

Lesson Plan - Social Studies 7	
Date: October 27th	Teacher's Name: Mr. Nagy
Theme/Topic: Treaty Rights and Mi'kmaq Communities	Grade 7
A. Lesson Purpose	
	The purpose of this lesson is to develop the students' understanding of what it means for land to be "unceded." Students will learn the meaning of a treaty, and will explore the relationship between Canada and the Mi'kmaq.
B. Student Outcomes	
Outcome(s)  KNOWLEDGE (K) • SKILLS (S) • ATTITUDES (A)	<ul style="list-style-type: none"> <li><b>Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki</b></li> </ul> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>What is a treaty? What does it mean for land to be unceded?</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Process: Communication. Skills: Read Critically, Communicate ideas and information to a specific audience, Use a range of media and styles to present information, arguments, and conclusions.</li> <li>Process: Inquiry. Skill: Recognize significant issues and perspectives in an area of inquiry.</li> <li>Process: Participation. Engage in a variety of learning experiences that include both independent study and collaboration.</li> </ul> <p>ATTITUDES</p> <ul style="list-style-type: none"> <li>Recognize there are varying perspectives on the plight of the Mi'kmaq and other Indigenous Peoples of Canada</li> <li>Recognize the hardship and disenfranchisement of the Mi'kmaq at the hands of the Colonial Powers and subsequent Government of Canada</li> <li>Recognize the right to self-determination</li> <li>Recognize that some entities can act above the law depending on power and authority.</li> </ul>
C. Assessment	
	<b>Conversation, Observation.</b> <b>Students will complete the set of questions provided.</b>
D. Prior Knowledge	

	Students have limited prior knowledge on how a treaty works. They do frequently hear the word “unceded” through the morning land acknowledgement.	
E. Lesson		
Time: 15 Minutes	<p><b>Introductory Activity: What is a treaty?</b></p> <p>Teacher will negotiate a treaty with the class. The subject of the treaty will be the amount of homework that the teacher is allowed to assign. The teacher needs to try and get the students to agree to a “Moderate” amount of homework, similar to how the Mi’kmaq have been decreed to possess the right to a “moderate livelihood.” Once the treaty has been signed, the teacher will immediately begin assigning a stupid amount of homework, much to the students’ chagrin.</p> <p>Guide the students with questioning and inquiry.</p> <ul style="list-style-type: none"><li>• Why do you feel this is unfair? I am only assigning what I believe to be a moderate amount of homework.</li></ul> <p>Guide them to the right conclusions. If the Teacher and the Students are negotiating as two equal entities, why does the teacher have the sole right of determining what constitutes a moderate amount of homework?</p> <p>Include a vocabulary section of important terms throughout this lesson to aid in the subsequent paired reading activity.</p> <p><b>Literacy strategy: Paired Reading.</b></p> <p>Students will complete the series of questions provided by reading the textbook with a partner.</p>	<p>Assessment:</p> <p>Assessment: Students will complete the provided assignment.</p>
Time: 35 minutes.		
Time: 10 minutes	Paired Reading discussion based on prompts read from the board.	

<b>Materials:</b>	
	Chromebooks, Textbook

## Treaty Rights and Mi'kmaq Communities

*Read Pages 16-21 in "Communities in the Maritimes" to answer these questions.*

1. What system of government did Nova Scotia start using in 1848?

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2. Who had power in this Government?

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3. Who did not have power in this Government?

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4. How did the Mi'kmaq govern themselves? How many districts were there? Who was in charge of this district?

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5. How did British Settlers feel about women in government? How was this different from how the Mi'kmaq felt about women in government?

6. How did the Gradual Civilization Act attempt to assimilate Indigenous people? What did the government offer the Indigenous people, and what did the Indigenous people have to give up in exchange?

7. What did the Gradual Enfranchisement Act prevent Indigenous women from doing, unless they were willing to give up their Treaty Rights?

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	The purpose of this lesson is to clarify certain concepts we have learned in class so far.
B. Student Outcomes	
Outcome(s)  KNOWLEDGE (K) • SKILLS (S) • ATTITUDES (A)	<ul style="list-style-type: none"> <li><b>Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki</b></li> </ul> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>What is the Indian Act? What did this mean for Indigenous people with Treaty rights like Donald Marshall?</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Process: Communication. Skills: Read Critically, Communicate ideas and information to a specific audience, Use a range of media and styles to present information, arguments, and conclusions.</li> <li>Process: Inquiry. Skill: Recognize significant issues and perspectives in an area of inquiry.</li> <li>Process: Participation. Engage in a variety of learning experiences that include both independent study and collaboration.</li> </ul> <p>ATTITUDES</p> <ul style="list-style-type: none"> <li>Recognize there are varying perspectives on the plight of the Mi'kmaq and other Indigenous Peoples of Canada</li> <li>Recognize the hardship and disenfranchisement of the Mi'kmaq at the hands of the Colonial Powers and subsequent Government of Canada</li> <li>Recognize the right to self-determination</li> </ul>
C. Assessment	
	<b>Students will complete the worksheet on whether some clauses of the Indian Act still apply or not.</b>
D. Prior Knowledge	

	Students have limited prior knowledge on how a treaty works. They do frequently hear the word “unceded” through the land acknowledgement	
E. Lesson		
Time: 20 Minutes	<p>Powerpoint Lecture on clauses of the Indian Act.</p> <p>This powerpoint goes in depth on the various laws in place that prohibited indigenous people from engaging in various acts, ranging from entering pool halls to forming political groups.</p>	<p>Assessment: Students will complete the provided assignment on Clauses of the Indian Act.</p> <p>Assessment: Exit Slip.</p>
Time: 20 minutes.	Assignment: True or False: What could and couldn’t Indigenous people do according to the Indian Act?	
Time: 20 minutes	<p>Closing Discussion.</p> <p>Exit slip - List 3 things that you learned today.</p>	
Materials:		
	Chromebooks, Textbook	

# The Indian Act

## Clauses of the Indian Act

### Background:

The Indian Act is a set of laws which outline the administrative relationship between First Nations and the Government of Canada. The law was originally created to allow the government control of First Nations education, culture, politics and economics. It is still in effect today, although its implementation is interpreted through Section 35(1) of the Constitution Act.

### Activity: In Effect Today?

For each of the following clauses from *The Indian Act*, identify which ones you think might still be in effect today.

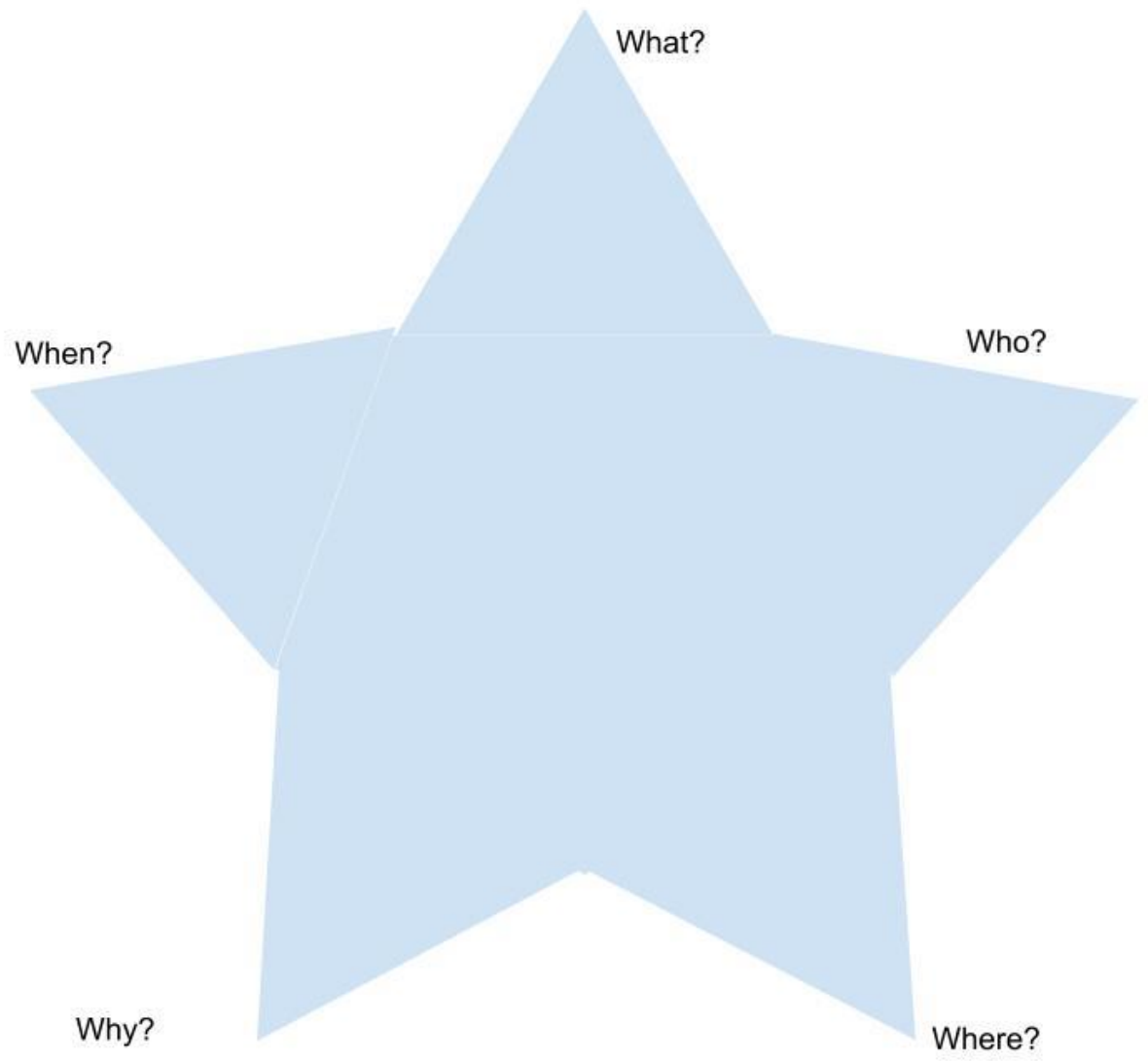
Clause	Still in Effect Today?	
	Yes	No
1. The Act determines who has Indian Status and who does not, creating status and non-status Indians.		
2. Definition: "person" means an individual other than an Indian.		
3. Definition: "school" includes a day school, technical school, high school and residential school.		
4. Indians who attend university are automatically "enfranchised," that is, their Indian status is taken away.		
5. Every Indian child between the ages of seven and fifteen years who is physically able shall attend such day, industrial or boarding school as may be designated by the Superintendent General for the full periods during which such school is open each year.		
6. When a Status Indian dies, the government has complete power over his or her will and inheritance: 42. (1) Subject to this Act, all jurisdiction and authority in relation to matters and causes testamentary, with respect to deceased Indians, is vested exclusively in the Minister and shall be exercised subject to and in accordance with regulations of the Governor in Council.		
7. The Minister may apply the monies that would otherwise be payable to a child who is attending residential school		

to the maintenance of that child at that school.		
<b>8.</b> Anti-Potlatch law: Section 114: Every Indian or person who engages in or assists in celebrating the Indian festival known as the "Potlatch" or the Indian dance known as the "Tamanawas," is guilty of a misdemeanor, and liable to imprisonment for a term not exceeding six months and not less than two months.		
<b>9.</b> Every person who gets money from an Indian for "raising a fund or providing money for the prosecution of any claim which the tribe or band of Indians to which such Indian belongs... shall be guilty of an offence and liable to a penalty not exceeding two hundred dollars and not less than fifty dollars or to imprisonment for any term not exceeding two months.		
<b>10.</b> The Minister may enter into agreements with religious organizations for the support and maintenance of children who are being educated in schools operated by those organizations.		
<b>11.</b> The Minister may appoint persons, to be called truant officers, to enforce the attendance of Indian children at school, and for that purpose a truant officer has the powers of a peace officer.		
<b>12.</b> Indians are not allowed to vote in municipal, provincial or federal elections.		
<b>13.</b> Whoever sells or supplies to any Indian any kind of intoxicant shall be liable to imprisonment for one month to six months, with or without hard labour, and be fined not less than fifty nor more than three hundred dollars.		
<b>14.</b> Where it is proven in court that any Indian, by inordinate frequenting of a poolroom either on or off an Indian reserve, misspends or wastes his time to the detriment of himself, his family or household, shall be forbidden to enter such a poolroom for one year.		



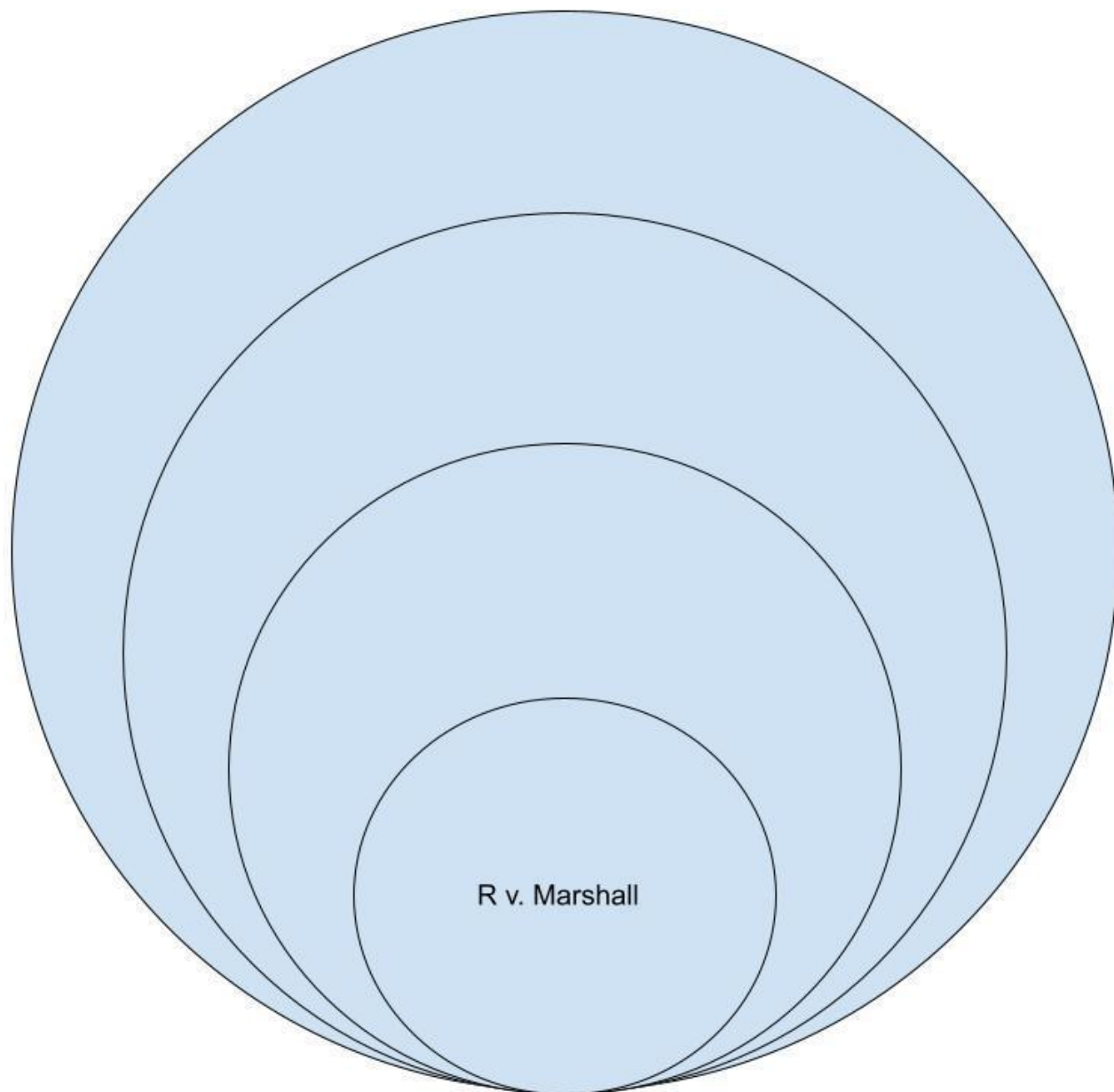
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B. Student Outcomes	
Outcome(s)  KNOWLEDGE (K) • SKILLS (S) • ATTITUDES (A)	<ul style="list-style-type: none"> <li><b>Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki</b></li> </ul> KNOWLEDGE <ul style="list-style-type: none"> <li>What is a treaty? What does it mean for land to be unceded?</li> <li>Who was Donald Marshall? What did his actions mean for the Mi'kmaq?</li> <li>The 5 W's of journalism and how to research for a newspaper article</li> </ul> SKILLS <ul style="list-style-type: none"> <li>Process: Communication. Skills: Read Critically, Communicate ideas and information to a specific audience, Use a range of media and styles to present information, arguments, and conclusions.</li> <li>Process: Inquiry. Skill: Recognize significant issues and perspectives in an area of inquiry.</li> <li>Process: Participation. Engage in a variety of learning experiences that include both independent study and collaboration.</li> </ul> ATTITUDES <ul style="list-style-type: none"> <li>Recognize there are varying perspectives on the plight of the Mi'kmaq and other Indigenous Peoples of Canada</li> <li>Recognize the hardship and disenfranchisement of the Mi'kmaq at the hands of the Colonial Powers and subsequent Government of Canada</li> <li>Recognize the right to self-determination</li> </ul>
C. Assessment	
	<b>Students will spend the next 2 classes following this lesson completing a newspaper article assignment.</b>
D. Prior Knowledge	

	Students just learned how a treaty works last class, and completed questions regarding the history of Mi'kma'ki and Indigenous Assimilation. They should know that the Peace and Friendship Treaty exists, that it is still binding, and that it has been violated by the Canadian Government multiple times.	
E. Lesson		
Time: 5 Minutes	<b>Quick recap of last class:</b>  <b>Entrance Slip:</b>  <b>What is a Treaty? Who would negotiate and sign a Treaty?</b>  <b>What was the name of the treaty signed between the Mi'kmaq and the Canadian Government in 1860?</b>	Assessment: Students will the Concept Star.
Time: 10 minutes.	Discuss treaty rights again. Reiterate idea of a treaty being an agreement between two equal nations. Show the interactive map showing the countless treaties signed between the Canadian Government and the various Indigenous nations they found here.  Discuss the 1760 Peace and Friendship treaty, and what it means for Mi'kmaq hunting and fishing rights. Expand on this using the Donald Marshall Jr. case on Mi'kmaki hunting and fishing rights.	
Time: 5 minutes	Introduce and explain assignment: researching as a journalist.	
Time: 40 Minutes	<b>Literacy Strategy: Concept Star on the 5 ws.</b>  Assignment work time: News Assignment. Initial research and graphic organizer. Students will fill out the 5 W's Concept Star on Donald Marshall's court case, which affirmed Mi'kmaq treaty rights.	
Materials:		
	Chromebooks, Textbook	



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E. Lesson		
Time: 15 Minutes	<b>Explain Prewriting Exercise - Concept MindMap</b>  Students will utilize the information from their previous research and vocabulary to fill out the graphic organizer, so that they may prepare to write their newspaper article.	Assessment: Concept Mind Map
Time: 15 minutes.	<b>Have students complete the Concept MindMap</b>	
Time: 15 Minutes	<b>Introduce and explain assignment: Newspaper Article.</b>  Assignment work time: News Assignment. Initial research and graphic organizer.	Assessment: Students will complete the provided Newspaper article assignment. over the course of the next 2 lessons.
Time: 15 minutes	Begin completing newspaper article assignment.	
Materials:		
	Chromebooks, Textbook, Graphic Organizer.	



# News Assignment

You are researching a story and reporting the news, discussing the Donald Marshall case. Write a front page news story. This should be a “breaking news” story, so make sure it looks the part!

## **Be sure to include the following:**

1. Headline
2. At least 3 photos related to the topic
3. You must mention the important facts that make this story newsworthy - How did it start? Who was involved? How did the Mi’kmaq react? What did the court decide? What did this mean for the Mi’kmaq?
4. 2 quotes from people related to the story.

## Questions to consider when writing:

- Why were the Mi’kmaq at a disadvantage when taking the government to court?
- How was the Supreme Court decision a victory for Mi’kmaq treaty rights? How was it a loss?
- How did this decision impact the Mi’kmaqs’ ability to provide for themselves? What have they done since the decision in terms of hunting and fishing for an income/livelihood?

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# HEADLINE HERE

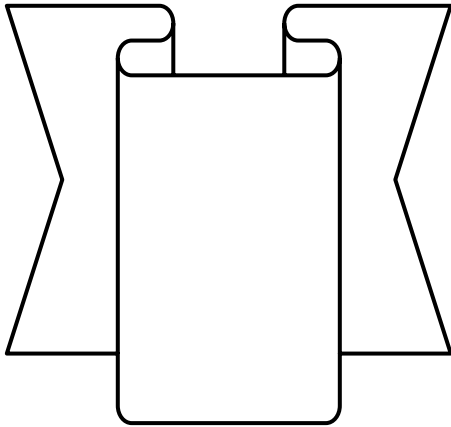
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Newspaper name - Your Hometown, Nova Scotia — Today's Date — 2 pages

five cents

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Place holder picture

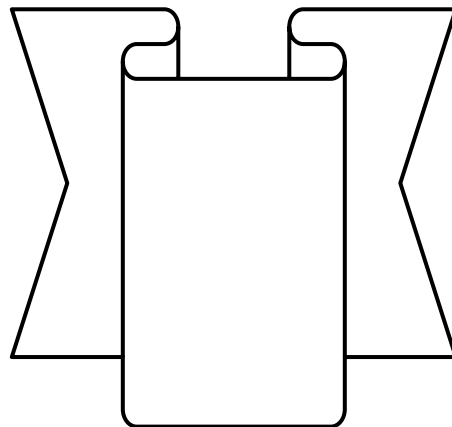
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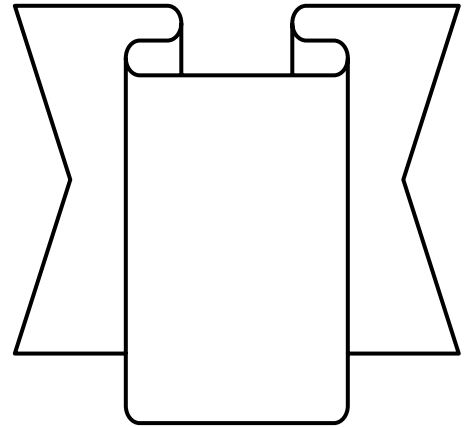
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## Article - Key Point or Question

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	The purpose of this lesson is to continue developing the students proficiency in writing and researching in order to develop their content area literacy.
B. Student Outcomes	
Outcome(s)  KNOWLEDGE (K) • SKILLS (S) • ATTITUDES (A)	<ul style="list-style-type: none"> <li>• <b>Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki</b></li> </ul> KNOWLEDGE <ul style="list-style-type: none"> <li>• Writing a Newspaper Article</li> </ul> SKILLS <ul style="list-style-type: none"> <li>• Process: Communication. Skills: Read Critically, Communicate ideas and information to a specific audience, Use a range of media and styles to present information, arguments, and conclusions.</li> <li>• Process: Inquiry. Skill: Recognize significant issues and perspectives in an area of inquiry.</li> <li>• Process: Participation. Engage in a variety of learning experiences that include both independent study and collaboration.</li> <li>• Process: Content Area Literacy</li> </ul> ATTITUDES <ul style="list-style-type: none"> <li>• Recognize there are varying perspectives on the plight of the Mi'kmaq and other Indigenous Peoples of Canada</li> <li>• Recognize the hardship and disenfranchisement of the Mi'kmaq at the hands of the Colonial Powers and subsequent Government of Canada</li> <li>• Recognize the right to self-determination</li> </ul>
C. Assessment	
	<b>Students will complete spend the next 2 classes following this lesson completing a newspaper article assignment.</b>
D. Prior Knowledge	
	Students just learned how a treaty works last class, and completed questions regarding the history of Mi'kma'ki and Indigenous Assimilation. They should know

	that the Peace and Friendship Treaty exists, that it is still binding, and that it has been violated by the Canadian Government multiple times.	
E. Lesson		
Time: 1 Hour.	Students will use this time to complete the newspaper article assignment. Using the concept star and concept mind map, they should have a solid foundation with which to write meaningful newspaper articles.	Assessment: Students will complete the Newspaper Article Assignment.
Materials:		
	Chromebooks, Textbook	