

Treaty Education Outcomes and Indicators

Grade Three: Exploring Challenges and Opportunities in Treaty Making

<p>TR3¹: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Examine the impact of geography (e.g., grasslands, boreal forest or woodland, grain belt, lakeland regions) on the relationship between First Nations people and the land. ➤ Describe the lifestyle changes of First Nations, prior to and after placement on reserves. ➤ Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land. 	<p>SI3²: Examine how various teachings people have about the natural world guide behaviour and actions.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. ➤ Analyze how First Nation peoples' beliefs guide relationships with the land and natural world. ➤ Compare the First Nations and British Crown view of the treaties with respect to land and ownership. 	<p>HC3³: Explore the benefits that each of the parties to treaty enjoy.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). ➤ Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. ➤ Discuss what the benefits of treaties are for First Nations (e.g., education, health). ➤ Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming). 	<p>TPP3⁴: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research various languages spoken during treaty making in the treaty territory in which students live. ➤ Express challenges faced by all people when their first language is not spoken in the communities where they live. ➤ Investigate how language used in the treaty making process limited mutual understandings of differing worldviews.
--	---	--	---

KEY

3 Grade 3

¹TR 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.

²SI 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.

³HC 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.

⁴TPP 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.