



Treaty Texting

Overview

In this LE, learners will have an opportunity to read the 1725–28 and 1760–63 treaties. Using their new or deeper understanding of one of the documents, learners will write a brief text or an email to a friend or family member. Class discussion will allow learners to consolidate their understanding of the treaty promises and to identify how the Covenant Chain grew over time.

Learners will...

- Be exposed to the content of the 1725–28, and 1760–63 treaties.
- Experience the language, graphics and nature of the treaty documents.
- Consider carefully what the most important parts of the treaties are.
- Utilize their reading comprehension skills to determine what should be shared with others about the treaties.
- Understand that the treaties anchor the relationships between the Mi'kmaq and the British.

Focus

Learners will work in pairs or small groups to read the 1725–28 and the 1760–63 treaty texts, provided in the supplementary materials. After working together to understand their document, the groups will come together to discuss the similarities and differences in the two treaty texts, and to consolidate their understanding of the most important parts of the treaties.

Learners should then work individually on a text or an email to a family member or friend. The messages should tell the recipient three things about Mi'kmaw treaties. They could be encouraged to include an important quote from the document as well, which may help them identify key sections of the treaty texts. Educators could also consider the kinds of social media platforms learners are using and adapt this LE to fit how learners are communicating on these platforms. (e.g., creating short videos, graphics for sharing)

PE!

It is important that learners have a clear understanding of the following content:

- *The Mi'kmaq as the indigenous people of Nova Scotia and the Atlantic region.*
- *Mi'kma'kik as the ancestral homeland of the Mi'kmaq.*
- *The concept of netukulimk and msit no'kmaq. (See LE F4)*
- *What a treaty is. (See LE T1, T2, T3)*

Additional Resources

- See the introduction to the **Treaty-Making** section, as well as the **general introduction** to the resource.
- For additional resources, see the digital version of this LE at **Mi'kmawey Debert Cultural Centre website:**
<http://mikmaweydebert.ca/t6>

Teacher Tip



Without modification, this LE is recommended for older learners. The original treaty texts are complicated historical documents with language that can be difficult to navigate. To support engagement with the texts, an educators' guide identifying the key focus points of each treaty has been provided, along with recommendations for scaling the activity for younger participants. The introduction to the Treaty-Making section will also be helpful.

It is important to note that learners are not being asked to engage with the complexities of British legal documents here. The central goal of this LE is to help learners identify how the relationship between the Mi'kmaq and the British comes through in the treaty texts themselves.

Reciprocal Promises Made by Captain John Doucett: 1726

London, England, Public Record Office, Colonial Office Series 217/4: doc. 321

Whereas the Chiefs of the Penobscott, Norrigwock, St. Johns, Cape Sable Indians and of the other Indian Tribes & their Representatives Belonging to and Inhabiting within this his Majesty's Province of Nova Scotia Conforme to the Articles Stipulated by their Delegates, Sangarumn (alias) Laurens, Alexis, Francis Xaver, & Meganumbe, at Boston in New England The Fifteenth day of December one thousand Seven hundred & twenty five have come to this His Majesty's Fort of Annapolis Royal and Ratified said Articles and made their Submission to his Majesty George by the grace of god of great Britain France & Ireland King Defender of the Faith &c and Acknowledged his said Majesty's Just Title this his said Province of Nova Scotia or Acadia & promised to Live peaceable with all his Majesty's Subjects & their Dependants & to performe what Further is Contained in the Severall articles of their Instruments. I do therefore in His Majesty's name for and in Behalf of this his said Government of Nova Scotia or Acadia Promise the Said Chiefs & their Respective Tribes all marks of Favour, Protection & Friendship.

And I do Further promise & in the absence of the honble the Lt. Govr of the Province in behalf of the this said Government, That the Said Indians shall not be Molested in their Persons, Hunting Fishing and Shooting & planting on their planting Ground nor in any other their lawfull occasions, By his Majesty's Subjects or their Dependants in the Exercise of their Religion Provided the Missionarys Residing amongst them have Leave from the Governor for So Doing

That if any Indians are injured by any of his Majesty's Subjects or their Dependants They shall have Satisfaction and Reparation made to them According to his Majesty's Laws whereof the Indians shall have the Benefit Equall with his Majesty's other Subjects

That upon the Indians Bringing back any Soldier Endeavouring to run away from any of His Majesty's Forts or Garrisons, the Said Indians for this Office Shall be handsomely rewarded

That as a Mark and token of a true Observation & Faithfull Performance of all and Every Article promised on his Majesty's part by the Government I have by and with the Advice of the Council for said Government Releas'd and Sett att Liberty the Indian Prisoners

Given under my hand and Seal at his Majesty's Fort of Annapolis Royall this 4th day of June in the Twelvth year of his Majesty's Reign.

John Doucett

Lieu Govr of Annapolis Royal

Just like the Mi'kmaq made promises to the British with the Peace and Friendship Treaties, the British made reciprocal promises. Here are the promises the British made to the Mi'kmaq when they ratified the 1725–28 treaty in 1726. This second part of the

treaty text is often overlooked—many believe the treaty stops after the Mi'kmaq promises on the first page. Why might that be the case?

Thanks to historian Dr. William Wicken for his transcription of this treaty text.