

# This Land is Our Land: Treaty Relationships

**Essential Question:**  
**How do cultures change and influence one another over time?**

My culture and worldview is unique.

We all benefit from treaty relationships.

My worldview shapes my beliefs and behaviors.

Newcomers relied on First Nations people for help to survive.

Abstract: this unit will examine ideas about colonialism and how cultures change over time through contact. Students will explore treaty concepts through dance and drama.



Living Sky School Division no. 202

# 4

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**Grade 4**

**Dance ,**  
**Drama, Social**  
**Studies &**  
**Treaty**  
**Education**

## **Outcomes**

### **Social Studies Grade 4**

#### **IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.**

- Detail the ways in which First Nations peoples supported the survival of early European newcomers to Saskatchewan.
- Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.

#### **DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.**

- Investigate conditions which precipitated Treaty negotiations in Saskatchewan.

### **Arts Education Grade 4**

#### **Dance CP4.2 Express ideas using the elements of dance including: actions - space (asymmetrical and symmetrical shapes, creating and recalling pathways); relationships (alone, partner, small groups)**

- Create and recall pathways on the floor and through the air.
- Create a variety of dance relationships, alone (e.g., body parts to body parts, using a prop), with a partner (e.g., mirroring, beside), and in small groups (e.g., meeting and parting).

#### **Drama CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.**

Devise a variety of roles, improvisations, and dramatic episodes drawing on imagination and own observations and experiences of life in Saskatchewan.

#### **CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.**

- Demonstrate awareness that arts expressions (e.g., drum groups, birchbark biting, beadwork, powwow dances, quilts, storytelling) from different First Nations often have strong foundations in traditional lifestyles and worldviews.

**\* Treaty Education Outcome: HC4:** Explore the historical reasons why people entered into treaty.

- relationship to the land
- loss of buffalo and hunting led to need for treaties
- treaties provided opportunity for us to share the land

## Big Ideas

We all have a worldview that shapes our beliefs and ways we behave.

Newcomers relied on help from the First Nations people to survive.

Treaties are promises.

## Questions for Deeper Understanding:

How do cultures change and influence one another over time? Is history told by the “conquerors”? How does the legacy of earlier groups and individuals influence subsequent generations.

What makes my culture and worldview unique?

Do we all benefit from treaties?

<b>Students will know:</b>	<b>Students will do:</b>
<ul style="list-style-type: none"><li>• Worldview includes: relationship to the land, family values and spirituality</li><li>• Culture is defined by: language, dance, arts, music, games, stories food, clothing, and rituals</li><li>• Newcomers relied on a good relationship with First Nation people</li><li>• Survival in a new land requires many skills</li><li>• The Crown wanted to populate the west with settlers and expand</li><li>• Restricted traditions and loss of</li></ul>	<ul style="list-style-type: none"><li>• Identify and map worldview</li><li>• View images and make predictions about the culture and worldview, define “opposite lands” (use the book <u>The Conquerors</u>)</li><li>• Use dance to explore concepts of relationships and the coming together of cultures</li><li>• Hold meetings to debate ideas while in various roles</li><li>• Use tableau to illustrate concepts of relationships</li><li>• Read and respond to text about treaties, Métis people and traditions of First Nations</li></ul>

<p>buffalo had great impact</p> <ul style="list-style-type: none"> <li>• Treaties were signed, promises made and reserve land created</li> <li>• Dance has a language we use to communicate with our bodies</li> <li>• Dance can symbolize ideas/concepts about “opposite lands”</li> <li>• Drama uses role play to imagine experiences of other people from “opposite land”</li> <li>• Drama requires imagination</li> <li>• We can see culture in the arts of a people</li> </ul>	<p>people</p> <ul style="list-style-type: none"> <li>• Compare and contrast traditions and culture (books <u>The Flower Beadwork People</u> and <u>Nokum is my Teacher</u>)</li> </ul>
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### Assessment

<b>Formative</b>	<b>Summative</b>
<p><b>Pre-Assessment</b>  <b>Graffiti Wall:</b> Identify worldview and culture traits – self and others</p> <p><b>On-going assessments of process Meetings</b> in role to discuss newcomers/challenges/ways to help each other</p> <p><b>Role Play:</b> to illustrate the settler story including meeting, survival skills, cultural sharing.</p> <p><b>Read and Respond:</b> Discuss cultural perspectives in the <u>Conqueror</u>, <u>Nokum is my Teacher</u> and <u>The Flower Beadwork People</u>.</p>	<p><b>Performance Task</b>  Create a <b>dance</b> “Opposite Lands”; observe and reflect on others</p> <p><b>Story Book:</b> write and illustrate the Crown and treaty 6 negotiations and promises, choose a perspective or point of view (person, animal, rock, spirit)</p> <p><b>Other Evidence</b>  <b>Tableau:</b> concepts to define “opposite lands”</p> <p><b>Framer model:</b> Treaty 6 agreement  <b>Venn diagram:</b> compare culture and worldview of Métis, First Nations and newcomers</p>

# Learning Plan

## I. Introduction:

### A) Key Words:

- Treaties
- Conquer
- Assimilate
- Integrate
- Relationships
- Culture
- View points
- Conflict
- Intercultural
- Interdependence
- Colonization

### B) What is worldview? What is culture?

#### From *Teaching Treaties in the Classroom*:

Generally, all worldviews contain a distinct set of values and beliefs that:

- Establish identity (personally, culturally, spiritually, intellectually, socially and physically)
- Provide a feeling of "rootedness" (I.e. Connection to ancestry)
- Instill a sense of belonging to a group (Nation), place (community) and era (present, past and future)

It defines the meaning and purpose of society's existence.

Work collectively to create a graffiti wall to identify how we define this as individuals but also as a class. Note similarities, things we share in common. What makes me unique?

### C) Treaty 6 agreement: review and introduce concepts using a Frayer Model (attached)

- Definition: a peaceful agreement; specific area and nations included in Treaty 6 area
- Characteristics: as long as the sun shines, the grass grows and the river flows; it is sacred and made before the Creator; pipe ceremony; benefits all signatories; not all nations signed it; included many promises and provisions
- Examples: land base of 1 square mile/family of 5; farming implements; medicine chest; a school house on every reserve; annual payment of \$5
- Non-examples: not paying taxes, residential schools, land disputes

## II. Newcomer Relationships, Worldview and Culture

### A) Drama Strategies

The Conquerors, David McKee

- Use the images in the book to identify and predict worldview of each cultural group represented
- Discuss colonialism. What is a “conqueror”? Why do people want to “conquer” other people?
- Role Play: Meeting to discuss “what are we going to do about them?” (both perspectives)
- Tableau: Opposite lands - meeting & clashing; meeting & exchanging

### B) Creative Dance

*Concepts: Pathways – Understanding and moving through self and general space using the three pathways as stimulus – straight, curved and zig zag.*

#### **Five Part Lesson Plan -**

##### **1. Introduction/ Warm up -**

Pathways – Straights (right angle turns), Curvy (‘S’ curves and figure of eight), Zig Zag (straight pathways with lots of directional changes)

Brain Dance – Moving through the eight BD patterns with pathways in between each pattern. Changing level and direction with each transition.

##### **2. Exploring the Concept -**

Thread the needle with chopsticks

Explain how connecting and initiating with body parts creates shapes in both **self and general space**.

Activity done in partners one partner makes a stationary shape while the other threads the chopstick through the negative space. Music stops and dancers move using follow the leader through **general space** alternating straight, curvy and zig zag pathways. Repeat whole sequence changing roles.

##### **3. Skill Development / Creating (group) -**

Scattered square dance using straight, curvy and zig zag pathways. ‘Soliders Joy’

##### **4. Unit Connection**

Opposite Lands – Page 85 – Brain Compatible Dance Education – Anne Green Gilbert

‘Lucky Stiff’ – Contrast & Continuum CD, Eric Chappelle

Water and Ice lands – Dancers use free flowing , watery movements in the water land. In ice land, the pretend to slowly freeze, moving with more bound flow, until frozen in shapes. In the ice land the dancers connect in small icebergs or in a large group for a glacier before melting and flowing back to water land.

Refer to ‘The Conquerors’ opposite lands page and discuss what you know about the opposite land of the people in the pictures

1 – dancers are on either side of a divided room and move within their lands without crossing the line.

2 – Dancers can cross the line into ice land or water land.

Refer to “The Conquerors” mixing page and discuss what happens when the lands mix.

3 – Dancers build a group dance that includes both ice and water lands. Creating a beginning, middle and end.

### **5. Reflection –**

Looking at videos of Pow wow dance, Métis jigging and Celtic jigging and discuss similarities and differences between the dances.

### **C) Venn Diagram**

- Compare and contrast First Nations, Métis and newcomer worldview and culture

### **III. Treaty 6**

(to be outlined further by Kimberlee and Raelyn)

- **Treaty Education Outcome: HC4:** Explore the historical reasons why people entered into treaty.
  - relationship to the land
  - loss of buffalo and hunting led to need for treaties
  - treaties provided opportunity for us to share the land
- First Nation connection to tradition and trying to keep connection to teachings - Nokum is my Teacher
- Understanding Métis people history and culture - The Flower Beadwork People
- Create a Story Book to illustrate the Crown and treaty 6 negotiations and promises, perspective or point of view (person, animal, rock, spirit)
- Invite a class to come hear your stories

# Treaty 6

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Definitions</b>	<b>Characteristics</b>
<b>promises &amp; provisions</b>	
<b>Examples</b>	<b>Non-Examples</b>