

# Teaching Treaty Relationships – TIMELINE ACTIVITY

## Overview of Learning Activity:

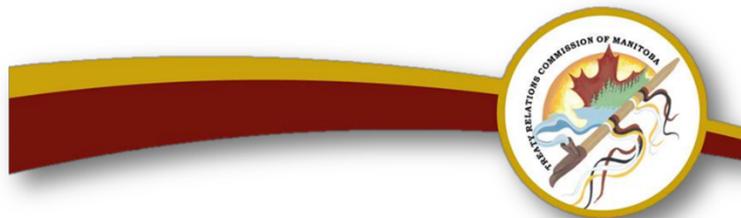
In this hands-on activity, students explore the relationships between First Nations and Newcomers leading up to the signing of Treaty #1 in 1871. They are given several **RELATIONSHIP CHRONICLES** cards, and as part of a group activity, build a historical timeline of events leading up to the Numbered Treaties.

## Context:

Relationships are integral to understanding Treaties. Oftentimes teachers began exploring the Numbered Treaties in 1871 since the year marks the date of Treaty #1. While 1871 is a pivotal year in the history of the Numbered Treaties, relationships among First Nations communities themselves and between First Nations and Newcomers had been occurring for centuries before.

In the west, the fur-trading Hudson Bay Company established a foothold beginning in 1670 on the shores of the Bay; by the mid-1700's voyageurs from present-day Quebec had travelled further and further westward, connecting with First Nations, solidifying trade alliances and fostering relationships.

As the fur trade began to wane the new Dominion of Canada's federal policies clearly laid out a plan for the west as an agricultural storehouse crucial to Newcomer expansion, economic growth, burgeoning industrialization, neo-mercantilism, and an antidote to American Manifest Destiny. Relationships with First Nations began to shift. Once an integral part of the Canadian economic and social landscape, the legacy of almost two centuries of building and maintaining relationships came to a head on August 3, 1871 at Lower Fort Garry with the signing of Treaty #1.



## Materials:

In order to build the timeline, you will need:

- A long rope/durable string that can be hung on a wall (at least 5 metres in length)
- Heavy tape/removable adhesive hangers to affix the rope to a wall
- 16 clothes pins or small binder clips
- Printed timeline materials: **DATES** cards (8) and **RELATIONSHIP CHRONICLES** cards (16)
- Tape
- You will also need a long stretch of wall

## Set up:

Before engaging the class in the timeline activity, set up the physical timeline.

- Affix the rope to the wall. Stretch it taut and make sure it is attached well.
- Clip the **RELATIONSHIP CHRONICLE** cards in order (see the key).
- Chronologically tape the **DATES** cards in the appropriate spots *above* the **RELATIONSHIP CHRONICLES** cards (consult the key to help you).
- Remove the **RELATIONSHIP CHRONICLES** cards. Leave the clothes pins/clips on the rope.



## The Activity

### MINDS ON

- Set the students up with the necessary background knowledge to engage in the timeline activity.
- Consult the Treaty Education Initiative Kit and/or the Treaty Relations Commission of Manitoba website at [www.trcm.ca](http://www.trcm.ca) for resources.
- Make the focus of your activating activity *relationships* between First Nations and Newcomers.
- Draw students' attention to the timeline assembled on the wall.

### HANDS ON

- Make note of the dates (the beginning, the end).
- Point out the 16 pins/clips on the rope; explain these indicate important events.
- Emphasize and explain that history is not a linear list of actions and that events rarely happen in isolation. Events are part of a longer story and are parcel of a larger context.
- Hand out the 16 **RELATIONSHIP CHRONICLES** cards to individuals or pairs of students (make sure you shuffled them!). Give them a few minutes to silently read and ask questions.
- Invite students/pairs to come and clip their card, one at a time, where they think it fits on the timeline. Encourage discussion and all-class involvement.
- Once the timeline is completed, ask students to move any of the cards as required. Encourage discussion.

### CONSOLIDATION

- Have the students read aloud each of their cards, in sequence to the class.
- Point out the theme of *relationships*.
- Explain the relationship between First Nations and Newcomers in western Canada from 1670 on continued to grow mutually and that Treaty #1 was a continuation of that connection.
- Encourage questions; ask students to identify patterns.

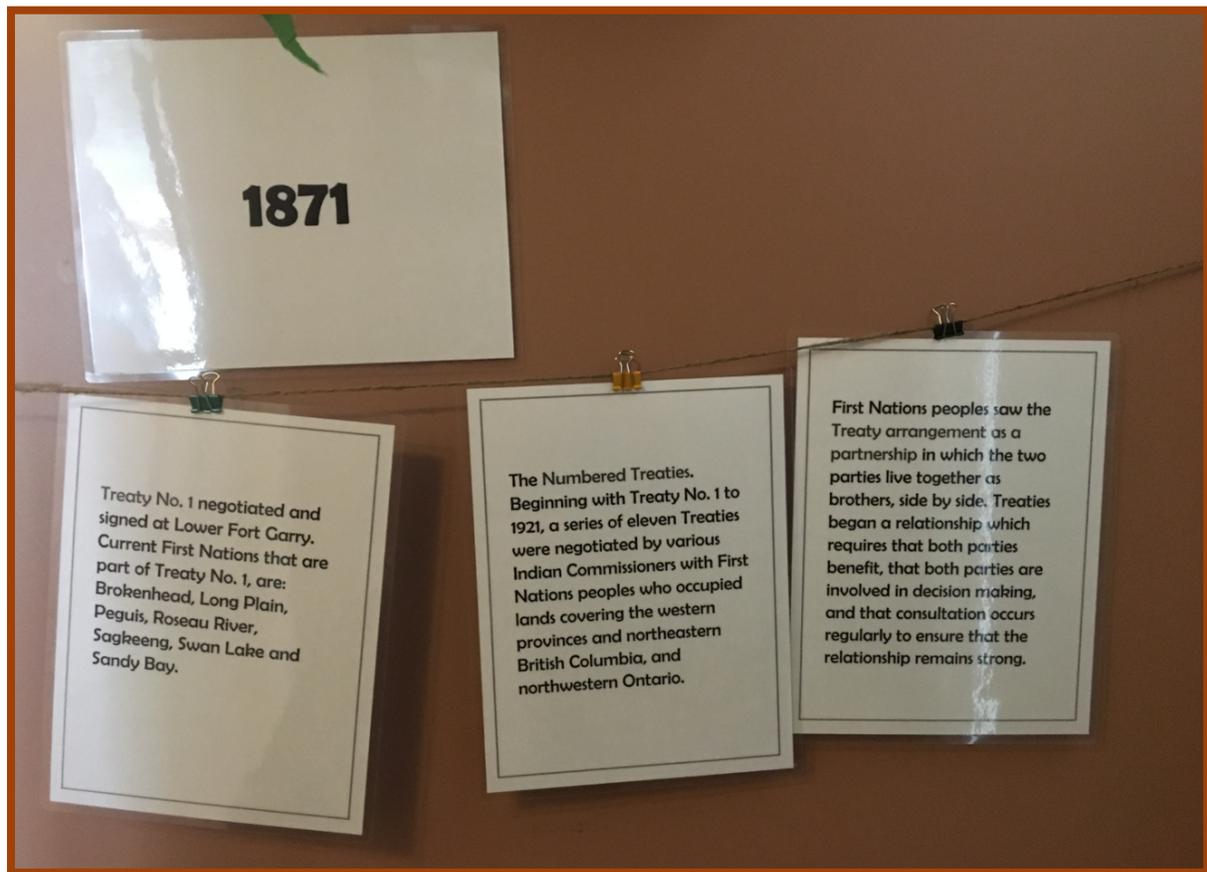
### ESSENTIAL QUESTIONS

- In what ways did First Nation foster and honour relationships between each other before the arrival of Newcomers?
- How did the fur trade era solidify and consolidate the relationship between First Nations and Newcomers?
- Why is the Royal Proclamation a foundational document in regards to the making of Treaties in Canada?
- What Treaties and Treaty protocols predated and informed the signing of Treaty #1?
- How do both parties – First Nations and the Crown/all Canadians – benefit from the Treaty Relationship?

## Timeline Supports:

On the pages to follow you will find:

- **TIMELINE KEY:** These are the dates and events in correct order.
- **DATES** cards: 8 dates on 8 ½ x 11 sheets
- **RELATIONSHIP CHRONICLES** cards: 16 narratives cards on 8 ½ 11 sheets



## TIMELINE KEY

<b>Time Immemorial</b>	For thousands of years, Indigenous peoples have met, lived, and traded at the confluence of the Red and Assiniboine Rivers.	1
<b>Pre-1400's</b>	First Nations peoples had a long history of making Treaties with other First Nations to consolidate alliances and share resources within each others' territories. They had a thorough knowledge of the Treaty-making process because this was the way inter-tribal agreements were made.	2
<b>1670</b>	Hudson Bay Company established. The fur trade period is important to the Treaty-making process because the Newcomers observed the protocols of trade that were already set within First Nation societies.	3
	As a fur trade network was built, trade alliances were sanctioned by ceremonies before trading began as a sign of good relations; ceremonies such as the smoking of the sacred pipe, the exchange of gifts and arranged marriages. Maintaining good relations with First Nations peoples was important to trading companies if they wished to have success in North America.	4
<b>1763</b>	Royal Proclamation. This foundational document recognized First Nations as sovereign nations with their own rights and required Newcomers to negotiate Treaties with the First Nations before occupying their lands. It laid the framework for further Treaty making processes.	5
	Establishment of the North West Company, a loose, 16-share fur trade coalition. The Nor'Westers travelled to the First Nations to trade, whereas the Hudson Bay Company typically relied on Indigenous peoples to go to their posts on the Bay. Within 20 years of its founding, the NWCo controlled nearly 80 % of the northern fur trade.	6
	Indigenous women played an important role in the fur trade. Without their skills and hard work, the fur trade would not have been possible. They often acted as interpreters and peacemakers between their people and the traders, thus improving and fostering trading relationships.	7
<b>1817</b>	Selkirk Treaty. This agreement marks the beginning of the relationship between First Nations and the Crown in western Canada. It formed the beginning of Winnipeg and Manitoba. Thomas Douglas, 5th Earl of Selkirk, and five Indigenous chiefs, led by Chief Peguis, signed this document at Fort Douglas.	8

	Prior to Canada officially becoming a nation, 'peace and friendship' Treaties were ratified between the British government and First Nations peoples.	9
<b>1867</b>	The British colonies of Upper Canada (Ontario), Lower Canada (Quebec), Nova Scotia, and New Brunswick are united into one Dominion of Canada on July 1.	10
	The British North America Act (BNA). Enacted by the British parliament to provide for the Confederation of Canada. The BNA Act is significant to First Nations peoples as it gave the federal government the constitutional responsibility and jurisdiction over "Indians, and lands reserved for Indians" First Nation leaders were not consulted when this Act was negotiated.	11
	The Hudson's Bay Company sold Rupert's Land to the Government of Canada for \$1.5 million. The sale involved roughly a quarter of the continent, a staggering amount of land, but it failed to consider the existing residents - mainly First Nations and Metis.	12
<b>1870</b>	On May 12th, the Manitoba Act is passed creating Canada's fifth province. Its name, Manitoba, was an Assiniboine word meaning "water of the prairie" because of all the lakes and rivers in the area. It included only a small square of land - about 35000 sq. km - around the Red River Valley and Portage La Prairie. The rest of Rupert's Land became the Northwest Territories.	13
<b>1871</b>	Treaty No. 1 negotiated and signed at Lower Fort Garry. Current First Nations that are part of Treaty No. 1, are: Brokenhead, Long Plain, Peguis, Roseau River, Sagkeeng, Swan Lake and Sandy Bay.	14
	The Numbered Treaties. Beginning with Treaty No. 1 to 1921, a series of eleven Treaties were negotiated by various Indian Commissioners with First Nations peoples who occupied lands covering the western provinces and northeastern British Columbia, and northwestern Ontario.	14
	First Nations peoples saw the Treaty arrangement as a partnership in which the two parties live together as brothers, side by side. Treaties began a relationship which requires that both parties benefit, that both parties are involved in decision making, and that consultation occurs regularly to ensure that the relationship remains strong.	16

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