

Learning the Land 2019 Initiatives

Walking to Know Our Mother: A Community Mapping Inquiry Project



<p>Project: “Walking to Know Our Mother” A Community Mapping Inquiry Project</p>	<p>Grade Level(s): Middle Years (6-9) & Highschool course where applicable</p>
<p>Dates: March-June, 2019 School Year</p>	<p>Concepts: Wohkotowin, Mamowi-Manachitiwin, Midaguchiya Interrelatedness – connectedness – respect for all things</p>
<p>Key Ideas to be explored: Key Concepts Overview An intense and deep connectedness with all that surrounds us is a foundational concept of First Nations holistic development. This includes a connection to Mother Earth and all that the Universe contains, including a person’s relationships towards themselves, their families, communities, nations, all of the flora and fauna beings, and ultimately the Great Spirit that animates all.</p>	
<p>Driving Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How can respect for the land be shown? 2. What do we look for when setting up a camp? 3. What stories or teachings are connected to key locations in and around our community? 4. How has the land around our community changed over time? 5. Who do we share our community’s lands with? 	

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Secondary questions:

Brainstorm subsidiary questions with your students based on interests and/or inspirations that come through an exploration of any or all of driving questions above.↑ Sample subsidiary questions are provided at the end of this document as well.

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Resources

- 1:50,000 scale topographic maps of local areas (found at <http://learningtheland.ca/schools/>)
- Saskatchewan and Manitoba Nature Guide
- Wonders of Wildlife –A leader’s activity guide for teaching young conservationists
- Mapping Our Land: A Guide to making maps of our own communities and traditional lands
- Hands on activity kits including animal tracking molds and stamps, and bird calls

Technologies

- www.learningtheland.ca
- iPads
- GPS devices
- Compasses

- Trail Cameras & photography
- Water and soil testing kits
- Drone bookings to capture overhead video of local landscapes that you choose to visit.

Possible Software/Applications:

- iNaturalist
- Sibley Birds
- Trees Canada
- iMapInvasives

Web 2.0 Tools for collaboration:

Strategy Lab willing to offer workshops to show students how to upload any photos or videos that you want to share of any projects and initiatives you choose to undertake

Investigations / Explorations & Suggested Process:

1. **Approach and invite any valued knowledge keepers from your community** who may wish to take part in this community mapping project, and feel free to share this project template with them. Respecting and honouring protocols of tobacco offerings, (all expenses honourariums claimable with project budgets share upon registration).
2. **With Elders & Community Knowledge Keepers and Students:**
 - Display a topographic map of your community’s lands and surrounding areas and mark on the map with thumbtacks any places that have a stories/teaching attached to them. Invite students to do this too with their own connections.
 - Invite students to write these stories out on index cards and attach by string to thumbtacks on the map (pinned to a large bulletin board).
3. **Begin inquiry focus and process noted above and here again below:**
 - Look again at a topographic map of surrounding community and seek out answers to any of the driving or subsidiary questions you may choose
 - Look for stories and lessons connected to specific locations
 - Look for current & historical or images or data of key locations on your maps
 - Go and visit these locations and document the learning outcomes

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- Document these experiences and share to online community platform

4. Concluding performance / Demonstration of understanding

- Invite students to share their knowledge and understandings in a number of different ways through the Learning the Land web-portal. Teachers and students could choose from a number of different projects and products that you can support. Sample projects and products below, but not limited to any of the following:
 - ___ Make and label a map of the land areas you've studied
 - ___ Create a photo story, album, or video montage of field visits and activities undertaken
 - ___ Write a Song or Poem or skit to perform with help from classmates)
 - ___ Draw, Sketch or Paint pictures of your explorations
 - ___ Conduct an experiment around improving overall health of local wildlife habitats
 - ___ Design and build a model of your topic
 - ___ Plan and host fundraiser or informational event in your community
 - ___ Create a TV, print or radio news report
 - ___ Write a blog article
 - ___ Create an informational brochure or pamphlet
 - ___ Make a PowerPoint or Prezi Presentation
 - ___ Another idea I have (check with teacher)
- Outcomes-based evaluation rubric included in the Community Mapping Inquiry Project Template (share upon registration).

Suggested Class and Field Activities:

Activity 1: How to use a compass:

Lesson 1: <http://www.learn-orienteeing.org/old/lesson1.html>

Lesson 2: <http://www.learn-orienteeing.org/old/lesson2.html>

Activity 2: How to use a GPS:

<https://itstillworks.com/make-own-route-garmin-gps-13985.html>

Activity 3: Looking at Local Maps

Honour local knowledge and explore maps of your local communities, utilizing the **Driving Questions**. Search for **Stories** and **Lessons** connected to specific locations in your area. Make **Inquiries** into current & historical data that can be collected from local landscapes. Use maps and GPS to navigate your way there. Create a walking tour of these locations. Go and visit these locations and **Explore** any new questions or interesting discoveries you make.

Activity 3: Habitats Explorations

What habitats exist in your playground or school yard or nearby? Discuss with students what a habitat is, have them make predictions about which they may find nearby. Go on a nature walk to see which you can identify. Take a camera and a GPS (or app) to mark the locations and descriptions of the habitats. Create a log and revisit your habitats throughout the seasons to **record changes**.

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Activity 4: Descriptive Writing: What am I?

After exploring specific elements of nature (ex. types of trees, rocks, wildlife), students write a descriptive paragraph without the elements name. Other students read the description and have to guess what it is describing. You can also play 21 questions using elements you are studying.

Activity 5: Plant/Tree/Rock/Animal track Identification

Use field guides and knowledge keepers to help identify different types of plants/trees/rocks/tracks depending on what you are learning. Use field guides or iPad apps to help you identify. Extension: Create a classroom or playground field guide with pictures and descriptions.

Activity 4: Create a School Yard Map

Choose an outdoor area that you would like to map. Your yard, local park or nature trail are excellent choices. Creating school yard maps are a great way for students to grow a better understanding of the types of plants they see when out in the school yard or on a hike. Make notebook entries about the plants you find. Kids might even want to carefully collect a leaf sample and tape it into their notebook. Once you have identified several plant species, create a map that indicates where you found them. Include a key to the map. If you have older children, you may even want to challenge them to draw their map to scale.

Treaty Education Related Outcomes:

SIK: Express personal connectedness to nature and one another (e.g., Circle of Life, seasons, elements, weather, families, and relatives).

HCK: Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies.

TR1: Examine how sharing contributes to treaty relationships.

HC1 Explore the many ways people meet their needs from nature and the land on which they live.

TR2 Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.

TR3 Examine the relationships between First Nation peoples and the land, before and after the signing of treaties.

SI3 Examine how various teachings people have about the natural world guide behaviour and actions.

HC4 Explore the historical reasons why people entered into treaty.

Cross-Curricular Grade 7 Related Outcomes:

Science 7:

IE7.1

Relate key aspects of Indigenous knowledge to their understanding of ecosystems.

IE7.4

Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.

EC7.2

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Identify locations and processes used to extract Earth's geological resources and examine the impacts of those locations and processes on society and the environment.

EC7.3

Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.

Arts Education 7:

CP7.6

Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.

CP7.10

Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

CP7.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about place.

CH7.1

Investigate how artists' relationship to place may be reflected in their work.

Social Studies 7:

DR7.1

Analyze and use various types of maps (that provide differing perspectives and information for differing purposes)

DR7.2

Appraise the impact of human habitation on the natural environment in Canada

DR7.3

Analyze the relationship between current and historical events and the physical and social environments

Language Arts 7:

CC7.2

Create and present a teacher-guided inquiry project related to a topic, theme, or issue.

CC7.5

Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.

CR7.5

Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media)

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Links to all Gr. 6-9 Cross Curricular Related Outcomes that could relate to a Community Mapping Inquiry Project:

Subject	Arts Education	Language Arts	Science	Social Studies
Grade 6	CP6.6 CP6.9 CP6.10 CR6.2 CH6.1 CH6.2	CR6.5 CC6.1 CC6.5 CC6.6 CC6.7 CC6.9 AR6.1	DL6.1 DL6.2 DL6.4 DL6.5	IN6.1 IN6.2 IN6.4 DR6.1 DR6.2 DR6.3 RW6.2
Grade 7	CP7.6 CP7.10 CP7.11 CH7.1	CR7.5 CC7.2 CC7.5	IE7.1 IE7.4 EC7.2 EC7.3	DR7.1 DR7.2 DR7.3
Grade 8	CP8.1 CP8.6 CP8.9 CP8.10 CR8.1 CR8.2 CH8.1 CH8.2	CR8.1 CR8.4 CR8.5 CR8.6 CR8.7 CC8.1 CC8.5 CC8.6 CC8.7 CC8.9 AR8.1	CS8.2 FD8.4 WS8.1 WS8.2 WS8.3	DR8.2 DR8.3 RW8.2 RW8.3
Grade 9	CP9.1 CP9.6 CP9.9 CP9.10 CR9.1 CR9.2 CH9.1 CH9.2	CR9.1 CR9.4 CR9.5 CR9.6 CR9.7 CC9.1 CC9.5 CC9.6 CC9.7 CC9.9 AR9.1	RE9.1 CE9.3 CE9.4 EU9.1 EU9.3 EU9.4	IN9.2 IN9.4 DR9.1 DR9.2 DR9.3 DR9.4 RW9.1 RW9.2 RW9.3

Sample Secondary Questions for furthering the inquiry process with your students:

1. What kinds of maps, current and/or historical can you find or create of your school, community and surrounding areas?
2. Where are the best hunting, fishing, berry picking or medicine gathering sites in and around your community?
3. Are there sights with stories of significance in and around your community that you would like to document and share with others?
4. Who are the Elders, storytellers, historians or knowledge keepers in your community?
5. Are there any community mapping projects that have already has been undertaken by your community in years past? Could even invite the students to call the band offices to inquire into this.
6. Where are the major buildings located in your community? School, Band Office, Health Center?
7. What types being, birds, mammals, trees, plants, insects, fish live in and around your community?
8. What are some traditional names of lakes, rivers, hills, valleys and other locations in and around your community?

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9. What traditional territories did your Community and/or Nation live within prior to Treaties being signed?
10. What's the size of your community's reserve lands, currently and historically?
11. Are there any reserve lands purchased by your community through Treaty Land Entitlement? If so, where are they located and how are these lands utilized?
12. What are the population estimates of humans and any other species living on reserve and/or off reserve?
13. What traditional ceremonies take place on your First Nation and what languages are spoken?
14. What conservation efforts are currently being undertaken by your community?
15. How do you see climate change impacting you and your community?
16. What kind of industrial threats could there be to local habitats around your community?
17. What could be done to improve the health of local habitats for animals, plants in and around your community?
18. Are there any community action projects you would want to take on that relate to seeking answers to any of the driving questions or subsidiary questions you may choose to explore?

Assessments and Evaluation of Projects:

Students & Group Self-Assessments: Provided in Inquiry Project Workbook for Students

Topic: _____

This was my/our best source of information about my topic:
This is the most interesting thing I/we learned:
This is what I/we did to share what we learned:
This is something I might do differently in my next inquiry project:

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Inquiry Project Rubric: Also provided in Workbook for Students

Categories & Expectations	Friendly Language	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE AND UNDERSTANDING of concepts and associated <i>Hummingbird</i> curriculum outcome	<i>The student demonstrates understanding of concepts (e.g. insert something you want the students to focus and be able to talk about</i>	The student demonstrates <u>limited</u> understanding of key concepts and intended outcomes	The student demonstrates <u>some</u> understanding and understanding of key concepts and intended outcomes	The student demonstrates a <u>good</u> understanding of key concepts and intended outcomes	The student demonstrates <u>thorough</u> understanding of key concepts and intended outcomes
THINKING Use of creative/critical thinking processes	<i>The student use creative/critical thinking processes with effectiveness to create a product that reflects their level of engagement with the key concepts</i>	The student uses creative/critical thinking processes to create a final product and reflect on their learning with <u>limited</u> effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with <u>some</u> effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with <u>considerable</u> effectiveness	The student uses creative/critical thinking processes to create a final product and reflect on their learning with a <u>high degree of</u> effectiveness
COMMUNICATION Expression and organization of ideas and information in oral, written, and/or visual forms	<i>The student expresses and organizes ideas and information with effectiveness. This may be shared in a variety of formats.</i>	The student effectively organizes ideas in presenting results of inquiry with <u>limited</u> effectiveness	The student organizes ideas in presenting results of inquiry with <u>some</u> effectiveness	The student organizes ideas in presenting results of inquiry with <u>considerable</u> effectiveness	The student organizes ideas in presenting results of inquiry with a <u>high degree of</u> effectiveness
APPLICATION Making connections within and between contexts	<i>The student makes connections between their project and the world outside the school (real life).</i>	The student makes a <u>limited</u> number of <u>connections</u> between the project and the world outside the school.	The student makes <u>some</u> <u>connections</u> between project and the world outside the school	The student makes a <u>variety of connections</u> between project and the world outside the school	The student makes a <u>wide variety of connections</u> between project work and the world outside the school
EVALUATION Reflecting on process and evaluating what has been learned and what could be improved	<i>The student evaluates how they did and what could be done to improve upon their work next time around.</i>	The student makes a limited evaluation of what went well and what could be improved.	The student is able to make some suggestions of and what could be improved.	The student makes a variety of suggestions for improvement and reflects on what they learned.	The student makes a wide variety of reflections and suggestions for improvement of their projects