



A Timeline of Aboriginal Treaties in Canada

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

Teacher Guide

The history of treaty process in Canada has gone through several stages. This activity will give students the opportunity to look at a range of treaties (and the context surrounding them) from the period of New France to the present. They will analyze these primary sources (historical documents) and draw conclusions about what was really intended or hoped for in these treaties – and whether these hopes were realized. They will make a presentation of their findings and contribute to a timeline of documents and events.

Subject/Grade

Social Studies (History) and Language Arts
Ages 16 and up

Overview

This learning activity will enable students to see the evolution of treaty making by examining primary source documents and the historical events around them and answering questions. It is a group activity with discussion. 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) Expectations (ON) Objectives (QC)

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

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 timeline and paper 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 whether they think the Aboriginal groups taking their cases to court are right to make their claims. Discuss:

- What they think the basis of the claims might be.
- How did some of these disputes come about?

Draw them to the conclusion that the treaty claims issues in the courts today have deep roots that can be traced back in history.

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 document (or documents) to read and examine. They may look at background material on the ECO site or other sites.

Step 3

Students search for the required information for each document. They should discuss answers and try to make balanced comments about the documents. Extra credit could be given for comments about the documents not specifically identified on the Student Work Sheet.

Step 4

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 should be assembled on the timeline. All work can be collated and used for an extension essay. Students could assess one another's work using a rubric created as a class.

Summary

Review consensus: Considering the shape of Canada and its politics today, which document has the greatest impact on:

- The status of Aboriginals in Canada today?
- Federal-Aboriginal relations?

- The right of Aboriginals to maintain traditional ways of life, such as fishing and hunting?
- Claims for health care?

Evaluation

See [the Suggested Assessment Criteria](#).

Homework/Extension

Hold a debate: Many treaties included provisions for Aboriginal nations to maintain their traditional hunting and fishing grounds, without restrictions. Should these rights still be allowed in the context of today's world?

Students can champion their document or any other. Reach a consensus and take a vote.



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The first part of this activity is to create a timeline of important documents. Though there have been many constitutional amendments over the years, some documents stand out. You will be looking at documents available in the different sections of the *Aboriginals: Treaties and Relations* portion of this Web site.

1. **1499-1779: From First Contact to the Peace and Friendship Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals2_e.html
2. **1763-1791: The Royal Proclamation, 1763, and Québec Act, 1774**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals3_e.html
3. **1764-1836: Pre-Confederation Treaties I**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals4_e.html
4. **1811-1867: Pre-Confederation Treaties II**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals5_e.html
5. **1867-1870: The British North America Act, 1867, and Sale of Selkirk Treaty Lands**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals6_e.html
6. **1871-1875: The First Five Numbered Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals7_e.html
7. **1876-1877: The Indian Act, 1876**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals8_e.html
8. **1876-1877: Numbered Treaties Six and Seven**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals8_e.html
9. **1899-1922: Last of the Numbered Treaties**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals10_e.html
10. **1923-1950: The Williams Treaties and Land Transfer Agreements**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginal11_e.html
11. **1951-1981: The Aboriginal Rights Movement**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals12_e.html
12. **1982-2003: Constitutional Reforms and Crises**
URL: http://www.canadiana.org/citm/themes/aboriginals/aboriginals13_e.html

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

- **What was the most important document or documents of the period cover in your section?**

In some sections, there are documents that may have had more historical importance than others. Identify the m and use them to answer the questions below.

- **The major issue or events addressed by the document .**

What events led to the document or documents in this section? Briefly describe them. For example, were the negotiators trying to settle a long conflict, gain allies, or transferring the rights to land so that Europeans could settle and Aboriginals could gain other perceived benefits?

- **If there was a theme (or themes) behind treaties and other documents in this era, what would it be? Consider both the Aboriginal and European perspective.**

Some suggestions:

- Gaining a peaceful settlement to a long conflict.
- Finding ways to co-exist.
- Opening land for European settlement.
- Getting the materials to survive.

- **Where do these events and documents fit into the current state of Aboriginal relations with federal and provincial governments?**

Explain which of the following key issues – and there may be more –the treaties in your section relate to today.

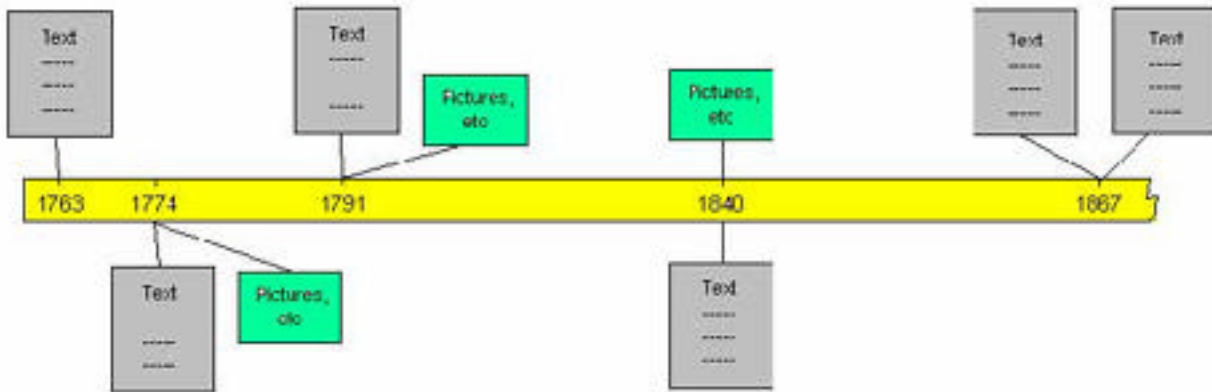
- Hunting and fishing rights
- Land and resource rights
- Self-government
- Health care

Describe how they relate. For example, for what reason do Aboriginals claim that they have land rights?

- **How did these documents affect the relationship between the Aboriginal peoples who signed and the French or British colonial authorities, or the Canadian government?**

- **Was there anything that might offend certain Aboriginals today? Note what they are, and why they would be offensive.**

Discuss all answers with your group. Put your answers on a sheet of paper and create a timeline that looks something like this:



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/maps/historical/indiantreaties/historicaltreaties>

Indian and Northern Affairs: The Historic Treaty Information site

URL: http://www.ainc-inac.gc.ca/pr/trts/hti/site/maindex_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)



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Suggested Assessment Criteria

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

Criterion: Understanding Concepts

Attainment Descriptors:

- Prepared information for presentation demonstrates understanding of the different perspectives surrounding events around the relevant document.
- 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, Canadian Studies, Aboriginal Studies

Criterion: Research Methods

Attainment Descriptor:

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

Program Area: Language

Criterion: Reading

Attainment Descriptor:

- Reads and demonstrates an understanding of texts from various time periods.
- Analyses and assesses ideas, themes, concepts and arguments.

Program Area: Language

Criterion: Oral and visual communication

Attainment Descriptor:

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

Program Area: General

Criterion: Cooperative Group Work

Attainment Descriptor:

- Contributes to group work; works well with others.



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Extension Work Sheet

Rules of Debate:

A debate is stated as an affirmative proposition. A debate is generally broken down as follows:

- **First speaker:** in favour of the resolution (7 minutes)
- **Second speaker:** in opposition to the resolution (7 minutes)
- **Short break**
- **Third speaker:** in favour of the resolution (7 minutes)
- **Fourth speaker:** in opposition to the resolution (7 minutes)
- **Short break**
- **Fifth speaker:** opposition rebuttal (5 minutes)
- **Sixth speaker:** affirmative rebuttal (5 minutes)

Possible subjects for debate:

Many treaties included provisions for Aboriginal nations to maintain their traditional hunting and fishing grounds, without restrictions. Should these rights still be allowed in the context of today's world?

Debate Assessment Criteria

	Group 1 Rating	Group 2 Rating
Are their facts accurate?		
Are the arguments organized logically?		
Do they support their arguments with evidence?		
Did they stay on topic?		
Was their rebuttal on target?		
Do they follow the rules of the debate (finish in the time given, without finishing too early, not interrupting)?		
Do they speak clearly and appropriately (varying tone, pitch, etc., without distracting from the arguments)?		
Did they maintain good eye contact, posture, etc.?		