Subject Area Outcomes and Indicators, Possible Learning Experiences, Assessment Ideas, and First Nations Protocols/Information.

Treaty Education Goals

The Ministry of Education developed the Kindergarten to Grade Twelve Treaty Education Outcomes and Indicators. These outcomes and indicators are organized into four themes. The following four themes are addressed at each grade level: Treaty Relationships, Spirit and Intent, Historical Context, and Treaty Promises and Provisions. The Treaty Education Kindergarten to Grade Nine goals for each theme are as follows:

Treaty Relationships (TR) 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.

Spirit and Intent of Treaties (SI) 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.

Historical Context (HC) 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.

Treaty Promises and Provisions (TPP) 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.

Treaty Essential Learnings

The Office of the Treaty Commissioner, with its partners, has embarked on an education program to build greater harmony in Saskatchewan by improving the understanding of the treaties and the treaty relationship. With this in mind, the OTC has set about the task of identifying a set of Treaty Essential Learnings (TELs). The TELs are those topics, concepts, and understandings of treaties and the treaty relationship that students are expected to know by the end of Grade 12. The Treaty Essential Learnings are organized into the following:

Treaty Essential Learning #1: The Treaties introduces the treaties and answers the questions: who, what, where, when and why. To become familiar with the intentions of treaties there is need for a better understanding of the implications of the treaties. This learning will introduce the treaty partners of the numbered treaties that cover Saskatchewan.

Treaty Essential Learning #2: The Treaty Relationship continues from the treaties to emphasize that the treaties established a new relationship. The treaties outlined how this relationship was to be honoured and maintained for peace and good order. Both parties to the treaties agreed to responsibilities which would nurture the treaty relationship.

Treaty Essential Learning #3: The Historical Context of Treaties is a chronological list of historical events which affected First Nations peoples and the treaty making process. During the time of treaty-making, the government implemented other policies directed at First Nations peoples. Many of these policies have had negative intergenerational effects. Understanding the historical events will lead to a more informed perspective of the treaty-making era.

Treaty Essential Learning #4: Worldviews gives the reader a better understanding of the differing worldviews of the treaty partners. It is essential to understand the worldviews to understand the differing perspectives involved when interpreting the treaties for implementation.

Treaty Essential Learning #5: Symbolism in Treaty-Making explains the significance of the objects and actions used in treaty-making. The meanings of the symbols are explained.

Treaty Essential Learning #6: Contemporary Treaty Issues is a compilation of some of the issues that have arisen since the time of treaty-making. If the reader has a good understanding of the first five treaty essential learnings they will have enough knowledge to make the connection to the contemporary issues. This greater understanding will equip the reader to make accurate observations of the treaty relationship.

INQUIRY LEARNING

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to a deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods. It engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

Students who are engaged in inquiry:

- Construct deep knowledge and deep understanding rather than passively receiving information
- Are directly involved and engaged in the discovery of new knowledge
- Encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- Adapt new knowledge and skills to new circumstances
- Take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge.

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflection on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, notes, drafts, three-dimensional models, and works of art, photographs, and video footage.

Source: Ministry of Education. (2010). *Saskatchewan Curriculum: English Language Arts 1*. pp. 22-25.

FREQUENTLY ASKED QUESTIONS - TREATY FACTS AND MISCONCEPTIONS

What is a Treaty?

A Treaty is a formal agreement between two parties. The Numbered Treaties, which cover all of Saskatchewan, are formal agreements that created a relationship between the Crown and First Nations. As a result, each party has certain expectations and obligations, both explicit and implicit. The Numbered Treaties provided First Nations with such things as annuities, education, reserves, and protection of their traditional economies, while the Crown acquired the means to open up territories, including modern day Saskatchewan, for settlement, agricultural, and resource development. First Nations and the Federal Government differ, however, in how they view Treaties – First Nations see the Treaties as covenants, while the Federal Government sees them primarily as contracts. First Nations believe that the Treaties are land sharing agreements, witnessed by the Creator, between two sovereign parties that established a permanent relationship. The Federal Government acknowledges their solemnity, but they view the Treaties as land surrender agreements whereby First Nations ceded their territories to the Crown. As well, First Nations believe that the spirit of the agreement is what is most important, including oral commitments, whereas the Federal Government believes the written text is what is most important.

When were Treaties negotiated in Canada?

Treaties have been negotiated in Canada between First Nations and the Crown in both the pre and post Confederation eras. Pre-Confederation Treaties include the Peace and Friendship Treaties on the East Coast, the Treaty of Swegatchy (Southern Quebec), the Murray Treaty of 1760 (Quebec), the Upper Canada Treaties (Southern Ontario), the Robinson Treaties (Ontario), the Douglas Treaties of Vancouver Island, the Selkirk Treaty (Manitoba) and the Manitoulin Island Treaties (Ontario). The first post-1867 Treaty was Treaty 1, which was concluded on August 3, 1871 at the Hudson's Bay Company post, Lower Fort Garry. Treaty 2 was signed on August 21, 1871 at the Manitoba House Post and Treaty 3, or the North-West Angle Treaty, was concluded on October 3, 1873, near the Lake of the Woods. The first of the Treaties in present-day Saskatchewan was Treaty 4, concluded on September 14, 1875 at the Qu'Appelle Lakes. The rest of the Numbered Treaties were concluded between 1876, when Treaty 6 was negotiated, and 1921, when Treaty 11 was concluded. Treaties have also been signed in the modern era, with the negotiation of the James Bay and Northern Quebec Agreement in 1975 and most recently, the Nisga'a Treaty, which was concluded in 1999.

Why were the Numbered Treaties negotiated?

Both First Nations and the Crown had a history of Treaty making prior to first contact. First Nations and Europeans continued the Treaty making approach with each other in order to secure military and trade alliances through 'Peace and Friendship' Treaties during the early colonial period and the fur trade. With the issuing of the Royal Proclamation of 1763 by King George III, official guidelines were established for the acquisition of First Nations land whereby only the Crown could enter into Treaty negotiations with First Nations. The British Crown

then embarked on a series of Treaties with First Nations primarily in Ontario in order to open up areas for settlement, farming, and mining. After Confederation in 1867, the Dominion of Canada looked to the North-West Territories to expand and followed the precedent that had been set for Treaty making. Between 1871 and 1921, eleven Numbered Treaties were negotiated between the Crown and First Nations covering the territories from present-day Ontario to Alberta and portions of British Columbia and the Northwest Territories.

What were the Crown's and First Nations' reasons for wanting a Treaty relationship?

The Crown wanted to establish a relationship with First Nations because they wanted access to the land and resources of western and northern Canada. The western prairies were a large part of Prime Minister John A. Macdonald's 'National Policy', which envisioned the west as an agricultural producing region full of European immigrants. Macdonald's government also needed to complete a railway from Ontario to British Columbia in order to ensure that B.C. would remain in Confederation. The Crown was also afraid of the expansionist tendencies of the United States, who was looking northwards to expand its borders. If Canada did not settle the land in the west, it was conceivable that the Americans would. Canada and the First Nations also wanted to avoid the same type of Indian Wars that were occurring in the United States as the cost had been great, both financially and in lives lost. First Nations had differing reasons for wanting a Treaty relationship with the Crown. During the 1870s, First Nations were going through a period of transition. Diseases, such as small pox, were wiping out large numbers of First Nations people. The decline of the buffalo, the Plains First Nations main source of food, was creating starvation conditions in First Nations communities. The decline of the fur trade was also affecting the livelihood of First Nations in northern areas. With their traditional way of life slowly disappearing, First Nations saw the Treaties as a bridge to the future and a way to provide for their future generations.

What is a Treaty Adhesion?

The Treaty adhesion process was just as significant as the Treaty negotiation process. Adhesions were signed with First Nations throughout the areas dealt with in the initial Treaty negotiations and often continued for several years, sometimes decades, following the negotiations. Treaty adhesions were signed because some bands were not present at the original Treaty negotiations. For example, Little Pine was not present at the Treaty 6 negotiations at Fort Pitt or Fort Carlton in 1876; however Little Pine did adhere to Treaty 6 in 1879 at Fort Walsh. First Nations who adhered to existing Treaties are subject to the same conditions as the original signatories. Likewise, the Crown is also subject to the same conditions and obligations. From the First Nations' perspective, Treaty adhesions are just as significant as the Treaties themselves. Treaty adhesions are sacred agreements that created an ongoing relationship with the Crown, just as the original Treaties.

Who benefits from Treaties?

Treaties benefit all Canadians. Two parties are required to make a Treaty, with both parties having obligations and benefits that derive from the Treaty. In Saskatchewan, the Treaties contained benefits for both settlers and First Nations. First Nations received annuities, education, reserves, as well as farming assistance. Settlers received access to farmland and resources, as well as the peace and goodwill of First Nations.

What is a Treaty Right?

A Treaty Right is a personal or collective entitlement derived from a Treaty. For example, in Saskatchewan, Treaty First Nations have certain entitlements that flow from the Treaties, such as annuities, provisions for land and the right to hunt for themselves and their families. Other Canadians also have rights that come from the Crown signing Treaties, such as the right to settle and make a living on the land agreed to in the Treaties.

What do Treaties mean today?

Treaties are basic building blocks of the relationship between First Nations and the rest of Canada. It is clear that in the past, First Nations and the Crown had differing interpretations on what the Treaties meant. In Saskatchewan, the Government of Canada and the Federation of Saskatchewan Indian Nations have come to a common understanding about Treaties and are now using that understanding to reinvigorate the Treaty relationship. They are building on the relationship created by the Treaties by entering into agreements whereby Treaty First Nations can exercise jurisdiction and governance over their lands and people. Treaties are the building blocks for the future of the relationship between First Nations and the rest of Canada.

Do Status Indians pay taxes?

In general, Aboriginal people in Canada are required to pay taxes on the same basis as other people in Canada, except where the limited exemption under Section 87 of the *Indian Act* applies. Section 87 says that the “personal property of an Indian or a band situated on a reserve” is tax exempt. Inuit and Métis people are not eligible for this exemption and generally do not live on reserves. The exemption in Section 87 of the *Indian Act* has existed since before Confederation. It reflects the unique constitutional and historic place of Aboriginal people in Canada. The courts have held that the exemption is intended to preserve the entitlements of Indian people to their reserve lands, and to ensure that the use of their property on their reserve lands is not eroded by taxes. Employment income earned by a Status Indian working on a reserve is considered tax exempt. The courts have stated that factors such as the location of the duties and residence of the employee and employer must be considered to determine whether the income will be considered tax exempt. The Goods and Services Tax (GST) or Harmonized Sales Tax (HST) generally do not apply to purchases by Status Indians if the purchase is made on a reserve or is delivered to a reserve by the vendor or the vendor’s agent. For answers to particular questions, the relevant statute or appropriate regulations, contact any Canada Customs and Revenue Agency office for publications and more information at <http://www.aadnc-andc.gc.ca/eng/1100100016434/1100100016435>

**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?

Grade Five
Treaty Education Learning Resource
April, 2015

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TREATY EDUCATION - KEY QUESTIONS**

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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?

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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 Five: Assessing the Journey in Honouring Treaties

Treaty Relationships	Spirit and Intent	Historical Context	Treaty Promises and Provisions
<p>TR5: Examine the concepts of colonization and decolonization and analyze their effects.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. ➤ Examine effects of racism on relationships among Saskatchewan people. ➤ Investigate the current process of decolonization and the impact this has on all Canadian people. 	<p>SI5: Analyze how symbols used by treaty signatories contributed to the treaty making process.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). ➤ Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. ➤ Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). 	<p>HC5: Analyze the concept of self-government as it applies to First Nation and Métis people.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe First Nations and Métis political organizations in Canada and Saskatchewan. ➤ Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. ➤ Investigate challenges and opportunities facing First Nation and Métis political organizations today. 	<p>TPP5: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). ➤ Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. ➤ Investigate contemporary negotiations that support treaties as living agreements.

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

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

Treaty Essential Learnings: TEL 3 (Historical Context) TEL 4 (Worldview) TEL 6 (Contemporary Treaty Issues)		
<p>First Nations' leaders who negotiated treaties wanted to maintain their sovereignty as nations. To First Nations people, the treaty promise to continue their way of life meant that they would maintain their languages and cultures. The Nakota, Nahkawé, Nêhiyawak, and the Denesûliné leaders asked for European education so that their children and the children unborn would be able to work with and understand the newcomers. The development and implementation of the <i>Indian Act of 1876</i> began to force First Nations' children into schools that taught the English language and Western culture. Today, education continues to colonize First Nations people through the use of the English language and Western culture. First Nations people continue to struggle to keep their languages and cultures.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Relationships</p> <p>TR5: Examine the concepts of colonization and decolonization and analyze their effects.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. 	<p>Colonization and Assimilation</p> <p>Ask, How would you define colonization? What is the meaning of colonization? Have students work in pairs to brainstorm a working definition of colonization. List and compare student definitions to develop a common understanding of the term “colonization”. What happens when colonization is taking place? How would you define assimilation? What is the meaning of assimilation? Have students work in pairs to brainstorm a working definition of assimilation. List and compare students’ definitions to develop a common understanding of the term “assimilation”. What happens when assimilation is taking place? Who are the colonizers? When is colonization and assimilation used? What do governments want when they use colonization and assimilation to control a group of people? Why do governments colonize and assimilate Indigenous peoples? What strategies do they use? Have students research and examine how governments colonize and assimilate Indigenous peoples.</p> <p>The Colonization of First Nations People</p> <p>Ask, when did the British Crown begin to colonize First Nations people in Canada? What did the British Crown do? Have students enter pre and post confederation colonial legislation developed and implemented to colonize First Nations people on: <i>A Timeline of Events Leading To Treaties in Saskatchewan</i>, (OTC, 2008) using information from <i>The Historical Context of Treaties in Treaty Essential Learning: We Are All Treaty People</i>, (OTC, 2008). Why did the Canadian government want to colonize and assimilate First Nations people? What did the Canadian government use to colonize and assimilate First Nations people? Introduce the <i>Indian Act of 1876</i>. See (<i>Indian Act of 1876</i>, pp. 105 – 111, in <i>The Indian Act of 1876 Was Not Part of Treaty, A Treaty Resource Guide for Grade 4</i>, (OTC, 2008) This was the overriding policy developed and implemented to colonize and assimilate First Nation people into mainstream society. What type of education did the government use to assimilate and colonize First Nations children (residential schools)? Lead a discussion about how education socializes and promotes the languages and cultures of the dominant society. Why did the government use education to colonize First Nations children? What impact did/does <i>The Indian Act of 1876</i> have on First Nations people? See <i>The Indian Act of 1876 Was Not Part of Treaty, A Treaty Resource Guide for Grade 4</i>, (OTC, 2008). Have students study a First Nations artist who has used his/her art to express the impact the <i>Indian Act of 1876</i> has had and continues to have on First Nations people (e.g., Robert Houle, Cheryl Bear, Arthur Bolton, Nadia Myre).</p> <p>Colonization/Assimilation and Stereotypes/Racism</p> <p>Ask, how would you define stereotyping? How would you define racism? How does colonization and assimilation promote stereotypes and racism? How does racism and stereotyping develop? View the <i>Treaties as a Bridge to the Future</i>, (OTC, 2001). Examine how colonial legislation has promoted negative views about First Nations people. Have students read <i>Heather, The Learning Circle</i>, pp. 18-23, (INAC, 2007) and discuss how preconceived negative views about First Nations people are based on ignorance and stereotyping. Why are stereotypes about First Nations people more common than others in Saskatchewan? See <i>First Nations Peoples and Non-First Nations Society</i>, pp. 20 -26, in <i>The First Nations Struggle To Be Recognized, A Treaty Resource Guide for Grade 5</i>, (OTC, 2008). What can the students do to dispel the stereotypes about First Nations people? Why is “diversity in thought” necessary for positive community well-being? Have students work in groups to create presentations to identify strategies that will support positive relations between First Nations and Non-First Nations people.</p>	<ul style="list-style-type: none"> • Define colonization and assimilation. • Recognize that the colonization and assimilation policies of the Canadian government impacted First Nations societies in negative ways. • Describe how the Canadian government’s colonization and assimilation policies in <i>The Indian Act of 1876</i> impacted First Nations’ societies. • Define stereotyping and racism. • Explain how stereotyping is caused by preconceived negative or hostile views toward a person or group of persons based on ignorance. • Identify strategies that support positive relations between First Nations and Non-First Nations in Saskatchewan. • Examine or analyze ways that the artist depicts colonization through his/her work. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Subject Areas</p> <p>Arts Education - Outcome: CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.</p> <p>d. Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.</p>		
<p>English Language Arts - Outcome: CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.</p> <p>f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.</p>		
<p>Health - Outcome: USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <p>d. Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).</p> <p>e. Ask questions and seek answers for deeper understanding: How does prejudice develop? Why do some people have realistic self-images while other people have distorted self-images? Why are some stereotypes more common than others? How is “diversity in thought” necessary for community well-being?</p>		

Treaty Relationships – Goal: By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

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

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

Treaty Essential Learnings: TEL 1 (The Treaties) TEL 3 (Historical Context) TEL 4 (Worldview)		
The pipe ceremony was used at the time of treaty negotiations and the signing of treaty agreements. The pipe symbolizes truth, honesty, and purity of heart. They wanted the Creator to be a witness to the treaty agreements. Symbols showed the connection First Nations people have with nature and the land. These symbols continue to be used today in First Nations' ceremonies and cultural celebrations.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Spirit and Intent</p> <p>SI5: Analyze how symbols used by treaty signatories contributed to the treaty making process.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. ➤ Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). 	<p>Symbols Used At Treaty Making</p> <p>Ask, what are symbols? Why are symbols important? When are symbols used? What symbols do we use in the classroom and school? What symbols are used to identify the province/country in which you live"? What symbol is used in the courts for making the oath to tell the truth (the bible)? What spiritual symbol did First Nations use when negotiating and signing the treaties that signified the truth was to be spoken (the pipe stem)? What other cultural symbols were used at the time of treaty making between the British Crown and First Nations in what is now Saskatchewan? Have students identify and explain the significance of the symbols used at treaty making by the British Crown and First Nations. See <i>Symbols of Treaty</i>, pp. 95 – 102, in <i>The Numbered Treaties in Saskatchewan, A Treaty Resource Guide for Grade 2</i>, (OTC, 2008). Choose two symbols, one from each Nation (First Nations and British Crown) used at treaty making and compare the significance of the symbols.</p> <p>Symbols of Peace and Harmony and Their Significance</p> <p>Ask, what symbols are used to depict peace and harmony? What symbols do we use for peace and harmony? Why do we use these symbols? What is the significance of symbols of peace and harmony? Why did First Nations use the phrase “as long as the sun shines, the grass grows, and the waters flow”? Have students investigate and report on the significance of symbols, ceremonies and celebrations that depict the peaceful and harmonious relations between British Crown and the Nakota, Nahkawé, Nêhiyawak, and Denesûliné nations (e.g., pipe ceremony, drum, flag, feasts and festivals, round dances, pow wows, spiritual ceremonies, doves, handshake, or gatherings).</p> <p>Symbols Create a Sense of Belonging</p> <p>Ask, what are symbols of belonging? What symbols give a sense of belonging to a culture? What symbols are used by provinces and Nations? How do you feel when you connect with these symbols (e.g., a sense of belonging, self-identity, and personal well-being)? Why do symbols create a sense of belonging? How do symbols identify who you are? How do these symbols give you a sense of well-being? Do symbols say something about your culture, values, beliefs, and religion? Have students create a visual representation that reflects a connection between self and others by using symbols used today (e.g., family, culture, religion, province, and/or Nation).</p> <p>Living in Peace and Harmony with All of Creation</p> <p>Invite a First Nation Elder and/or Traditional Knowledge Keeper to share the Nakota, Nahkawé, Nêhiyawak, and/or the Denesûliné way of living in peace and harmony with all of creation. Explore, with the First Nation Elder or Traditional Knowledge Keeper, the role of the Creator as a witness to treaty agreements. As a class, generate a list of interview questions. Compose a written text (e.g., summary, short essay,) of the First Nation Elder and/or Traditional Knowledge Keeper and how First Nations people live in peace and harmony with all of creation.</p>	<ul style="list-style-type: none"> • Explain the significance of the symbols used by the British Crown and First Nations at the time of treaty making. • Identify the significance of symbols used by the British Crown and First Nations at the time of treaty making. • Recognize that symbols connect self to others and establish a sense of belonging and identity. • Investigate and explain the significance of ceremonies and celebrations that depict the peaceful and harmonious relations between two sovereign Nations. • Explain how symbols can be used to represent self-identity and belonging. • Analyze and describe how arts can give information about the time and place they are created. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Arts Education - Outcome: CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.</p> <p>a. Investigate how the arts sometimes reflect or question mainstream values.</p> <p>c. Explain how knowing more about the context in which an arts expression was created can help in understanding the work.</p>		
<p>English Language Arts - Outcome: CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).</p> <p>h. Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).</p>		
<p>Health - Outcome: USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <p>h. Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one's self-image.</p>		
<p>Social Studies - Outcome: DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.</p> <p>e. Explain the meaning and origin of a variety of Canadian symbols and consider the purposes of such symbols (e.g., coat of arms, motto, flag, beaver, feather, drum, RCMP, national anthem).</p>		<p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • The pipe is a significant symbol used in treaty making and often has similar meanings in First Nations cultures. It is important to obtain information about the pipe from Elders/Traditional Knowledge Keepers regarding the spiritual nature of the pipe.

Spirit and Intent – Goal: By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

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

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

Treaty Essential Learning: TEL 3 (Historical Context) TEL 4 (Worldview) TEL 6 (Contemporary Treaty Issues)		
<p>The Nakota, Denesúliné, Nahkawé, and Nêhiyawak were self-governing sovereign Nations prior to the treaties. The Canadian government has ignored the fact that all parties to treaty were Nations who made nation to nation treaty agreements. First Nations were to retain their right to govern themselves as they had for thousands of years. When First Nations veterans returned from serving Canada in World War I and World War II they began to struggle for their rights as treaty people. They wanted the government to honour the treaty promises to First Nations people. They began to establish First Nations’ political organizations to protect and preserve the treaties made between the Nakota, Denesúliné, Nahkawé, Nêhiyawak and the Canadian government in what is now Saskatchewan.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Historical Context</p> <p>HC5: Analyze the concept of self-government as it applies to First Nation and Métis people.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe First Nations and Métis political organizations in Canada and Saskatchewan. ➤ Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. ➤ Investigate challenges and opportunities facing First Nation and Métis political organizations today. 	<p>Treaties - Nation to Nation Agreements</p> <p>Ask, what is a treaty? Who makes treaties (Nations)? What is a sovereign Nation? Inform the students that First Nations peoples lived throughout what is now North America prior to European contact. Where did the many First Nations have their territories? See <i>The Encyclopedia of the First Peoples Map of America Since Time Immemorial, A Treaty Resource Guide for Kindergarten</i>, (OTC, 2008). Lead a discussion about treaty agreements as Nation to Nation agreements. What Nations made treaties in what is now Saskatchewan? Inform the students that the Nakota, Nahkawé, Nêhiyawak, and the Denesúliné Nations were recognized as sovereign Nations when making treaties. See <i>Legacy: Indian Treaty Relationships</i>, pp. 4 – 8, (Price, 1991) and <i>The First Nations Struggle to be Recognized, A Treaty Resource Guide for Grade 5</i>, pp.35-40, (OTC, 2008). What legal document in 1763 established First Nations legal right to make decisions about their lands and recognized the nationhood of First Nations? Have students investigate and explain why the Royal Proclamation of 1763 is important to First Nations’ governance as they struggle for their rights as sovereign nations. See <i>Aboriginal Peoples: Building for the Future</i>, p.35, (Reed, 1999).</p> <p>First Nations Political Organizations</p> <p>Ask, what is a political organization? Why do we have political organizations? Who do political organizations represent? Are political organizations the same? What political organizations represent First Nations people (e.g., Assembly of First Nations (AFN), Federation of Saskatchewan Indian Nations (FSIN), Tribal Council, local Chief and Council)? Have students work in groups to investigate and describe First Nations’ governments (e.g., levels of government, purpose of the organization, who it represents, current leader) and represent, in graphic format, the structure of various levels of government of First Nations in Canada. See http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/Curriculum/03-04.htm#Contents</p> <p>First Nations Leaders Establish First Nations’ Political Systems and Structures</p> <p>Ask, why did First Nations people want their own political systems and structures? See <i>Legacy: Indian Treaty Relationships</i>, pp. 72 – 73, (Price, 1991). What political organization represents the First Nations people in the province of Saskatchewan? How was the Federation of Saskatchewan Indian Nations (FSIN) established? Have students research to identify First Nations’ leaders who were instrumental in the establishment of the Federation of Saskatchewan Indian Nations (FSIN) and create a time line representing the establishment of the FSIN to today. See <i>FSIN History 65th Anniversary Gala Video</i>, http://www.fsin.com/index.php/media-releases/814-fsin-history-65th-anniversary-gala-video-</p> <p>Challenges and Opportunities Facing First Nations’ Political Organizations</p> <p>Ask, what are some opportunities presented to First Nations’ political organizations? What challenges do First Nations’ political organizations face today? Investigate using print media (e.g., newspapers, journals, magazines) to find one article on challenges or opportunities of First Nations’ governments. Write a paragraph report or essay based on an article on a current challenge or opportunity facing First Nations’ political organizations today. Invite a local First Nation’s chief and/or councilor to the class. Have students prepare a list of questions they would like the chief/councilor to answer.</p>	<ul style="list-style-type: none"> • Recognize that the British Crown, the Nakota, Nahkawé, Nêhiyawak, and the Denesúliné were acknowledged as sovereign nations at the time of treaty making. • Explain why the Royal Proclamation of 1763 is an important document to First Nations’ governments. • Describe the political systems and structures of First Nations’ political organizations in Canada and Saskatchewan. • Recognize that many First Nations lived in what is now North America prior to European contact. • Identify First Nations’ leaders who were instrumental in the establishment of the FSIN political government. • Identify one challenge or opportunity facing First Nations’ political organizations today. <p>Consider: How can the learning experiences help us answer the inquiry question?</p> <p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • First Nations’ governments continue to struggle to be recognized as nations. • First Nations’ governments are working with provincial and federal governments to fulfill the treaty promises and to revive the treaty relationship envisioned at the time of treaty making.
<p>English Language Arts - Outcome: CC5.4</p> <p>Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</p> <p>a. Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence.</p>		
<p>Social Studies - Outcome: IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.</p> <p>a. Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, and Arctic.</p> <p>c. Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans.</p> <p>Outcome: PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.</p> <p>a. Represent, in graphic format, the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments.</p> <p>b. Investigate the structure of First Nations governments in Canada, using accurate terminology (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).</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 Five: Assessing the Journey in Honouring Treaties – Treaty Promises and Provisions

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

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)		
<p>Urban reserves provide First Nations people new opportunities to make a living. Land claims for land that was never allocated as promised in the treaties and the land that was either sold or given away by Indian agents makes urban reserves possible. Many First Nations' businesses owned by First Nations' tribal councils or individuals operate on urban reserves. The gas bars and confectionaries on urban reserves help First Nations people by providing tax relief on specific goods and services. Many goods and services are required by these businesses. These goods and services are provided by businesses outside the urban reserves. First Nations' bands make agreements with the city for power, water, and other services.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Promises and Provisions</p> <p>TPP5: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). ➢ Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. ➢ Investigate contemporary negotiations that support treaties as living agreements. 	<p>Treaties Benefit all People in Saskatchewan</p> <p>Ask, what is a treaty? What treaties were made between the Canadian government (British Crown) and First Nations in Saskatchewan? Why did the Canadian government and the Nakota, Nahkawé, Nēhiyawak, and Denesúliné Nations want to make treaties? See <i>Reasons for Treaty</i>, pp. 28-31 and 69 in <i>The Numbered Treaties in Saskatchewan, A Treaty Resource Guide for Grade 2</i>, (OTC, 2008). Inform the students that First Nations wanted to protect their way of life and ensure their livelihood. The Canadian government wanted land for the newcomers who would be coming to settle on the plains. Both parties made treaty promises; First Nations agreed to share the land to the depth of a plow and the Canadian government promised that First Nations people would maintain their way of life and would learn new ways to ensure their livelihood. Have students identify contemporary results of Saskatchewan Treaties for First Nations (e.g., urban reserves, traditional justice, economic development opportunities, formal European education, agriculture) and the Canadian government (e.g., settlement of newcomers, railway from coast to coast, land and resources).</p> <p>Urban Reserves in Saskatchewan</p> <p>Ask, what is a First Nation reserve? What is a First Nation urban reserve? How are urban reserves created? Why do First Nations people want urban reserves? What are the benefits of urban reserves to First Nations people and the people of Saskatchewan? See <i>Background – Urban Reserves: A Quiet Success Story</i> at http://www.aadnc-aandc.gc.ca/eng/1100100016331/1100100016332? Have students research and explore urban reserves in Saskatchewan and create a visual, multimedia, oral, and/or written text that identifies the benefits of these to all Saskatchewan people.</p> <p>Contemporary Negotiations that Support Treaties as Living Agreements</p> <p>Ask, what are living agreements? How are treaties made in Saskatchewan between First Nations and the Canadian government living agreements? Why do contemporary negotiations between First Nations and federal, provincial, and municipal governments support the agreements made in Treaties 2, 4, 5, 6, 8, and 10? Have students work in groups to investigate, identify, and describe contemporary negotiations that support treaties as living agreements (e.g., land claims, duty to consult, traditional justice, urban reserves, education tuition agreements, resource sharing, economic opportunities). Have students create an oral presentation to report their findings to the class. Have them answer the question: Why do these contemporary negotiations benefit all Saskatchewan people? Why do these living agreements determine that “We Are All Treaty People”?</p>	<ul style="list-style-type: none"> • Define what a treaty is. • Explain why the Canadian government (British Crown) and First Nations wanted to make treaties. • Identify contemporary results of Saskatchewan treaties. • Identify urban reserves in Saskatchewan as a contemporary result of Saskatchewan treaties. • Describe the benefits of urban reserves to all Saskatchewan people. • Explain how contemporary negotiations support Saskatchewan treaties as living agreements. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>English Language Arts - Outcome: CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.</p> <p>a. Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> a clear and specific message a logical and coherent organization of ideas competent use of language and conventions. <p>b. Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.</p> <p>Outcome: CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.</p> <p>f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.</p>		<p>First Nations Protocol</p> <ul style="list-style-type: none"> • Urban reserves are important to the revitalization of First Nations' languages and cultures. Many urban First Nations people have opportunities to participate in cultural celebrations and ceremonies offered through organizations and businesses located on urban reserves.
<p>Social Studies - Outcome: PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.</p> <p>a. Explain what a treaty is, and the purpose of a treaty.</p> <p>b. Affirm that all Saskatchewan residents are treaty people.</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

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

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

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

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

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

Spirit and Intent

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

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

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

Historical Context

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

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

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

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

Treaty Promises and Provisions

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

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

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

SUGGESTED GRADE FIVE RESOURCES:

Note: If the suggested resources are not on the Ministry of Education's recommended learning resources list please refer to the Ministry of Education's *Learning Resources Evaluation Guide* (2013) or your school/school system's learning resources evaluation policy.

Recommended Learning Resources - Resources marked with an * are not currently on the Ministry of Education recommended list.

Websites: The websites listed below may not be available because the site may have been discontinued by the organizations listed in the URL. All websites were accessed on 28/01/15.

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