

AN INTRODUCTION TO TREATIES:

Compilation of Online Resources



Elementary Teachers' Federation of Ontario
Fédération des enseignantes et des
enseignants de l'élémentaire de l'Ontario

The union represents 83,000 elementary public school teachers, occasional teachers and education professionals across the province. Its Building Better Schools education agenda can be viewed at **BuildingBetterSchools.ca**.

Elementary Teachers' Federation of Ontario (ETFO)
136 Isabella Street, Toronto, ON M4Y 0B5
416-962-3836 or 1-888-838-3836
etfo.ca

Follow us online at:



ETFOprovincialoffice



@ETFOeducators



@ETFOeducators

Copyright © August 2019 by ETFO



ETFO EQUITY STATEMENT

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity and foster respect and dignity for all.

ETFO HUMAN RIGHTS STATEMENT

The Elementary Teachers' Federation of Ontario is committed to:

- providing an environment for members that is free from harassment and discrimination at all provincial or local Federation sponsored activities;
- fostering the goodwill and trust necessary to protect the rights of all individuals within the organization;
- neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships; and
- promoting mutual respect, understanding and co-operation as the basis of interaction among all members.

Harassment and discrimination on the basis of a prohibited ground are violations of the Ontario Human Rights Code and are illegal. The Elementary Teachers' Federation of Ontario will not tolerate any form of harassment or discrimination, as defined by the Ontario Human Rights Code, at provincial or local Federation sponsored activities.

Note: There is also an English and French digital version of the [ETFO Human Rights Statement](#).

ETFO LAND ACKNOWLEDGEMENT

In the spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.

Note: A digital version of the [ETFO Land Acknowledgement](#) is available for Ontario use as a guide to creating your own as well there is one for Toronto.



ETFO FNMI EDUCATION WEBSITE

ETFO First Nations, Métis and Inuit education resources are available at etfofnmi.ca.

ACKNOWLEDGEMENT

ETFO Writers

Christina Saunders (Cree/Métis), Elementary Teachers' of Toronto Local
JoAnne Formanek-Gustafson (Anishinaabe), Rainy River Occasional Teacher Local
Sheila Maracle (Mohawk), Hamilton-Wentworth Teacher Local
Towana Brooks (Anishinaabe), York Region Teacher Local
Tracy Hendrick (Potawatomi), Near North Teacher Local

Reviewed by

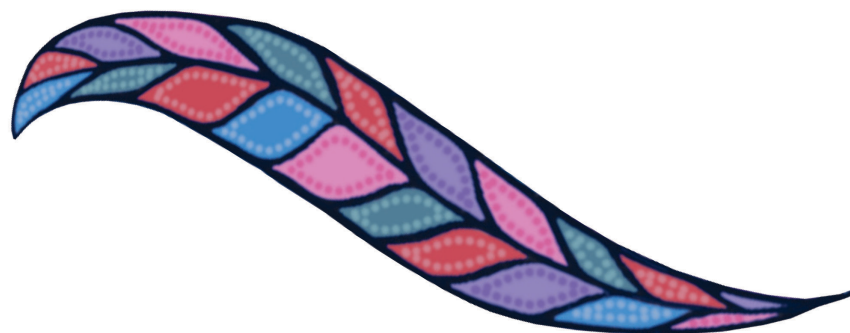
Ryan Duplassie (Anishinaabe/French), Indigenous Education Consultant


Illustrator

Selena Mills (Anishinaabe Cree), Roar Creative Agency

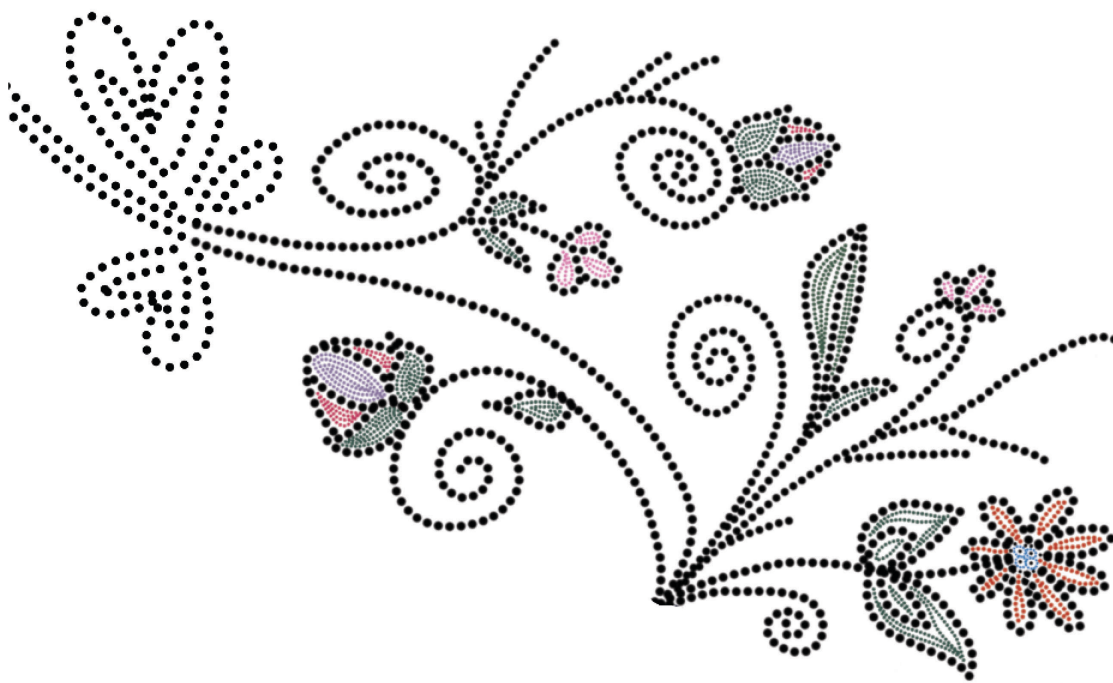
ETFO Executive Staff

Rachel Mishenene (Anishinaabe)
Executive Assistant, Equity & Women's Services





“Treaty in Cree is ‘*Naskumituwin*,’ an oral agreement. And our agreements were always spoken. For George Spence, the core of Treaty was ‘*wiichihiiwaawin*,’ to help one another. He was there for the making of Treaty 9...In his life he saw many promises of the Treaty go unfulfilled” ([Historica Canada](#), 2016).





INTRODUCTION

To support member learning and to create culturally-inclusive learning environments, this resource was developed to introduce ETFO members about the nation-to-nation relationship and agreements that were made between the [Crown](#) and Indigenous Peoples. The information within this document will provide educators with a starting point to acquire knowledge about treaties and land acknowledgements. There are hyperlinked supplemental resources that have been compiled to support you:


- Instructional – already made lessons and activities.
- Interactive – videos, podcasts and maps.
- Literature – resources specific to treaties.
- Land acknowledgement – articles and guides.

This is one of many resources that exist to support you in your learning about the treaties and agreements.

TREATIES

Treaties are nation-to-nation agreements made between two sovereign and legitimate nations. In Canada, the treaties often refer to the agreements between First Nations and the Crown (now the federal government). The agreements are promises that each nation makes to another to [create and maintain peaceful and symbiotic relationships](#). All [treaties](#) are legally binding and set out the rights and responsibilities of both parties and can also be re-negotiated (if all parties are willing). Treaties can be represented as a written document or presented and shared orally with an item, like the [Wampum Belt](#). The exchange (or sharing) of the land for goods, services and resources is part of the treaty agreements.

The [intent](#) and [interpretation](#) of these treaties are not simple. Promises that were made and recorded in the federal government's written version of the treaties have evolved or have been translated into modern contexts. For example, the '[Medicine Chest Clause](#)' originally represented access to health resources. Today, this has been adapted to include access to (some) health services for members of a First Nation community that has a treaty in place. Some Canadians believe that every Indigenous person gets '[everything for free](#)' or receives a hefty compensation because of the treaties. Roseanna Deerchild discusses the treaty annuity payment in CBC's "[Treaties with Indigenous Peoples in Canada](#)." The annuity treaty payment (between \$2 and \$5) is given out annually only to members of a First Nation community that has a treaty with the Government. These members must also be on the reservation to collect their payment. Not every Indigenous person receives a treaty payment or is a member of a First Nation community.




There have been disclosures that the Crown did not accurately inform on what was being agreed upon in the treaties when First Nation Chiefs were approached to sign the treaties. In her documentary, [Trick or Treaty](#), [Abenaki](#) filmmaker Alanis Obomsawin reveals how the treaty commissioners did not fully disclose to the First Nations people what was actually written in the treaty. The worldviews of land differed between the Indigenous Peoples and the new settlers, including concepts of land stewardship, [relationship with land](#), including [Indigenous worldviews](#) on 'land ownership.' Most Indigenous knowledge-keepers and historians rely on oral testimonies from those who were present at the treaty signing. It is believed that First Nations did not agree to 'surrender' or 'cede' the land, but merely to share it in an ongoing relationship of respect and reciprocity. This fundamental disagreement regarding the so-called 'surrender of land' has been a persistent thorn in the relationship between First Nations and the Crown.

Whether you are a Canadian who has lived here for many years or are a newcomer, you are in a treaty relationship with the Indigenous Peoples of this land through your citizenship as a Canadian. These agreements are not just a part of the past, they are living documents and are still relevant today. According to [Section 35](#) of the [Constitution Act \(1982\)](#), Canada recognizes and affirms Aboriginal rights and treaty rights. In Canada and Ontario, there are tracts of land where Indigenous Peoples did not sign treaties or make agreements to cede (surrender) or share the land to Canada. These unceded territories are important to note (see [Wikipedia's Unceded territories in Ontario](#) for a list of First Nation of territories). Here are several hyperlinks to give you more information on the different types of treaties in Ontario: [Peace and Friendship Treaties](#), [Wampum Belt Agreements](#), [Robinson-Superior and Robinson-Huron Treaties](#), the [Numbered Treaties](#) (sometimes referred to as historical Treaties) and [Land Claims Agreements](#) (sometimes referred to as modern Treaties).

Before the arrival of the Europeans in North America, Indigenous Peoples had their differences and many Indigenous nations made agreements with each other to bring about peace and friendship. [A History in the Making](#) (Indigenous and Northern Affairs Canada, 2010) provides an overview of the treaty making process between Indigenous nations and the government. The treaties negotiated in the Maritimes in the 18th century between eastern nations and the British – in the unrest following the War of the Spanish Succession – were known as Peace and Friendship Treaties. These are still binding today. These forms of treaties were repeated later in some places in what is now southern and eastern Ontario. There were no land surrenders, and Indigenous rights to hunt, trap, fish and cultivate around British garrisons and settlements were recognized and affirmed.

Some Indigenous nations, particularly those nations of the Haudenosaunee Confederacy had a tradition of recording special speeches, histories and treaties through the use of a wampum (a woven [mnemonic device](#) using natural materials to aid in the retelling of the significance of these things). The wampum reflects the [time-honoured](#) Haudenosaunee




diplomatic philosophy of the '[One Dish, One Spoon](#)' doctrine. This doctrine suggests that all neighbours must share the dish (the land) and that there would be no knives (violence) in the dish, but rather one common spoon (peace and health). This ancient philosophy aided in the formation of the [Haudenosaunee Confederacy](#) in the early 12th century and has encapsulated its diplomacy ever since.

The first treaty or agreement in North America between Indigenous Peoples and Europeans was the [1613 Two Row Wampum Treaty](#) that was established between the Haudenosaunee Confederacy (Iroquois) and the Dutch. The Haudenosaunee recorded this agreement using wampum beads to make a belt that showed two rows of purple-beaded lines on a background of white beads. This belt told the story of the agreement where the two nations would travel down the 'river of life' together, neither interfering with nor directing the other. The wampum belt's principles of "friendship and peace forever" were the cornerstone for their nation-to-nation interactions. The Dutch recorded this on paper as the [Silver Covenant Chain Agreement](#).

Today, there are [forty-six treaties in Ontario](#) alone. Important information to be aware of:

- The [Royal Proclamation of 1763](#) acknowledges Indigenous Peoples' title to land within spaces not already occupied or controlled by the British and also stipulated that any unauthorized non-Indigenous settlement or economic development on such 'Indian Country' would be illegal and punishable by the British authorities. This set the requirement for Canada to 'protect' the rights of Indigenous Peoples and to negotiate treaties westward and northward (should it want peace and friendship in those lands);
- The [1764 Treaty of Fort Niagara](#) affirmed to a gathering of Chiefs that from as far west as the Rockies that the protections declared in the *Royal Proclamation* would be re-affirmed;
- The Pre-Confederation Treaties from 1781-1862 included lands ceded for British settlers in exchange for money and/or goods;
- The Robinson-Huron and Robinson-Superior Treaties of 1850 include areas around Lake Huron and Lake Superior. These treaties are the first to be characterized by large-scale land 'surrenders' and thus set precedent for the Numbered Treaties to follow westward and northward from the 1870s.
- The Post-Confederation (or Numbered Treaties from 1873-1930) include northern Ontario lands ceded, and also included standard Indigenous rights and provisions outlined within them;
- The [Williams Treaties of 1923](#) had over five million hectares of central Ontario lands ceded; and
- Numbered Treaties often feature adhesions (i.e., expansions) to the treaty area negotiated after the original signing. Treaty Number 9 for example features substantial adhesions south of the Hudson Bay and west of James Bay.



Modern treaties, negotiated since 1923, include Comprehensive Land Claims and Specific Land Claims. Since 2015, Canada has negotiated 26 comprehensive claims and currently has about 100 comprehensive land claims in negotiation. The land mass in Canada is just under a million square kilometres and there is approximately 1,674,000 Indigenous Peoples (Census Canada, 2016). With the growing population of Canada and the economic need to access natural resources and minerals, the Canadian government and Indigenous Peoples will continually discuss issues and access to land, and may also create or revisit existing land agreements.


There are many people in Canada who did not learn about the history of this country, including learning about the significance of the nation-to-nation relationship as it relates to agreements and treaties. There is great diversity among the Indigenous Peoples in Canada and learning about each of diverse groups is important to recognize in learning about the relationship. Check out the Canadian Geographic Indigenous Peoples Atlas of Canada to learn more. As we move forward in reconciliation, it's okay to let your students know that you are on a learning journey with them. Having a more in-depth understanding of nation-to-nation agreements, such as treaties, will provide all learners an opportunity to discuss and connect with the foundation of good relationships and the importance of keeping promises. It could also dispel myths about Indigenous Peoples that some Canadians may have.

THE LAND ACKNOWLEDGEMENT

Non-Indigenous people are just beginning to explore whose customary or traditional lands they are on. In Ontario, it is becoming more common to acknowledge traditional Indigenous territories at the beginning of events such as meetings, conferences and workshops. Some schools are including a land acknowledgement in the opening exercises. The Elementary Teachers' Federation of Ontario also has land acknowledgements (in French and English) that are read at the beginning of each union activity. For example:

“In the Spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.”

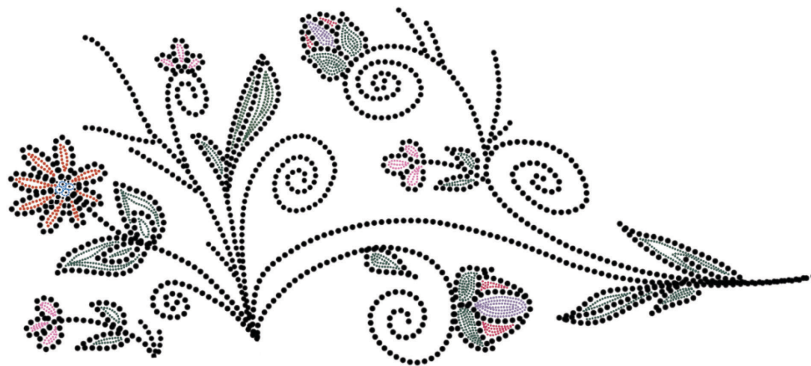
However, some educators – and students – may ask: What is a territorial acknowledgement? Where did this practice come from? Why should we consider doing this? What else can I do besides reading a land acknowledgement script? To answer these questions, we can explore the traditional and also historical Indigenous rights and entitlement to the land.



A land acknowledgement and negotiating land use were a part of the governance protocols used by Indigenous societies prior to the arrival of settlers. Nations negotiated with their neighbours to access land for trading, hunting, visiting, etc. The visiting nation would bring gifts to acknowledge the host's ongoing relationship to that land. The relationship between the host and guest are symbolized in many ways today including traditional acknowledgements, traditional openings by elders, giveaways, etc. These practices vary between each Indigenous community. There is some expectation that the guest will always acknowledge the territory.

The rights of Indigenous Peoples on [Turtle Island](#) (North America) are based upon their status as the original inhabitants of the land. Many Canadian educational institutions have partnered with Indigenous Peoples to [identify whose lands they are on](#). Including a territorial acknowledgement in your classroom, school or event reflects your understanding of the guest and host relationship. Learning the [pronunciation of the Indigenous Peoples](#) in your acknowledgement is a respectful practice that may require you to research or inquire how to pronounce the name(s) of the group(s) of whose lands you are on ([See p. 13 of this Guide](#)). This is a demonstration of respect for the nation-to-nation relationship between Indigenous communities and Canada. This is just one step forward to creating or revising relationships with Indigenous nations or communities.

[“Indigenous land acknowledgments alone won’t advance reconciliation”](#) (CBC News, 2019). Reading a land acknowledgement is a good beginning to a journey of reconciliation, but it should not end there. There are many things that Canadians can do to [go beyond a land acknowledgement](#). Learning about the history and current realities of the nation-to-nation relationship in Canada is necessary in reconciling. For more information or activities that you can do with students, check out ETFO’s resource: [Starting from the heart: Going beyond a land acknowledgement](#). This resource will invite you to acknowledge your own values, your relationship with family, the community and land, as well as exploring our collective responsibility to protect the natural environment. As you go through the resource, you will be invited to engage in the activities and to examine the importance of nurturing relationships with the Indigenous communities in your region. You can find this resource and other additional resources at [etfofnmi.ca](#).





References

- Canada's First Peoples. (2007). [*Treaties and cultural change: The pre-confederation treaties*](#).
Carleton University. (2011). [*Carleton University's Aboriginal coordinated strategy*](#).
Crowe, K. (2015). [*Comprehensive land claims: Modern treaties*](#).
Dempsey, H. (2015). *The great Blackfoot treaties*. Heritage House. Toronto, ON.
Government of Canada, Indigenous and Northern Affairs Canada: Treaties and Historical
Government of Ontario. (2017). [*Treaties recognition week*](#).
Historica Canada. (2016). [*Heritage minutes: Naskumituwin \(Treaty\)*](#).
Indian Time. (2010). [*The dish with one spoon*](#).
Indigenous Corporate Training Inc. (2012). [*First Nation protocol on traditional territory*](#). [Blog].
Louttit, S. (2009). [*"Kih-Chi-Itwe-Win": The great declaration or word*](#).
Onondaga Nation, People of the Hills. (2017). [*Two row wampum – Guswentá*](#).
Research Centre. (1986). [*The Robinson Treaties \(1850\)*](#).
Vowel, C. (2016) *Indigenous writes: A Guide to First Nations, Métis and Inuit issues in Canada*.
Winnipeg: Highwater Press.
Vowel, C. (âpihtawikosisân). (2016). [*Beyond territorial acknowledgement*](#). [Blog].
White, E. (2018). [*Indigenous place names poised to return to the map of northern Ontario*](#). CBC
News.





SUPPLEMENTAL RESOURCES

There are many resources and learning tools that are available to further your learning and instructional practice. Connecting with your school board's Indigenous education lead will also provide you with opportunities to connect with recommended guest speakers, traditional knowledge holders and age appropriate books that you can use in your classroom. The following are a compiled list on online resources that you can access at your convenience.

Instructional

- Anishinabek Nation. (n.d.). [Gdoo-Sastamookii Mi: Understanding our nation to relationship – Resource material from the teachers guides](#).
- Anishinabek Nation. (2016). [Website Lesson: Exploring treaties in Canada](#).
- Anishinabek Nation. (n.d.). [Website Lesson Plan: Cost of Treaties](#).
- Canada's History. (2018). [Treaties and the treaty relationship](#) (perspectives).
- Canada's History. (2018). [Treaties and the treaty relationship, Educator's guide](#).
- [Goodminds](#). Treaty books. [Online store].
- Government of Canada. (2012). Indigenous and Northern Affairs Canada: The learning circle, Classroom activities on First Nations in Canada, A learning resource for ages 12 to 14. [Unit 7: Treaties](#). Historica Canada. (2016). [Treaties in Canada - Education guide](#).
- Ontario Ministry of Education. (2009). Aboriginal Perspectives Education Strategy, The Teachers Toolkit. [Grade 1 language: Treaties](#).
- Ontario Ministry of Education. (2016). [First Nations, Métis, and Inuit connections scope and sequence of expectations resource guide](#).
 - Ontario Ministry of Education. (n.d.). [Living library discussion guide – IAO treaty speakers, educator guide for grade 7 history](#). EduGains.
- Ontario Ministry of Education. (n.d.). [Living library discussion guide – IAO treaty speakers, Educator guide for grade 8 history](#). EduGains.
- Ontario Ministry of Education. (n.d.). [Reading maps strategy](#). EduGains.
- Ontario Ministry of Education. (n.d.). [Scope and sequence of expectations relating to treaties and land claims – Elementary](#). EduGains.
- Ontario Ministry of Education. (n.d.). [The First Nations and treaties map of Ontario, Information for educators](#). EduGains.
- The Canadian Encyclopedia. (n.d.). [Treaties in Canada education guide and worksheets](#).
- The Robertson Program. (2018). [Treaty lessons at JICS](#).



Interactive

- Anishinabek Nation. (2016). [Charlie Angus on treaties](#). [Video].
- Anishinabek Nation. (2016). [Hayden King on treaties](#). [Video].
- Anishinabek Nation. (2016). [Ontario Regional Chief Isadore Day on treaties](#). [Video].
- Anishinabek Nation. (2017). [We are all treaty people](#), Full Book. [Video].
- Canada's History. (2017). [A geographical perspective on the numbered treaties in Canada](#). [Webinar].
- CBC. (2017). [Treaties, reconciliation and Indigenous history in Canada](#). [Video].
- CBC Radio. (2017). [Ryan McMahon's 12 step guide to decolonization – The treaty edition](#). [Podcast].
- First Nations, Métis and Inuit Education Association of Ontario. (2017). [In our words - Video series](#). [Sign up to request access].
- Helping Our Mother Earth. (n.d.). [The sacred fisher story by Isaac Murdoch](#). [Video]. Also see the companion resource to this video, [Inaaknigewin: An agreement with mother earth](#).
- Lynxleg, B. (2016). [We are all treaty people -assembly video](#). [Video].
- Native Land. (n.d.). [Native land](#). [Interactive map].
- National Film Board. (2015). [Trick or treaty? By Alanis Obomsawin](#). [Documentary]. Also see the [Educator's guide](#) that accompanies the film.
- News1130. (2016). [Ontario introduces Indigenous treaties to the curriculum](#). [Video].
- NYMuseum. (2014). [What is wampum?](#) [Video].
- Office of the Treaty Commissioner. (2017). [Treaty message minutes video: All connected](#). [Video].
- OISE. (n.d.). [We are all treaty people](#).
- ONgov. (2016). [Ontario students talk about why treaties matter](#). [Video].
- Ontario. (2017). [Videos: Indigenous voices on treaties](#). [Video series].
- Ontario. (2019). [Ontario First Nations and treaties map in Ontario](#). [Interactive maps].
- Path of Our Elders. (2009). [Explore treaty 9 as understood by our elders](#). [Game, videos].
- Q on CBC. (2014). [Alanis Obomsawin brings "Trick or Treaty" to Studio Q](#). [Video].
- Reconciliation Education. (2017). [The wampum belt: A nation to nation relationship](#). [Video].
- Tedx Talks. (2013). [I'm a treaty person and so are you: Dennis Barnett at TEDxCanmore](#). [Video].



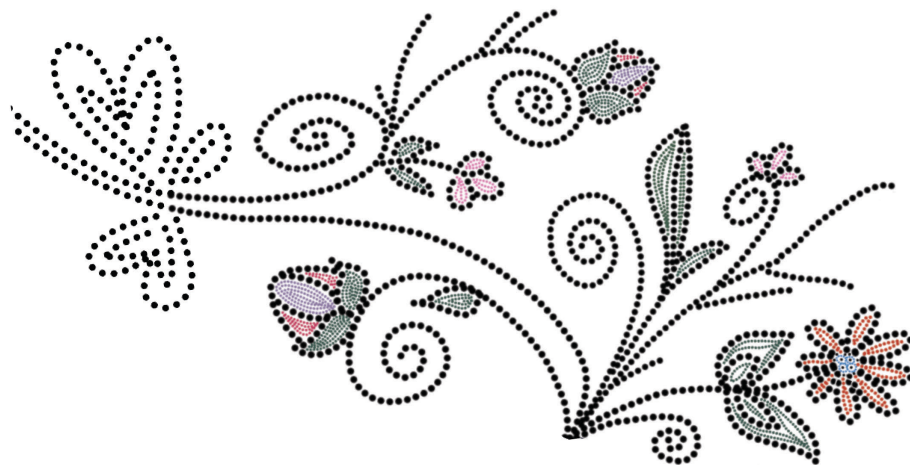
Literature

- Aboriginal Affairs and Northern Affairs Canada. (2011). Canadian Crown. [A history of treaty-making in Canada](#). [PowerPoint].
- Alternative Journal, Canada's Environmental Voice. (2015). [Living on Stolen Land](#).
- Anishinabek Nation. (2017). [We are all treaty people - Full book](#).
- Assembly of First Nations. (2017). [It's our time AFN Toolkit - Plain talk 4: Treaties](#).
- Bodnar, T. (2014). [The treaties of peace and friendship of 1713-1760](#).
- Chan, E. (2017). [Walking and talking treaties: The power of students' inquiry in deepening the social studies curriculum](#). ETFO Voice.
- City of Toronto. (2018). [The Indigenous history of Tkaronto](#).
- Elementary Teachers' Federation of Ontario. (2017). [First Nations, Métis and Inuit education resource: Engaging learners through play](#).
- Farrell, A. (2017). [Robinson-Superior Treaty, Williams Treaty, and treaty in Ontario information](#).
- Government of Canada. (2015). [Peace and friendship treaties](#).
- Government of Canada. (2018). [Treaties and agreements](#).
- Government of Ontario. (2016). [The First Nations and treaties map of Ontario – information for educators](#).
- Government of Ontario (2016). [Treaties](#).
- Hall, A. (2017). *The Canadian Encyclopedia*. [Treaties with Indigenous Peoples in Canada](#).
- Haudenosaunee Confederacy. (2019). [History of Haudenosaunee land claims](#).
- Haudenosaunee Confederacy. (n.d.). [Land acquisition](#).
- Indigenous Corporate Training Inc. (2015). [The importance of treaty education](#).
- Mississaugas of the Credit First Nation. (2017). [Toronto purchase specific claim – Arriving at an agreement](#).
- Nahwegahbow, B. (2014). *Windspeaker*. [Wampum holds power of earliest agreements](#).
- National Museum of the American Indian. (2009). [Haudenosaunee guide for educators](#).
- Nova Scotia Archives. (2019). [Mi'kmaq holdings resource guide: Peace and friendship treaties at the Nova Scotia archives](#).
- Nova Scotia Government. (2019). [We are all treaty people](#).
- Ontario. (2018). [Treaties](#).
- Ontario. (2018). [We speak for the land: A summary report of discussions under the treaty strategy](#).
- Ontario. (2019). [The Algonquin land claim](#).
- Prine Pauls, E. (n.d.). *Encyclopedia Britannica*. [Numbered treaties](#).
- Toronto Public Library. (2018). [Remembering the Toronto Purchase and its settlement: Snapshots in history](#).



Land acknowledgement

- APTN National News. (2019). [Questioning the usefulness of land acknowledgements](#). [Video].
- Calgary Foundation. (2019). [Land acknowledgement – Short](#). [Video].
- Calvez, S. [Why do we acknowledge Treaty 6 and Metis?](#)
- Canadian Association of University Teachers. (n.d.). [Guide to acknowledging First Peoples and traditional territory](#).
- Catholic Principals' Council of Ontario. (2013). [Identification of traditional territories for speaking engagements](#).
- Elementary Teachers' Federation of Ontario. (2019). [Starting from the heart: Going beyond a land acknowledgement](#).
- Indigenous Corporate Training Inc. (2017). [First National protocol on traditional territory](#). [Blog].
- Indigenous Corporate Training Inc. (2016). [What are appropriate gifts for Indigenous guest speakers?](#) [Blog].
- McMaster Student Union. (n.d.). [Resource guide: Introductions to land acknowledgements](#).
- Mills, S. (n.d.). *Local Love*. [What are land acknowledgements and why do they matter?](#)
- Mills, S. (2018). *Today's Parent*. [Land acknowledgements are a good first step, but there's a lot more work to be done](#).
- Ontario. [Ontario First Nations maps](#).
- Ontario Federation of Labour. (n.d.). [Traditional territory acknowledgements in Ontario](#).
- Stephen, M. (2017). *The New Yorker*. [Canada's impossible acknowledgement](#).
- Toronto District School Board. [Land acknowledgement](#).
- York University. (2019). [New video explores the importance of understanding the land acknowledgement](#). [Video].





Elementary Teachers' Federation of Ontario (ETFO)
136 Isabella Street, Toronto, Ontario, Canada
416-962-3836 | 1-800-838-3836 | etfo.ca