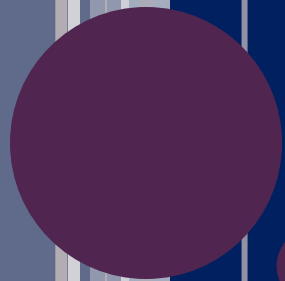


Revised Oct 8, 2017

**UNIT 2:  
IMPERIALISM AND COLONIALISM, AND THEIR  
CONTINUING EFFECTS ON INDIGENOUS  
PEOPLES IN CANADA AND AROUND THE  
WORLD**



**Treaties & Residential Schools**



# TREATIES

Understanding Treaties and Their Effects



# TREATIES

- A treaty is a compromise between 2 or more individuals (or groups of people)



# TREATIES

- But the challenge with treaties is that if both sides do not completely understand then one side can take advantage



# TREATIES

- When it comes to the 1700s the British had the advantage as they understood their own legal documents
- First Nations Peoples were at a disadvantage as treaties were written in English



# TREATIES

- Treaties in the 1700s indicated that First Nations Peoples would get to keep their land
- HOWEVER, if the details were examined more closely the treaties stated that First Nations Peoples could keep their land if the British did not want that land



# TREATIES

- As such, the British kept taking more land and stealing it from the First Nations Peoples living in those areas to improve British colonial life and further their expansion across Canada



# ROYAL PROCLAMATION OF 1763

- This proclamation designated certain lands as belonging to First Nations Peoples
- This proclamation was stated by King George III
- This gave First Nations Peoples some security that the land would not just be taken away





# ROYAL PROCLAMATION MAP



# CHANGES AND EVOLUTION

- As time passed Canada expanded
- In 1791, the regions north of the great lakes became known as Upper Canada
- 1870 the HBC (Hudson's Bay Company) purchased Rupert's land and NWT (North West Territories)



# TREATIES UPHELD

- The treaties were upheld in many areas as the Canadian Government honored that the lands belonging to First Nations Peoples needed to be maintained
- However, upheld does not mean that it was in favour of helping First Nations Peoples maintain their land



# THE 11 NUMBERED TREATIES

- This led to the writing and signing of 11 numbered treaties between 1871 and 1921
  - Locations:
    - Prairie Provinces
    - NE British Columbia
    - N Ontario
    - NW Ontario
    - NWT
- The numbered treaties are still being discussed and resolved to this day



The slide features a dark blue background. On the left side, there are several vertical stripes of varying widths and shades of blue and grey. Below these stripes, there are five dark red circles of different sizes arranged in a cluster. The text 'WRITING A TREATY' is positioned to the right of these circles.

# WRITING A TREATY

# WRITING A TREATY

- What can you use a treaty for.
  - For example rules at home, or to seal a deal with a friend/family member.
- What agreements would need to be in your treaty?
- Who is it between?



# WRITING A TREATY CONTINUED

- Would it be signed by each party or could it be sealed verbally, with thumbs up or a handshake?
- Write a draft treaty.



# EXAMPLE TREATY

No animals are allowed in the classroom. The reason for this is that there are many individuals allergic to them as well as they may void in the classroom which would make a mess. Additionally, animals can be quite reactive when they get scared and the classroom environment exposes them to a great deal of stress.

Individuals Present

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Signatures:

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Date:

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There will be consequences for breaking the rule.





The slide features a dark blue background. On the left side, there are several vertical stripes of varying shades of blue and white. Overlaid on these stripes are several circles of different sizes and shades of maroon and dark red. The largest circle is positioned near the top left, with several smaller circles scattered below and to its right.

# RESIDENTIAL SCHOOLS

What are they and what are their continuing effects?

The left side of the slide features a vertical gradient bar transitioning from dark red to light grey. Overlaid on this are several vertical stripes in white, light grey, and dark grey. To the right of these stripes are five dark blue circles of varying sizes, arranged in a descending staircase pattern from top-left to bottom-right.

## **CAUTION: THIS TOPIC CAN BE QUITE EMOTIONALLY DISTURBING**

**Therefore we will only do a general overview rather  
than an in depth discussion**

# RESIDENTIAL SCHOOL QUESTIONS

1. What were Residential Schools?
  - They were schools build by Canadians to instill Canadian beliefs and values



# RESIDENTIAL SCHOOL QUESTIONS

2. Why were First Nations children sent to Residential Schools?
  - To educate First Nations children



# RESIDENTIAL SCHOOL QUESTIONS

3. Who paid for the schools?

- The government



# RESIDENTIAL SCHOOL QUESTIONS

## 4. Who ran the schools?

- The Church



# RESIDENTIAL SCHOOL QUESTIONS

5. What were some of the experiences of children at these schools?
  - Lonely and missing their family
  - Not allowed to follow their own traditions
    - Not allowed to speak their language



# RESIDENTIAL SCHOOL QUESTIONS

6. When did the last Residential School close?
  - The last one closed in 1996.





# RESIDENTIAL SCHOOL QUESTIONS

7. What were some of the effects of Residential Schools on First Nations people?
  - Breaking up families and communities.



# RESIDENTIAL SCHOOL QUESTIONS

8. Why do you think it might be important to learn about Residential Schools?
  - So that we learn about the past and improve for the future



# THE IMPACT OF RESIDENTIAL SCHOOLS

- The impacts are still being felt to this day
- And we honor all individuals that went to residential school and their families
- This recognition was evident on Friday, September 29, 2017 as we had orange shirt day and recognized elders and survivors from the local community



# REFERENCES

- Treaties and First Nations Relations:  
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- Numbered Treaties:  
<http://www.thecanadianencyclopedia.ca/en/article/numbered-treaties/>
- Residential Schools: <http://www.fnesc.ca/wp/wp-content/uploads/2015/07/PUB-LFP-IRSR-10-2015-07-WEB.pdf>
- A history of residential schools in Canada:  
<http://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280>

