

**The Ontario Curriculum
Grades 1 to 8**

**Scope and Sequence of Expectations
Relating to Treaties and Land Claims**

2020



GRADE 4

Social Studies (2018)

A. Heritage and Identity: Early Societies 3000 BCE–1500 CE

A3. Understanding Context: Characteristics of Early Societies

A3.10 describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation

Sample questions: “What were the main reasons behind some of the treaties between some First Nations prior to European contact?” ...

GRADE 5

The Arts (2009)

B. Drama

B1. Creating and Presenting

B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (*e.g., ... use role play to explore social issues related to topics such as ... treaties ...*)

Social Studies (2018)

A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada

A1 Application: The Impact of Interactions

A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada (*e.g., with reference to land claims; treaty rights and responsibilities; treaty-making processes and people excluded from these processes; environmental stewardship and relationships with the land; resource ownership, extraction, and use*)

Sample questions: “How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties? How would you account for differences in these points of view?”... “How did wampum belts formalize and support cooperation between Haudenosaunee and some other First Nations peoples?...”

A2. Inquiry: Perspectives on Interactions

A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives (e.g., treaties;

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., *Elder, faith keeper, knowledge keeper, Métis Senator, shaman, oral history, wampum belt, ... treaty, ...*) and formats

A3. Understanding Context: Significant Characteristics and Interactions

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans (e.g., *with reference to trade, alliances and treaties, and other instances of cooperation; ...*)

A3.5 describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada

Sample questions: ... “What is the Two Row Wampum? What was its significance with respect to the relationship between the Haudenosaunee and European settlers?” “What were some treaties that were negotiated between First Nations and Europeans during this period? Why might First Nations and Europeans have had different interpretations of these treaties? How did such differences affect the relationship between these groups?”

B. People and Environments: The Role of Government and Responsible Citizenship

B2 Inquiry: Differing Perspectives on Social and Environmental Issues

B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues (e.g., *...a thematic map showing the location of potential resource-extractions sites in relation to treaty territories, historic Métis settlements, and sacred sites*)

B3. Understanding Context: Roles and Responsibilities of Government and Citizens

B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues

Sample questions: “Why must different levels of government cooperate in addressing Indigenous land claims?” “... “How are services provided for First Nations, Métis, and Inuit communities and individuals in different regions across Canada? How have treaties and the Indian Act affected access to services?”

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments' having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply (*e.g., when considering proposals to run pipelines through traditional territory or mining development projects that would affect First Nations communities; when developing agreements about the extraction of natural resources on treaty land*)

Sample questions: "What is the 'duty to consult'? Who is bound by this duty?" "How might the duty to consult and accommodate help transform the relationship of the federal and provincial governments with First Nations, Métis, and Inuit communities?" "What does the 'honour of the Crown' mean in the context of the federal government's duty to consult with First Nations, Métis, and Inuit individuals and communities?"

GRADE 6

Social Studies (2018)

A. Heritage and Identity: Communities in Canada, Past and Present

A2. Inquiry: The Perspectives of Diverse Communities

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (*e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; the negotiation and interpretation of Indigenous treaties, from the perspective of Indigenous peoples and the federal government; ...*)

A2.2 gather and organize information from a variety of primary and secondary sources (*e.g., ...; treaties and wampum belts*) that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada

Sample questions: ... "What type of information can you gather from a treaty between the Crown and Indigenous nations? Why is it important to find accurate information on the intent of the original treaty as understood by the Indigenous community signing it? Why might there be differing interpretations of a treaty?"

A3. Understanding Context: The Development of Communities in Canada

A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located (*e.g., Orillia is located on the traditional territory of the*

Ojibwe/Chippewa and Anishinaabe and is within the boundaries set by the Williams Treaties; Sault Ste Marie is located on the traditional territory of the Métis, Cree, Ojibwe/Chippewa, and Anishinaabe and is within the boundaries set by the Robinson-Huron Treaty; Red Lake is located on the traditional territory of the Métis and the Ojibwe/Chippewa and is within the boundaries set by Treaty 3)

Sample questions: “Where might you look for information on the traditional territory or the treaty territory on which your community stands? Why might this information not be in an atlas in the classroom? Why is it important to be aware of this information?”

A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada (*e.g., ...; Indigenous treaties; the reserve system; the Indian Act; residential schools; the Gradual Civilization Act; court challenges for recognition of hunting and fishing rights; the creation of Nunavut, Nunavik, and Nunatsiavut; the struggle by Métis and Inuit for recognition in the constitution of their rights and status; loss of language and culture*) and how these events affected the communities’ development and/or identities

Sample questions: ... “What are some ways in which the Numbered Treaties affected First Nations communities?” “How does the government of Canada interpret the treaty relationship? Has Ottawa lived up to its treaty agreements?” “Why might Métis or Inuit not see themselves as treaty people?” ...

A3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country (*e.g., ...; Indigenous treaties; ...*)

Sample questions: ... “What do existing treaties tell you about interactions between Indigenous peoples and newcomers/settlers in Canada? What do experts on Indigenous treaties mean when they speak of the spirit and intent of treaties? What was the spirit/intent among Indigenous peoples with respect to their treaty negotiations with newcomers? How is it possible to have different interpretations of these treaties?”

A3.10 identify and describe fundamental elements of Canadian identities (*e.g., ...; recognition of First Nations, Métis, and Inuit as Indigenous peoples and original inhabitants of what is now Canada; the importance of treaties and treaty rights*)

GRADE 7

The Arts (2009)

B. Drama

B1. Creating and Presenting

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (*e.g., identify significant perspectives related to an issue such as ... treaty rights, or cultural identity, and assume roles to express the different perspectives; ...*)

History and Geography (2018) – History

A. New France and British North America, 1713–1800

A2. Inquiry: From New France to British North America

A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (*e.g., ...; treaties and alliances among First Nations and between First Nations and European nations, including the Treaty of Niagara, 1764; ...*)

Sample questions: ... “What questions arise when you examine the image of the Covenant Chain Wampum of 1764? Which questions could you use to guide your investigation into different perspectives on this treaty agreement?” “What questions arise when you examine the Métis sash?” ...

A2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (*e.g., ... Indigenous oral histories, archaeological evidence, wampum belts, ...*) and secondary sources .

Sample questions: ... “Where might you find information about the position of First Nations on the Peace and Friendship Treaties?”... “**A2.6** communicate the results of their inquiries using appropriate vocabulary (*e.g., ... treaty, expulsion, displacement, values, ...*) and formats appropriate for specific audiences (*e.g., ... a debate presenting differing perspectives on the battle of the Plains of Abraham; ... an audiovisual presentation about the ways different groups viewed the Peace and Friendship Treaties*)

A3. Understanding Historical Content: Events and Their Consequences

describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

- A3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., with reference to the *Covenant Chain, 1677–1755; the Treaty of Portsmouth, 1713; the Peace and Friendship Treaties, 1713–60; the Treaty of Niagara and the Covenant Chain Wampum, 1764; the British-Inuit Peace Treaty, 1765; the Treaty of Fort Stanwix, 1784; the Haldimand Proclamation, 1784; the Jay Treaty, 1794; the Treaty of Greenville, 1795*)

Sample questions: “Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties?” “Who were treaty people in eighteenth-century Canada? What did it mean to be a treaty person at that time?” “What treaty brought the Seven Years’ War to an end? What were the main stipulations in this treaty? How did the treaty affect Indigenous individuals and communities?”

B. Canada 1800–1850: Conflict and Challenges

B1. Application: Changes and Challenges

- B1.2** analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 (e.g., ... *continuing appropriation of First Nations, Métis, and Inuit land and resources by European settler communities*) and ways in which people responded to those challenges (e.g., *treaties...*)

B3. Understanding Historical Context: Events and Their Consequences

describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

- B3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., with reference to the *Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land Cession Agreements; the*

Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850)

Sample questions: “What were the short-term and long-term consequences of being included or not being included in the treaty process for First Nations? For the Métis? For Inuit?”

GRADE 8

The Arts (2009)

A. Dance

A1. Creating and Presenting

A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health (*e.g., ... land claims, ...*)

History and Geography (2018) – History

A. Creating Canada 1850–1890

A1. Application: The New Nation and Its Peoples

A1.1 evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory (*e.g., ... the Red River Resistance, ... the numbered treaties, the Indian Act*)

Sample questions: ... “What motivated the federal government to create the Indian Act? How important a role did the act play in the expansion of Canada?” “Why did the government of Canada claim authority over Arctic islands and waters in 1880? What role did the Inuit presence in this region play in that decision? What was the importance of this claim with respect to Canadian territorial expansion?”

A1.2 assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890 (*e.g., with reference to land ownership; the Act for the Better Protection of the Lands and Property of Indians in Lower Canada, 1850; the Gradual Civilization Act, 1857; the Gradual Enfranchisement Act, 1869; the Indian Act, 1876; the rights and legal status of “status Indians” on reserves; policies of assimilation; the exclusion of Métis as a collective from most treaties*)

Sample questions: “In the Indian Act of 1876, a ‘person’ is defined as ‘an individual other than an Indian.’ What impact did this definition have on First Nations peoples?” “What was the impact on Métis and Inuit of their not being

included in treaties during this period?” “What was the ‘Half-Breed Adhesion’ to Treaty 3? What were the intended and unintended consequences of the agreement?” “What are some instances of systemic oppression that have either been strategically directed at Indigenous peoples or have been allowed to happen? What impact has such oppression had on Indigenous peoples and on Canada as a country?”

A2. Inquiry: Perspectives in the New Nation

A2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., ... *resistance, rebellion, ... treaty, reserves, residential school system, racism, cultural genocide, assimilation, pass system, reconciliation*) and formats appropriate for specific audiences (e.g., ... *a dramatic presentation on differing perspectives on the North-West Rebellion and its aftermath; ... an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; ...*)

A3. Understanding Historical Context: Events and Their Consequences

describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

A3.2 describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation (e.g., *the Robinson Treaties, 1850; the Manitoba Act, 1870; Numbered Treaties 1–7; the Provisional Government’s List of Rights of December 1, 1869; the Métis scrip system; the 1880 order in council proclaiming Canada’s sovereignty over Arctic lands and waters; the St. Catharines Milling case, 1888*), and explain some of their short- and long-term consequences

Sample questions: “What were some key provisions of the 1876 Indian Act? What was their immediate impact? What were some of the long-term consequences of the act for First Nations, Métis, and Inuit?” “What was Treaty 6? Why did Mistahimaskwa (Big Bear) refuse to sign the treaty? What were some of the consequences of that refusal?” “What was the scrip system? What impact did this system have on Métis individuals and communities during this period?” “Why were Inuit communities not consulted before the order in council on sovereignty over Arctic lands and waters was implemented? What were the implications of this order in council for Inuit communities?” “Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?” “What impact did Confederation have

on Indigenous people?” “What are some unresolved issues that arose from treaties, policy, or legislation dating from this period that continue to affect First Nations, Métis, and Inuit today?” “What were the consequences of the eradication of Great Lakes Anishinaabe clan system governance with the implementation in 1876 of the band council governance system under the Indian Act?”

B. Canada, 1890 – 1914: A Changing Society

B1. Application: Canada – Past and Present

B1.2 analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system (*e.g., disruption of families, including loss of parental control and responsibility, as rights of Indigenous parents were disregarded when their children were removed and placed in residential schools; loss of knowledge of language and traditional culture; loss of traditional lands with increasing settlement by non-Indigenous Canadians; loss of decision-making power to federal Indian agents, including the denial of personal rights and freedom under the pass system*) and how some of these challenges continue to affect Indigenous peoples today (*e.g., with reference to ongoing issues around cultural assimilation and loss of identity; isolation from mainstream society and/or home communities; mental and physical health issues; the ongoing impact of the residential school system on the development of parenting skills and family/community bonding; the continuing need to address the legacy of abuse from the residential school system; struggles for recognition of treaty rights; efforts to address sexism in the Indian Act*)

Sample questions: “Why was it challenging for Indigenous students either to return to their communities or live in non-Indigenous communities after attending residential schools?” “What are some ways in which the educational experiences of First Nations people during this period were similar to and different from those of First Nations people today?” “What is meant by the term ‘intergenerational trauma’? In what ways is this term relevant to a discussion of the impact of residential schools?” “How did rivalries between Christian churches affect Indigenous people and/or communities? How did these rivalries contribute to the development of the residential school system?” “When you investigate the short- and long-term impact that residential schools had on First Nations children and their families, what actions do you think have to be taken to make amends? In this context, how is an apology different from reconciliation?” “What impact did the Indian Act have on Indigenous governance structures during this period?”

“What impact does the gradual disappearance of a language have on a community? What impact has loss of Indigenous languages had on First Nations communities in Canada?”

- B1.4** analyse actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1890 and 1914 to improve their lives, and compare these actions to those taken by similar groups today

Sample questions: ...“What actions did some Métis at Moose Factory take in 1905 to protest their exclusion from Treaty 9? In what ways was this action similar to and/or different from actions taken by present-day Métis activists?”
“What actions are being taken today, including by First Nations, Métis, and Inuit, to recognise, preserve, and restore Indigenous languages both in Ontario and across Canada? How are these actions different from actions taken by Indigenous activists during the period 1890–1914?”

- B2.** Inquiry: Perspectives on a Changing Society

- B2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914

Sample questions: “Why do Indigenous peoples and the federal government have different perspectives on some treaties from this period? What questions might you ask to guide an investigation into these differences?”....

- B2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources (*e.g., government documents and records; treaties;...; Indigenous oral histories;...*) and secondary sources

- B2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools

Sample questions:...“What do these sources tell you about similarities and differences in the residential school experiences of First Nations and Métis children? What do accounts of First Nations and Métis survivors of residential schools tell you about their differing experiences?” “What information have you

found about how oral records of Treaty 9 differ from the written language of the treaty?”

B3. Understanding Historical Context: Events and Their Consequences

- B3.1** identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914 (*e.g., with reference to the status of “Indians” as wards of the state; the role of Indian agents in regulating the lives of people on reserves; laws forbidding Indigenous ceremonies, including the potlatch and powwows; expropriation of land from reserves for public works, roads, and railways; an increase in the number of residential schools for First Nations and Métis children; issuance of Métis scrip in conjunction with Treaties 8 and 10*), and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities

Sample questions: “Why did the number of residential schools increase during this period? What was the significance of this expansion for First Nations and Métis children and their families?” “What was the Bryce Report? How did Ottawa respond to it? What does this response tell you about the government’s attitudes towards First Nations children? How did these attitudes contribute to the continuing development of the residential school system?” “What were the consequences of colonialist attitudes towards Indigenous people during this period?” “Why didn’t the federal government enter into treaty negotiations with Inuit? What was the eventual alternative?” “What were the consequences for a First Nations man if he took steps to enlist in the military or to vote? What happened to a status Indian woman when her husband became enfranchised?” “What are some factors that contributed to Arctic exploration at this time? How did the Netsilik Inuit community contribute to the ability of non-Inuit to navigate the Northwest Passage and engage in Arctic exploration?” “What were some key events that led to the growth of trading posts in northern Canada?” “How did the attitudes of churches and the federal government influence the design and conditions of residential schools during this period?”

- B3.3** identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Sample questions: ... “What territories were covered by Treaties 8 and 10? What were the provisions of these treaties? What impact did they have on Métis individuals and communities? On First Nations?”