

The Waterdown Platinum Jubilee

Treaty Forest

Written Reflection



Treaty Studies
500 words submitted to Mr. Tidridge
Due: **June 21st, 2022**

***This reflection will help Mr. Tidridge evaluate your participation in our culminating assignment and determine your Final Grade for this course.**

Since the beginning of February our class has been using the Platinum Jubilee to design, plan, and prepare a Platinum Jubilee Treaty Forest for the community (dedicated on June 18th) “... based in UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples) to honour our Treaty partners, as well as our own relationships with the land, by creating a space to educate our community about its responsibilities in Treaty.”¹

The question is: Have we been successful?

Based on your contributions to this project, including to the development of the Treaty Forest itself and/or the dedication ceremony:

- What was your experience like participating in this project? What did you do?
- Do you feel that this project met the vision outlined in the above quote? How so? If not, what should/could have been done better?
- As a conclusion: After taking Treaty Studies, what message do you have for members of the Flamborough/Waterdown community?
- Please feel free to include any additional thoughts you want.

¹ Platinum Jubilee Treaty Forest Dedication Emcee Address, Marissa Iozzo, 18 June 2022.

Evaluation Checklist:

Does the student's reflection, as well as conversations and observations had throughout the semester, demonstrate an understanding of the following Overall Curriculum Expectations?:

Criteria:	Yes	No	Comments:
<i>(NDA & NDW) A1: Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating contemporary issues, events, and developments relating to Indigenous peoples in Canada;</i>			
<i>(NDA & NDW) A2: Developing Transferable Skills: apply, in a variety of contexts, skills developed through investigations related to contemporary First Nations, Métis, and Inuit realities and perspectives . . .</i>			
<i>(NDA) B2: Cultural Revitalization and Cultural Continuity: demonstrate an understanding of key issues, developments, and challenges relating to First Nations, Métis, and Inuit cultural revitalization and cultural continuity.</i>			
<i>(NDA) C1: Community Governance, Planning, and Administration: demonstrate an understanding of various contemporary political, economic, and social issues and/or developments relating to First Nations, Métis, and Inuit community governance, planning, and administration, including issues related to land settlement</i>			
<i>(NDA) D1: Indigenous Legal Rights and the Constitution: demonstrate an understanding of key constitutional and other legal issues relating to Indigenous communities, governments, and individuals in Canada, explaining their significance for First Nations, Métis, and Inuit relations with federal, provincial, and territorial governments;</i>			

<p><i>(NDA & NDW) E2: Social Action and Leadership: demonstrate an understanding of factors that influence social action related to Indigenous peoples, analysing various strategies and initiatives to raise awareness of Indigenous realities and comparing the Canadian context with other national contexts.</i></p>			
<p><i>(NDW) B2: Connections to the Land: demonstrate an understanding of the significance of the land to Indigenous peoples around the world, analysing the consequences of displacement from traditional territories and the benefits of Indigenous perspectives on resource management;</i></p>			
<p><i>(NDW) B3: Indigenous Knowledge and Oral Traditions: demonstrate an understanding of the role of Indigenous knowledge, storytelling, and storywork in fulfilling communal responsibilities, sustaining world views, and protecting cultural heritage.</i></p>			
<p><i>(NDW) C2: Human Rights, Social Justice, and Cultural Survival: demonstrate an understanding of various legal and social factors affecting the human rights of Indigenous peoples, including the role and rights of Indigenous women and children and the relationship between living conditions and human rights;</i></p>			
<p><i>(NDW) C3: Political Trends and Power Relations: demonstrate an understanding of the connections between political power and cultural survival, analysing the balance of power in a variety of interactions between Indigenous and non-Indigenous groups;</i></p>			
<p><i>(NDW) C4: The Concept of Self-Determination: demonstrate an understanding of the concept of self-determination, exploring a variety of perspectives on and arguments for Indigenous sovereignty/self-governance.</i></p>			

<p><i>(NDW) D1: International and Regional Law: demonstrate an understanding of the role of international and regional law, and of associated bodies and legal instruments, in upholding or obstructing the rights of Indigenous peoples around the world;</i></p>			
<p><i>(NDW) D3: National Legislative and Judicial Action: demonstrate an understanding of the responsibility of national governments and judiciaries to uphold Indigenous rights, analysing a range of legislative and judicial actions to define and support those rights;</i></p>			