NAVIGATING



THE MANITOBA NUMBERED TREATIES

A workbook for student engagement

Treaty Education | Summer 2021

TREATY RELATIONS COMMISSION OF MANITOBA

Navigating the Manitoba Numbered Treaties

Setting a Curricular Context

Social studies, which includes the disciplines of history and geography, is a foundational component of Manitoba's kindergarten to grade 12 curricula.

The overarching goal of social studies has evolved and over the past two decades and emphasis has been put not only on knowledge content, but on discipline-specific critical thinking skills.

In Canada, the leading framework for the "Historical Thinking Concepts" was developed and led by Dr. Peter Seixas of the University of British Columbia and educational expert Jill Colyer. These curricular benchmarks have been embedded into history curricula across the nation.

Akin to historical thinking concepts, several educational organizations and groups have crafted geographical thinking concepts. Among these are: Ontario Ministry of Education, Alberta Education, Royal Canadian Geographical Society/Canadian Geographic Education, Esri Canada, and the Critical Thinking Consortium/TC2. Geographical thinking varies between each but follows a common end goal: student inquiry and critical thinking supported by geographical skills.

2021 Treaty Education Summer Institute

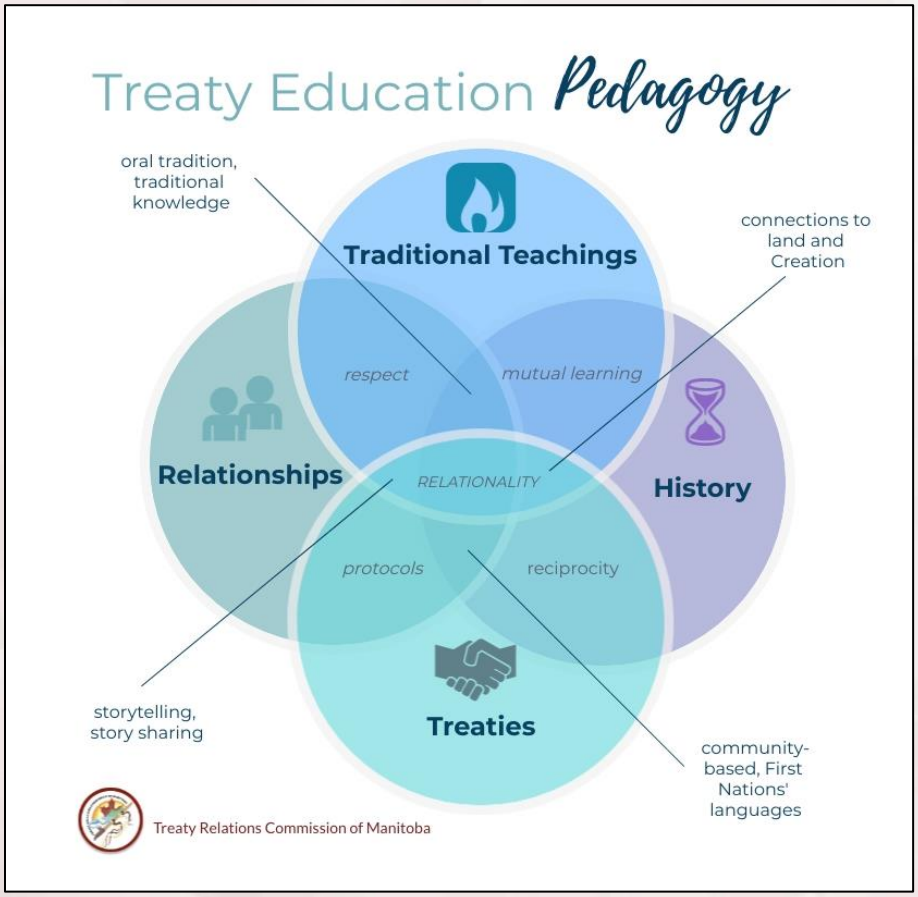
In August 2021, the Treaty Relations Commission of Manitoba education team offered its annual educator summer institute. The theme of the virtual institute was 'Mapping the Numbered Treaties'. Educators explored the links between Treaties, the land, and sense of place; the supranational nature of Dakota ancestral lands on Turtle Island; the overlap between Treaty territories and First Nations' ancestral lands; First Nations' traditional medicines; and toponymy as a reflection of First Nations' ways of life and knowing. Elders' knowledge formed a key part of the teachings. Geographical thinking provided a pedagogical context for the professional development.

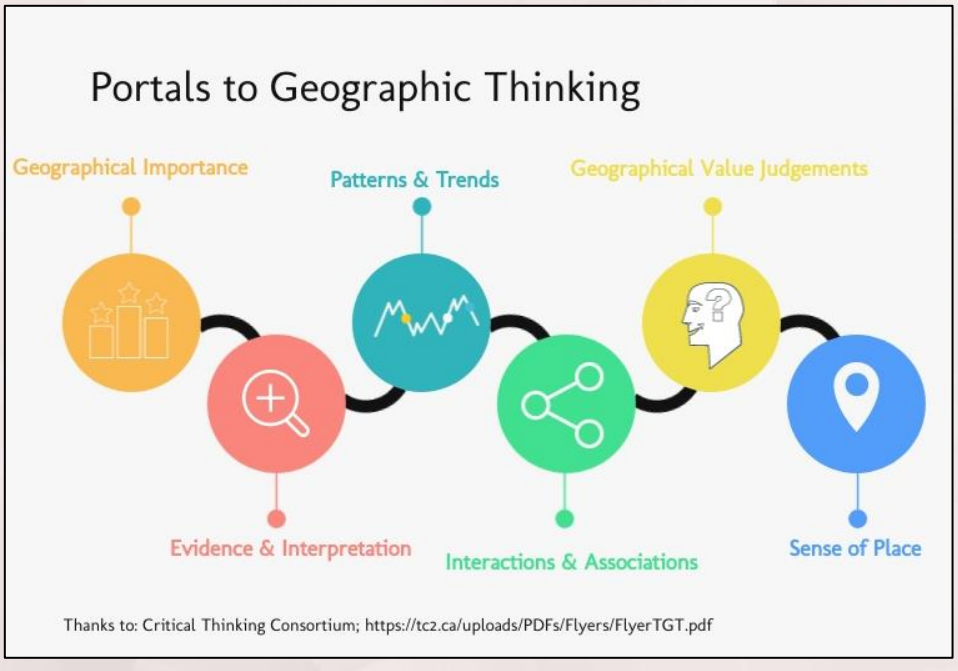
Treaty Education Pedagogy + Geographical Thinking

The Treaty Education team used the Critical Thinking Consortium's model of Geographical Thinking to frame the following six student learning activities. The goal was (and is) to dovetail Treaty Education pedagogy with geographical thinking in order for students to navigate the Manitoba Numbered Treaties as a meaningful learning experience.

A Geographical Framework for Exploring the Manitoba Numbered Treaties

Geographical Thinking is a discipline-specific, inquiry-based model for student comprehension. The following engagement activites use both Treaty Education Pedagogy and Geographical Thinking Portals as a framework. They are crafted for students in grades 7-12. Adapt as required for reading level , grade appropriate assessment, and UDL best practices.





Geographical Thinking: Geographical Importance

What aspects of a geographical place make them important to people?





Treaty No. 4 took place in September 1874 at Fort Qu'Appelle , Saskatchewan. Manitoba First Nations entered Treaty No. 4 at Fort Ellice, near present-day St. Lazare. Today, there is historical marker at the site that reads:

> 'Established at Beaver Creek, 1831, by the Hudson's Bay Co., replacing earlier posts of this and North West Companies. Esperance, 1783, Cuthbert Grant's House, 1793, Montagne a la Bosse, 1794, Beaver House, about 1817, and other depots for Indian trade and pemmican. Rebuilt on this site, 1862, as a strategic point in North West trails and trade.'

1. Based on the text of the current historical marker for Fort Ellice, what makes the geographical site important? Who is this important to?

2. In your opinion, why is Treaty No. 4 not commemorated on the marker?

3. In what ways is the making of Treaty No. 4 important to First Nations? To all Canadians?

Geographical Thinking: Patterns and Trends

In what ways do geographical characteristics repeat themselves in natural and human environments over a period of time?







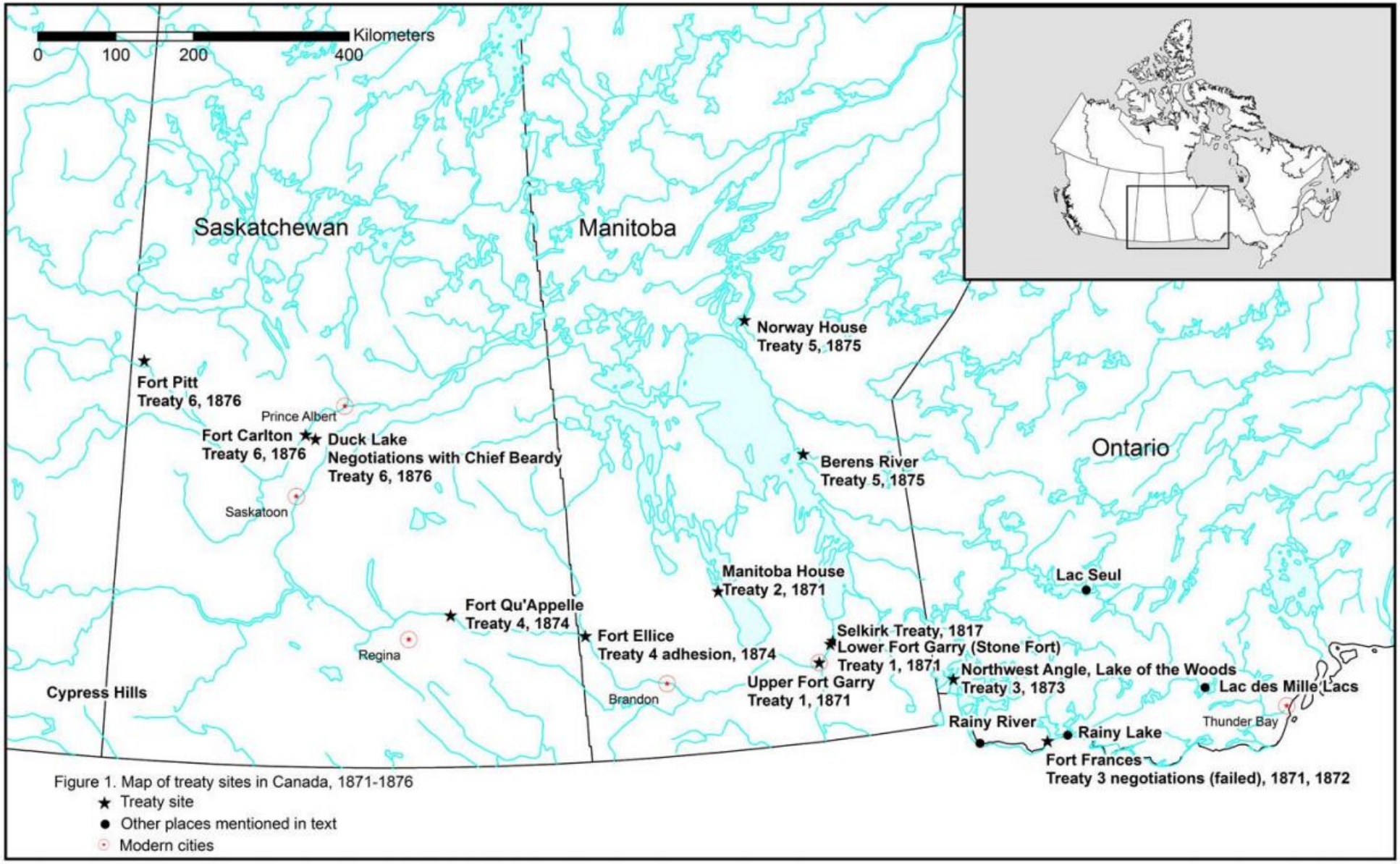
The Manitoba Numbered Treaties were made at varying sites beginning with Treaty No. 1 in 1871. Treaties No. 2, 3, 4, 5, 6, and 10 followed.

Treaty-making sites in Manitoba include: Lower Fort Garry, Manitoba House, Fort Ellice, Berens River, and Norway House. Sites outside of modern-day Manitoba include: Northwest Angle, Fort Qu'Appelle, and Fort Carlton. Refer to the map on the following page.

1. What pattern or patterns do you see in the location of Treaty-making sites on the map? What do you think accounts for this?

2. Divide the pattern/s you wrote in Question 1 into two columns: (1) natural/physical and (2) human.

Geographical Thinking: Patterns and Trends



Source: https://ourspace.uregina.ca/bitstream/handle/10294/3575/Krasowski_Sheldon_Phd_History_Fall2011.pdf

Geographical Thinking: Evidence and Interpretation

What is the correlation between geographic evidence and its interpretation?

Geographers, like historians, rely on a variety of sources of evidence. Typical secondary sources of evidence include texts, statistics, photographs, databases, newspapers, government publications, and maps. Interpreting maps is key to understanding geographical perspective. For example, you might ask: Who created the map and for what reason? What do the symbols on the map mean? Why is one area depicted and not another? What features are shown? What are left out? Does the scale of the map provide an accurate reflection of 'reality'? What world and local events influenced the contents of the map? What do the placenames mean?

The Google map below depicts a series of lakes in northern Manitoba named for the numbers 1 to 10 in the Cree language.



Using the map as evidence, what can we learn about:

a. First Nations' culture and language in the area.
b. Early economy. (Hint: what type of economic activity would use lakes, rivers, and portages as travel routes?)
c. Relations between First Nations and newcomers?
d. Find another map that depicts First Nations' placenames. Use the questions above to interpret it.

Geographical Thinking: Interactions and Associations

How do human and environmental factors and events influence each other?

It is important to remember that First Nations' ancestral territories do not match colonial boundaries. Borders – international, provincial, even Treaty borders - do not align with First Nations' traditional hunting, fishing, and gathering territories and sacred sites. The Dakota Nation's traditional territories include a large expanse in what is now Canada and the Unites States. See the map:



Map courtesy of usdakotawar.org CC BY-NC-SA after "Aboriginal Map of North America denoting the Boundaries and Locations of various Indian Tribes." The House of Commons. Britain: 1857.

1. What natural factors connect Dakota throughout their traditional territory?

2. What human factors divide Dakota within their traditional territory?

3. In what ways do both natural and human factors affect Dakota people today?

Geographical Thinking: Sense of Place

How does the mix of physical and human features give meaning to a place?





There are three main components of place: location, locale, and a sense of place. Location is the position of a particular point on the surface of the Earth. Locale is the physical setting for relationships between people, such as Treaty No. 2 territory. Sense of place is the emotions someone attaches to an area based on their experiences.

First Nations' cultures, livelihood, spirituality, and languages are interwoven with the land. Elders teach that the people and the land are one. Sense of place is a key facet in understanding First Nations' worldviews.

** You will need an atlas and/or access to the Internet for research to complete this.

1. Describe the physical geography/natural environment of the traditional territory of each of these First Nations in Manitoba: Anishinaabe, Dakota Denesuline (Dene), and Nehethowuk/Ininiwak (Cree).

2. Read the *Glossary: First Nations' Geographical Terms*. Choose two terms and describe how they help us understand the concept of sense of place.

Geographical Thinking: Geographical Value Judgements

How desirable are the practices/outcomes associated with particular geographic actions or events?



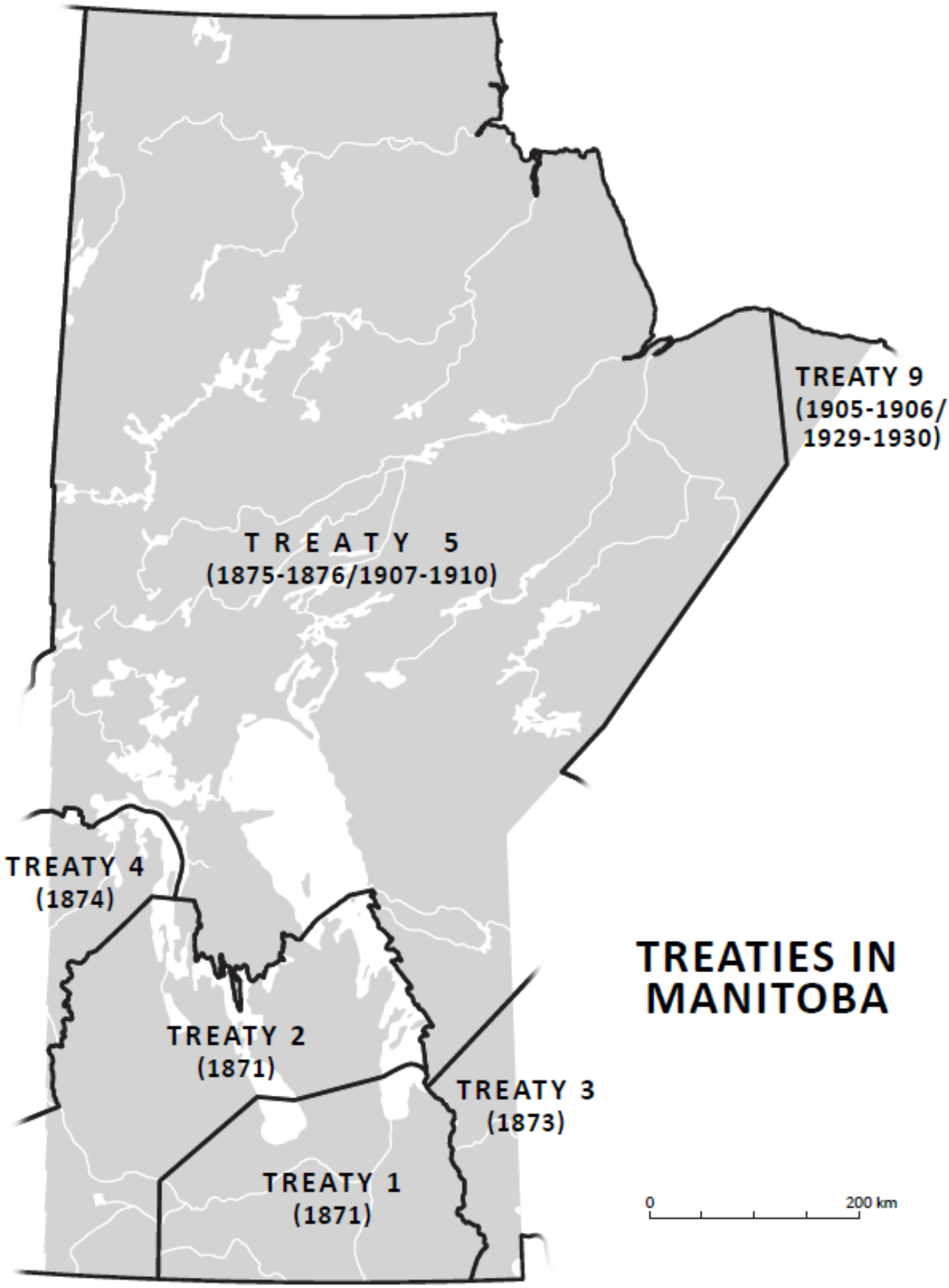


Geography-based decisions often involve value judgements. Different people see the desirable outcome to a situation based on their worldviews, perspectives, and lived experiences. Consider the issues surrounding Lake Winnipeg:

> Lake Winnipeg is the world's tenth largest lake, with a watershed that spans two countries, four provinces, four states, and over 100 First Nation communities. In 2013, Lake Winnipeg was designated Threatened Lake of the Year by the Global Nature Fund. Economically, Lake Winnipeg's deteriorating health puts at risk its fishery and tourism industries and has reduced property values. Ecologically, eutrophication (excessive nutrients in a lake due to runoff from the land, which causes a dense growth of plant life like algae blooms) has negatively affected the lake's food chain. Socially, toxic blue green algae blooms limit access to water for cultural and traditional activities, reduce drinking water quality, and could significantly impact local fishing communities. To First Nations, Lake Winnipeg is sacred and Indigenous perspectives are foundational to the lake's protection and sustainability for future generations.

1. In what ways do each the following value Lake Winnipeg:
   - Commercial fisherman:
   - Environmentalist:
   - Cottage owner:
   - First Nation:

2. Are these geographical values in agreement or disagreement. Explain.


TREATY 9
(1905-1906/
1929-1930)
TREATY 5
(1875-1876/1907-1910)
TREATY 4
(1874)
TREATY 2
(1871)
TREATY 3
(1873)
TREATY 1
(1871)
TREATIES IN
MANITOBA
0
200 km

Glossary: First Nations' Geographic Terms

First Nation Term	English Translation	First Nation Language
Aki	Earth, land, soil	Anishinaabe
Akiing	on this Earth	Anishinaabe
Asigoomin	we were placed here	Anishinaabe
Bimaajiwowaad	living off the land to survive	Anishinaabe
Manidoo-abi	where the Creator sits/Manitoba	Anishinaabe
Mikinaak-aki	Turtle Mountain	Anishinaabe
Ninge'aki	Mother Earth	Anishinaabe
Ojiwing	Riding Mountain	Anishinaabe
Waazhegami-zaaga'iganiig	Clear Lake	Anishinaabe
Wajiw	hill, mountain	Anishinaabe
Wiigwaas	birchbark	Anishinaabe
Wiinibiig	Winnipeg/dirty water	Anishinaabe
Zaagidawaakwaang	where the forest opens up	Anishinaabe
Zaagiiwejiwang	a bush leading into a lake, to flow out	Anishinaabe
Han Wakan	Northern Lights	Dakota
Ina Maka	Mother Earth	Dakota
Kakanpida Hu	pincherry tree	Dakota
Kehya Tanka	Turtle Mountain	Dakota
Maka Sintomni Toketu	environment	Dakota
Maka Mahed Woyuhe	natural resources	Dakota
Ptanyetu	autumn	Dakota
Waniyetu	winter	Dakota
Anju	lichen	Denesuline
Baghazoghi	Duck Lake	Denesuline
Benataidtthi	incoming tide	Denesuline
Deschagha	mouth of river where it comes in	Denesuline
Ihbese	location on the coast	Denesuline
Nigholtzi	on this Earth	Denesuline
Thahdtanaseh/Thahdtane	name of an area across from Churchill	Denesuline
Thaighuhke	Fort Prince of Wales	Denesuline
Ttheye	Churchill	Denesuline
Askiy	Earth, land	Nehethowuk/Ininiwak
Ka'esi Wahkotumahk Aski	our relations with the land	Nehethowuk/Ininiwak
Kiwetinohk	north	Nehethowuk/Ininiwak
Tawinamakewin	granting access to the land and sacred elements	Nehethowuk/Ininiwak

Treaty Education

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