# *The* Treaties *and the* Treaty Relationship: Celebrating 10 Years

## Teacher's Guide



TREATY RELATIONS COMMISSION OF MANITOBA

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The Cover: *The Beaded Mace Runner* by Artist Debbie A. Desjarlais, was presented by the Treaty Relations Commission of Manitoba, on behalf of all Treaty people, to the Manitoba Legislative Assembly to thank them for acknowledging and honouring First Nations Treaties and the longstanding Treaty relationship on May 12, 2010.

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## Notes

# Introduction

Dear Teacher,

Welcome to *The Treaties and the Treaty Relationship: Celebrating 10 Years: Teacher's Guide*! The guide is meant as a one-stop for teaching and learning about Treaties in the classroom.

Engaging your students with the story of Treaty is an integral part of their school journey. Learning about relationships before, after, and during the making of the Numbered Treaties is a foundational piece of Canada's history. Providing learning opportunities for students to appreciate and value First Nations' traditional teachings and oral history is central to understanding the Treaties. Placing Treaties within larger contexts, both within global and Canadian history, strengthens student comprehension. Investigating Treaties using a historical and contemporary lens provides us with the knowledge, skills, and attitudes to make today's efforts toward reconciliation a reality.

Additionally, giving students the framework to tell their own Treaty story reminds us that 'We are All Treaty People'.

The Treaty Education Team

This publication is dedicated to our friend, Ken Horsman. As Education Lead for the Office of the Treaty Commissioner in Saskatchewan, Ken acted as mentor when the TRCM's Treaty Education Initiative began. He was a steadfast guide, hearty cheerleader, and stalwart ally. We will forever miss your sense of humour and sparkling wit but know the spirit world is made better by your presence.

# Treaty Education: The First Decade

Treaty Education began in 2009-2010 as the Treaty Education *Initiative*., the education mandate of the Treaty Relations Commission of Manitoba. A kindergarten to grade 12 program, its aims were, and remain to embed the knowledge, skills, and attitudes central to understanding Treaties and the Treaty relationship into provincial curricula.

After extensive consultations, piloting, and teacher training, the Treaty Education Kit was finalized in 2014 containing a curated set of pedagogical assets intended to complement and enhance Manitoba curricula.

The Kit contains thirteen grade level teacher resource guides framed on four curricular 'Big Ideas': Relationships, Traditional Teachings, History, and Treaties. Complementing the guides are textual materials for both teaching and learning, video resources, children's readers, posters, maps, a timeline, literature, and manipulatives.

Treaty Education in Mantoba was guided by the work of the Office of the Treaty Commissioner in Saskatchewan. Today, Treaty Education in Manitoba acts as a model for similar movements in other provinces.

Treaty Education preceded the Truth and Reconciliation's 2015 Call to Action and dovetails with current movements towards reconciliation offering schools the tools to build active citizens aimed at a more equitable and just future.

Since its inception, Treaty Education has garnered broad-based support from the formal and informal education community. Working relationships and partnerships between our team and Manitoba Education, Manitoba Teacher's Society, and the Manitoba Association for School Superintendents, as well as the Red River Heritage Fair, Canada's History, Canadian Geographic, the Manitoba Museum, and the Winnipeg Art Gallery have furthered our overarching goals to bring Treaty Education to the forefront of the educational landscape.

Today, Treaty Education is a respected leader and valued source of information for teaching about Treaties and the Treaty relationship. Our team is committed to further building capacity, growing the program, and fostering enduring relationships in K-12 schools across Manitoba.

## Overview of Teacher's Guide

This guide is a curated and retrofitted set of 19 lesson plans taken from the kindergarten to Grade 12 *Treaties and the Treaty Relationship* teacher's resources guides. These guides form part of the materials found in the Treaty Education Kit.

You will find one or two lesson plans from each grade level. Many are complemented with printable student worksheets. If you require more background information on each lesson theme, please consult the grade level teacher's guides, the TRCM website, or the Treaty Education Kit.

The following grade-tiered learning activites are each a single page, follow a standard lesson plan template, and offer tips on how to engage your students with local Treaty history.

Each of the activities is meant to complement the Manitoba curriculum. They are easily integrated into multiple curricula, notably social studies and English language arts.

Although the lesson plans are arranged by grade levels, do no let this prevent you from integrating the lesson theme or activity into *any* grade. Any topic may be taught in any class at any level – the only difference would be the reading level of supplementary materials and the expected student outcomes related to assessment.

Approach the lesson plans like a recipe and think of yourself as the chef. Fortify each with your own knowledge base, your expertise in teaching, your access to local and community resources, and the interests of your learners. Use them as sources of inspiration, your pedagogical 'allrecipes.com'.

Remind yourself to check the Treaty Relations Commission of Manitoba's website on a regular basis. There you will find a ream of textual, video, audio, and other resources to help you and your students further explore Treaties and the Treaty relationship.

# Treaties and the Treaty Relationship: Lesson Plans

### Kindergarten: Maamawi: "All Together"

- Friendship and Reciprocity
- The Treaty Partners

### Grade 1: Celebrating the Treaty Relationship

- Treaty Symbols

### Grade 2: The Treaty Relationship

- The Tradition of Storytelling
- Building Our Treaty Community

### Grade 3: The Treaty Experience in Manitoba

- Getting to Know First Nations Communities

### Grade 4: Treaties and the First Nations in Manitoba

- How Do We Know About the Past – Oral History
- We are All Treaty People

### Grade 5: The First Nations in Manitoba

- Gift-giving

### Grade 6: The Treaty Relationship

- Treaties and Stereotypes

### Grade 7: First Nations Peoples in the World

- UN Declaration of the Rights of Indigenous Peoples
- The Jay Treaty 1794

### Grade 8: First Nations Societies

- 'All My Relations'
- Treaty Making Sites

### Grade 9: First Nations and Contemporary Treaty Issues

- The Meech Lake Accord
- The Dakota and the War of 1812

### Grade 10: First Nations Sacred Places & Traditional Territories

- First Nation Place Names in Manitoba

### Grade 11: A Shared History of Canada

- Honouring the Treaty Relationship

### Grade 12: Applying Treaty Understandings to One's Life

- Treaties and Sustainable Development

# KINDERGARTEN: Maamawi: All Together

Overview: Students explore the principles of a healthy relationship and friendship by constructing 'acts of friendship' handprints.

Materials: art supplies; *The Handshake* book

Treaty Essential Learnings:

Gain awareness of the Treaty relationship

Recognize that the Treaties were made on the premise of honour and friendship.

Recognize the importance and symbolism of a handshake.

## Learning Activity

*Minds on*

- Gather students into a large group setting.
- Read the story *The Handshake*.
- Put emphasis on concepts such as: friendship, peaceful relationships, sharing, etc.
- Invite students to offer their insight on the concepts.

*Hands on*

- Students create a "friendship circle".
- In pairs, have students assist each other to trace his/her hand on a construction paper.
- Individually, students cut out their handprint.
- Have each child state one "act of friendship" that he or she has helped a friend and the teacher will write their act on their cut-out handprint. (i.e. shared a book, visited an Elder, did a favour for a sibling, etc.).

*Consolidation*

- As each student's submits the handprint and it is tacked up, the teacher will ask that student to stand and tell the whole class what is his/her act of friendship.
- The teacher will shake the student's hand and say "thank-you my friend" and ask each student to reply to him/her with the same statement.

## What's Your Treaty Story?

Have students cut out an extra handprint to take home. Instruct them to have a family member or friend complete the task. Share the handprints and stories with the class.

## Treaty Kit Resources

*The Handshake* book.
CLICK HERE .

# KINDERGARTEN: Maamawi: All Together

Overview: Through puppet play, students demonstrate their knowledge of the Treaty partner's perspectives during the Treaty-making time.

Materials: art supplies; *The Friendship* book; printed puppet worksheets, Commissioner and Chief; popsicle sticks, scissors, glue; puppets in Kit.

Treaty Essential Learnings:

Gain awareness of the partnership in the Treaty relationship.

Appreciate the perspective of both Treaty partners in negotiating the Treaties.

Recognize that the Treaties were made on the premise of a "brother-to-brother" relationship.

## Learning Activity

*Setup*

- Prepare an example of the 2 puppet characters using printables.

*Minds on*

- Organize students into a large group setting and introduce the book *The Friendship*.
- Re-focus on *The Friendship* story book pages that depict the Treaty-making events and talk briefly about the "relationship" and "the partnership" the First Nations peoples had with the Newcomers to create the Treaty (e.g., friendship, sharing, honour, etc.).
- Using the popsicle stick puppets, mimic a fictional conversation that the Treaty partners
- Ask the students to describe the relationship during Treaty-making .

*Hands on*

- Provide each student with the puppet character worksheets and 2 Popsicle sticks and instruct students to color their puppets.
- Instruct students to cut out their puppets and glue each to a popsicle stick.
- Once they are done, students can play with their puppets to re-enact and vocalize the
- relationship between the Treaty partners.

*Consolidation*

- In pairs, have students assume the role of one of their puppets and mimic a conversation between Treaty partners.
- Instruct students to switch puppets to have an opportunity to represent both perspectives of the Treaty relationship.
- Summarize the importance of the Treaty relationship as a partnership.

What's Your Treaty Story?

Have students use their puppets to roleplay a conversation about their local Treaty area. Use real the names of the Treaty partners.

Treaty Kit Resources

*The Friendship* book.

CLICK HERE



Student worksheet:
Commissioner



Student worksheet:
Chief

# GRADE 1: Celebrating the Treaty Relationship

Overview: Students draw connections between the symbolism in the Treaty medal and their own family by creating a personal Treaty/family medal.

Materials: art supplies; poster paper; string; glue; scissors; one-hole punch; Treaty medal from the Kit; copies of *Treaty Medal* and *My Family Medal*

Treaty Essential Learnings:

Recognize the Treaty Medal as a symbol of the Treaty relationship.

Recognize the symbolism depicted in the Treaty Medal.

Connect to the Treaty Medal through acknowledgement of their family history

## Learning Activity

*Minds on*

- Show the students the Treaty medal and inform them that at Treaty-making the leaders of the Newcomers offered the First Nations a Treaty medal as a symbol of their friendship and the agreement they made. Emphasis on concepts such as: friendship, peaceful relationship, sharing, etc.

*Hands on*

- Initiate a discussion with lead questions:
  - What does the picture show? (Treaty symbols e.g. sun, grass, the two Treaty partners, etc.).
  - Who are the two men shaking hands? (The two Treaty partners).
  - Why are they shaking hands? (To show agreement, friendship and peace).
  - Who is the woman on the back of the medal, and why is she important? (Queen Victoria)
- Ask students to think about their family connection to the Treaty story, where does their family fit?
  - Are they Newcomers or are they First Nation?
  - How do they know? If they do not know, how can they find out? (Ask parents, grandparents, guardians).

*Consolidation*

- Inform students that they will be creating their own 'My Family' medal
- Distribute photocopied sheets and art supplies. Colour the Treaty Medal. Instruct students to illustrate their family heritage on a blank medal.
- Cut and glue the two sides of the medal together, using the poster paper in between.
- Hole-punch the medal and tie string through it to form a necklace.

## What's Your Treaty Story?

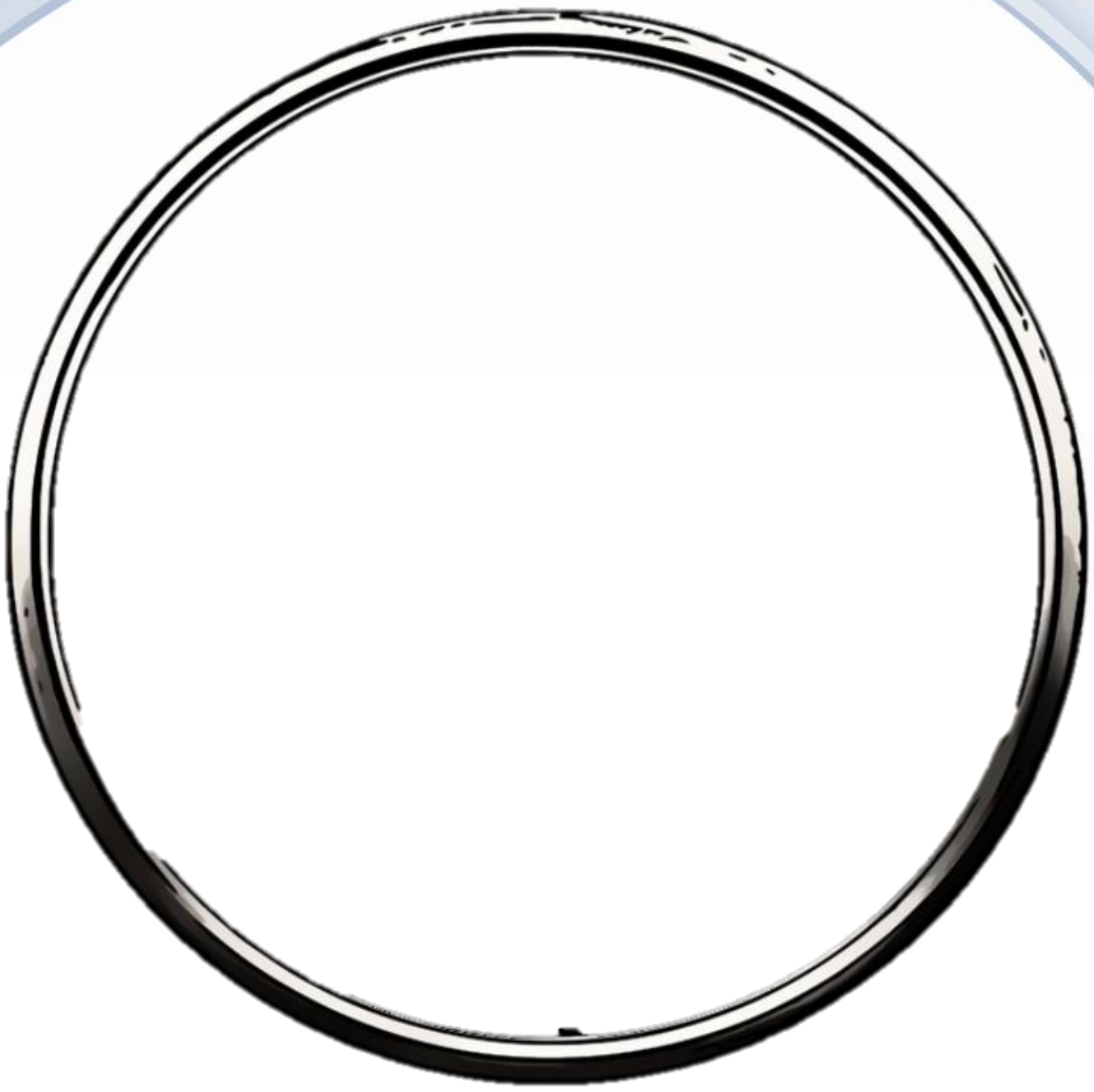
Use the students' Treaty medals/family medals to create a class art installation showcasing local Treaty history. Invite the school and community for a gallery walk.

## Treaty Kit Resources

Treaty medal




Student worksheet:
Treaty Medal



Student worksheet:
My Family Medal

# GRADE 2: The Treaty Relationship

Overview: Students explore the fundamental role of storytelling in First Nations' culture and draw/create a Treaty-related image/story based on the letters of the alphabet.

Materials: *Treaty ABCs: Treaty Vocabulary;* colouring supplies; copies of Treaty ABCs: Treaty Vocabulary, one letter/word per student

Treaty Essential Learnings:

Appreciate First Nations peoples' storytelling tradition.

Relate to the practice of oral history.

Recognize that storytelling is essential way to learn about the past.

## Learning Activity

*Minds on*

- Gather students in a large group and provide a brief description of the Treaty relationship.
- Inform the students that storytelling was a fundamental approach for First Nations peoples to retain their history called *oral history* and it is still practiced today by skilled storytellers, Elders, historians, etc.
- Inform students that pictures also tell stories and that every picture has a story; sometimes if the story is not known, a story can be created from the person looking at the picture.

*Hands on*

- Present the *Treaty ABCs: Treaty Vocabulary*. to students. Choose one of the letters/words, read the definition and tell a Treaty-related story.
- Invite a student to go to the whiteboard and draw something that represents the letter/word.
- Invite others to do the same.

*Consolidation*

- Distribute a letter/word sheet to each student. Have them create an image/story.
- Share the images and stories with the class.

### What's Your Treaty Story?

Have the students use the letters in their name to tell their personal Treaty story. Suggest that one or two words be action words/verbs like *share* or *promise.*

### Treaty Kit Resources

You may access *Treaty ABCs* here: CLICK HERE

# GRADE 2: The Treaty Relationship

Overview: Students explore the roles and responsibilities of being a member of a Treaty community and assemble a Treaty chain.

Materials: strips of paper; glue; scissors

Treaty Essential Learnings:

Value the Treaty relationship.

Recognize they belong to a Treaty community.

Identify personal responsibly as part of the Treaty relationship.

## Learning Activity

*Minds on*

- Gather students in a large group.
- Explain the all Canadians are part of a Treaty relationship and that all Canadians are Treaty people.
- Expand on all Treaty partners being a part of a community. Explain that a community may be a town, city, school, etc.

*Hands on*

- Explain that they are going to make a Treaty community chain. Inform the students that Treaties were created as a result of two nations establishing an agreement that benefited both. Remind them that they belong to a Treaty community.
- Inform the students that chains are made of links. A chain is strong and hard to break. A community is very much like a chain: it is formed by responsible citizens that are linked together to live peacefully and to create a good community.
- Give two strips of paper to each student. Ask them to write down one responsibly they have a citizen in their Treaty community per strip (e.g. – help Elders, pick up litter).

*Consolidation*

- Invite students to read aloud their strips of paper.
- Once the strips are completed, collect them, glue them into circles and assemble them to make a large chain.
- Reinforce the concept that that this is how a Treaty community was made, by people working together in cooperation.

## What's Your Treaty Story?

Make a Treaty chain linking together the stories of local Treaty area community members, Elders, historical and contemporary events.

# GRADE 3: The Treaty Experience in Manitoba

Lesson: Getting to Know First Nations Communities

Overview: Students explore First Nation communities in Maniotba by learning about First Nations' proper nouns, place names, languages, and applying basic map-reading skills.

Materials: MFNERC Traditional First Nations Community Names map; Grade 3 Teacher's Resource Guide (optional, for reference); *Getting to Know First Nations Communities in Manitoba* – 1 copy per student

Treaty Essential Learnings:

Identify neighbouring First Nations communities on map of Manitoba

Value the cultural importance of First Nation proper nouns and toponyms

List the First Nations languages spoken in Manitoba

## Learning Activity

*Set-up*

- Post the Traditional First Nations Community Names map so that all students can see and access it.

*Minds on*

- Introduce the map; invite students to come up to the map and point their community.
- Invite students to point out a Cree, Dene, Oji-Cree, Dakota, and Ojibwe community (you may want to discuss more current collective nouns: Nehetho/Ininiw, Denesuline, Anishininiw, Anishinaabe)
- Explore terms related to First Nations people: Aboriginal, First Nation, Indigenous. (see page 21 in Grade 3 Teacher's Guide). Facilitate a class discussion.

*Hands on*

- Explain that *proper nouns* are the names for a particular person or a group of people. *Toponyms* are the names of places.
- Invite the students to explore the toponyms on the map. Facilitate a class discussion. ASK: What can learn about First Nations' culture by investigating place names?

*Consolidation*

- Invite students to use the map a resource again.
- Instruct them to complete '*Getting to Know First Nations Communities in Manitoba'*
- Once completed, assemble student in table groups for a sharing session.

What's Your Treaty Story?

Choose the name of a nearby or local First Nation community and create and design a pamphlet centred on the meaning of its toponym.

Treaty Kit Resources

Traditional First Nations Community Names map: CLICK HERE

List the First Nation language groups found in Manitoba.

What is the name of the nearest First Nation or non-First Nation community to yours?

What does the place name mean?

What First Nation languages are spoken in or near to your community?

What would you like to learn about the First Nation/non-First Nation community that you live near? List two things.

# GRADE 4: Treaties & the First Nations in Manitoba

Lesson: How Do We Know About the Past – Oral History

Overview: Students explore different types of historical sources, listen to a traditional teaching by an Elder or Knowledge Keeper and complete a summary chart.

Materials: *Historical Sources – Folded Cards* – one copy; *Oral History: Summarizing Your Learning* – one copy per student; samples of (1) primary source (2) secondary source (3) artifact; access to Internet with audio (optional)

Treaty Essential Learnings:

Identify and differentiate between primary sources, secondary sources, and artifacts.

Value oral tradition as being integral to understanding First Nations' history, culture, and identity.

## Learning Activity

*Set-up*

- Print and fold *Historical Sources – Folded Cards*; collect an example of a primary source (letter, journal, sketch, painting), secondary source (history book), and an artifact (older object); arrange for a First Nation guest speaker/storyteller or locate one online.

*Minds on*

- Ask: how do we know about the past? Record their ideas on the chalkboard.
- Lead a discussion about historical sources: primary, secondary, artifacts.
- Place the three examples on a table in front of the class. Invite questions. Pass around and share the items as needed.
- Hand our the three 'Historical Sources' cards to three students. Invite them to place the card in front of the correct item. Check for understanding.

*Hands on*

- Read the three cards aloud. Ask: what type of historical source is missing? [oral history].
- Go over the importance of oral tradition as an integral part First Nations' history, culture, and identity.

*Consolidation*

- Have students listen to an Elder/Knowledge Keeper or an online traditional teaching.
- Distribute

## What's Your Treaty Story?

Have the students collect and curate a selection of local historical sources: primary, secondary, artifacts, and stories. Arrange them into an exhibit.

PRIMARY SOURCE

SECONDARY SOURCE

ARTIFACT

## Oral History: Summarizing Your Learning

| |
|---|
| Name of Storyteller: |
| What First Nation does the teaching/story come from? |
| What is the teaching about? |
| Retell the story in your own words: |
| In what ways is oral tradition and important way to learn about history? |

# GRADE 4: Treaties & the First Nations in Maniotba

Overview: Students explore the concept of 'We are all Treaty people' by engaging in a hands-on globe and mapping activity and completing an exit slip.

Materials: world globe; *Treaties in Manitoba* map; *We are All Treaty People: 3-2-1*, one per student.

Treaty Essential Learnings:

Explore the phrase 'We are All Treaty People'

Recognize that all Manitobans live in a Treaty territory

## Learning Activity

*Set-up*

- Post the *Treaties in Manitoba* map so that all students can see and access it.

*Minds on*

- On the chalkboard, write two columns: WATER and LAND
- Show the class the world globe. Have them pay attention to the land and the water.
- Invite individual students to come to the front of class, close their eyes, spin the globe, and place their finger to stop it. Record with a check where it landed – water or land. Repeat several times.
- Ask: Is the Earth mostly water or land? [Answer: 70% of the Earth's surface is water].

*Hands on*

- Focus attention on the *Treaties in Manitoba* map.
- On the chalkboard, write four columns: TOWN/CITY, FIRST NATIONS COMMUNITY, WATER BODY/RIVER, OTHER
- Invite students to come up to the map, close their eyes and place their finger on a spot. Record with a check where it landed. Repeat several times.

*Consolidation*

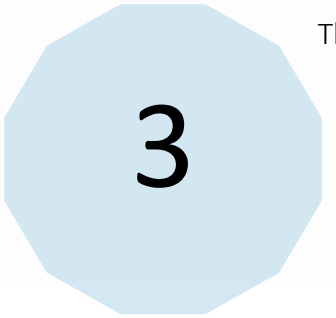
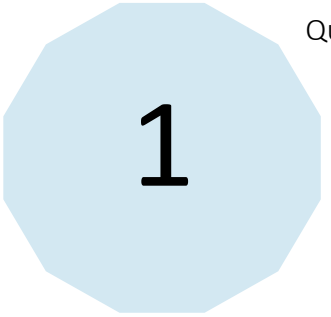
- Focus students' attention on the Treaty territories on the map. Pose several questions. [In what Treaty territory are we? etc.] Check for understanding.
- Ask: what percent of Manitoba is Treaty territory? [Answer: 100%]
- Ask: What does the phrase 'We are all Treaty people?' mean. Lead a class discussion.
- Distribute *We are All Treaty People: 3-2-1* exit slips and have them complete.

## What's Your Treaty Story?

Make a class atlas showcasing local water bodies and rivers that have First Nations names. Write a complementary glossary explaining the meaning of each.

## Treaty Kit Resources

Treaties in Manitoba map: CLICK HERE

| EXIT SLIP – What I learned about 'We are All Treaty People' |
| --- |
|  Things I learned today …. |
|  Things I found interesting …… |
|  Question I still have …. |

# GRADE 5: The First Nations in Manitoba

Overview: Students explore First Nations' concept of gift-giving, examining its important role in society and in Treaty-making and consolidate their knowledge using a concept map.

Materials: Chalkboard/whiteboard; chalk/whiteboard marks; Grade 5 Teacher's Resource Guide (optional, for reference); *First Nations' Gift-giving: Concept Map* – one per student

Treaty Essential Learnings:

Identify the role of gift-giving in First Nations culture

Value the importance of First Nations gift-giving today

## Learning Activity

*Minds on*

- In the centre of the chalkboard write 'Gift-giving'.
- Engage the class in a 'chalk talk' activity. Hand out several pieces of chalk to students and have them write what comes to mind. Once complete, pass the chalk to another student. No talking – the activity is silent. Give all students an opportunity to write.
- Draw circle around similar themes. Engage the class in a discussion.
- Ask: (1) Why do we give gifts? (2) How does it feel to give? To receive? (3) Do all people/cultures give gifts for the same purpose? (4) What can we give other than materials objects?

*Hands on*

- Provide an overview of gift-giving in First Nations' societies; pay note to gift-giving at the time of Treaty (see page 59 in the Grade 5 Teacher's Resource Guide).
- Tell the class they will be doing another chalk talk activity.
- Write 'First Nations' gift-giving' in the centre of the chalkboard. Complete chalk talk.

*Consolidation*

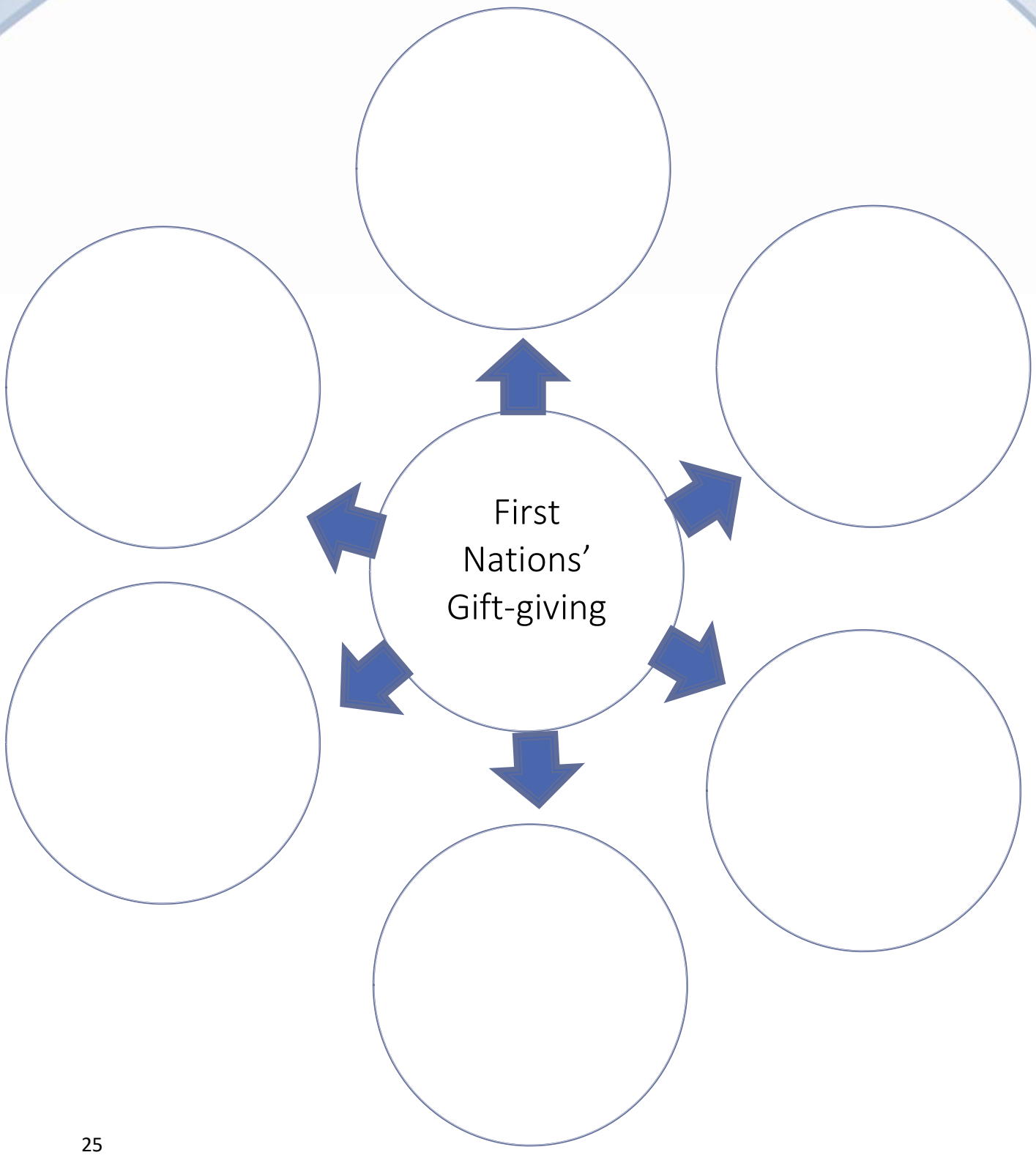
- Ask: (1) What could you give? (2) Who received gifts? (3) What was the purpose of giving gifts? (4) How is gift-giving related to Treaties?
- Lead a class discussion.
- Distribute *First Nations' Gift-giving: Concept Map*

## What's Your Treaty Story?

Have students choose a gift someone gave to them. Instruct them to write a story explaining the gift. Arrange a 'Show and Tell' in class to share.

## First Nations' Gift-giving: Concept Map

Organize what you learned on the concept map below.



# GRADE 6: The Treaty Relationship

Overview: Students explore First Nations' Treaty rights and benefits by bursting balloons filled with common stereotypes and investigating the facts associated with each.

Materials: 4 balloons, tape, scissors, Treaty medal from the Kit; 1 copy of *Treaty: Stereotypes and Facts*; class copies of *Treaties: Bursting Stereotypes*

Treaty Essential Learnings:

Recognize that Treaty benefits apply to all Canadians.

Identify stereotypes related to First Nations and Treaty rights.

Identify ways to combat stereotypes

## Learning Activity

*Set-up*

- Prepare the balloons: fold a 'fact', insert in the balloon, inflate, and tie. Tape a 'stereotype' on the outside of the inflated balloon.

*Minds on*

- Draw the students' attention to the images of the two men on the Treaty medal. Lead a discussion centred on the partnership aspect of Treaties. Explain that like all partnerships, both parties have responsibilities and enjoy benefits.
- Draw a two-column chart on the chalkboard. Give it a title 'Treaty Partners: Benefits'; label the columns 'First Nations' Benefits' and 'Non-First Nations' Benefits'.
- Lead a brainstorm and collect their responses on the chart.
- Remind them that *all Canadians* derive benefits from Treaties.

*Hands on*

- Explain that misconceptions exist regarding Treaty rights and benefits; sometimes these misconceptions come in the form of stereotypes.
- Define *stereotype*. ['a set idea that people have about what someone or something is like, especially an idea that is wrong'].
- Ask: how do we burst stereotypes? [Education, being an ally, learning from each other, being open-minded, learning the facts, etc.]

*Consolidation*

- Hand out the balloons. Have a student read the stereotype aloud. Burst the balloon. Read the fact. Repeat. Engage the class in a discussion.
- Distribute the student worksheet. Have them complete.

## What's Your Treaty Story?

Many First Nations in Manitoba have annual Treaty Days where band members are presented with their yearly $5.00 Treaty payment. Find out about the protocols involved in your local First Nation community.

## Treaty Kit Resources

Treaty medal

**Stereotype:** Treaties only benefit First Nations.

**Fact:** Treaties are a partnership; all Canadians enjoy benefits.

**Stereotype:** First Nations get large sums of money because of Treaties.

**Fact:** Individual First Nations who are registered band members qualify for $5.00 each year as a Treaty payment.

**Stereotype:** First Nation people do not have to follow hunting and fishing laws because of Treaties.

**Fact:** First Nations have Treaty rights associated with hunting and fishing so they can provide for their families and communities.

**Stereotype:** First Nations don't pay tax.

**Fact:** First Nations are exempt from paying taxes on goods and services *only* sold on reserve lands.

## Treaties: Bursting Stereotypes

Answer the following questions using complete sentences.

1. Define the word stereotype:
    - Use a dictionary:

    - Use your own words:

    - Make a sentence using the word *stereotype:*

2. What causes stereotypes? What can you do to counteract them?

3. Think about the stereotypes you learned concerning First Nations and Treaty benefits. Imagine you have to dispel one of them with a friend or family member. How would you go about it? What would you say?



# GRADE 7: First Nations People in the World

Overview: Students deconstruct the term 'Indigenous', explore Indigenous nations globally, and investigate the UN Declaration of the Rights of Indigenous Peoples using a wordle graphic.

Materials: copy of UNDRIP from the Kit; world map to display in class; sticky notes.

Treaty Essential Learnings:

Identify Indigenous peoples on a global scale.

Explore UNDRIP.

Appreciate Indigenous culture and language.

## Learning Activity

*Set-up*

- On 10 sticky notes write: Lakota/USA; Mayas/Guatemala; Aymaras/Bolivia; Inuit and Aleutians/circumpolar region; Saami/northern Europe; Aborigines and Torres Strait Islanders/Australia; Maori/New Zealand; Basques/Spain; Ainu/Japan; Cree/Canada.

*Minds on*

- Draw the students' attention to world map. Pass out the ten sticky notes. Note that each sticky note has a group of people listed alongside their ancestral territory.
- Read each Indigenous groups' name and their geographic setting aloud. Invite the students to stick the note on the appropriate geographic spot on the map. Guide and assist as necessary.
- Check for understanding. Lead a class discussion.

*Hands on*

- Explain that the groups listed on the sticky notes are Indigenous peoples. Ask: What do they have in common?
- Write a class definition of 'Indigenous'. [Click here for guidance]. Write the definition where students can refer to it later.
- Provide an overview of UNDRIP. Ask: Who is the UN? What is a declaration? Who are Indigenous peoples? [Click here for an overview of UNDRIP aimed at youth.]

*Consolidation*

- Pass out copies of UNDRIP. Engage the class in a discussion.
- Distribute the student worksheet. Have them complete.

## What's Your Treaty Story?

Explore First Nations/Indigenous peoples whose traditional territories have been split by cartographic borders. For a local focus, centre on the Dakota experiences in Manitoba.

## Treaty Kit Resources

Copy of UNDRIP

## The Universal Declaration on the Rights of Indigenous Peoples

A ‘wordle’ or ‘wordcloud’ is a collection of words drawn from a piece of text. All the words that are in the text are collected, and the wordle displays the most commonly used words the largest in the cloud. The size of the word and whether or not it is featured in the wordle is based on how many times it appears in the text.

The following wordle was created using the text of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

UNDRIP, including the preamble and the 46 articles consists of about 22,250 words. The wordle below is the 50 most frequently used.

Study the wordle and answer the questions that follow.



1. What two words are featured the largest in the wordle? What accounts for this?

2. Look back at the class definition of the word ‘Indigenous’. Are there any words from your definition that appear in the wordle? If so, write them down.

3. List the words that are verbs (action words).

4. List the words that have to do with culture.

5. Based on the wordle and what you learned in class, what is the United Nations Declaration on the Rights of Indigenous Peoples?

6. Think about all that you have learned. Why would a loss of Indigenous life and culture be a loss for all peoples on Earth?

# GRADE 7: First Nations People in the World

Overview: Students explore the 1794 Jay Treaty between Britain and the United States and its lasting affects on First Nations in Canada by examining a case study and consolidating their learning using a map.

Materials: Grade 7 Teacher's Resource Guide (optional, for reference); class copies of *The Jay Treaty, 1794*

Treaty Essential Learnings:

Explore the Jay Treaty, 1794.

Appreciate the lasting affects of Treaty agreements.

## Learning Activity

*Set-up*

- Familiarize yourself with the Jay Treaty, 1794 and the Bryan Trottier hockey story of 1984.

*Minds on*

- Write the words TREATY >>>>> HOCKEY >>>>>> BRYAN TROTTIER on the board.
- Ask the students to draw these columns in their notebooks and engage them in a 3-minute free-write.
- Guide a class discussion on each topic. Explain what a Treaty is, what hockey is, and who Bryan Trottier is.

*Hands on*

- Explain that the Jay Treaty established the rights of Indigenous peoples to freely cross the US-Canada border, by land or water, in order to carry on trade or commerce with each other as they had done before the border was established.
- Tell them the story of Bryan Trottier in 1984, who as a Canadian, played international hockey for the USA. [Click here for an overview]
- Encourage questions. Invite discussion.

*Consolidation*

- Distribute the student worksheet. Have them complete.

## What's Your Treaty Story?

Interview local Elders and First Nation community members about how government policy has affected their lives.

The Jay Treaty, 1794

Using different colours and creative touches use the map as a canvas to provide an overview of the Jay Treaty, 1794 noting it affects on Indigenous peoples in Canada and the United States. Use both images and text.



# GRADE 8: First Nations Societies

Overview: Students explore the First Nations kinship concept of 'All My Relations', participate in a Think-Pair-Share, and complete a family graphic organizer.

Materials: class copies of *All My Relations*

Treaty Essential Learnings:

Identify and value the role of family in First Nations societies.

Explore the concept of 'All My Relations'

Appreciate the importance of kinship and extended family in First Nations societies.

## Learning Activity

*Minds on*

- Write the word FAMILY on the board. Give the students several minutes to come up with their own definition on paper.
- Lead the students though a Think-Pair-Share activity.
- Lead an all-class sharing session. Capture ideas on the chalkboard.

*Hands on*

- Provide an overview of the First Nations kinship concept of 'All My Relations'.
- Focus on key terms and ideas, such as: extended family, kinship, clan system, roles of Elders and children, etc.
- Compare and contrast the First Nations kinship concept of 'All My Relations' with class definitions of family on the chalkboard. How are they the same? In what ways are they different?

*Consolidation*

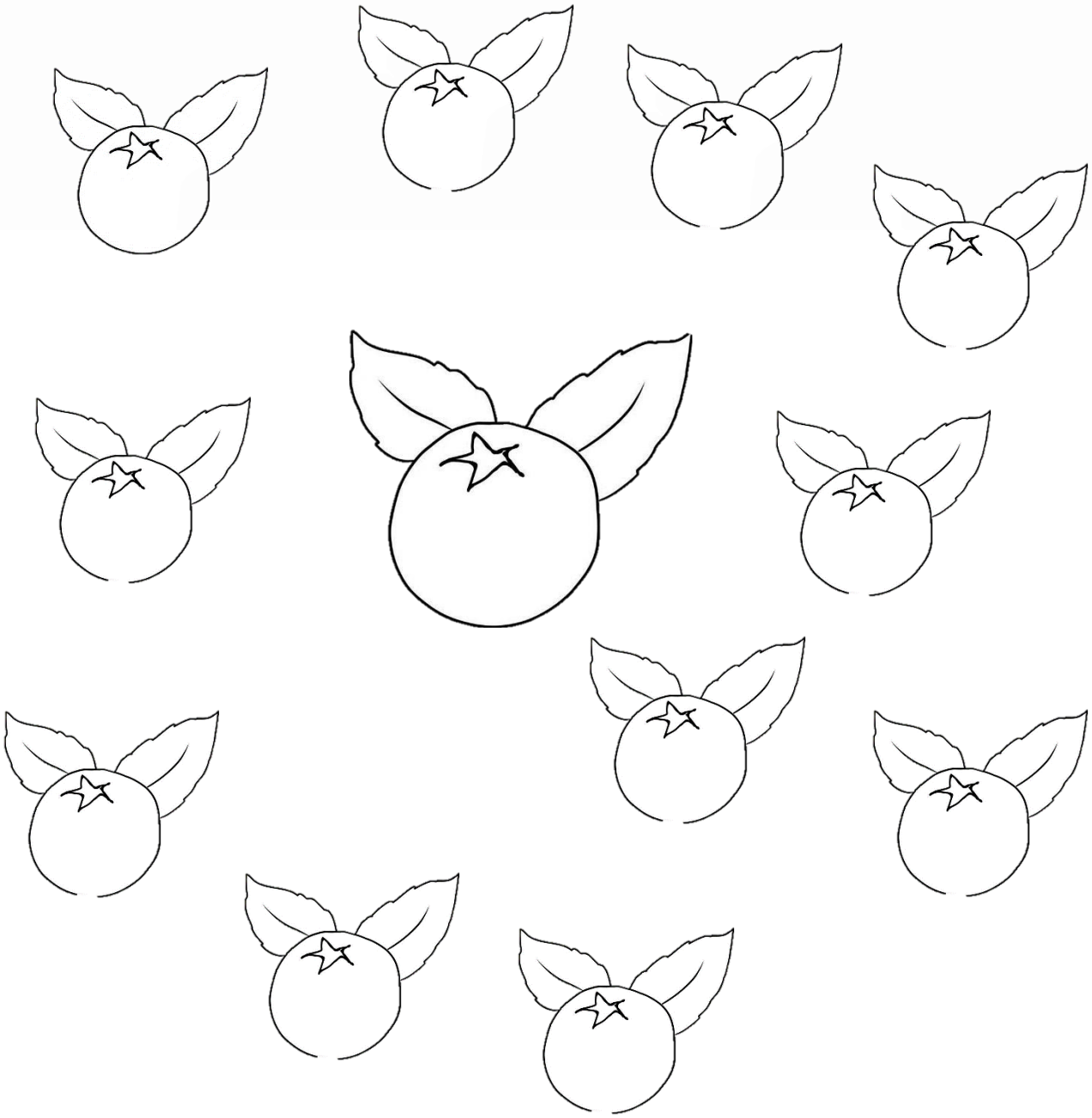
- Distribute the student worksheet. Have them complete.
- Have the students share the work with a neighbour.

## What's Your Treaty Story?

Explore local First Nations language words for kinship terms like: mother, father, grandmother, grandfather, aunt, uncle, cousin, relative, etc.

All My Relations

Use the graphic of the berries to tell the story of you and your family. Write your name on the largest berry in the centre. Write you family members names in the other berries. Add any people you consider family. You may connect the berries with vines, colour some and leave them blank, or add more.



# GRADE 8: First Nations Societies

Overview: Students explore Treaty making sites in Manitoba learning about their current significance and create a historical marker to commemorate a particular site.

Materials: Printed outline maps of Manitoba, one for each table group; atlases; *Creating a Treaty Historical Marker*, one per student; access to internet for research (optional)

Treaty Essential Learnings:

Locate and indicate Manitoba Treaty making sites on a map,

Appreciate the importance of commemorating Treaty making sites.

## Learning Activity

*Minds on*

- Arrange the students into table groups numbering three to five students.
- Give each group an atlas and printed outline map of Manitoba.
- On the chalkboard write: Lower Fort Garry, Manitoba House, Fort Ellice, Northwest Angle, Berens River, Norway House, Grand Rapids, The Pas.
- Instruct them to find a political map of Manitoba in the atlas. Give them several minutes to locate and indicate the places on the map. (There will be places they cannot locate)

*Hands on*

- Ask: Are there any places that you could not find? Why not? [They weren't on the map; they no longer exist as they did, they have been renamed]
- Ask: Are there any places that are not in Manitoba? [Northwest Angle is in Ontario]
- Explain that all these places have something in common. Ask: What do you think that is?
- Explain that all of these places are Treaty making sites, the sites where Treaty 1 – 5 were made.
- Provide an overview of Treaties and Treaty-making sites. (See: Treaty Making Sites in Manitoba). Reinforce the importance, significance, and value of these sites as commemorations of the Treaty relationships.
- Explain that many Treaty making sites are not officially marked.

*Consolidation*

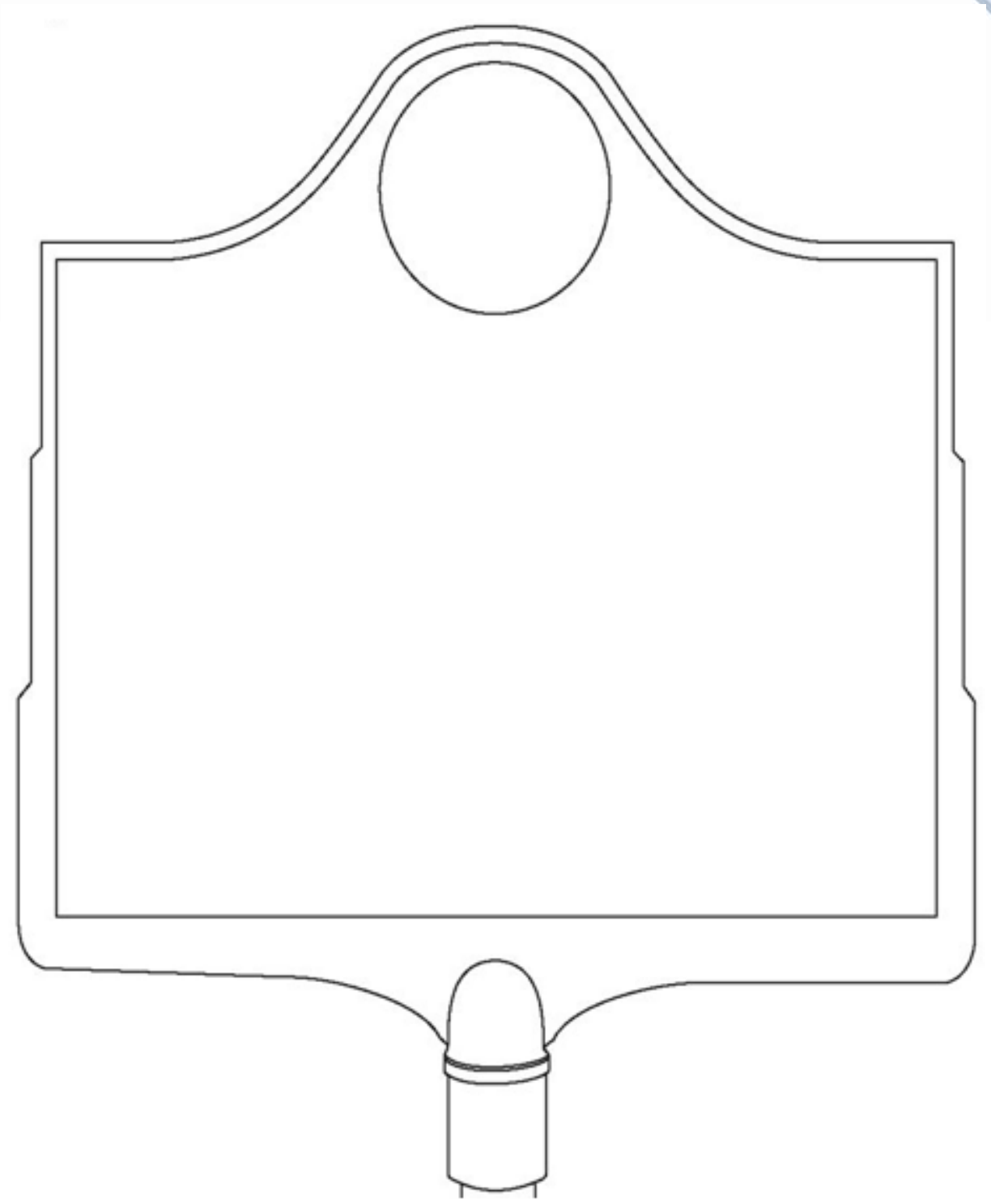
- Outline that they will be researching and providing an overview of a Treaty making site and consolidating their findings by designing a Treaty historical marker.
- Distribute the student worksheets. Have them complete.

### What's Your Treaty Story?

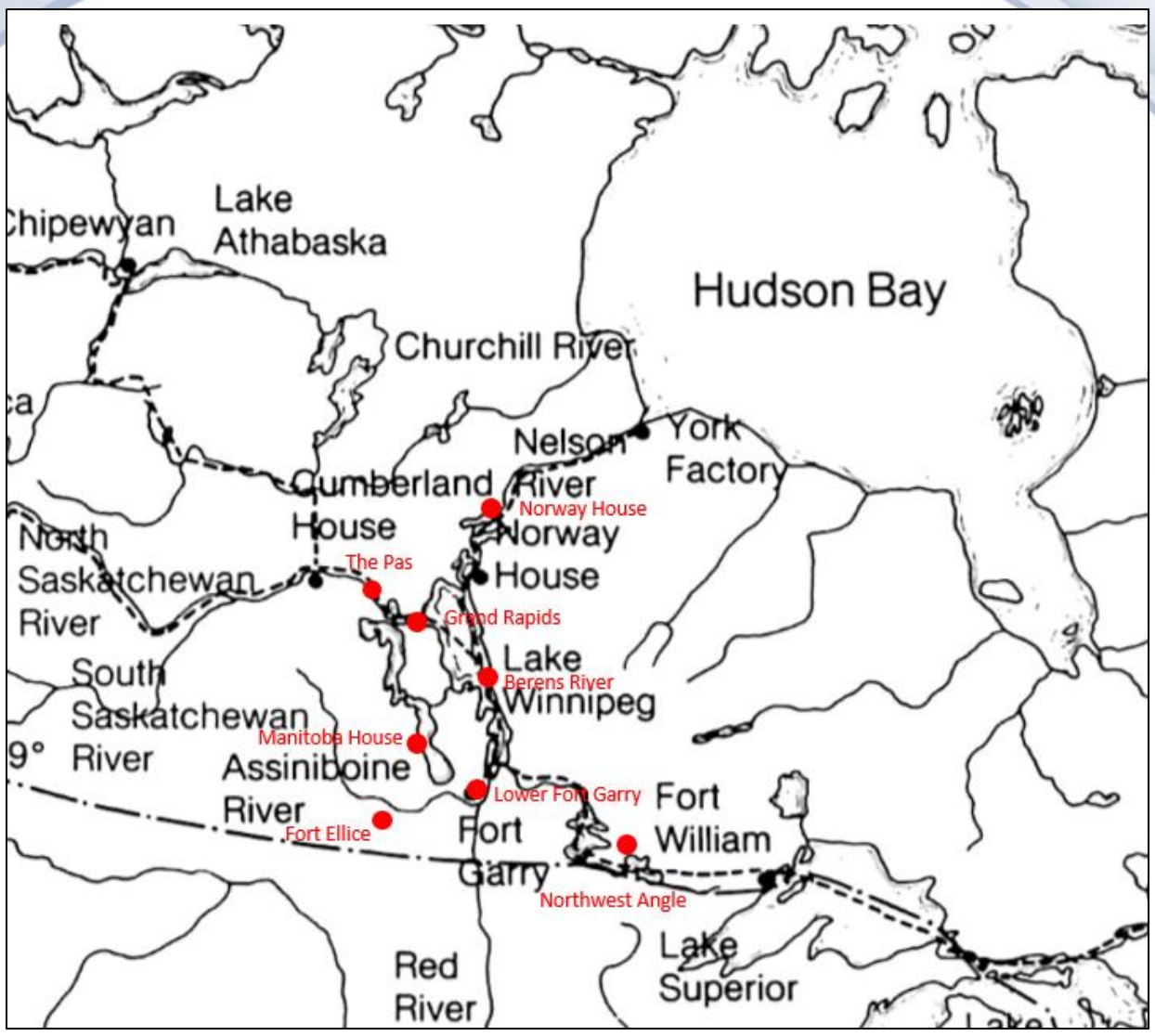
Create a local walking tour of significant sites in local First Nation and/or Treaty history.

Creating a Treaty Historical Marker

Create a historical marker for a Treaty area to tell people the significance of what happened at that location. Draw an illustration and write a description of what it is important to remember. Write the Treaty's number in the circle.



Treaty Making Sites in Manitoba




Treaty No. 1: Lower Fort Garry, August 3, 1871

Treaty No. 2: Manitoba House, August 21, 1871

Treaty No. 3: Northwest Angle, October 3, 1873

Treaty No. 4: Fort Ellice (Fort Qu'Appelle, Manitoba adhesions at Fort Ellice), September 15 & 21, 1874

Treaty No. 5: Various dates and locations in northern Manitoba, 1875 & 1876

# GRADE 9: First Nations and Contemporary Treaty Issues

Overview: Using popular music, students explore the Meech Lake Accord, drawing connections to Treaties and the Treaty relationship.

Materials: Access to online audio with speakers; *Fools Like You – Blue Rodeo* one per student; *Timeline: Canada's Constitution*, student copies; Grade 9 Teacher's Resource Guide (optional, for reference)

Treaty Essential Learnings:

Explore the events preceding and following the Meech Lake Accord

Appreciate the role First Nations play in the Canadian constitutional process

Examine the links between Treaties and the Canadian constitution

## Learning Activity

*Set-up*

- Set up the audio necessary for this lesson. See: . https://www.youtube.com/watch?v=KPIg369fDEY

*Minds on*

- Provide an overview of the Meech Lake Accord, 1987 with emphasis on the role played by Elijah Harper. [See the Grade 9 Teacher's Guide if you need additional aid]
- Check for understanding. Ask: What was the Meech Lake Accord? Who was Elijah Harper and what role did he play?
- Link the events surrounding the Meech Lake Accord and Treaties reminding students that Treaties are an evergreen and binding relationship between First Nations and the Crown.

*Hands on*

- Hand out copies of *Timeline: Canada's Constitution*.
- Read it over. Focus on key terms: constitution, Charter of Rights and Freedoms, patriate, 'distinct society', amendments, consent, ratify, separatist, referendum. Use a vocabulary teaching strategy. Add additional terms: Treaty, Crown, etc.
- Draw students' attention to the year 1992. Read aloud the event, use it as a bridge to play the song.

*Consolidation*

- Distribute *Fools Like You – Blue Rodeo* worksheet.
- Play the song while having the students read along with the lyrics.
- Have them complete the worksheet as instructed.

## What's Your Treaty Story?

Have students interview local musicians focussing on the power of music to affect social change.

## TIMELINE: CANADA'S CONSTITUTION

**November 5, 1981** — Ottawa and all provinces but Quebec agree to patriate the Constitution.

**April 17, 1982** — Canada has its own Constitution and the Charter of Rights and Freedoms.

**1987** — Prime Minister Brian Mulroney attempts to bring Quebec into the constitutional fold and, working with the provincial premiers at Meech Lake, negotiates five main modifications to the Canadian Constitution, including distinct society status for Quebec. The amendments required the consent of all the provinces and the federal government within three years.

**June 12, 1990** — Manitoba MLA Elijah Harper, arguing that First Nations people had not been adequately consulted, blocked the vote to ratify the accord for the first time.

**June 23, 1990** — The accord died after Newfoundland and Labrador and Manitoba refused to ratify.

**1992** — Separatist sentiments rising, a second constitutional reform package is negotiated called the Charlottetown Accord. It contained many of the provisions found in the Meech Lake Accord, but required approval through national referendum.

**October 26, 1992** — Canadians reject the Charlottetown Accord by slightly more than 54 per cent of the vote. In Manitoba, 61.6 per cent voted against the accord.

**October 30, 1995** — Quebec narrowly rejects separation from Canada in a referendum spurred on by the failure to ensure Quebec's place in the Constitution.

Source: Winnipeg Free Press
June 5, 2015

## 'Fools Like You' – Blue Rodeo

**Complete the following questions after listening to and reading the song lyrics below.**

[Verse 1]

So good at doing what you don't do

Just trying to protect yourself and other fools like you

So well-practiced in your deceit

Behind the high walls of stupidity, your endless conceit

[Verse 2]

Behind the locked door, the sleeping dog you beat

I hope I see the day she satisfies her teeth

Give back to the native, their treaty land

What you preach, you preach for others

Why don't you practice that firsthand?

[Chorus]

I just don't understand this world of mine

I must be out of touch or out of my mind

[Instrumental Break]

[Verse 3]

And will the profits of destruction

Forever make your eyes blind?

Do you bow to the corporations

'Cause they pay their bills on time

God bless Elijah with the feather in his hand

Stop stealing the Indian land

Stop stealing the Indian land

Stop stealing the Indian land

From the album 'Lost Together' (1992). Songwriters: Jim Cuddy, Greg Keelor

### Respond to these questions:

1. Place the song 'Fools Like You' into historical context and write a sentence explaining the significance of each of the following lyrics:

a) ‘Give back to the native their treaty land’

b) ‘God bless Elijah’

c) ‘Stop stealing the Indian land’

2. The song’s title is ‘Fools Like You’. Who do you think Blue Rodeo is calling a fool? Why?

3. Explain how music is an effective tool in the promotion of social justice.

# GRADE 9: First Nations and Contemporary Treaty Issues

Overview: Using Treaty Medals and Indian Peace Medals, students explore the relationship between the Dakota and the Crown.

Materials: *Medals and Coins: Images* student copies; Grade 9 Teacher's Resource Guide (optional, for reference); Treaty Medal from the Kit (optional)

Treaty Essential Learnings:

Identify the unique relationship between the Dakota and the Crown.

Appreciate the significance of Treaty Medals, Indian Peace Medals as symbols of the enduring Treaty relationship.

Examine the role of the Dakota in the War of 1812.

## Learning Activity

*Minds on*

- Distribute copies of *Medals and Coins: Images* . (You may pass out the Treaty Medal from he Kit as well). Ask: Have you seen these before? Is so, where? When? What do the medals/coin have in common? How are they different?
- Give the students a few more minutes to study the images. Ask them to make a list of questions based on the images. Capture the questions on the chalkboard. Guide and assist as necessary. Add questions if needed.
- Provide an overview of the Dakota and their role in the War of 1812. Be sure to focus on the relationship between the Dakota and the Crown.

*Hands on*

- Draw students' attention to the images again. Ask: What images represents Fist Nations? The Dakota? The Crown? What other images to you notice?
- Focus on the medals again. Provide the students with an overview of why they were presented to the Dakota.

*Consolidation*

- Instruct students to write down any three questions from the chalkboard.
- Have them answer the questions based on the class discussion and lecture or their own research.

What's Your Treaty Story?

Explore local First Nations participation in World War I and World War II. For an overview, CLICK HERE.

Treaty Kit Resources

Treaty medal




George III, 1814; Indian Peace Medal
used during the War of 1812




Treaty Medal, 1876; medals were given to chiefs and headmen during the making of the Numbered Treaties.




Canadian 25 cent commemorative coin released in 2012. Tecumseh is wearing a King George III Peace Medal around his neck.

# GRADE 10: First Nations Sacred Places & Traditional Territories

Overview: Students explore First Nation place names in Manitoba drawing links between First Nations toponomy and the physical and human environments.

Materials: *First Nation Place Names in Manitoba* student copies; MFNERC Traditional First Nations Community Names map; class set of atlases

Treaty Essential Learnings:

Explore First Nations toponyms.

Appreciate the significance of First Nations place names as a reflection of First Nations' worldview.

## Learning Activity

*Minds on*

- Write WINNIPEG, MANITOBA, NEEPAWA, MINNEDOSA, WAWANESA, THE PAS on the chalkboard. Ask: What do all these have in common? [Answer: they are all places in Manitoba; they are all based on First Nations words.]. Add more place names that have First Nations origin. Share the place name meaning and origin.

*Hands on*

- Draw students' attention to MFNERC Traditional First Nations Community Names map.
- Invite students one at a time to locate:
  - Locate a Cree place name
  - Locate an Ojibway place name, etc.
  - What place is named for the word 'bay'. [Answer: Waasikamaank/Wasagamack]
  - What place name means 'Dog Creek or Dog River' [Answer: Animo-ziibiing/Lake Manitoba]
  - What place name means 'At the mouth of the river place' [Answer: Zaagiing/Sagkeeng].
- Point out that the majority of First Nations-based place names reflect First Nations ties to the land and geography. First Nations toponyms give us an insight into First Nations' worldviews and links to the natural world.
- Lead a Q & A session centred on First Nations toponymy.

*Consolidation*

- Hand out *First Nation Place Names in Manitoba*. Instruct the students to complete.

## What's Your Treaty Story?

Create a map depicting local First Nation traditional territory. Hand draw the map or use a digital platform.

## Treaty Kit Resources

Traditional First Nation Community Names map. CLICK HERE

# First Nation Place Names in Manitoba

Choose a place in Manitoba with a First Nation place name. Complete the assignment as instructed.

1. First Nation place name:
   a) Name of place: _____

   b) Origin of place name (meaning, First Nation culture):

   _____

   _____

   _____

   _____

   c) Type of place (town, city, lake, river, municipality, provincial park, First Nation community, etc.): _____

   d) Absolute location: _____

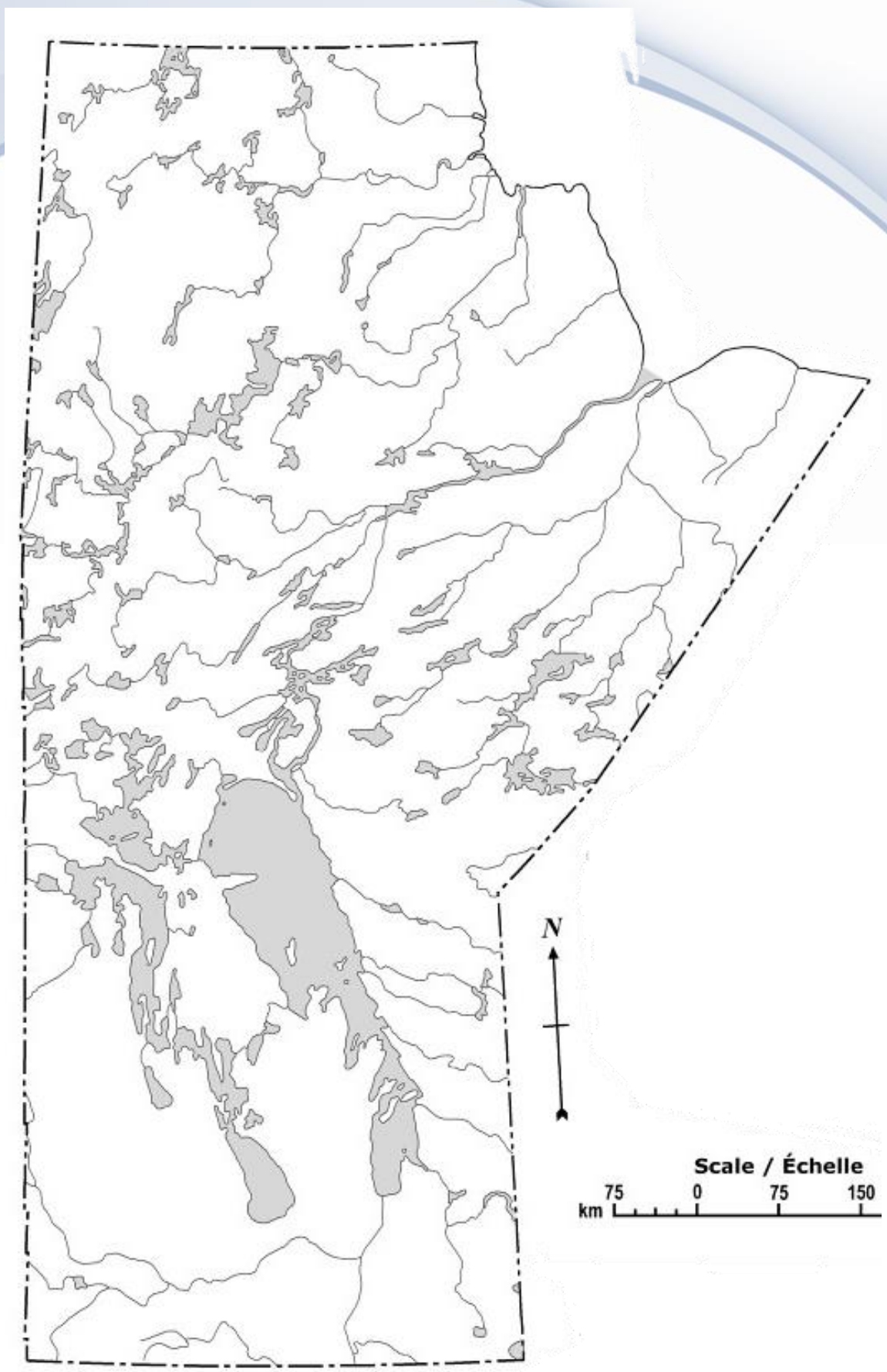
   e) Relative location:

   _____

   _____

2. On the map of Manitoba:
   a) Locate and indicate the place on the map.
   b) Use a physical map of Manitoba and determine the physical geogrpahy (landscape features, drainage, topography, land cover, etc.) of the region surrounding your place. Indicate these on the map.

3. Explain how the First Nations place name you chose reflects the natural environment and/or First Nation culture in that area.


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# GRADE 11: A Shared History of Canada

Overview: Students explore the evergreen nature of the Treaty relationship by comparing and contrasting historic and modern Treaty celebrations.

Materials: *Honouring Treaty: Annual Gatherings and Celebrations* student copies

Treaty Essential Learnings:

Compare and contrast the significance of historic and modern-day Treaty celebrations and gatherings.

Value the evergreen nature of the Treaty relationship .

## Learning Activity

*Minds on*

- Divide the class into pairs. Provide one student in each pair with a copy of Image 1 or Image 2.
- Instruct them to silently study the image for a couple of minutes (no talking with your partner, no sharing!).
- Bring the pairs together. Have them provide an overview/share their image with their partner. Guide and assist as necessary.
- Lead a class discussion centred on the two images: What do they show? How are they the same? Different? What do you know about them? What questions do you have?

*Hands on*

- Write 'As long as the sun shines, the grass grows, the waters flow' on the chalkboard.
- Ask: Have you heard this phrase? Where? What does it mean?
- Provide an overview of the evergreen nature of the Treaty relationship.
- Focus on key topics: the honour of annual gatherings and annual Treaty renewal, Treaty celebrations and Treaty protocols., modern and historic Treaty gatherings, etc.

*Consolidation*

- Have student create a Venn diagram contrasting historic and modern-day Treaty celebrations. Write a concluding paragraph outlining the importance of annual Treaty gatherings as part of honouring the Treaty relationship.

### What's Your Treaty Story?

Create a flyer/pamphlet for a local First Nations' annual Treaty Days. Capture the historical significance and the current celebratory events.

Image 1:




Paying the 'Treaty Money' to the Indians at St. Peter's, Manitoba, 1868-1929.

Source: Library and Archives Canada, Robert Bell/Robert Bell Fonds/C-033340

Image 2:




Peguis Treaty Days.

Source: https://peguisfirstnation.ca/peguis-mini-treaty-days/

# GRADE 12: Applying Treaty Understandings to One's Life

Overview: Students draw links between the three pillars of sustainable development and modern-day events associated with Treaties and Treaty rights.

Materials: *Sustainable Development and Treaties*, student copies, Treaty Medal

Treaty Essential Learnings:

Recognize the links between sustainable development and Treaties.

Examine current Treaty-related events and their ties to the three pillars of sustainable development.

## Learning Activity

*Minds on*

- Provide an overview of sustainable development. Distribute copies of *Sustainable development and Treaties.*
- Draw three circles on the board. Label them: ENVIRONMENT, ECONOMY, SOCIETY.
- Lead a guided discussion session. Capture ideas on the chalkboard.
- Check for understanding.

*Hands on*

- Write TREATY on the board. Circulate the Treaty medal.
- Guide the class discussion to focus on sustainable development, Treaties, and Treaty rights. [Consider: Historically, federal environmental, economic and social policies have alienated or excluded First Nations; sustainable development policies that included First Nations improve well-being and advance community priorities; Traditional Indigenous ecological knowledge, First Nations ways of knowing and world views can help strengthen sustainable development].
- Capture the discussion on the board for later reference.

*Consolidation*

- Instruct the students to use the class discussion and the handout *Sustainable Development and Treaties* as a guide. Collect a current news articles that links sustainable development and Treaties. Explain the links and draw clear connections to the environment, economy, and society.

## What's Your Treaty Story?

Use the Treaty provisions/rights of your local Treaty. Copy the Treaty provisions as listed into the Treaty on to the sustainable development three pillars. Create a poster to depict your research.

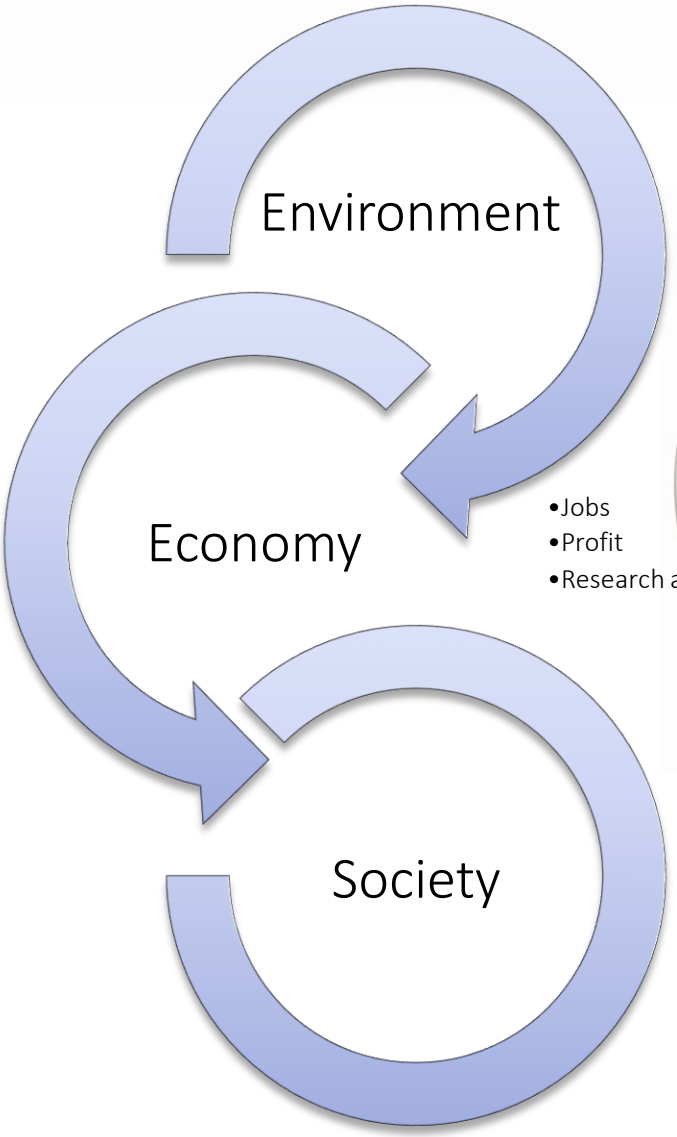
## Treaty Kit Resources

Treaty Medal

## Sustainable Development and Treaties

There is no set defnintion of sustainabiltiy. However, sustainability is commonly defined as the processes and actions through which humankind avoids the depletion of natural resources, with the aim of achieving some ecological balance so that society's quality of life doesn't decrease. Sustainability is basically the ability to provide for the needs of the current generation using available resources without causing future generations any problem with providing for their own needs.

Sustainability is made up of three pillars: environment, economy, and society. Informally, they may be referred to as: planet, profit, and people.




- Natural resource use
- Pollution prevention
- biodiversity




- Jobs
- Profit
- Research and development

- Standard of living
- Health
- Education
- Equal opportunity




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