

Treaty Education Outcomes and Indicators

Grade Seven: Understanding Treaties in a Contemporary Context

<p>TR7¹: Analyze to what extent each of the signatories to treaty meets their respective obligations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Compare the meanings of “commitments” and “obligations” from the different world views. ➤ Examine how the federal government addresses the commitments made in the treaties. ➤ Examine how the obligations of First Nations have been met. ➤ Research the repatriation of the Canadian Constitution (1982). 	<p>SI7²: Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Represent the ways oral tradition is used by diverse cultures, starting with First Nations. ➤ Explain how written and oral accounts might differ from one another. ➤ Examine the role of ceremony, traditions and story in transferring knowledge from generation to generation. ➤ Compare the recorded accounts of treaty from the perspectives of the Crown and the First Nations. ➤ Research oral accounts of treaty as passed on to each generation by Elders. ➤ Research visual representations that supported the oral tradition of treaty (e.g., Chief Pasqua’s pictograph, wampum belts). 	<p>HC7³: Examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Identify the elements/big ideas of the Indian Act, including its amendments. ➤ Examine the effects of the Indian Act on the lives of First Nations. ➤ Investigate how the treatment of Aboriginal veterans differed from non-Aboriginal veterans. ➤ Investigate the process whereby First Nation peoples acquired the full rights of Canadian citizenship including the right to vote. 	<p>TPP7⁴: Investigate the impact of Bill C31 on the equality of genders under the Indian Act.</p> <p>Indicators:</p> <ul style="list-style-type: none"> ➤ Research the concept of “Status Indian” and determine the implications of this concept on the government’s fulfillment of treaty. ➤ Investigate traditional kinship patterns and explain how First Nations would have traditionally determined their membership.
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KEY

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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.