

Scope and Sequence of Expectations Relating to Treaties and Land Claims - Elementary

GRADE 4

Social Studies (2013)

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

A3. Understanding Context: Characteristics of Early Societies

A3.10 describe some attempts within early societies to deal with conflict and to establish greater cooperation

Sample questions: ... “What were the reasons behind some of the treaties between various First Nations in the Americas 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 (2013)

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

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

B3.3 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 Native land claims?”

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 (2013) – 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 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 powers, ...*)

A2.2 gather and organize information and evidence about perspectives of different groups 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., diaries, gravestone inscriptions, material from online archives, paintings, petitions, speeches*) and secondary sources (*e.g., poetry or songs written after this historical period, historical fiction, monuments, web resources and/or books on Canadian history*)

Sample questions: ... “Where might you find information about the position of First Nations on the Treaties of Peace and Friendship?”

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 Treaties of Peace and Friendship*)

A3. Understanding Historical Content: Events and Their Consequences

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g., ... the Treaties of Peace and Friendship of 1713–60, the Royal Proclamation of 1763, ...*), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “What impact did the Royal Proclamation of 1763 and the Treaty of Peace and Friendship of 1760 have on First Nations peoples?” ...

B. Canada 1800–1850: Conflict and Challenges

B1. Application: Changes and Challenges

B1.2 analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (*e.g., ... continuing competition for land and resources between First Nations/ Métis and settlers*) and ways in which people responded to those challenges (*e.g., ... rebellion, ... treaties, ...*)

B3. Understanding Historical Context: Events and Their Consequences

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g., alliances between First Nations and British forces during the War of 1812, the Treaty of Ghent, ... treaties with First Nations peoples, ...*), and explain the impact of some of these changes on various individuals, groups, and/or communities

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 (2013) – 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 was the significance of the Indian Act in the expansion of Canada?”

A2. Inquiry: Perspectives in the New Nation

A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., ... *resistance, rebellion, ... treaty, reserves, residential schools*) 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

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., *the numbered treaties, ... the Métis Bill of Rights of 1869, ... the Indian Act of 1876...*), and explain the impact of some of these changes on various individuals, groups, and/or communities