

## Website Lesson: Exploring Treaties in Ontario

<p>Topic: Exploring Treaties in Ontario</p>
<p>Learning Goals:</p> <ol style="list-style-type: none"><li>1. Recognize the various treaties in Ontario</li><li>2. Identify the differences that exist in treaties.</li><li>3. Describe how the differences in treaties could contribute to misunderstanding.</li><li>4. Recognize the connection between honouring the treaty relationship and contemporary social issues.</li></ol>
<p>Resources:</p> <p>Treaty Map of Ontario</p> <p>“We Are All Treaty People” Video</p> <p>Charlie Angus on Treaties</p>
<p>Indigenous Knowledge Connection: Relationships</p>
<p>Minds On:</p> <p>Explore the Treaty Map of Ontario.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"><li>1. What part of the land base in Ontario isn’t affected by a treaty?</li><li>2. Explain why treaties were developed? Who benefitted?</li><li>3. Discuss the similarities and differences between various treaties.</li><li>4. Describe the potential problems with not honouring treaties.</li></ol>
<p>Action: Students will watch the “We Are All Treaty People” video. Students will watch “<a href="#">Charlie Angus on treaties</a>” and have a class discussion (see below). Students will research a treaty of their choice and complete a “Sustainable Communities Project PSA”.</p> <p>Charlie Angus Video Discussion: <a href="https://www.youtube.com/watch?v=Cb3lOV1j_-8">https://www.youtube.com/watch?v=Cb3lOV1j_-8</a></p> <ol style="list-style-type: none"><li>1. What did you learn about treaties?</li><li>2. What are your thoughts about the treaty relationship?</li><li>3. What do you think society needs to know about the treaty relationship?</li><li>4. How is underfunding related to responsibility?</li><li>5. How long do treaty obligations last?</li><li>6. How was this country created?</li><li>7. What is a resource treaty?</li><li>8. Describe how treaties have benefitted Ontario?</li></ol>

- Teachers are encouraged to have students look through treaty language within the treaties located at <http://www.anishinabek.ca/education-resources/gdoo-sastamoo-kii-mi/>

Sustainable Communities Project:

Students will pick one treaty and determine a community that was affected by industry by way of resource extraction. Students will prepare a 30 second Public Service Announcement (PSA) that will describe the community impacts that have resulted in not honouring the treaties.

Some examples might include:

- Logging
- Mining
- Harvesting

Consolidation: Students will share their PSAs with the class. Teacher will lead discussion on the similarities. Students will discuss suggestions on how working together can change the direction of Canada's future and the relationship between all Treaty People.

Curriculum Connections:

NAC10, NAC20, NBE3U, NDA3M, NBV3C, NBE3C, NBV3E, NBE3E, NDG4M, NDW4M

Identity, Relationships, Sovereignty, Challenges