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| ***Grade Six***  ***Treaty Education Learning Resource***  ***April, 2015*** |

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**KINDERGARTEN TO GRADE FOUR**

**TREATY EDUCATION - KEY QUESTIONS**

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| **Grade Level** | **Kindergarten** | **Grade One** | **Grade Two** | **Grade Three** | **Grade Four** |
| **Treaty Education Focus** | **Getting to Know My Community** | **Learning That We Are All Treaty People** | **Creating a Strong Foundation Through Treaties** | **Exploring Challenges and Opportunities in Treaty Making** | **Understanding How Treaty Promises Have Not Been Kept** |
| **Treaty Relationships** | **How is the diversity of First Nations in Saskatchewan reflected in your classroom/**  **community?** | **How does sharing contribute to treaty relationships?** | **How are treaties the basis of harmonious relationships in which land and resources are shared?** | **How have the lifestyles of First Nations people changed prior to and after the signing of treaties?** | **How are relationships affected when treaty promises are kept or broken?** |
| **Spirit and Intent** | **How do the Circle of Life teachings connect us to nature and one another?** | **How do thoughts influence actions?** | **How important is honesty when examining one’s intentions?** | **How were the historical worldviews of the British Crown and the First Nations different regarding land ownership?** | **Why did First Nations’ leaders believe there was a benefit to both European education and traditional ways of learning?** |
| **Historical Context** | **How do stories, traditions, and ceremonies connect people to the land?** | **How do nature and the land meet the needs of people?** | **How were traditional forms of leadership practiced in First Nations’ communities prior to European contact?** | **How do First Nations and Saskatchewan people benefit from Treaties 2, 4, 5, 6, 8, and 10?** | **How did First Nations people envision treaty as a means to ensure their livelihood and maintain their languages, cultures, and way of life?** |
| **Treaty Promises and Provisions** | **Why is it important to understand the meaning and significance of keeping promises?** | **What is meant by *We Are All Treaty People?*** | **Why are the symbols used by the Nêhiyawak, Nahkawé, Nakota and Denesûliné First Nations and the British Crown important in Treaties 2, 4, 5, 6, 8, and 10?** | **How did the use of different languages in treaty making present challenges and how does that continue to impact people today?** | **What objectives did the First Nations and the British Crown representatives have when negotiating treaty?** |

**GRADE FIVE TO NINE**

**TREATY EDUCATION - KEY QUESTIONS**

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| **Grade Level** | **Grade Five** | **Grade Six** | **Grade Seven** | **Grade Eight** | **Grade Nine** |
| **Treaty Education Focus** | **Assessing the Journey in Honouring Treaties** | **Moving Towards Fulfillment of Treaties** | **Understanding Treaties in a Contemporary Context** | **Exploring Treaty Impacts and Alternatives** | **Understanding Treaties From Around the World** |
| **Treaty Relationships** | **What are the effects of colonization and decolonization on First Nations people?** | **What structures and processes have been developed for treaty implementation?** | **To what extent do the Canadian government and First Nations meet their respective treaty obligations?** | **What was the role of the Métis people in treaty making?** | **What are the treaty experiences of Indigenous peoples around the world?** |
| **Spirit and Intent** | **How did the symbols used by the British Crown and the First Nations contribute to the treaty making process?** | **Why is it important to preserve and promote First Nations’ languages?** | **How does First Nation’s oral tradition preserve accounts of what was intended by entering into treaty and what transpired?** | **To what extent have residential schools affected First Nations’ communities?** | **How did worldviews affect the treaty making processes between the British Crown and Indigenous peoples?** |
| **Historical Context** | **Why is First Nation’s self-governance important and how is it linked to treaties?** | **How do urban reserves positively affect all people in Saskatchewan?** | **How do the *Indian Act* and its amendments impact the lives of First Nations?** | **What are the differences and similarities between the Saskatchewan Treaties 2, 4, 5, 6, 8, and 10 and the British Columbia Nisga'a Treaty?** | **How does treaty making recognize peoples’ rights and responsibilities?** |
| **Treaty Promises and Provisions** | **What are the benefits of treaties for all people in Saskatchewan from a contemporary perspective?** | **How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan, and the Canadian government?** | **In what ways does the Canadian government disregard First Nations’ traditional kinship patterns by implementation of the *Indian Act*?** | **To what extent have the treaty obligations for health and education been honoured and fulfilled?** | **How effective has treaty making been in addressing the circumstances of Indigenous peoples?** |

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| **MINISTRY OF EDUCATION - TREATY EDUCATION OUTCOMES AND INDICATORS 2013** | | | |
| **Grade Six: Moving Towards Fulfillment of Treaties** | | | |
| **Treaty Relationships** | **Spirit and Intent** | **Historical Context** | **Treaty Promises and Provisions** |
| TR6: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.  Indicators:   * Research the various structures and processes that have been created in an effort to honour treaties. * Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. * Explore the concept of sovereignty as related to First Nation peoples. * Explore the concept of sovereignty as related to Metis peoples. | SI6: Analyze the importance of the preservation and promotion of First Nations and Métis languages.  Indicators:   * Express how one’s cultural identity is influenced by language. * Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. * Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling). | HC6: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.  Indicators:   * Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). * Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations support the fulfillment of Treaties. * Investigate how parties to treaty are utilizing the land for economic development opportunities. | TPP6: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.  Indicators:   * Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. * Investigate and report on the goals and achievements of the Treaty Table and the OTC. |

**Grade Six: Moving Towards Fulfillment of Treaties – Treaty Relationships**

**Inquiry Question #1: What structures and processes have been developed for treaty implementation?**

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| **Treaty Essential Learnings: TEL 1 (The Treaties) TEL 2 (The Treaty Relationships) TEL 3 ( Historical Context) TEL 6 (Contemporary Treaty Issues)** | | |
| First Nations people believe that the Canadian government has not honoured nor did it fully implement the treaty promises made to them. First Nations created political organizations and institutions to preserve and protect the treaties. Today, First Nations are working with the federal, provincial, and municipal governments to establish structures and processes to honour and fulfill the treaty promises made to both parties. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Relationships** | **Treaty Promises to First Nations and the Canadian government**  Ask, what are needs and wants? What is the difference between needs and wants? How were First Nations needs and wants fulfilled in First Nations Peoples Era (e.g., living off the land and its natural resources provided everything they needed)? What quality of life did they have? Why did the Canadian government (British Crown) and First Nations want/need to make treaties? What did the Canadian government and First Nations hope to achieve by making treaties? Have students read *Legacy: Indian Treaty Relationship* , *pp 48 -50*, (Price,1991) to identify the reasons each party had for making treaties and determine whether the reasons were needs or wants. The Canadian government received everything they hoped for. See *The Canadian government’s Expectations and Benefits from Treaty,* *Grades 7 – 12 Teaching Treaties in the Classroom*, *pp. 307-8,* (OTC, 2002). First Nations received, to varying degrees, the benefits listed in *Legacy: Indian Treaty Relationships, pp. 54 -57*, (Price, 1991). First Nations believe that the Canadian government did not fulfill the treaty promises. See *Legacy: Indian Treaty Relationships, pp. 59 -74*, (Price, 1991). Have students examine and investigate the impact that occurred on the lives of First Nations people because of unfulfilled treaty promises, colonization, and assimilation. What is the quality of life for most First Nations people today (e.g., poverty, lack of economic opportunities, loss of land, impacts of residential schools, loss of languages and cultures, low graduation rates, health issues, loss of hunting, loss of livelihood, loss of identity, incarceration, additions? How did the quality of life for First Nations change after the arrival of the newcomers and treaty making?  **Structures and Processes that Honour Treaties**  Ask, what structures and processes have First Nations and the Canadian government created in an effort to honour treaties? Why did First Nations organize to address their concerns and grievances regarding their treaty rights? See *Legacy: Indian Treaty Relationships,* *pp*. 72*-85,* (Price, 1991). What is the purpose of these political organizations? How do they honour treaties? Have students work in groups to research and create a visual representation that identifies the organization, its purpose, who they represent, how is it funded, and how the organization has worked to honour treaties. See *The First Nations Struggle for Recognition as Nations,* A *Treaty Resource Guide for Grade* *5*, *pp. 35 – 39*, (OTC, 2008). What First Nations educational institutions have been established? See *The Restoration of First Nations Languages and Cultures,* *A Treaty Resource Guide for Grade 5, pp. 26 -34, 87* (OTC, 2008)? How do these institutions honour treaties? What structures and processes has the Canadian government created in an effort to honour treaties (e.g., *Indian Act* of 1876, creation of Aboriginal Affairs and Northern Development Canada (AANDC), Canadian Constitution of 1982, Charter of Rights and Freedoms, partnerships with First Nations, programs and services for Aboriginal people)? How did the *Indian Act* of 1876 fail to honour treaty promises? What impact did the *Indian Act* have on First Nations people? Was the treaty promise to maintain/sustain a way of life honoured? Inform the students that the *Indian Act* of 1876 is still in effect and that as long as it continues to control First Nations people the treaties will not be fully implemented.  Ask, how are the federal, provincial, municipal, and First Nations governments working together to honour treaties? See *First Nations and Communities Work Together Toward Self –Sufficiency, A Treaty Resource Guide for Grade 6*, *pp. 35 – 39*, (OTC, 2008). What kinds of partnerships, programs, and services have been established to honour and fulfill treaty promises? Have students work in groups to examine and investigate how these governments have been working together to honour treaty promises. Assign each group one of the promises made to First Nations including the following: peace and friendship, sharing the land and resources, equal quality of life, mutual economic opportunities, urban reserves, education successes, justice restoration, medical services, restoration of languages and cultures. Have each group prepare an oral presentation outlining how these structures and processes support the fulfillment of treaties. Using the findings, lead a discussion about how the full implementation of the treaties would bring positive economic implications for all people of Saskatchewan. | * Identify the wants and needs of the Canadian government and First Nations for entering into treaty. * Explain the negative impacts of colonization on the lives of First Nations people. * Recognize that First Nations people do not have the same quality of life as other Saskatchewan people. * Recognize that First Nations honoured and fully implemented the treaty promises to the Canadian government. * Explain why the treaty promises to First Nations have not been honoured and remain unfulfilled. * Describe the First Nations and the Canadian government structures and processes that have been created in an effort to implement and honour treaty promises. * Explain how First Nations, federal, provincial, and municipal governments are working together to support the fulfillment of treaties. * Describe how the full implementation of the treaties will bring positive economic implications for all people of Saskatchewan.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **TR6: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.**  **Indicators:**   * Research the various structures and processes that have been created in an effort to honour treaties. * Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. |
| **English Language Arts - Outcome: CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.**   1. a. Use different ways of representing to explore ideas and express understanding (e.g., in a poster, tableau, physical movement, graphic organizer, chart, graph, table).   **Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.**   1. b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft. |
| **Health Education - Outcome: USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).**   1. m. Discuss factors that affect the identities of people as a result of colonization. |
| **Social Studies - Outcome: RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.**  a. Explain the difference between needs and wants.   1. c. Recognize the variation in value placed on quality of life indicators in varying locations, cultures, and time periods |
| **First Nations Protocol/Information** |
| The Saskatchewan First Nations’ Veteran Association plays an important role in preserving and protecting treaties. |

**Treaty Relationships –** **Goal:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

**Grade Six: Moving Towards Fulfillment of Treaties – Spirit and Intent**

**Inquiry Question #2: Why is it important to preserve and promote First Nations’ languages?**

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| **Treaty Essential Learnings:** **TEL 3** (**Historical Context) TEL 4 ( Worldview) TEL 6 ( Contemporary Treaty Issues)** | | |
| First Nations’ languages must be revitalized and maintained in order to preserve First Nations’ cultures, history, worldviews, and connection to the land. Elder Musqua states that our history is in the language; creation stories, medicines, and teachings of the land. The loss of identity of youth is caused by the lack of knowledge about their history and cultural teachings. Several governmental initiatives to restore First Nations’ languages have not been successful. First Nations people need to teach their children and grandchildren their First Nations’ languages. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Spirit and Intent** | **Language Influences Cultural Identity**  Ask, what does identity mean? Where does your identity come from? What factors affect identity (e.g., language, culture, time we live in, location we live)? What is culture (e.g., our way of life)? What does having a culture include (e.g., our values, beliefs, customs, languages, and traditions)? What are the benefits of a strong and vibrant culture (e.g., gives a sense of belonging, personal wellness, health, and self-esteem)? Why is one’s cultural identity influenced by language (e.g., it is the expression of the culture)? Have students share in a Talking Circle how their cultural identity is influenced by language. Ask, how does language impact cultural identity? How could you demonstrate that language impacts cultural identity? How have First Nations’ artists restored and preserved their cultural identity through their art? Conduct an inquiry to discover how dance, drama, music, and visual artists are expressed as cultural identity in the work of various contemporary First Nations, Métis, and Inuit artists.  **First Nations’ Languages in Canada**  Ask, how many First Nations’ languages are spoken in Canada? How many of these languages are endangered? What makes a language viable? What would cause a language to disappear? What could we do to ensure that languages do not disappear? How many First Nations’ languages are spoken in Canada? Have students conduct research to identify and list First Nations’ languages that are viable or endangered. See *Aboriginal Languages in Canada* at <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.pdf> and *Statistics Canada* at <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.cfm)> What happened to First Nations’ languages? What did colonization do to First Nations’ languages through the *Indian Act* and residential schools? What impact did colonization have on the identity of First Nations people? Have students research the *Indian Act* to assess the impact that residential schools had on the loss of First Nations’ languages and cultures. See *First Nations’ Traditional Teachings and Languages Are Suppressed* and *The First Nations’ Traditional Lifestyles Change, in The Indian Act of 1876 Was Not Part of Treaty: A Treaty Resource Guide For Grade 4, pp. 19 -34,* (OTC, 2008).  **Preservation and Restoration of First Nations ‘Languages in Canada**  Ask, how many First Nations’ languages are spoken in Saskatchewan today? Why are First Nations’ languages either distinct or endangered? Have students calculate the percentage of First Nations people who speak their First Nation’s language and visually represent the percentages. See *Aboriginal Languages in Canada: Emerging Trends and Perspectives on Second Language Acquisition* at <http://www.statcan.gc.ca/pub/11-008-x/2007001/9628-eng.htm> Why is the percentage of First Nations people who speak their language so low? What can be done to preserve these languages? What initiatives have First Nations, Canada, and Saskatchewan used to preserve and restore First Nations’ languages? Have these initiatives been successful? Identify the initiatives and evaluate their success in preserving First Nations’ languages. See *First Nations Languages Inventory Of First Nations Language Community Programs and Resources By First Nations Regions and Federal Agency - Including Best Practices*at<http://www.afn.ca/uploads/files/education/summary_table_of_language_resources_and_curricula_march_31,_2011-1.pdf> | * Describe how language influences cultural identity. * Recognize that the residential school system was meant to colonize First Nations people through the loss of First Nations’ languages and cultures. * Describe how the loss of First Nations’ languages impacts First Nations’ cultures. * Identify the initiatives that have been successful in preserving and restoring First Nations’ languages. * Determine the percentage of First Nations people who speak their First Nation’s language and visually represent the percentages. * Discuss factors that affect the identities of people as a result of colonization. * Examine Canadian government policies that led to the loss of First Nations’ languages and cultures in Saskatchewan. * Conduct an inquiry to discover how the work of various contemporary First Nations’ dances, drama, music, and visual artists expresses cultural identity.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **SI6: Analyze the importance of the preservation and promotion of First Nations and Métis languages.**  **Indicators:**   * Express how one’s cultural identity is influenced by language. * Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. * Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, and storytelling). |
| **Arts Education - Outcome: CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.**   1. a. Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity. |
| **Health Education - Outcome: USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).**   1. m. Discuss factors that affect the identities of people as a result of colonization. |
| **First Nations Protocol/Information** |
| * All First Nations’ spiritual ceremonies are conducted in First Nations’ languages. * First Nations Elders continue to speak in their languages to keep the languages alive.   See*–* *The First Nations Struggle to Be Recognized: A Treaty Resource Guide for Grade 5*, *Talking Circle Guidelines –Appendix B.* (OTC, 2008). |
| **Mathematics - Outcome: N6.5 Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically. [C, CN, PS, R, V]**  a. Observe and describe examples of percents (whole numbered to 100) relevant to self, family, or community, represent the percent concretely or pictorially (possibly physically), and explain what the percent tells about the context in which it is being used. |

**Spirit and Intent – Goal:** By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

**Grade Six: Moving Towards Fulfillment of Treaties – Historical Context**

**Inquiry Question #3: How do urban reserves positively affect all people in Saskatchewan?**

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| **Treaty Essential Learnings: TEL. 1 (The Treaties) TEL. 3 ( Historical Context) TEL. 4 (Worldview) TEL. 6 (Contemporary Treaty Issues)** | | |
| The Nahkawé (Saulteaux), Nêhiyawak (Cree), Nakota, Dakota, Lakota and the Denesûliné (Dene) First Nations had their own territories prior to the arrival of the newcomers. When First Nations made treaties, they agreed to share the land with the newcomers. First Nations settled on reserves after treaty. Each First Nation’s band was promised land. Many First Nations’ bands did not receive the land promised in treaty agreements and some bands lost land because it was sold without the First Nation’s band consent. Today, these First Nations’ bands are regaining land through Treaty Land Entitlement and other land claims. First Nations’ bands are establishing urban reserves by purchasing land in cities and municipalities. Urban reserves benefit First Nations people and all people in Saskatchewan. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Historical Context** | **Where do First Nations People Live?**  Ask, where do First Nations people live? How many First Nations people live on the reserve? How many First Nations people live in cities and towns? Why do First Nations move to urban centres? See *Fact Sheet – Urban Aboriginal population in Canada* at <https://www.aadnc-aandc.gc.ca/eng/1100100014298/1100100014302> and *Recognising Rights: Strengthening Off-Reserve First Nations Communities* at <http://www.parl.gc.ca/Content/SEN/Committee/412/ridr/rep/rep03dec13-e.pdf> What type of programs and services do urban First Nations need when they move to an urban centre (e.g., housing, health care, employment, education)? Where are these programs and services situated in urban centres? What challenges are faced by First Nations people in urban centres? Have students examine the Saskatoon Tribal Council’s (STC) programs to create an oral presentation identifying services located on an urban reserve in Saskatoon. See Saskatoon Urban First Nations, Services, Inc. at <http://www.sktc.sk.ca/corporations/stc-urban-first-nations-services-inc/> and explain why it is important for urban First Nations to have access to these programs and services.  **Urban Reserves Impact Livelihood**  Ask, what are urban reserves? Why are urban reserves created? What do urban reserves look like? Have students read City of Saskatoon Reserves: Frequently Asked Questions at <http://www.saskatoon.ca> to identify the benefits of urban reserves. What First Nation reserve owns the urban reserve on which the Saskatoon Tribal Council is located? What other First Nation urban reserves are located in Saskatchewan? What impact do urban reserves have on livelihood? What employment opportunities are available for First Nations people? Why is it important for First Nations people to have opportunities for employment/? Show the students the power point presentations in *Building Bridges for Success: Aboriginal Land Development 11* at <http://www.saskatoon.ca> to examine the economic, social, cultural, and environmental impacts of urban reserves and create a list of products and services of businesses. Ask the students to discuss how economic opportunities for First Nations people are a part of the fulfillment of treaty promises.  **Use of Land for Economic Opportunities**  Ask, who are the parties to treaty in Saskatchewan treaties (Canada and First Nations)? How do these parties use the land in Saskatchewan? How do First Nations, Canada, and Saskatchewan people share the land and its resources? How is the land used in Saskatchewan for economic development? What are some of the industries involved (e.g., natural resources, agriculture, tourism,)? Research and create a representation of ways the land is used in the local area. What does sustainability mean? Which land uses initiate change that promotes sustainability? Have students represent through visual art, music, dance, writing, or other representation, the contribution of individuals and communities that initiate change that supports sustainability.  **Fulfillment of Treaty Obligations Positively Affect Saskatchewan People.**  Ask, what have you learned about urban reserves and the benefits for Saskatchewan people? What have you learned about how First Nations, Canada, and Saskatchewan governments use the land? How do First Nations people benefit from sharing the land? How do these benefits relate to the treaty promises made to First Nations people? Have students analyze how sharing the land for economic, social, cultural, and environmental purposes is a movement towards the fulfillment of treaty obligations and has positively affected all people in Saskatchewan. | * Describe urban reserves and how they are created. * Explain why urban reserves are important for First Nations people moving to urban centres. * Create a list of products and services of urban reserves. * Explain how urban reserves benefit all people in Saskatchewan. * Describe the economic, social, cultural, and environmental impacts of urban reserves. * Explain why urban reserves benefit all people in Saskatchewan. * Analyze how sharing the land for economic, social, cultural, and environmental purposes is a move toward the fulfillment of treaties. * Identify the land uses that initiate change that promotes sustainability.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **HC6: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.**  **Indicators:**   * Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). * Investigate how parties to treaty are utilizing the land for economic development opportunities. |
| **Arts Education - Outcome: CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.**  d. Describe why personal and cultural identity is often an important influence in the creation of arts expressions. |
| **Career Education - Outcome: CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.**   1. c. Create a list of the products and services of local or area employers. |
| **English Language Arts - Outcome: CC6.6**  **Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.**  g. Prepare and give oral presentations (e.g., on a topic under study or of personal interest).  **Social Studies - Outcome: RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.**  a. Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability. |
| **First Nations Protocol/Information** |
| * First Nations Elders and traditional Knowledge Keepers can be invited to the classroom to give information on First Nations and their connection to the land, how they lived in balance and harmony with the natural environment. * First Nations people lived by Natural Laws that enabled them to be environmentalists and stewards of the land. |

**Historical Context – Goal:** By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

**Grade Six: Moving Towards Fulfillment of Treaties – Treaty Promises and Provisions**

**Inquiry Question #4: How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan, and the Canadian government?**

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| **Treaty Essential Learnings: TEL. 1 (The Treaties) TEL. 2 (The Treaty Relationship) TEL. 3 (Historical Context) TEL. 4 (Worldview) TEL. 5 (Symbolism in Treaty Making)** | | |
| The Office of the Treaty Commissioner is a neutral place where First Nations meet with Canadian government officials to discuss treaty issues and concerns. Chiefs who represent of the Nakota, Nahkawé, Nêhiyawak, and the Denesûliné Nations who signed Treaties 2, 4, 5, 6, 8, and 10 with the Canadian government initiate discussions on the fulfillment of treaty promises. The Elders ensure that the spirit and intent of treaties are at the forefront in the Treaty Table discussions. The Treaty Table recognizes that treaties are living agreements. The parties work toward building the treaty relationship envisioned at the time of treaty negotiations and signing. | | |
| **Outcomes and Indicators** | **Possible Learning Experiences** | **Assessment Ideas** |
| **Treaty Education – Treaty Promises and Provisions** | **Office of the Treaty Commissioner - Saskatchewan**  Ask, what is the Office of the Treaty Commissioner (OTC)? When was it established? Why was the OTC created? Who does it represent? Who represented the First Nations people in Saskatchewan? Who represented the Canadian government (Crown)? What was the role of the OTC in 1989? See *History of the OTC* at [www.otc.ca](http://www.otc.ca) Ask, when was the OTC re-established? Why was it re-established? Why was the OTC given an impartial role? Have students work in groups to investigate and answer on the following questions. See *Introduction,* *Statement of Treaty Issues, pp.1 –7,* (OTC, 1998). What was the new paradigm for the relationship between the Crown and First Nations in Saskatchewan? What was to be the OTC’s role in this renewed partnership? Who were the Chief of the Federation of Saskatchewan Indian Nations (FSIN) and the Minister of Indian Affairs and Northern Development (INAC)? Why was the Exploratory Treaty Table established? What was the work plan of the Exploratory Treaty Table? What guiding principles were established to guide the work at the Exploratory Treaty Table? Why did the parties need to establish “common understandings”? What was the role of First Nations Elders in the process? What role did the Province of Saskatchewan play (observer)? Why was it important for the Province of Saskatchewan to be at the discussions? Ask, what was Canada’s approach to the Exploratory Treaty Table discussions? What was the FSIN’s approach to the discussions? Have students examine and compare the similarities and differences in Canada’s and the FSIN’s approach to discussions at the Exploratory Treaty Table. See *Developing New Understandings, Statement of Treaty Issues, pp.36-41*, (OTC, 1998). Ask, when did the Exploratory Treaty Table become the Treaty Table? Inform the students that the recommendation for change was put forth in *Recommendation 19, Treaty Implementation: Fulfilling the Covenant, pp.179-181*, (OTC, 2007)*.* The OTC was closed for a brief period in April, 2007 and re-opened in August 2007. The Treaty Table was renewed and its role was outlined. See *Memorandum of Agreement, Section7, February 2008* at [www.otc.ca](http://www.otc.ca) . Have students examine annual reports to identify the achievements of the Treaty Table. See *Annual Reports* at <http://www.otc.ca/publications/annual-reports>. Ask, what is a Treaty Commissioner? Who were the treaty commissioners for Treaty, 4, 5, 6, 8, and 10? See*, Statement of Treaty Issues: Treaties as a Bridge to the Future*, *Appendices E – I, Basic Data for Treaties 4, 5, 6, 8, and 10, pp. 100 – 119,* (OTC, 1998). What was the role of these treaty commissioners when treaties were being made (e.g., to negotiate and make treaty agreements on behalf of the British Crown)? Do we have treaty commissioners today? Where do they work? What role does the treaty commissioner play today? See *Section 6 -* *Memorandum of Agreement, February 2008* at [www.otc.ca](http://www.otc.ca) Compare the role of the treaty commissioners at the time of treaty making and today. How many treaty commissioners were appointed to the OTC since 1989? Who are they? See [www.otc.ca](http://www.otc.ca) Who is the current Treaty Commissioner? Ask, what is the OTC doing to advance the treaty goal of establishing good relations among all people of Saskatchewan? What does the OTC do to address its mandate to increase the knowledge and understanding of treaties and First Nations people? What departments have been created within the OTC organization (e.g., public and K – 12 education, livelihood, and economic development)? What is the purpose of each department? See *Annual Reports* at (<http://www.otc.ca/publications/annual-reports> to identify the achievements of each department. What has the resource *Teaching Treaties in the Classroom, A Teacher Resource Guide for* Kindergarten to Grade 6, (OTC, 2008) accomplished? Why is important to have an organization like the OTC in Saskatchewan? What do you see in your community that is evidence of the work of the OTC? What is the future role of the OTC? Have students describe what the statement *We Are All Treaty People* mean to Saskatchewan people. | * Identify the role of the OTC and the OTC Treaty Table. * Recognize that the OTC has an important role in promoting good relations between First Nations and other people in Saskatchewan. * Identify the OTC treaty commissioners for Treaties 4, 5, 6, 8, and 10 and the present day OTC Treaty Commissioners. * Describe how the OTC promotes good relations between Canada and the FSIN. * Describe the role of the Treaty Commissioner in facilitating the fulfillment of Treaties 2, 4, 5, 6, 8, and 10. * Identify the departments and goals of the Office of the Treaty Commissioner. * Identify the achievements of the OTC organizations in the areas of public and K – 12 educational programs, and livelihood and economic development.   **Consider:** How can the learning experiences help us answer theinquiry question? |
| **TPP6: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.**  **Indicators:**   * Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. * Investigate and report on the goals and achievements of the Treaty Table and the OTC. |
| **Arts Education - Outcome: CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.**   1. a. Explore and determine appropriate media, technology, forms, and methods for visual expression.   b. Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques. |
| **English Language Arts - Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.**  b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.  **Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.**   1. b. Read for a variety of purposes including gathering information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft. |
| **First Nations Protocol/Information** |
| * The OTC Elders Advisory Council guides and supports the work of the OTC office. The Elders pass on the oral stories about the treaties. They tell what happened at the time of treaty through their oral traditions. The Elders share this historical knowledge with people through the OTC public education programs. Sharing through oral tradition continues as the Elders present in classrooms. |

**Treaty Promises and Provisions – Goal:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.

**TEACHER BACKGROUND INFORMATION**

**Vocabulary:** For the purpose of this document the following two phrases/terms are defined below.

**First Nations Peoples Era:** refers to the period of time when only First Nations people lived on the land called “The Island” by the Denesûliné, “People’s Island” by the Nêhiyawak, “Turtle Island” by the Nahkawé, and "The Plains" by the Oceti Sakowin now called North America. First Nations peoples believe they lived in North America since time immemorial.

**Newcomers**: refers to all peoples who arrived, from other countries after the First Nations Peoples Era, to live in what is now known as North America.

**Treaty Relationships**

The Canadian government had not honoured the treaties negotiated with First Nations. First Nations leaders wanted to set out a nation-to-nation relationship, and ensure that treaty promises were fulfilled.

Many First Nations men and women fought for Canada in World War I and II and other wars. The First Nations men and women were required to return to their reserves where they were treated as second class citizens. They did not receive the same benefits as other veterans and did not have the same freedoms and rights, including the right to vote. These war veterans decided to unite and establish the political organization, Federation of Saskatchewan Indian Nations, to preserve and protect the treaties. First Nations people needed political organizations to protect and preserve the treaties made between the Canadian government (British Crown) and the Nakota, Denesûliné, Nahkawé, and Nêhiyawak Nations.

First Nations view the *Indian Act* as repudiation (rejection) of the treaty terms. The *Indian Act* is a paternalistic, colonial policy which exerts authority over the First Nations and negatively impacts the present relationship between all people in Saskatchewan.

There is consistent disparity from generation to generation between First Nations peoples and the majority of Saskatchewan society with respect to economic, social and cultural rights, and living conditions. As a result of the treaties not being fully implemented, First Nations peoples are currently experiencing sub-standard lifestyle because of lack of social and economic opportunities, inequalities, and injustices.

Treaties are a bridge to the future. With the treaties, the Canadian government and First Nations leaders established common interests to provide for future socio-economic stability for their people. This includes establishing good working relationships where all people of Saskatchewan, including First Nations, will be a part of the economy of Saskatchewan.

For Saskatchewan people to live in harmony with each other, the treaties must be acknowledged and respected because these agreements lay the foundation of a harmonious relationship between First Nations and other people.

**Spirit and Intent**

First Nations’ languages need to be revitalized and maintained for the continuation of First Nations’ cultures and worldviews. First Nations people need their languages to understand who they are and where they belong. Language plays a role in connecting people to their cultures. The loss of language and culture has had devastating effect on First Nations people. The loss of language and culture impacts identity, belonging, and kinship relationships.

The Canadian government and its assimilation policy, the *Indian Act* *of 1876,* brought about the suppression of First Nations’ languages and cultures, including their traditional teachings and spiritual ceremonies.

The *Indian Act* is a discriminatory approach to dealing with First Nations peoples. It was legislated to guide Canada’s relations with First Nations people by imposing restrictions on them in order to meet two main goals for the government: 1) to civilize the First Nations; and 2) to assimilate them into mainstream society.

**Historical Context**

Many First Nations people are leaving their reserves and moving into urban centres. They leave for a number of reasons (e.g., unsafe housing, lack of housing, insufficient health programs and services, education, and employment opportunities). There are many challenges that face First Nations people in urban centres. They experience: lack of affordable housing, programs and services that require travel which is often not available, dealing with racism, and feeling disconnected from family and community at their respective reserves.

Urban reserves provide economic, social, and cultural development opportunities that benefit First Nations people who live in urban centers. First Nations people are establishing individual and band businesses on urban reserves. These businesses allow First Nations people to participate in economic development opportunities.

Successful First Nations land claims have positively affected all people in Saskatchewan. First Nations have 3% of the land base in Saskatchewan. The loss of land has negatively affected the livelihood of First Nations peoples. At the time of treaty, First Nations were promised that they would have the land they would need to maintain their lifestyle. The treaty promise made to First Nations people in regard to sharing the land and its resources remain unfulfilled. This has caused negative relationships between First Nations people and other people in Saskatchewan.

**Treaty Promises and Provisions**

The Office of the Treaty Commissioner (OTC) was established by the Canadian government and the Federation of Saskatchewan Indian Nations (FSIN) in 1989 to facilitate discussions and make recommendations for the successful resolution of treaty land claims. The Office of the Treaty Commissioner is a neutral party currently enabling discussions between the First Nations and the Canadian government at the Treaty Table. The Province of Saskatchewan sits at the Treaty Table as an observer. The Treaty Commissioner plays an important role in promoting positive treaty relationships between the treaty signatories and the people of Saskatchewan.

The OTC works with First Nations Elders to ensure the understanding of treaties from the perspectives of Nahkawé, Nêhiyawak, Nakota, Dakota, Lakota and the Denesûliné people.

Public education became very important for the purpose of educating the general public and Kindergarten to Grade 12 students. The Saskatchewan government made treaty education mandatory in 2007.

**SUGGESTED GRADE SIX RESOURCES:**

**Note**: If the suggested resources are not on the Ministry of Education’s recommended learning resources list please refer to the Ministry of Education’s *Learning Resources Evaluation Guide* (2013) or your school/school system’s learning resources evaluation policy.

**Recommended Learning Resources** - Resources marked with an \* are not currently on the Ministry of Education recommended list.

**Websites:** The websites listed below may not be available because the site may have been discontinued by the organizations listed in the URL. All websites were accessed on 29/01/15.

**Treaty Relationships:**

*Aboriginal Health*  [Web Log Post]. Retrieved from <http://www.health.gov.sk.ca/aboriginal-health-services> \*

*Building Self-Sufficiency Together* [Web Log Post]. Retrieved from <http://www.usask.ca/icngd/publications/reports/Reports-Files/Report%20_S%20FN%20Econ%20Dev%20Forum_Jul%202012.pdf> \*

*Commission on First Nations and Metis Peoples and Justice Reform* [Web Log Post]. Retrieved from <http://justice.gov.sk.ca/justicereform/> \*

*First Nations and Metis Education* [Web Log Post]. Retrieved from <http://www.education.gov.sk.ca/First-Nations-Metis-Education>

*First Nations and Metis Partnerships* [Web Log Post]. Retrieved from <http://www.education.gov.sk.ca/FNM-Partnerships>

*First Nations Education and the Environment* [Web Log Post]. Retrieved from <http://econet.ca/eco-ed/indigenous_resources.html>

*First Nations Health and Well-Being in Saskatchewan* [Web Log Post]. Retrieved from <http://www.health.gov.sk.ca/aboriginal-health-mou> \*

*First Nations Health in Saskatchewan 1905 – 2005* [Web Log Post]. Retrieved from <http://wdm.ca/skteacherguide/SICCResearch/FNHealth_SICC.pdf> \*

*Improving Education and Employment Outcomes for First Nations and Metis People* [Web Log Post]. Retrieved from <http://www.jointtaskforce.ca/wp-content/uploads/2013/04/Research-Report-for-the-Task-Force-March-26.pdf> \*

*Indigenous peoples’ research centre* [Web Log Post]. Retrieved from <http://www.iphrc.ca/>

Office of the Treaty Commissioner. (2008). *Revival of the Treaty Relationship: Living in Harmony: A Treaty Resource Guide for Grade 6*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Office of the Treaty Commissioner. (2002). *Teaching Treaties in the Classroom, Grades 7 – 12*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Office of the Treaty Commissioner. (2008). *The First Nations Struggle To Be Recognized: A Treaty Resource Guide for Grade 5*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

Price, R. (1991). *Legacy: Indian Treaty Relationships.* Edmonton, Alberta:Plains Publishing.

Saskatchewan First Nations Veterans’ Association. (2009). *We Answered the Call.* Saskatoon, Saskatchewan: Saskatchewan First Nations Veterans’ Association.

**Spirit and Intent:**

Aboriginal Affairs and Northern Development Canada. (2011). *Claire and Her Grandfather.* Ottawa, Ontario: Aboriginal Affairs and Northern Development Canada.

*Aboriginal Languages in Canada.* [Web Log Post]. Retrieved from <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.pdf> \*

*Aboriginal Peoples in Saskatchewan* [Web Log Post]. Retrieved from <http://www.gov.sk.ca/Default.aspx?DN=d35c114d-b058-49db-896a-4f657f5fd66e> \*

*Canada’s Aboriginal Languages.* [Web Log Post]. Retrieved from <http://thornlea.sharpschool.com/UserFiles/Servers/Server_119514/File/Library%20Classes%20Documents/Gr.%209%20Geography/canadasaboriginallanguages.pdf> \*

*First Nations Languages Inventory of First Nations Languages Community Programs and Resources by First Nations Regions and Federal Agency* [Web Log Post]. Retrieved from <http://www.afn.ca/uploads/files/education/summary_table_of_language_resources_and_curricula_march_31,_2011-1.pdf> \*

*Four Directions Teachings* (English and French).[Web Log Post]. Retrieved from <http://www.fourdirectionsteachings.com/> \*

**Littlechild, G. (1993). *This Land is My Land.* San Francisco, California: Children’s Book Press.**

Loyie, L. (2001). *As Long as the Rivers Flow.* Toronto, Ontario: House of Anansi Press.

Office of the Treaty Commissioner.(2005) *Allen Sapp’s Art: Through the Eyes of the Cree and Beyond.* [DVD]. Available from [www.otc.ca](http://www.otc.ca)

Office of the Treaty Commissioner. (1999)  *A Solemn Undertaking: The Five Treaties of Saskatchewan.* [DVD]. Available from [www.otc.ca](http://www.otc.ca)

Office of the Treaty Commissioner*.* (2008). *Historical First Nations Worldview Chart.* Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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Office of the Treaty Commissioner. (2008). *The First Nations Struggle To Be Recognized: A Treaty Resource Guide for Grade 5*. Saskatoon, Saskatchewan: Office of the Treaty Commissioner.

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Price, R. (1991). *Legacy: Indian Treaty Relationships.* Edmonton, Alberta: Plains Publishing.

Reed, K. (1999). *Aboriginal Peoples: Building for the Future.* Toronto, Ontario: Oxford University Press. \*

Robertson, D. (2008). The Life of Helen Betty Osborne. Winnipeg, Manitoba: Portage and Main Press. \*

Saskatchewan Indian Cultural Centre*. Languages.* [Web Log Post]. Retrieved from <http://www.sicc.sk.ca/languages.html>

Saskatchewan Indian Cultural Center. (1996). *The First Nations of Saskatchewan (Language /Dialect Groups, Map)*. Saskatoon, Saskatchewan: Saskatchewan Indian Cultural Center.

Saskatoon Tribal Council. (1991). *“…And They Told Us Their Stories”: A Book of Indian Stories.* Saskatoon, Saskatchewan: Saskatoon Tribal Council.

**Historical Context:**

*Backgrounder – Urban Reserves – A Quiet Success Story.* [Web Log Post]. Retrieved from t <http://www.aadnc-aandc.gc.ca/eng/1100100016331/1100100016332> \*

*Building Bridges for Success: Aboriginal Land Development 11* [Web Log Post]. Retrieved from <http://www.saskatoon.ca> \*

City of Saskatoon Reserves: Frequently Asked Questions [Web Log Post]. Retrieved from <http://www.saskatoon.ca> \*

*Fact Sheet – Urban Aboriginal population in Canada* [Web Log Post]. Retrieved from <https://www.aadnc-aandc.gc.ca/eng/1100100014298/1100100014302> \*

Indian and Northern Affairs Canada. (2006). *The Learning Circle: Classroom Activities on First Nations in Canada. Ages 12 to 14, Unit 1.* Ottawa, Ontario: Indian and Northern Affairs Canada.

*Recognising Rights: Strengthening Off-Reserve First Nations Communities* [Web Log Post]. Retrieved from <http://www.parl.gc.ca/Content/SEN/Committee/412/ridr/rep/rep03dec13-e.pdf> \*

Saskatoon Urban First Nations, Services, Inc. [Web Log Post]. Retrieved from <http://www.sktc.sk.ca/corporations/stc-urban-first-nations-services-inc/> \*

**Treaty Promises and Provisions:**

*Aboriginal Affairs and Northern Development Canada.* [Web Log Post]. Retrieved from <https://www.aadnc-aandc.gc.ca/eng/1100100010023/1100100010027> \*

*Assembly of First Nations.* [Web Log Post]. Retrieved from <http://www.afn.ca/index.php/en/about-afn> \*

Office of the Treaty Commissioner*.* [Web Log Post]. Retrieved from [www.otc.ca](http://www.otc.ca)

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Office of the Treaty Commissioner. *Saskatchewan Treaty Commissioner.* [Web Log Post]. Retrieved from <http://www.aadnc-aandc.gc.ca/eng/1100100011198/1100100011199> \*

Office of the Treaty Commissioner. (1998). *Statement of Treaty Issues: Treaties as a Bridge to the Future.* Saskatoon, Saskatchewan: Office of the Treaty Commissioner. \*

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Office of the Treaty Commissioner*.* <http://esask.uregina.ca/entry/office_of_the_treaty_commissioner.html> \*

**Teacher Resources:**

**Barron, L. & Garcea, J.** (1999). *Urban Indian Reserves: Forging New Relationships in Saskatchewan*. Saskatoon, Saskatchewan: Purich Publishing. \*

Cardinal, H. & Hildebrandt, W. (2000). *Treaty Elders of Saskatchewan: Our Dream is that Our People will One Day be Recognized as Nations.* Calgary, Alberta: University of Calgary Press.

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