

Treaty Education Outcomes and Indicators

Grade Five: Assessing the Journey in Honouring Treaties

<p>TR5¹: Examine the concepts of colonization and decolonization and analyze their effects. Indicators:</p> <ul style="list-style-type: none"> ➤ Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. ➤ Examine effects of racism on relationships among Saskatchewan people. ➤ Investigate the current process of decolonization and the impact this has on all Canadian people. 	<p>SI5²: Analyze how symbols used by treaty signatories contributed to the treaty making process. Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). ➤ Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. ➤ Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings). 	<p>HC5³: Analyze the concept of self-government as it applies to First Nation and Métis people. Indicators:</p> <ul style="list-style-type: none"> ➤ Describe First Nations and Métis political organizations in Canada and Saskatchewan. ➤ Identify First Nations and Métis leaders who were instrumental in the establishment of their political systems and structures. ➤ Investigate challenges and opportunities facing First Nation and Métis political organizations today. 	<p>TPP5⁴: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective. Indicators:</p> <ul style="list-style-type: none"> ➤ Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). ➤ Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. ➤ Investigate contemporary negotiations that support treaties as living agreements.
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KEY

5 Grade 5

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.