

# GRADE 10: *Being a Good Relative*

## Interpretive Panel – “Land of our Grandfathers”

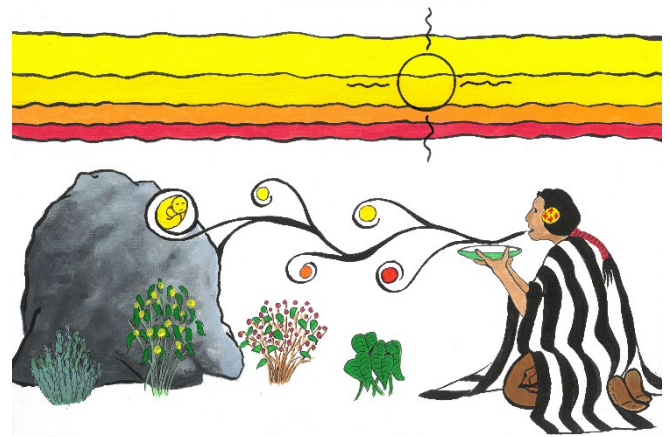
These resources are intended to support curriculum connections to the *Indigenous Connections to the Northeast Swale* project on the Meewasin app and the physical interpretive panels located at the [Meewasin Northeast Swale](#). Content can also be accessed on our [web-based platform](#).



In this inquiry project, students will explore their relationship to prairies and be challenged to see the living world from a variety of perspectives. This inquiry introduces the idea of a “bison economy” and invites students to see economic and ecological interactions as related. Students will reflect critically on the extermination of bison from the plains in the late 1800’s, the lasting impact on the ecology and cultures of the prairies.

Finally, students will be invited to investigate several examples of hopeful projects that are bringing healthy grazing practices back to the prairie economy.

This inquiry supports Treaty Outcomes for Grade 10, as well as History, Social Studies, and Indigenous Studies outcomes at a variety of grade levels. **For more information about outcomes, and assessment examples, see the end of this document.**



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## TREATY EDUCATION OUTCOMES & INDICATORS

### GRADE 10

**TR10<sup>1</sup>:1** Investigate the economic impact that First Nations have on the provincial and territorial economies and the resulting benefits for all people (e.g. natural resources; hunting, fishing and gathering; tourism; hospitality; gaming).

**SI10<sup>2</sup>:2** Imagine and describe what our society would look like today if all treaty obligations had been completely fulfilled and what it could look like into the future

**TPP10<sup>4</sup>:3** Examine the positions of First Nations and Government agencies responsible for the stewardship and management of resources (e.g., duty to consult process).

## ESSENTIAL QUESTIONS

### FOR LEARNERS

Who are your relatives?

What does it mean to be a good relative?

How can economies encourage good relations? With people? With more than human relatives? With the land?

### FOR LEADERS

What are our pathways in education to support students in “being good relatives”?

- Social-emotional learning
- Cooperative learning
- Citizenship education
- Religious/spiritual education
- Social justice/environmental/climate stewardship

## INTRODUCTION: THE BISON ECONOMY

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<ol style="list-style-type: none"> <li>1. Read or listen to “The Serviceberry” by Robin Wall Kimmerer. Create definitions for “economy” and “ecology” based on her ideas.</li> <li>2. View and listen to the resources on Métis, Dakota and Cree buffalo cultures provided in the Meewasin app under “<a href="#">Being a Good Relative</a>”.</li> <li>3. Keep a list of the ways that the buffalo culture/economy supported holistic wellness of the people on the plains. Investigate various actions that led to the extirpation of the buffalo from the plains and create a timeline that depicts these events.</li> <li>4. View <a href="#">Grasslands: A Hidden Wilderness</a> (starting at 9min, 30 sec to 19 min, 30 sec) and/or <a href="#">The Grasslands Project: A Rancher’s View</a>.</li> <li>5. Add ideas to your list of the ways that buffalo participate in the economy of the prairies (think back to the ways that Kimmerer describes the Saskatoon Berry economy). Where have/do humans fit into this economy?</li> </ol> <p><i>NOTE: Meewasin uses the term buffalo in these resources to honor the teachings of the Elders and Knowledge Keepers who participated in this project. Buffalo is their preferred term for the species known as Plains bison in Western science.</i></p>	<p>Affirming Indigenous Nationhood</p> <p>Critical Analysis of Colonization</p>	<p><a href="#">Meewasin App</a> (Apple) <a href="#">Meewasin App</a> (Google)</p> <p><a href="#">Meewasin Web-Based Resources</a></p> <p><a href="#">The Serviceberry</a> by Robin Wall Kimmerer (Audio Available)</p> <p>Video: “<a href="#">Grasslands: A Hidden Wilderness</a>”, <a href="#">The Nature of Things</a></p> <p>Video: <a href="#">The Grasslands Project: A Rancher’s View</a></p> <p><a href="#">Biodiversity Through Targeted Conservation Grazing</a>: Meewasin uses targeted grazing as a conservation tool at the Northeast Swale and other sites to mimic the action of the bison on the prairie.</p> <p>Video: Watch for Sheep! <a href="#">Meewasin Targeted Conservation Grazing Program</a></p>

## LAND-BASED EXPERIENCE: MAKING YOUR WORLDVIEW VISIBLE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<ol style="list-style-type: none"> <li>6. Visit the <a href="#">Northeast Swale</a> and find the interpretive panel called, “<a href="#">Land of Our Grandfathers</a>”. As a class, form a circle around the rock next to this panel and have each person sketch the rock from their vantage point.</li> <li>7. Share the drawings as a group and talk about the details or features that stood out to you. This will be influenced by your interests, the lighting, the background, your position relative to the rock, etc. Identify the notion that individuals can look at the same thing, but communicate very different interpretations depending on their perspective and context.</li> <li>8. Read the section of the panel called “<a href="#">Land of our Grandfathers</a>” and have the students reflect on their reaction to the statement, “...the stones</li> </ol>	<p>Positioning/Understanding self</p> <p>Affirming Indigenous Nationhood</p>	<p><a href="#">Meewasin App</a> (Apple) <a href="#">Meewasin App</a> (Google)</p> <p><a href="#">Meewasin Web-Based Resources</a></p>

<p><i>are our grandfathers and are living things</i>". You can use the "Four Corners" discursive strategy to encourage equitable discussions.</p> <p>9. Make a connection back to the drawing exercise (seeing from different perspectives) and use the following prompts, as well as videos/text in the Meewasin App to enrich your discussion:</p> <ul style="list-style-type: none"> <li>• How do you determine what is alive?</li> <li>• Who is your relative?</li> <li>• What informs your perspective?</li> <li>• How does Western science also support the perspective that we are related to everything around us?</li> <li>• How might stones be treated differently if everyone considered them to carry wisdom, have a spirit, and be our relatives?</li> </ul> <p>10. While you are at the Swale, observe the biodiversity that exists there. You can use the activities in the resources for <a href="#">Grades 10 &amp; 11 – Mother Earth Provides Everything</a> to encourage the close observation of ecosystems.</p>		<p>Description of "Four Corners" discursive strategy on page 23 of <a href="#">Discursive Strategies and Thinking Routines to Support Citizenship Education Inquiries</a>, by Sherry Van Hesteren, Educational Consultant, Saskatoon Public Schools, 2018</p> <p><a href="#">"Etuaptmumk: Two-Eyed Seeing: A Quest for Wisdom"</a>, CBC Radio</p> <p>Meewasin K-12 Resources: <a href="#">Grades 10 &amp; 11 – Mother Earth Provides Everything</a></p>
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## GATHERING INFORMATION: PERSPECTIVES ON LOCAL LANDSCAPES

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>11. Reflect on the biodiversity that you observed at the Swale (share observations, photos, sketches). Create an inventory of other spaces in Saskatoon where you can observe this kind of flora/fauna.</p> <p>12. Introduce the concept of "Landscape Amnesia" (see article in additional resources). Through climate change and colonization (including agriculture and urbanization), the prairie landscape has changed dramatically in the last 150 years. As a class, reflect on some of the wonders that you have about our changing landscape.</p> <p>13. Co-create a set of interview questions to ask friends/family/neighbors about their memories of the land. See if you can uncover stories about old wetlands/meadows/forests that are now part of the urban landscape.</p> <p>To extend this learning, you can contact the local history room or various archives to ask for maps or aerial photos of the spaces that you are interested in.</p> <p>14. Reflect on the possible impacts (culturally, ecologically, economically, etc.) of altering the natural landscape.</p>	<p>Critical Analysis of Colonization</p>	<p>Article about <a href="#">Landscape Amnesia</a></p> <p>Saskatoon Public Library: <a href="#">Local History Room</a></p> <p>City of Saskatoon: <a href="#">Archives</a></p> <p><a href="#">Western Development Museum</a></p>

## APPLYING KNOWLEDGE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>15. Research hopeful projects related to buffalo (bison) reintroduction in our country (see additional resources).</p> <p>Investigate actions that you could take to support these projects.</p>	Positioning/Understanding Self	<p>Hopeful Projects:</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">Thundering Ahead Campaign</a> – Wanuskewin Heritage Park</li> <li>• <a href="#">Parks Canada</a> (Elk Island)</li> <li>• <a href="#">Parks Canada</a> (Grasslands)</li> <li>• <a href="#">Buffalo Treaty</a></li> </ul>

## AUTHENTIC ASSESSMENT TASK

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>Meewasin has an interpretive panel located in <a href="#">Victoria Park</a> near the historic City Gardener's Site called "The Bone Trail". Installed in 2015, this panel discusses the history of the buffalo bone trade in Saskatoon and area.</p> <p>Meewasin has received real feedback from a member of the public who believes this panel needs updating to decolonize the information it presents. Elders and educators in Saskatoon also frequently use this panel to teach about the Métis history of our region.</p> <p>Visit Victoria Park to view the panel or view the pdf version in the additional resources.</p> <p>Write a persuasive letter to Meewasin sharing your opinion on this panel. Some things to consider:</p> <ul style="list-style-type: none"> <li>• How do you feel about the information presented? Does it present a colonial view? Does it include an Indigenous point of view? Is it neutral?</li> <li>• Does the design of the panel (layout, photos, language) influence how the information is interpreted? What about how and where it is installed on the landscape?</li> <li>• What does it mean to decolonize public/historical information? Who should decide if/when it needs to be decolonized?</li> <li>• How can Meewasin work to decolonize our public information/content? How would you respond to the person who provided the feedback?</li> </ul> <p>OR</p>	Critical Analysis of Colonization	<p>History of the City Gardener's Site: "<a href="#">Committee to tell Saskatoon's green history</a>", CBC Saskatoon</p> <p><a href="#">Meewasin Interpretive Sign: "The Bone Trail"</a></p> <p><a href="#">"How three Canadian museums are reckoning with their past mishandlings of Indigenous history"</a>, <i>Globe &amp; Mail</i>, February 4, 2022</p> <p><a href="#">United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</a></p>

<p>Work in a group or as a class to redesign the interpretive panel. What alterations could you make to be more inclusive of Indigenous perspectives?</p> <p>What resources could be added to the Meewasin App to help the public better understand the context of this panel?</p> <p>Share your persuasive letter or panel design with Meewasin at: <a href="mailto:meewasin@meewasin.com">meewasin@meewasin.com</a></p>		
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## ADDITIONAL OUTCOMES

OUTCOMES	ASSESSMENT EXAMPLES
<b>HISTORY 10</b>	
<b>HRW10.2:</b> Inference how economic systems develop and evolve within societies, and how this is affected by power relations within society.	Bison economy research, bison extirpation research
<b>SOCIAL STUDIES 10</b>	
<b>SRW 10.1:</b> Examine the role of economics and its effect on society and its citizens.	Bison economy research, response to Kimmerer reading
<b>INDIGENOUS STUDIES 10</b>	
<b>RW10.1:</b> Reflect on traditional, pre-contact indigenous economy through key people, narratives, and events.	Anecdotal; discussion following investigation of bison economy
<b>RW10.2:</b> Examine the impact of contact on indigenous economy and the relationship with Canadian economy, the land, the environment, and newcomers through a variety of contemporary sources.	Reflection on bison extirpation

### DID YOU KNOW?

Meewasin works in partnership with Saskatoon Public Schools and Greater Saskatoon Catholic Schools to develop resources that help teachers engage their students in outdoor learning. Please share your feedback on these resources by completing a [short survey](#) and let us know what you'd like to see developed in the future!

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