

Grade 6

Social Studies

Heritage and Citizenship

- First Nation Peoples and European Explorers

Aboriginal Teaching Strategy

Issues Concerning First Nations Today

Students gain an understanding of the treaty-making process and the impact that the treaties made between Aboriginal peoples and the federal government are still having today. They participate in a simulated negotiation of an agreement to share a territory.

Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*
- *The Ontario Curriculum, Grades 1–8, Language, 2006*

Specific Expectations

Social Studies

Inquiry/Research and Communication Skills

- select relevant resources and identify their point of view (e.g., recognize the historical context of Cartier's logbook; recognize bias in Champlain's drawing and descriptions of Mohawk villages)
- use and construct a variety of graphic organizers to clarify and interpret information (e.g., cause-and-effect diagrams linking the environment and First Nation cultures, mind maps to connect the results of early contact, diagrams and captions to illustrate technological advances that allowed exploration)

Application

- identify some present-day issues concerning First Nation peoples that relate to results of early contact (e.g., the effect of new technologies on First Nation cultures; land claims)

Language

Reading: Reading for Meaning

- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)

Aboriginal Context

Treaties are solemn agreements between two or more nations. The treaties arrived at by First Nation peoples and the Government of Canada enshrined rights for First Nation peoples that were not "handouts", but valid rights, negotiated by both nations. Land claims are grievances filed by First Nation peoples in response to what they consider to be violations of the territory and resources provisions of the treaties by the government.

Besides land claims, Aboriginal peoples today are also confronting the treaty-related rights issues of matrilineal status (Bill C-31), Métis status, and culture/language preservation.

Teaching Strategies

- Prepare, post, and discuss a map of an imaginary territory that includes a lake and a forest.
- Divide the class into the following three groups: Forest People, Lake Dwellers, and Newcomers.
- Provide the following information for the groups: the Forest People live in the forest area and have access to wood, but not to water for fishing or travel; the Lake Dwellers live near a large body of water, which provides them with fish and access to water for travel, but no wood; the Newcomers, who come from another territory, have brought cattle and agricultural supplies with them, but nothing else, and need to find a place to live and resources for their survival.
- Have each group work within a time frame to get what it needs by negotiating an agreement to share the land and resources with the other groups.
- Have the groups record the final agreement and arrange for representatives from each group to sign it. If the groups do not reach an agreement within the given time frame, discuss the reasons for this as a class.

- Explain that the process they went through is similar to the process used when the federal government negotiated treaties with Aboriginal people.

- Elicit the viewpoints of the students in each group about the process they experienced and the outcome.

Teacher prompts: How would you describe your experience in negotiating the agreement? Why did you make the decisions you made? How did you feel about the decisions that were reached? How do you feel about the final agreement? How would you have felt if the treaty your representative signed was written in a language you did not understand, as was the case with many of the treaties the federal government made with Aboriginal people? Why? What can interfere with the negotiation of an agreement that all sides are satisfied with? Are there ways that groups can approach making agreements so that everyone is satisfied?

- Present a treaty made between the federal government and an Aboriginal group in Ontario to students. Discuss the promises that were made, those that were kept, and those that were broken.

- Summarize this information in a Venn diagram.

Teacher prompts: How do the kept promises affect the lives of Aboriginal people today? How do the broken promises affect them?

- Present examples of other agreements, such as the Gunshot Treaty or the James Bay and Northern Quebec Agreement.

Teacher prompts: What outcome did each party want? Why? Can the knowledge and/or skills of those carrying out the negotiations in the treaty-making process affect the outcome? If so, how?

- Have students write a journal piece about their thoughts on treaties.

Teacher prompts: What would make the parties to a treaty satisfied with the treaty? Why would they be unsatisfied?

Resources

The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.

Gallant, Lorrie L. *Border Crossing Celebration*. Ottawa: Canada Council for the Arts, 2005. ISBN: 0-9733021-0-0.

A story in which the main character celebrates the Jay Treaty of 1794 and the Treaty of Ghent of 1814. For more information, visit the author's website, at www.littlelorrie.ca.

Indian and Northern Affairs Canada. Kids' Stop – Dates in History. <http://www.ainc-inac.gc.ca/ach/lr/ks/index-eng.asp>.

Information about events important to Aboriginal people, including the signing of treaties, and the dates of the events.

Indian and Northern Affairs Canada. Ontario Treaties. http://srchbk.ainc-inac.gc.ca/EN/query.html?col=internet&qt=+Ontario+Treaties&charset=iso-8859-1&qp=ur!%3A*-eng
Background and details about treaties made with Ontario's Aboriginal people as well as information about their impact on Aboriginal people in Ontario today.

King, Thomas. *The Truth About Stories: A Native Narrative*. CBC Massey Lectures. Toronto: Anansi, 2003. For more information, visit www.cbc.ca/ideas/massey/massey2003.html. Thomas King looks at the breadth and depth of Native experience and the Native imagination in an effort to make sense of North America's relationship with its Aboriginal peoples.

Making Community Connections

- Contact a local First Nation community or cultural centre for more information on the treaty and/or pending land claims affecting its area.
- Most First Nation reserves will have a lands and resources department as well as a membership office. Contact either of these to invite someone to talk to the class about Bill C-31.
- Contact the language coordinator at the Woodland Cultural Centre in Brantford at 519-759-2650, or visit the centre's website at <http://www.woodland-centre.on.ca/index.php>, or contact the Ojibway and Cree Cultural Centre in Timmins at 705-267-7911, or visit its website at <http://www.occ.ca/home.html>, to find out about the resources and educational programs offered.

ABOUT THE TEACHER'S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

