Whose Land? Treaties, territories and acknowledgements

NBE3U, Unit 1: Where We Stand, Lesson 4. 75 minutes. Teacher lesson plan.

Lesson at a glance

Treaties are relationships, not just old papers. Ontario is covered by 46 treaties, and some agreements between Nations are older than Canada. To know where we stand, we need to know whose land this is and what promises were made here.

What students do: Students learn that treaties are living relationships, explore the Dish With One Spoon as an agreement between Nations, research the Nations and treaties connected to the school's land using reliable sources, audit sample land acknowledgements against criteria, and draft and speak a short acknowledgement in their own words.

Curriculum expectations

Code	Students will…
A1.4	identify and explain diverse themes, ideas, and issues associated with relationships in First Nations, Métis, and Inuit cultures, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
A1.5	identify and explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit self-determination, sovereignty, or self-governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
D1.2	generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate and with increasing effectiveness
B3.1	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning about the treaties and Nations connected to the land we live on. • We are learning to speak about land and relationships accurately, in our own words.	• I can name the Nations and treaty connected to our school's land. • I can explain a treaty as a relationship. • I can judge whether a source about land and treaties is reliable. • I can speak a short, specific acknowledgement in my own words.

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Materials and preparation

- **Slides:** Whose Land? deck.
- **Handouts:** Land Research (page 1), Acknowledgement Audit (page 2).
- **Devices:** Ontario's First Nations and treaties map (ontario.ca), native-land.ca, local Nations' websites and your board's acknowledgement.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Warm-up**	Promises.	Discuss.	
8–20	**Treaties**	Relationships; 46 treaties.	Note.	
20–30	**Dish With One Spoon**	Between Nations.	Discuss.	
30–50	**Research**	Our land.	Research.	Nations and treaty named.
50–75	**Acknowledgements**	Audit; draft; speak.	Speak.	Specific and accurate.

Differentiation

- **Support:** A research guide with direct links to the map and local Nations.
- **ELL:** An acknowledgement frame with blanks.
- **Challenge:** Research when and how the local treaty was signed, and what each side understood.

Assessment

Type	Tool	Purpose
Assessment for learning	Land Research and spoken acknowledgement	Relationships (A1.4), self-determination (A1.5), gathering information (D1.2) and speaking for a purpose (B3.1)

Whose land: key points

- **Treaties:** Agreements between Nations and the Crown (and, before that, between Nations); relationships with ongoing responsibilities on both sides.
- **Ontario:** Covered by 46 treaties signed between 1781 and 1930; Treaties Recognition Week is the first week of November.
- **Dish With One Spoon:** In the Haudenosaunee understanding, a 1701 peace between the Anishinaabe and Haudenosaunee to share the land's resources: take only what you need.
- **Reliable sources:** The Nation's own website and the treaty text first; maps like native-land.ca are starting points.

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- **A strong acknowledgement:** Specific (Nations, treaty), accurate, in your own words, and names a responsibility or action.

Teacher notes

- Ontario's treaties map states that Ontario is covered by 46 treaties signed between 1781 and 1930 (ontario.ca). Ontario's Treaties Recognition Week (Treaties Recognition Week Act, 2016) is the first week of November.
- The Dish With One Spoon (1701) is described in Haudenosaunee teachings as a peace agreement between the Anishinaabe and Haudenosaunee confederacies to share the Great Lakes lands: one dish, one spoon, no knife. Teachings differ between Nations; present it as one understanding and invite a local knowledge holder where possible.
- Native-land.ca describes itself as a work in progress. Confirm with local Nations' own sources and your board.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 5, What Counts as a Text?

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