

Treaty Education Outcomes and Indicators

Grade Nine: Understanding Treaties from Around the World

<p>TR9¹: Investigate the treaty experiences of Indigenous people around the world. Indicators:</p> <ul style="list-style-type: none"> ➤ Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. ➤ Investigate the Canadian government’s response to the UN Declaration of the Rights for Indigenous Peoples. ➤ Analyze the motives and actions of countries whose governments honour and support treaty relationships. ➤ Analyze the motives and actions of countries whose governments oppress indigenous peoples. 	<p>SI9²: Apply understanding of treaties and treaty making with world indigenous peoples. Indicators:</p> <ul style="list-style-type: none"> ➤ Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g. New Zealand, Ethiopia, Brazil, Japan). ➤ Analyze the purpose of symbols used in treaty making from Canada to other countries. 	<p>HC9³: Analyze how treaty making recognizes peoples’ rights and responsibilities. Indicators:</p> <ul style="list-style-type: none"> ➤ Examine treaties involving Indigenous people from countries other than Canada (e.g., Treaty of Waitangi). ➤ Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. ➤ Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. ➤ Relate Canada’s treaty making process to their peace keeping role in international affairs. 	<p>TPP9⁴: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples. Indicators:</p> <ul style="list-style-type: none"> ➤ Investigate treaties with Indigenous peoples in other countries. ➤ Describe the circumstances that have prompted the negotiation of treaties in other countries. ➤ Analyze the challenges Indigenous peoples face when negotiating treaties.
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KEY

9 Grade 9

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.