

Treaty Education Outcomes and Indicators

Grade Two: Creating a Strong Foundation through Treaties

<p>TR2¹: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people’s lives and discuss why these concepts are important. ➤ Discuss the First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean. ➤ Represent examples of peaceful and harmonious relationships between First Nations and others. 	<p>SI2²: Recognize the importance of honesty when examining one’s intentions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Share examples of honesty. ➤ Discuss the role of honesty in written or verbal expressions of intention. ➤ Explore and express what may happen if honesty is separated from one’s actions (e.g., promising to do something and not doing it). 	<p>HC2³: Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Explore the traditional leadership practices of First Nations (e.g., matriarchal, consensus approach, spiritual). ➤ Describe the concept of consensus from student’s own experience (e.g., deciding what restaurant to go to, what game to play at recess). ➤ Research how decisions were made by First Nations. <p>Compare past and present ways of selecting First Nations leaders.</p>	<p>TPP2⁴: Develop an understanding of Treaties as sacred promises that exist between the British Crown (i.e., government) and First Nations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Explore First Nations beliefs that treaties are special promises sealed by sacred ceremonies (e.g. pipe ceremony). ➤ Recognize that the treaty suits, medals, and flags are symbols used by the British Crown to signify its commitment to uphold the promises made in the treaties. ➤ Represent understanding of the concept that treaties will last for as long as the sun shines, grasses grow, and rivers flow. ➤ Identify the Saskatchewan Numbered Treaty Territory in which they live (e.g., Treaties 2, 4, 5, 6, 8, 10).
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KEY

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¹**TR Treaty Relationships** – By the end of grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples’ identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

²**SI Spirit and Intent of Treaties** - By the end of grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

³**HC Historical Context** – By the end of grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

⁴**TPP Treaty Promises and Provisions** – By the end of grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people.