

Website Lesson Plan: Cost of Treaties

Topic: Understanding the Cost of Treaties

Learning Goals:

1. Identify the differences that exist in treaties.
2. Describe the how the differences in treaties could contribute to misunderstanding.
3. Discuss the costs for both treaty partners.
4. Describe the definition of cost from an Indigenous lens.

Resources:

“Broken Promises” Video

Treaties in Ontario documents https://www.youtube.com/watch?v=Cb3lOV1j_-8

Nation to Nation: A Resource on Treaties in Ontario

Indigenous Knowledge Connection: Relationships

Minds On:

Explore the treaties within the province of Ontario. Students will watch the “We Are All Treaty People” video. Students will visit the [Anishinabek Nation YouTube channel](#) to watch “Broken Promises” video.

What differences do you notice between each of the treaties by looking at the map?

Discuss why you think these differences exist.

Big Picture:

What is the cost of the treaty relationship? How do we define the term cost?

Guiding Questions:

1. Is the term “cost” always associated with money?
2. Has the treaty relationship had negative effects on the environment? Discuss with students the concept of costs to the environment and to life of all beings.
3. What is the intent of treaties from a First Nations perspective and from the perspective of the Crown/settlers?

Video Discussion Component:

Hayden King https://www.youtube.com/watch?v=6niWvsqV_oM

1. What does Hayden King say about the Indigenous view on treaties?

2. Who do treaty partners have obligations to?
3. How are we breaking treaties?

Former Ontario Regional Chief Isadore Day <https://www.youtube.com/watch?v=pj1tHoGT1P8>

1. How does Ontario Regional Chief Isadore Day define treaty?
2. What did First Nations peoples want out of the treaty?
3. What did the Crown and settlers want out of the treaty?
4. How does not honouring the treaty affect contemporary times?
5. What is the cost of not honouring treaties? Discuss with students current social issues

that are connected to the crown not honouring the treaties.

Action: Student will use “Nation to Nation: A Resource on Treaties in Ontario” to learn about different treaties. Students will research two different treaties by visiting <http://www.anishinabek.ca/education-resources/gdoo-sastamoo-kii-mi/> in addition to other reputable websites. They will use a graphic organizer of their own choice to compare. Teacher will guide students to critically look at the components of treaties to support a deep discussion. Suggestions can include the following:

- Land base
- Protection of self-government
- Protection of land
- Protection of way of life
- Protection of land
- Annuities
- Reserve land
- Hunting
- Harvesting
- Language
- Interpretation
- Representation

Consolidation: Students will use iPads to develop a 2-minute video to answer the following question:

What is the true cost of treaty relationships?

Curriculum Connections:

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

Identity, Relationships, Sovereignty, Challenges