

Commemorate Canada - Create a GeoMinute: Treaty 3

Overview

Students will learn about the history of Treaty 3 by creating a one-minute video about this treaty.

Time required

120 minutes (can be divided)

Grades

6-10

Subjects

Geography, History, Arts, Media

Learning goals

Students will be able to:

- Understand the history of Treaty 3 and the main people and nations involved.
- Summarize the history of Treaty 3 in a concise manner.
- Collaborate with class members to create a video or recorded presentation describing the history of Treaty 3.

Materials

- Projector or SMARTboard
- Writing utensils and paper
- Treaty 3 information sheet
- Storyboard sheet
- How to record a PowerPoint presentation sheet
- Video recording device or devices with PowerPoint and built-in or attached microphone to create and record a presentation
- Devices with internet access

Lesson implementation

Minds on

Ask students to think about what the word “treaty” means. Have them write down their definition or words that come to mind when they think of the word “treaty.” Then have them pair up with a classmate sitting next to them and share what they wrote down.

A treaty is an agreement between two sovereign nations; in Canada, that most often means between the Canadian government (the Crown) and First Nations that are recognized in the Canadian Constitution. It is important to recognize that First Nations had treaties between their respective First Nations prior to European contact on these lands. Also, Canada has entered into land-related agreements with Métis and Inuit through other processes.

Action

Explain that, today, students will be learning about Treaty 3, which was signed in 1873. In groups, students will be creating their own version of a GeoMinute, a one-minute video describing an important event in Canadian history using images, videos, and sound. Students also have the option to prepare their video in the form of a skit. To give students an example of what a video like this looks like, play for students the following example: *Canadian Geographic* GeoMinute: [Prince Edward Island becomes Canada's seventh province](#).

Divide students into small groups of three to four students. Explain that each group will be responsible for learning about Treaty 3 with the **Treaty 3 information sheet** and doing their own online research. Students should discuss what they consider to be the most important points about Treaty 3 that they would like to convey to their audience and decide how they would like to present that information. Students might decide to focus on one specific part about Treaty 3 negotiations or take a broader view. Students can use the **Storyboard sheet** to help them plan their video. Have a discussion with students about what makes a video interesting to the audience. Their video should have:

- Only the most relevant and accurate information, summarized in short sentences (as the video is only one minute).
- If applicable, images that are interesting and help the audience understand the information (e.g., photos of people, maps).
- If applicable, a well-prepared and appropriate skit that outlines the history of Treaty 3.

Give students time to research, write, and record their presentations or skits (this may take a few learning blocks). Once students are happy with the projects, have groups present their projects and invite questions and feedback from the audience.

Conclusion and consolidation

Explain that *Canadian Geographic* has created a [GeoMinute about Treaty 3](#). Watch it together as a class. Have a discussion about what was similar to students' projects and what was different.

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Connection to the Canadian Geography Learning Framework

Concepts of Geographic Thinking

- Patterns and trends
- Geographic perspective
- Spatial significance

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze
- Communicate

Have students, individually, write down one thing they enjoyed while making this project, one thing they found challenging, and one thing they would do differently for future projects. Have students hand in these reflections.

Extend your geographical thinking

- Have students create a map of the numbered treaties.

Modifications

- Teachers can adjust the requirements for projects based on students' needs.
- Teachers can assign groups for strategic pairing.

Assessment opportunities

- Teachers can assess students' final projects.
- Students can exchange their storyboards with another group for feedback before creating their final projects.
- Teachers can assess students' reflections to help guide future projects.

Additional resources

- Canadian Encyclopedia: [Treaty 3](#)
- Government of Canada: [Treaty Texts - Treaty No 3](#)
- Grand Council Treaty #3: [Our Nation](#)
- Canadian Geographic: [Treaties and Agreements in Canada](#)

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Treaty 3 information

Who

Treaty 3 involved the Saulteaux peoples (part of the Anishinaabe) and the Crown (the Canadian government).

Important people in negotiations:

- Chief Ma-We-Do-Pe-Nais: Main spokesperson for the Saulteaux.
- Simon J. Dawson: Engineer and person in charge of overseeing a road-waterway project that would cut through Saulteaux territory.
- Robert Pither: Former Hudson Bay Company worker who had worked among the Saulteaux and was familiar with the community. He was appointed Indian agent in 1870 and sent to Fort Frances to ensure good relations with the Indigenous Peoples of the region.
- Wemyss M. Simpson: Member of Parliament who joined Robert Pither at Fort Frances in 1870. He was appointed Indian commissioner in 1871 and was put in charge of negotiating a treaty with the Saulteaux that year.
- Pither and Dawson were also appointed commissioners for the treaty and acted as Simpson's assistants.
- Alexander Morris: Lieutenant-governor of Manitoba and the North-West Territories who attended the final negotiations with the Saulteaux.

Where

Treaty 3 covers land in present-day western Ontario and eastern Manitoba. Visit the website of the Grand Council Treaty #3 "[Our Nation](#)" page for a map. The treaty was signed at the North-West Angle (where present-day Ontario, Manitoba, and the state of Minnesota meet), which is why it is also known as the North-West Angle treaty.

When

Treaty 3 was signed on October 3, 1873. Other bands that could not make it to the signing, along with some Métis from the surrounding area, signed in 1874-1875.

Timeline

1869

The Canadian government became interested in the territory of the Saulteaux when, in 1869, they began to make a road and waterway system between Lower Fort Garry (Manitoba) and Lake of the Woods (Ontario), and from Thunder Bay to Shebandowan Lakes. This road would cross through Saulteaux territory; however, at this time, the government was not interested in organizing a treaty with the Saulteaux.

1870

In 1870, Member of Parliament Wemyss M. Simpson was sent to Fort Frances to inform the Saulteaux that Canadian troops would be passing through their territory to the Red River Resistance. The Saulteaux agreed not to interfere but made it clear that if roads or waterways were to be built through their territory, they would need a payment and they were not giving up their land.

1872

Talks resumed between the Saulteaux and the treaty commissioners but the Saulteaux were still not interested in what the government was offering. Simpson told the government that the Saulteaux were making new and larger demands. This may have been because of the discovery of silver and gold on their lands.

1873

In the fall of 1873, the treaty commissioners were allowed to offer more money to the Saulteaux. Lieutenant-governor of Manitoba and the North-West territories Alexander Morris was invited to attend the next negotiations. Morris and Chief Ma-We-Do-Pe-Nais went back and forth with offers until Chief Sah-Katch-eway of the Lac Seul and English River bands wanted to sign a treaty for his people, separate from the Saulteaux. Morris then told the Saulteaux that if they did not sign the treaty, he would negotiate with individual bands.

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Treaty 3 information

What was promised in writing

- The government of Canada would provide reserves for the Saulteaux.
- Monetary awards to the Saulteaux would include \$12 per family of five as a one-time payment and an annual payment of \$5 per person.
- The government would provide money to the Saulteaux to buy farming equipment and tools.
- The Saulteaux would “cede, release, surrender and yield” their rights and title to the land to the Government of Canada of an area of 14,245,000 hectares.
- The Saulteaux could hunt and fish on this land until the government needed it.
- The intent behind this treaty is contested by Treaty 3 people today, who say that the land was not intended to be surrendered to but shared with the government.

What was promised verbally

Some of the verbal promises did not make into the written treaty, such as exclusion from conscription or food to be used at annual celebrations of payment. There was nothing written about the Saulteaux’s right to mineral extraction on their reserves and nothing included about relatives from the United States being added to the treaty if they moved within two years of its signing. These verbal promises remain unresolved today and are still contested.

Paypom Treaty

The Saulteaux maintain that the written treaty is not the real version of Treaty 3. Their true version is called the Paypom Treaty and was obtained by Allan Paypom (Saulteaux) from Chief Powasson in 1906. Historians claim that the Paypom Treaty are the notes taken by Joseph Nolin for Chief Powasson during treaty negotiations.


The Paypom Treaty contains the signatures of Joseph Nolin and August Nolin which are not included in the written treaty. There are verbal promises included that are missing from the written treaty and, interestingly, the Paypom Treaty has no mention of fishing rights on unoccupied Crown land but these rights are included in the written treaty.

One theory is that the treaty commissioners were very eager to finalize the treaty and they sent a copy of the treaty, drafted a year before the treaty was signed, to Ottawa in their haste.

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Storyboard

Title:

Visuals (photo, image, video, scene, how actors will be placed on the scene)	Audio (voiceover, script)	Source (Where did you get the visuals and information you used?)
<p>Example A: Slide 1: Image of a map of Canada</p>  <p>Image credit: MapGrid, CC BY-SA 4.0 <https://creativecommons.org/licenses/by-sa/4.0/>, via Wikimedia Commons</p>	<p>Indigenous Peoples have lived on the land today known as Canada for tens of thousands of years</p>	<p>Image: https://commons.wikimedia.org/wiki/File:Canada_political_map_-_en.svg</p>

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Storyboard

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Storyboard

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Project checklist:

- ☐ There are no spelling or grammar mistakes.
- ☐ Our visual aids are not infringing on copyright (i.e., the images are allowed to be used and are credited where necessary).
- ☐ Our visual aids are thoughtful and help our storytelling.
- ☐ Our information is accurate, important, and to the point.
- ☐ The way our project is laid out makes sense. It has an introduction and conclusion and follows a logical order.
- ☐ Our project is interesting and eye-catching.
- ☐ All our group members have had a part in the project.
- ☐ The sound quality of our project is good. Everyone spoke clearly.

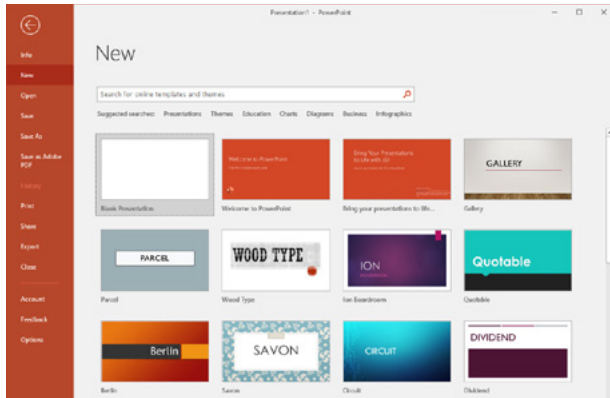
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How to record a PowerPoint presentation

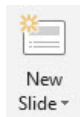
1. Open PowerPoint on your computer.



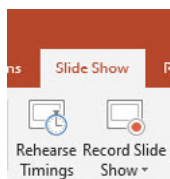
2. Choose a template or create a blank template.



3. Using your storyboard, create your project by inserting your images, videos, photos, and text on each slide. To create a new slide, click "new slide" in the top toolbar.



4. Once your project is complete and your group is confident you do not want to make any more changes, it's now time to record! Make sure your computer's microphone is turned on, that you are in a quiet location, and that you have your script ready. Tip: Once you start recording, you can move to the next slide by clicking on the space bar. To end the recording, click "End Recording" in the top left corner.
5. To record: In the top toolbar, click on "Slide Show" and then "Record Slide Show." The slideshow is now recording your voice. You can begin reading your script.



6. When you are finished, click "End Recording" in the top left corner.
7. Save your document.
8. Watch your presentation to make sure you are happy with it. You can re-record if you feel changes need to be made.
9. You're done! Great work!