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| Subject/Grade: 5 Lesson Title: Social Studies Teacher(s): Morgan Smerek | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **PA5.3** Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.   |  |  | | --- | --- | | **(a)** | Explain what a treaty is, and the purpose of a treaty. | | **(b)** | Affirm that all Saskatchewan residents are treaty people. | | **(c)** | Investigate the spirit and intent of the treaties from the perspective of the Crown and the First Nations in Western Canada. | | **(d)** | Undertake an inquiry to examine the extent to which treaty promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all Canadians |   **IN5.1**  Demonstrate an understanding of the Aboriginal heritage of Canada.   |  |  | | --- | --- | | **(a)** | Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, and Arctic. | | **(b)** | Research similarities and differences in ways of life among First Nations and Inuit communities prior to European contact (e.g., men's roles, women's roles, children's roles). | | **(c)** | Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans . | | **(d)** | Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada | | **(e)** | Trace the evolution of the Métis in Canada, including their origins, language, and major historical events (e.g., the Métis of Red River, the North West Resistance). | | **(f)** | Paraphrase a traditional narrative about the origins of the First Nations or Inuit peoples, about the relationship with the natural environment, and connections between spirituality and the natural environment. | | | |
| **Key Understandings: (‘I Can’ statements)**   1. Remember the year the country was founded, and the year the province joined the confederation. 2. “I can” give a rough explanation of why treaties were necessary. | **Key Questions:** | |
| Prerequisite Learning: | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| Students will be given a hand out to complete during the duration of the presentation. All information required to fill out the handout will be in the presentation, and are required learnings for the chosen indicators. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement):**  **Set : Recap last lesson, Levels of government, who is responsible for what, and what is the queen’s representative called.**  **1867 was the year the British North America Act was signed**  **-Canada purchased Rupert’s land and NWT from Hudson’s bay company**  **-1870 as Canada began to spread west, and was not met with open arms. In 1873 North-West Mounted Police to police the NWT while the transfer of power from Hudson’s Bay to the newly formed Canadian government went smoothly.**  **-1871 Treaty 1 was signed. The First Nation’s entered into treaties without understanding what they were agreeing too. They exchanged their land for excusive land for reserves and the promise of schools, food, and other entitlements.**  **- 1876, the Indian Act is formed as a response to push back the government was receiving while expanding west. Under this act Canada expanded its role in the life of First Nations, banning certain cultural practices like potlucks. The government also introduced system of elected band councils that would replace traditional first nations governments. This act also introduced residential schools.**  **-Prior to the government changing the way First Nations lived, First Nations traditionally lived in small communities that were nomad in nature with predetermined social roles. Men were hunters and women were gatherers. They often had responsible practices that made sure not to use more than what was needed and made an effort to not damage the ecosystem they were living in.**  **-Red River Rebellion of 1869/70 was led by Louis Riel because the Metis, children of French trappers and first nations parents were unhappy with English speaking immigrants taking their land. The rebellion led to the creation of Manitoba, so the area could be governed by a set of laws decided by the Canadian government. Riel retreats to the United States when the Canadian military is sent in.**  **-In 1884 Riel returns when Canadian expansion continues to spread west into Saskatchewan. Riel is supported by the Saskatchewan First Nations Cree and Assiniboin. John A McDonald sent in thousands of military troops via Canadian Pacific Railway, and the rebellion was squashed and Riel was hung. There was no more war.**  **After the signing of confederation and the quelling of rebellions in the west the Canadian government needed to speak with the First Nations in the West about settlers immigrating there. The need for treaties with the original inhabitants was obvious. In order for settlers to feel safe enough to move to the west required the government to insure their safety through treaties.** | | **Instructional Strategies:**  **Materials/Resources:**  **Youtube video, and prezzi slideshow**  **https://prezi.com/8m2wihcblarw/timeline-and-reasons-why-province-joined-canada/**  **Possible Adaptations/**  **Differentiation:**  **Management Strategies:** |
| **Stage 4: Reflection** | | |
| |  |  |  |  | | --- | --- | --- | --- | | # | Province | Year | Reason for Joining Confederation/Canada | | 1 |  |  |  | | 2 |  |  |  | | 3 |  |  |  | | 4 |  |  |  | | 5 |  |  |  | | 6 |  |  |  | | 7 |  |  |  | | 8 |  |  |  | | 9 |  |  |  | | 10 |  |  |  | | 11 |  |  |  | | 12 |  |  |  | | 13 |  |  |  |   Canadaanada Map - Provinces | Test Monkey - Take a quiz  Answer key  6 Ontario, 1867, wanted centralized government  7 Quebec, 1867, proximity to other economies would boast theirs  12 Nova Scotia, 1867, was promised a railroad that would connect it to Canada West  10 New Brunswick, 1867, access to market and protection from southern colonies  13 Manitoba, 1870, protect their way of life  2 Northwest Territories, 1870, purchased from the Hudson’s Bay Company  3 British Columbia, 1871, Wanted a structured government  11 Prince Edwards Island, 1873, needed help paying back debt  1 Yukon, 1898, to prevent the American gold miners from forming a local American government  5 Saskatchewan, 1905, wanted representation and needed government to collect taxes  4 Alberta, 1905, wanted representation and needed government to collect taxes  8 Newfoundland and Labrador, 1949, Canada promised to help build roads and railways  9 Nunavut, 1999, the Inuit people wanted a say in what happened to their land. | | |