

BIG IDEAS:

All people are worthy of respect, regardless of their roles, relationships, and responsibilities.

OVERALL EXPECTATIONS:**Social Studies (Strand A)**

Understanding Context: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

LEARNING GOALS:

- (Interrelationships): Students will understand they have a role in Treaty relationships and they have a responsibility
- (Continuity and Change): Students will understand that relationships are affected over time when people don't uphold their roles and responsibilities
- (Significance): Students will understand some ways that they can show respect to their Treaty Partners through the enactment of their role and responsibilities.

Notes about lessons: It is important that these activities are completed in order, as they build off of one another. They are titled as 'lessons' however, the explorations may end up unfolding over several periods or days. They may also serve as starting points for deeper inquiry and knowledge building. Although the activities are written up as "lesson plans" it is important to be responsive to student ideas, questions, insights, and misconceptions as you move through the learning. It is best to position yourself as a co-learner, but understand your power and responsibility as the educator in the classroom to disrupt racist/oppressive ideas, language and internalized biases that arise.

**It is important that, before beginning this series of lessons, the teacher has spoken directly with any Indigenous students and their families, informing them about the upcoming subject matter (Residential Schools, The Indian Act, colonial structures). Accommodations may need to be made in order to avoid placing racialized students in uncomfortable, or traumatizing situations. For guidance as to how to navigate this respectfully, please contact your Board FNMI Team, or check out the following from Ontario Federation of Indigenous Friendship Centres: [Trauma Informed Schools](#)

NOTE : There are many opportunities within these lessons to branch off into inquiry (specifically in Science and SS). These lessons simply provide a framework and ensure that Indigenous Perspectives is embedded when diving into both the science and SS curriculums.

Any opportunity to integrate a visit from a community member, Knowledge Keeper or Elder from your Treaty Partners would be excellent within the context of these explorations.



LESSON 1: WHAT DOES A GOOD FRIENDSHIP LOOK LIKE?

Background knowledge for the teacher: Treaties are relationships established to allow different nations to live together in peace and friendship.

Using treaties as a model, how can we create a healthy classroom space for our students?

- Set out a variety of loose parts for children to build with and express their thinking (e.g., rocks, beads, lego, play dough, drawing materials).
- Invite students to respond to the question: What is a good friendship? Invite students to represent their ideas in a chosen way (e.g., through drawing, writing, or using loose parts)
- Have students share their ideas, and discuss as a class.
- The teacher may want to document students' thinking and anchor it so that it is available for the next exploration.

LESSON 2: A CLASSROOM OF FRIENDS

- Remind and review the ideas and information students shared during the last exploration.
- Pose the following question and prompts to students:
 - What does a classroom of friends LOOK like?
 - SOUND like?
 - FEEL like?
- Teacher records student ideas on a class chart.
- Have students share their ideas, and discuss as a class.
- Teacher poses the question: What agreements do we need to make in order to be a good classroom of friends?
- Product: Teacher and students co-construct a verbal agreement that can be recited each day that details their agreements to create a good classroom of friends. It is important that this is recited orally and not written down (to reflect the original Treaty relationships created in this territory).
- Invite students to sit in a [*Knowledge Building Circle*](#). As students share during this circle, be sure to document their ideas.

LESSON 3: TREATY AS ANOTHER WORD FOR PROMISE

(Inspired by a seminar delivered by Mississauga Elder Maurice Switzer)

- Invite students into a discussion about the verbal agreement that they have decided on.
- Lead students to the understanding that this is like a promise (you can brainstorm what this word means, or even “looks like”) they make to one another about how to live peacefully as friends in their classroom.
- Here you can discuss what happens when the promise is broken, and the communication required to mend a broken promise to regain trust.
- Individually, or in groups, invite students to create a symbol or drawing that represents their class promise. There should be no words on their creation, but a visual representation of the main ideas in the class promise / agreement



LESSON 4: CONNECTING THE DOTS TO TREATY

Resource needed: Alex Shares His Wampum Belt

- Read this book as a class
- Make connections between what students are learning about Wampum Belts and Treaties to what the class has explored with their Class Promise and images created.
- An important piece to pull out of this book and this learning is the idea that “We are all Treaty People” and are part of these promises.
- This might lead to further exploration around the land, environment, their own relationships and Indigenous Perspectives. This would be a natural space to tell students that the Indigenous Nation this land is connected with is the Mississaugas of the Credit.

LESSON 5: MOCCASIN IDENTIFIER AS AN ACT OF HEALING

Students may have noticed that many of the Pow Wow dancers (including in the music video by DJ Shub) wore moccasins - this is what connected them to the land. Many dances performed at Pow Wows are connected to healing.

- In your classroom, and as a class, stencil the Moccasin Identifier as a group exercise to ground your learning. Consider creative ways to stencil with layering colours, to add dimension and depth.
 - The question can be asked to students (this can be turned into a reflection piece) *“Thinking about what you learned about Pow Wows, and knowing that many of the dances are considered medicine that can heal, how can marking this space honour and respect our Treaty Partner’s traditions and cultures?”*
- Carolyn King’s [video](#) would be perfect to show here.

