

## Treaty Education Outcomes and Indicators

### Grade Eight: Exploring Treaty Impacts and Alternatives

<p><b>TR8<sup>1</sup>:</b> Analyze the impact of treaty on the Métis people. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Research and assess the role of the Métis in the treaty negotiation process.</li> <li>➤ Examine the role of interpreter in the treaty process (e.g. importance of language).</li> <li>➤ Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood.</li> <li>➤ Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10.</li> </ul>	<p><b>SI8<sup>2</sup>:</b> Assess the impact residential schools have on First Nations communities. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools.</li> <li>➤ Investigate how First Nations people were forced to learn languages and cultures other than their own.</li> <li>➤ Represent the effects of residential schools on First Nations' languages and cultures.</li> <li>➤ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</li> <li>➤ Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.</li> </ul>	<p><b>HC8<sup>3</sup>:</b> Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties.</li> <li>➤ Analyze how respective world views influence the interests of each party who desire to enter into treaty.</li> <li>➤ Explore how each province and territory in Canada has worked towards developing a relationship with First Nations.</li> </ul>	<p><b>TPP8<sup>4</sup>:</b> Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled. Indicators:</p> <ul style="list-style-type: none"> <li>➤ Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties.</li> <li>➤ Relate various quality of life measures from the perspectives of First Nations and non First Nations people based on the fulfillment of treaties.</li> <li>➤ Propose options that may address any inequities discovered.</li> </ul>
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#### KEY

##### 8 Grade 8

**<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.