

Treaty Education Outcomes and Indicators

Grade Eleven: Assessing Treaty Making from a Global Perspective

<p>TR11¹: Examine how Canada’s process of treaty making could be applied to situations in other parts of the world where Indigenous people have struggled to have rights recognized.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Apply the principles of Canadian treaty making as a means for resolving conflict and represent it (e.g. dramatization, visual, dance, oral representation, multi media presentation). ➤ Investigate how the United Nations addresses issues regarding the self-determination of Indigenous peoples. 	<p>SI11²: Analyze how the unfulfilled aspects of treaties, with international indigenous people, have resulted in inequities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Analyze international examples of treaties involving indigenous peoples that have resulted in inequities. ➤ Research how the Indian Act and its implementation differ in practice from First Nation governance structures. ➤ Explore legal, political, ethical, and social impacts within Canada where Treaties do not exist. 	<p>HC11³: Evaluate specific treaties that have been, or currently are, in place globally to determine their effectiveness.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Conduct an inventory of the various treaties that currently exist. ➤ Assess the various motives for entering into treaty. ➤ Construct a recommendation as to the effectiveness of treaty as a means for addressing conflict (e.g., a motion, passing of a law). ➤ Research UN resolutions and initiatives in relation to self-determination of indigenous peoples. 	<p>TPP11⁴: Analyze the impact Canadian treaties could have on resolving global conflict.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Assess Canadian treaty making processes and compare to treaty processes from around the world. ➤ Assess the leadership role Canada plays internationally in treaty making.
--	--	---	---

KEY

11 Grade 11

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.