

*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 Six
Treaty Education Learning Resource
April, 2015

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Inquiry Question #2: Why is it important to preserve and promote First Nations’ languages?5

Inquiry Question #3: How do urban reserves positively affect all people in Saskatchewan?6

Inquiry Question #4: How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan, and the Canadian government?7

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**KINDERGARTEN TO GRADE FOUR
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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Grade Level	Grade Five	Grade Six	Grade Seven	Grade Eight	Grade Nine
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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 Six: Moving Towards Fulfillment of Treaties

Treaty Relationships	Spirit and Intent	Historical Context	Treaty Promises and Provisions
<p>TR6: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research the various structures and processes that have been created in an effort to honour treaties. ➤ Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. ➤ Explore the concept of sovereignty as related to First Nation peoples. ➤ Explore the concept of sovereignty as related to Metis peoples. 	<p>SI6: Analyze the importance of the preservation and promotion of First Nations and Métis languages.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Express how one’s cultural identity is influenced by language. ➤ Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. ➤ Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). 	<p>HC6: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). ➤ Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations support the fulfillment of Treaties. ➤ Investigate how parties to treaty are utilizing the land for economic development opportunities. 	<p>TPP6: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. ➤ Investigate and report on the goals and achievements of the Treaty Table and the OTC.

Grade Six: Moving Towards Fulfillment of Treaties – Treaty Relationships

Inquiry Question #1: What structures and processes have been developed for treaty implementation?

Treaty Essential Learnings: TEL 1 (The Treaties) TEL 2 (The Treaty Relationships) TEL 3 (Historical Context) TEL 6 (Contemporary Treaty Issues)		
First Nations people believe that the Canadian government has not honoured nor did it fully implement the treaty promises made to them. First Nations created political organizations and institutions to preserve and protect the treaties. Today, First Nations are working with the federal, provincial, and municipal governments to establish structures and processes to honour and fulfill the treaty promises made to both parties.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
Treaty Education – Treaty Relationships	Treaty Promises to First Nations and the Canadian government	
<p>TR6: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Research the various structures and processes that have been created in an effort to honour treaties. ➢ Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. 	<p>Ask, what are needs and wants? What is the difference between needs and wants? How were First Nations needs and wants fulfilled in First Nations Peoples Era (e.g., living off the land and its natural resources provided everything they needed)? What quality of life did they have? Why did the Canadian government (British Crown) and First Nations want/need to make treaties? What did the Canadian government and First Nations hope to achieve by making treaties? Have students read <i>Legacy: Indian Treaty Relationship</i>, pp 48 -50, (Price,1991) to identify the reasons each party had for making treaties and determine whether the reasons were needs or wants. The Canadian government received everything they hoped for. See <i>The Canadian government’s Expectations and Benefits from Treaty, Grades 7 – 12 Teaching Treaties in the Classroom</i>, pp. 307-8, (OTC, 2002). First Nations received, to varying degrees, the benefits listed in <i>Legacy: Indian Treaty Relationships</i>, pp. 54 -57, (Price, 1991). First Nations believe that the Canadian government did not fulfill the treaty promises. See <i>Legacy: Indian Treaty Relationships</i>, pp. 59 -74, (Price, 1991). Have students examine and investigate the impact that occurred on the lives of First Nations people because of unfulfilled treaty promises, colonization, and assimilation. What is the quality of life for most First Nations people today (e.g., poverty, lack of economic opportunities, loss of land, impacts of residential schools, loss of languages and cultures, low graduation rates, health issues, loss of hunting, loss of livelihood, loss of identity, incarceration, additions)? How did the quality of life for First Nations change after the arrival of the newcomers and treaty making?</p> <p>Structures and Processes that Honour Treaties</p> <p>Ask, what structures and processes have First Nations and the Canadian government created in an effort to honour treaties? Why did First Nations organize to address their concerns and grievances regarding their treaty rights? See <i>Legacy: Indian Treaty Relationships</i>, pp. 72-85, (Price, 1991). What is the purpose of these political organizations? How do they honour treaties? Have students work in groups to research and create a visual representation that identifies the organization, its purpose, who they represent, how is it funded, and how the organization has worked to honour treaties. See <i>The First Nations Struggle for Recognition as Nations, A Treaty Resource Guide for Grade 5</i>, pp. 35 – 39, (OTC, 2008). What First Nations educational institutions have been established? See <i>The Restoration of First Nations Languages and Cultures, A Treaty Resource Guide for Grade 5</i>, pp. 26 -34, 87 (OTC, 2008)? How do these institutions honour treaties? What structures and processes has the Canadian government created in an effort to honour treaties (e.g., <i>Indian Act</i> of 1876, creation of Aboriginal Affairs and Northern Development Canada (AANDC), Canadian Constitution of 1982, Charter of Rights and Freedoms, partnerships with First Nations, programs and services for Aboriginal people)? How did the <i>Indian Act</i> of 1876 fail to honour treaty promises? What impact did the <i>Indian Act</i> have on First Nations people? Was the treaty promise to maintain/sustain a way of life honoured? Inform the students that the <i>Indian Act</i> of 1876 is still in effect and that as long as it continues to control First Nations people the treaties will not be fully implemented. Ask, how are the federal, provincial, municipal, and First Nations governments working together to honour treaties? See <i>First Nations and Communities Work Together Toward Self-Sufficiency, A Treaty Resource Guide for Grade 6</i>, pp. 35 – 39, (OTC, 2008). What kinds of partnerships, programs, and services have been established to honour and fulfill treaty promises? Have students work in groups to examine and investigate how these governments have been working together to honour treaty promises. Assign each group one of the promises made to First Nations including the following: peace and friendship, sharing the land and resources, equal quality of life, mutual economic opportunities, urban reserves, education successes, justice restoration, medical services, restoration of languages and cultures. Have each group prepare an oral presentation outlining how these structures and processes support the fulfillment of treaties. Using the findings, lead a discussion about how the full implementation of the treaties would bring positive economic implications for all people of Saskatchewan.</p>	<ul style="list-style-type: none"> • Identify the wants and needs of the Canadian government and First Nations for entering into treaty. • Explain the negative impacts of colonization on the lives of First Nations people. • Recognize that First Nations people do not have the same quality of life as other Saskatchewan people. • Recognize that First Nations honoured and fully implemented the treaty promises to the Canadian government. • Explain why the treaty promises to First Nations have not been honoured and remain unfulfilled. • Describe the First Nations and the Canadian government structures and processes that have been created in an effort to implement and honour treaty promises. • Explain how First Nations, federal, provincial, and municipal governments are working together to support the fulfillment of treaties. • Describe how the full implementation of the treaties will bring positive economic implications for all people of Saskatchewan. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>English Language Arts - Outcome: CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</p> <p>a. Use different ways of representing to explore ideas and express understanding (e.g., in a poster, tableau, physical movement, graphic organizer, chart, graph, table).</p> <p>Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p> <p>b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.</p>		
<p>Health Education - Outcome: USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</p> <p>m. Discuss factors that affect the identities of people as a result of colonization.</p>		
<p>Social Studies - Outcome: RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.</p> <p>a. Explain the difference between needs and wants.</p> <p>c. Recognize the variation in value placed on quality of life indicators in varying locations, cultures, and time periods</p>		
		First Nations Protocol/Information
		The Saskatchewan First Nations' Veteran Association plays an important role in preserving and protecting treaties.

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 Six: Moving Towards Fulfillment of Treaties – Spirit and Intent

Inquiry Question #2: Why is it important to preserve and promote First Nations’ languages?

Treaty Essential Learnings: TEL 3 (Historical Context) TEL 4 (Worldview) TEL 6 (Contemporary Treaty Issues)		
<p>First Nations’ languages must be revitalized and maintained in order to preserve First Nations’ cultures, history, worldviews, and connection to the land. Elder Musqua states that our history is in the language; creation stories, medicines, and teachings of the land. The loss of identity of youth is caused by the lack of knowledge about their history and cultural teachings. Several governmental initiatives to restore First Nations’ languages have not been successful. First Nations people need to teach their children and grandchildren their First Nations’ languages.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Spirit and Intent</p> <p>SI6: Analyze the importance of the preservation and promotion of First Nations and Métis languages.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Express how one’s cultural identity is influenced by language. ➢ Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. ➢ Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, and storytelling). 	<p>Language Influences Cultural Identity</p> <p>Ask, what does identity mean? Where does your identity come from? What factors affect identity (e.g., language, culture, time we live in, location we live)? What is culture (e.g., our way of life)? What does having a culture include (e.g., our values, beliefs, customs, languages, and traditions)? What are the benefits of a strong and vibrant culture (e.g., gives a sense of belonging, personal wellness, health, and self-esteem)? Why is one’s cultural identity influenced by language (e.g., it is the expression of the culture)? Have students share in a Talking Circle how their cultural identity is influenced by language. Ask, how does language impact cultural identity? How could you demonstrate that language impacts cultural identity? How have First Nations’ artists restored and preserved their cultural identity through their art? Conduct an inquiry to discover how dance, drama, music, and visual artists are expressed as cultural identity in the work of various contemporary First Nations, Métis, and Inuit artists.</p> <p>First Nations’ Languages in Canada</p> <p>Ask, how many First Nations’ languages are spoken in Canada? How many of these languages are endangered? What makes a language viable? What would cause a language to disappear? What could we do to ensure that languages do not disappear? How many First Nations’ languages are spoken in Canada? Have students conduct research to identify and list First Nations’ languages that are viable or endangered. See <i>Aboriginal Languages in Canada</i> at http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.pdf and <i>Statistics Canada</i> at http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.cfm What happened to First Nations’ languages? What did colonization do to First Nations’ languages through the <i>Indian Act</i> and residential schools? What impact did colonization have on the identity of First Nations people? Have students research the <i>Indian Act</i> to assess the impact that residential schools had on the loss of First Nations’ languages and cultures. See <i>First Nations’ Traditional Teachings and Languages Are Suppressed and The First Nations’ Traditional Lifestyles Change, in The Indian Act of 1876 Was Not Part of Treaty: A Treaty Resource Guide For Grade 4, pp. 19 -34, (OTC, 2008).</i></p> <p>Preservation and Restoration of First Nations ‘Languages in Canada</p> <p>Ask, how many First Nations’ languages are spoken in Saskatchewan today? Why are First Nations’ languages either distinct or endangered? Have students calculate the percentage of First Nations people who speak their First Nation’s language and visually represent the percentages. See <i>Aboriginal Languages in Canada: Emerging Trends and Perspectives on Second Language Acquisition</i> at http://www.statcan.gc.ca/pub/11-008-x/2007001/9628-eng.htm Why is the percentage of First Nations people who speak their language so low? What can be done to preserve these languages? What initiatives have First Nations, Canada, and Saskatchewan used to preserve and restore First Nations’ languages? Have these initiatives been successful? Identify the initiatives and evaluate their success in preserving First Nations’ languages. See <i>First Nations Languages Inventory Of First Nations Language Community Programs and Resources By First Nations Regions and Federal Agency - Including Best Practices</i> at http://www.afn.ca/uploads/files/education/summary_table_of_language_resources_and_curricula_march_31_2011-1.pdf</p>	<ul style="list-style-type: none"> • Describe how language influences cultural identity. • Recognize that the residential school system was meant to colonize First Nations people through the loss of First Nations’ languages and cultures. • Describe how the loss of First Nations’ languages impacts First Nations’ cultures. • Identify the initiatives that have been successful in preserving and restoring First Nations’ languages. • Determine the percentage of First Nations people who speak their First Nation’s language and visually represent the percentages. • Discuss factors that affect the identities of people as a result of colonization. • Examine Canadian government policies that led to the loss of First Nations’ languages and cultures in Saskatchewan. • Conduct an inquiry to discover how the work of various contemporary First Nations’ dances, drama, music, and visual artists expresses cultural identity. <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"> • All First Nations’ spiritual ceremonies are conducted in First Nations’ languages. • First Nations Elders continue to speak in their languages to keep the languages alive. <p>See– <i>The First Nations Struggle to Be Recognized: A Treaty Resource Guide for Grade 5, Talking Circle Guidelines –Appendix B. (OTC, 2008).</i></p>
<p>Arts Education - Outcome: CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.</p> <p>a. Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.</p>		
<p>Health Education - Outcome: USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</p> <p>m. Discuss factors that affect the identities of people as a result of colonization.</p>		
<p>Mathematics - Outcome: N6.5 Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically. [C, CN, PS, R, V]</p> <p>a. Observe and describe examples of percents (whole numbered to 100) relevant to self, family, or community, represent the percent concretely or pictorially (possibly physically), and explain what the percent tells about the context in which it is being used.</p>		

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 Six: Moving Towards Fulfillment of Treaties – Historical Context

Inquiry Question #3: How do urban reserves positively affect all people in Saskatchewan?

Treaty Essential Learnings: TEL. 1 (The Treaties) TEL. 3 (Historical Context) TEL. 4 (Worldview) TEL. 6 (Contemporary Treaty Issues)		
<p>The Nahkwaé (Saulteaux), Nêhiyawak (Cree), Nakota, Dakota, Lakota and the Denesûliné (Dene) First Nations had their own territories prior to the arrival of the newcomers. When First Nations made treaties, they agreed to share the land with the newcomers. First Nations settled on reserves after treaty. Each First Nation’s band was promised land. Many First Nations’ bands did not receive the land promised in treaty agreements and some bands lost land because it was sold without the First Nation’s band consent. Today, these First Nations’ bands are regaining land through Treaty Land Entitlement and other land claims. First Nations’ bands are establishing urban reserves by purchasing land in cities and municipalities. Urban reserves benefit First Nations people and all people in Saskatchewan.</p>		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Historical Context</p> <p>HC6: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). ➤ Investigate how parties to treaty are utilizing the land for economic development opportunities. 	<p>Where do First Nations People Live?</p> <p>Ask, where do First Nations people live? How many First Nations people live on the reserve? How many First Nations people live in cities and towns? Why do First Nations move to urban centres? See <i>Fact Sheet – Urban Aboriginal population in Canada</i> at https://www.aadnc-aandc.gc.ca/eng/1100100014298/1100100014302 and <i>Recognising Rights: Strengthening Off-Reserve First Nations Communities</i> at http://www.parl.gc.ca/Content/SEN/Committee/412/ridr/rep/rep03dec13-e.pdf What type of programs and services do urban First Nations need when they move to an urban centre (e.g., housing, health care, employment, education)? Where are these programs and services situated in urban centres? What challenges are faced by First Nations people in urban centres? Have students examine the Saskatoon Tribal Council’s (STC) programs to create an oral presentation identifying services located on an urban reserve in Saskatoon. See <i>Saskatoon Urban First Nations, Services, Inc.</i> at http://www.sktc.sk.ca/corporations/stc-urban-first-nations-services-inc/ and explain why it is important for urban First Nations to have access to these programs and services.</p> <p>Urban Reserves Impact Livelihood</p> <p>Ask, what are urban reserves? Why are urban reserves created? What do urban reserves look like? Have students read <i>City of Saskatoon Reserves: Frequently Asked Questions</i> at http://www.saskatoon.ca to identify the benefits of urban reserves. What First Nation reserve owns the urban reserve on which the Saskatoon Tribal Council is located? What other First Nation urban reserves are located in Saskatchewan? What impact do urban reserves have on livelihood? What employment opportunities are available for First Nations people? Why is it important for First Nations people to have opportunities for employment? Show the students the power point presentations in <i>Building Bridges for Success: Aboriginal Land Development 11</i> at http://www.saskatoon.ca to examine the economic, social, cultural, and environmental impacts of urban reserves and create a list of products and services of businesses. Ask the students to discuss how economic opportunities for First Nations people are a part of the fulfillment of treaty promises.</p> <p>Use of Land for Economic Opportunities</p> <p>Ask, who are the parties to treaty in Saskatchewan treaties (Canada and First Nations)? How do these parties use the land in Saskatchewan? How do First Nations, Canada, and Saskatchewan people share the land and its resources? How is the land used in Saskatchewan for economic development? What are some of the industries involved (e.g., natural resources, agriculture, tourism,)? Research and create a representation of ways the land is used in the local area. What does sustainability mean? Which land uses initiate change that promotes sustainability? Have students represent through visual art, music, dance, writing, or other representation, the contribution of individuals and communities that initiate change that supports sustainability.</p> <p>Fulfillment of Treaty Obligations Positively Affect Saskatchewan People.</p> <p>Ask, what have you learned about urban reserves and the benefits for Saskatchewan people? What have you learned about how First Nations, Canada, and Saskatchewan governments use the land? How do First Nations people benefit from sharing the land? How do these benefits relate to the treaty promises made to First Nations people? Have students analyze how sharing the land for economic, social, cultural, and environmental purposes is a movement towards the fulfillment of treaty obligations and has positively affected all people in Saskatchewan.</p>	<ul style="list-style-type: none"> • Describe urban reserves and how they are created. • Explain why urban reserves are important for First Nations people moving to urban centres. • Create a list of products and services of urban reserves. • Explain how urban reserves benefit all people in Saskatchewan. • Describe the economic, social, cultural, and environmental impacts of urban reserves. • Explain why urban reserves benefit all people in Saskatchewan. • Analyze how sharing the land for economic, social, cultural, and environmental purposes is a move toward the fulfillment of treaties. • Identify the land uses that initiate change that promotes sustainability. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Arts Education - Outcome: CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</p> <p>d. Describe why personal and cultural identity is often an important influence in the creation of arts expressions.</p>		
<p>Career Education - Outcome: CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.</p> <p>c. Create a list of the products and services of local or area employers.</p>		
<p>English Language Arts - Outcome: CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.</p> <p>g. Prepare and give oral presentations (e.g., on a topic under study or of personal interest).</p> <p>Social Studies - Outcome: RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p> <p>a. Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability.</p>		
		First Nations Protocol/Information
		<ul style="list-style-type: none"> • First Nations Elders and traditional Knowledge Keepers can be invited to the classroom to give information on First Nations and their connection to the land, how they lived in balance and harmony with the natural environment. • First Nations people lived by Natural Laws that enabled them to be environmentalists and stewards of the land.

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 Six: Moving Towards Fulfillment of Treaties – Treaty Promises and Provisions

Inquiry Question #4: How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan, and the Canadian government?

Treaty Essential Learnings: TEL. 1 (The Treaties) TEL. 2 (The Treaty Relationship) TEL. 3 (Historical Context) TEL. 4 (Worldview) TEL. 5 (Symbolism in Treaty Making)		
The Office of the Treaty Commissioner is a neutral place where First Nations meet with Canadian government officials to discuss treaty issues and concerns. Chiefs who represent of the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations who signed Treaties 2, 4, 5, 6, 8, and 10 with the Canadian government initiate discussions on the fulfillment of treaty promises. The Elders ensure that the spirit and intent of treaties are at the forefront in the Treaty Table discussions. The Treaty Table recognizes that treaties are living agreements. The parties work toward building the treaty relationship envisioned at the time of treaty negotiations and signing.		
Outcomes and Indicators	Possible Learning Experiences	Assessment Ideas
<p>Treaty Education – Treaty Promises and Provisions</p> <p>TPP6: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➢ Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. ➢ Investigate and report on the goals and achievements of the Treaty Table and the OTC. 	<p>Office of the Treaty Commissioner - Saskatchewan</p> <p>Ask, what is the Office of the Treaty Commissioner (OTC)? When was it established? Why was the OTC created? Who does it represent? Who represented the First Nations people in Saskatchewan? Who represented the Canadian government (Crown)? What was the role of the OTC in 1989? See <i>History of the OTC</i> at www.otc.ca Ask, when was the OTC re-established? Why was it re-established? Why was the OTC given an impartial role? Have students work in groups to investigate and answer on the following questions. See <i>Introduction, Statement of Treaty Issues, pp.1 –7</i>, (OTC, 1998). What was the new paradigm for the relationship between the Crown and First Nations in Saskatchewan? What was to be the OTC’s role in this renewed partnership? Who were the Chief of the Federation of Saskatchewan Indian Nations (FSIN) and the Minister of Indian Affairs and Northern Development (INAC)? Why was the Exploratory Treaty Table established? What was the work plan of the Exploratory Treaty Table? What guiding principles were established to guide the work at the Exploratory Treaty Table? Why did the parties need to establish “common understandings”? What was the role of First Nations Elders in the process? What role did the Province of Saskatchewan play (observer)? Why was it important for the Province of Saskatchewan to be at the discussions? Ask, what was Canada’s approach to the Exploratory Treaty Table discussions? What was the FSIN’s approach to the discussions? Have students examine and compare the similarities and differences in Canada’s and the FSIN’s approach to discussions at the Exploratory Treaty Table. See <i>Developing New Understandings, Statement of Treaty Issues, pp.36-41</i>, (OTC, 1998). Ask, when did the Exploratory Treaty Table become the Treaty Table? Inform the students that the recommendation for change was put forth in <i>Recommendation 19, Treaty Implementation: Fulfilling the Covenant, pp.179-181</i>, (OTC, 2007). The OTC was closed for a brief period in April, 2007 and re-opened in August 2007. The Treaty Table was renewed and its role was outlined. See <i>Memorandum of Agreement, Section7, February 2008</i> at www.otc.ca. Have students examine annual reports to identify the achievements of the Treaty Table. See <i>Annual Reports</i> at http://www.otc.ca/publications/annual-reports. Ask, what is a Treaty Commissioner? Who were the treaty commissioners for Treaty, 4, 5, 6, 8, and 10? See, <i>Statement of Treaty Issues: Treaties as a Bridge to the Future, Appendices E – I, Basic Data for Treaties 4, 5, 6, 8, and 10, pp. 100 – 119</i>, (OTC, 1998). What was the role of these treaty commissioners when treaties were being made (e.g., to negotiate and make treaty agreements on behalf of the British Crown)? Do we have treaty commissioners today? Where do they work? What role does the treaty commissioner play today? See <i>Section 6 - Memorandum of Agreement, February 2008</i> at www.otc.ca Compare the role of the treaty commissioners at the time of treaty making and today. How many treaty commissioners were appointed to the OTC since 1989? Who are they? See www.otc.ca Who is the current Treaty Commissioner? Ask, what is the OTC doing to advance the treaty goal of establishing good relations among all people of Saskatchewan? What does the OTC do to address its mandate to increase the knowledge and understanding of treaties and First Nations people? What departments have been created within the OTC organization (e.g., public and K – 12 education, livelihood, and economic development)? What is the purpose of each department? See <i>Annual Reports</i> at http://www.otc.ca/publications/annual-reports to identify the achievements of each department. What has the resource <i>Teaching Treaties in the Classroom, A Teacher Resource Guide for Kindergarten to Grade 6</i>, (OTC, 2008) accomplished? Why is important to have an organization like the OTC in Saskatchewan? What do you see in your community that is evidence of the work of the OTC? What is the future role of the OTC? Have students describe what the statement <i>We Are All Treaty People</i> mean to Saskatchewan people.</p>	<ul style="list-style-type: none"> • Identify the role of the OTC and the OTC Treaty Table. • Recognize that the OTC has an important role in promoting good relations between First Nations and other people in Saskatchewan. • Identify the OTC treaty commissioners for Treaties 4, 5, 6, 8, and 10 and the present day OTC Treaty Commissioners. • Describe how the OTC promotes good relations between Canada and the FSIN. • Describe the role of the Treaty Commissioner in facilitating the fulfillment of Treaties 2, 4, 5, 6, 8, and 10. • Identify the departments and goals of the Office of the Treaty Commissioner. • Identify the achievements of the OTC organizations in the areas of public and K – 12 educational programs, and livelihood and economic development. <p>Consider: How can the learning experiences help us answer the inquiry question?</p>
<p>Arts Education - Outcome: CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.</p> <p>a. Explore and determine appropriate media, technology, forms, and methods for visual expression.</p> <p>b. Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.</p>		
<p>English Language Arts - Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p> <p>b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.</p> <p>Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p> <p>b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.</p>		<p>First Nations Protocol/Information</p> <ul style="list-style-type: none"> • The OTC Elders Advisory Council guides and supports the work of the OTC office. The Elders pass on the oral stories about the treaties. They tell what happened at the time of treaty through their oral traditions. The Elders share this historical knowledge with people through the OTC public education programs. Sharing through oral tradition continues as the Elders present in classrooms.

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 had not honoured the treaties negotiated with First Nations. First Nations leaders wanted to set out a nation-to-nation relationship, and ensure that treaty promises were fulfilled.

Many First Nations men and women fought for Canada in World War I and II and other wars. The First Nations men and women were required to return to their reserves where they were treated as second class citizens. They did not receive the same benefits as other veterans and did not have the same freedoms and rights, including the right to vote. These war veterans decided to unite and establish the political organization, Federation of Saskatchewan Indian Nations, to preserve and protect the treaties. First Nations people needed political organizations to protect and preserve the treaties made between the Canadian government (British Crown) and the Nakota, Denesûliné, Nahkawé, and Nêhiyawak Nations.

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

There is consistent disparity from generation to generation between First Nations peoples and the majority of Saskatchewan society with respect to economic, social and cultural rights, and living conditions. As a result of the treaties not being fully implemented, First Nations peoples are currently experiencing sub-standard lifestyle because of lack of social and economic opportunities, inequalities, and injustices.

Treaties are a bridge to the future. With the treaties, the Canadian government and First Nations leaders established common interests to provide for future socio-economic stability for their people. This includes establishing good working relationships where all people of Saskatchewan, including First Nations, will be a part of the economy of Saskatchewan.

For Saskatchewan people to live in harmony with each other, the treaties must be acknowledged and respected because these agreements lay the foundation of a harmonious relationship between First Nations and other people.

Spirit and Intent

First Nations' languages need to be revitalized and maintained for the continuation of First Nations' cultures and worldviews. First Nations people need their languages to understand who they are and where they belong. Language plays a role in connecting people to their cultures. The loss of language and culture has had devastating effect on First Nations people. The loss of language and culture impacts identity, belonging, and kinship relationships.

The Canadian government and its assimilation policy, the *Indian Act of 1876*, brought about the suppression of First Nations' languages and cultures, including their traditional teachings and spiritual ceremonies.

The *Indian Act* is a discriminatory approach to dealing with First Nations peoples. It was legislated to guide Canada's relations with First Nations people by imposing restrictions on them in order to meet two main goals for the government: 1) to civilize the First Nations; and 2) to assimilate them into mainstream society.

Historical Context

Many First Nations people are leaving their reserves and moving into urban centres. They leave for a number of reasons (e.g., unsafe housing, lack of housing, insufficient health programs and services, education, and employment opportunities). There are many challenges that face First Nations people in urban centres. They experience: lack of affordable housing, programs and services that require travel which is often not available, dealing with racism, and feeling disconnected from family and community at their respective reserves.

Urban reserves provide economic, social, and cultural development opportunities that benefit First Nations people who live in urban centers. First Nations people are establishing individual and band businesses on urban reserves. These businesses allow First Nations people to participate in economic development opportunities.

Successful First Nations land claims have positively affected all people in Saskatchewan. First Nations have 3% of the land base in Saskatchewan. The loss of land has negatively affected the livelihood of First Nations peoples. At the time of treaty, First Nations were promised that they would have the land they would need to maintain their lifestyle. The treaty promise made to First Nations people in regard to sharing the land and its resources remain unfulfilled. This has caused negative relationships between First Nations people and other people in Saskatchewan.

Treaty Promises and Provisions

The Office of the Treaty Commissioner (OTC) was established by the Canadian government and the Federation of Saskatchewan Indian Nations (FSIN) in 1989 to facilitate discussions and make recommendations for the successful resolution of treaty land claims. The Office of the Treaty Commissioner is a neutral party currently enabling discussions between the First Nations and the Canadian government at the Treaty Table. The Province of Saskatchewan sits at the Treaty Table as an observer. The Treaty Commissioner plays an important role in promoting positive treaty relationships between the treaty signatories and the people of Saskatchewan.

The OTC works with First Nations Elders to ensure the understanding of treaties from the perspectives of Nahkawé, Nêhiyawak, Nakota, Dakota, Lakota and the Denesûliné people.

Public education became very important for the purpose of educating the general public and Kindergarten to Grade 12 students. The Saskatchewan government made treaty education mandatory in 2007.

SUGGESTED GRADE SIX 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 29/01/15.

Treaty Relationships:

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Building Self-Sufficiency Together [Web Log Post]. Retrieved from http://www.usask.ca/icngd/publications/reports/Reports-Files/Report%20S%20FN%20Econ%20Dev%20Forum_Jul%202012.pdf *

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

Aboriginal Languages in Canada. [Web Log Post]. Retrieved from http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.pdf *

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Canada's Aboriginal Languages. [Web Log Post]. Retrieved from http://thornlea.sharpschool.com/UserFiles/Servers/Server_119514/File/Library%20Classes%20Documents/Gr.%209%20Geography/canadasaboriginallanguages.pdf *

First Nations Languages Inventory of First Nations Languages Community Programs and Resources by First Nations Regions and Federal Agency [Web Log Post]. Retrieved from http://www.afn.ca/uploads/files/education/summary_table_of_language_resources_and_curricula_march_31_2011-1.pdf *

Four Directions Teachings (English and French).[Web Log Post]. Retrieved from <http://www.fourdirectionsteachings.com/> *

Littlechild, G. (1993). *This Land is My Land*. San Francisco, California: Children's Book Press.

Loyie, L. (2001). *As Long as the Rivers Flow*. Toronto, Ontario: House of Anansi Press.

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Building Bridges for Success: Aboriginal Land Development 11 [Web Log Post]. Retrieved from <http://www.saskatoon.ca> *

City of Saskatoon Reserves: Frequently Asked Questions [Web Log Post]. Retrieved from <http://www.saskatoon.ca> *

Fact Sheet – Urban Aboriginal population in Canada [Web Log Post]. Retrieved from <https://www.aadnc-aandc.gc.ca/eng/1100100014298/1100100014302> *

Indian and Northern Affairs Canada. (2006). *The Learning Circle: Classroom Activities on First Nations in Canada. Ages 12 to 14, Unit 1*. Ottawa, Ontario: Indian and Northern Affairs Canada.

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Saskatoon Urban First Nations, Services, Inc. [Web Log Post]. Retrieved from <http://www.sktc.sk.ca/corporations/stc-urban-first-nations-services-inc/> *

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