

Lesson 3:

Who Governs Our Land?

LESSON 3: WHO GOVERNS OUR LAND?

1. Possible Inquiry Questions: Who Governs Our Land?

1. Who governs our land?
2. What is a government?
3. Who has the authority to govern the land where we live and learn?
4. How do we determine how land is governed?
5. What are the implications of Treaties and land governance?
6. How can we have an influence on the decisions our leaders make about our land in Saskatchewan?
7. What does it mean to be good stewards of the land?
8. What is meant by Indigenous Land Stewardship?
9. How might Indigenous Land Stewardship influence how land is governed?
10. What happens when two or more governing bodies disagree about how to use the resources of the land?

2. Background Information for the Teacher:

Governments are responsible for managing our land and resources for the benefit of the people living upon it. Land and resources may be developed for individual, community and economic purposes. Civic/municipal, provincial, federal, First Nations and Métis governments have varying authority over land use and one area may be governed by multiple governments. The decisions made by interconnected governments impact the quality of life of the people living on that land.

A central tenant of Indigenous worldviews is a genuine relationship with the land. First Nations, Métis and Inuit people strongly value traditional sacred ties to the land and view their role as responsible stewards of the land so that people and nature might live in harmony, sustaining each other. At times, this worldview clashes with municipal and provincial resource management. This may lead to protests, and legal actions over the use of the land and natural resources. Some examples include:

- In June of 2021, Cumberland House Cree Nation declared sovereignty over the Saskatchewan River Delta. ([Saskatoon Star Phoenix, June 11, 2021](#)).
- In May of 2021, Mosquito, Grizzly Bear's Head, Lean Man First Nation was awarded more than \$141 million dollars in a land claim settlement for land that was illegally taken by the federal government and sold. ([Global News, May 11, 2021](#))
- In September 2020, Métis Nation -Saskatchewan filed a lawsuit against the province of Saskatchewan for repeated failures to consult on land rights. ([Global News, September 16, 2020](#))

The purpose of this lesson is for students to identify ways in which people may be involved in making decisions that affect their local communities.

3. Key Vocabulary:

Government • Leaders • Board

4. Focus/Supplementary Outcomes:

PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

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- a) Describe ways in which Saskatchewan people can be involved in making decisions which affect their local communities.

5: Timeline: Approximately 45 minutes

6. Materials:

- **Maps and Graphics:**
 - Saskatchewan Treaty Map: http://www.otc.ca/pages/treaty_map.html
 - Map of Saskatchewan cities, towns, villages, and rural municipalities.
 - Map of First Nations in Saskatchewan
 - Map of Métis Nation – Saskatchewan
 - Map of School Divisions
 - Map of local city, town, village, northern or rural municipality
- **Student Graphic Organizer**

7. Motivational Set:

Ask students what government means to them? Teacher will draw a concept map on the board with government in the middle, then brainstorm with students' words related to government (Mayor, Prime Minister, Chief, President and local names of leaders are some examples that students might share). Add words to the concept words to the concept map. (Adapted from: Hands-On Social Studies, Grade 4 Saskatchewan edition)

8. Process:

1. Once students have shared their ideas as a class, then the class can come up with their definition of government together. For example: The government is the way groups of people organize themselves to make decisions, keep people safe and promote the values and behaviours by members of a community. Post this definition for reference in the classroom.
2. Explain that there are many different governments on the land we call Saskatchewan and that different people lead different organizations which can make decisions about how we use the resources of our land, and the rules and laws people need to follow.
3. Provide maps of Saskatchewan, maps of First Nations, maps of Métis Nation Regions, Treaty map of Saskatchewan and map of School Divisions. These may be printed or digital (on iPads or computers). On each map, have students indicate where their community is located. (Option to print maps on transparent overlays and give each group an opportunity to explore different organizations that govern their land).
4. Have students complete the pages in the Student Handbook. You may wish to allow working time in groups to get the answers from the Internet, newspapers or textbooks.

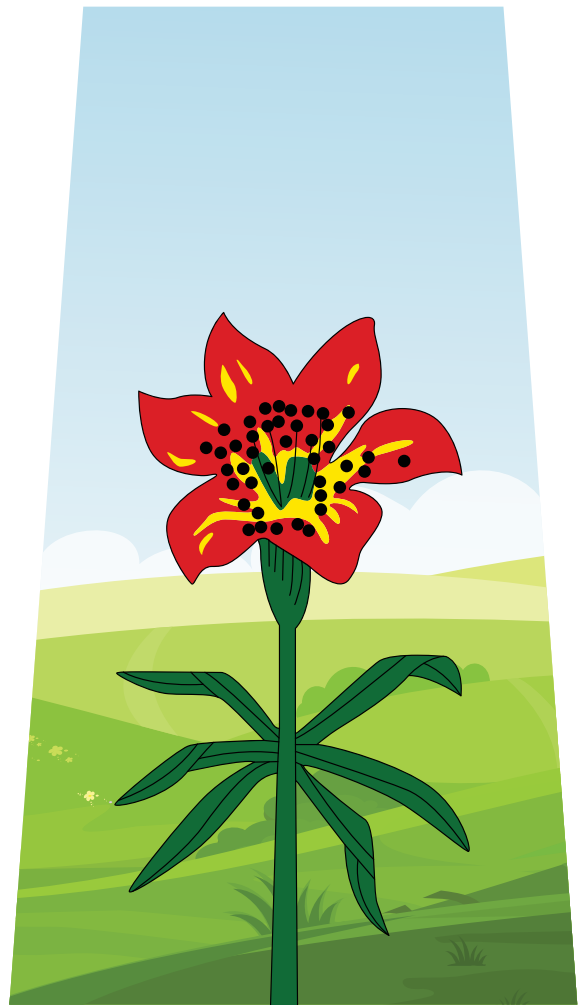
9. Assessment:

Student worksheet

Power and Authority

Social 4 Student Handbook

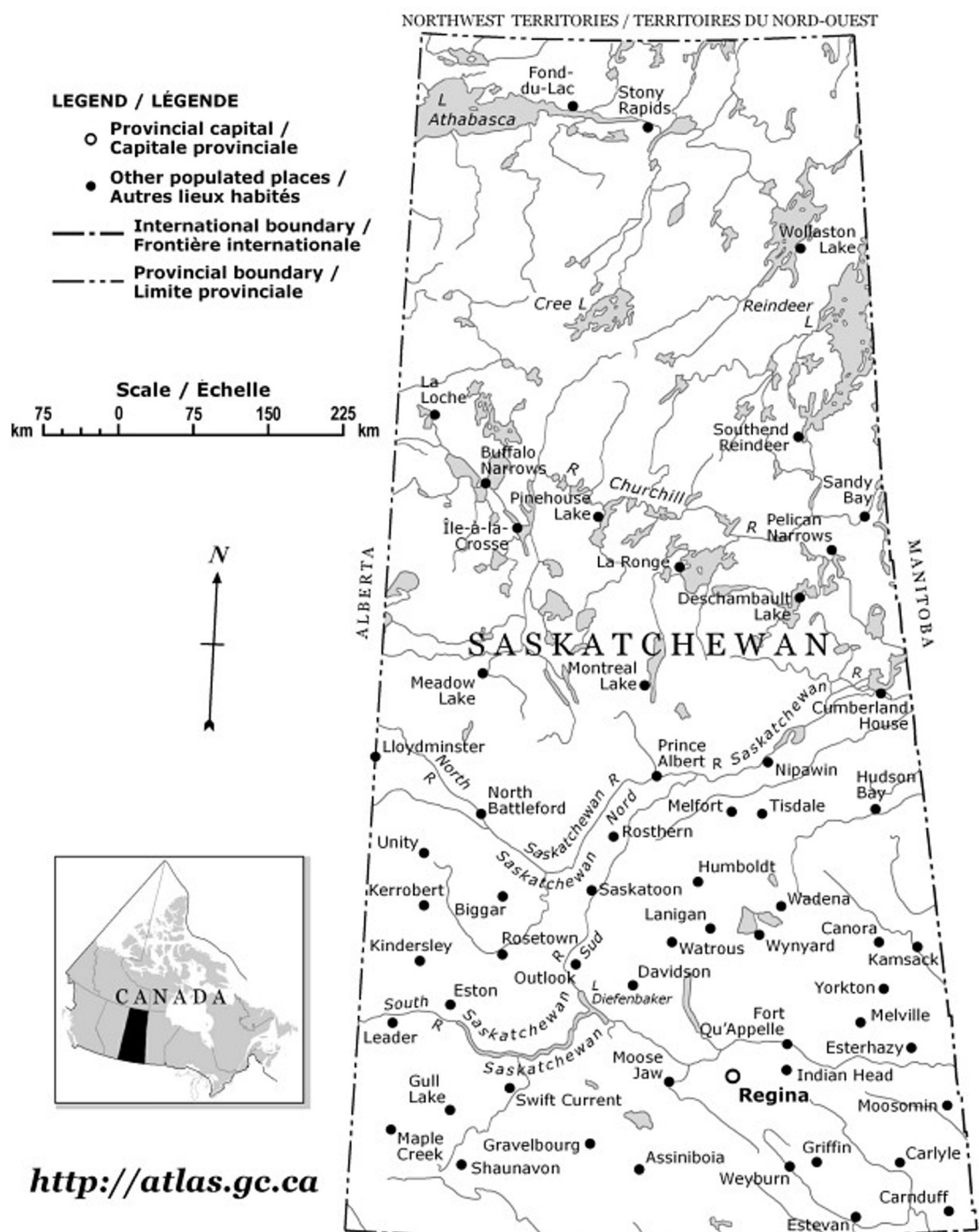
Lesson 3: Who Governs The Land?



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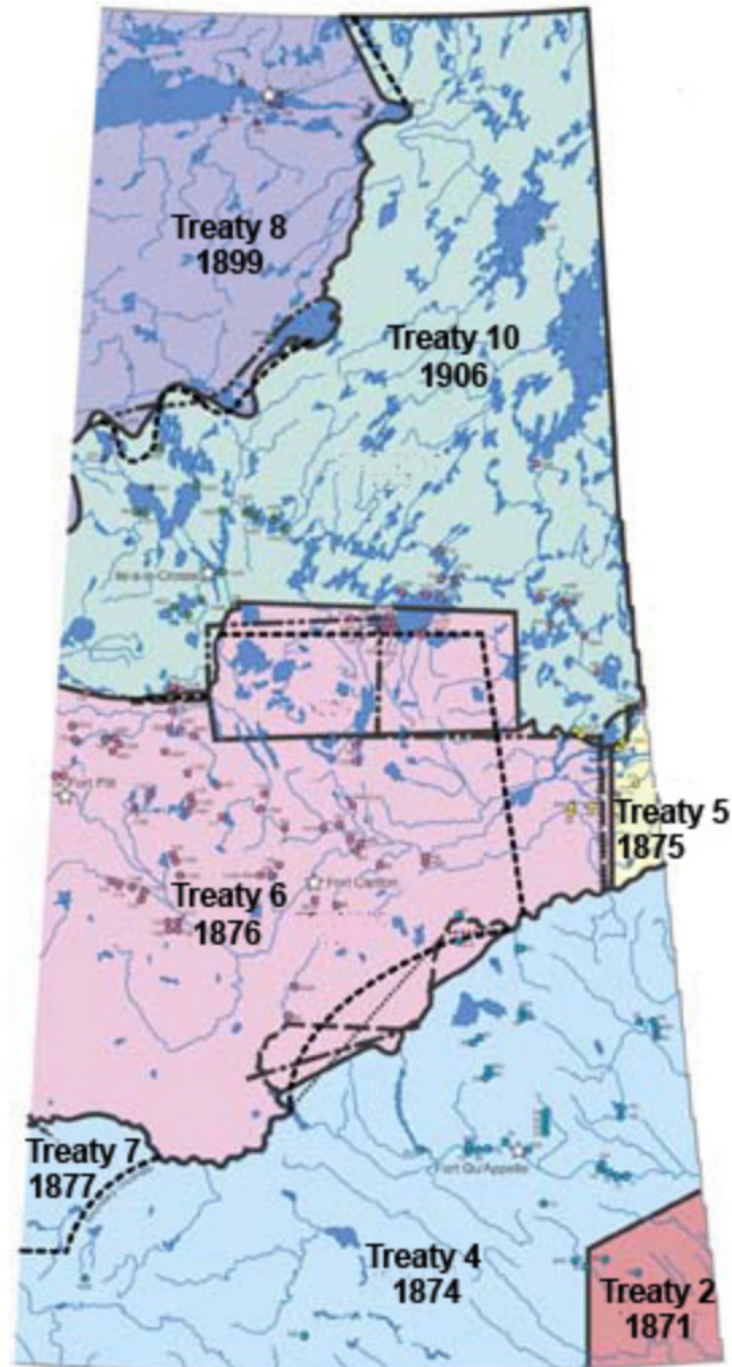
The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

LESSON 3: WHO GOVERNS OUR LAND? STUDENT HANDBOOK



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LESSON 3: WHO GOVERNS OUR LAND? STUDENT HANDBOOK

My home is located on Treaty _____ land and the Homeland of the Métis.

Many people and organizations share the land and have to work together to govern my community.

The municipal government of my community is called _____

The school board(s) that govern the schools in my community are called _____

One First Nation near me is _____. They are governed by _____

_____.

The Métis people in this area are governed by the Métis Nation-Saskatchewan Region _____.

Our provincial government is also responsible for governing. Currently, the _____

_____ party is in power and the _____ party is the

official opposition.

All of the different governments need to work together to make important decisions about how we

should use our lands responsibly.

References:

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.