**KINDERGARTEN TO GRADE FOUR**

**TREATY EDUCATION - KEY QUESTIONS**

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| **Grade Level** | **Kindergarten** | **Grade One** | **Grade Two** | **Grade Three** | **Grade Four** |
| **Treaty Education Focus** | **Getting to Know my Community** | **Learning That We Are All Treaty People** | **Creating a Strong Foundation Through Treaties** | **Exploring Challenges and Opportunities in Treaty Making** | **Understanding How Treaty Promises Have Been Kept** |
| **Treaty Relationships** | **How is the diversity of First Nations in Saskatchewan reflected in your classroom/**  **community?** | **How does sharing contribute to treaty relationships?** | **How are treaties the basis of harmonious relationships in which land and resources are shared?** | **How have the lifestyles of First Nations people changed prior to and after the signing of treaties?** | **How are relationships affected when treaty promises are kept or broken?** |
| **Spirit and Intent** | **How do the Circle of Life teachings show our connectedness to nature and one another?** | **How do thoughts influence actions?** | **How important is honesty when examining one’s intentions?** | **How the British Crown’s and the First Nations historical worldviews are different in regard to land ownership?** | **Why did First Nations signatories believe there was a benefit to both European education and traditional ways of learning?** |
| **Historical Context** | **How do stories, traditions, and ceremonies connect people to the land?** | **How do nature and the land meet the needs of people?** | **What traditional forms of leadership were practiced in First Nations communities prior to European contact?** | **How do I benefit from treaties?** | **Why did First Nations enter into treaty?** |
| **Treaty Promises and Provisions** | **Why is the intent of the different kinds of promises important?** | **What is meant by *We Are All Treaty People?*** | **Why are the symbols used by the Nêhiyawak, Nahkawé, Nakota and Denesûliné First Nations and the British Crown important in Treaties 4, 5 6 ,8 and 10?** | **How does the use of different languages present challenges?** | **What benefits did First Nations and the British Crown hope to achieve when making treaties?** |

**GRADE FIVE TO NINE**

**TREATY EDUCATION - KEY QUESTIONs**

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| **Grade Level** | **Grade Five** | **Grade Six** | **Grade Seven** | **Grade Eight** | **Grade Nine** |
| **Treaty Education Focus** | **Assessing the Journey in Honouring Treaties** | **Moving Towards Fulfillment of Treaties** | **Understanding Treaties in a Contemporary Context** | **Exploring Treaty Impacts and Alternatives** | **Understanding Treaties From Around the World** |
| **Treaty Relationships** | **What are the effects of colonization and decolonization on First Nations people?** | **What structures and processes have been developed for treaty implementation?** | **To what extent do the Canadian Government and First Nations meet their respective treaty obligations?** | **What was the role of the Metis people in treaty making?** | **What are the treaty experiences of Indigenous people around the world?** |
| **Spirit and Intent** | **How did the symbols used by the British Crown and the First Nations contribute to the treaty making process?** | **Why is it important to preserve and promote First Nations’ languages?** | **How does First Nations’ oral tradition preserve what transpired and what was intended by entering into treaty?** | **To what extent have residential schools affected First Nations languages, culture, communities and overall well-being?** | **How did worldviews affect the treaty making processes between the British Crown and Indigenous peoples?** |
| **Historical Context** | **Why are First Nations’ political organizations important to the preservation and protection treaties?** | **How do urban reserves positively affect all people in Saskatchewan?** | **How do the Indian Act and its amendments impact the lives of First Nations?** | **What are the differences and similarities between the Saskatchewan Treaties 4, 5, 6, 8, and 10 and the British Columbia Nisgaá Treaty?** | **How does treaty making recognize peoples’ rights and responsibilities?** |
| **Treaty Promises and Provisions** | **How do urban reserves benefit all Saskatchewan people?** | **How does the Office of the Treaty Commissioner promote good relations between First Nations people, other people in Saskatchewan and the Canadian government?** | **In what ways does the Canadian government disregard First Nations traditional kinship patterns by implementing Section 6 of the Indian Act?** | **To what extent have the treaty obligations for health, education and livelihood been honoured and fulfilled?** | **How effective has treaty making been in addressing the circumstances of Indigenous people?** |