



# First Nation Treaty Education in Ontario

**Circle of Light 2011: A First Nation, Métis and Inuit Education Conference**  
November 14, 15,16, 2011

# We Are All Treaty People

- Video clip

<http://hzsd.ca/Programs/Treaty%20Education/Treaty%20Home%20Page>



# What is a Treaty?

- Treaties represent a relationship – built on mutual peace, respect and friendship
- Treaties are a way to explain how parties intend to “treat” each other for the duration of a relationship
- Recognize First Nations as self-governing nations – which is acknowledged and protected by the Royal Proclamation of 1763 and the Canadian Constitution
- There are obligations and benefits on both sides of the Treaties



# What is a Treaty?

- Before Confederation, the Dominion of Canada signed treaties with First Nations.
- After Confederation – numbered treaties
  - the Government of Canada continues to negotiate modern treaties (eg comprehensive and specific land claims)
- Set aside of reserves was a common element
- About land, education and medicine - with the disappearance of traditional food and shelter treaties began to include annuities
- Are living documents – do not expire



# Who does a Treaty Benefit?

- They are considered mutually beneficial arrangements that guarantee a co-existence between the treaty parties.
- Newcomers and their descendents benefit from the wealth generated from the land and the foundational rights provided in the treaties
- All people in Ontario are Treaty people.



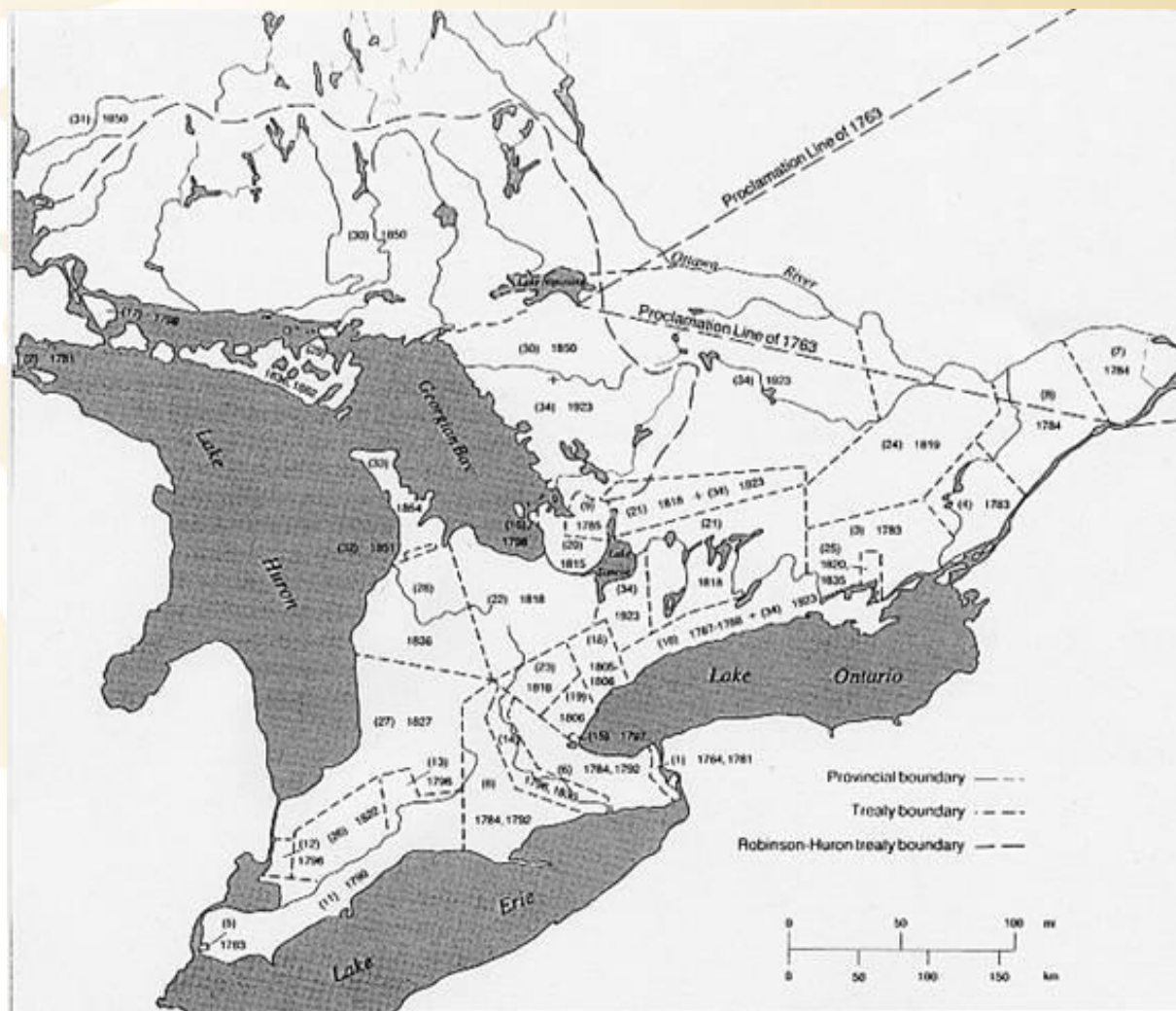
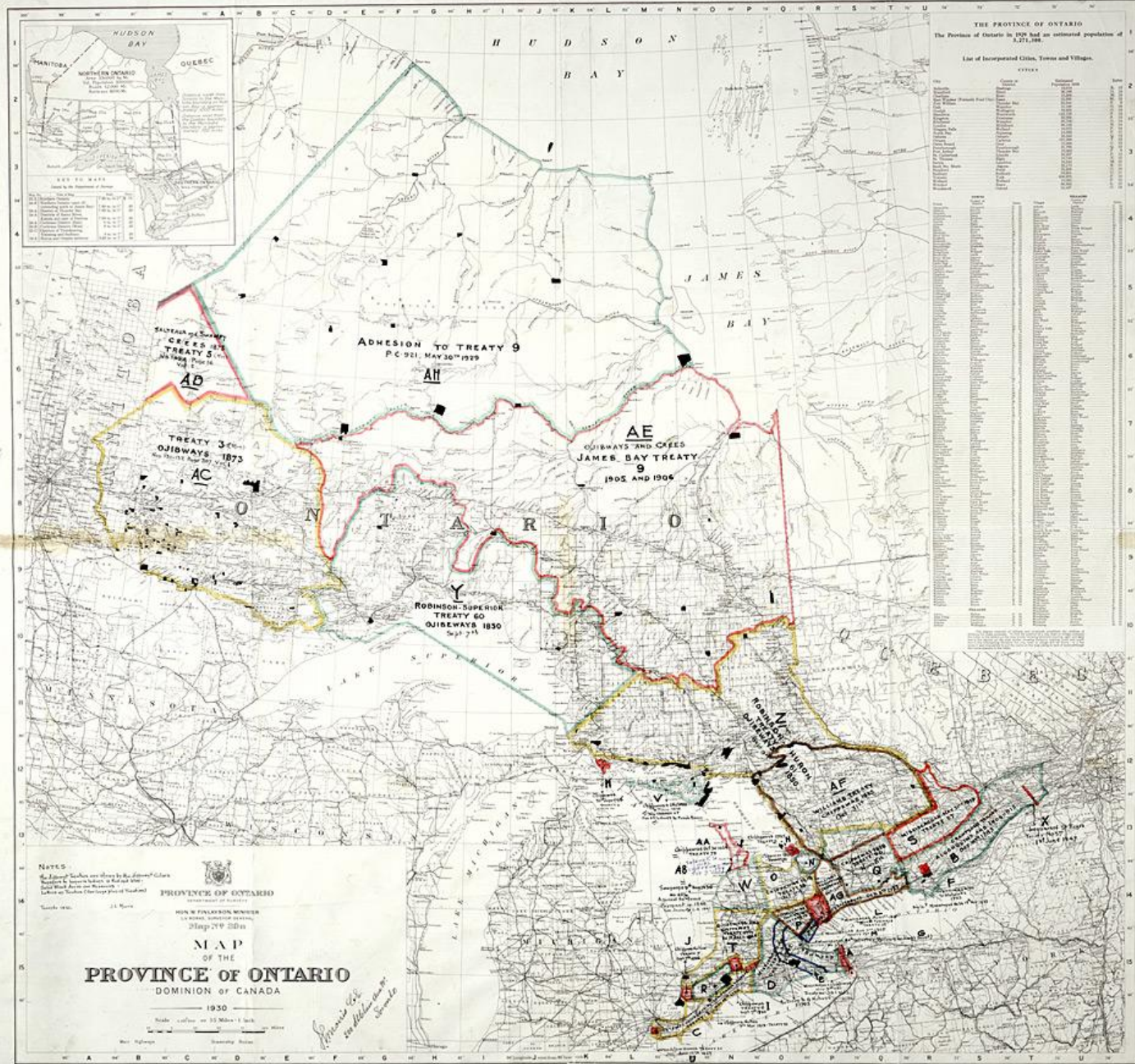


Fig. 1. Major Indian land cessions in southern Ont.: 1, Niagara Purchase; 2, Island of Michilimackinac; 3, Crawford Purchase I; 4, Crawford Purchase II; 5, Indian Officers Lands; 6, Between the Lakes Purchase; 7, St. Regis Purchase; 8, Oswegatchie Purchase; 9, Collins Purchase; 10, Johnson-Butler Purchase; 11, McKee Purchase; 12, Sombra Township; 13, London Township; 14, Grand River; 15, Joseph Brant's Land; 16, Penetanguishe Peninsula; 17, St. Joseph Island; 18, Toronto Purchase; 19, Head of the Lake Purchase; 20, Lake Simcoe Purchase; 21, Rice Lake Purchase; 22, Lake Simcoe-Nottawasaga Purchase; 23, Ajetance Purchase; 24, Rideau Purchase; 25, Tyendingaga; 26, Long Woods Purchase; 27, Huron Tract Purchase; 28, Bond Head-Saugeen Treaty; 29, Bond Head-Manitoulin Treaty and Manitoulin Island Treaty; 30, Robinson-Huron Treaty; 31, Robinson-Superior Treaty; 32, Indian Strip Sale; 33, Saugeen Surrenders; 34, Williams Treaties (Surtees 1982).



**THE PROVINCE OF ONTARIO**  
The Province of Ontario in 1926 had an estimated population of 2,271,000.

List of Incorporated Cities, Towns and Villages.

CITIES	
1	Albion
2	Alton
3	Amherstburg
4	Arnprior
5	Ashfield
6	Barrie
7	Brampton
8	Burlington
9	Cambridge
10	Chatham
11	Collingwood
12	Conestoga
13	Georgetown
14	Hamilton
15	Kingston
16	Kitchener
17	Lambton
18	Leamington
19	London
20	Markham
21	Mississauga
22	Niagara Falls
23	Oshawa
24	Ottawa
25	Peterborough
26	Port Hope
27	Richmond Hill
28	St. Catharines
29	St. John's
30	Stratford
31	Sudbury
32	Toronto
33	Windsor
34	Woodstock
35	Yongeville
36	Wellington
37	Whitby
38	Windsor
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48	Windsor
49	Windsor
50	Windsor

NOTES  
The names of places are shown by the letters of the alphabet.  
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PROVINCE OF ONTARIO  
1930

MAP  
OF THE  
**PROVINCE OF ONTARIO**  
DOMINION OF CANADA  
1930

Scale: 1:100,000  
1 inch = 10 miles  
1 centimetre = 1000 metres

*Printed by the Government of Ontario*

# Importance of Understanding Treaties

- Living documents
  - Must be constantly reviewed and studied – must reflect ongoing realities - can learn from mistakes of past towards a more effective, compassionate and realistic agreements in the future
- Beneficial for our coexistence
  - sharing of resources
  - First Nations relationship with the crown
- Obligation of honour on the part of all of us, to understand and fulfill obligations





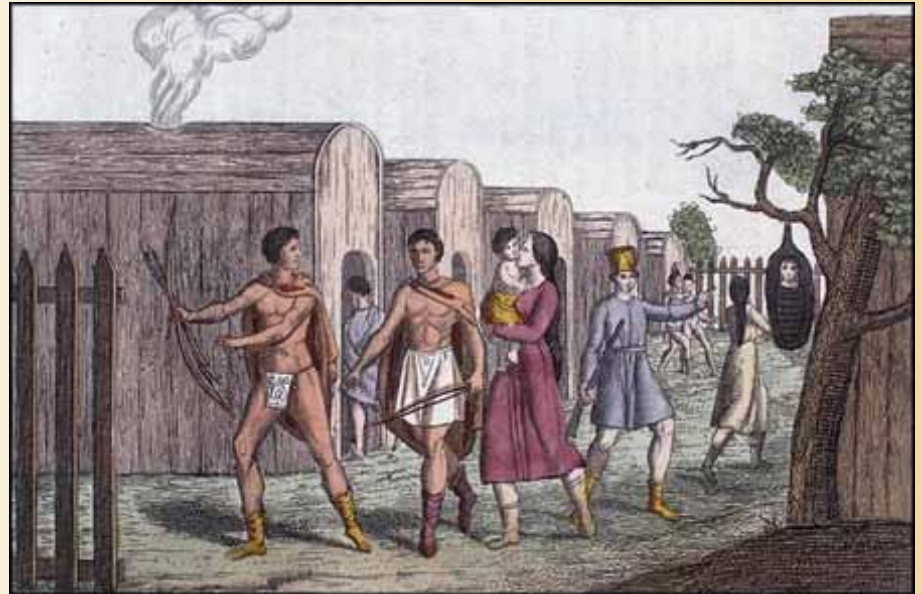
# Importance of Incorporating Treaty Education

- Hindrances to the learning spirit of Aboriginal people
  - racism, irrelevant curricula, lack of knowledge by teachers regarding culture, history, language and social conditions of Aboriginal people
  - the unresponsiveness of public education system to the needs of Aboriginal people



# Racism

- Colonization and racism are not things of the past
- When not acknowledged it can contribute to low self-esteem
- Is it the child – or the system?



# Irrelevant Curricula

- Curriculum does not reflect culture, histories and real life conditions
  - contributes to the high dropout rate
- Little mention of the contributions of Aboriginal peoples to the larger society
- Often infused with colonial interpretations of the past
- Inhibits transmission of culture and language to future generations



# Teachers

- Teacher educational programs must address colonialism and racism and respect the Treaty relationship as understood by First Nations as well as the Crown
- **'Most Teachers Don't Know Who First Nations Are'**
- We all pay when Aboriginal kids aren't given their best chance to learn.
- From the [TheTyeec.ca](http://TheTyeec.ca) series



# Social Conditions

- Largely brought about by government through policy and legislation
- Assimilative strategies continue to affect the social and cultural lives of FN peoples
- Creates and reinforces a cycle of despair, resignation, anger, hopelessness



# Promising Developments

- Saskatchewan – Office of the Treaty Commissioner
- Manitoba - Treaty Relations Commissioner of Manitoba - Treaty Education Initiative
- Ontario
  - Ipperwash Recommendations
  - Ministry of Education Aboriginal Canada Portal – Resources for Teachers
  - First Nation initiatives



# Saskatchewan

- Treaties education is mandatory in the provincial K–12 system
- Extensive information can be found at <http://www.otc.ca/> and <http://www.k-12treatyeducation.gov.sk.ca/>



# Manitoba

- Treaty Relations Commissioner of Manitoba - Treaty Education Initiative
  - pilot basis 2010/11
  - 2011/12 available to all grades 5 and 6 teachers.
  - kindergarten to Grade 4 and grades 7-12 - next
  - treaty classes will become mandatory in Manitoba schools



**Treaty Backgrounder**

Relationships between Treaty First Nations and other residents of Saskatchewan are to be harmonious, all people in Saskatchewan will need to be made aware of the history of relations between the Treaty First Nations and other people of Saskatchewan. In order to gain respect for each other, Treaty First Nations and Saskatchewan people need to be more informed about the traditions, customs, values, institutions, and laws of each other. This is consistent with a tradition of the Saskatchewan people - one of valuing and being ambivalent their cultural diversity.

gained rights through treaty - rights to lands and rich resources in our province. Building on these foundational rights, Saskatchewan people built a culture and way of life on these lands. Treaties were to be mutual, assisting both parties. The wealth generated from these lands and the freedoms associated with living in the province benefited Saskatchewan people and their descendants.



More photos: [Chief government officials and other Agencies gathered at Redoubt Alaska, 1841 to witness the signing of the Treaty of Peace in August 18, 1841.](#)

The people of Saskatchewan can benefit from learning more about the historical events associated with the making of treaties, as they reveal the mutual benefits and responsibilities of the parties. There is ample evidence that treaty people are reformed about the history of the Canada's relationship with Treaty First Nations. Until recently, the perspective of many Canadians has been to view treaties as touchstones, part of Canada's lecture history. Some Canadians still hold the view of treaties as "real estate transactions," non-Aboriginal Canadians forget that they, too, People need to become better informed about the role of the treaties, and their contribution to the creation of Canada and to the well-being of today's generation of Saskatchewan citizens. In order to continue to build a more knowledgeable and respectful community, the people of Saskatchewan and Treaty First Nations must understand their common history, take actions to renew the treaty relationship based on the sharing, trust and respect, and understand the nature of the rights and responsibilities as descendants who continue to benefit from the Treaties in Saskatchewan.

Treaties in Saskatchewan	2	Office of the Treaty Commissioner
Treaty Boundaries in Saskatchewan	4	1150 - 808 Spadina Crescent East,
Statistical Information	5	Saskatoon, SK, S7N 3H7
Treaty Boundaries in Canada	6	Tel: (306) 244-2100, Fax: (306) 244-4800
Resolving Treaty	7	<a href="http://www.otc.sk.ca">www.otc.sk.ca</a> , <a href="mailto:otc@otc.sk.ca">otc@otc.sk.ca</a>





# Ontario - Ipperwash Inquiry

## Recommendations

- Recommendations: Volume 2 Policy Analysis
- 29. The provincial government and Treaty Commission of Ontario should work with First Nations organizations and educators to develop a comprehensive plan to **promote general public education about treaties in Ontario**. The provincial government and Treaty Commission of Ontario should also work with local governments and school boards, First Nations, and community organizations to **develop educational materials and strategies that emphasize the local or regional character of treaty relationships**.



# Ontario - Ipperwash Inquiry

## Recommendations cont'd

- 30. The Ministry of Education should establish formal working relationships with Aboriginal organizations to **promote more Aboriginal perspectives and content in the elementary and secondary school curricula.**
- 31. The Ministry of Education and Treaty Commission of Ontario should work with Aboriginal organizations, school boards, and teachers associations to **develop appropriate, classroom-ready teaching tools and resources about Aboriginal history, treaty and Aboriginal rights, and related current events.**



# Aboriginal Canada Portal Resources for Teachers

- [http://www.canadiana.ca/citm/themes/aboriginals/aboriginals3\\_e.html](http://www.canadiana.ca/citm/themes/aboriginals/aboriginals3_e.html)
- The site is designed for students and teachers of Canadian studies, history and law
- Thematic narratives includes:
  - Aboriginals: Treaties and Relations
  - Lesson plans and ideas for educators



# First Nation – Indigenous Education Coalition

- **OUR TREATY HISTORY**
- *Features Teachers Guide 140 pgs*
- *Classroom set (28) of Community readers 7 of each community*
- *Grade 7 and 8*
- resource materials from a First Nation perspective for teachers that enhance the existing Ontario Curriculum guidelines



# First Nation – Treaty 9

- <http://www.pathoftheelders.com/index.php>
- Interactive game
- Audio, video and photo galleries
- Teacher guides for game
- History section



# First Nation – Peel Region

- April 2011 – a collaborative approach to curriculum development
- To value the presence and the rich heritage and cultures of First Nations children attending schools
- To clarify inaccuracies
- Not just historical, but present and future
- To tell the story of the Mississaugas of the New Credit First Nation



# First Nation

Union of Ontario Indians – *We are All Treaty People*

- <http://uoi.findarink.com/uploads/Novel.pdf>

