

OMUSHKEGO Treaty No. 9 CURRICULUM



Introduction and Overview
 Relationships of the Omushkegowuk with Land
 A New Relationship: Omushkegowuk and Wemistikoshiwuk
 Relationships with Neighbours: Asserting Our Rights
 Relationships of Reciprocity: Sharing the Land
 Promised Relationships: Trick or Treaty
 Honouring Treaty Relationships
 (Grades 4 – 8, & 10)



Learning Unit I
 Relationships of the Omushkegowuk with Land
 (Grade 4)
 Cosmology - Origin and Creation Stories
 Oral Tradition - Oral History
 Relationships
 Using the Omushkego Good Life - Pimatisiwin ᓂᓴᓂᓴᓂ
 Unsettled - Naskamkoshwuk ᓂᓴᓂᓴᓂ
 Coming Full Circle - Culminating Task



Learning Unit II
 A New Relationship: Omushkegowuk and Wemistikoshiwuk
 (Grade 5)
 Traditional Ecological Knowledge, Beliefs, and Practices on Hunting, Trapping, and Harvesting
 Our Elders are Speaking: Kinship
 Treaty (French and English) Concerns of Land - Land for the Taking
 The Nonsuch in the Mushkegowuk Territory
 Sharing the Land - Naskamkoshwuk ᓂᓴᓂᓴᓂ



Learning Unit III
 Relationships with Neighbours:
 Asserting Our Rights
 (Grade 6)
 James Bay (Midnight Shore and Arctic Subarctic)
 Who are my neighbours? Where do they live? Where am I going? There!
 Resources and Treaties in Ontario
 Declarations of Rights and Responsibilities
 Education is a Treaty Right



Learning Unit IV – Relationships of Reciprocity:
 Sharing the Land
 (Grade 7)
 Omushkego Life in the Mushkegowuk Territory
 Omushkego Legends, Ancestors and the Goodbook
 From Mythos, Doctrine of Discovery, and Christianity: Impacts on the Omushkegowuk
 Rupert's Land and Hudson's Bay Charter (HBC) of 1813: Impacts on the Omushkegowuk
 Sharing the Land in Mushkegowuk Territory after the 1713 Treaty of Utrecht
 Henshaw Bay Conflict of 1812



Learning Unit V – Promised Relationships:
 Trick or Treaty
 (Grade 8)
 Life is Changing
 Rupert's Land Act and Rupert's Land Protection Pledge
 Impacts of Confederation, 1867 and the Indian Act, 1876 on Indigenous Peoples in Canada
 Treaty No. 9 - Shunk Kichimikoshwuk ᓂᓴᓂᓴᓂ
 Treaty No. 9 - What was Promised? Oral versus Written
 Impacts of Residential Schooling
 Mushkegowuk Veterans



Learning Unit VI – Honouring Treaty
 Relationships
 (Grade 10)
 Treaty Introduction
 Rupert's Land Act and Rupert's Land Protection Pledge
 Land and Resources
 Treaty No. 9 - Shunk Kichimikoshwuk ᓂᓴᓂᓴᓂ
 We Are All Treaty People - Uchi Inowimikoshwuk Kishanahamakewina ᓂᓴᓂᓴᓂ
 Respect and Honour
 Guidelines
 Research Skills
 Inquiry Based Learning
 Treaty Car

The Omushkego Treaty No. 9 Curriculum, Grades 4 – 8 & 10 recognizes:

- learners' unique personal and group identities as members of communities, with beliefs, values language and culture
- the significance of the nation-to-nation relations of the Omushkegowuk and the colonial/settler governments
- the historical journey, impacts of European contact and how treaties came to be
- definitions of treaty in regards to spirit and intent
- treaties of First Nations and Canada: pre-confederation and post-confederation
- the specific promises and provisions of Treaty No. 9
- the implications of historic results of the treaty and how it impacts Omushkegowuk today
- the significance of inherent and 'forever' treaty rights as Indigenous peoples
- although it is important to listen to diverse views and build relationships with others, "the common good" of the majority is not necessarily shared by the Omushkegowuk
- the generic structures of democracy do not always work for Omushkegowuk, as we have our own ways of knowing and being - institutions, laws, and political systems; and people sometimes work together in different ways to promote values that may differ from the majority.

The development and implementation of the Treaty 9 curriculum is essential in preparation of our youth by equipping them with the knowledge and skills that they need to understand the significance of our treaty. The treaty curriculum is based on the worldview and perspective of the Omushkego peoples. Only we, as Omushkegowuk, know what and how our children need to be taught about our history. This treaty curriculum:

- Acknowledges treaty education is an essential aspect of decolonization for the Omushkegowuk
 - Empowers our students with this knowledge, as it creates a solid foundation for our children, our future leaders
 - Builds on our Omushkego identity, the historic relationship of the People and Canada/Ontario, and our Ancestors' perspective of the Treaty agreement
 - Is the basis on which the Omushkegowuk can restore their rightful place in the historic nation-to-nation relationship that was affirmed by the Treaty
 - Teaches with Omushkego culture - Ininiw Pimatisiwin Kiskanahamakewina
- Dr. Emily J. Faries

<http://bit.ly/OETn9>

- 40 LESSONS WITHIN 6 LEARNING UNITS
- MAIN AND CROSS CURRICULAR AREAS
- FOCUS QUESTIONS LEADING TO SOCIAL ENGAGEMENT
- 21ST CENTURY COMPETENCIES
- NOTES TO THE TEACHER
- PRIOR KNOWLEDGE AND CONSIDERATIONS
- UNIT SUMMARY AND CONTEXT
- OMUSHKEGO CULTURE AND LANGUAGE CURRICULUM EXPECTATIONS
- ONTARIO MINISTRY OF EDUCATION GRADES 4 – 8 & 10 EXPECTATIONS
- GLOSSARY
- PRIMARY AND SECONDARY RESOURCES
- PHYSICAL LEARNING ENVIRONMENT AND SPACE
- ACCOMMODATIONS FOR ESL, ELL, ELD, EXCEPTIONAL PUPILS, AND GIFTED LEARNERS
- LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES: MINDS ON, ACTION, CONSOLIDATION, ASSESSMENT, CULMINATING ACTIVITIES, AND EXTENSION



OMUSHKEGO EDUCATION – MUSHKEGOWUK COUNCIL
 P.O. BOX 370 MOOSE FACTORY, ON P0L1W0
 705.658.4222 705.658.4250 FAX OE@mushkegowuk.ca



