



# NWT Educator Toolkit for Classroom Treaty Simulations



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**Identity Terminology:** Within this Toolkit many terms will be used. As a general rule, the terminology used during the time period being referenced will be used. For instance, the term “Aboriginal” is used in the context of legislation.

The Prince of Wales Northern Heritage Centre’s “Northwest Territories Official Community Names and Pronunciation Guide” (<https://www.pwnhc.ca/cultural-places/geographic-names/community-names/>) was used for the pronunciation of many community names included throughout this Toolkit.

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| <b>Toolkit Overview</b>                  | Overview of the Treaty Simulation model, how to use this Toolkit in <i>Northern Studies – Living Together</i> , protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife. |
| <b>1. Intro Lesson Plans</b>             | Offer time for students to reflect on what has been taught thus far ( <i>in Living Together</i> ) and an opportunity for skill-building in preparation for the Treaty Simulation.   |
| <b>2. Mid-Simulation Lesson Plans</b>    | Allow room for students to participate in additional activities <u>during</u> the Treaty Simulation process that build on key objectives from <i>Living Together</i> .  |
| <b>3. Treaty Simulation Lesson Plans</b> | After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their <i>Living Together</i> teachings.  |
| <b>4. Evaluation-Based Lesson Plans</b>  | Provide an opportunity for students to conduct self- and peer-evaluation on themes from <i>Living Together</i> that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.           |

## Outcomes

The Gordon Foundation’s Treaty Simulation model provides a hands-on learning experience to help participants understand treaties in Canada—an important foundation for who we all are as Canadians. Participants gain knowledge and skills for life, along with new connections and an interest to learn even more about treaties. After these sessions, participants will grow in the following areas:

### Values and Attitudes

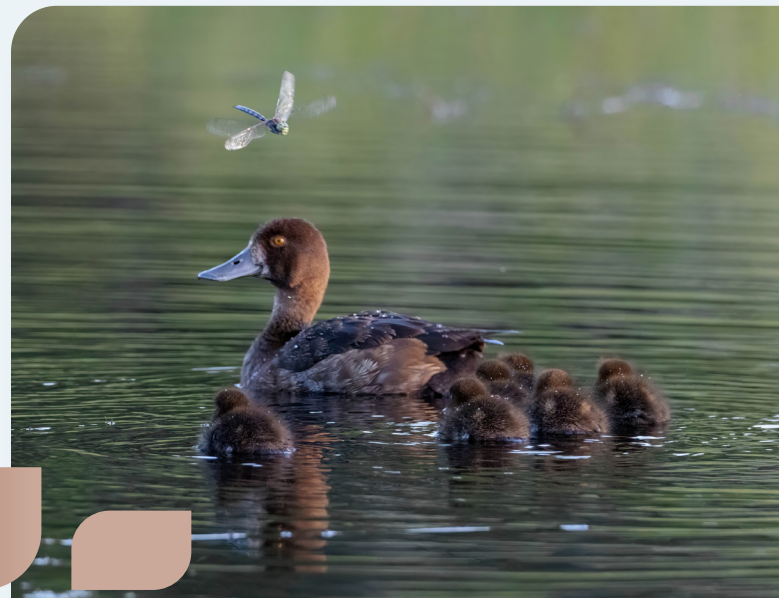
- ✓ Appreciate and respect how Indigenous and non-Indigenous perspectives shape Canada’s political and cultural realities
- ✓ Understand and respect different perspectives, values and worldviews

### Knowledge

- ✓ Increase knowledge of Historical and Modern Treaties and their negotiation and implementation

### Skills

- ✓ Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision-making
- ✓ Build skills in leadership, working in teams, public speaking, conducting research and proposal writing
- ✓ Apply historical and geographical thinking skills to bring meaning to issues and events
- ✓ Communicate and present ideas and information in an informed, organized and persuasive manner
- ✓ Develop critical and creative thinking to evaluate ideas, information and positions from multiple perspectives

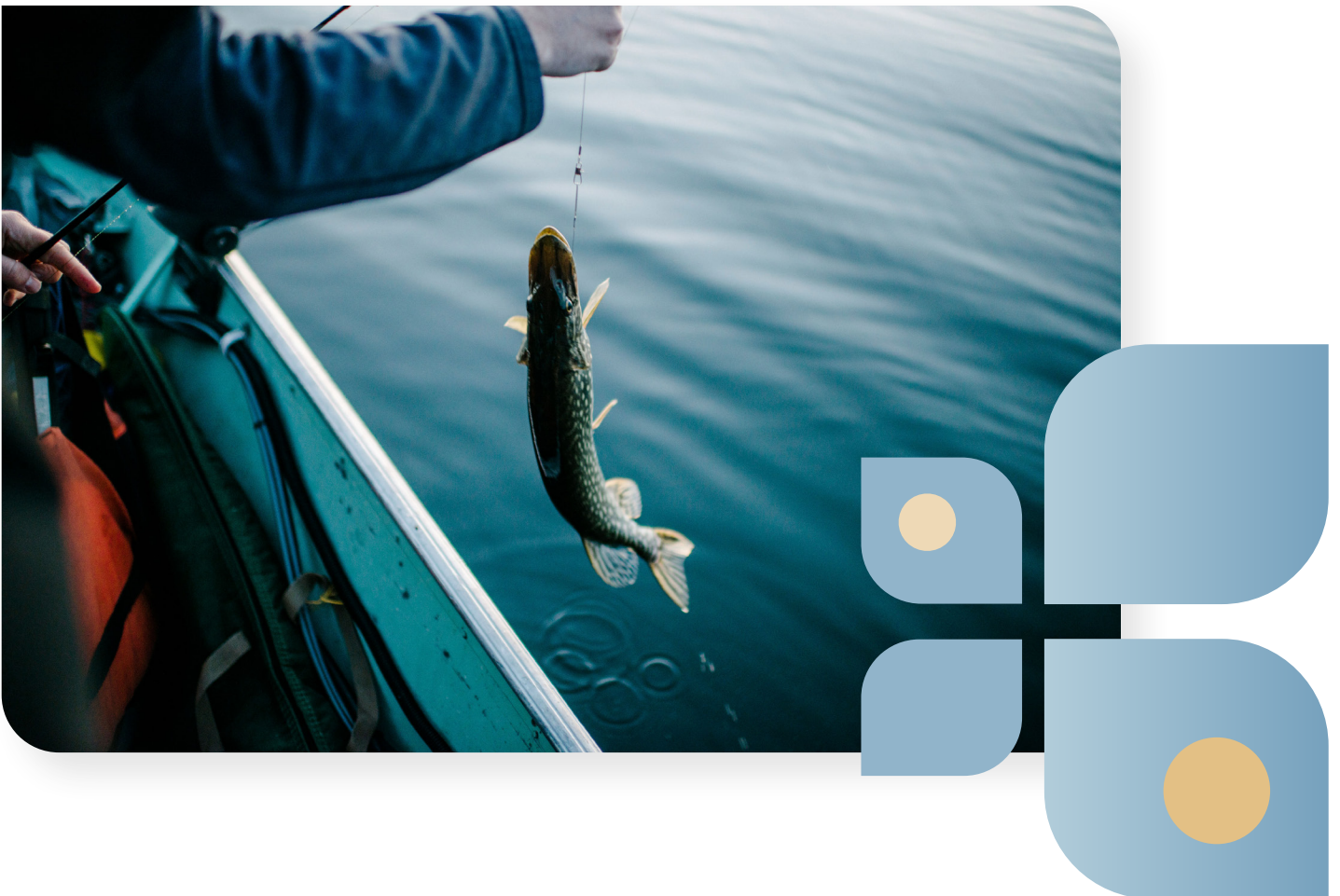


Jonathan Gillingham Photography  
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## Using this Toolkit in Northern Studies

This Toolkit was designed to provide educators the information needed to plan, prepare and execute a Treaty Simulation in their classroom. The lesson plans can be used as additions to or replacements for existing lessons in *Northern Studies – Living Together*. Lesson plans and activities in this Toolkit relate to a number of key themes, including Relationships with People/*Living Together*, Relationships with Land, Differences in Perspectives, and Honouring Promises.

Educators can determine how to integrate the lesson plans from this Toolkit, ensuring students meet the curricular outcomes and have enough foundational knowledge prior to the Treaty Simulation. **Lesson Plans in this Toolkit are broken into four parts, and include options for meeting the *Living Together* curricular outcomes.**









## 8. Treaty Timeline

### Overview:

Students are diving into basic treaty facts to get them ready for the Treaty Simulation. This lesson has students explore significant events from 1763-1973.

### Learning Objectives:

In this lesson, students research key concepts in the creation of Modern Treaties and articulate important information about significant events in history.

### Materials & Resources:

- ✓ Handout: “Treaty Timeline Activity”
- ✓ Computers for research

### Time Required:

60 min

### Evaluation:

“Treaty Timeline Activity” worksheet aims to show research and communication competencies in Social Studies. Sharing Circle question can help show evidence of cause and consequence competencies.

## Introduction/Opening

 15 min

This session will review significant timeline events that led to Modern Treaty negotiations.

**If not watched in previous lesson, show “Treaty 101: Historic Treaties” (<https://understandingtreaties.ca/learn/s02-e01/>) and “Treaty 102: Modern Treaties” (<https://understandingtreaties.ca/learn/s02-e02/>) videos (15 min for videos).**

## Treaty Timeline Activity

👤 35 min

Divide students into six groups. Distribute the “Treaty Timeline Activity” handout. Assign one of the dates in the timeline to each group (1763, 1867, 1923, 1927, 1969, 1973). These dates correspond to dates on the Treaty Timeline sheet, where students will read about significant events in history.

The task for each group is to research a specific year or concept located on the Treaty Timeline and connect it to the lives of people in NWT. They can use literature in the classroom or browse online resources. While researching, their job is to generate three to five important facts, ideas or other pieces they found interesting on the topic to share with the class. After, the groups will present their findings to the whole class, chronologically from 1763 to 1969.

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## Sharing Circle

👤 10 min

Invite the students into a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview* section) for a check-in, and gather responses to these prompts:

- Express a feeling you had today while learning about the different timeline information.
- How do you connect this to something within your own life?







# Treaty Timeline Activity

Let's go back in time and investigate a timeline of events and actions that led to the first Modern Treaty.

1867

## The Constitution Act

The *Constitution Act of 1867* gave Canada exclusive legislative authority over Indigenous peoples and the land on which they lived.

## The Indian Act

In 1867, the Canadian government put the *Indian Act* in place. This act only focuses on First Nations in Canada, not Inuit or Métis. It gave the government power over First Nations' identity, politics, education, cultural practices and other areas of their community life. It also codified the "surrender of Aboriginal title of land" in its treaties.

1927

## Section 141 of the Indian Act

In 1927, Canada passed section 141 of the *Indian Act* banning Indigenous peoples from pursuing land claims and hiring lawyers. It was now illegal to pursue land claims, and all activity stopped. It was not until 1951 that this section of the Indian Act was removed.

1763

## The Royal Proclamation

In 1763, when the Britain became the main European power, King George III put in place *The Royal Proclamation*. This proclamation laid out protocols for British North America's relations with Indigenous peoples.

It was the first public recognition by the Crown of Aboriginal rights to lands and title, acknowledging Aboriginal possession of lands not surrendered to or purchased by the Crown. *The Royal Proclamation of 1763* became the basis for the historical treaty-making process. However, British Government still claimed control over the land, and more than 78,000 settlers had already taken legal possession of land previously occupied by Indigenous peoples.

1923

## Canada Stops Treaty Negotiations



By 1923, 70 historical treaties had been signed between the Crown and 364 First Nations. These treaties were mainly designed to secure land for European settlement.





1969

### The Waite Paper

In 1969, the federal government attempted to pass the *Statement of the Government of Canada on Indian Policy*, also known as the White Paper.

This policy was created to eliminate the special status of Indigenous peoples in Canada and assimilate them within the Euro-Canadian society. The White Paper was withdrawn due to massive criticism.

1973

### The Supreme Court of Canada Decision

In 1973, the Supreme Court of Canada made a decision in the *Calder* Case that would help usher in the era of Modern Treaties a couple of years later. This case had begun with the legal action in the late 1960s by members of the Nisga'a Nation to prove their Aboriginal title had never been lawfully extinguished.

After the initial action was dismissed at trial, an appeal was made to the Supreme Court of Canada. While they did not win the appeal, the Supreme Court acknowledged the existence of Aboriginal title - an important step that led to Canada beginning to address land claims!

### Comprehensive Land Claims Policy

Later in 1973, the Comprehensive Land Claims Policy was introduced. This policy guides the Government of Canada in the negotiations of Modern Treaties.

**British Columbia created its own treaty process in 1993.**



**In the early 1970's, the government of Quebec began construction on hydro-electric mega-projects in northern Quebec without consulting the Naskapi, Cree and Inuit, whose land was profoundly affected. In 1973, the Cree and Inuit won an injunction to stop construction, which started negotiations on the first Modern Treaty.**



## Modern Treaty Era Begins

1975

### The First Modern Treaty

In 1975, the James Bay and Northern Québec Agreement was signed.

1995

### Inherent Right Policy

In 1995, the *Inherent Right Policy* recognized the right of Indigenous groups to self-govern. It opened conversations on self-government within treaty negotiations. However, the policy was problematic because it said that Canada would not negotiate jurisdiction over some key issues and that inherent rights depend on negotiations with Canada.

2016

### UNDRIP

In 2016, the Government of Canada adopted the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*.



1982

### The Constitution Act

In 1982, the *Constitution Act* was passed. This Act moved constitutional authority from British Parliament to Canadian federal and provincial legislatures. Section 35 of the *Act* also provided important legal protection for treaty and Aboriginal rights.

2013

### Interim Policy

In 2013, the *Interim Policy* formed. It contained new principles regarding Modern Treaties that were jointly developed by Canada and First Nations, Métis, and Inuit leaders. These principles sought to renew Canada's approach to negotiating and implementing Modern Treaties. As of 2020, this policy has not been finalized.

**The Government of Canada is exploring new ways of working with Indigenous Peoples towards Indigenous self-determination and the recognition of Indigenous rights. For example, recognition of Indigenous rights and self-determination discussion tables started in 2019.**





# Treaty Timeline Worksheet

YEAR & CONCEPT:

Your teacher will assign you a certain concept or year(s) from the timeline sheet. Write the year and concept on this worksheet. Using your cellphones, laptops or resources in your classroom, research more information about that concept and how it relates to the lived experiences in NWT. While researching as a group, generate 3-5 important facts, ideas or other items your group found interesting about the topic. You will share your findings with the class.

INTERESTING IDEAS:

1.

2.

3.

4.

5.



