

Teacher Guide

When Europeans first came to North America, they were looking for a shorter route to the gold, spices and silk available in Asia. But once they were in North America, they discovered that there was much more of value than just a route of passage. Beaver furs for the hat-making craze in Europe and farmland for settlers, for example. Of course, there was a problem: about 2 million Aboriginal peoples already occupying the land – their land – which now makes up Canada. Much land – especially in the United States – was simply seized. Ownership and rights over other land was obtained by treaty. Some of these treaties were signed when Aboriginals had little choice, either due to economic hardship or defeat in battle. This activity will give students the opportunity to study each of the treaties and the geography of the lands involved to learn what it was (and is) that makes Canada so valuable.

Subject/Grade

Social Studies (History) and Language Arts
Ages 15 and up

Overview

This learning activity will enable students to examine the geography of different treaty areas in order to see what it was that made these areas valuable to Europeans and Aboriginal peoples. They will look at the treaties to see how these resources are dealt with, or how they were not, and what the immediate and long-term consequences were for Aboriginal peoples. The entire activity should take between four to five hour-long sessions.

Note that the sources used in ECO can be printed from the browser and then photocopied.

Outcomes (WCP, APEF)

See the [table and the summaries](#) for each province.

Expectations (ON)

Objectives (QC)

Materials/Resources Required

Newspaper clippings or other periodical information on land claims settlements of treaty disputes in Canada.
Computers with Internet access.
Coloured card/paper for map backing.
Student Work Sheet
Suggested Assessment Criteria
Student Extension Sheet

Links

Early Canadiana Online: *Canada in the Making*

<http://www.canadiana.org/>

Essay writing resources can be found in the *Writing An Essay* unit on ECO:

URL: <http://www.canadiana.org/eco/english/lessonp.html>

Other links can be found in the Student Work Sheet.

Previous Knowledge

Students will need

- An understanding of Web navigation symbols, tools and terminology, particularly the tools used in ECO.
- Familiarity with research and presentation skills.
- A basic understanding of the basic shape of Canadian history, especially from the 18th century on.

Lesson Opener

Read about a recent treaty dispute together. Ask students what the dispute was about – land, resources or other issues. In the case of land and resource disputes, discuss:

- What they think the basis of Aboriginal claims are.
- What makes the matter so important to both Aboriginals and other Canadians.
- Do they think that Aboriginals have had a “fair deal” in these matters in the past?

Draw them to the conclusion that treaties were negotiated to deal with questions of ownership and rights over lands and resources, and that recent disputes are signs are a sign that these issues are still being negotiated.

Procedure

Step 1

Hand out Student Work Sheets and introduce students to the ECO *Canada In the Making* Web site. Read the assignment and discuss.

Step 2

Assign each group a particular treaty areas (or areas) to investigate. They may look at background material on the ECO site or other sites.

Step 3

Students search for the required resource and geographical information for each treaty area.

Step 4

Students examine the historical context and the text of the treaty documents. They should discuss the European and Canadian government motivations behind seeking the treaties, as well as the forces which pushed Aboriginal nations to sign

the treaties.

Step 5

When all information has been gathered, drafted, reviewed and printed as a final draft, groups should make short presentations to the class.

Step 5

Work could be assembled on a presentation board with an enlarged map. Students could also use other forms of presentation, such as Web sites. Students could assess one another's work using a rubric created as a class.

Summary

Discuss:

- What were the main motives behind the treaties for Aboriginals and Europeans?
- Which (Europeans or Aboriginals) do students think did better out of the treaties?
- Do students think that current developments with respect to treaty renegotiations and court challenges are fair? Why or why not?

Evaluation

See [the Suggested Assessment Criteria](#).

Homework/Extension

Students could research efforts to reform the Indian Act since 1965 and attempts to reform the Department of Indian and Northern Affairs. What are the federal government's motives? Why are some aspects opposed by native groups? What do students think should be done, especially in the area of financial transfers and self-government?



This Rich Land

An activity for use with the *Canada in the Making* site

Student Guide

When Europeans first came to North America, they were looking for a shorter route to the gold, spices and silk available in Asia. But once they were in North America, they discovered that there was much more of value than just a route of passage. Beaver furs for the hat-making craze in Europe and farmland for settlers, for example. Of course, there was a problem: about 2 million Aboriginal peoples already occupying the land – their land – which now makes up Canada. Much land – especially in the United States – was simply seized. Ownership and rights over other land was obtained by treaty. Some of these treaties were signed when Aboriginals had little choice, either due to economic hardship or defeat in battle. This activity will give you the opportunity to study each of the treaties and the geography of the lands involved to learn what it was (and is) that makes Canada so valuable.

The first part of this activity is to investigate the geography and resources of a treaty area. Though there have been many treaties large and small over the years, some stand out. Choose one of the following treaties (or groups of treaties):

1. **The Peace and Friendship Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals2_e.html#peace
2. **The Upper Canada Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals4_e.html#uc
3. **The Selkirk Treaty**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals5_e.html#selkirk
4. **The Province of Canada Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals5_e.html#pc
5. **The First Five Numbered Treaties** (choose one)
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals7_e.html
6. **Numbered Treaties Six and Seven** (choose one)
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals8_e.html
7. **Numbered Treaties Eight to Eleven** (choose one)
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals10_e.html
8. **The Williams Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginal11_e.html#williams
9. **The James Bay and Northern Québec Native Claims Settlement Act, 1975**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals12_e.html#jamesbay
10. **The Western Arctic Claims Settlement Act, 1984**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals13_e.html#western
11. **The Nunavut Land Claims Agreement, 1993**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals13_e.html#nunavut

For each of these treaties, you will need to research and present information all of the following, if applicable:

- **What resources were available in the treaty area(s)? Which were Europeans most interested in?**
Consider mineral resources, flora and fauna, and the availability of arable land, as well as other factors. Also investigate and identify resources which may not have been important when the treaties were signed, but have become important since (e.g.: oil and gas, hydro-electrical generating possibilities).
- **Identify the Aboriginal peoples living in the area.**
What aspects of their way of life were threatened or at risk, if any?
- **What events led to the treaty or documents in this section?**
Were there any events in the period immediately preceding the treaty or treaties which led to the negotiation?
- **Was the treaty (or treaties) fair to the Aboriginal peoples in the area? Why or why not?**
Compare what was gained to what was lost. How did Europeans or the Canadian society of the time benefit from the treaty?
- **What are the long term implications of this treaty or treaties?**
Do Aboriginal peoples have concerns over the sharing of resources, or the interpretation of the treaty? Were any aspects of resource sharing later renegotiated or settled in court? Explain and describe.

Discuss all answers with your group. Develop a presentation for the class using methods and media approved by your teacher.

Your work may be presented in point form or as paragraphs. The use of illustrations is encouraged.

Note on Sources

Primary sources

Primary sources represent the most authentic resources that historians can draw upon. The documents that you will be using below may be digitized, but are still considered primary sources. Try to use the sources available on the “Aboriginals: Treaties and Relations” portion of the *Canada in the Making* Web site to strengthen your arguments.

For tips on how to use primary sources, go to the “Using Primary Sources in Your Work” page. URL: http://www.canadiana.org/citm/guide/essay_e.html

Secondary sources

Secondary sources are works that interpret or analyze an historical event or phenomenon. Generally the author is at least one step removed from the event. Although not as authentic as primary sources, secondary sources are still valuable.

Possible Sources of Information Online

Note: It is important to choose sources that are produced by reputable institutions or individuals. Such information is more likely to give you a balanced, neutral view and be prepared or reviewed by experts.

Numbered Treaties

Canada in the Making: An Overview of the Numbered Treaties

URL: http://www.canadiana.org/citm/specifique/written/written_e.html

General

Canada in the Making: Aboriginals: Treaties and Relations

URL: http://www.canadiana.org/citm/themes/constitution1_e.html

The Canadian Encyclopedia Online

URL: <http://www.thecanadianencyclopedia.com>

Natural Resources Canada: The Atlas of Canada

URL: <http://atlas.gc.ca/site/english/index.html>

URL: <http://atlas.gc.ca/site/english/maps/historical/indiantreaties/historicaltreaties>

Indian and Northern Affairs: The Historic Treaty Information site

URL: http://www.ainc-inac.gc.ca/pr/trts/hti/site/mainindex_e.html

National Archives of Canada: *Pride and Dignity*

URL: http://www.archives.ca/05/0501_f.html (French)

URL: http://www.archives.ca/05/0501_e.html (English)



This Rich Land

Suggested Assessment Criteria

Program Area: Social Studies, Geography

Criterion: Understanding Concepts

Attainment Descriptors:

- Described patterns of settlement, resource distribution, development and migration in selected regions and explained the relationships between them.
- Explained how the natural characteristics of selected regions have resulted in the development of primary industries.

Program Area: Social Studies, Geography

Criterion: Developing Skills

- Researched the resources of different regions and identified the value and uses of those resources.
- Analysed the factors affecting the economic development of a region, and the peoples in that region.
- Identified both positive and negative effects of Aboriginal contacts with other cultures.
- Demonstrated mapping skills by plotting resources within the assigned treaty area.

Program Area: Social Studies, Aboriginal Studies

Criterion: Understanding Concepts

- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on different groups.
- Described relationship between Aboriginal peoples with the natural resources in their environment.
- Identified the economic impact of treaties on Aboriginal communities as well as the cultures with which they made those treaties.
- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on relations between Aboriginal peoples and the federal government of Canada.
- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on different groups.

Program Area: Social Studies, History, Geography, Canadian Studies, Aboriginal Studies

Criterion: Research Methods

Attainment Descriptor:

- Located, gathers and organizes research materials from the *Canada in the Making* Web site and other sources.
- Personal opinions and arguments expressed are supported by clearly communicated evidence from the *Canada in the Making* Web site and other sources.

Program Area: Language

Criterion: Reading

Attainment Descriptor:

- Read and demonstrated an understanding of texts from various time periods.
- Analysed and assessed ideas, themes, concepts and arguments.

Program Area: Language

Criterion: Oral and visual communication

Attainment Descriptor:

- Spoke clearly and used appropriate variety in volume, rate, tone and pitch, pause, stress and emphasis, inflection, fluency.
- Presentation of the information for the timeline was engaging and used arrangements of images and text to communicate effectively.

Program Area: General

Criterion: Cooperative Group Work

Attainment Descriptor:

- Contributed to group work; worked well with others.