**The Indian Act**

**Treaties**

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| **Read** |
| “Recovering the true spirit and intent of Treaties is a priority. These agreements are not old, obsolete, or pointless. First Nations’ own histories and accounts of Treaty processes uphold important principles of reciprocity, respect, and renewal rooted in thousands of years of experience and presence on these lands. The Treaties hold the keys to a new path forward as living agreements regarding relationships between First Nations and settlers in the past, for the present, and towards the future.”  *Treaties and the Treaty Relationship* ([Canada’s History](https://www.canadashistory.ca/explore/politics-law/treaties-and-the-treaty-relationship))  |

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|  **Inquiry Project- in groups** |
| 1. Research one of the wampum treaties (examples include the Two-Row Wampum, the Dish with One Spoon wampum, the Treaty of Niagara wampum).
	1. Who are the stakeholders involved in the treaty?
	2. When was this treaty created?
	3. What are the underlying principles of the treaty?
	4. What is the significance of the treaty today?
2. Are you currently living on treaty lands? Research your local region. Is it important to recognize that you live on treaty land? What are some ways you can acknowledge your part of the relationship in this treaty?
3. Create a mind map or sketch note to demonstrate your understanding of the relationship of the Indian Act to historical and/or contemporary treaty issues such as residential schools, access to clean water, harvesting rights, pipelines, language reclamation, and the right to education.
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| **Starting Your Inquiry** |
| Once you have chosen your topic, use the graphic organizer below to help lay out the central questions of your inquiry.

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| **See** | **Think** | **Wonder** |
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Adapted from [EduGains](http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/AL_Resources/ALERT_Inquiry_Fall2015-Letter.pdf) “Make room for Engaging in Inquiry Learning” |