

# **Nova Scotia Department of Education and Early Childhood Development**

## **Treaty Education Framework for Curriculum Development**

### **Background**

This document was created as a result of the commitments made by the Nova Scotia Department of Education and Early Childhood Development in “The 3Rs: Renew, Refocus, Rebuild—Nova Scotia’s Action Plan for Education” to “Include the language, history, and culture of Acadians, African Nova Scotians, Gaels and Mi’kmaq, including Treaty Education, in the grade primary to 12 curriculum”. It was also created because of commitments made in a Treaty Education memorandum of understanding signed between the Nova Scotia government and the Nova Scotia Mi’kmaw chiefs in 2015.

In order to meet the commitments to Treaty Education and ensure meaningful integration of Treaty Education into the grade primary to 12 curricula, EECD asked that a structure for Treaty Education be created to direct the development of curricula. Representatives from EECD, MK, and St. FX worked together to create this framework in consultation with elders, knowledge holders, teachers, and stakeholders.

### **Purpose of the Document**

This document is intended to provide direction for the meaningful integration of Treaty Education into Nova Scotia curricula. The cognitive and emotional development of students was considered when developing this framework, specifically when connecting concepts with grade levels. However, curriculum developers should view the guiding foci and concepts within each grade section as being somewhat fluid. During the curriculum development process, it may be decided that some content would better fit in a grade that is different from the one assigned. Developers can, to an extent, move content based on the curriculum for that grade or on the cognitive and emotional development of students who would be in that grade.

### **Structure**

The provincial Treaty Education Framework includes 4 main aspects – The Mi’kmaq, Treaties, Relationships, and Reconciliation. The EECD framework expands upon these four areas and details how to address them in each grade level.

A key question was created for each area. They are:

- Who are the Mi’kmaq historically and today?
- What are Treaties and why are they important?
- What has happened to the Treaty relationship in Nova Scotia?
- What are we doing to reconcile our shared history to ensure justice and equity?

For each key question, focus questions and/or statements are provided to guide curriculum developers. This will allow them to hone in on what Treaty Education looks like at every grade level. A list of supporting content, concepts, and topics is also given for each question in every grade to provide support for those using this document. These lists are not designed to limit Treaty Education curriculum but, rather, to identify the key pieces that should be addressed in that particular grade, as identified through consultation with elders, knowledge holders, and teachers.

The use of this framework to meaningfully integrate Treaty Education into the P-12 curricula will create students who, upon graduation will:

- understand who the Mi’kmaq are both historically and contemporarily, by having explored Mi’kmaw identity which includes language, ceremonies, worldview, and relationship to ecosystem.
- appreciate the sacred covenants between sovereign nations and that the peace and friendship treaties were the building blocks for creating harmony and co-existence in Mi’kma’ki.
- understand how the denial of treaties has impacted the Mi’kmaq socially, culturally, economically, and politically. Students will have also learned about how the Mi’kmaq have persevered to reclaim their rights through litigation and negotiation.
- understand the importance of reconciliation and continue to explore how we can reconcile our shared history to ensure justice and equality moving forward.

## Nova Scotia Treaty Education Framework for Curriculum Development

Key Questions	Guiding Focus	Guiding Focus	Guiding Focus	Guiding Focus
<b>Who are the Mi'kmaq historically and today?</b>  <b>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</b>	<b>Grades Primary - 1</b> <ul style="list-style-type: none"> <li>Explore contemporary traditions, rituals and celebrations of the Mi'kmaq people.</li> <li>Introduce drumming and its respected use within the context of traditional celebrations.</li> <li>Learn about the world through careful observation using the senses</li> <li>Introduce the concept of the interconnectedness of living things and seasonal cycles of nature</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<b>Grade 4</b> <ul style="list-style-type: none"> <li>Research the relationship Mi'kmaq people had with the land and how it impacted their lifestyle and where they lived before European Settlers landed?</li> <li>Compare the relationship Mi'kmaq people have with living things, land/water, ecosystems and the environment in the past and today.</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<b>Grade 7</b> <ul style="list-style-type: none"> <li>What were the conditions of everyday life for Mi'kmaq people up to the mid-1800s?</li> <li>What events have shaped Mi'kmaq life from the point of contact with Europeans to the mid-1800s?</li> <li>Explore the interconnectedness of living things and the environment and the concepts of sustainability, resource use, and netukulimk.</li> <li>Explore the significance of geological features</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<b>Grade 10</b> <ul style="list-style-type: none"> <li>What are key changes in the rights of Mi'kmaq people as citizens from Confederation up until today?</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>
	<b>Grade 2</b>	<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 11</b>
	<ul style="list-style-type: none"> <li>Identify the different types of communities where Mi'kmaq people live today and introduce the concept of alliance.</li> <li>Explore the interconnected relationship Mi'kmaq people have with the land, resources, and animals.</li> <li>Explore interconnected relationships Mi'kmaq people have with air and water</li> <li>Explore the respected significance of drumming and dance in Mi'kmaq celebrations.</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>Research the importance of family and community to Mi'kmaq people and how this was demonstrated in the past and today.</li> <li>How did the Mi'kmaq and Europeans see the Treaties as a means of ensuring their ways of life in Nova Scotia?</li> <li>Explore the significance of seasonal cycles and natural seasonal events</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>What was life like for Mi'kmaq people post-Confederation?</li> <li>What events have shaped Mi'kmaq life mid-1800s onwards?</li> <li>Explore evidence of climate change from a Mi'kmaq perspective and analyse impacts of climate change on local communities.</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>What were/are economic systems of Aboriginal peoples? How were pre- and post- contact Mi'kmaq governments reflective of Aboriginal society?</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>

	<b>Grade 3</b>	<b>Grade 6</b>	<b>Grade 9</b>	<b>Grade 12</b>
<p><b>Who are the Mi'kmaq historically and today?</b></p> <p>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</p>	<ul style="list-style-type: none"> <li>Identify the languages commonly spoken by Mi'kmaq people (Mi'kmaq; English; French).</li> <li>Explore the interconnected relationship Mi'kmaq people have with water and water ways.</li> <li><b>Explore the interconnectedness of plants, living things and the environment.</b></li> <li><b>Explore uses of plants including plants as medicine</b></li> <li>Explore Mi'kmaq ways of seeing, knowing, and learning in relation to giving and/or showing honour and respect.</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some of the inaccuracies about the history of Mi'kmaq people.</li> <li>Discuss some of the current misconceptions and stereotypes about Mi'kmaq people? What are the realities? (*ensure the content and conversation are age-appropriate)</li> <li><b>Explore diversity of life in nature and significant relationships with the natural world</b></li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>Where and how do Indigenous people live in Atlantic Canada and why?</li> <li>What events have shaped Mi'kmaq life as it is today?</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>	<ul style="list-style-type: none"> <li>How are Mi'kmaq contemporary issues similar to and different from other global Indigenous issues?</li> <li>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</li> </ul>

Key Questions	Guiding Focus	Guiding Focus	Guiding Focus	Guiding Focus
<b>What are the Treaties and why are they important?</b>	Grades Primary - 1	Grade 4	Grade 7	Grade 10
	<ul style="list-style-type: none"> <li>How do sharing and cooperation contribute to positive relationships?</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of Indigenous peoples and that all Canadians except for First Nations, Metis, and Inuit are immigrants.</li> <li>What is a Treaty? Why are Treaties important?</li> <li>In what ways are Treaties the basis of good relationships of peace and friendship?</li> </ul>	<ul style="list-style-type: none"> <li>What were Mi'kmaw people and other Nova Scotians doing to exercise Treaty Rights and responsibilities up to the mid-1800s?</li> </ul>	<ul style="list-style-type: none"> <li>How have modern Treaty interpretations shaped the Nation to Nation relationship?</li> </ul>
	Grade 2	Grade 5	Grade 8	Grade 11
	<ul style="list-style-type: none"> <li>In what ways do we show our care, concern, and respect for others? Why is it important to care for others?</li> <li>Introduce Treaty Day and its connection to friendship.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the both the Mi'kmaw and British Colonial systems of government at the time of the early treaties?</li> <li>What did both sides agree to in the Peace and Friendship Treaties and why?</li> <li>Who were the signatories to the Peace and Friendship Treaties? What do we mean by rights and responsibilities? What traditional Mi'kmaw rights are protected by the Treaties?</li> </ul>	<ul style="list-style-type: none"> <li>How were the Mi'kmaq dealing with the deterioration of their rights?</li> </ul>	<ul style="list-style-type: none"> <li>What have been some of the key struggles of Mi'kmaw and other First Nations in maintaining their sovereignty?</li> </ul>
	Grade 3	Grade 6	Grade 9	Grade 12
	<ul style="list-style-type: none"> <li>Explore the concept of a promise and its connection to Treaty Day.</li> <li>Explore some of the traditional nature-based activities Mi'kmaq still practice today.</li> </ul>	<ul style="list-style-type: none"> <li>What are the <i>United Nations Declaration of the Rights of the Child</i> and the <i>United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP)</i>? Why was it important to create these?</li> <li>In what ways is a declaration similar to a treaty?</li> </ul>	<ul style="list-style-type: none"> <li>What have been some key Treaty decisions since the Gabriel Sylliboy case?</li> </ul>	<ul style="list-style-type: none"> <li>What are examples of Treaties in other global locations and how have they been lived?</li> </ul>

Key Questions	Guiding Focus	Guiding Focus	Guiding Focus	Guiding Focus
<b>What has happened to the Treaty relationship?</b>	Grades Primary - 1	Grade 4	Grade 7	Grade 10
	<ul style="list-style-type: none"> <li>Explore the different relationships you have in your life.</li> <li>Discuss the importance of extended family and community among Mi'kmaw people.</li> <li>Introduce the concept of <i>Mi'kmaw ways of seeing, knowing, and learning</i> as reflected in relationships with within family and/or community.</li> </ul>	<ul style="list-style-type: none"> <li>Research Grand Chief Membertou and his impact as an important Mi'kmaw leader who helped build relationships.</li> <li>Compare Grand Chief Membertou to contemporary Mi'kmaw leaders, both political and community leaders, who also helped build relationships.</li> </ul>	<ul style="list-style-type: none"> <li>What was the British colonial government's approach to Mi'kmaw peoples up to the mid-1800s?</li> </ul>	<ul style="list-style-type: none"> <li>What is Treaty Day, why is it celebrated and why are we all Treaty people?</li> <li>Why do we renew our treaty relationship yearly on October 1st?</li> </ul>
	Grade 2	Grade 5	Grade 8	Grade 11
	<ul style="list-style-type: none"> <li>Why is honesty important in our relationships with others?</li> <li>What types of items might children trade with each other? Why? When is trading fair? Unfair?</li> </ul>	<ul style="list-style-type: none"> <li>How were Mi'kmaw, French, and British relationships shaped by their interactions with each other?</li> <li>When and in what ways did the Treaty relationship begin to break down?</li> </ul>	<ul style="list-style-type: none"> <li>How did residential schools, centralization and the Indian Act affect Mi'kmaw peoples and communities?</li> </ul>	<ul style="list-style-type: none"> <li>What has been the importance of Treaty relationships for the social, economic and political prosperity of all Nova Scotians?</li> </ul>
	Grade 3	Grade 6	Grade 9	Grade 12
	<ul style="list-style-type: none"> <li>Why are positive interactions among people important for good relationship?</li> </ul>	<ul style="list-style-type: none"> <li>What is diversity? Why is diversity important? Compare the meanings of diversity and assimilation.</li> <li>When and why were residential schools built?</li> <li>How did residential schools affect Mi'kmaw children, their families, and communities?</li> </ul>	<ul style="list-style-type: none"> <li>How did the federal and provincial governments respond to the Marshall and Simon decisions? What was the impact of these to Mi'kmaw and non-Mi'kmaw people?</li> </ul>	<ul style="list-style-type: none"> <li>What has been the role of Canada and the UN in recognizing and responding to global Indigenous issues?</li> </ul>

Key Questions	Guiding Focus	Guiding Focus	Guiding Focus	Guiding Focus
<b>What are we doing to reconcile our shared history to ensure justice and equity?</b>	Grades Primary - 1	Grade 4	Grade 7	Grade 10
	<ul style="list-style-type: none"> <li>• What does it mean to treat others fairly? Why is it important to treat others fairly?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the importance of Treaty Day as a way of sharing Mi'kmaw ways of learning, knowing, and seeing.</li> <li>• Why are we all Treaty people?</li> </ul>	<ul style="list-style-type: none"> <li>• What were the challenges faced by the Mi'kmaq and other Indigenous peoples in the 1800s?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the role of Nova Scotian and Canadian citizens in the Reconciliation process?</li> </ul>
	Grade 2	Grade 5	Grade 8	Grade 11
	<ul style="list-style-type: none"> <li>• What is an agreement?</li> <li>• Explore ways to build agreements between friends, family members, and communities?</li> </ul>	<ul style="list-style-type: none"> <li>• What does reconciliation mean?</li> <li>• How were the Mi'kmaw and British Treaties of Peace and Friendship examples of reconciliation?</li> </ul>	<ul style="list-style-type: none"> <li>• What role did Indigenous veterans play in changing the Nova Scotia perspective of Mi'kmaw peoples?</li> </ul>	<ul style="list-style-type: none"> <li>• What have we learned from the historical struggle by Mi'kmaw people for Treaty recognition for Reconciliation?</li> <li>• What Role does education play in reconciliation?</li> </ul>
	Grade 3	Grade 6	Grade 9	Grade 12
	<ul style="list-style-type: none"> <li>• How do we improve and build positive relationships with our friends, family and communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is reconciliation needed now?</li> <li>• Explore the role that recognizing Treaty Day plays in reconciliation.</li> <li>• Introduce the Truth and Reconciliation Commission of Canada and its role in reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>• What are examples of reconciliation and progress with indigenous communities? Why are they examples of reconciliation?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the way Mi'kmaw and other First Nations and settlers are engaging in Reconciliation compare to other places?</li> </ul>

Treaty Education Framework for Curriculum Development			
Grades P–3: Creating a Foundation of Appreciation, Celebration, and Positive Perceptions			
Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>Who are the Mi'kmaq historically and today?</b>  (Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)	P-1	<p>Explore contemporary traditions, rituals and celebrations of the Mi'kmaq people.</p> <p>Introduce drumming and its respected use within the context of traditional celebrations.</p> <p><b>Learn about the world through careful observation using the senses</b></p> <p><b>Introduce the concept of the interconnectedness of living things and seasonal cycles of nature</b></p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Traditions, rituals, and celebrations</b></p> <ul style="list-style-type: none"> <li>• <i>Mawio'mi</i>: traditional Mi'kmaq gathering (see glossary)</li> <li>• Family and community celebrations e.g., arrival of babies; to celebrate youth</li> <li>• Mi'kmaq History Month</li> <li>• Treaty day - a celebration of the Mi'kmaq and relationships based on peace and friendship</li> <li>• Songs and dance have a strong place in traditions and celebrations</li> <li>• Drumming: experience the drum, its place in traditional celebrations, and how to treat it with respect</li> </ul>
	2	<p>Identify the different types of communities where Mi'kmaq people live today and introduce the concept of alliance.</p> <p>Explore the interconnected relationship Mi'kmaq people have with the land and <b>resources as well as relationships with animals</b>.</p> <p><b>Explore interconnected relationships Mi'kmaq people have with air and water</b></p> <p>Explore the respected significance of drumming and dance in Mi'kmaq celebrations.</p>	<p><b>Mi'kmaq people live in different types of communities: urban; rural; reserve</b></p> <ul style="list-style-type: none"> <li>• Many Mi'kmaq people live in one of the seven districts or Mi'kma'ki.</li> <li>• Togetherness, relationship, alliance, and a shared identity are maintained among all Mi'kmaq people, often through community celebrations (ex. <i>Mawio'mi</i>).</li> </ul> <p><b>Relationship with the land is one of respect and appreciation</b></p> <ul style="list-style-type: none"> <li>• The land (nature; Mother Earth) is regarded as the provider of life.</li> <li>• People are stewards (keepers; caretakers) of the land and all living things. <ul style="list-style-type: none"> <li>○ Show appreciation by treating the land and all living things with respect.</li> <li>○ All living things are interconnected and related (<i>Msit No'kmaq</i> – see glossary).</li> </ul> </li> <li>• Interconnected relationship: What the land gives us and what do we give to the land?</li> <li>• Celebrations and ceremonies that offer gratitude to Mother Earth / nature / the land</li> </ul> <p>NOTE: Water and waterways are discussed in grade 3</p>

	<p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Drumming, dance, and visual art</b></p> <ul style="list-style-type: none"> <li>Explore drumming and dance across a number of cultures including Mi'kmaw, Gaels, African heritage, etc.             <ul style="list-style-type: none"> <li>The purposes and occasions of drumming can be explored in this context</li> </ul> </li> <li>Introduce the works of Nova Scotian Mi'kmaw artists such as Alan Sylliboy</li> </ul>
<p><b>Who are the Mi'kmaq historically and today? (Continued)</b></p> <p>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</p>	<p>Identify the languages commonly spoken by Mi'kmaw people (Mi'kmaw; English; French).</p> <p>Explore the interconnected relationship Mi'kmaw people have with water and water ways.</p> <p>Explore the interconnectedness of plants, living things and the environment.</p> <p>Explore uses of plants including plants as medicine</p> <p>Explore Mi'kmaw ways of seeing, knowing, and learning in relation to giving and/or showing honour and respect.</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Communicating friendship and peace through language (Mi'kmaw; English; French)</b></p> <ul style="list-style-type: none"> <li>E.g. greetings; words associated with friendship, respect, and peace</li> </ul> <p><b>Relationship with water and waterways is one of respect and appreciation; is interconnected</b></p> <ul style="list-style-type: none"> <li>Water (nature; Mother Earth) is regarded as the provider of life.             <ul style="list-style-type: none"> <li>Ways in which water is important to life for humans, animals, and plants (<i>Netukulimk</i> – see glossary)</li> <li>Ways in which water is important to ways of living (e.g. transportation)</li> </ul> </li> <li>People are stewards (keepers/caretakers) of all bodies of water.</li> <li>Interconnected relationship: What water gives us and what we give to the water around us.</li> <li>Respect and appreciation for nature/Mother Earth are shown by how water is treated and celebrated.             <ul style="list-style-type: none"> <li>Importance of protecting the environment</li> <li>Water ceremonies to show honour and respect</li> </ul> </li> </ul> <p><b>Mi'kmaw ways of seeing, knowing, and learning</b></p> <ul style="list-style-type: none"> <li>The sacred practice of smudging</li> <li>Drumming             <ul style="list-style-type: none"> <li>Teachings about the drum and its purpose in Mi'kmaw celebrations</li> <li>Why the drum is regarded as sacred and how this is shown</li> </ul> </li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>What are the Treaties and why are they important?</b>	P-1	How do sharing and cooperation contribute to positive relationships?	<p><b>Sharing (of knowledge and resources) and cooperation are central to any relationship and at the core of Mi'kmaw values</b></p> <ul style="list-style-type: none"> <li>The values of sharing and cooperation help build positive relationships. Examples within the classroom, on the school grounds, within families, and in the community can be explored.</li> <li>The circle is an important shape for the Mi'kmaq and supports the values of sharing and collaboration through communication and cooperation.</li> </ul>
	2	<p>In what ways do we show our care, concern and respect for others? Why is it important to care for others?</p> <p>Introduce Treaty Day and its connection to friendship.</p>	<p><b>Traditional Mi'kmaw teachings about respect and generosity (sharing; giving) are core Mi'kmaw values.</b></p> <ul style="list-style-type: none"> <li>Each of us is connected to the other; we must care for one another.</li> <li>Decision-making: decisions made as a community and while showing respect for all members of the community</li> <li>Mutual benefit: considering and respecting each other's needs and wants</li> <li>Sharing is emphasized through the concept of <i>enough</i>; take only what you need or will use, not more</li> <li>The Eagle feather regarded as very spiritual and very powerful, is treated with great respect, and may be used to honour others or given as a sign of the utmost respect</li> </ul> <p><b>All Nova Scotians celebrate Treaty Day</b></p> <ul style="list-style-type: none"> <li>Treaty Day is about friendship; a celebration of the Mi'kmaq and their relationships with non-Mi'kmaq</li> <li>Ways to show friendship - extending friendship to someone new to the class, school, or neighbourhood</li> </ul>
	3	<p>Explore the concept of a promise and its connection to Treaty Day.</p> <p>Explore some of the traditional nature-based activities Mi'kmaq still practice today.</p>	<p><b>All Nova Scotians celebrate Treaty Day</b></p> <ul style="list-style-type: none"> <li>Treaty Day is about honouring promises.</li> <li>Discuss the meaning of a promise, referring to student examples.</li> <li>What is expected when someone makes a promise?</li> <li>How is a promise like an agreement?</li> <li>Discuss examples of promises or agreements that help form positive relationships at school, at home, and in the community.</li> </ul> <p><b>Mi'kmaw people have much respect and appreciation for the gifts given by nature.</b></p> <ul style="list-style-type: none"> <li>Many plants grown naturally are gathered to use as medicines or for special ceremonies. <ul style="list-style-type: none"> <li>Dandelions; cow lilies</li> <li>Herbs and other plants</li> <li>Sweet grass</li> </ul> </li> <li>Mi'kmaq show appreciation for these gifts in many ways. <ul style="list-style-type: none"> <li>Giving thanks before using the plant or herb</li> <li>Seasonal ceremonies</li> <li>The concept of <i>enough</i>; taking only what is needed or will be used</li> </ul> </li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>What has happened to the Treaty relationship?</b>	P-1	<p>Explore the different relationships you have in your life.</p> <p>Discuss the importance of extended family and community among Mi'kmaw people.</p> <p>Introduce the concept of <i>Mi'kmaw ways of seeing, knowing, and learning</i> as reflected in relationships with within family and/or community.</p>	<p><b>There are many different people in your life</b></p> <ul style="list-style-type: none"> <li>• You and the people around you at home, in your neighbourhood, and at school</li> <li>• There are many different types of families</li> </ul> <p><b>Mi'kmaw ways of seeing/knowing/learning: the importance of relationships</b></p> <ul style="list-style-type: none"> <li>• Close bonds with all family members including grandparents, aunts and uncles, and cousins (extended family)</li> <li>• Respect for all community members, especially Elders (see glossary)</li> <li>• Integration of Mi'kmaw language – e.g. word for key terms like family; friendship; community; respect</li> </ul>
	2	<p>Why is honesty important in our relationships with others?</p> <p>What types of items might children trade with each other? Why? When is trading fair? Unfair?</p>	<p><b>Traditional Mi'kmaw values include honesty</b></p> <ul style="list-style-type: none"> <li>• What is honesty? <ul style="list-style-type: none"> <li>◦ Examples of being honest</li> <li>◦ The importance of honesty</li> </ul> </li> </ul> <p><b>Trade</b></p> <ul style="list-style-type: none"> <li>• Examples of trade/trading with family, friends, and classmates; in communities</li> <li>• Benefits of trading</li> <li>• Why is honesty important when trading with someone? <ul style="list-style-type: none"> <li>◦ Other values and ways of thinking that make for successful trading</li> </ul> </li> </ul>
	3	Why are positive interactions among people important for good relationship?	<p><b>Relationships are important to the Mi'kmaw way of life</b></p> <ul style="list-style-type: none"> <li>• Mi'kmaw traditional concept of connectedness: Each of us is connected to the other <ul style="list-style-type: none"> <li>◦ Living together, learning together; collaboration</li> </ul> </li> <li>• Building relationships with others begins with fostering positivity within ourselves</li> <li>• Building positive interactions with others - what, how, and why <ul style="list-style-type: none"> <li>◦ With families</li> <li>◦ With friends and classmates</li> <li>◦ Within our community</li> <li>◦ With nature</li> </ul> </li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>What are we doing to reconcile our shared history to ensure justice and equity?</b>	<b>P-1</b>	What does it mean to treat others fairly? Why is it important to treat others fairly?	<p><b>Fairness as respect for self and for others</b></p> <ul style="list-style-type: none"> <li>Ways to show fairness; situations where fairness is important</li> <li>The links between fairness and respect can be explored (e.g Unity: standing up for others; anti-bullying)</li> <li>Treating people fairly doesn't always mean treating them the same</li> </ul>
	<b>2</b>	<p>What is an agreement?</p> <p>Explore ways to build agreements between friends, family members, and communities?</p>	<p><b>Mi'kmaq values that help form agreement - Honesty, humility, respect, truth, wisdom, and courage</b></p> <ul style="list-style-type: none"> <li>What agreement looks, sounds, and feels like</li> <li>The importance of agreement in different relationships</li> <li>Explore ways of maintaining agreement when difficulties arise (e.g. staying true to the values; collaborative problem-solving)</li> </ul>
	<b>3</b>	How do we build and improve positive relationships with our friends, family members and communities?	<p><b>Building good relationships</b></p> <ul style="list-style-type: none"> <li>Characteristics of “good” relationships <ul style="list-style-type: none"> <li>Demonstration of Mi’kmaw values of love, honesty, humility, respect, and truth through interactions with others</li> <li>Using these values to manage difficulties in relationships</li> </ul> </li> <li>The importance of family and extended family <ul style="list-style-type: none"> <li>Mi’kmaw Clan names - meanings; family history; how names selected</li> </ul> </li> <li>Ceremonies that help build positive relationships by bringing people together <ul style="list-style-type: none"> <li><i>Mawio'mi</i></li> <li>Sweat lodges</li> </ul> </li> </ul>

Treaty Education Framework for Curriculum Development			
Grades 4–6: Understanding Treaties in Historical Contexts			
Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>Who are the Mi'kmaw historically and today?</b>  (Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)	4	<p>Research the relationship Mi'kmaw people had with the land and how it impacted their lifestyle and where they lived before European Settlers landed?</p> <p>Compare the relationship Mi'kmaw people have <b>living things, land/water, ecosystems and the environment</b> in the past and today.</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Living with the land</b></p> <ul style="list-style-type: none"> <li>“The land” is more than the ground or earth <ul style="list-style-type: none"> <li>Ground; water; trees and plant life; fish, birds, and animals</li> <li>Respect and appreciation for Mother Earth</li> </ul> </li> <li>Mi'kmaq ways of seeing, knowing, and learning: We are all interconnected with the land. <ul style="list-style-type: none"> <li>The land and the people provide for each other</li> <li>Land is not to be owned; people “borrow” what the land has to offer and, in turn, take care of the land</li> <li>Examples of this interconnectedness with the land from the past and today</li> </ul> </li> </ul> <p><b>Mi'kma'ki</b></p> <ul style="list-style-type: none"> <li><b>Mi'kmaq as Indigenous people (see glossary)</b></li> <li>The seven districts of Mi'kma'ki</li> <li>Compare to current regional maps; traditional place names of Mi'kmaw communities</li> <li>Language link: research the meanings behind Mi'kmaw placenames</li> <li>Features of the regions (land/water) where Mi'kmaq originally lived</li> <li>Natural factors that influenced movement (E.g. resources; seasons; Mawio'mi)</li> <li>Where did Europeans land on Mi'kma'ki? Where did they settle and why?</li> </ul>
	5	Research the importance of family and community to Mi'kmaw people and how this was demonstrated in the past and today.	<p><b>Family and community relationships then and now</b></p> <ul style="list-style-type: none"> <li>Close family bonds: immediate family; extended family <ul style="list-style-type: none"> <li>Benefits of familial bonds and how they are maintained (E.g. sharing traditional teachings and cultural activities)</li> </ul> </li> <li>Strength in community including both the geographic community and cultural community <ul style="list-style-type: none"> <li>A shared identity among Mi'kmaq living within or outside of the Mi'kmaq community</li> <li>The connection between Mawio'mi and building community and relationships</li> </ul> </li> <li>Elders as the most respected community members (see glossary) <ul style="list-style-type: none"> <li>Knowledge keepers</li> <li>Mentors to the youth</li> </ul> </li> </ul>

	<p>5 How did the Mi'kmaq and Europeans see the Treaties as a means of ensuring their ways of life in Nova Scotia?</p> <p><b>Explore the significance of seasonal cycles and natural seasonal events</b></p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Treaties of Peace and Friendship</b></p> <ul style="list-style-type: none"> <li>• Treaty of 1752 and Treaty of 1760 <ul style="list-style-type: none"> <li>○ Identify details that supported the Mi'kmaw way of life</li> <li>○ Identify details that supported the Europeans (British) way of life</li> <li>○ Discuss these details in today's context</li> </ul> </li> </ul>
<p><b>Who are the Mi'kmaq historically and today? (continued)</b></p> <p>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</p>	<p>6 Discuss some of the inaccuracies about the history of Mi'kmaq people.</p> <p>Discuss some of the current misconceptions and stereotypes about Mi'kmaq people? What are the realities? (*Ensure the content and conversation are age-appropriate.)</p> <p><b>Explore diversity of life in nature and significant relationships with the natural world</b></p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<p><b>Re-telling history; correcting inaccuracies</b></p> <ul style="list-style-type: none"> <li>• The Mi'kmaq were strong, self-sufficient, thriving people when the European settlers arrived</li> <li>• The Mi'kmaq welcomed the Europeans when they first arrived.</li> <li>• Many Mi'kmaq helped European settlers with farming, hunting, fishing, surviving winter, and exploring the land.</li> <li>• Treaties between the Mi'kmaq and the European settlers were about peace and friendship, not land</li> </ul> <p><b>Misconceptions and stereotypes</b></p> <ul style="list-style-type: none"> <li>• Understanding the meaning of a <i>misconception</i>, a <i>stereotype</i>, and the connection between the two <ul style="list-style-type: none"> <li>○ How stereotypes are created</li> <li>○ The importance of challenging and correcting stereotypes — for self-image; for building positive relationships</li> </ul> </li> <li>• Common misconceptions and stereotypes of today's Mi'kmaq <ul style="list-style-type: none"> <li>○ Live in wigwams</li> <li>○ Visually stereotyped as always wearing ceremonial dress and with a feathered headdress</li> <li>○ Get things for "free"</li> <li>○ Don't pay taxes</li> <li>○ Historically stereotyped in movies, cartoons, and books as simple and/or mystical</li> <li>○ Visually stereotyped as portrayed through sports logos or mascots, Hallowe'en costumes, and cartoons or animated movies</li> </ul> </li> </ul> <p>(Ensure that examples are age-appropriate and discussed with accuracy and sensitivity.)</p>

Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>What are the Treaties and why are they important?</b>	4	<p>Introduce the concept of Indigenous peoples and that all Canadians except for First Nations, Métis, and Inuit are immigrants.</p> <p>What is a treaty? Why are treaties important?</p> <p>In what ways are treaties the basis of good relationships of peace and friendship?</p>	<p><b>Indigenous peoples</b></p> <ul style="list-style-type: none"> <li>Meaning of <i>indigenous</i> (see glossary) <ul style="list-style-type: none"> <li>Who are Indigenous peoples in Canada? globally?</li> <li>What is the meaning of <i>immigrant</i>?</li> <li>Clarify understanding of Mi'kmaq, First Nations, Métis, and Inuit as peoples</li> <li>Discuss the concept that all other Canadians are immigrants</li> </ul> </li> </ul> <p><b>Treaties</b></p> <ul style="list-style-type: none"> <li>What is Treaty Day, why is it celebrated and why are we all treaty people?</li> <li>The significance of Oct 1<sup>st</sup> as Treaty Day; the promise to re-affirm the Treaties annually per the 1752 Treaty</li> <li>Treaties are agreements between two or more nations i.e., between Mi'kmaq and the British (now Canadian) government</li> <li>These were Peace and Friendship Treaties, focused on how to live together peacefully; they were not about the land; land was involved indirectly and never traded or ceded (given up)</li> <li>Treaty agreements must be honoured; all parties are to benefit (i.e., live together in peace and harmony)</li> </ul>
	5	<p>Describe the both the Mi'kmaw and British Colonial systems of government at the time of the early treaties?</p> <p>What did both sides agree to in the Peace and Friendship Treaties and why?</p> <p>What traditional Mi'kmaw rights are protected by the Treaties?</p> <p>Who were the signatories to the Peace and Friendship?</p>	<p><b>Mi'kmaw and Colonial Government Structures</b></p> <ul style="list-style-type: none"> <li>The Mi'kmaq system of government: Santé Mawio'mi (Grand Council) <ul style="list-style-type: none"> <li>Positions of the Santé Mawio'mi; its roles in community and in Mi'kma'ki</li> </ul> </li> <li>The colonial European system of government in Mi'kma'ki; its structure and positions</li> <li>How were the Mi'kmaw ways of seeing, knowing, and learning reflected in their government system? Relationship-based; together; circular</li> <li>How were the European ways of viewing the world reflected in their government system? Ownership-based; hierarchical; linear</li> <li>How were both systems of government and both worldviews reflected in the Treaties?</li> </ul> <p><b>Peace and Friendship Treaties</b></p> <ul style="list-style-type: none"> <li>What was agreed to in the Treaties and why? <ul style="list-style-type: none"> <li>Traditional Mi'kmaw rights agreed to and protected by the Treaties: livelihood through fishing, hunting, forestry, and trade</li> </ul> </li> <li>Who signed the treaties and why they were chosen to be signatories <ul style="list-style-type: none"> <li>Fine arts connection: signatories signed the treaties using of clan names (clan animals pictures); show reproductions of original documents</li> </ul> </li> </ul>

<b>What are the Treaties and why are they important? (continued)</b>	<b>6</b>	What are the <i>United Nations Declaration of the Rights of the Child</i> and the <i>United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP)</i> ? Why was it important to create these?  In what ways is a declaration similar to a treaty?	<b>United Nations' declarations of human rights</b> <ul style="list-style-type: none"> <li>• <i>United Nations Declaration of the Rights of the Child</i> is the <i>United Nations</i>: origin; purpose</li> <li>• <i>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</i> : origin; purpose</li> <li>• What is the <i>United Nations</i>? What is its purpose?</li> <li>• Similarities between a declaration and a treaty</li> <li>• Identify the rights and responsibilities of each UN declaration noted above           <ul style="list-style-type: none"> <li>○ What could these look like in your community, province, elsewhere in Canada, and globally?</li> <li>○ Examples where some of these rights have not been respected in Canadian communities and globally, past and present</li> </ul> </li> </ul>
		<b>Key Questions</b>	<b>Grade</b>
<b>What has happened to the Treaty relationship?</b>	<b>4</b>	Research Grand Chief Membertou and his impact as an important Mi'kmaw leader who helped build relationships.  Compare Grand Chief Membertou to contemporary Mi'kmaw leaders, both political and community leaders, who also helped build relationships.	<b>Mi'kmaw leadership</b> <ul style="list-style-type: none"> <li>• Research Grand Chief Membertou and the characteristics that made him a respected leader           <ul style="list-style-type: none"> <li>○ Examples where he built positive relationships</li> <li>○ What leadership characteristics did he use and why were they effective?</li> </ul> </li> <li>• Research contemporary Mi'kmaw leaders who also helped build strong relationships within Mi'kmaw communities and between Mi'kmaw and non-Mi'kmaw communities.           <ul style="list-style-type: none"> <li>○ E.g. Sr. Dorothy Moore; Elsie Basque; Rita Joe</li> </ul> </li> </ul>
	<b>5</b>	How were Mi'kmaw, French, and British relationships shaped by their interactions with each other?  When and in what ways did the government start to break down the Treaty relationship?	<b>Mi'kmaw relationships with the French and the British</b> <ul style="list-style-type: none"> <li>• Discuss the meaning of <i>alliance</i> <ul style="list-style-type: none"> <li>○ How were alliances formed between the Mi'kmaq and the Europeans? Why was this important?</li> </ul> </li> <li>• Acadian–Mi'kmaq relations — examples, including ways the Mi'kmaq offered help to Acadians during the Expulsion, 1755–1764</li> <li>• British–Mi'kmaq relations — examples, including the Treaties</li> <li>• <i>The Royal Proclamation</i> (1763) states that all land in now North America is considered to be Aboriginal land, until ceded by treaty.           <ul style="list-style-type: none"> <li>○ Examine ways the Nova Scotia government went against the Royal Proclamation E.g., land was taken by the colonial government without a Treaty being written and despite the directions from the King of England</li> </ul> </li> </ul> <b>Indian Act of 1876: Breaking down the Treaty relationship</b> <ul style="list-style-type: none"> <li>• Changes to the structure of Santé Mawio'mi imposed by the Canadian government through the Indian Act (1876), including making it more symbolic than legally functional</li> </ul>

		<ul style="list-style-type: none"> <li>○ How did these changes they impact the Mi'kmaq?</li> </ul> <p>(Note: Revisions were made through later versions of the Indian Act which is still law today.)</p> <ul style="list-style-type: none"> <li>● Examine discriminatory aspects of the Indian Act of 1876 and how the act further broke down the treaty relationship.</li> </ul>
<b>What has happened to the Treaty relationship? (continued)</b>	<b>6</b>	<p>What is diversity and why is it important? Compare the meanings of diversity and assimilation.</p> <p>When and why were residential schools built?</p> <p>How did residential schools affect Mi'kmaw children, their families, and communities?</p> <p><b>Diversity and assimilation</b></p> <ul style="list-style-type: none"> <li>● Compare the meanings of both diversity and assimilation.</li> <li>● Examples of each in today's society</li> <li>● In what ways was the Indian Act of 1876 an attempt at assimilation? E.g.: The government did not recognize First Nations peoples as Canadian citizens; they were wards of the state (i.e.: under the control of the government)</li> </ul> <p><b>Shubenacadie Residential School</b></p> <ul style="list-style-type: none"> <li>● Using student resources, research the details of this school. <ul style="list-style-type: none"> <li>○ Location; dates of operation</li> <li>○ The student population: Mi'kmaq of NS, PEI, and NB forced to attend</li> <li>○ Daily life: school and chores; living conditions</li> </ul> </li> <li>● Residential schools: a creation of the Canadian government <ul style="list-style-type: none"> <li>○ Hidden goal of assimilation; removing Mi'kmaw ways of being Applied to language, appearance, food, traditions, beliefs, and teachings</li> <li>○ Emotional impact for the students (E.g.: self-worth; separation from family and community; unable to communicate needs and wants in English)</li> </ul> </li> <li>● How were the close family and community bonds impacted by residential schools? <ul style="list-style-type: none"> <li>○ While children attended</li> <li>○ When children were returned home</li> <li>○ Intergenerational impacts (E.g.: Separation from loving families during childhood impacted the relationships between most survivors and their own children.)</li> </ul> </li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts
<b>What are we doing to reconcile our shared history to ensure justice and equity?</b>	4	<p>Explore the importance of Treaty Day as a way of sharing Mi'kmaw ways of learning, knowing, and seeing.</p> <p>Why are we all Treaty people?</p>	<p><b>Treaty Day</b></p> <ul style="list-style-type: none"> <li>• Research how Treaty Day is celebrated locally and around the province.             <ul style="list-style-type: none"> <li>◦ What aspects of Mi'kmaw ways of learning, knowing, and seeing are celebrated and how?</li> <li>◦ Discuss the importance of Treaty Day as a way of sharing Mi'kmaw teachings with non-Mi'kmaq.</li> </ul> </li> <li>• We are all Treaty people.             <ul style="list-style-type: none"> <li>◦ Ways in which Treaty Day reinforces this understanding</li> <li>◦ Specific examples that may have lasting impact on Mi'kmaq and non-Mi'kmaq</li> </ul> </li> </ul>
	5	<p>What does reconciliation mean?</p> <p>How were the Mi'kmaw and British Treaties of Peace and Friendship examples of reconciliation?</p>	<p><b>Reconciliation and the Treaties</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning of reconciliation.             <ul style="list-style-type: none"> <li>◦ Examples at home, in school, and in society</li> <li>◦ When is reconciliation effective?</li> <li>◦ What Mi'kmaw values support reconciliation?</li> </ul> </li> <li>• The Peace and Friendship Treaties as examples of reconciliation             <ul style="list-style-type: none"> <li>◦ Identify specific examples within the Treaties</li> <li>◦ Language of peace, friendship, and reconciliation — link to Mi'kmaw language</li> </ul> </li> </ul>
	6	<p>Why is reconciliation needed now? Introduce the Truth and Reconciliation Commission of Canada and its role in reconciliation.</p> <p>Explore the role that recognizing Treaty Day plays in reconciliation.</p>	<p><b>The need for reconciliation</b></p> <ul style="list-style-type: none"> <li>• Research the Truth and Reconciliation Commission of Canada (TRC)             <ul style="list-style-type: none"> <li>◦ How and why it was established</li> <li>◦ Its purpose and goals for reconciliation</li> <li>◦ Other organizations and events that support understanding and reconciliation</li> </ul> </li> <li>• Explore the responsibility of non-Mi'kmaq to support reconciliation.</li> </ul> <p><b>Treaty Day and reconciliation</b></p> <ul style="list-style-type: none"> <li>• We are all Treaty people.             <ul style="list-style-type: none"> <li>◦ How is the demonstrated in Treaty Day? What Treaty Day events promote reconciliation and how?</li> </ul> </li> <li>• How do scheduled events and designated dates support reconciliation? (E.g. Orange Shirt Day; Treaty Day; Mi'kmaq History Month)</li> <li>• How can the arts play a role in building positive relationships, understanding, and reconciliation? (E.g. Project of Heart; Rita Joe's poetry; <i>Gentle Warrior</i> video – part of the Rita Joe Song Project)</li> <li>• Suggest ways Mi'kmaw communities and non-Mi'kmaw communities in Nova Scotia can build positive relationships and strengthen cultural understanding of each other.</li> </ul>

**Nova Scotia****Treaty Education Framework for Curriculum Development****Grades 7–9: Story of Survival**

Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>Who are the Mi'kmaw historically and today?</b>  <b>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</b>	7	<p>What were the conditions of everyday life for Mi'kmaw people up to the mid-1800s?</p> <p>What events have shaped Mi'kmaw life from the point of contact with Europeans to the mid-1800s?</p> <p><b>Explore the interconnectedness of living things and the environment and the concept of sustainability, resource use and netukulimk</b></p> <p><b>Explore the significance of geological features</b></p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<ul style="list-style-type: none"> <li>• Where were the Mi'kmaq living and why, including discussions around displacement <ul style="list-style-type: none"> <li>○ Livelihood: hunting; trapping; farming; fishing; sustenance, baskets; selling door-to-door</li> <li>○ How was their dietary lifestyle affected? hunger</li> </ul> </li> <li>• Health conditions; mortality rate</li> <li>• Poverty (many Mi'kmaq were starting to experience poverty for the first time)</li> <li>• How did Mi'kmaq adapt their traditional lifestyle to the changes imposed by government?</li> <li>• Did the signing of the treaties change/improve the lives of the Mi'kmaq?</li> <li>• Settlements in Mi'kma'ki (e.g. Tufts Cove)</li> <li>• Medicines</li> <li>• Games: Waltes; games of chance</li> <li>• Knowledge and stories about "who the Mi'kmaq were."</li> <li>• Conflicts in relationships between the Mi'kmaq and others</li> <li>• Oral Traditions and Wampum</li> <li>• Wabanaki Confederacy</li> </ul>
	8	<p>What was life like for Mi'kmaw people post-Confederation?</p> <p>What events have shaped Mi'kmaw life mid-1800s onwards?</p> <p><b>Explore evidence of climate change from a Mi'kmaw perspective and analyse impacts of climate change on local communities</b></p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<ul style="list-style-type: none"> <li>• Decades of change (1950s-1980s) <ul style="list-style-type: none"> <li>○ How did The Depression look differently for First Nations people?</li> <li>○ What were First Nations people doing during the wars?</li> <li>○ Mi'kmaq enlisted in the Canadian Army</li> <li>○ Resistance to White Paper Policy</li> <li>○ 1969 – Union of Nova Scotia Indians founded (UNSI)</li> </ul> </li> <li>• Indian Act 1876</li> <li>• Band System</li> <li>• Evolution of traditional styles of government</li> <li>• Centralization</li> <li>• What were the relationships with other communities? <ul style="list-style-type: none"> <li>○ How did they affect Mi'kmaw life?</li> <li>○ Relationships: basket making; selling at market</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Science: medicines; "Indicator species"; knowledge of plants, moon, time, etc.; sharing knowledge with others           <ul style="list-style-type: none"> <li>◦ Living Things/Cell unit in gr 8 science: traditional species UINR handouts</li> </ul> </li> <li>• Government unit in gr 8 social studies: democracy: Grand Council Wabanaki Confederacy</li> <li>• Case Study: Residential School or changing Membertou reserve relocation</li> </ul>
<b>Who are the Mi'kmaw historically and today? (Continued)</b>  <b>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</b>	<b>9</b>	<p>Where and how do Indigenous people live in Atlantic Canada and why?</p> <p>What events have shaped Mi'kmaw life as it is today?</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<ul style="list-style-type: none"> <li>• Geography of Mi'kmaw Communities           <ul style="list-style-type: none"> <li>◦ Relationship between geography and prosperity</li> </ul> </li> <li>• Where do Mi'kmaw people work?</li> <li>• Band Governance</li> <li>• Explore Indigenous Knowledge and oral traditions</li> <li>• Economy           <ul style="list-style-type: none"> <li>◦ Resource Industries – fishing, forestry</li> <li>◦ Population</li> </ul> </li> <li>• Cultural Changes</li> </ul>
Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>What are the Treaties and why are they important?</b>	<b>7</b>	What were Mi'kmaw people and other Nova Scotians doing to exercise Treaty Rights and responsibilities up to the mid-1800s?	<ul style="list-style-type: none"> <li>• Mi'kmaq were powerful in the 1700s. Signatories were intelligent, knowledgeable; They <u>knew</u> what they were signing. They were distinguished people in the Mi'kmaw communities, chosen to represent the population.</li> <li>• When and how did the colonial government begin limiting the ability of the Mi'kmaq to exercise treaty rights?</li> </ul>
	<b>8</b>	How were the Mi'kmaq dealing with the deterioration of their rights?	<ul style="list-style-type: none"> <li>• Treaty Denial and Deterioration of rights           <ul style="list-style-type: none"> <li>◦ Indian Act</li> <li>◦ Displacement and poverty</li> <li>◦ Enfranchisement</li> </ul> </li> <li>• Resistance to the White Paper Policy 1969</li> <li>• Mi'kmaq were seeking to protect access to hunting and fishing rights as opposed to hunting and fishing grounds.</li> <li>• Gabriel Sylliboy Case Study</li> </ul>

	<b>9</b>	What have been some key Treaty decisions since the Gabriel Sylliboy case?	<p>Case Studies</p> <ul style="list-style-type: none"> <li>• James M. Simon v. The Queen (1985)</li> <li>• R. v. Marshall (1999)</li> <li>• R. v. Sappier &amp; Gray (2006)</li> </ul>
<b>Key Questions</b>	<b>Grade</b>	<b>Guiding Focus</b>	<b>Supporting Concepts/Content/Topics</b>
<b>What happened to the Treaty relationship?</b>	<b>7</b>	What was the British colonial government's approach to Mi'kmaw peoples up to the mid-1800s?	<ul style="list-style-type: none"> <li>• Displacement</li> <li>• Cultural Genocide – Ethnocide</li> <li>• Attempted Assimilation</li> <li>• Cornwallis (Halifax Governor in 1700s)</li> <li>• Treaties were peace and friendship treaties that were signed due to acts of war.</li> </ul>
	<b>8</b>	How did residential schools, centralization and the Indian Act affect Mi'kmaw peoples and communities?	<ul style="list-style-type: none"> <li>• Describe Centralization Process. Examine how and why it happened. Investigate the social and economic impacts.</li> <li>• Residential schools were an attempt at assimilation policy. <ul style="list-style-type: none"> <li>○ Caused confusion; guilt;</li> <li>○ Many Mi'kmaw parents/families initially thought they were doing a good thing by sending their children to Shubenacadie Residential School.</li> <li>○ Residential Schools tried to strip all aspects of indigenous identity from students through shame, abuse, punishment, etc.</li> </ul> </li> <li>• Investigate the Indian Act and various amendments.</li> <li>• Analyze effects of residential schools, centralization, and the Indian Act through the following lenses: <ul style="list-style-type: none"> <li>○ Impact on language</li> <li>○ Social Impact</li> <li>○ Emotionally, how did it affect families whose children were gone</li> <li>○ Mental health</li> </ul> </li> </ul>
	<b>9</b>	How did the federal and provincial governments respond to the Marshall and Simon decisions? What was the impact of these to Mi'kmaw and non-Mi'kmaw people?	<ul style="list-style-type: none"> <li>• Marshall decision was the first time ever the Supreme Court of Canada clarified its decision</li> <li>• Violence, distrust, misunderstanding, panic, animosity, resentment, resistance</li> <li>• Negotiation</li> <li>• Burnt Church Case Study</li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>What are we doing to reconcile our shared history to ensure justice and equity?</b>	7	What were the challenges faced by the Mi'kmaq and other Indigenous peoples in the 1800s?	<ul style="list-style-type: none"> <li>• 1848 – Grand Council petitioned the provincial government to recognize and honour treaty rights</li> <li>• Federal government became responsible (change in jurisdiction) for Indians – wards of the state</li> <li>• Gradual Act of Civilization 1857 – Pre-cursor to the Indian Act</li> </ul>
	8	What role did Indigenous veterans play in changing the Nova Scotia perspective of Mi'kmaw peoples?	<ul style="list-style-type: none"> <li>• Aftermath of serving their country</li> <li>• Mistreatment of Aboriginal veterans and their struggle for recognition</li> <li>• Enfranchisement and its impact on veterans</li> <li>• Camaraderie established between Indigenous and non-indigenous soldiers</li> <li>• Eye opener for those who served. They had rights while serving and had their rights taken away upon their return or their Indian status and rights taken away upon their return and were treated like 2<sup>nd</sup> class citizens.</li> <li>• Conscription Crisis (Gabriel Sylliboy)</li> <li>• WWII led to the Convention on Human Rights</li> </ul>
	9	What are examples of reconciliation and progress with indigenous communities? Why are they examples of reconciliation?	<ul style="list-style-type: none"> <li>• Current issues E.g. Cornwallis controversy; sports mascots</li> <li>• Who was Donald Marshall Jr, and what did his 1971 wrongful murder conviction, 1983 acquittal, and the resulting Royal Commission expose about the justice system in Nova Scotia?</li> <li>• Oka Crisis led to the Royal Commission on Aboriginal Peoples (RCAP)</li> <li>• Indian Residential School Settlements</li> <li>• Truth and Reconciliation Commission (TRC)</li> <li>• Mi'kmaw Kina'matnewey Agreement</li> <li>• Case studies could be explored in ELA</li> </ul>

<b>Nova Scotia</b> <b>Treaty Education Framework for Curriculum Development</b> <b>Grades 10–12: Reconciliation and Resilience</b>			
<b>Key Questions</b>	<b>Grade</b>	<b>Guiding Focus</b>	<b>Supporting Concepts/Content/Topics</b>
<b>Who are the Mi'kmaw historically and today?</b>  (Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)	10	<p>What are key changes in the rights of Mi'kmaw people as citizens from Confederation up until today?</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<ul style="list-style-type: none"> <li>• Indian Act               <ul style="list-style-type: none"> <li>◦ Second generation cut-off</li> <li>◦ C-31 not perfect (Indian Act Status)</li> <li>◦ Enfranchisement factors</li> <li>◦ Being recognized as people; as citizens of Canada</li> </ul> </li> <li>• Explore the spiritual connections to smudging, drumming, dance, etc. These things were illegal at one time.</li> <li>• Distinct culture and nationhood status</li> <li>• Status Indians given right to vote in 1960</li> <li>• Self-sustained: farms preserved food, etc.; trade; hunting; fishing; etc.</li> <li>• Nationhood</li> <li>• Worldview               <ul style="list-style-type: none"> <li>◦ Connections can be made to cooking, eco systems, math</li> </ul> </li> <li>• Empowerment of Mi'kmaw people</li> <li>• Able to celebrate diversity</li> <li>• s.35 of the Constitution 1892 and the Charter of Rights and Freedoms and impacts</li> <li>• Science 10: carrying capacity of areas (hunting; fishing) pre- and post-contact to present; medicine</li> </ul>
	11	<p>What were/are economic systems of Aboriginal peoples? How were pre- and post- contact Mi'kmaw governments reflective of Aboriginal society?</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p>	<ul style="list-style-type: none"> <li>• Impact of Indian Act on existing government structures               <ul style="list-style-type: none"> <li>◦ Centralization</li> <li>◦ Dependent on social assistance</li> </ul> </li> <li>• Pre-contact trade relationships and alliances               <ul style="list-style-type: none"> <li>◦ Seasonal Movement / self-sufficient</li> </ul> </li> <li>• Post-contact: non-seasonal communities; dependent on social assistance</li> <li>• Wabanaki Confederacy</li> <li>• What would our eco systems &amp; environmental look like if we all adopted the concept of Netukulimk?</li> <li>• How capitalism has changed the power structure of the people</li> <li>• Pre and Post-Contact sharing of resources</li> <li>• Economics: study of system of exchange non-Aboriginal               <ul style="list-style-type: none"> <li>◦ Economic system based on what you <u>need</u> compared to what you want.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ The Mi'kmaq concept of Netukulimk</li> <li>○ What was the impact of change on the Mi'kmaq economic system as a result of European contact?</li> <li>○ Expand to what values will be in today's society</li> <li>● The evolution of the Grand Council over time – from Membertou to Sylliboy to today</li> </ul>
<p><b>Who are the Mi'kmaw historically and today? (Continued)</b></p> <p><b>(Ensure that Indigenous knowledge is represented meaningfully in all subject areas. EIPS will lead this in collaboration with Mi'kmaq Services)</b></p>	12	<p>How are Mi'kmaw contemporary issues similar to and different from other global Indigenous issues?</p> <p>How are Indigenous knowledge and content meaningfully demonstrated or represented in all subject/content areas? (EIPS to identify)</p> <ul style="list-style-type: none"> <li>● Issues related to struggle for self-determination / sovereignty           <ul style="list-style-type: none"> <li>○ United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</li> <li>○ Peace and Friendship Treaties compared to Numbered Treaties</li> </ul> </li> <li>● Apply globally (e.g. Maori, Australian Aborigines, African)           <ul style="list-style-type: none"> <li>○ Other colonial countries, such as New Zealand and Australia</li> </ul> </li> <li>● Duty to Consult, Reconcile, and Accommodate</li> <li>● Impact of fishing industry on Aboriginal people</li> <li>● Rights; privileges; organizations; mainstream society perceptions</li> <li>● Unama'ki Institute of Natural Resources (UINR): Roles and responsibilities</li> <li>● Human trafficking</li> <li>● Red Dress Campaign – Missing and Murdered Indigenous Women</li> <li>● Forestry/fishing/farming/hunting on Federal lands</li> <li>● Biology 12: people then and now           <ul style="list-style-type: none"> <li>○ Include Mi'kmaw-relevant (?) labs: dissections of moose; elk; salmon</li> <li>○ types of genetically influenced health factors (look at Aboriginal and people of other origins i.e. diabetes, sickle cell anemia, celiac)</li> </ul> </li> <li>● Law 12:           <ul style="list-style-type: none"> <li>○ What is status vs. non-status?</li> <li>○ Rights (Métis)</li> <li>○ Sentencing Circles</li> </ul> </li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>What are the Treaties and why are they important?</b>	10	How have modern Treaty interpretations shaped the Nation to Nation relationship?	<ul style="list-style-type: none"> <li>• Treaty Rights vs. Aboriginal Rights</li> <li>• Supreme Court of Canada Aboriginal Rights Cases: R. v. Sparrow, R. v. VanderPeet, and R. v. Sappier; R. v. Gray</li> <li>• Jay Treaty and dual citizenship</li> <li>• Watertown Treaty</li> <li>• Peace and Friendship Treaties</li> <li>• Covenant Chain of Treaties</li> <li>• Math at Work: <ul style="list-style-type: none"> <li>○ Area of land then vs. now</li> <li>○ Value</li> <li>○ Across Canada populations</li> </ul> </li> </ul>
	11	What have been some of the key struggles of Mi'kmaw and other First Nations in maintaining their sovereignty?	<ul style="list-style-type: none"> <li>• Multinational struggles/competition for Arctic resources.</li> <li>• Indian Act and Santé Mawio'mi and other traditional governments</li> <li>• Education (Mi'kmaw Kina'matnewey Agreement)</li> <li>• Jurisdiction over land and resources</li> <li>• What modern day issues are challenging treaties? (ex. Moose Hunt, Shubenacadie River, Alton Gas, Lobster Fishing)</li> <li>• Physics 11/12: <ul style="list-style-type: none"> <li>○ trajectory bow vs. gun</li> <li>○ structure of wigwam - forces</li> </ul> </li> <li>• Math: structure of wigwam - angles</li> </ul>
	12	What are examples of Treaties in other global locations and how have they been lived?	<ul style="list-style-type: none"> <li>• Research other countries: United States, New Zealand, Australia, etc. <ul style="list-style-type: none"> <li>○ Examine the treaties from the US and how some of these are connected to the Mi'kmaw people of the Atlantic Provinces (Inter-connectedness with other lands or people from other lands)</li> </ul> </li> <li>• Impact of the US Treaties on Mi'kmaq of Canada (also Maliseet, Passamaquoddy)</li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>What has happened to the Treaty relationship?</b>	<b>10</b>	<p>What is Treaty Day, why is it celebrated and why are we all Treaty people?</p> <p>Why do we renew our treaty relationship yearly on October 1st?</p>	<ul style="list-style-type: none"> <li>• All people are Treaty people.           <ul style="list-style-type: none"> <li>◦ Why/how is this so?</li> <li>◦ Who has benefitted from the treaties?</li> </ul> </li> <li>• Why is Treaty Day only celebrated in NS? - Treaty applies all over Mi'kma'ki and contains a commitment to come together and renew friendship on Oct 1<sup>st</sup>, each year.</li> <li>• Explore different types of treaties.</li> <li>• Science 10: environment; location; movement; connection           <ul style="list-style-type: none"> <li>◦ Mi'kmaq calendar, weather location, what was in season</li> </ul> </li> </ul>
	<b>11</b>	<p>What has been the importance of Treaty relationships for the social, economic and political prosperity of all Nova Scotians?</p>	<ul style="list-style-type: none"> <li>• Include the entire nation of Mi'kma'ki in Treaty Education as the treaties were not exclusive to the inhabitants of what became Nova Scotia.           <ul style="list-style-type: none"> <li>◦ E.g. Burnt Church fishing dispute following the Marshall Decision</li> </ul> </li> <li>• Treaty relationships include all Mi'kmaq --- Eastern Seaboard/coast including Boston           <ul style="list-style-type: none"> <li>◦ Dual Citizens (Jay Treaty)</li> </ul> </li> <li>• Economics - positive and negative of making communities self-sufficient (Business; farming)</li> <li>• Entrepreneurship - Access to resources impacts the economy</li> </ul>
	<b>12</b>	<p>What has been the role of Canada and the UN in recognizing and responding to global Indigenous issues?</p>	<ul style="list-style-type: none"> <li>• What would be the opportunities and challenges for Canada adopting UNDRIP?           <ul style="list-style-type: none"> <li>◦ How would it affect the Indian Act</li> </ul> </li> <li>• Residential Schools</li> <li>• Protection of land and resources           <ul style="list-style-type: none"> <li>◦ Fracking</li> <li>◦ Pipeline</li> <li>◦ Species at risk: salmon; eel</li> <li>◦ Who is responsible?</li> <li>◦ What sorts of negotiation should happen?</li> </ul> </li> <li>• Expressing rights i.e. fishing / fishing disputes (Big Cove; Arichat; Cheticamp; Donald Marshall Jr.)</li> </ul>

Key Questions	Grade	Guiding Focus	Supporting Concepts/Content/Topics
<b>What are we doing to reconcile our shared history to ensure justice and equity?</b>	10	What is the role of Nova Scotian and Canadian citizens in the Reconciliation process?	<ul style="list-style-type: none"> <li>• Have the following been effective in creating reconciliation? <ul style="list-style-type: none"> <li>○ Marshall Inquiry</li> <li>○ RCAP</li> <li>○ IRS Settlements</li> </ul> </li> </ul>
	11	<p>What have we learned from the historical struggle by Mi'kmaw people for Treaty recognition for Reconciliation?</p> <p>What Role does education play in reconciliation?</p>	<ul style="list-style-type: none"> <li>• Treaty recognition for Reconciliation has been a struggle for the Mi'kmaq. <ul style="list-style-type: none"> <li>○ Highlight their successes in history</li> <li>○ Perseverance – Mi'kmaq are still here and celebrating. Need to move forward together</li> <li>○ Identify the pros and cons of Reconciliation for the Mi'kmaw Nation</li> </ul> </li> <li>• Despite Supreme Court decisions and Canada's constitution, Indigenous peoples need to continuously fight for their rights.</li> <li>• Canadian Government (Harper and Layton) Apology to IRS survivors</li> <li>• Government interference in the name of "conservation" and/or regulation <ul style="list-style-type: none"> <li>○ E.g. Burnt Church and Communal Fishing Agreement</li> </ul> </li> <li>• International Treaty recognition <ul style="list-style-type: none"> <li>○ USA and CANADA</li> <li>○ Jay Treaty</li> </ul> </li> <li>• Is Canada taking steps to move forward? If so, how? What else can be done?</li> </ul>
	12	How does the way Mi'kmaw and other First Nations and settlers are engaging in Reconciliation compare to other places?	<ul style="list-style-type: none"> <li>• Possible connection to studying issues related to Apartheid in South Africa or Rohingya in Myanmar struggle for rights/recognition <ul style="list-style-type: none"> <li>○ Indian Act compared to South Africa</li> <li>○ Indian Act as roadmap to Apartheid</li> </ul> </li> <li>• Inclusion of First Nations in Canadian "Brand"</li> <li>• "No relationship is more important than our relationship with the Indigenous people of Canada." - Justin Trudeau</li> </ul>

## Glossary

**Elder** –Elders not only hold ancestral knowledge, they have the language through which the knowledge must be imparted to the youth. Their years of searching, listening, experiencing, and understanding all that is bodily, emotionally and spiritually possible grants them the wisdom and strength needed to pass on Mi'kmaw values, customs, traditions, and language.

**Indigenous** - refers to people who are indigenous to the land, in the same way that animal and plant species are indigenous to an area. The term has found favor among Indigenous people, organizations, and governments who are reclaiming their traditions and tying their own identities more closely to their traditional territories.

**Mawio'mi** – gathering, community celebration.

**Msit No'kmaq** – “All my Relations”; the term reinforces the idea that everyone and everything is related not only spiritually but also physically. Through Msit No'kmaq, Mi'kmaq reaffirm their respect for their ancestors, and for the animals, plants and world that we interact with daily.

**Netukulimk** - is the use of the natural abundance provided by the Creator for the self-support and well-being of the individual and the community. Netukulimk is achieving adequate standards of community nutrition and economic well-being without jeopardizing the integrity, diversity, or productivity of our environment.