



Unit 1 Lesson 2 - Starting with the Land: Treaties and the treaty-making process

Lesson Overview (brief summary)

150 minutes (two 75-min periods)

Starting with the land is imperative in understanding our rights and particularly our responsibilities to the land and to First Nations Peoples, Métis, and Inuit. Students will gain knowledge about the treaty-making process and an understanding of local treaty agreements in their region.

Connections to Inquiry Process (at least one)

- ★ Gather and Organize
- ★ Interpret and Analyse

Connections to Political Thinking Concept(s)

Political Perspective:

- Identify missing perspectives (Indigenous peoples in the settler history of this land)
- Land acknowledgements are from the settler perspective

Political Significance:

- Significant aspects of the Crown-Indigenous relationship:
 - Pre-colonial treaties
 - Colonial-era treaties
 - Royal Proclamation of 1763
 - Land acknowledgements

Curriculum Expectations

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

A2.2 apply communication skills, showing consideration for diverse perspectives and experiences, when engaging in discussion of complex civic issues and sensitive topics, including those related to political processes

A2.3 apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities

B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change; Political Perspective)

B2.3 describe Indigenous governing systems and structures, both those

Learning Goals

- We are learning to care about Canada's relationship with Indigenous peoples so that we can analyze Canadian identity.



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<p>created by the Indian Act and those that predate or exist alongside the Act, and how they interact with the federal, provincial, territorial, and municipal governments of Canada, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada</p> <p>C1.2 explain how various actions can contribute to the common good at the local, national, and/or global level</p>	
<p>Readiness</p> <ul style="list-style-type: none"> Students will have reflected on the notion of what it means to be Canadian and how the experiences of people differ based on their identities in lesson 1 Teacher Tip: Each school board in Ontario has an Indigenous Education lead or consultant that is responsible for connecting educators and students to Indigenous resources and perspectives. <p>Terminology</p> <ul style="list-style-type: none"> Treaty Indigenous The Common Good First Nations Inuit Métis Land acknowledgement 	<p>Materials</p> <ul style="list-style-type: none"> Computer Projector Screen Speakers Computer and internet access for students <ul style="list-style-type: none"> Laptop cart Computer lab Mobile devices Chart paper Markers All websites and links are embedded within the lesson
<p>Minds On</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 	<p>Connections</p>
<p>WHOLE CLASS (15 mins):</p> <p>Before beginning this lesson, introduce the Common Good course tracker. This is a tracker students can use throughout the course whenever the concept of the common good is referenced to help track their learning and thinking. This will then help them with completing the unit culminating activities and course summative.</p> <ol style="list-style-type: none"> Distribute a copy of the Treaties KWL chart to each student. Students should spend some time completing the K and W parts of the chart. Introduce the following question prompts to activate students and have them complete the first two columns of the Treaty KWL chart. Project the website: https://www.whose.land/en/ and zoom in to the territory on which your school is located. Please note that these maps are fluid and ever changing and should be used as an education tool to create dialogue around reconciliation. They may 	<p>Assessment:</p> <p>Assessment for learning:</p> <ul style="list-style-type: none"> Monitoring students' reflection capacity Monitoring the developing use of language around the "common good" Informs teacher how much sentence-level speaking and writing instruction will be necessary to develop explanation skills By the mid-unit evaluation (end of lesson 5), students <i>should</i> be able to: <ul style="list-style-type: none"> Pull information from individual texts Use appropriate vocabulary in their responses Answer "why" questions logically. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiation of:

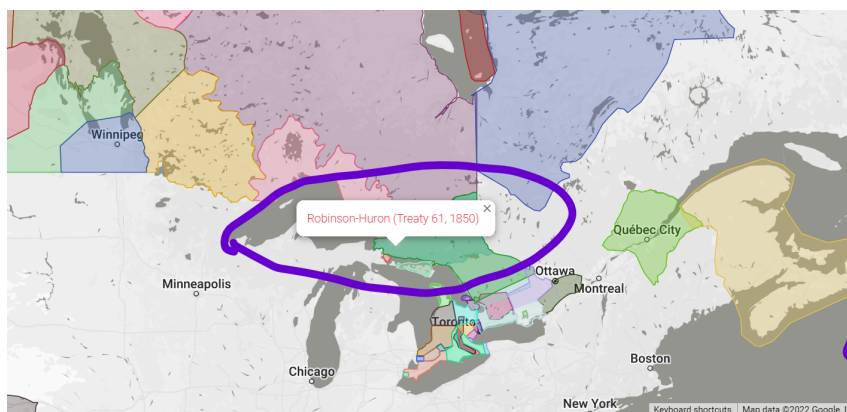


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not reflect all perspectives and truths. If possible, locate and use other treaty map(s) that more accurately reflect your local area.

- Use the + key to zoom in. Click on the shaded area where your school is located to reveal the Treaty territory. Have students complete the map activity on the back of the [K-W-L chart](#).



○ Process

- Based on:
 - readiness
- Students may require more or less explicit prompting to construct sentences based on content at this stage.

Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

Connections

WHOLE CLASS (100 mins):

- Distribute the [Anticipation Guide - Starting with the Land: treaties](#) to be used throughout the rest of the lesson. Instruct the students to read through each statement. Students should select True or False in response to each statement, using the left column (BEFORE the lesson begins).
- Instruct students to complete the RIGHT-HAND column of their Anticipation Guide as you go through the slide deck. Provide time for students to turn and talk with a partner to share their thoughts, responses and questions.
- Start the slide deck, [Starting With The Land](#).

Teacher Note: offer cues to students to the question prompts in the Anticipation Guide; at the appropriate spots, refer to the statements and have students record evidence to support each statement being true or false DURING the lesson.

Assessment:

Differentiated Instruction:

- Turn and talk is a simple, but powerful strategy to provide support for all learners, build community and build confidence in students to share their ideas.

Quick Tips:

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Connections



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INDIVIDUAL OR IN PAIRS (30 mins): 1. Students will now individually complete their I used to think ... Now I think entrance tickets . They should finish their 'Now I think' section. 2. Students will record their findings and thoughts on the Common Good course tracker : What is the common good?	Assessment: Assessment as learning: The teacher can collect the entrance tickets and provide formative written feedback. The teacher can collect the course tracker to determine if students are grasping the concept of the common good and address any misconceptions or gaps.
Additional resources:	
 1. Further resources on treaties - Indigenous perspectives a. Pedagogical considerations for treaty education , from FNMIEAO b. Treaties recognition week - 10 days of learning for Intermediate and Senior students , from FNMIEAO c. Elementary Unit 3 module: How we Lead - Leadership, Governance and Decision-Making from First Nations, Metis, and Inuit Education Association of Ontario (FNMIEAO) 2. Further resources on treaties - settler perspectives a. Canadian Geographic: Treaties and Agreements in Canada Story Map b. Treaties in Ontario By the Numbers Infographic (Government of Ontario) c. First Nations and Treaties Map of Ontario as an Instructional Resource (Government of Ontario, 2020) 3. Further resources on the common good a. Together For The Common Good from a settler perspective b. Indigenous perspective on The Common Good - Dish With One Spoon Treaty c. Reading on the common good 4. Further resources on the teaching strategy used in this lesson a. Teaching Strategy: K-W-L Charts Facing History 5. Further resources on land acknowledgements a. Learning Hub - Land Acknowledgement	Note to teacher: <ul style="list-style-type: none">• The local connection to Indigenous communities should be emphasized when at all possible.• There is a Treaty Map of Ontario in all publicly funded schools. Locate it. Use it. Reference it and connect students to their own communities.• If there is not one in your school, it can be ordered free of charge from the Ontario government. The Instructional Resource is provided in Additional Resources. The First Nations and Treaties Map of Ontario as an Instructional Resource: An Educator's Guide

The Common Good: course tracker	
Individualistic	The Common Good



Treaties K-W-L Chart

1. Read through each of the following questions and respond with what you KNOW and what you want to LEARN about each question.
2. Following the Treaty Map activity, record one thing you have learned.

Question Prompt	What I KNOW	What I WANT to know	What I have LEARNED
On whose territory is my school located?			
What is a treaty?			
How are treaties made?			
Why do treaties matter?			
In what ways were the treaties broken?			
How are they continuing to be broken?			
How do treaties contribute to The Common Good (are they beneficial to most or all in society)?			



Using the Whose.Land.en interactive map, find the following:

- 1) Your school
- 2) The name of the territory(ies) upon which your school sits:

How accurate is this map?
How might inaccuracies occur?

Anticipation Guide - Starting with the Land: treaties

1. Before we go through the slide deck and videos, read the following statements below. Do you think they are True or False?
2. After we have finished the lesson, revisit these statements. Provide ONE piece of evidence from the videos or the slide deck to support the correct answer.

BEFORE		STATEMENTS	AFTER	
T	F	There are SIX distinct Indigenous groups in Canada.	T	F
Evidence:				
T	F	Video: The term 'bury the hatchet' comes from the treaty relationship between the British Crown and Indigenous groups.	T	F
Evidence:				
T	F	Video: The expansion of the British empire benefited Indigenous groups in Canada.	T	F
Evidence:				
T	F	Video: There are Indigenous reserves in Canada that do not have access to clean drinking water.	T	F
Evidence:				
T	F	Video: Treaties are part of Canadian law and impact the creation of government policies.	T	F
Evidence:				
T	F	Video: The history of Indigenous treaties only needs to be taught to Indigenous people.	T	F
Evidence:				
T	F	Video: We are all treaty people	T	F
Evidence:				
T	F	Indigenous knowledge has been passed down from generation to generation as formal written documents.	T	F
Evidence:				
T	F	The Two-Row Wampum is an agreement between all Indigenous people and the Canadian government.	T	F
Evidence:				

T	F	The Two-Row symbolizes an agreement that will last until the end of the earth.	T	F
Evidence:				
T	F	Peace and Friendship treaties were legal agreements for Indigenous people to give up territory to colonial governments.	T	F
Evidence:				
T	F	The Royal Proclamation sets out rights of Indigenous peoples and is still recognized legally today.	T	F
Evidence:				
T	F	Video: The Northwest Mounted Police (now the RCMP) were sent to the Prairies to protect Indigenous people.	T	F
Evidence:				
T	F	Video: The Canadian government used a tactic of forced starvation to move Indigenous people off the land.	T	F
Evidence:				
T	F	Video: Big Bear and Poundmaker were championed by the Canadian government as heroes who protected their people.	T	F
Evidence:				
T	F	Drilling for oil in the Prairies is NOT a violation of a treaty.	T	F
Evidence:				
T	F	Indigenous and settler groups had/have very similar views on ownership of land.	T	F
Evidence:				
T	F	Everyone benefits from truth and reconciliation.	T	F
Evidence:				
T	F	The status of Indigenous groups today is much better than before, so truth and reconciliation is really not that important.	T	F
Evidence:				

Treaties - entrance + exit ticket ...

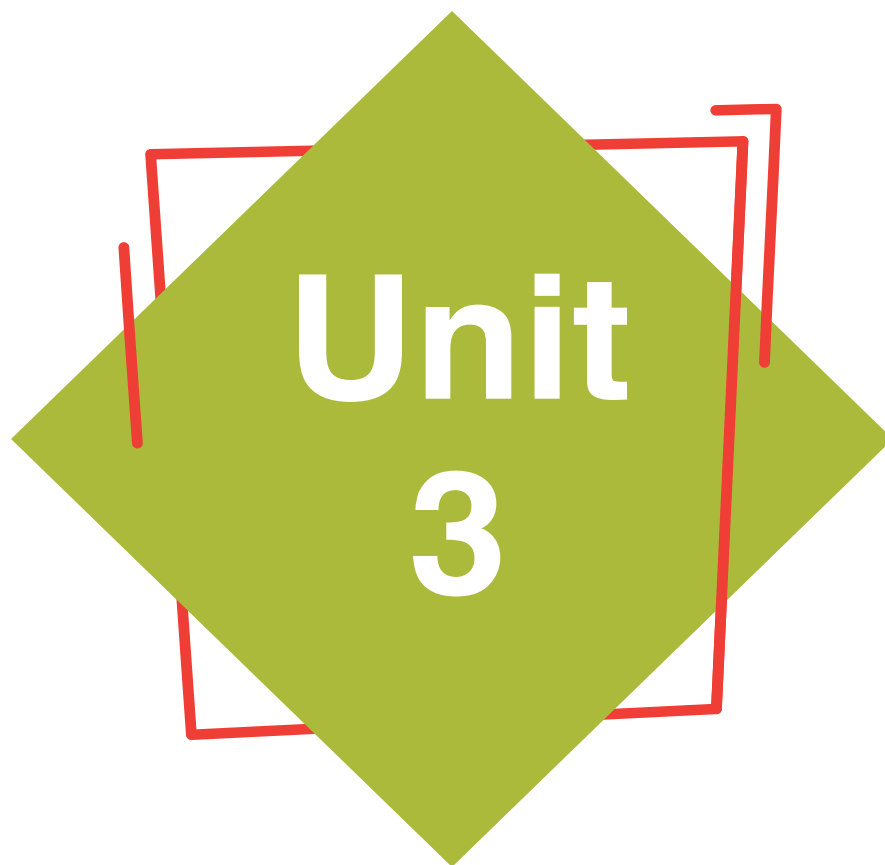
<i>I used to think...</i>	<i>Now I think ...</i>

Treaties - entrance + exit ticket ...

<i>I used to think...</i>	<i>Now I think ...</i>

Treaties - entrance + exit ticket ...

<i>I used to think...</i>	<i>Now I think ...</i>



How We Lead: Leadership, Governance, and Decision Making

UNIT 3

HOW WE LEAD: LEADERSHIP, GOVERNANCE, AND DECISION MAKING

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How We Lead:

Leadership, Governance and Decision Making

Unit 3

Key Understandings

1. Indigenous civilizations have always been here.
2. Indigenous civilizations are sophisticated and complex societies.
3. Everything is grounded in relationships and connection to the land.

Unit 3 Overview

In this unit students will...

- analyse some key short and long term consequences of the interaction between Indigenous peoples and the European settlers and explorers
- describe significant interactions among First Nations prior to the contact with European settlers and explorers
- describe how different nations governed themselves
- describe how communities resolved conflicts

Extension Activities

- ★ Similarities – What are some of the similarities between the Ojibways of Onigaming and the people of Kitchenuhmaykoosib Inninuwug, in regards to how they make decisions? What does this tell you about the social organization of these societies?
- ★ The Oneida Clan System – To help with pronunciation, listen to the audio files entitled Clans, Nations and Oneida Clan Families provided with this resource.

Early Leadership

Activity 1

Instructions:

Watch the Kitchenuhmaykoosib Inninuwug video entitled *Early Leadership*, then answer the following questions in complete sentences.

1. What qualities were required to be considered for a leadership role?

2. What skills did the people who selected the leader need to demonstrate? How would this impact their ability to select a leader?

3. How were decisions made? What was taken into consideration before making a decision?

4. If someone created problems within the community, what were the consequences?

Instructions:

Watch Douglas Sinclair's video entitled *Roles and Responsibilities*, then answer the following questions in complete sentences.

1. How did the clan system help communities make decisions? What were the benefits of this method?

2. Explain the difference between thinking with your ego and thinking traditionally.

a) Provide an example of thinking with your ego.

b) Provide an example of thinking traditionally.

c) Which is the more effective way of thinking? Why?

Contact: The Arrival of Europeans

Activity 3

Instructions:

Watch Douglas Sinclair's video entitled *Roles and Responsibilities*, then answer the following questions in complete sentences.

1. How did the Anishinaabek nickname the newcomers? What means did the newcomers use to travel?

2. What did the Europeans assume about the men they met? Explain why they made that assumption.

3. Who sent the men to greet the first European explorers? Who were in fact the community leaders?

Decisions Are Guided By Ceremony

Activity 4

Instructions:

Watch Douglas Sinclair's video entitled *Decisions are Guided by Ceremony*, then answer the following questions in complete sentences.

1. When chiefs or community leaders assemble to make decisions they always engage in a pipe or drum ceremony. Explain how these ceremonies help in the decision making process.

2. Explain the benefits of having the entire community (the children, the elders, etc.) involved in the decision making.

3. Explain how decisions might be made if this process was not followed.

4. Compare this process to the way decisions are made in Canadian society today. Explain how this process compares to the way decisions are made in your family or at school.

Treaties and Sovereignty

Activity 5

Instructions:

Watch the Kitchenuhmaykoosib Inninuwug video entitled *Treaties*, then answer the following questions in complete sentences.

1. When the Kitchenuhmaykoosib Inninuwug leaders signed Treaty 9 in 1929, what principle were they led to believe was understood in the agreement?

2. Under what conditions was Treaty 9 signed?

3. What does the flag symbolize? What do the different colours and emblem represent?

4. How does the United Nations define a sovereign nation? Explain why Kitchenuhmaykoosib Inninuwug should be recognized as a sovereign nation by Canada.

The Oneida Clan System

Activity 6

What are clans?

The Oneida identify their families through clans. Because of their remarkable ability to live within the natural world, land animals and birds are used to represent various clans. Land animals and birds know how and when to adopt certain behaviours to survive. Land animals and birds provide the type of leadership the Oneida people look up to.

How many clans are there?

Within the Lotinishoni Confederacy there are nine clans, three of which represent the air, three others the land, and three more the water. The Oneida have three clans, namely Turtle, Wolf and Bear. Each clan is also called a family.

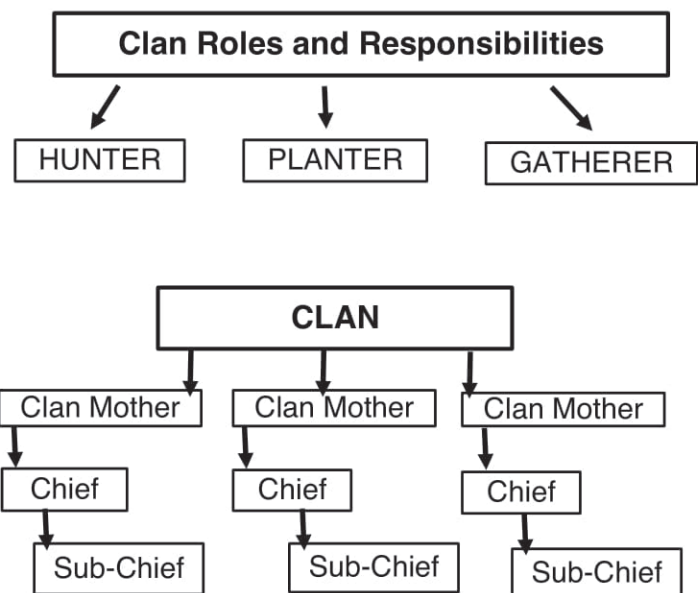
Roles and Responsibilities

Each clan family holds three major responsibilities, namely that of hunter, planter and gatherer. Each role is interchangeable and changes along with the seasons.

Leadership

All clan families have leaders called Clan mothers. A clan mother is selected by the people. Clan mothers choose her chiefs and sub-chiefs. This is how the Oneida forms a government. To be selected by the clan, one must demonstrate leadership qualities and foresight abilities for the good of his people.

Each Oneida clan, Turtle, Bear and Wolf, is led by three clan mothers. Each clan mother selects three chiefs and three sub-chiefs. Altogether, the Oneida clan has nine clan mothers, nine chiefs and nine sub-chiefs. While this may seem like a large group of people to govern a community, this system provides a fair balance between each clan and allows for the seasonal rotation of roles and responsibilities.



Questions

1. In today's society, what would the role of a hunter, planter and gatherer look like?
2. Explain how these roles could be applied to your classroom.

Oneida Clans and Nations

Activity 6

Instructions: Cut out each card carefully. Then, with a partner, take turns reading the cards to each other.

Tawelu'ko:

Eel

Oskan:tu:

Deer

A'no:wale

Turtle

Tsyoni:tu'

Beaver

Ohkwa:li

Bear

Othayu:ni

Wolf

Tawistawis

Snipe

Ohakwa:lute'

Heron