

STUDENT MATERIALS



Foreground: Mortuary House Pole (MOA ID# A50033 by Bill Reid and Doug Cranmer);
Background: Haida House Pole (MOA ID# Nb1.752 by Jim Hart).
Courtesy UBC Museum of Anthropology, Vancouver, Canada

CLB

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Governance

In this unit, explore the history between Canada's Aboriginal communities and the Europeans who settled here. Learn what the Royal Proclamation is and how it led to historical treaties between the British government and Aboriginal people in Canada. Find out about the Indian Act and its effect on the lives of Aboriginal people in the past and today. Discover why some Aboriginal people in Canada live on reserves and where this reserve system came from. Learn what modern treaties are and the ways they might improve the lives of Aboriginal people.

Imagine

TWO DIFFERENT PERSPECTIVES

Before you read

Write short answers to the questions below. Then share your answers in a small group.

1. What does your hometown look like? Describe it in as much detail as you can.
2. What do you think your hometown looked like 300 years ago?
3. Why do you think people first settled in this region of your country?
4. Do you feel a special connection to this region? Why or why not?

Read

TWO DIFFERENT PERSPECTIVES

People Who Have Lived Here for Thousands of Years

Imagine a vast area of land with magnificent trees, crystal clear rivers and lakes, and diverse wildlife. This land is occupied by many different groups of people. Some of these groups have inhabited this territory for thousands of years, so they have an intimate understanding of the landscape, the climate and all of the creatures found here. They rely on the plants and animals to sustain them—to provide food, shelter and clothing. They view the water, the mountains, the air and all of the animals as sacred gifts that must be respected and protected. They have a strong emotional and spiritual bond to everything contained in this great ecosystem that they are a part of. They also have a strong cultural connection. Because these groups of people have lived on this land for so many generations, their cultures are filled with legends about it, and its climate and many of the species that exist here.

People Who Came Here More Recently

There are other groups that inhabit this territory as well. However, these groups have only been here for a short time, so they are less familiar with the landscape, the climate, the plants and the animals. Settling in this expanse of wildness has been challenging, yet they have found many vital resources that they can use for sustenance and shelter. In fact, as they explore more and more of this new terrain, they are continually astonished by the richness of this land and its waters. They have discovered numerous plants and animals here that are completely unlike the ones that exist in their homeland, and this means they could be extremely valuable. They are thrilled that they have discovered this new place and all of the treasures that it contains.



Kwakiutl woman in cedar hat and cape standing on a rock looking out to sea. Photo taken sometime in the first decade of the 1900s.

Think critically

How might these different groups of people answer the questions in the chart? Write brief answers from each point of view. Then share your answers in a small group.

Questions	People who have lived here for thousands of years	People who came here more recently
Why is this land important?		
What should happen to the land, animals and water in the future?		
Who owns this land?		

Discuss

Now discuss the following questions with your group.

1. What are some conflicts that could arise between these groups in the future? Why?
2. What are some ways that these conflicts could be prevented?
3. How is this imagined situation related to the experiences of Canada’s First Peoples?

Reflect

What do you know?

How much do you know about BC's Aboriginal people and the history of European settlement in BC? Write T for true and F for false next to each statement below. If you don't know the answer, guess what you think it might be. Compare your answers with a partner.

1. _____ Before Europeans arrived in BC, there were many different groups of Aboriginal people living here.
2. _____ When Europeans arrived in BC, the Aboriginal people living here had very rich and complex cultures.
3. _____ Aboriginal people in BC didn't have any form of government until Europeans arrived.
4. _____ When Europeans came to BC, Aboriginal families owned large pieces of land.
5. _____ When they first arrived in BC, it was illegal for Europeans to own land without Aboriginal approval.
6. _____ After Europeans arrived in BC, many Aboriginal people sold their land to them.
7. _____ Today, Aboriginal people have their own laws that are different from Canadian laws.
8. _____ Today, all Aboriginal people in BC live on their traditional territory.

Consider

THE ROYAL PROCLAMATION, TREATIES & THE INDIAN ACT

Before you read

Look at the map, “Historic Treaties in Canada” and discuss the following questions with your partner.

1. What is a treaty?
2. What parts of Canada are included in the historic treaties?
3. What parts of Canada are not included?
4. Why do you think the treaties on the map were created?



Totem pole at Alert Bay. Photo by Kory Wilson.

Historic Treaties in Canada




**Douglas
Treaties**
(1850-1854)


**Numbered
Treaties**
(1871-1921)


**Robinson
Treaties**
(1850)


**Williams
Treaties**
(1923)


**Upper
Canada
Land
Surrenders**
(1781-1862)


***Peace &
Neutrality
Treaties**
(1701-1760)


**Maritime
Peace
and
Friendship
Treaties**
(1725-1779)

* Note: As there is no defined geographic extent for the Peace and Neutrality Treaties, they cannot be represented on a map.

Historic Treaties in Canada. Data referenced from map by
Aboriginal Affairs and Northern Development Canada.

Read

THE ROYAL PROCLAMATION, TREATIES & THE INDIAN ACT

A. Before Europeans came to North America, many diverse Aboriginal nations had already been living here for thousands of years. There were a numerous distinct Aboriginal cultures and languages. In fact, in BC alone there were over 30 different Aboriginal languages spoken. Each Aboriginal culture had its own complex system of government, laws and traditions in much the same way that different countries today have differing political and social systems. These Aboriginal nations had a clear understanding of where their traditional territories were and what their rights and responsibilities to these territories were. They fished, hunted and gathered food, and used the abundant natural resources of this land to build their homes and communities. However, they also held a deep respect for this land, its resources and all its inhabitants, which they viewed as sacred. They understood that they were merely a small part of a much larger ecosystem and therefore all of their decisions about how the land and resources were used had to benefit all creatures of this land.

B. When Europeans came to North America, they found a vast land with ample natural resources. At the time, European explorers were travelling around the world looking for new territories and resources to claim for their countries, so the rich lands of North America were very appealing. At first, both the British and the French laid claim to parts of what is now Canada, but finally the British won control of the new territory. Of course, this territory was not new to the thousands of Aboriginal people who were already living here. Fortunately, the king of England recognized this. In 1763, King George III issued a Royal Proclamation, which was an official statement that acknowledged the presence of the Aboriginal nations living here and their right to continue to live on and use the land and its resources as they had been doing for thousands of years.

C. This proclamation established an egalitarian nation-to-nation relationship between the British government and the various Aboriginal nations living here. It outlined guidelines that European newcomers had to follow if they wanted to settle in Aboriginal territory. Specifically, it stated that only the British government could negotiate with Aboriginal nations to acquire land for Europeans to live on. This meant that settlers could not take land away from Aboriginal people or buy land from them directly. Instead, the British government and an Aboriginal nation had to sign a treaty, or a formal nation-to-nation agreement. These treaties outlined the areas that settlers could live on and the compensation that Aboriginal nations would receive for allowing settlers to share



Royal Canadian Mounted Police representative handing treaty paper to Ojibwa man, Rocky Mountain House, Alberta. c. 1948. Courtesy of Glenbow. Archives. NA-1954-5

this land with them. For example, some Aboriginal nations received a certain amount of money and a guarantee that they could continue to fish or hunt in their traditional territories. Sometimes, certain areas of land were reserved specifically for Aboriginal use. Other times, a treaty required that the British government provide education for an Aboriginal community. This was important to many Aboriginal nations because, of course, the European settlers spoke different languages than they did. Aboriginal people knew that they needed to learn these languages so that they could communicate effectively with these newcomers. Healthcare was another important item that some Aboriginal nations negotiated for as compensation for sharing their land. Although Aboriginal people were very competent at making



Nisga'a chief in feast robe, 1902. Photo by the Edwards Brothers. Courtesy of Vancouver Public Library. Accession no. 2675

their own medicines from the natural resources found in their territory, Europeans had brought many new diseases such as influenza and smallpox that Aboriginal people had never been exposed to before. Therefore, hundreds of thousands of Aboriginal people were dying from diseases that their bodies couldn't fight, so they needed access to European medicines.

D. Throughout Canada, different Aboriginal nations and the British government signed numerous treaties. However, in some areas, such as British Columbia, very few treaties were ever signed. This means that the Aboriginal nations who live in these areas never agreed to share their land with others and never received any payment or other compensation for it when Europeans began to settle here.

E. In 1867, the Dominion of Canada was formed, and the British government was no longer in charge of governing the people living in this country. Instead, a new Canadian government was created to govern the inhabitants of Canada, and this meant change was coming for the First Nations living here. Previously, the British government had signed many separate treaties with different First Nations throughout Canada, and often what was agreed upon in each treaty was unique to the needs of a particu-

lar First Nation or the land where they lived. This meant that there were many different agreements that the new Canadian government had to follow when dealing with the many distinct Aboriginal nations. To try to simplify this, in 1876, the Canadian government created the Indian Act, an official legal document that outlines the rights of First Nations and individuals, and the laws that govern them. Many of these rights and laws came from the original treaty agreements; however, there is a very important difference between the treaties signed by the British government and First Nations leaders and the Indian Act.

F. Specifically, while the treaties were agreements signed between two equal nations—the British government and an Aboriginal nation, the Indian Act is federal legislation that was created by the Canadian government without any input from Aboriginal peoples. Therefore, it is not a document that was agreed upon by two equal nations. It is a document that was created by one nation in order to govern the

3. What is an important difference between treaties and the Indian Act?

4. How has the Indian Act affected the relationship between Aboriginal people and the Canadian government?

Vocabulary in context

Find the following words in the article. Read the sentence that contains the word and the sentences before and after it. Use the context to match the word to its synonyms. Circle the correct letters. (There may be more than one answer.)

1. ample (adj.)

- a. plenty
- b. sufficient
- c. limited
- d. abundant

2. competent (adj.)

- a. capable
- b. knowledgeable
- c. weak
- d. skilled

3. inferior (adj.)

- a. lesser
- b. lower
- c. substandard
- d. necessary

4. assimilate (v.)

- a. integrate
- b. adapt
- c. exclude
- d. conform

5. discriminatory (adj.)

- a. biased
- b. fair
- c. impartial
- d. prejudiced

6. negotiate (v.)

- a. agree
- b. discuss
- c. consult
- d. deny

7. compensation (n.)

- a. payment
- b. penalty
- c. reimbursement
- d. benefit

8. egalitarian (adj.)

- a. democratic
- b. changing
- c. free
- d. equal

9. sacred (adj.)

- a. revered
- b. plain
- c. cherished
- d. important

Building vocabulary

When we learn a new word, it is helpful to compare it with words that have a similar meaning so that we know how to use the word correctly. Work with a partner. Discuss the differences in meaning and use for each group of words. Use your dictionary for help.

1. assimilate, integrate, adapt
2. compensation, payment, benefit
3. competent, knowledgeable, skilled
4. discriminatory, biased, prejudiced
5. negotiate, discuss, debate

Modals – Permission & Obligation

Work with a partner. Read the sentences below. What is the difference in meaning between the sentences?

- A. In Canada, First Nations people sign treaties.
- B. In Canada, First Nations people can sign treaties.
- C. In Canada, First Nations people must sign treaties.

Which of the above sentences are true? Circle the letter next to the true sentences.

Write the sentences in the **negative**.

A.

B.

C.

Write the sentences in the **past tense**.

A.

B.

C.

Permission

We use *can, may, be permitted to* and *be allowed to* for permission. We use these words to show permission from a legal authority such as the police or the government and from a person in authority such as a parent, teacher or boss.

- **Parent to child:** You *are not allowed to* play video games all night.
- **Employer to employee:** Employees *are permitted to* take a one hour lunch break.

To talk about situations in the past, we use *could, were permitted to* and *were allowed to*. We don't use *may* to talk about past situations of permission.

- In the past, Aboriginal people *couldn't* wear ceremonial clothing.
- Settlers *weren't permitted to* take land from Aboriginal people.

Necessity, Obligation

We use *must* and *have to* for situations that are necessary.

Not have to versus *must not*

In affirmative sentences *have to* and *must* are very similar in meaning. However, in negative sentences, the meaning is very different. *Must not* shows that something is not allowed to happen. *Not have to* means that something is not necessary.

Students *must not* cheat on tests.

This is a practice test. Students *don't have to* hide their answers from their partner.

We don't use *must* to talk about necessity or obligation in the past. We only use *had to* for these situations.

Practice

Write the correct modal or phrase in each blank. Use the information from the reading “The Royal Proclamation, Treaties & the Indian Act” to help you choose the correct answer. More than one answer is sometimes possible.

1. Aboriginal people know that all their decisions about the land and resources _____ benefit every living thing.
2. European newcomers _____ follow certain rules if they wanted to settle in Aboriginal territory.
3. Only the British government _____ negotiate with Aboriginal nations.
4. Settlers _____ take land away from Aboriginal people or buy land from them directly.
5. Settlers _____ live on certain areas of land after a treaty was signed.
6. Many treaties guaranteed that Aboriginal people _____ continue to fish or hunt in their traditional territories.
7. The new Canadian government _____ follow the agreements set out in the original treaties.
8. Because of the Indian Act Aboriginal people _____ participate in some of their cultural traditions or wear ceremonial clothes.

Critical thinking

Work in a small group. Discuss the following questions.

1. Why is the Royal Proclamation still an important document to First Nations in BC today?
2. Who wrote the historic treaties?
3. What language do you think they were written in?
4. What did this mean for the Aboriginal leaders who signed them?
5. In Canada today, do people ever have to sign legal documents that are written in an unfamiliar language? Explain.
6. Have you even signed a legal document that was written in a language other than your first language? How did you feel?

The Facts

RESERVES: A DIFFERENT WAY OF LIFE

Before you listen

Work with a partner. Discuss the following questions.



Small wooden houses on the Musqueam Indian Reserve (1930s)

1. What is a reserve?
2. Why do some Aboriginal people live on reserves?
3. What are some of the challenges of living on a reserve?
4. What are some of the benefits of living on a reserve?

Listen

Listen and circle T for true and F for false for each statement below.



Reserves, A Different Way of Life: <http://youtu.be/O8xPNZlxilg>

1. T / F Today, there are very few reserves left in Canada.
2. T / F All reserves are found in the countryside.
3. T / F A reserve is an area of land set aside for Aboriginal people to use.
4. T / F Reserves are part of the Indian Act.
5. T / F Aboriginal people created reserves for their communities to live on.
6. T / F Aboriginal people and European settlers had the same point of view about how land should be used.
7. T / F Reserves today are the same size they were when they were first created.
8. T / F Aboriginal communities own reserve land.
9. T / F In the past, it was difficult for Aboriginal people to live off-reserve.
10. T / F Today, there are high rates of poverty on reserves.

Listen for details

Circle the correct answer for each of the following questions. There is more than one answer for each question.

- 1. Reserves were created because:**
 - a. Aboriginal people wanted to live on reserves.
 - b. the Canadian government wanted to reduce the conflict between Aboriginal people and European settlers.
 - c. the Canadian government wanted Aboriginal people to adopt a more Euro-Canadian lifestyle.
 - d. Aboriginal people wanted to farm.
 - e. the Canadian government wanted to help Aboriginal people maintain their cultures, languages and lifestyles.

- 2. Some reserves have changed in size because:**
 - a. Aboriginal people didn't want so much land.
 - b. Aboriginal people didn't need so much land because they didn't want to farm.
 - c. the government took away pieces of reserve land.
 - d. the government purchased pieces of reserve land from First Nations.
 - e. the government needed land for highways, railways and power lines.

- 3. Today, Aboriginal people live on reserves because:**
 - a. they are not allowed to live off-reserve.
 - b. they want to be close to their families and communities.
 - c. there is discrimination against Aboriginal people in cities.
 - d. there are many jobs on reserves for Aboriginal people.
 - e. they can learn and practice cultural traditions on reserves.

Did you know...

Many Aboriginal people have tried to oppose the laws of the Indian Act that control and limit their lives. They have tried to take their concerns to the government to get these laws changed. However, in the past it was illegal for Aboriginal people to organize politically or hire lawyers to help them fight against these unfair laws. Also, until as recently as 1960, Aboriginal people were not permitted to vote in federal elections, so they had no way of holding the government accountable.

Research

Work with a partner. Complete the T-chart with information from the listening. Then find 2-3 online news reports about reserves in BC. Quickly scan each report for information related to the advantages and disadvantages of living on a reserve. Add any new information you find in these reports to the chart. Share your findings with your classmates.

Advantages of Living on a Reserve	Drawbacks of Living on a Reserve

v

Stories

SHARING OUR EXPERIENCE



10th Anniversary celebration of the Nisga'a Final Agreement, 2010. Courtesy of Province of British Columbia.

Before you listen

Work in a small group. Discuss the following questions.

1. What is a “modern treaty?”
2. Why do you think a First Nation might want to sign a modern treaty?
3. Why do you think the BC government might want to sign a modern treaty?
4. What type of rights and responsibilities might be included in a modern treaty?

Vocabulary

The speakers in the video use the following vocabulary. Match the words to their meanings. Write the correct letter on the line. Use a dictionary for unfamiliar words.

- | | |
|-------------------------|--|
| 1. _____ aspire | a. permission for someone to do something; to allow something to happen |
| 2. _____ blame | b. things that will happen in the future |
| 3. _____ consent | c. to want to have or achieve more |
| 4. _____ constitution | d. official rules about what should be done or how things should be done |
| 5. _____ destiny | e. being confident in your own ability; able to take care of yourself without help from others |
| 6. _____ disparity | f. to say or believe that something or someone is the cause of something bad that has happened |
| 7. _____ policy | g. the ability for something to continue or last for a long time |
| 8. _____ self-reliance | h. the system of laws and beliefs that govern a nation or society |
| 9. _____ sustainability | i. an idea or goal for the future |
| 10. _____ vision | j. a noticeable difference between people or groups that is not fair |

Watch and Listen for the Gist

Watch the video and answer the following questions. You may circle more than one answer.

Watch and Listen for the Gist

Watch the video and answer the following questions. You may circle more than one answer.



Link forthcoming...

1. Who are the speakers in the video?
 - a. teachers
 - b. politicians
 - c. business people
 - d. Aboriginal leaders

2. What is the purpose of this video?
 - a. to give a warning
 - b. to offer help
 - c. to share information
 - d. to give a suggestion

3. What are some of the topics discussed in this video?
 - a. benefits of the Indian Act
 - b. problems with the Indian Act
 - c. reasons to sign a treaty
 - d. problems with treaties
 - e. benefits of living on a reserve
 - f. current problems in First Nations communities
 - g. steps to signing a treaty

Note-taking

When you take notes in an academic or professional setting, it’s helpful to only write key words and use abbreviations (shortened version of a word). This is because writing down every word that someone says during a lecture, a presentation or a meeting is almost impossible. The notes below are from the video. With a partner, read through these notes and guess what the abbreviations stand for. Ask your teacher about any abbreviations or symbols you don’t understand. Then, watch the video again and complete the notes. Use short phrases, abbreviations and symbols rather than writing full sentences. Afterwards compare your completed outline with your partner.

Intro: quotes

2000 - 1st mod. treaty in BC

BC, Can, _____

2003 - agr. in princ. w. 4 Nations

1. Lheidli-T’enneh

2. _____

3. _____

4. Tsawwassen

- negotiation = _____

Sharing the Exp.

I. Benefits of treaty

A. Dr. Joseph Gosnell (Nisga’a)

1. right to govern ourselves

2. X need ask advice/consent from Ottawa/Vanc.

3. _____

II. Steps for treaty

A. Tom Molloy (Fed. negotiator)

1. trust & resp. between gov’t & FN

2. get over bad history

3. FN - develop _____

4. Gov’t - develop _____

Toward Self-Reliance

I. Probs in FN comms today

A. George Watts

1. Ab. comms too dep. on gov't

B. Kim Baird

1. poverty
2. _____

II. Reasons for treaty

A. George Watts (Maa-nulth)

1. have own constitution
2. _____
3. control of own comms

B. Chief Barry Seymour (Lheidli-T'enneh)

1. _____
2. treaty = tools to ach. pres. & future goals

C. Kim Baird (Tsawwassen)

1. econ, social, cultural sustainability
2. increase income
3. improve _____
4. adv. comm interests w/o losing _____
5. comm. can aspire to be more
6. meaningful, pos. impact on _____

Write a Summary

Use the notes above to write a short summary of the information in the video. Use your own words as much as possible.



Signing the Tsaawwassen Final Agreement, 2006. Courtesy of Province of British Columbia.

Write a paragraph

Based on the information in the outline and your own ideas, write a short composition (1–2 paragraphs) to answer the following question.

HOW DOES SIGNING A MODERN TREATY BENEFIT A FIRST NATION COMMUNITY?

Understand idioms

Discuss the following questions with a partner.

In the video, one of the speakers says, “I’m not painting it with a paint brush here, like there’s different kinds of people, but when you look at the statistics, a large portion of all Aboriginal communities in Canada are dependent on government.”

1. What do you think the expression “paint everyone with the same paintbrush” means?
2. In what ways do Canadians sometimes paint Aboriginal people with the same paintbrush?
3. Do you think that Canadians ever paint newcomers with the same paintbrush? Give some examples to support your answer.

Research

In 2003, four First Nation communities signed Agreements in Principle with the BC and federal governments. However, these agreements must be voted on and approved by the First Nation community members before an actual treaty can be signed. Do you know what happened with each of these nations? Work in a small group. Research one of the nations mentioned in the video to find out where this nation is and whether or not their treaty was ratified (approved) by the community members. Then present your findings to the rest of your class.

Your brief presentation should include the following:

- the location of the First Nation you are researching (show it on a map of BC), and;
- whether or not a treaty was signed.

Yes.

When was the treaty ratified?

Have there been any changes to the community since then?

No.

Why wasn’t the treaty ratified?

Share your opinion

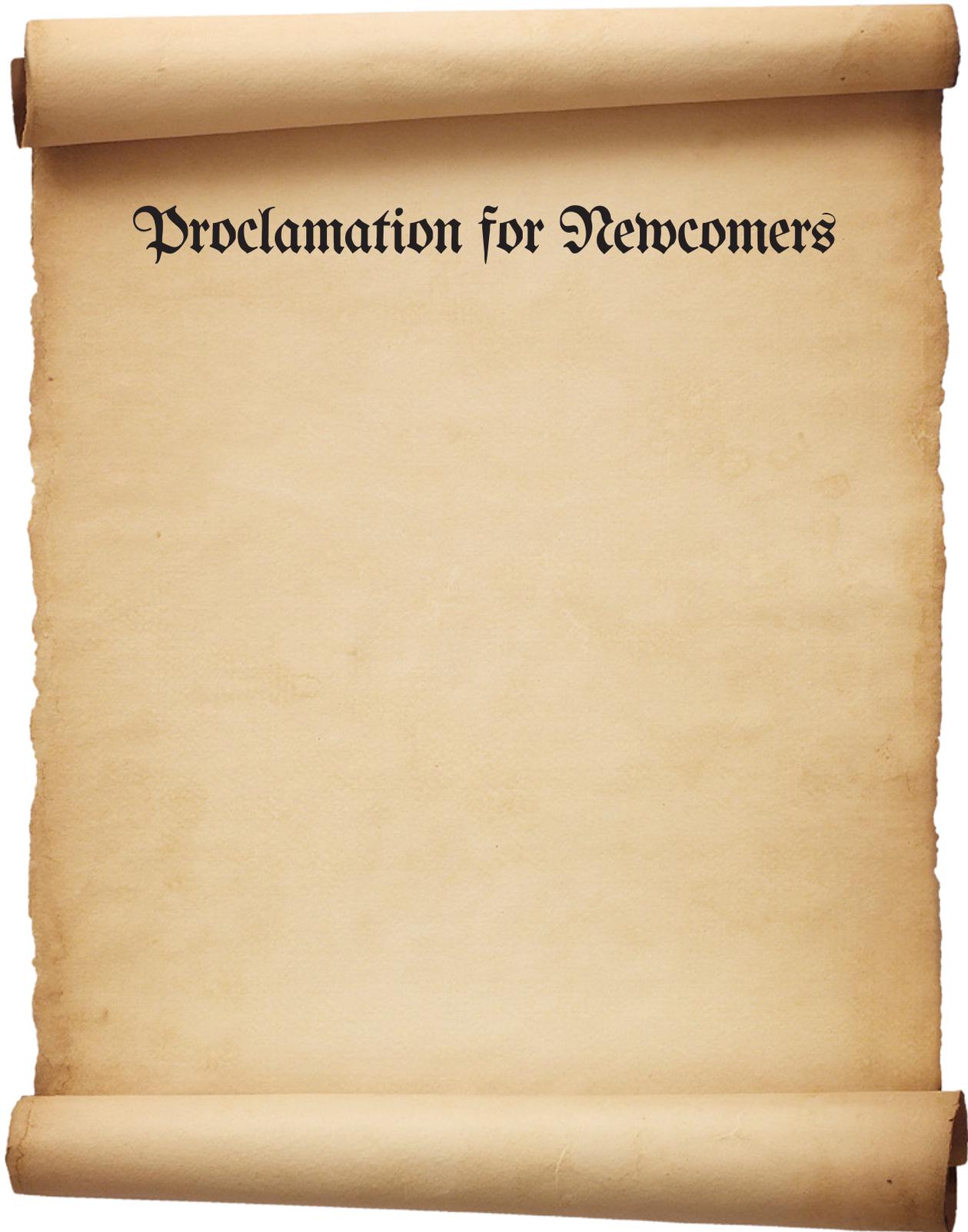
When we express our opinions, it is important to use appropriate language so we do not offend the people we are talking to. It is also important to explain our ideas clearly by using specific examples. When we are discussing an issue, we should also ask the other people in the group for their ideas and opinions. Here are some phrases and expressions that you can use when you are sharing or discussing your opinions with others.

<p>Giving opinions</p> <p>I think that... / I believe that ...</p> <p>I don't think/believe that...</p> <p>In my opinion,...</p> <p>It seems to me that...</p>	<p>Asking for opinions</p> <p>What do you think?</p> <p>What's your opinion?</p> <p>What are your ideas?</p> <p>How do you feel about...?</p>	<p>Supporting opinions</p> <p>For example... / For instance...</p>
<p>Asking for support or examples</p> <p>Why do you think that?</p> <p>What makes you say that?</p> <p>What do you mean?</p> <p>Can you give me an example?</p>	<p>Agreeing</p> <p>I agree.</p> <p>I completely agree.</p> <p>Yes, exactly.</p> <p>That's what I was going to say.</p>	<p>Disagreeing</p> <p>I'm not sure I agree.</p> <p>I see what you mean, but...</p> <p>I see your point, but...</p>

Discuss

Work in a small group. Use the above expressions to discuss 2-3 of the following questions. Give specific reasons for your answers.

1. Do you think the federal government should continue to follow the Indian Act? Why or why not?
2. Do you think more First Nations in BC should sign treaties with the provincial and federal governments? Why or why not?
3. What do you think the federal government and the First Nations should do to improve the quality of life of people living on reserves?
4. Do you think it is important for people in general to own land or property? Why or why not?



My Perspective

Projects & Assignments

These projects and assignments give you a chance to share your ideas and perspective on the topics included in this unit.

The Multiculturalism Project

Canada has always been a multicultural place. Before European settlers arrived, many different Aboriginal Peoples lived here, so there was a diverse range of cultures and languages. When European settlers began to arrive they brought their own languages and ways of life. Today, people from all over the world are immigrating to Canada to make it home. This rich diversity is one of the things that makes this country so distinct from other nations. It is also the reason that Canadians have the unique opportunity to learn about a number of different cultures and languages without having to leave home.

Prepare a short presentation on your culture and language to share with your class. Your presentation might include information about the following:

- the people
- the system of government
- important historical events
- the language (perhaps you can teach 2–3 words or phrases)
- the celebrations or festivals
- the art
- the food
- the music
- any other topic related to your culture that you would like to share

Sharing and Connecting

Projects & Assignments

These projects and assignments give you a chance to learn more about this topic and/or share what you have learned with others.

1. Land Claims in the News Project

Find 2-3 short news reports on a recent story about a modern treaty or a land claim. Compare how each report describes the issue and the people involved. Try to answer the following questions:

- What is happening?
- When did it start?
- Who are the people involved?
- What is going to happen next?
- How might this affect other people?
- Why did you choose this story?

Share your information with your classmates.

2. Local First Nations Reserves

Learn more about the First Nations reserves that are located near/in your city.

- How many reserves are there in your area?
- Which First Nations live on these reserves?
- What are the populations of these nations?
- What languages do these nations speak?
- Are there any cultural centres located on these reserves?
- Have any of these nations signed a treaty or an agreement in principle?