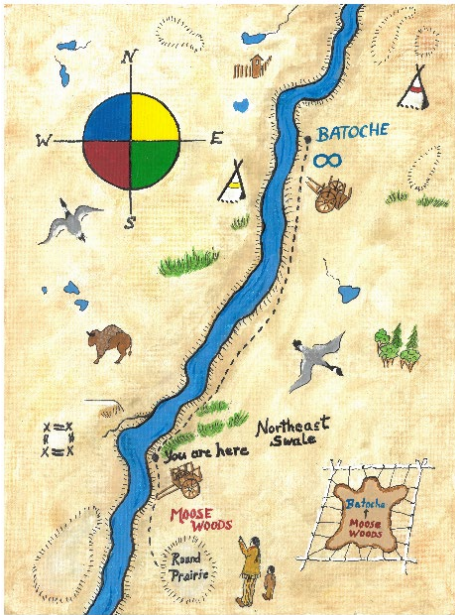


# GRADE 11: *Our Journey Through Time*

## Interpretive Panel – “Many Journeys Across This Land”

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](#).



Arnold Isbister is an artist from Ahtahkakoop Cree Nation.

In this inquiry, students will investigate stories of movement on the landscape. They will seek out stories of peoples that have migrated to, from, and through our province, as well as the various reasons that cause people to move (conflict, resources, seasons, etc.).

Students will also investigate the impact of colonization on the movement of people on this landscape, and the lasting impact of the Indian Act (and other acts/laws) on the way people can access and relate to the land.

This inquiry is well situated to support the Treaty Outcomes for Grade 11, as well as some History, Social Studies, and Indigenous Studies outcomes at the 20 level.

For more information about outcomes, and assessment examples, see the end of this document.

## TREATY EDUCATION OUTCOMES & INDICATORS

### GRADE 11

**SI11<sup>2</sup>:2** Research how the Indian Act and its implementation differ in practice from First Nation governance structures.

**HC11<sup>3</sup>:2** Assess the various motives for entering into treaty.

## ESSENTIAL QUESTIONS

### FOR LEARNERS

How do you feel when you spend time on the land?

Where are the spaces that you feel most “free”?

How can we create spaces where all people feel free, seen, and valued?

What are the structures, policies, and circumstances that impact your freedom on the landscape?

### FOR LEADERS

“Every day we are given another chance to walk our journey” – Roland Duquette, nêhiyaw Elder

Reflect on the language you use in the classroom, as well as the symbols, images, and written messages in your classroom space.

How do they affirm Indigenous sovereignty? Challenge colonial systems? Acknowledge your positionality?

## INTRODUCTION: YOUR RELATIONSHIP TO THE LAND

| SEQUENCE   | DECOLONIZING MINDSET           | ADDITIONAL RESOURCES  |
|--|--------------------------------|---|
| <p>1. Investigate the story of how your family came to be on this land.</p> <p>Determine why your ancestors came/stayed here and the factors that influenced their decision.</p> <p>If possible, connect with family members to gather this information. There are also some links in “Additional Resources” that may be useful.</p> <p>NOTE: This information may be very difficult to find or uncomfortable to share depending on your family’s story. You can adapt this exercise by investigating a historical figure or group of people that currently reside on this land.</p> | Positioning/Understanding Self | <p><a href="#">Immigration Timeline</a> from the Canadian Encyclopedia with significant immigration events.</p> <p>Information on the <a href="#">Indigenous Peoples of Saskatchewan</a> from the University of Saskatchewan</p> <p><a href="#">Virtual Museum</a> of Métis History and Culture from Gabriel Dumont Institute</p> |

## GATHERING INFORMATION: HOW HAVE PEOPLE MOVED TO/FROM/ACROSS THIS LAND IN THE PAST?

| SEQUENCE  | DECOLONIZING MINDSET            | ADDITIONAL RESOURCES   |
|---|---------------------------------|--|
| <p>2. Watch the video in the “<a href="#">Our Journey Through Time</a>” section of the Meewasin App. Review the content on the related interpretive panel in this section called “<a href="#">Many Journeys Across This Land</a>”.</p> <p>3. Investigate the movement of people in this province prior to the introduction of the Indian Act. You may want to focus on the peoples mentioned in the app (First Nations &amp; Métis), or expand your search to include other Indigenous Peoples. List and describe the reasons that people moved across the landscape (seasonality, resources, conflict, etc.)</p> <p>4. Engage in proper protocol to invite a First Nations or Métis Elder or Knowledge Keeper to share stories of the people’s movement across the landscape, and what motivated they or their ancestors decisions to move.</p> <p>5. Review the <a href="#">Mission &amp; Principles</a> of the Meewasin Valley Authority and discuss how these might influence how people interact with the landscape in the present day.</p> <p>EXTENSION: How are plants and animals impacted by the movement of people on the land? How might these impacts different now than in the past?</p> | Affirming Indigenous Nationhood | <p><a href="#">Meewasin App</a> (Apple)<br/><a href="#">Meewasin App</a> (Google)</p> <p><a href="#">Meewasin Web-Based Resources</a></p> <p>Information on the Dene, Saulteaux, Dakota, Nakoda, Lakota, Swampy Cree, Woodland Cree, Plains Cree and their languages from the <a href="#">Saskatchewan Indigenous Cultural Centre</a></p> <p><a href="#">WaPaHaSKa</a>: Whitecap Dakota First Nation history and culture from <a href="#">dakotalessons.ca</a></p> <p><a href="#">Stonebridge Archaeology Walking Tour</a> – Whitecap Dakota First Nation &amp; Saskatoon Public Schools</p> <p>Information/history of the <a href="#">Moose Woods Batoche Trail</a> in the Meewasin App (content section – Our Journey Through Time)</p> <p>Learn about <a href="#">wildlife corridors</a> from the Nature Conservancy Canada</p> |

## LAND-BASED EXPERIENCE: SCRIP SIMULATION

| SEQUENCE   | DECOLONIZING MINDSET                     | ADDITIONAL RESOURCES  |
|--|--|---|
| <p>6. Visit the <a href="#">Northeast Swale</a> and engage in a Scrip Simulation:</p> <p>The goal for the simulation is for students to find a space along the trail that meets their “needs”. These needs could be landscape features (where you can see the wetland, are near a large rock, on high ground), social factors (within sight of 2 close friends), and/or something subjective (somewhere beautiful, safe, near a plant you recognize). The intention is that these criteria will cause students to be deliberate and invested in their choice. Set boundaries for the space (*you can reference the Meewasin App to choose two interpretive signs to use as the boundaries).</p> <p>Once students settle in, have them begin to write a brief journal entry about the beauty around them. Walk among them and pass out tickets/tokens that students can submit to a container at the trail head for a prize (or another pre-determined location away from their spot) within the next 5 minutes. You can adapt this part of the simulation to mirror elements of the story of Métis Scrip by making the box difficult to find, and/or “planting” some students in the group to act as speculators and buy up the tokens (perhaps by trading for small candy).</p> <p>When students try to return to their spot, tell them that the trail is no longer accessible to them. You can tell them that Meewasin has informed you that the Northeast Swale has been sold or that another class came in and took their spots when they left. Invite them to find a new special spot in the parking lot across the street to finish their solo time and journal entries.</p> <p>Once students have finished the simulation, invite them back to the rock circle at the trailhead to debrief the experience.</p> <p>Depending on your class’ norms and preferences, you may want to have a class discussion, or invite students to re-visit their special spot and write/reflect/discuss in small groups the following questions:</p> <ul style="list-style-type: none"> <li>• How did it feel to find your special spot?</li> <li>• How did you react to the offer of a prize? Were you surprised? Confused? Suspicious? Excited?</li> <li>• What went through your head when you found out you couldn’t return to your spot?</li> <li>• How did you feel about the circumstances (Northeast Swale being sold, another class taking your spot)?</li> </ul> | <p>Critical Analysis of Colonization</p> | <p><a href="#">Meewasin App</a> (Apple)<br/> <a href="#">Meewasin App</a> (Google)</p> <p><a href="#">Meewasin Web-Based Resources</a><br/> <i>*an interactive map of interpretive panels that are located at the Northeast Swale can be found on the Meewasin app or accessed online <a href="#">here</a></i></p> <p><a href="#">Overview of the Scrip System</a> from the Indigenous People’s Atlas</p> <p>*This simulation was adapted from the <a href="#">Métis Scrip lesson plan for Grade 11</a> from the Rupertsland Institute.</p> |

## APPLYING KNOWLEDGE

| SEQUENCE  | DECOLONIZING MINDSET                     | ADDITIONAL RESOURCES  |
|---|--|---|
| <p>7. Review the policies and laws that came with colonization and reflect on how they impacted the movement of people on the landscape. There are likely many perspectives to consider for each policy/law; these laws might facilitate easier movement for some, while restricting the movement of others.</p> <p>Some policies/laws/acts to consider:</p> <ul style="list-style-type: none"> <li>• Doctrine of Discovery</li> <li>• Royal Proclamation of 1763</li> <li>• Gradual Civilization Act</li> <li>• British North American Act, 1867</li> <li>• Dominion Lands Act (Scrip)</li> <li>• The Numbered Treaties (1871-1921)</li> <li>• Indian Act</li> </ul> <p>8. For each topic, investigate how the decision was made: Who had the power to create, enact, enforce laws? Who was subject to them?</p> <p>How does this differ from the governance and laws of the Indigenous Peoples of this land? Do these laws support colonization or encourage decolonization?</p> <p>9. Meewasin is a non-profit organization that exists to ensure a healthy and vibrant river valley, with a balance between human use and conservation, for the benefit of present and future generations.</p> <p>How might the <i>Meewasin Valley Authority Act</i>, environmental laws and local bylaws designed to protect natural spaces affect traditional land use by First Nations and Métis people?</p> | <p>Critical Analysis of Colonization</p> | <p><a href="#">Timeline</a> of laws/acts/bills related to indigenous title from The Canadian Encyclopedia</p> <p><a href="#">“The Indian Act”</a> podcast from <i>The Secret Life of Canada</i> (comes with teaching guide and additional resources)</p> <p><a href="#">The Meewasin Valley Authority Act</a></p> <p><a href="#">Meewasin Bylaw 001 – The Public Parks Bylaw</a></p> <p><a href="#">City of Saskatoon Recreation Facilities and Parks Usage Bylaw</a></p> |

## AUTHENTIC ASSESSMENT TASK

| SEQUENCE  | DECOLONIZING MINDSET                  | ADDITIONAL RESOURCES |
|---|---------------------------------------|----------------------|
| <p>Brainstorm some actions you could take to share your learning. For example:</p> <p>Record an educational podcast like <a href="#">“The Indian Act”</a> from <i>The Secret Life of Canada</i> about the act/law/topic that you researched.</p> <p>OR</p> <p>Write a letter to your MP or MLA outlining concerns you have about a particular law/policy/act.</p> | <p>Positioning/Understanding Self</p> |                      |

|  |  |  |
|--|--|--|
| OR   |  |  |
| Create a work of visual art that symbolizes your understanding of the ways Western systems of governance and Indigenous systems of governance contrast and/or complement each other. |  |  |

## ADDITIONAL OUTCOMES

| OUTCOMES   | ASSESSMENT EXAMPLES  |
|--|--|
| <b>SOCIAL STUDIES 20</b>   |  |
| <b>SDR20.2:</b> Investigate the effect migration has had on people's histories and their relationships with others                   | Research projects on the migration of peoples and reasons for moving               |
| <b>INDIGENOUS STUDIES 20</b>   |  |
| <b>PA20.1</b> Reflect on the repression of indigenous political rights and its effect on indigenous cultures and societies           | Comparing governance structures  |
| <b>HISTORY 20</b>  |  |
| <b>HPA20.1</b> Analyze the impact of new ideologies on the relationship between individual and collective rights in the 20th century | Comparing governance structures that value individual rights vs. collective rights |

### 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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