Perspectives on Alberta Treaty 7 (1877)

**Concept(s)** Historical Perspectives, Primary Source Evidence

**Prepared for Grade(s)** 4

**Province** AB

**By** Corrine Guthrie

**Time Period(s)** 1800-1900

**Time allotment** 3 or 4 x 60 minutes

**Brief Description of the Task**

The students will first develop an appreciation of the broad content related to Treaty 7 in Alberta. Students will have a brief opportunity to view and discuss the original Treaty 7 document via the Smartboard. Then, students will identify and evaluate multiple historical perspectives on the concepts and issues related to the treaty. In groups, students will work through one historical perspective. Each group will share a summary of their historical perspective with the rest of the class. Individual students will then write a letter to the editor about Treaty 7 expressing their historical perspective.

It is hoped that underlying this particular work with Treaty 7 that students will begin to develop an awareness and appreciation of the complexity of treaties in Canadian history.

**Objectives**

Students will gain an understanding of the following historical thinking concepts:

- historical perspective taking

- use of primary source evidence

**Required Knowledge & Skills**

• Students should be experienced and comfortable working in cooperative learning groups to accomplish several of the tasks for this lesson.

• Students will need to understand the notion that there may be more that one perspective on a particular issue or event.

• Students will need to be able to read written information, to identify key facts and details and to write down notes into organized categories.

• For the written portion of the individual assignment, students will need to be familiar with the friendly letter and general persuasive writing techniques.

**Detailed Instructions**

Student Activities:

1. Whole class will read and discuss background context summary prepared by teacher (Attachment 1).

Note: If teachers have access to a Smartboard or computer and projector, it would be great to begin by showing student Treaty 7 and other images to set the stage for these activities.

2. Teacher will assign small groups. Groups will work through background information worksheet (Attachment 2) to identify the pertinent information for the historical perspective activity.

3. Each student cooperative group will be presented with a teacher-prepared adaptation of one of the following historical perspectives:

I . First Nations (Attachment 3)

II. Elders (Attachment 4)

III. British Treaty Commissioners (Attachment 5)

4. Student groups will collectively gather, write and organize the pertinent details about the viewpoint on the Treaty 7 letter form (Attachment 6). Teacher will need to circulate and monitor student discussion and identification of the historical perspective closely.

5. After identifying the important historical perspective in their group, each group will have one representative give a summary to the class orally.

6. Individual students will write letter to the editor on the subject of Treaty 7. To prepare for this assignment, the class will be presented with a fictitious editorial to argue as a group. The teacher will lead a whole-class collection of arguments about the editorial and the class will collectively write a simple letter in response.

7. Then, the students will use their historical perspective summaries to write a letter to the editor explaining the Treaty 7 issues from his or her group perspective (Attachment 7).

**Outcomes**

4.S.1.2 Critically evaluate ideas, information, and positions from multiple perspectives.

4.S.8.1 Organize and present information, taking particular audiences and purposes into consideration.

4.S.8.6 Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.