

Grade Level: Grade 5 Social Studies / History Lesson

Topic: Indigenous Communities in New Brunswick throughout history

Materials: *Settlers of Catan Board Game*.

Objectives: The main focus of this lesson is to introduce the students to the unfair treaties and how they were made. How the land in the Red Bank area went from over 200 000 acres to around 2 500 acres over 200 years. (NB Grade 5 Social Studies Curriculum 5.4.1)

Procedure, In this learning Centre I will:

- Introducing the students to a local tribe (Julian tribe from Miramichi area during the 18th and 19th century).
- Asking them if they know how the ingenious committees lived during the 1700 and 1800s.
- Introduce how they lived off the land, how their tribes would move season to season.
- Ask them if they know anything about the settlers and treaties.
- I am using the *Settlers of Catan* board game to represent the Miramichi region (but you can use any region that you are working in).
- I will tell students that they will be the powerful nation of indigenous peoples that have been in this area for thousands of years and I am going to represent the British and the settlers.
- (Year 1764) They will stand up and surround the table and I will make sure they know that all of their land is theirs.
- (1789) I will start off the representation by asking them if I may build a house on the farthest part of their land (edge of the board), they should say yes, but if they say no, say too bad and just threaten the tribe if they plan on doing something.
- (1815) I will then tell them I want to sign a trade treaty and that we are going to become very close. (Once they say yes I will take two students as prisoners to make sure they don't break the treaty, make sure to tell them that this was in the agreement they signed and it isn't your fault they don't understand the King's English) as we agree I will put a couple more houses on the board without saying anything. If they say anything just tell them that the soldiers that protected them from the evil Americans and French from the War of 1812 need a tiny bit of land and that they will not get in the way of your day to day lives.
- (1829) Showing more growth of settler life and interference of land.
- (1850) By 1850 the provincial government had split the land up into reserves without consulting the First Nation communities. They offered them a one time payment and a annual payment to go along with them. They did it because they needed to 'civilize the indians' and to 'create a effective nation'.

- After I have gone through this I will ask the class what they think about the entire process of treaties, land grabs, was it fair? What would you do? Trying to get the class to lead the discussion with myself as the guide.

Post-Learning Centre Extension Ideas:

- Bring in local elders to talk to the class about the rich history of the reserve.
- Go to a local reserve with elders to talk about the land and the importance of the resources around them.
- Could easily lead this into a lesson about the Inuit people of Canada and why they are living in very northern parts of Canada.
- Could create a treaty as a class and see what they think is fair, or if it is even fair to go where they are.
- Have an open discussion about the misconceptions of the Indigenous peoples of Canada.

Resources:

If you are interested to research any of this on your own the books that I used included a lot of information about Atlantic Canada.

Maliseet & Micmac First Nations of the Maritimes - Robert M. Leavitt

Miramichi Papers - W.D. Hamilton

Indigenous Writes A Guide to First Nations, Metis & Inuit Issues In Canada - Chelsea Vowel

The Inconvenient Indian A Curious Account of Native People In North America - Thomas King