

# GRADES 10 & 11: *Mother Earth Provides Everything*

## Interpretive Panel – “Earth Medicine”

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 endeavor to build relationships with the land. Through this experience they will learn about many ways of knowing plant relatives, and to appreciate the ways that Indigenous Ways of Knowing and Western science compliment one another. With a focus on experiential education and knowledge transmission, students will embody the learning and appreciate the complexity of living in relationship with other beings.

This inquiry supports learning in a variety of subject areas and grades. It connects with Treaty Outcomes for Grade 10, and fits especially well with the Grade 11 Environmental and Health Science curricula, as well as Indigenous Studies and Social Studies.

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



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## TREATY EDUCATION OUTCOMES & INDICATORS

### GRADE 10

**HC10<sup>3:1</sup>** Examine the impact of federal, provincial, and municipal government policies on the fulfillment of Treaties.

**HC10<sup>3:2</sup>** Research public policy as it relates to self-government.

## ESSENTIAL QUESTIONS

### FOR LEARNERS

How can Indigenous Knowledge and Western science support our relationship to more than human relatives?

How are solutions to the biodiversity crisis and reconciliation linked?

How can Indigenous perspectives on our relationship to the land support a sustainable future for all?

### FOR LEADERS

How do we build relationships with the living world through education?

What is our role as educators in addressing climate/biodiversity/reconciliation?

## INTRODUCTION: HOW DO I RELATE TO THE NATURAL WORLD?

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<ol style="list-style-type: none"> <li>1. View or read an excerpt from Robin Wall Kimmerer's writing on <i>The Honorable Harvest</i> (found in the Meewasin App, or the video link provided).</li> <li>2. In small groups, introduce yourself as a plant that you know/love. This could be a food plant, houseplant, climbing tree, medicinal plant, ceremonial plant, etc.</li> <li>3. Go around the circle again and share as much of the following information as you can: <ul style="list-style-type: none"> <li>• Where you live/grow</li> <li>• The services you provide to the local ecosystem</li> <li>• How you can help humans or other relatives</li> <li>• Your relationship to the seasons (When can you be harvested? When do you go to seed? How many years can you live?)</li> <li>• Any other information you can share</li> </ul> </li> </ol>	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="#">Video: The Honorable Harvest - Robin Wall Kimmerer</a></p>

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

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<ol style="list-style-type: none"> <li>4. Watch the video in "<a href="#">Mother Earth Provides Everything</a>" on the Meewasin App.</li> </ol> <p>Read the section on "<a href="#">The Four Sacred Plants</a>".</p> <p>Using resources listed in the app; research these plants and where they are found in this territory (locally appropriate field guides are also listed in the resources).</p> <p>Use proper protocol to invite an Elder or Knowledge Keeper to talk about our relationship with plants (names, stories, where to find, medicinal properties, growing, harvesting protocol, ecological relationships, songs, healing).</p>	Affirming Indigenous Nationhood	<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="#">6 Native Flowers in the Meewasin Valley that Have Indigenous Roots</a></p> <p>Field Guides that contain Western scientific and cultural uses:</p> <p><a href="#">Plants Growing Along the River (Plant Guide) - Gabriel Dumont Institute</a></p> <p><a href="#">Medicines to Help Us: Traditional Métis Plant Use - Christi Belcourt</a></p> <p><a href="#">A Path to Wild Food: Edible Plants &amp; Recipes for Canada - Sandra Walker, Ron Heinrichs</a></p>

## LAND-BASED EXPERIENCE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>5. Build a relationship with a plant that you encounter at the <a href="#">Northeast Swale</a> or elsewhere in the Meewasin Valley.</p> <p>Possible ways to interact with the plant:</p> <ul style="list-style-type: none"> <li>• Sketch and describe it</li> <li>• Learn about its ecological niche; observe how it interacts with its habitat</li> <li>• Investigate its cultural uses</li> <li>• Learn how to harvest it</li> <li>• Collect or purchase some seeds and learn about growing it</li> </ul> <p>Plant some at your school/home/community and care for it over time.</p> <p>OR</p> <p>6. Citizen Science is a term that refers to public participation in Western scientific research. Meewasin's conservation efforts depend on the data that local citizen scientists collect and it's a lot simpler than you may think!</p> <p>Read about ways to take part a citizen science on the <a href="#">Meewasin website</a>, and then participate in and share your observations using one of the citizen science apps listed.</p>	<p>Positioning/Understanding Self</p>	<p>Meewasin K-12 Resources: <a href="#">Environmental Science 20 Resources - Plants</a></p> <p><a href="#">Educational resources</a> from Native Plant Society of Saskatchewan</p> <p><a href="#">A Brief Illustrated Guide to Nature Journaling</a>, North American Association for Environmental Education</p> <p>Wild About Saskatoon's <a href="#">Pollinator Paradise YXE</a> project teaches about the importance of choosing plants that provide food and shelter for a wide variety of species.</p> <p>Citizen Science apps:</p> <ul style="list-style-type: none"> <li>• <a href="#">iNaturalist</a></li> <li>• <a href="#">eBird</a></li> <li>• <a href="#">iMapInvasives</a></li> </ul>

## APPLYING KNOWLEDGE

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>7. View Knowledge Keeper Joseph Naytowhow's video on "<a href="#">Connection to Territory</a>" in the Meewasin App and investigate harvesting protocols in Treaty 6 territory and the Homeland of the Métis on:</p> <ul style="list-style-type: none"> <li>• private land</li> <li>• crown land</li> <li>• conservation areas/parks</li> <li>• ditches and easements</li> <li>• reserves</li> <li>• in the Meewasin Valley</li> <li>• other</li> </ul> <p>NOTE: Students can call or email specific government agencies to talk about harvesting guidelines and exceptions.</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="#">Recommendations for the Use and Collection of Native Plants</a>, Native Plant Society of Saskatchewan</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>

8. Make the connection between Indigenous Ways of Knowing, Being and Doing, and a sustainable future. This video from UN Climate Change provides a “big picture” look at why Indigenous perspectives are crucial to climate solutions.		Video: <a href="#">“Indigenous Peoples Must be Part of Solution to Climate Change”</a> , UN Climate Change
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## AUTHENTIC ASSESSMENT TASK

SEQUENCE	DECOLONIZING MINDSET	ADDITIONAL RESOURCES
<p>9. Create a map that shows the nearest places you could harvest medicines/plants if you lived in Saskatoon.</p> <p>Investigate the role that communities and organizations play in changing the way urban and rural people can build relationships with plants, by centering Indigenous ways of knowing, being and doing. Share an overview of one such example with the class. See additional resources for some examples of hopeful projects in our province.</p> <p>EXTENSION: Read an excerpt from a novel or short story that explores a dystopian need for connection to the land from an Indigenous perspective (e.g. <i>The Marrow Thieves</i>, <i>Corvus</i>, <i>Moon of the Crusted Snow</i>). Create (through writing/drawing/dancing) a utopian world where connection to the land is foundational to society.</p>	<p>Positioning/Understanding Self</p> <p>Affirming Indigenous Nationhood</p>	<p>Hopeful Projects:</p> <ul style="list-style-type: none"> <li><a href="#">Meewasin: Misaskwatomina</a></li> <li><a href="#">Meewasin &amp; U of S: Snack-belt for Sustainability</a></li> <li><a href="#">The Askîy Project - CHEP</a></li> <li><a href="#">Treaty Land Sharing Network</a></li> <li><a href="#">One School One Farm Shelterbelt Project</a></li> </ul> <p>Dystopian Novels:</p> <ul style="list-style-type: none"> <li><a href="#">Marrow Thieves</a> by Cherie Dimaline</li> <li><a href="#">Corvus</a> by Harold Johnson</li> <li><a href="#">Moon of the Crusted Snow</a> by Waubgeshig Rice</li> </ul>

## ADDITIONAL OUTCOMES

OUTCOMES	ASSESSMENT EXAMPLES
<b>HEALTH SCIENCE 20</b>	
<b>HS20-HC1:</b> Analyze how Western, Indigenous, traditional, complementary and alternative approaches to health care can contribute to a holistic (e.g., mental, emotional, physical and spiritual) perspective of health.	Journal/share about the process of building relationships with plants
<b>ENVIRONMENTAL SCIENCE 20</b>	
<b>ES20-TE2:</b> Examine the role plants play in an ecosystem, including the ways in which humans use plants.	Plant research (sketches, research, and observations)
<b>ES20-TE3:</b> Recognize the need for intact habitat to support animal populations and biodiversity.	Plant research (sketches, research, and observations)
<b>INDIGENOUS STUDIES 20</b>	
<b>RW20.2:</b> Examine the effects that differing views on development and progress have on the land and relationships between indigenous and non-indigenous peoples.	Research on relationship to plants and landscapes
<b>SOCIAL STUDIES 20</b>	
<b>SDR20.3:</b> Examine the environment as a complex system that impacts plant and animal habitats.	Plant research (sketches, research, and observations)

## HISTORY 20

**HIN20.2:** Discuss ways of knowing among European and Canadian/Indigenous societies on: Social, economic, political, environmental, and cultural levels in terms of societal change.

Observations/anecdotal notes re: Elder teachings about ways of knowing plants

### 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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