

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Treaties 1 and 2:
reflecting on the 150th anniversary'

Issue July/August 2021

Time:

60 minutes

Developed by:

Canadian Geographic Education

Overview/focus question:

Where were the boundaries of Treaty 1 and Treaty 2 located? What is the cost of signing these treaties, financial and otherwise? What are the different perspectives of those involved in treaties?

Subject/topic:

Geography, history, social studies

Grade level:

Grade 6-10

Learning Goals

Students will:

- Learn about where, when and why Treaty 1 and Treaty 2 were signed.
- Compare the different perspectives of those involved in the treaties.
- Reflect on the types of costs associated with signing the treaties.
- Understand the legacies and implications of the treaties.

Materials Needed

- Online copies of "[Treaties 1 and 2: reflecting on the 150th anniversary](#)" by Sheila North or "On the Map" in the July/August 2021 edition of *Canadian Geographic* (pages 30-31)
- Access to electronic devices
- [Treaties 1 and 2 1871 map](#)
- [Treaties 1 and 2 2021 map](#)
- Treaties 1 and 2: Two Different Perspectives worksheet



CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Treaties 1 and 2:
reflecting on the 150th anniversary'

Issue July/August 2021



Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective

Inquiry Process

- Ask geographic questions
- Interpret and analyze
- Communicate
- Reflect and respond

Geospatial Skills

- Spatial representations

Lesson Description

Minds on

Students will begin by examining the Treaties 1 and 2 1871 map and the Treaties 1 and 2 2021 map and exploring the differences between the maps. Next, students will read the article "[Treaties 1 and 2: reflecting on the 150th anniversary](#)" by Sheila North or "On the Map" in the July/August 2021 edition of *Canadian Geographic* and watch the GeoMinute "[Differing interpretations](#)".

Action

Students will discuss and fill out a table that compares the government's views and the First Nations' views on treaties and land ownership. Students will research the different perspectives these groups had before and after signing the treaties.

Conclusion

Students will define what cost means, and they will learn what signing the treaties cost the First Nations' communities that were involved.

Lesson Implementation

Minds on

Display the [Treaties 1 and 2 1871 map](#) and the [Treaties 1 and 2 2021 map](#) for students to examine. Give students 5-10 minutes to look at the maps and discuss with a classmate. Ask students to share what they noticed about the two maps, their similarities and their differences. Display a map of Canada and ask students to identify in what geographic area the treaties can be found, such as the name of the present-day provinces and territories or what identifying features they can see on the maps.

On the board, display and watch the GeoMinute "[Differing interpretations](#)". After students have been introduced to the topic, as a class or individually, have students read the article "[Treaties 1 and 2: reflecting on the 150th anniversary](#)" by Sheila North or "On the Map" in the July/August 2021 edition of *Canadian Geographic*.

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Treaties 1 and 2:
reflecting on the 150th anniversary'
Issue July/August 2021



Ask students to reflect on the article and answer the following questions in a class discussion:

- *What in the article surprised you the most and what did you already know?*
- *What different parties were involved in the signing of the treaties?*
- *How would life look different today if these treaties hadn't been signed?*

Action

Explain to students that it is important to understand that the parties signing these treaties had two very different perspectives and understandings of what they were agreeing to. A large portion of the land in Canada, specifically in present-day Ontario, Manitoba, Saskatchewan and Alberta, was originally transferred from First Nations people to the British Crown (with the responsibility passing to the Canadian federal government) through these treaties.

In current times, when we reflect on the treaties, both the federal government and the First Nations people have different interpretations of what the agreement entailed. Although both groups signed the same papers, their ideas and concepts about what each side was promising were very different. This was rooted in different cultural values and worldviews, as well as different perspectives on what it meant to own land.

Have students do research on what the different perspectives would have been on treaties and on land ownership for both the government and the First Nations. Have students fill out the Treaties 1 and 2: Two Different Perspectives worksheet using the information they find. Students should write a minimum of five things per column. Students should focus on researching the perspective of both groups in the past and present.

After students have had sufficient time to research and fill out the table on the worksheet, have students share their findings with the class.

Conclusion and Consolidation

Ask students to define what cost means. There are many different ways of measuring or understanding cost, and it's important to recognize that not all costs are financial. Ask the following questions:

- *Is the term "cost" always associated with money and financial gain?*
- *What else can contribute to the term "cost"?*
- *What was the cost of signing the treaties for the First Nations?*
- *What was the cost of signing the treaties for the Crown?*
- *Who has been benefiting from the cost of the treaties being signed? How have they benefited?*
- *What has the cost of these treaties been to First Nations in the present day?*

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Treaties 1 and 2:
reflecting on the 150th anniversary'

Issue July/August 2021



Finish the discussion by emphasizing that there are always two or more perspectives on big decisions in the world, such as for example, the signing of the treaties. Each group in a situation like this is going to be viewing the world differently based on their past experiences, values, culture and worldviews.

Extend your geographical thinking

- Students can turn their worksheets into oral presentations.
- Students can answer the questions independently.
- Students can create a journal entry or writing piece on all of the questions in the conclusion.

Modifications

- Complete the worksheet as a class or in small groups.
- Students can complete this activity virtually.
- Students can complete the whole activity independently rather than having class discussions and have the discussion questions as a worksheet they have to complete.

Assessment Opportunities

- Assess students' learning based on their participation in discussion throughout the lesson.
- Assess students' learning through the completion of the worksheet.
- The worksheet could be handed in for a formal assessment.

Sources and Additional resources

- [Treaties 1 and 2: reflecting on the 150th anniversary](#)
- [Differing interpretations](#)
- [Treaties with Indigenous Peoples in Canada](#)
- [Treaties 1 and 2](#)
- [Numbered Treaties](#)
- [Interpreting the Treaties](#)

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - Treaties 1 and 2:
reflecting on the 150th anniversary'

Issue July/August 2021



TREATIES 1 AND 2: TWO DIFFERENT PERSPECTIVES

Government's perspective on treaties	First Nations' perspective on treaties
Government's perspective on land ownership	First Nations' perspective on land ownership