



FACULTY OF  
EDUCATION

**National Treaties Recognition Week**

**November 2<sup>nd</sup> to 6<sup>th</sup>, 2020**

**Treaty Resources for K-12 Educators**

**Developed by Aboriginal Teacher Education Program  
Coordinator, Liv Rondeau**

**<https://educ.queensu.ca/>**



## Treaties

### What is #NationalTreatiesRecognitionWeek?

In 2016, Ontario passed legislation declaring the first week of November as Treaties Recognition Week.

This annual event honours the importance of treaties and encourages all residents of Ontario and Turtle Island to learn more about treaty rights, relationships, and responsibilities. Through education, we can create a greater understanding of the role we all play in upholding treaty rights.

### What is a Treaty?

A treaty is a legally binding agreement that was made in a sacred trust between the Indigenous Peoples of Canada and the Crown. They are negotiated agreements that described the rights, responsibilities and relationships of First Nations and the federal and provincial governments. They cover such things such as solidifying alliances and dealing with the sharing of land, resources and coexisting in exchange for assurances. One assurance for example is the agreed upon continued right for First Nations to practice their traditional livelihoods of hunting, fishing, trapping and gathering. The people of the Crown were granted rights to settle and make a living on the land. They are significant pacts and contracts stemming from a mutual obligation from both parties.

For the Crown, the Treaty-making process was nothing more than the Royal Proclamation providing the legal principles for the agreement. However, for thousands of years prior to this, the First Nations communities had their own process for the creation and agreement of Treaties. Although differing slightly from culture to culture, the general format for Treaty-making included: introductions, gift-giving, time spent getting to know each other, negotiations and the formalization of the Treaty through a pipe ceremony. After this, the Treaty was seen as binding between the two parties and the Creator.

### Why Should You Learn About Treaties?

We are all treaty people. Treaties are not exclusive to Indigenous peoples and the government or the Crown, they involve everyone. Every Canadian is obligated under Treaty rights. For example, as an Indigenous person or non-Indigenous settler, if you plan to or do own property in Canada, you are exercising a right from way back to the first signed Treaties. We should all learn about them because they shape the relationship built from Canada's origins and they ensure both parties involved economic and political security.

Visit this link to see a list of videos of Indigenous peoples speaking about the importance of Treaties and why we should understand and respect them: <https://www.ontario.ca/page/videos-indigenous-voices-treaties>.

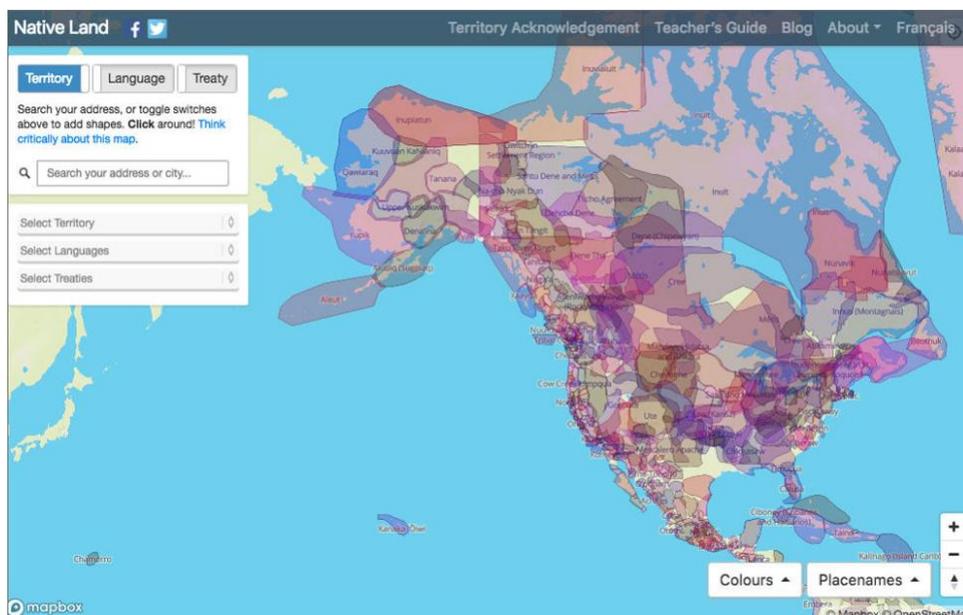
## The Importance of Land

Whether we are aware of it or not, land is something sacred to all of us. It is the space we occupy at all times, during every experience of life (where we live, eat, play, love, etc.). It gives us and all other creatures and beings an infinite number of gifts and lessons throughout its time. It is not something to be exploited and “owned” but rather to be treasured and honoured. When it comes to the importance of land, we should strive to decolonize our understanding and incorporate what is known as “Indigenous ways of knowing” by bringing forth Indigenous narratives.

## Maps

Native Land Digital is a registered Canadian not-for-profit organization that works with many of the complex issues involved in mapping Indigenous territories, languages and Treaties.

Visit <https://native-land.ca/> to view a full map where you can see which Treaty governs the land on which you reside. Here is an example of a screenshot taken from the map:



To view more maps related to Indigenous Treaties please visit the following links:

- [Ontario treaties and reserves](#) allows you to search for a city, address or postal code to find nearby treaties and reserves in Ontario.
- [Ontario First Nations and treaties map \(PDF\)](#) shows treaty locations in Ontario. Order a copy for the classroom for free from [ServiceOntario](#) (item number 025998)
- [Maps of Treaty-Making in Canada](#) shows the Pre-1975 treaties of Crown/Canada, covering most of Ontario and negotiated between 1725 and 1923
- [Algonquins of Ontario settlement area boundary map \(PDF\)](#) shows the largest land claim currently being negotiated and the province's first modern-day treaty
- [A map of Indigenous Trail Markers](#) shows 25 educational markers honouring the culture and history of Indigenous peoples along the TransCanada Trail
- [Original treaty texts](#) show where to read the original treaty documents that were signed between the Crown/Canada and First Nations.

## Why Do We Acknowledge Being on Treaty Land?

Acknowledging that we are on Treaty land is a sign of respect and recognizes the ties and relationship Indigenous peoples have to the land. This is important to culture, ceremonies, and traditions.

Treaty land acknowledgements can be short or long. To make a Treaty land acknowledgement, individuals must first have a foundation of knowledge or have done research on the territory they are on. Beyond acknowledgments, individuals should challenge themselves to speak to how they are upholding their responsibilities as a treaty person and how everyone can continue to do so in the future.

Read more about this at [First Nation Protocol on Traditional Territory](#).

## Why Are Treaties Still Relevant Today?

Treaties are “living” agreements. Treaty promises will be fulfilled when First Nations children can look forward to accessing the same educational opportunities, same quality health care and jobs as their neighbours. These continue to be key elements in the future relationships between First Nations and non-Indigenous settlers and the groundwork of building a nation of mutual rights and responsibilities. Still today, there are a number of modern-day Treaties being negotiated in Canada.

## Learn and Take Action

It is important that today and every day we work collectively towards understanding Indigenous rights. We are all treaty people and with that, we all hold a responsibility to take meaningful action to support and show solidarity for Indigenous communities who are fighting against colonialism, to protect our Mother Earth, and racial injustices.

These are just a **few** communities where land defenders need our help. We must engage in these conversations every day and build an education system that values teaching the truth about what is happening to Indigenous peoples, the land, the animals, and all our relations across Turtle Island. Being an ally means showing up all the time.

In addition to the resources below, we'd like to amplify some individuals, organizations, and communities who are sharing great and important content. This is by no means an exhaustive list and as you come across others who are raising awareness and showing solidarity, we encourage you to share their voices with those around you:

@fridaysforfutureto (<https://www.instagram.com/fridaysforfutureto/>)

@tiplerteaches (<https://www.instagram.com/tiplerteaches/>)

@wetsuweten\_checkpoint ([https://www.instagram.com/wetsuweten\\_checkpoint/](https://www.instagram.com/wetsuweten_checkpoint/))

@raven\_trust ([https://www.instagram.com/raven\\_trust/?utm\\_source=ig\\_embed](https://www.instagram.com/raven_trust/?utm_source=ig_embed))

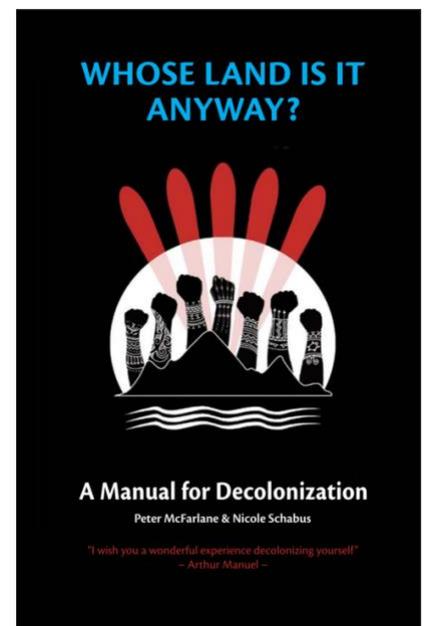
@4waystohelp (<https://www.instagram.com/p/CGdFA3BDWdd/>)

@theleap\_org ([https://www.instagram.com/theleap\\_org/](https://www.instagram.com/theleap_org/))

@jodiesgot5 (<https://twitter.com/jodiesgot5>)

@FNMIEAO (<https://twitter.com/FNMIEAO>)

@clclyne (<https://twitter.com/clclyne>)





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Learn from Treaty Victories:

- [R. v. Marshall, 1999](#)
- [Williams Treaties First Nation Agreement, 2018](#)
- [Missanabie Cree First Nation, 2020](#)

Lastly, we encourage you to download/visit the following guides:

[Whose Land Is It Anyway?](#)

[Why Are Indigenous Peoples Blocking the Railways? And Why It's Important!](#)

[Understanding Indigenous Rights](#)

## Wet'suwe'ten

Wet'suwe'ten Hereditary Chiefs and allies are currently fighting against the Coast GasLink pipeline that is being built on their traditional territory. This pipeline would not only have detrimental impacts on the environment but would jeopardize the community members, as well.



### Find More Information Here:

- <https://www.ctvnews.ca/canada/what-you-need-to-know-about-the-wet-suwet-en-protests-arrests-1.4805620>
- <https://unistoten.camp/about/wetsuweten-people/>
- <https://www.aptnnews.ca/topic/wetsuweten-conflict/>
- <https://www.cbc.ca/news/politics/stefanovich-wetsuweten-mou-1.5556511>
- <https://www.firstpeopleslaw.com/public-education/blog/wetsuweten-reading-list>

### Show Your Support:

- <https://unistoten.camp/supportertoolkit2020/>

### Donate Here:

- <https://unistoten.camp/support-us/donate/>

## Haudenosaunee

Since July of 2019, Haudenosaunee Land Defenders have been peacefully reclaiming land along the Haldimand Tract. The Haldimand Tract was land that was given to Six Nations, in 1784, for supporting the British during the American Revolution. However, the Canadian government has unlawfully sold the land to developer Mackenzie Meadows.



### Find More Information Here:

- <https://www.cbc.ca/news/indigenous/six-nations-caledonia-constitutional-notice-1.5771982>
- <https://www.aptnnews.ca/tag/1492-land-back-lane/>
- <https://www.chatelaine.com/opinion/1492-land-back-lane-six-nations/>
- <https://www.kairoscanada.org/kairos-solidarity-and-support-for-the-1492-land-back-lane-defenders>
- <https://www.facebook.com/1492LandBackLane/>
- <https://ofl.ca/solidarity-with-1492-land-back-lane/>
- <https://www.iheartradio.ca/610cktb/audio/one-dish-one-mic-guest-skyler-williams-live-from-1492-land-back-lane-1.13137051>
- <http://www.socialist.ca/node/4148>
- <https://www.cbc.ca/news/canada/hamilton/caledonia-demonstrators-trudeau-1.5680937>



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**Show Your Support:**

- <https://teespring.com/shop/1492LBL?pid=227&cid=2664>

**Donate Here:**

- <https://ca.gofundme.com/f/legal-fund-1492-land-back-lane>

## Mi'kmaq

Non-Indigenous fishermen are attacking Mi'kmaq fishermen for exercising their treaty right to fish for a moderate livelihood. This treaty dates back to 1752 and this right was cemented in 1999 in a ruling by the Canada's Supreme Court. Failure on the government to take action is not only a product of colonization but also fails to recognize the violence from Non-Indigenous fisherman towards Indigenous fisherman as terrorism.



### Find More Information Here:

- <https://www.firstpeopleslaw.com/public-education/blog/the-marshall-decision-and-mikmaq-commercial-fishing-rights-an-explainer>
- <https://www.cbc.ca/news/canada/nova-scotia/bear-river-moderate-livelihood-lobster-fishery-sipekne-katik-st-marys-bay-1.5780174>
- <https://www.cbc.ca/news/politics/miller-fishery-dispute-1.5763402>
- <https://www.flare.com/news/nova-scotia-fishing-dispute/>
- <https://www.ubyssey.ca/news/indigenous-committee-mikmaq-fishers/>
- <https://www.facebook.com/IndigenousCommittee/photos/a.277803623110736/666137544277340/>
- <https://www.cbc.ca/news/indigenous/mi-kmaq-fishers-creative-support-1.5770229>
- [https://www.instagram.com/p/CGYJHPYhjnz/?utm\\_source=ig\\_embed](https://www.instagram.com/p/CGYJHPYhjnz/?utm_source=ig_embed)



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- <https://www.cbc.ca/radio/checkup/is-it-time-to-reconsider-whether-canada-needs-a-governor-general-1.5764251/object-failure-sen-murray-sinclair-criticizes-federal-response-to-mi-kmaw-fishery-dispute-1.5767429>

### Show Your Support:

*Some resources outlined in this document include: how to donate, accounts to follow, resources to share, etc.*

- [https://drive.google.com/file/d/1u\\_LF\\_bCFBbSijzqJgHNh4-MfpYz0hfdv/view?fbclid=IwAR1zoR2GHZJ5zPM\\_a471zgl5mFX1qqgs\\_Y5wfkLWfE-WxgLQAVcEG2aPJol](https://drive.google.com/file/d/1u_LF_bCFBbSijzqJgHNh4-MfpYz0hfdv/view?fbclid=IwAR1zoR2GHZJ5zPM_a471zgl5mFX1qqgs_Y5wfkLWfE-WxgLQAVcEG2aPJol)
- <https://www.collectiveaction.ca/takeaction/mikmaq-rights-to-fish>

## Anishinaabek

The Algonquins of Barriere Lake are calling for a Moose Moratorium due to the declining populations. Moose are not only a main source of food, but they also carry with them traditional knowledge and culture. We must work collectively to leave enough for Seven Generations to come.

### Find More Information Here:

- <https://www.cbc.ca/news/indigenous/algonquin-barriere-lake-moose-moratorium-1.5723545>
- <https://ricochet.media/en/3285/anishinaabe-block-roads-to-stop-trophy-hunting-in-northern-quebec>
- [https://www.instagram.com/p/CFpS\\_ehICQ7/?utm\\_source=ig\\_embed](https://www.instagram.com/p/CFpS_ehICQ7/?utm_source=ig_embed)
- [https://www.instagram.com/p/CFnzx0bFzBe/?utm\\_source=ig\\_embed](https://www.instagram.com/p/CFnzx0bFzBe/?utm_source=ig_embed)
- <https://www.aptnnews.ca/national-news/algonquin-nation-stands-firm-on-moose-hunting-moratorium-as-possible-injunction-looms/>



### Show Your Support:

- <https://www.change.org/p/protect-the-moose-in-la-verendrye-wildlife-reserve>
- <https://contrepoints.media/posts/moose-moratorium-blockade-call-out-for-support>

### Donate Here:

- <https://www.facebook.com/donate/619309778781750/>

## Literary Resources

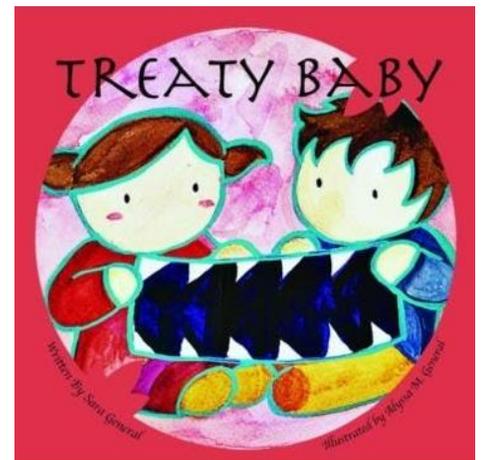
### Treaty Baby

**By:** Sara General

**Illustrator:** Alyssa General

**Grades:** K-3

**Description:** Treaty Baby is a book about the importance of treaties to First Nations. On the book's cover, readers see the pair holding an important wampum belt representing the ever-growing Tree of Peace. Each two-page spread tells young readers about treaties and their significance to Indigenous people. This understanding begins at birth and extends throughout life. We learn why treaties are important to our children and they are told why we honour them. Learning begins with stories because babies love stories. Treaty babies enjoy hunting and fishing, they love the sunrise, love the waters and the thunders, they love to pick berries and give thanks. This all leads to knowing our rights. The stylized illustrations capture the essence of Haudenosaunee design and symbols. The Treaty babies resemble corn husk dolls but are drawn with eyes but no complete facial expressions. The overall feeling of the book acknowledges the way the Haudenosaunee give thanks.



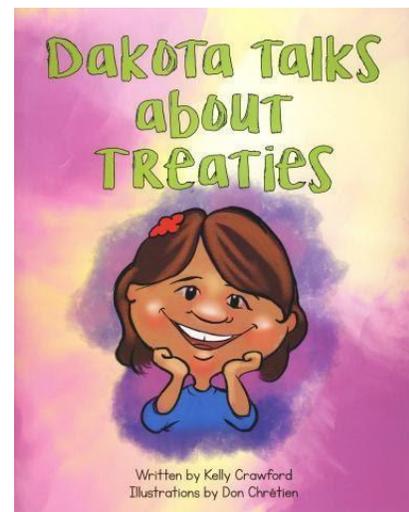
## Dakota Talks about Treaties

**By:** Kelly Crawford

**Illustrator:** Don Chretien

**Grades:** 1-4

**Description:** Dakota Talks about Treaties is a book about the importance of treaties for Indigenous students as well as non-Indigenous readers. Told from Dakota's perspective the book begins as Dakota gives a speech to her classmates. She recounts her family's trip to a celebration of the Treaty of Niagara in Niagara Falls. This is where Dakota saw wampum belts and heard speeches about the history of this treaty. She also explained to her class that the treaties are living agreements and sacred promises.



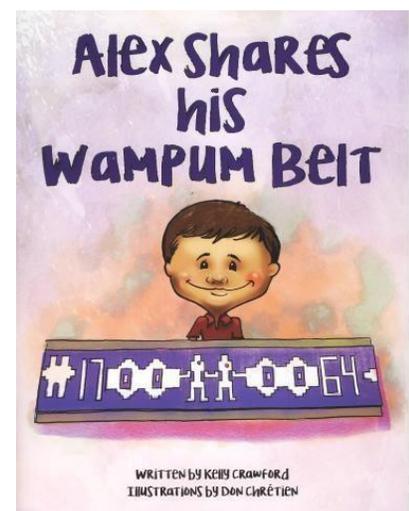
## Alex Shares His Wampum Belt

**By:** Kelly Crawford

**Illustrator:** Don Chretien

**Grades:** 1-4

**Description:** Alex Shares His Wampum Belt is a book about the importance of wampum belts and treaties for primary level students. Kelly Crawford wrote this information book about a First Nation student named Alex and his inspiration to create a wampum belt from his Lego blocks. The boy explains that treaty belts are made from wampum and they represent promises made to last. The wampum belt Alex made symbolizes the Treaty of Niagara agreement. Real wampum beads are made from white and purple shells. The colours also have meaning, and the designs are used to tell the history of the belt's creation. The promises mean that First Nations agreed to share the land and they have rights as Nations. The treaty is a living promise that means all people are Treaty People.



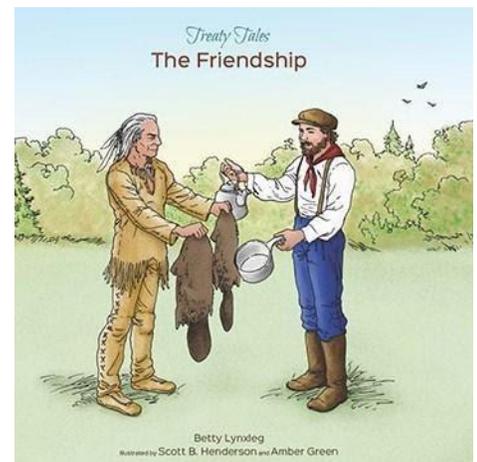
## Treaty Tales: 3 Volume Set

**By:** Betty Lynxleg

**Illustrators:** Scott B. Henderson & Amber Green

**Grades:** 1-6

**Description:** Treaty Tales 3 volume set contains Treaty Tales Volume One The Handshake and the Pipe; Treaty Tales Volume Two The Friendship; and Treaty Tales Volume Three We Are All Treaty People. A young girl Neepin and her grandmother (Kookoo) travel around their community Lynx Creek First Nation and grandmother introduces the girl to key people of their First Nation. Grandmother shows the girl how a young person should greet people with a handshake. During these visits the girl learns about her community's history and grandmother introduces ideas about respect for others, and how we all must honour agreements. The Friendship title explains the key concepts of treaties in a picture book format. Grandmother and granddaughter are making bannock and during the baking process grandmother tells the history of First Nations and their friendship with the settlers. Grandmother explains how treaties were signed with newcomers and how First Nations agreed to share the land



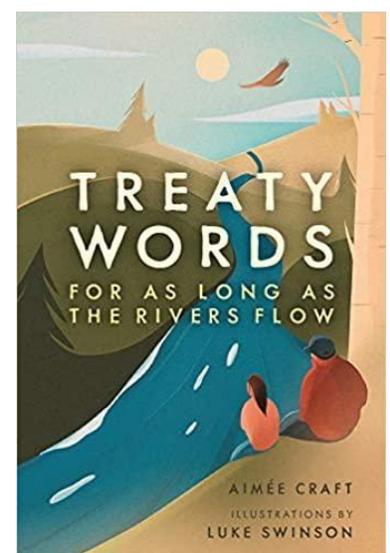
## Treaty Words: For As Long As the River Flows

**By:** Aimée Craft

**Illustrator:** Luke Swinson

**Grades:** 4-6

**Description:** In Treaty Words, the first treaty that was made was between the earth and the sky. It was an agreement to work together. We build all of our treaties on that original treaty. This is the story of Mishomi and his granddaughter. On the banks of the river that have been Mishomi's home his whole life, he teaches his granddaughter to listen—to hear both the sounds and the silences, and so to learn her place in Creation. Most importantly, he teaches her about treaties—the bonds of reciprocity and renewal that endure for as long as the sun shines, the grass grows, and the rivers flow.

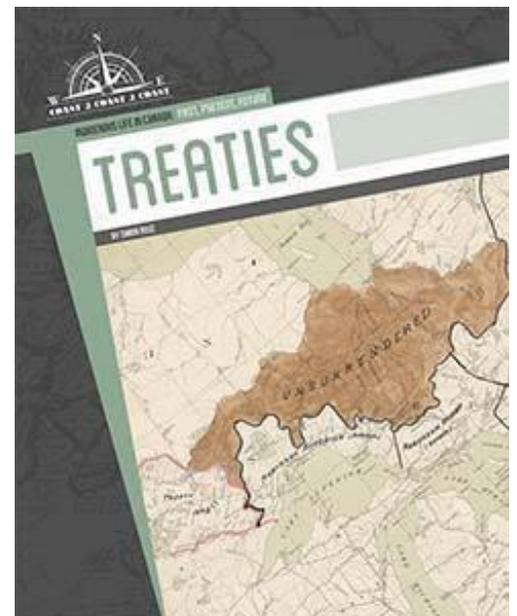


## Indigenous Life in Canada: Past, Present, Future: Treaties

**By:** Simon Rose

**Grades:** 4-7

**Description:** Designed for elementary students from grades 4 to 7 the books offer introductions to the history of Indigenous Peoples in the story of Canada. One volume is *Treaties* that explores early agreements or treaties between First Nations such as the Five Nations Confederacy. When foreign governments arrived on Turtle Island, they made promises to Indigenous Nations about keeping the peace. The British government wanted Indigenous lands for their citizens. They made treaties with the Plains Nations and these are known as the Numbered Treaties. Modern treaties such as the Nunavut Land Claims Agreement Act established with the Canadian government, the government of Northwest Territories and the Tunngavik of Nunavut was a land rights treaty. In the future land rights and royalty payments remain outstanding issues for First Nations in addition the international Declaration of Rights of Indigenous Peoples must be honoured by the government of Canada.



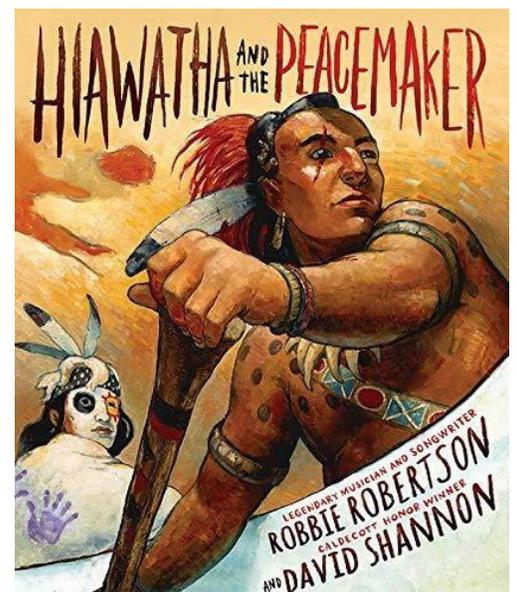
## Hiawatha and the Peacemaker

**By:** Robbie Robertson

**Illustrator:** David Shannon

**Grades:** 4-7

**Description:** *Hiawatha and the Peacemaker* is a picture book that explains the essential knowledge about the Haudenosaunee Great Law of Peace retold for readers in grade 4 and up.



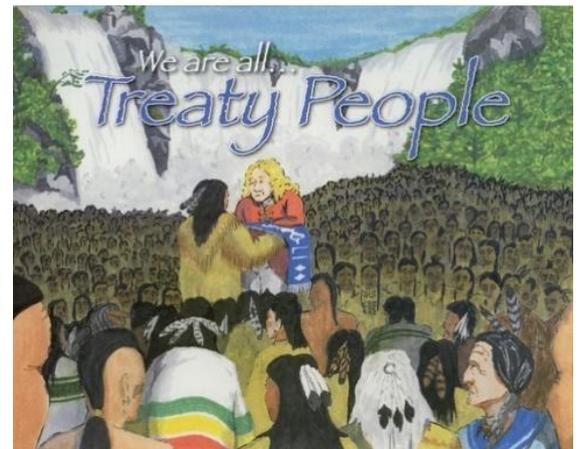
## We Are All Treaty People

**By:** Maurice Switzer

**Illustrator:** Charley Herbert

**Grades:** 6-10

**Description:** We Are All Treaty People is a book that aims to promote an understanding of treaties for all people in Ontario and give individuals a brief look at the history of treaties from the Anishinabek perspective.



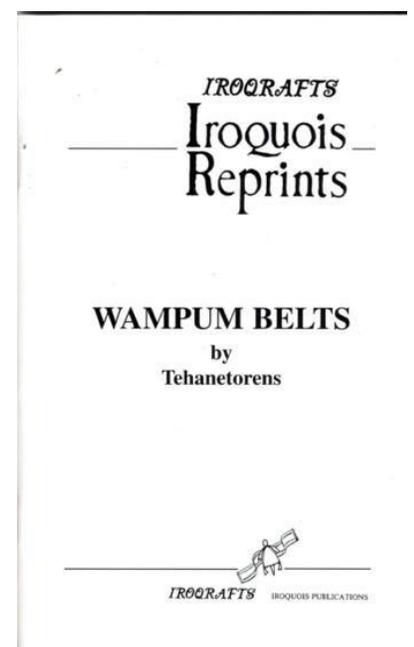
**Also available in Anishinaabemowin [Gchi-kwiiwin gdawmi \(We Are All Treaty People\)](#)**

## Iroquois Reprints: Wampum Belts

**By:** Tehanetorens (Ray Fadden)

**Grades:** 5-12

**Description:** Wampum Belts is a reprint of the original text published by Ray Fadden (Tehanetorens) and the Six Nations Museum at Onchiota, New York. This reissue is an important introductory text about the significance and historical value of wampum used by the Six Nations Iroquois (Haudenosaunee). Over 40 wampum belts are described and accompanied by photographs of reproductions. Students attending the Indian Way School at Akwesasne made these reproductions as a project to further their understanding the importance to Iroquois culture and history. The belts record Iroquois cultural history, interaction with other Native American tribes, and peace and friendship agreements or treaties with United States government officials. In addition to wampum belts, the text describes 9 sets of wampum strings. The author provides background information about the history of wampum making, types and colours of wampum beads, and historical and spiritual significance of wampum.

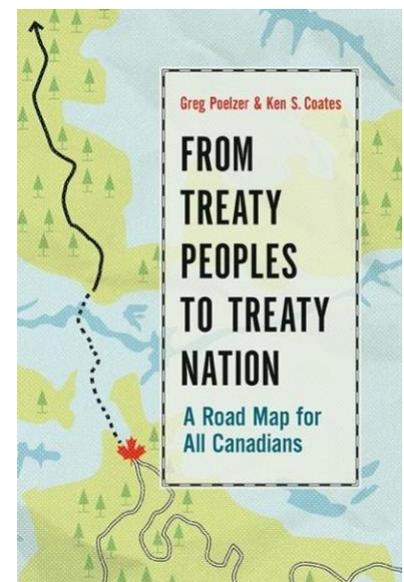


## From Treaty Peoples to Treaty Nation: A Road Map for All Canadians

**By:** Greg Poelzer and Ken S. Coates

**Grades:** 11-12

**Description:** From Treaty Peoples to Treaty Nation: A Road Map for All Canadians begins with the principle that Canada is a country founded on relationships and treaties between Indigenous peoples and newcomers. Although recent court cases have strengthened Aboriginal rights, the cooperative spirit of the treaties is being lost as Canadians engage in endless arguments about First Nations issues. Greg Poelzer and Ken Coates breathe new life into these debates by looking at approaches that have failed and succeeded in the past and offering all Canadians - from policy makers to concerned citizens - realistic steps forward.

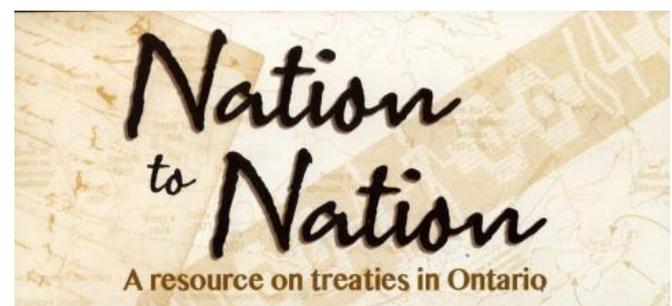


## Nation to Nation: A Resource on Treaties in Ontario

**By:** Maurice Switzer

**Grades:** 11-12

**Description:** Nation to Nation: A Resource on Treaties in Ontario is a 68-page book from the Union of Ontario Indians designed to inform readers and students about First Nations treaties in Ontario. This important collection clarifies the often-confusing picture about treaties by focusing on treaties covering Ontario from their origin to the present day.



## Other Academic Books:

- Asch, Michael. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto: University of Toronto Press, 2014.
- Blair, Peggy. *Lament for a First Nation: The Williams Treaties of Southern Ontario*. Vancouver: University of British Columbia Press, 2008.
- Bohaker, Heidi. *Doodem and Council Fire: Anishinaabe Governance Through Alliance*. Toronto: University of Toronto Press, 2020.
- Bohaker, H. Reading Anishinaabe identities: meaning and metaphor in Nindoodem pictographs. *Ethnohistory*, 57(1), 11-33, 2015.
- Borrows, John and Michael Coyle, eds. *The Right Relationship: Reimagining the Implementation of Historical Treaties*. Toronto: University of Toronto Press, 2017
- Calverley, David. *Who Controls the Hunt? First Nations, Treaty Rights, and Wildlife Conservation in Ontario, 1783-1939*. Vancouver: University of British Columbia Press, 2018.
- Fenge, Terry and Jim Aldrige, eds. *Keeping Promises: The Royal Proclamation of 1763, Aboriginal Rights, and Treaties in Canada*. Montreal: McGill-Queen's University Press, 2015.
- Long, John S. *Treaty No.9: Making the Agreement to Share the Land in Far Northern Ontario in 1905*. Montreal: McGill-Queen's University Press, 2010.
- Luby, Brittany. *Damned: The Politics of Loss and Survival in Anishinaabe Territory*. Winnipeg: University of Manitoba Press, 2020.
- Macklem, Patrick and Douglas Sanderson, eds. *From Recognition to Reconciliation: Essays on the Constitutional Entrenchment of Aboriginal and Treaty Rights*. Toronto: University of Toronto Press, 2015.
- McCabe, J. Timothy S. *The Law of Treaties Between the Crown and Aboriginal Peoples*. Markham: Lexis Nexis Canada Inc., 2010.
- Miller, J.R. *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada*. Toronto: University of Toronto Press, 2009.
- Morin, Jean-Pierre. *Solemn Words and Foundational Documents: An Annotated Discussion of Indigenous-Crown Treaties in Canada, 1752-1923*. Toronto: University of Toronto Press, 2018.
- Rogers, Edward S. and Donald B. Smith, eds. *Aboriginal Ontario: Historical Perspectives on First Nations*. Toronto: Dundurn Press, 1994.
- Tidridge, Nathan. *The Queen at the Council Fire: The Treaty of Niagara, Reconciliation, and the Dignified Crown in Canada*. Toronto: Dundurn Press, 2015.

## For Settler Allies Or Others Looking To Do Decolonial And Anti-Racist Work, Here Are Some Resources To Help Educate Yourselves:

- [Settler: Identity and Colonialism in 21st Century Canada](#) by Emma Battell Lowman and Adam J Barker
- [The Inconvenient Indian](#) by Thomas King
- Laurentian University's ["How to be an Ally" website](#)
- [White Privilege: unpacking the Invisible Knapsack](#) by Peggy McIntosh
- [Indigenous Ally Toolkit](#) by Dakota Swiftwolfe
- [Allyship Resource Bundle](#) by Anika Richard and Danae Heaman
- [Queen's University Human Rights and Equity Office](#), Showing-Up for Anti-Racism and Inclusion – Part 1 & 2 Training, Positive Space Training, Understanding Gender Identity and Gender Diversity Training, and This is Canada: Living Anti-Racism Training
- [Webinar: Addressing Anti-Black Racism in Education](#) hosted by The Centre for Integrative Anti-Racism Studies (CIARS) and the Centre for Leadership and Diversity (CLD) on "Addressing Anti-Black Racism in Education," with QSEC Program Chair Dr. Andrew B. Campbell, Drs. Njoki Wane, George Dei, Ann Lopez, and Lance McCready, and moderator Janelle Brady.

Additional Literary Resources Can Be Found At [GoodMinds](#).



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## Online Resources

### Websites

[Queen's University Library: Treaties Recognition Week](#)

[LDSB: Treaty Recognition Week Resources](#)

[Trent University: Treaties Information Package for Educators](#)

[University of Waterloo: Treaties Recognition Week](#)

[CBC Indigenous: Treaties in Ontario: what are they and what do they do?](#)

[Government of Ontario: Treaties](#)

[OISE: Deepening Knowledge: Treaties and Land Claims](#)

[Bitmoji Classroom: Understanding Indigenous Rights](#)

[FNMI EAO Webinar Treaty Series](#)

[Bitmoji Classroom: Treaty Videos](#)



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[Bitmoji Classroom: Treaty Recognition Week](#)

[Lakehead University: Treaties](#)

[Bringing Treaties Into the Classroom](#)

[FNMIEAO Website](#)

[We Are All Treaty People](#)

[First Nation Treaty Education in Ontario](#)

[Ontario First Nations Maps](#)

[Office of the Treaty Commissioner: We Are All Treaty People](#)

[Treaty Relations Commission of Manitoba](#)

[Treaties in Canada: Education Guide](#)



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## **K-12 Lesson Plans**

[Treaty 6 Education: K-9 Lesson Plans](#)

[Canada's History: K-12 Lesson Plans Treaty Knowledge](#)

[We Are All Treaty People Canada's 150+10,000 Teacher's Guide](#)

[Teaching Treaties: Lesson Plans 9-12](#)

[Lesson Plan: Cost of Treaties](#)

[Treaties in Canada Education Guide and Worksheets](#)

[The University of British Columbia: Indigenous Education K-12: Treaties](#)

[Treaty Relations Commission of Manitoba: Teaching Treaties Across the Curriculum](#)



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## Films and Videos

[Broken Promises](#)

[Kanehsatake: 270 Years of Resistance](#)  
[Trick or Treaty](#)

[Reconciliation Book Club - Whose Land Is It Anyway?](#)

[Sovereignty and Treaties](#)

[Voices From Here: Richard Hill](#)

[Alan Corbiere: 250th Anniversary of the Treaty of Niagara](#)

[Understanding Land and Treaty Claims: Alan Corbiere](#)

[We Are All Treaty People – Full Book](#)

[Treaties, Reconciliation and Indigenous History In Canada](#)

[Indigenous Voices on Treaties](#)

**Nyá:wen, Miigwech, Thank You For Reading!**

## References and Resources for Further Learning

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