

## Treaty Education Outcomes and Indicators

### Grade Four: Understanding How Treaty Promises Have Not Been Kept

<p><b>TR4<sup>1</sup>:</b> Analyze how relationships are affected when treaty promises are kept or broken. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Represent examples of promises experienced in their families, classrooms and communities.</li> <li>➤ Discuss the impact on relationships when promises are kept or broken.</li> <li>➤ Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled</li> <li>➤ Discuss the effect of unfulfilled treaty promises on relationships.</li> </ul>	<p><b>SI4<sup>2</sup>:</b> Examine the intent of treaty in relation to education. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning.</li> <li>➤ Research the forms of education that First Nations people have experienced since the treaties were signed.</li> <li>➤ Discuss why some First Nations peoples refer to “education is our new buffalo” (i.e., the means to survive in the new world with the newcomers).</li> </ul>	<p><b>HC4<sup>3</sup>:</b> Explore the historical reasons why people entered into treaty. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties.</li> <li>➤ Explore how people used the land before the community students are living in was formed.</li> <li>➤ Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan.</li> </ul>	<p><b>TPP4<sup>4</sup>:</b> Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Examine the benefits each signatory hoped to achieve.</li> <li>➤ Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices).</li> <li>➤ Identify how each of the signatories to treaty recorded the events.</li> </ul>
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### KEY

#### 4 Grade 4

**<sup>1</sup>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.

**<sup>2</sup>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.

**<sup>3</sup>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.

**<sup>4</sup>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.