

*Integrating First Nations and Metis Content and Perspective*

*Grade One*

*Dynamic Relationships*

Please Note This Is An Unfinished Document

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## **Rationale:**

The goal of this unit is for students to explore and investigate the dynamic relationships of people with land, environments, events and ideas as they have affected the past, shape the present and influence the future. Students will investigate the ways that humans are connected to the environment as well as understanding their location within the province of Saskatchewan.

We have incorporated many resources with Aboriginal content. It is important to use resources with Aboriginal content when available so Aboriginal students can feel connected to their culture and so Non-Aboriginal students can be exposed to a different culture.

Many of the activities in the unit are taught using Experiential Learning. The activities invite students to explore their own families. It is important to use activities where students learn through observation and interaction. This will result in a deeper and more meaningful understanding of themselves and their families.

## **Incorporating Medicine Wheel Philosophy**

### **Spiritual**

Students will recognize the natural bonds between humans and the environment.

### **Physical**

Students will investigate their local natural environment and the relationship they have with it. Students will understand their location in Saskatchewan and the history that has helped to develop the way in which they live.

### **Emotional**

Students will learn to appreciate and respect their relationship with the environment.

### **Mental**

Students will learn about their local environment and Saskatchewan.

## **Deeper Understanding Questions**

How do you show respect to your natural environment? Why is it important to show respect towards your natural environment?

Why types of things do you learn from the environment?

How do you depend on the environment and how does your environment depend on you?

Think of where you fit in relation to the natural environment within the Medicine Wheel?

How does being in the natural environment make you feel? How would you feel if the natural environment was not there?

How does the natural environment affect your family? How can your family change/influence/affect the natural environment?

Why are you thankful for the natural environment and how do you show your thanks?

What does the natural environment share with you and what do you share with the natural environment?

## Unit Outcomes

DR1.1- Relate family events and stories of the recent or distant past to the student's place in present day family life.

DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).

DR. 1.3 – Demonstrate awareness of human's reliance on the natural environment to meet needs and how location affects the ways of life of families in meeting needs and wants.

DR 1.4 – Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.

DR 1.5 – Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

## Resources Used in This Unit

### Picture/Story Books

The Giving Tree, by Shel Silverstein

The Giving Tree: A Retelling of a Traditional Metis Story, by Leah Dorion

Maxine's Tree, by Diane Carmel Leger

Who's in Maxine's Tree, by Diane Carmel Leger

Circle of Thanks, by Susi Gregg Fowler and Peter Catalanotto

Nokum is my Teacher, by David Bouchard

The Gift of the Sacred Dog, by Paul Goble

Follow that Map!, by Scot Richie

Chuck in the City, by Jordan Wheeler

The Legend of Big Bear, Little Bear and the Stars, by Judy Bear

Hansel and Gretel folktale

Keepers of the Night by Michael J. Caduto and Joseph Bruchac

Keepers of the Earth by Michael J. Caduto and Joseph Bruchac

Keepers of the Animals by Michael J. Caduto and Joseph Bruchac

The Treaty Kit

Multicultural Children's Books: a selected list

<http://library.usask.ca/files/education/MulticulturalChildren'sBooks.pdf>

## Engaging Activities

- Have students pick a food item that comes from the earth. Students will study how their food item fits into the Medicine Wheel
- Have a local hunter come into the class to discuss how they obtain food from their natural resources. Prior to the visit, discuss with students, who is coming and have them prepare questions. After the visit have students share (through discussion, picture or written assignment) what they enjoyed the most from the visit
- Study traditional Aboriginal Foods and prepare a traditional Aboriginal meal.
- Share different legends with students about how humans and nature work together.
- Paint a large mural showing a variety of natural things to be thankful for.

## Outcome

DR. 1.3 – Demonstrate awareness of human's reliance on the natural environment to meet needs and how location affects the ways of life of families in meeting needs and wants.

- Show where you fit in relation to the natural environment within the Medicine Wheel (Appendix 1)? Discuss the variety of things that the natural world provides people.
  - Giving Thanks: A Native American Good Morning Message by,  
○ How Two-Feather was saved from loneliness by C.J. Taylor  
The book tells the creation story of corn and how it was given to the world
  - Byron Through the Seasons, By Children of La Loche and Friends  
The story highlights some aspects of Dene culture that were vital in the past and are still important today. The story explains the different seasonal camps of the Dene people.
  
- Read legends from different First Nation groups. Have students compare their selves to the First Nations group they just finished reading about. (Appendix 2)
  - 'How Raven Made the Tides' page 103 Keepers of the Earth. The legend tells how Raven had helped the Tsimshian of the Pacific Northwest gather food like clams, crabs, and seaweed.
  - 'Awi Usdi, the Little Deer' page 173 Keepers of the Earth. This legend explains how the Cherokee people treated the animals when the land was new.
  
  - 'The Graet Race' From: American Indian Myths and Legends by Richerd Erdoes and Alfonso Ortiz. The legend discusses how buffalo thought they were powerful and thought they can eat everything even the people. There was a race between the buffalo
  
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## Outcome

DR 1.4 – Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.

- Discuss the way First Nation people navigated.
  - The Legend of Big Bear, Little Bear and the Stars, by Judy Bear.

## **Appendices Table of Contents**

1. How you fit in with the Medicine Wheel
2. How needs are met for different First Nations based on their location and environment.