

# GRADE 12: *Ways of Seeing the World*

## Interpretive Panel – “Welcome to the Northeast Swale”

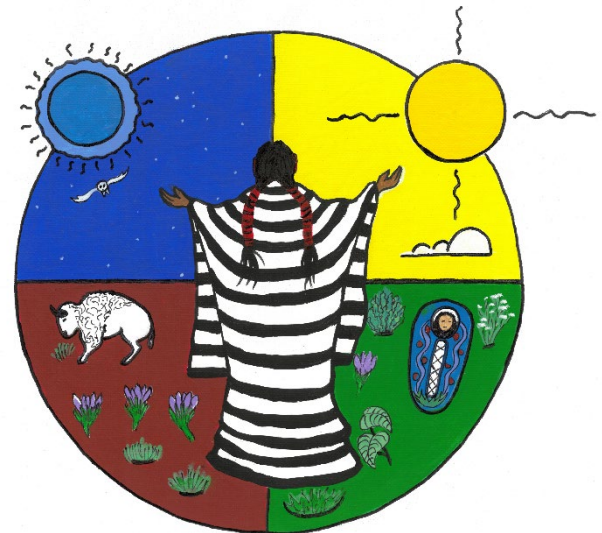
These resources are intended to support curriculum connections to the *Indigenous Connections to the Northeast Swale* project on the Meewasin app and the physical interpretive panels located at the [Meewasin Northeast Swale](#). Content can also be accessed on our [web-based platform](#).



In this inquiry project, students will explore the myriad of ways of connecting to a landscape. They will appreciate the deep connections that many peoples have to the landscape in the Meewasin Valley and begin to understand how worldview informs each person’s relationship to the land.

Students will investigate the impact of colonial systems on the ways that we share the land, as well as stories of hope for the future. Each student will work on a land acknowledgement that recognizes the peoples on whose traditional territory we are residing. By participating in this inquiry, students will practice engaging in the spirit and intent of the treaties and recognizing the value and diversity of the peoples that call this space home.

This inquiry is well situated to support the Treaty Outcomes for Grade 12, as well as some History, Social Studies, and Indigenous Studies outcomes at the 30 level. **For more information about outcomes, and assessment examples, see the end of this document.**



Arnold Isbister is an artist from Ahtahkakoop Cree Nation.

## TREATY EDUCATION OUTCOMES & INDICATORS

### GRADE 12

**SI12<sup>2</sup>:2** Describe ways people could demonstrate the spirit and intent of treaties and treaty principles (e.g., honour, respect, honesty, fairness, ethical space).

**TPP12<sup>4</sup>:3** Examine the importance of decolonization as a process that supports the understanding that *We Are All Treaty People*.

## ESSENTIAL QUESTIONS

### FOR LEARNERS

How do you connect to the land?

Who else is connected to this land?

What does your worldview tell you about your place in nature and society?

What does it mean to be a “treaty person”?

### FOR LEADERS

How does our provincial curriculum (formal, informal, hidden) characterize the relationship between nature and culture?

Where do tensions exist between colonial relationships to land, and indigenous relationships to land? How do you respond to these tensions? How can we address these tensions with reconciliation in mind?

## INTRODUCTION: YOUR RELATIONSHIP TO THE LAND

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>1. Introduce yourself and a place that is special to you/your family.</p> <p>2. Inventory the ways that your special place feeds your wellbeing, builds relationship/community, etc.</p>	Positioning/Understanding Self	<p><a href="#">Special Places Inventory, courtesy of Samantha Gunn, Saskatoon Public Schools, 2021</a></p>
<p>3. Working in groups of three, use the “Trioka” discursive strategy to share the description of your place, and some highlights from your inventory.</p> <p>Ask your peers to provide some ideas for how you could demonstrate love/care/recognition of that space. How do you (could you) contribute to its sustainability?</p>	Positioning/Understanding Self	<p>Description of “Trioka” process on page 17 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>Friends of the Valley: Students can engage in active stewardship of the Meewasin Valley through volunteerism. Check out the volunteer tab on the <a href="#">Meewasin website</a> or contact our <a href="#">Volunteer Coordinator</a>.</p> <p>The annual <a href="#">Clean Up Campaign</a> is a great one for students!</p>

## GATHERING INFORMATION: WHO ELSE IS CONNECTED TO THIS LAND?

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>4. Research this territory and on whose ancestral lands/territories we reside (find the language that the people use to identify themselves, not just colonial names).</p> <p>For each of the peoples on whose territory we reside, research customs/protocols for entering and moving through the territory. If possible, begin by using proper protocol to invite an Elder or Knowledge Keeper to talk to your class about this subject.</p>	Affirming Indigenous Nationhood	<p><a href="#">Native Lands Map</a>: an interactive map that allows you to search the traditional territories, treaty lands, and language groups of the world. This is a great starting point for research into traditional territories.</p> <p><a href="#">History of First Nations and Saskatoon</a> from the City of Saskatoon</p> <p><a href="#">Traditional Place Names</a> and information on specific <a href="#">Languages &amp; Cultures</a> from the Saskatchewan Indigenous Cultural Centre</p>

## LAND-BASED EXPERIENCE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>5. Visit the Northeast Swale and engage with the interpretive panels/Meewasin App. At the <a href="#">“Welcome to the Northeast Swale”</a> panel, stop and read/listen to the information shared by the First Nations and Métis Elders and Knowledge Keepers. Identify the value of the land and the worldviews that are represented in the text and videos.</p> <p>6. Engage in a solo experience (see Solo/Sit Spot Support) and reflect on the value of the land and how it makes you feel.</p> <p>7. Create a “love letter” to the Northeast Swale, or to the special place that you identified at the start of this inquiry; co-create criteria with students (could be photos, prose, sketches, dance, poems etc.). See <i>A Dance to Honor Mother Earth</i> for examples of dance, music, spoken word, and visual art.</p>	Positioning/Understanding Self	<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="#">Solo/Sit Spot Support, courtesy of Samantha Gunn, Saskatoon Public Schools, 2021</a></p> <p><a href="#">A Dance to Honor Mother Earth:</a>            In this TED talk, movement artists Jon Boogz and Lil Buck debut “Honor thy mother,” a delicate, powerful performance of spoken word, violin and dance that draws on the tormented relationship between nature and humanity.</p>

## APPLYING KNOWLEDGE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>8. View an excerpt from Tasha Hubbard’s <i>nîpawistamâsowin: We Will Stand Up</i>, which shares the story of Treaty 6, and some of the issues created when the treaties were not honored by the Canadian government. Use the “ECC Wrap” during and after the film to help students examine the issue in greater depth and detail.</p> <p>EXTENSION: Search recent news for stories that examine the barriers and benefits of sharing and caring for the land in the spirit and intent of Treaties in Saskatchewan. Use the “Windows &amp; Mirrors” process to analyze these articles and case studies.</p>	Critical Analysis of Colonization	<p><a href="#">nîpawistamâsowin: We Will Stand Up</a>: Filmmaker Tasha Hubbard narrates a history of Indigenous peoples in the prairies and their relationship with the government, focusing on the events of the late nineteenth century.</p> <p><b>Content Note:</b> <i>this video exposes upsetting events including starvation, residential schools, and execution.</i></p> <p>Description of the “ECC Wrap” on page 36 and “Windows &amp; Mirrors” on page 21 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>Case Studies in sharing the land:</p> <ul style="list-style-type: none"> <li>• Trystan Durocher - <a href="#">Court Ruling</a></li> <li>• Treaty Land Sharing Network - <a href="#">About the network</a></li> </ul>

## AUTHENTIC ASSESSMENT TASK

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>Work in a group or as a class to write a land acknowledgement that would be appropriate for school opening.</p> <p>OR</p> <p>Write a land acknowledgement for the special place that you identified in the beginning of this assignment.</p> <p>OR</p> <p>Write a land acknowledgement for a specific site in the Meewasin Valley. Bonus points if you share it with us at <a href="mailto:meewasin@meewasin.com">meewasin@meewasin.com</a></p> <p>NOTE: You can re-visit your criteria for an effective land acknowledgement as you co-create criteria for this assignment with the class.</p>	<p>Positioning/Understanding Self</p> <p>Critical Analysis of Colonization</p> <p>Affirming Indigenous Nationhood</p>	<p>Additional guidance on writing a land acknowledgement: <a href="#">University of Saskatchewan: Finding your Personal Land Acknowledgement</a> modules.</p> <p><a href="#">Meewasin Valley Trail + Locations</a>: As stewards of the river valley corridor, the Meewasin Valley Authority strives to ensure a healthy and vibrant river valley, balancing human use and conservation for the benefit of present and future generations.</p>

## ADDITIONAL OUTCOMES

OUTCOMES	ASSESSMENT EXAMPLES
<b>INDIGENOUS STUDIES 30</b>	
<b>IN30.1</b> Reflect on pre-contact indigenous practices, customs, and traditions in relation to justice, health, education, and child welfare through key people, narratives, and events.	Research on peoples and land sharing protocols
<b>DR30.2</b> Examine the meaning of aboriginal rights and treaty rights and how those rights were influenced historically through Confederation, the Royal Proclamation, Treaties and Scrip, and the National Policy through a variety of contemporary sources.	<i>We Will Stand Up</i> ECC Wrap
<b>HISTORY 30</b>	
<b>HIN30.1</b> Analyze how worldview impacts the ways a society develops a relationship with land and people.	Personal relationship to special places, windows and mirrors analysis of Land Acknowledgement articles, case studies
<b>SOCIAL STUDIES 30</b>	
<b>SIN30.2</b> Examine acculturation in Canadian history.	Research on people's land sharing protocols, case studies of land use/sharing

### 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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