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| Subject/Grade: 6 Lesson Title: the Treaty Table and the Office of the Treaty Commissioner | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **PA6.3** - Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.  Indicators:  (b) Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.  (d) Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).  **TPP64** : Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories.  Indicators:  a) Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty.  b) Investigate and report on the goals and achievements of the Treaty Table and the OTC. | | |
| **Key Understandings: (‘I Can’ statements)**  I can explain what is and the intent of the Treaty Table;  I can explain what the OTC is;  I can research laws that specifically affect minority groups;  I can explain what role Treaty Commissioners play in facilitating the fulfillment of treaty;  I can explain what are the goals and achievements of the Treaty Table and the OTC. | **Essential or Key Questions:**  Why relationship between citizens of one country is important?  Why relationship with the Indigenous peoples is important to Canada?  Why between signatories have to be good relationships?  What organisations help to promote good relations between signatories?  What can help to build a strong relationship between First Nations and non-First Nations people in Saskatchewan? | |
| Prerequisite Learning: Students have a basic understanding of Treaties between the First Nations peoples and the British Crown;  Students have an understanding that relationships are affected when treaty promises are kept or broken;  Students understand the Aboriginal heritage of Canada;  Students have a basic understanding of the concepts of colonization and decolonization and their effects;  Students have a basic understanding of the purposes and functions of governance structures in Canada, including First Nations systems;  Students have researching and presenting skills. | | |
| Instructional Strategy(ies) Discussions, Group work, Researching, [S[imultaneous round table](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/)](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/) | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| **Formative:**  Teacher observation (participation in discussions, researching information); group papers with their findings. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Length of Time: 5 minutes**  Begin by posing questions to the class: “Is relationship between citizens important? Why between signatories have to be good relationships? What can help to build a strong relationship between First Nations and non-First Nations people in Saskatchewan? What organisations help to promote good relations between signatories?  Have students brainstorm ideas about relationships and share with the class.  **Development: Length of Time:45 minutes**  Have students divided into groups of four, they have to investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories. They will be provided trustwothy Internet web sites to conduct their investigation:  http://www.otc.ca/pages/mission.html  <http://education.historicacanada.ca/files/31/Treaties_English.pdf>  <http://www.learnalberta.ca/content/aswt/aboriginal_and_treaty_rights/>  <http://iportal.usask.ca/>  In groups, students will use a [simultaneous round table](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/) process to discuss and take notes relating to the posed questions:  What is the Treaty Table?  What is the OTC?  What role Treaty Commissioners play in facilitating the fulfillment of treaty?  What are the goals and achievements of the Treaty Table and the OTC?  Teacher will give each student a handout with one of the four questions above on it. Students will do research and answer the question. Students will then rotate their handout to the next student in the group, who adds more details or perspectives to the response. This process continues until each student in the group has had an opportunity to respond to all four questions.  Watch video: TREATIES AND THE LAW: THE TREATIES TABLE  http://www.otc.ca/videos/video\_category/treaties\_and\_the\_law\_the\_treaties\_table.html  Students have time to correct their answers in papers. These papers will be given to teacher for the formative assessment.  **Learning Closure: Length of Time: 5 minutes**  Ask students if they know another examples of organisations that help to build a strong relationship between First Nations and non-First Nations people in Saskatchewan. Ask students provide real life examples of organisations that help to promote good relations. | | **Instructional Strategies:**  Video  Researching  Group discussions  [S[imultaneous round table](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/)](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/)  **Materials/Resources:**  Projector  Computers  List of web resources  Access to the Internet  **Possible Adaptations/**  **Differentiation:**  Allow students to work outside the classroom in a quiet space to take notes and complete work.  Write instructions on the board.  Have tactile tools available for students who need tactile stimulation for them to stay focused.  **Management Strategies:**  Teacher will circulate checking whether students staying on task  Maintain eye contact  **Safety Considerations:**  Trustworthy resources for searching infornation on the Internet. |
| **Stage 4: Reflection** | | |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)* | | |