# TREATIES & HISTORICAL THINKING

All fields have skills. Skills are deliberate, systematic, and sustained efforts we sharpen in

order to carry out complex activities or tasks.

Ask yourself?

- What skills does a hockey player need?
- What skills does a violin player need?
- What skills does a history student need?

Beyond skating, hockey players must learn the tedious tasks of stickhandling, passing, and shooting to round out the basic hockey skills of the game.

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Violinists consciously hone the techniques of double stops, left-hand articulation, trills, vibrato, and spiccato.

As students of history, you will sharpen your historical thinking skills. These are the questions we ask in order to think like a historian. They include:

- Establishing Historical Significance
- Using Primary Sources as Evidence
- Identifying Continuity and Change
- Analyzing Cause and Consequences
- Taking a Historical Perspective
- Understanding the Moral Dimension of History

# TREATY RELATIONS COMMISSION OF MANITOBA

Let's Practice Thinking Historically about Treaties and the Treaty Relationship. Answer the following questions:

HS

How are Treaties significant to Canadian Confederation?

What types of primary evidence can we use to explore 'spirit and intent'?

PS

# СС

How has Treaty interpretation changed over the past 100-plus years?

What led to the Selkirk Treaty, 1817 and what consequences did it have on Treaty-making 1871 and after?

С

## HP

Why would First Nations view the Treaty relationship as a threeperson agreement? Who is the third party?

MD

How are we today to address outstanding Treaty claims?