Integrating First Nations and Metis Content and Perspective

Grade 2

A Feelings Language Arts Unit Integrating Tipi Teachings and Franklin Stories

Name of Teacher: Maxine Gamble
Name of School: Stobart Elementary Community School
School Division: Prairie School Division No. 246
Address of School: 616 Front Street Duck Lake SK. S0K 1J0
Rationale:
This unit will be taught in Language Arts, but can also be taught in correlation with the Health Unit on Thoughts, Feeling and Actions.

In this unit, the students will become familiar with their feelings and events that may be associated with those feelings. The students will make connections with the tipi Pole values and The Circle of Life, thus helping them work toward the balance of themselves.

Incorporating Medicine Wheel Philosophy

Spiritual
This unit will help students understand that we all have feelings, whether good or bad. Our feelings help us in our development as a person and help us to function in the world around us. The students will be able to self-reflect and transfer that understanding into their everyday lives.

Physical
The students will be able to examine and demonstrate their feelings in a variety of settings within this unit. The students will investigate their feelings through role-play scenarios.

Emotional
In this unit the students will develop the ability to express their feelings and will come to understand that feelings are very important in maintaining balance in their lives. The students will be able to identify and share their feelings as well as provide support to others in striving to obtain the balance in their lives.

Mental
The students will be able to describe and demonstrate their feelings, and will be able to incorporate the Tipi Pole values in their lives.
Tipi Pole Questions – Identity/Self-Esteem/Emotions

We incorporate deeper understanding questions to help students make personal connections, understanding, and relevance to their own lives. These questions help foster inquiry based learning and teach universal values.

In which ways do you demonstrate __tipi pole value____ at school, home, in the community, towards nature towards strangers? Give an example for each.

Who do you know or think demonstrates ___tipi pole value____? In what ways, give examples.

Why is it important to show and practice ___tipi pole value____?

What do you expect from others when you think of ___tipi pole value____?

How do you deal with others when do not meet your expectations?

How could you help others show and practice ___tipi pole value____?

What are your rights and our responsibilities in supporting ___tipi pole value____?

How can ___tipi pole value____ affect physical well being?

How can ___tipi pole value____ affect your mental well being?
**Curriculum Outcomes**

CR2.1 Comprehend and respond to a variety of grade level texts that address:

CR2.2 Select and use appropriate strategies to construct meaning when viewing, listening, and reading including:

CR2.5 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small and large group activities and follow oral directions and demonstrations.

CR2.6 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

CC2.2 Select and use the appropriate strategies when speaking, writing, and using other forms of representing to communicate meaning including:

CC2.3 Understand and apply the following cues and conventions to construct and communicate meaning when speaking, writing, and using other forms of representing including

CC2.4 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

**Engaging Activities**

This is a LIST of activities that focus on inquiry, discovery learning, observation, hands on....This is the whole teaching part and methods of our integration. These suggested activities can be used throughout any of the tipi teachings and resources.

- Discuss the tipi pole values that are connected to the story and how we learn and balance through our experiences.
  
  ***this activity is an integral part of the unit and needs to be utilized upon completion of each Franklin book.

- Read the legend “The Earth On the Turtle’s Back” (Bruchac, 1989) -illustrate the legend, retell the legend, research the symbolism of the turtle in First Nations culture, have the students create their own legend.

  ***This can be used as an introductory lesson to the unit.

- Discuss feelings and dramatize the facial expressions -discuss how we know how a person may be feeling just by watching their body language and/or their facial expressions.

- Share a time when you may have experienced one feeling and how that experience enhanced your well-being, perhaps through the usage of a talking circle. (Appendix 5).

- Role-play different situations that demonstrate various feelings in different situations.

- Journal and illustrate the types of feelings within a Franklin book.

- Compare and record various situations where feelings are present and discuss the similarities and differences between the various circumstances.
• Students make a collage that depicts respect for the environment/living things. Students make another collage that shows disrespect for the environment/living things.

**More Engaging Activities**

• Make a circle, show 4 ways you want to be shown the virtue that is being discussed.
  Ex. How do you feel when someone shows you respect? (emotional) What is a goal you want to achieve to show respect? (mental) Name one way you display to show respect? (physical) Who/what do you show respect to at all times? (spiritual) Appendix 4: Medicine Wheel.

• As a class or in a small group, create a Y chart that shows what respect looks like, sounds like and feels like. This Y chart should be large enough so that students can reflect and add to it throughout the unit as we discuss respect for self, others, living things, possessions and environment.

• Create a class virtue tree:
  Create a bulletin board with a tree with bare branches. (google “dead tree” to find a tree template) After each unit lesson on the different virtues (Tipi teachings), each student adds a leaf with an action relating to that virtue. The action could be one that is intended (green leaves) or one that has already happened (red leaves). An additional option: When intended action is completed, add sparkles/sticker to the green leaf.
OBEDIENCE

Obedience means accepting guidance and wisdom from outside of ourselves, using our ears before our mouth. We learn by listening to traditional stories, by listening to our parents or guardians, our fellow students and our teachers. We learn by their behaviours and reminders, so that we know what is right and what is wrong. –Elder Mary Lee

We learn by listening to traditional stories; by listening to our parents or guardians, our fellow students and our teachers. We learn by their behaviours and their reminders, so that we know what is right and what is wrong. (SICC)

I must listen and obey my Elders, grandparents, parents and teachers.

Deeper Understanding Questions

1. In which ways do you show/demonstrate obedience?
2. Why is it important to show obedience?
3. How could you help others show/practice obedience?
4. How does obedience affect your body and your actions?
5. How does obedience affect your thinking and feelings?
6. How can having obedience create a healthy life style?
7. When something needs to be done, do you ignore it or do you do it?
8. Do you need to be asked once or many times to complete a request?
9. Do you demonstrate the same level of obedience in different settings?
10. How will practicing obedience improve your relationship with others?

Suggested Resources

*How the Birch Tree Got It’s Stripes* Freda Ahenakew 398.2 FRE
• Birch Trees were obedient, animals were not.

*Gluscabi and the Wind Eagle* Keepers of the Earth pg. 67 question 2, 3
*Tunka-shila,Grandfather Rock* Keepers of the Earth pg. 57 question 4

*Granny’s Giant Bannock* Brenda Isabel Wastasecoot FIC WAS
• The need to listen and understand.

*Kawlija’s Blueberry Promise* Audrey Guiboche FIC GUI
• Resisting temptations

*The Wish Wind* Wendy Wolsak E EYV
• Listening to advice

*Legends of The Elders* John W. Friesen 398.2FRI
• The Owl and The Goose

Franklin Resources

Hurry Up, Franklin
Franklin Is Lost
Franklin Helps Out
RESPECT

Respect means giving honour to our Elders and fellow students, to the strangers that come to visit our community, and to all of life. We must honour the basic rights of all others. –Elder Mary Lee

We must give honour to our Elders and fellow students and the strangers who come to visit our community. We must honour other peoples’ basic rights. (SICC)

“Take time everyday to honor all of creation and acknowledge its beauty. Treat others the way you want to be treated. Be kind to the animal and plant world. Treat yourself and others with dignity. Have the courage to say no to the negative and the power to say yes to the positive. Respect must be earned.” (7 Natural Laws Poster)

I respect myself, my parents, my teachers, and other people around me. I respect the animals, plants and all of Creation.

Deeper Understanding Questions

1. How do you show respect towards ourselves, others and surroundings?
2. Why/How is respect important in this lesson?
3. What would respect look, feel and sound like?
4. How does it feel when someone shows respect?
5. Identify people in your life that show respect? What do they do?
6. How does respect affect your body and your actions?
7. How does respect affect your thinking and feelings?
8. How can having respect create a healthy life style?
9. How could you show more respect?
10. What are ways we need to respect our bodies?
11. How can we show respect to the Earth?

Suggested Resources

Loo-Wit The Fire-Keeper & the Earth.
Tunka-shila, Grandfather Rock Keepers of the Earth pg. 43 Not showing respect to each other
Old Man Coyote and the Rock Keepers of the Earth pg. 57 For living and non-living
Awi Usdi, the Little Deer Keepers of the Earth pg. 57 For living and non-living
The White Buffalo Calf Woman and the Sacred Pipe Keepers of the Earth pg. 173 Respect for Animals
Little Water and the gift of the animals C.J. Taylor 398.2 TAY
• Respecting plants and animals for what they give us
Keeping Ghosts Away by Dave and Pat Sargent and Sue Rogers FIC SAR Be Respectful
Land of the Sun by Dave and Pat Sargent and Sue Rogers FIC SAR Respect Elders
Stories from Kohkom
• Braided Rugs by Nancy Munroe Sunday Traditions to show respect
Wesakejack and the Flood 398.2 BAL People misbehaving and disrespectful
I like Who I Am by Tara White  Not yet catalogued  Teased, Unaccepted as Mohawk b/c appearance

The First Strawberries by Joseph Bruchac  Being Catalogued
- Relationship between the first man and woman

Teaching Treaties in the Classroom Grade 3 pg. 25-30
- Sharing the Land, Land Usage, Respect for the land
- Activity ideas and website links for more information pg. 28-30

Healthy Choices, Healthy Lives Karen W. Olsen  613 OLS
Red Parka Mary Peter Eyvindson  E EYV

Franklin Resources

Franklin Is Bossy
Franklin's Secret Club
Franklin Says Sorry
Finders Keepers for Franklin
Hurry Up Franklin
HUMILITY

We are not above or below others in the circle of life. We feel humbled when we understand our relationship with Creation. We are so small compared to the majestic expanse of Creation, just a “strand in the web of life.” Understanding this, helps us to respect and value life. –Elder Mary Lee

We are not above or below others in the circle of life. We fell humbled when we understand our relationship with creation. We are so small compared to the majestic expanse of creation. “We are just a strand in a web of life,” and we respect and value life. (SICC)

“Place silence in your day, acknowledge yourself as a sacred part of the creation. Seek to understand how to balance your world. Give thanks for all that you have and ask for what you want. Listen when others are speaking show them kindness and patience, give them the time to say what is in their hearts. Show compassion towards the plant and animal world – only take what you need.” (7 Natural Laws Poster)

I think all people are important, not only myself. I am proud of who I am.

Deeper Understanding Questions

1. What do you depend on?
2. What is one of the best mistakes you have ever made? One that taught you the most?
3. Who depends on you? And for what?
4. Think of where you fit in the circle of life/medicine wheel? Appendix 4
5. How can you fix mistakes or misunderstandings when they happen?
6. What would your body and your actions look like if you didn’t have humility?
7. How does humility affect your thinking and feelings?
8. How can having humility create a healthy life style?

Suggested Resources

The Origin of Death
The Earth on Turtle’s Back
Sedna, the Woman Under the Sea
How Raven Made the Tides
On the Banks of the Wallowa
Counting Coup
The Big Tree and the Little Tree
Granny Shoongish and the Giant Oak Tree

- To empower children and to help them believe in themselves.

Franklin Resources

Franklin’s School Play
Franklin Plays the Game
Franklin Plants a Tree
Franklin and the Tooth Fairy
Franklin's Music Lessons
Franklin Fibs
Franklin's Nickname
Franklin Helps Out
Franklin Says Sorry
HAPPINESS
After the tripod is up, the fourth pole completes your doorway. This fourth pole teaches us happiness. We must show some enthusiasm to encourage others. Our good actions will make our ancestors happy in the next world. This is how we share happiness. –Elder Mary Lee

We must show some enthusiasm to encourage others at social functions. Our actions will make our ancestors happy in the next world. (SICC)

I am happy to have my family and friends around me.

Deeper Understanding Questions

1. What makes you happy?
2. How would/could you share your happiness towards with others?
3. How can you show enthusiasm?
4. How can you make others happy?
5. What does happiness look and feel like?
6. How does happiness affect your body and your actions?
7. How does happiness affect your thinking and feelings?
8. How can being happy create a healthy life style?

Suggested Resources

*The Secret of the White Buffalo* C.J. Taylor 398.2 TAY Peace
*Kawlija’s Blueberry Promise* Audrey Guiboche FIC GUI
- Resisting temptations

Franklin Resources

Franklin Fibs
Franklin Has a Sleepover
Franklin’s Canoe Trip
If we are to live in harmony we must accept one another as we are, and accept others who are not in our circle. Love means to be good and kind to one another and to our selves. –Elder Mary Lee

"Know your roles and responsibilities as young men and women. Men are the firekeepers and their hard work provides warmth for the home. Women are the water keepers and they protect the water for those not yet born. Remember your body is a vessel put only what is clean and healthy into it – no alcohol and drugs. When you feel negative about yourself remember this: Next time you see the most beautiful sunrise or anything in nature that is magnificent – that is how beautiful you are in creation." (7 Natural Laws Poster)

I love the creator. I love all people including myself. I love Mother Earth and take care of her.

Deeper Understanding Questions

1. How could/do you show love towards all of creation?
2. How does love affect your body and your actions?
3. How does love affect your thinking and feelings?
4. How can having being loved and expressing love create a healthy life style?
5. What do you love to do?
6. What would the world look like without love?
7. Does love still exist when there are disagreements and misunderstandings?
8. Are there different kinds of love?
9. What are the different ways of expressing love? What does it look like?
10. Does everything need love?
11. In what ways can you share the things you love with others?

Suggested Resources

- How Two-Feather was saved form loneliness  C.J. Taylor  398.2 TAY
- Summer Milky Way  by Dave and Pat Sargent and Sue Rogers  Be Compassionate
- I Help  Caitlin Dale Nicholson with Leona Morin-Neilson  Relationship with Grandmother
- Tex  by Myrelene Ranville
- My “Extraordinary” Family  Co-operatively written book by Open Doors to Family Litercy  E MYE
- Red Parka Mary  Peter Eyvindson  E EYV
- Mama, Do You Love Me?  Barbara M. Joosse  E JOO
- Unconditional Love
- Legends Of The Elders  John W. Friesen  398.2FRI
- The Owl and the Goose
Franklin Resources

Franklin Celebrates
Franklin has a Sleepover
Franklin's Trading Cards
Franklin and the Thunderstorm
Franklin is Lost
Franklin Says I Love You
FAITH

We must learn to believe and trust others, to believe in a power greater than ourselves, whom we worship and who gives us strength to be a worthy member of the human race. To sustain our spirituality, we need to walk it every day. Not just sometimes, but every day. It’s not just once a week; it’s your life. —Elder Mary Lee

We must learn to believe and trust others, to believe in a power greater that ourselves, whom we worship and who gives us strength to be a worthy member of the human race. (SICC)

Truth “Focus on walking the good road and let your conscience be your guide. Never hide the facts; a person who lies is never taken seriously. If something is bothering you, do not keep it inside of you – tell others. Always speak with a clear mind, good heart and kind words. Carry these teachings forward in life; when others do wrong, this does not give you permission to copy their actions.” (7 Natural Laws Poster)

I have faith in the Creator(GOD). The Creator has provided me with everything beautiful.

Deeper Understanding Questions

1. What do you believe in?
2. Who do you trust? Why?
3. How can you show you trust? What does it look and sound like?
4. How does trust affect your body and your actions?
5. How does trust affect your thinking and feelings?
6. How can practicing trust create a healthy lifestyle?
7. When can trust be difficult? Why?
8. Do we need trust in our lives?

Suggested Resources

Loo-Wit The Fire-Keeper, Keepers of the Earth pg. 43, The Creator
How Turtle Flew South for the Winter, Keepers of the Earth pg. 158, Turtle learns patients is important
The Earth on Turtle’s Back, Keepers of the Earth pg. 25
How Fisher Went to the Skyland: The Origin of the Big Dipper, Keepers of the Earth pg. 117
How Turtle Flew South for the Winter, Keepers of the Earth pg. 158, Turtle is determined
How Coyote Was the Mon, Keepers of the Earth pg. 111, Coyote tells everyone’s secrets

Franklin Resources

Franklin and the Thunderstorm
Franklin is Lost
KINSHIP

Our family is important to us. This includes our parents, brothers and sisters, who love us and give us roots that tie us to the lifeblood of the earth. It also includes extended family: grandparents, aunts, uncles and cousins, and their in-laws and children. They are also our brothers and sisters and give us a sense of belonging to a community. –Elder Mary Lee

"Know your roles and responsibilities as young men and women. Men are the firekeepers and their hard work provides warmth for the home. Women are the water keepers and they protect the water for those not yet born. Remember your body is a vessel put only what is clean and healthy into it – no alcohol and drugs. When you feel negative about yourself remember this: Next time you see the most beautiful sunrise or anything in nature that is magnificent – that is how beautiful you are in creation.” (love) (7 Natural Laws Poster)

One of the universal values of First Nation people is Family. Family has always been an integral part of First Nations society. First Nations peoples keep their families close and honour their family members even beyond death. Members of families help one another and young people need to realize that their family members will assist them in times of need; they should always honour and respect them, even in spite of personality conflicts. The family institution is a place to share acceptance and security, and learn cooperation (Treaty Essential Learning's, We Are all Treaty People. By Office of The Treaty Commissioner).

My family is important to me. My family includes; my mom, dad, brothers, sisters, grandparents, uncles, aunts and cousins.

Deeper Understanding Questions

1. How does belonging affect your body and your actions?
2. How does belonging affect your thinking and feelings?
3. How can belonging help you live a healthy life style?
4. How can family members work together?
5. Is a classroom a community where you feel you belong?
6. Why is a sense of belonging important?
7. Are all families the same?

Suggested Resources

I like Who I Am by Tara White Not yet catalogued Teased, Unaccepted as Mohawk b/c appearance
The First Strawberries by Joseph Bruchac Being Catalogued

- Relationship between the first man and woman
I Help Caitlin Dale Nicholson with Leona Morin-Neilson Relationship with Grandmother
Alfred’s Summer by Darrell Pelletier Relationship with grandparents.
Four Worlds: The Dine Story of Creation Keepers of the Earth pg.31
Manabozho and the Maple Trees Keepers of the Earth pg. 145 Neglecting hunting, fishing, gathering.
The Bundle Keeper by Dave and Pat Sargent and Sue Rogers FIC SAR Be Responsible
Kawlija's Blueberry Promise Audrey Guiboche FIC GUI
- Resisting temptations

**Looking After Me**
Denise Lecoy
152.4 LEC
- Empowers children to make choices to promote Spiritual, Emotional, Physical and Mental Health and well-being for themselves and their families.

**My Kokum Called Today**
Iris Loewen
E LOE

**My “Extraordinary” Family**
Co-operatively written book by Open Doors to Family Litercy

**Franklin resources**
Franklin and Harriet
Franklin and the Baby
Franklin’s Baby Sister
Franklin Says I Love You
Franklin’s Tin Flute
Franklin’s Secret Club
**CLEANLINESS**

Today when we talk about cleanliness, most people think hygiene, and that's very important. But years ago, when old people talked about cleanliness, they meant spiritual cleanliness. When I used to sit with the old Kookums in their tipi's, spiritually, they were so powerfully clean. Clean thoughts come from a clean mind and this comes from our spirituality. With a clean mind and sense of peace within we learn not to inflict ills on others. Good health habits also reflect a clean mind. –Elder Mary Lee

We must learn not to inflict ills on others, for we do it to ourselves. Clean thoughts come form a clean mind and this comes from Indian spirituality. Good Health habits also reflect a clean mind. (SICC)

I keep my body and mind clean by thinking good thoughts and doing good deeds.

**Deeper Understanding Questions**

1. Identify clean thoughts and beliefs and unclean thoughts and beliefs towards:
   a. Recycling vs. Littering  Bullying vs. Friendly  Conceited vs. helpful
2. How can you change your thoughts and actions to become positive rather than negative?
3. How does cleanliness affect your body and your actions?
4. How does cleanliness affect your thinking and feelings?
5. How would the world change if cleanliness was not important?
6. What can you do to promote calmness when you are feeling angry, upset or worried? (Could be Religious or Cultural)
7. What are some examples of clean thoughts?
8. What are some examples of clean actions?
9. What are some examples of clean living?
10. How can cleanliness help you live a healthy life style?

**Suggested Resources**

*Stories from Kohkom*
- Braided Rugs by Nancy Munroe
*The Big Tree and the Little Tree*  As told by; Mary Augusta Tappage  398.2 TAP
*Healthy Choices, Healthy Lives*  Karen W. Olsen  613 OLS
*Eat, Run, and Live Healthy*  Karen W. Olsen  613.2 OLS
*Eyes, Ears, Nose, and Mouth*  Karen W. Olsen  613. OLS

*Franklin resources*

Franklin Is Messy
Franklin Says Sorry
Franklin Helps Out
THANKFULNESS

We learn to give thanks: to always be thankful for the Creator’s bounty, which we are privileged to share with others, and for all the kind things others do for us. –Elder Mary Lee

Deeper Understanding Questions

1. What things in your life are you thankful for? Why?
2. What ways can you show you are thankful?
3. What would the world look like without thanks?
5. How does thankfulness affect your thinking and feelings?
6. How can being thankful help you live a healthy lifestyle?
7. What relationships and or people are you thankful for and what is it about them that you appreciate?
8. Who would you like to thank? How would you like to thank them?

Suggested Resources

Of Science and Indian Myths
Loo-Wit The Fire-Keeper
Keepers of the Earth pg. 3
Keepers of the Earth pg. 43
Brothers were not thankful.
The Ghost and Lone Warrior
C. J. Taylor 398.2 TAY Giving thanks after the hunt.

Giving Thanks A native American Good Morning Message by Chief Jake Swamp
I Can’t Have Bannock But The Beaver Has A Dam by Bernelda Wheeler

- A little boy learns the role a beaver played in a power outage which is preventing his mother from making him bannock.

The Big Storm by Darrell Pelletier Thanks for power/electricity

Kawlija’s Blueberry Promise Audrey Guiboche FIC GUI
- Resisting temptations

Circle of Thanks Susi Gregg Fowler E FOW
The Wish Wind Wendy Wolsak E EYV
- Listening to advice
- Being thankful for what you have.

Legends of The Elders John W. Friesen 398.2FRI
- The Gift Exchange

Franklin Resources

Franklin’s Bad Day
Franklin Celebrates
Franklin Plants a Tree
Franklin’s Canoe Trip
Franklin Helps Out
SHARING
We learn to be part of a family and community by helping with the provisions of food and other basic needs. Through the sharing of responsibilities we learn the value of working together and enjoying the fruits of our labour. – Elder Mary Lee

Wisdom – “Each step that is taken in life is a learning experience – walk carefully. Take time to listen when others are speaking. Be first to volunteer as a helper when Elders/Traditional Knowledge Keepers ask for help. Take all of this knowledge to help you make the right decisions to live a healthy lifestyle. Remember that teachings come in all shapes and sizes, study them and learn from your mistakes. Wisdom is ancient knowledge, wisdom is new found knowledge and wisdom is power.” (7 Natural Laws Poster)

One of the universal values of First Nation peoples is sharing and cooperation. The traditional First Nations concept of sharing was greatly practiced because of the communal setting of tribes. People needed each other to survive. Sharing materials possessions, knowledge and survival skills displayed an honourable character because it gave a person a sense of pride and self-worth to assist those who were in need for various reasons. The First Nations believe the Creator supplied the necessary resources, talents and gifts to live on this earth and were happy to share with others; they felt the Creator have them an obligation to conduct themselves in this manner. Today, most First Nations still carry out this attitude of sharing, though they have only limited material possessions. They believe those who do not share with others are not living in harmony with the wishes of the Creator, and may end up unhappily self-centered. Ultimately, the First Nations shared the land, which was a major part of their existence and survival; because they thought the newcomers possessed the same attitude of sharing. (Treaty Essential Learning’s, We Are all Treaty People. By Office of The Treaty Commissioner).

I am blessed to be able to share what I have. I share my toys and my friends.

Deeper Understanding Questions

1. How can you share with others? What do you share?
2. Why is it important to share?
3. How does sharing the Earth’s resources affect our daily lives?
4. How can sharing help you live a healthy life style?
5. How does sharing affect your actions?
6. How does someone sharing with you affect your thinking and feelings?
7. What is your role when someone is sharing with you?
8. How can sharing your knowledge with others benefit you?
9. What would happen if nobody shared?

Suggested Resources

How The Turtle Got Its Shell – Joe McLellan 398.2 MCL Helped Nanabosho fish
The Coming of Corn – Keepers of the Earth pg. 137 Grandmother is giving.
Loo-Wit The Fire-Keeper – Keepers of the Earth pg. 43 The two brothers
How Raven Made the Tides – Keepers of the Earth pg. 103 Raven is greedy
Awi Usdi, the Little Deer – Keepers of the Earth pg. 173 Wants vs. Needs
Nanabosho Steals Fire  
Joseph McLellan  398.2 MCL  
Keeps Fire To Himself

Gluscabi and the Game Animals  
Keepers of the Earth pg. 165  
Wisdom Grandmother

Woodchuck

Raven Returns the Water  
398.2 CAM

Teaching the Treaties Grade 3  
Sharing the Land pg. 25-30

Kawlija’s Blueberry Promise  
Audrey Guiboche FIC GUI

• Resisting temptations

My “Extraordinary” Family  
Co-operatively written book by Open Doors to Family Literacy E MYE

Franklin Resources

Franklin’s New Friend
Franklin and the Trading Cards
Franklin and the Big Kid
Finders Keepers
STRENGTH

We are not talking about physical strength, but spiritual strength. That was instilled in us when we were young people through fasting. We must learn to be patient in times of trouble and not to complain but to endure and show understanding. We must accept difficulties and tragedies so that we may give others strength to accept their own difficulties and tragedies. – Elder Mary Lee

“Conquer your fears and do not let them control you. Be courageous in voicing opinions and dare to be different when peer pressure is threatening to bully you into negative situations. Aim to be a positive role model you’re your community and strive to contribute in a meaningful way. Always finish what you have started – never quit, for unfinished projects add up to nothing. Never let anyone bring you down. Walk proud with your eyes focused on the road ahead, keep your heart strong and believe in yourself.” (7 Natural Laws Poster)

I am brave, honest, and kind. I am kind to my friends and to animals. These are important qualities in the Plains Cree culture.

“Strive each day to tell the truth and own up to your mistakes. Always respect others property and never walk away with something that is not yours. Ask for permission and always return what you have borrowed. Look after your tools and they will look after you. Face your problems with integrity and courage. Be strong in your mind, body and soul – a corrupted mind is a weak mind.” (7 Natural Laws Poster)

Deeper Understanding Questions

1. What kinds of strengths are there?
2. What are some situations where strength is needed?
3. Where does strength come from? How do we get strength?
4. How does having inner strength affect your actions?
5. How does having inner strength affect your thinking and feelings?
6. How can inner strength help you live a healthy life style?
7. What does inner strength look like?
8. What would the world look like without inner strength/integrity?
9. How does inner strength help you work through problems and accomplish a goal?

Suggested Resources

How Grandmother Spider Stole The Sun
sacrifice
Keepers of the Earth pg. 49
Buzzard shows

Spring Defeats Winter
he is stronger
Keepers of the Earth pg. 129
Winter thinks

How Fisher Went to the Skyland: The Origin of the Big Dipper
sacrifice
Keepers of the Earth pg. 117
Bears

The Ghost and Lone Warrior
C.J. Taylor
398.2 TAY
Never Giving Up – overcoming hunger, pain, cold weather, and despair

Dream Catcher
by Dave and Pat Sargent and Sue Rogers
FIC SAR
Be Strong

Berry Picking Time
by Dave and Pat Sargent and Sue Rogers
FIC SAR
Be Brave

The Mud Pony
398.2 CON
Courage
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Catalogue</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like Who I Am</td>
<td>Tara White</td>
<td>Not yet catalogued</td>
<td>Strength</td>
</tr>
<tr>
<td>Old Man Coyote and the Rock</td>
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<td>Healthy Choices, Healthy Lives</td>
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**Franklin Resources**

Franklin Rides a Bike  
Franklin in the Dark  
Franklin’s Helmet  
Franklin in the Dark  
Franklin’s Magic Shoe  
Franklin’s School Play
Good Child Rearing

Children are unique and blessed with the gift of life; we are responsible for their well-being, spirituality, emotionally, physically and for their intellectual development. They represent the continuity of our circle of life which we perceive to be the Creator’s will.

One of the universal values of First Nation people is Family. Family has always been an integral part of First Nations society. First Nations peoples keep their families close and honour their family members even beyond death. Members of families help one another and young people need to realize that their family members will assist them in times of need; they should always honour and respect them, even in spite of personality conflicts. The family institution is a place to share acceptance and security, and learn cooperation (Treaty Essential Learning’s, We Are all Treaty People. By Office of The Treaty Commissioner).

I have been taught how to respect Elders, parents, teachers, and myself. I take pride in my good behaviour.

Deeper Understanding Questions

1. How can we be responsible for each other? How can we help others with their growth?
2. When do we take care of others? Why?
3. How do we model positive behaviour to enhance a balanced well-being?
4. What factors do you think you need to grow into a mature, responsible adult?

Suggested Resources

- *How the Birch Tree Got It’s Stripes*  Freda Ahenakew  398.2 FRE
  - Think before you act
  - Controlling Anger
- *Kawlija’s Blueberry Promise*  Audrey Guiboche  FIC GUI
  - Resisting temptations
- *Looking After Me*  Denise Lecoy  152.4 LEC
  - Empowers children to make choices to promote Spiritual, Emotional, Physical and Mental Health and well-being for themselves and their families.
- *My Kokum Called Today*  Iris Loewen  E LOE
- *My “Extraordinary” Family*  Co-operatively written book by Open Doors to Family Literacy  E MYE
- *The Spring Collection*  Tina Umpherville  E UMP
- *Old Enough*  Peter Eyvindson  E EYV
- *Red Parka Mary*  Peter Eyvindson  E EYV
- *Mama, Do You Love Me?*  Barbara M. Joosse  E JOO
  - Unconditional Love

Franklin Resources

- Franklin’s Neighbourhood
- Franklin Runs Away
- Franklin Plays the Game
HOPE

We must look forward to moving toward good things. We need to have a sense that the seeds we are planting will bear fruit for our children, families and communities. –Elder Mary Lee

We must hope for better things to make life easier for us, our families and the community, both materially and spiritually. (SICC)

I have hope that my life will be filled with goodness and success.

One of the universal values of First Nation peoples is Leadership. First Nations chiefs and leaders were an integral part of society; they were given positions of leadership because of their wisdom and good character. When the treaties were signed, the First Nations viewed their leaders as courageous individuals who were making important practical decisions for the future of all people in Canada. (Treaty Essential Learning’s, We Are all Treaty People. By Office of The Treaty Commissioner).

Deeper Understanding Questions

1. How can our actions today provide hope for the future?
2. Where have you seen examples of hope? What did it look like?
3. What would happen if people did not have hope? What would it look like if there was no hope?
4. How could you help others show and practice hope?
5. How does hope affect your body and your actions?
6. How does hope affect your thinking and feelings?
7. How can having hope create a healthy lifestyle?

Suggested Resources

Healthy Choices, Healthy Lives  Karen W. Olsen  613 OLS
Granny Shoongish and the Giant Oak Tree Char Ducharme  FIC DUC
   • To empower children and to help them believe in themselves.
Old Enough  Peter Eyvindson  E EYV
Legends of The Elders  John W. Friesen  398.2FRI
   • The Gift Exchange

Franklin Resources

Franklin Plants a Tree
Franklin in the Dark
Franklin Wants a Pet
ULTIMATE PROTECTION – Responsibility

This is the ultimate responsibility to achieve the balance and well-being of the body, mind, emotions and spirit for the individual, the family, the community and the nation. –Elder Mary Lee

The tipi represents safety, security and love. It represents a woman in Cree culture.

Deeper Understanding Questions

1. How are we responsible for ourselves and others?
2. What type of responsibilities do you have?
3. When something needs to be done, do you ignore it or do you do it?
4. Do you need to be asked once or many times to complete a request?
5. Do you demonstrate the same level of responsibility in different settings?
6. How will being a responsible person improve your relationship with others?
7. What would the world look like if we were not responsible for ourselves and others?

Suggested Resources

Nanabosho Grants a Wish Joe & Matrine McLellan 398.2 MCL
- Being careful for what you wish for.
Kawlija’s Blueberry Promise Audrey Guiboche FIC GUI
- Resisting temptations
Circle of Thanks Susi Gregg Fowler E FOW
The Big Tree and the Little Tree As told by; Mary Augusta Tappage 398.2 TAP
Looking After Me Denise Lecoy 152.4 LEC
- Empowers children to make choices to promote Spiritual, Emotional, Physical and Mental Health and well-being for themselves and their families.
Healthy Choices, Healthy Lives Karen W. Olsen 613 OLS
Little Water and the Gift of the Animals C.J. Taylor

Franklin Resources

Franklin’s Bicycle Helmet
Franklin’s Blanket
Hurry Up Franklin
CONTROL FLAPS — Interconnectedness

The control flaps on a tipi teach that we are all connected by relationship and that we depend on each other. Having respect for and understanding this connection creates and controls harmony and balance in the circle of life. When we don’t know how to use the flaps, it gets smoky inside the tipi, and you can’t see, which is like life – because if we can’t live in balance, we can’t see clearly where we’re going. — Elder Mary Lee

One of the universal values of First Nation peoples is being aware of their connection to the past. An underlying criterion to the First Nations peoples’ beliefs and way of life is the value place on connecting to the past as they look to the future. Tradition is important to First nations peoples, and although they cannot completely return to their traditional lifestyle, knowledge of their history and culture offers clarification of their identity, and continues to provide a sense if security and pride. (Treaty Essential Learning’s, We Are all Treaty People. By Office of The Treaty Commissioner).

We are all connected by relationships and we depend on each other. This controls and creates harmony in the circle of life. (SICC)

The rope and cord that tie the poles together show that we are working together to build a strong nation.

Deeper Understanding Questions

1. How do we connect with the circle of life/medicine wheel?
2. How do our behaviours and actions affect the present and the future?
3. How can we affect life’s balance through our thoughts and actions?
4. How can our family values and traditions affect our future?
5. What can we learn from the teachings of our ancestors? Are they of value? Do we need to past them on?
6. What contributes to a balanced life-style?
7. If one of the Tipi Pole values is missing, is there a balance?

Suggested Resources

The Hero Twins and the Swallower of the Clouds & Hero Twin
How Thunder and Earthquake Made Ocean
How Fisher Went to the Skyland: The Origin of the Big Dipper
The Secret of the White Buffalo
Brother Eagle, Sister Sky
Kawlija’s Blueberry Promise
Looking After Me
Old Enough
Legends of The Elders

Franklin Resources

Franklin’s Tin Flute
Franklin Plants a Tree
**Suggested Resources:**

*The Giving Tree: A retelling of a Traditional Métis Story* - empathizes core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, but most importantly, the connection with the Creator and Mother Earth. This book is written and illustrated by Leah Dorion.

*Seven Sacred Teachings Niizhwaaswi gagiikwewin* by, David Bouchard and Dr. Joseph Martin
  - This is an excellent resource to gain a full understanding of the medicine wheel, tipi pole values and the seven sacred teachings. These are all needed to have a balanced self.

“Go to” Four directions teachings Elder Mary Lee
(SICC) – Saskatchewan Indian Cultural Centre Excerpts from the We Are All Treaty People resource pg. 37-38. Accessed on 11/02/11)


**Keepers of the Earth Series**

After each legend there is a section called “Discussion” which explains the important lessons to be learned from the legend. It provides ways of connecting the legend and traditional viewpoint to scientific theories and practices. The “questions” section provides good opportunities for discussions. Each question encourages the ability to have deep discussions with your class. The questions are relatable to many themes. Asking all questions at once could be overwhelming and less effective.

*The Earth on Turtle’s Back*  
Keepers of the Earth pg. 25
  - Why the turtle has marks on its back.

*Turtle Races With Beaver* - Keepers Of the Animals

*How Turtle Flew South for the Winter*  
Keepers of the Earth pg. 158  
Why turtle hibernates not migrates

*How The Turtle Got Its Shell*  
Joe McLellan  
398.2 MCL  
Helped Nanabosho fish rewarded with shell

Turtle Island package

Appendices Table of Contents

Appendix 1   First Nations Family Life
Appendix 2   Turtle Island
Appendix 3   Tipi pole chart
Appendix 4   Medicine Wheel – we are not the centre Humility
Appendix 5   Talking Circles
First Nations peoples believe the Creator provided them with many gifts so they could live happy and fulfilled lives. One of these gifts is children. They believe that children are loaned to them for a short period of time, usually until the children are grown and are able to live on their own as adults. Throughout their childhood and into adolescence, children are to be loved and cared for according to the cultural beliefs and values of their nations. These children are the future of their respective nations.

In the traditional First Nations family composition, babies and toddlers spent their first years with the extended families, consisting of parents, grandparents, aunts, uncles and siblings, who all shared the responsibility of protecting, caring for and teaching them. First Nations peoples believed that the rearing of children was a most important and integral part of their First Nations way of life. The entire community provided a holistic learning environment for children so they would receive a solid foundation that would help them to live and exist in a full and productive lifestyle. With minimal adult interference, children were allowed to exert their wills in order to develop independence through their learned life experiences. These learned skills allowed for a natural integration into the rhythm of daily life in the family and community.


Read People of the Buffalo by Maria Campbell pg. 13-15 to get an understanding not only of beliefs but also the significance in ones development from birth to adult.

Pgs. 19-21 explain and define the family structure

Woman – Connection to mother Earth as both give life and take care of the needs to bare fruit for that life.

Men – Need to protect this life, Earth, Children, and Women.

Grandmothers and Grandfathers – Creator created all that you see out there because we need it all to survive that is why we were created last
Appendix 2 – Turtle Island

Many First Nations lived throughout North America for thousands of years. Many First Nations tribes believe they have been here since time immemorial. They co-existed with one another for thousands of years before the arrival of the newcomers. Many First Nations lived in what is now Canada. The words “Canada” and “North America” were not used by the First Nations long ago because those words were given to these lands by the newcomers when they arrived and settled here. The First Nations peoples called this land “Turtle Island.” Many First Nations peoples today still refer to North America as “Turtle Island.”

Inform the children that the First Nations who lived on “Turtle Island” (North America) had their own languages, cultures, traditions, beliefs, values, history, stories and laws. Tell them First Nations peoples believed that they were put on “Turtle Island” (North America) by the Creator. The Creator provided them with everything they needed to survive. They lived off the land. They called the earth “Mother Earth.” They called her Mother Earth because a mother provides her children with everything they need to live. Mother Earth provided First Nations peoples with everything they needed to live. They were provided plants and animals for food, shelter and clothing. These First Nations had their own places called territories where they hunted, fished and trapped for wild animals, and gathered berries and plants. They looked after Mother Earth as she looked after them: with love, caring and respect. They gave thanks every day for all that was provided to them.

Provide the students with pictures of food, clothing and shelter from magazines, catalogues and flyers. Ask them to cut out some pictures of food, clothing and shelter. Give them a piece of construction paper shaped in a circle and ask them to paste their pictures on it (or cut the construction paper into a circle after the student pastes the pictures on it). Display the collages in the classroom.

(accessed 11/04/09)

http://www.otc.ca/TEACHERS/TTIC_K6_and_TELS/
Tipi Teaching (Saskatchewan Indian Cultural Centre)
The tipi is a portable shelter. Traditionally, First Nations families dwelt in these structures fabricated from 15 long poles, whose base was set in a circle and tied at the top. The poles were covered with animal hides sewn together and pegged to the ground. They are symbolic of the traditional values that helped formulate the First Nations’ worldview, and provide teachings for behaviour and a positive character. Storytellers used each pole to teach the following values:

1. Obedience: We learn by listening to traditional stories; by listening to our parents or guardians, our fellow students and our teachers. We learn by their behaviours and their reminders, so that we know what is right and what is wrong.

2. Respect: We must give honour to our Elders and fellow students and the strangers who come to visit our community. We must honour other peoples’ basic rights.

3. Humility: We are not above or below others in the circle of life. We feel humbled when we understand our relationship with creation. We are so small compared to the majestic expanse of creation. “We are just a strand in a web of life,” and we respect and value life.

4. Happiness: We must show some enthusiasm to encourage others at social functions. Our actions will make our ancestors happy in the next world.

5. Love: If we are to live in harmony, we must accept one another as we are and to accept others who are not in our circle. Love means to be kind and good to one another.

6. Faith: We must learn to believe and trust others, to believe in a power greater than ourselves, whom we worship and who gives us strength to be a worthy member of the human race.

7. Kinship: Our family is important to us. This includes our parents, our brothers and sisters who love us and give us roots, the roots that tie us to the lifeblood of the earth. It also includes extended family, grandparents, aunts, uncles and cousins and their in-laws and children. These are also our brothers and sisters and they give us a sense of belonging to the community.

8. Cleanliness: We must learn not to inflict ills on others, for we do it to ourselves. Clean thoughts come from a clean mind and this comes from Indian spirituality. Good health habits also reflect a clean mind.

9. Thankfulness: We learn to give thanks for all the kind things others do for us and for the Creator’s bounty, that we are privileged to share with others in the spirit of love.
10. Sharing: We learn to be a part of the family by helping in providing food or satisfying other basic needs. This is sharing responsibilities in order to enjoy them.

11. Strength: We must learn to be patient in times of trouble and not to complain but to endure and show understanding. We must accept difficulties and tragedies so that we may give others strength to accept their own difficulties and tragedies.

12. Good Child Rearing: Children are unique and blessed with the gift of life; we are responsible for their well-being, spirituality, emotionally, physically and for their intellectual development. They represent the continuity of our circle of life which we perceive to be the Creator’s will.

13. Hope: We must hope for better things to make life easier for us, our families and the community, both materially and spiritually.

14. Ultimate Protection: The ultimate responsibility is “health for a balanced caring of the body, mind, emotions and spirit of the individual, the family, the community and the nation.”

15. Control Flaps: We are all connected by relationships and we depend on each other. This controls and creates harmony in the circle of life.

_Treaty Essential Learnings: We Are All Treaty People_ pg. 37-38

(Office of the Treaty Commissioner, 2008)
Appendix 4 - The Medicine Wheel

**Purpose:**

The four directions of the medicine wheel are gifts given by the Creator. It represents change, equality, unity and interconnectedness with all creation. The medicine wheel is a circle of hope and of healing. It contains many stories and many teachings. We will never see in our lifetime all the wisdom that comes from these doorways.

**Shape:**

The spiral within the wheel represents change and moving toward another level of growth and development. All people will go through these cycles. The wheel is an important tool because of its constant movement. When the earth completes a full cycle of the four seasons, we also mature and grow as we complete a full circle. The circle is a sacred symbol used by most aboriginal people. There is no beginning and no end. When sitting in a circle all are equal; no one is greater than anyone else. We can see all who is in the circle and know what strengths the circle holds.

The circle shape also keeps us in mind of the many circles found within Creation. It remind us of the sun and the moon. Not only is their shape a circle, but so also is their journey. The natural cycles of life move in a circle. Think of the four seasons.

**Gifts from Creator within the Quadrants**

- Four seasons
- Four original races
- Four principles to live by
- Four stages of life
- Four parts of self
- Four medicines
- Four types of animals

**Understanding the 4 Parts of Self** - Making personal connections within your medicine wheel?

Physical: What are you putting in your body that makes it weak?

Mental: What is causing stress in your life?

Emotional: Share a story that relates to your feelings.
Spiritual: When was the last time you participated in a ceremony?

Purpose:
The medicine wheel helps people balance and heal themselves and use it to provide a sense of direction and guidance to their lives.

It helps people achieve a greater understanding of themselves in relation to all of creation.

Empowering the Spirit II pg. 3 (Elliot, 2004) and Empowering the Learner 2 pg. 5 (Hawker, 2005)

Received from “Traditional First Nations Spirituality lamarr” by Lamarr Oksasikewiyin
http://naicam.nesd.ca/~currcorner/files//u6/TradFNSpirit(2).ppt accessed on 03/04/11
The Talking Circle is an excellent teaching strategy which is consistent with First Nations values. The circle symbolizes completeness.

"When you put your knowledge in a circle, it's not yours anymore, it's shared by everyone."

- Douglas Cardinal, architect (Regina Leader Post, November 28, 1995).

In a Talking Circle, each one is equal and each one belongs. Students in a Talking Circle learn to listen and respect the views of others. A stick, stone or feather (something that symbolizes connectedness to the land) can be used to facilitate the circle. Whoever is holding the object has the right to speak and the others have the responsibility to listen. Those who are hesitant to speak may eventually speak because of the safety of the Talking Circle. The object "absorbs" the words said in the Circle. This emphasizes that what is shared in the Circle is not to be spread around outside the Circle. Many Talking Circles begin with words which foster the readiness of the Circle. This is an excellent opportunity to have Elders involved in the classroom. The intention is to open hearts to understand and connect with each other.

Guidelines for Talking Circles:

(Adapted from The Sacred Tree Teachers’ Guide  (Bopp, Bopp, Brown, & Lane Jr, 1989) published by the Four Worlds Development Project).

- if using a large group of students (thirty or more, perhaps) it is recommended that they are organized into an inner circle and an outer circle. Whoever is sitting in the inner circle can speak while those in the outer circle listen. Students can take turns being in the inner circle.
- during the circle time, people are free to respond however they want as long as these basic considerations are followed:
  - all comments are addressed directly to the question or the issue, not to comments another person has made. Both negative and positive comments about what anyone else has to say should be avoided.
  - only one person speaks at a time. Generally the person holding the object speaks. Students can indicate their desire to speak by raising their hands.
  - silence is acceptable. There must be no negative reactions to the phrase, "I pass."
  - going around the circle in a systematic way invites each person to participate without a few vocal people dominating the discussion.
The group leader facilitates the discussion in a non-judgmental way. In other words, instead of responding with words like, "great" or "good," the leader can acknowledge or clarify comments, such as, "I understand you are saying that..."

Speakers should feel free to express themselves in any way that is comfortable: by sharing a story, a personal experience, by using examples or metaphors, and so on. Talking Circles last, in general from eight to fifteen minutes at the start of the lesson or to bring it to closure. Positively-focused topics can include:

- A success you recently had
- Where you would live if you could live anywhere in the world
- Something you would like to achieve in the next few years
- Something you like about yourself
- Something you wish you could do better
- Something you wished for that came true

(Reprinted from the document *The Circle of Life: First Nations Content & Perspective for Middle Years Students*, an inservice, February 23, 1996, Maureen Johns Simpson, Indian and Métis Consultant, Regina Public Schools. *Used with permission.*)

A some good stories to read to the students to teach about the Talking Circle are; *Grandmother, what is a Sharing Circle?* By, Sandra Samatte and Susan Lam
*Grandmother, what is a Talking Stick?* By, Sandra Samatte and Susan Lam

To teach students about the concepts of the Talking Circle, have them work on the *Talking Circle learning object*.

http://www.saskschools.ca/curr_content/aboriginal_res/supplem.htm “first nations talking circle accessed on 01/13/09

For more information on talking circles see;

http://www.danielnpaul.com/TalkingCircle-FirstNations.html “talking circle first nations” accessed on 01/13/10

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Health Department.


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