

On the day of the walk, give students a map of the wetland and the 'Water Walk Reflection Chart.' Take the students outside to meet with community members and Elders joining the walk.

At the water, have students record interesting things on their 'Water Walk Reflection Chart' including sights, sounds, feelings, and smells. Also, have the students record their journey around the wetland, recording important or significant locations.

If Elders join the walk, ask them to share their knowledge of the water and any stories. Have students sing their water song as they walk. Bring some tobacco to place by the water at the beginning of the walk.

After the walk, have the class send a message to Josephine to explain the students' Water Walk. Josephine can be reached at www.motherearthwaterwalk.com

CURRICULUM ACTIVITY CHAPTER NINE

WATER: OUR BUSINESS

TEACHER BACKGROUND

There are many benefits to conserving water. Conservation limits the amount of water taken from the earth and the amount which is used, polluted, and sent back to Mother Earth. First Nations people recognize the importance of maintaining a healthy relationship with water and use only what is necessary.

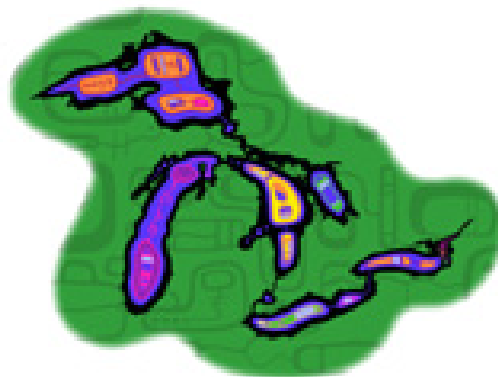
Ways students can limit their water use:

- Avoid buying bottled water
- Turn off water when brushing teeth
- Take shorter showers; use less bath water
- Use rain water to water plants or garden
- Be aware of leaky faucets

The Great Lakes Watershed has been home to the Anishinaabe and Haudenosaunee people for hundreds of years. The lakes were not always referred to by their English names and have traditional names as well. It is important to recognize not only the name, but the meaning behind the names which hold significance to the surrounding area.

Great Lakes Anishinaabe Names:

- Lake Superior **Otchipewagami**
- Lake Huron **Odawgami**
- Lake Ontario **Mississaguagami**
- Lake Erie **Waabishkiigoo kichgami**
- Lake Michigan **Meeshigun**
- Lake Simcoe **Zhoonyagami**
- Georgian Bay **Waasayagami**



Commitment String:

A commitment string is a mnemonic reminder of one's commitment. Similar to a commitment string, wampum belts were made as a means of making an agreement, treaty, or promise. The wampum strings help people to remember the promise. Stringing wampum is very spiritual and special to First Nations people.

Additional Resources:

Environment Canada- Publications and Activities
<http://www.ec.gc.ca/eau-water/default.asp?lang=En&n=65EAA3F5-1>

United Nations: International Decade for Action Water For Life 2005-2015
<http://www.un.org/waterforlifedecade/quality.shtml>

Natural Resources Canada- Freshwater
<http://atlas.nrcan.gc.ca/site/english/maps/freshwater>

ACTIVITY

9.1 MY WATERMARK

Using the thinking skills learning strategy, graphing, this activity incorporates mathematics, personal experience, and conservation potential.

Materials:

- *Walking with Miskwaadesi or Walking with A'nó:wara story*

- *'My Own Personal Water Audit' sheet for each student (located in Activity Worksheets section of document)*
- *Writing Tools*
- *Five minutes per day for a week to complete survey chart*

Steps:

Read chapter nine of *Walking with Miskwaadesi* or *Walking with A'nó:wara* to the class.

Discuss with the class the importance of maintaining clean water. Ask students the following questions:

1. What can we do to keep the waterways clean?
2. What difficulties would we face if we did not have enough clean water?

Over one week, have students complete 'My Own Personal Water Audit.' Individual students keep track of personal water use for one week and tally up the totals at the end of the week.

Combine all of the student tally results to demonstrate the process of creating a bar graph. Emphasize the quantity of water used by the class as a whole. Have students create individual bar graphs to represent water use.

Discussion questions:

1. What items use the most water in your house?
2. What can we do to decrease the amount of water we are using for some of the categories?
3. Where could you reduce the amount of water you use without compromising your health?
4. Which day of the week was the most water used? Why?
5. Which day of the week was the least amount of water used? Why?

9.2 TURTLE ISLAND WATERSHEDS

This activity incorporates social studies, including map use, with literacy and writing.

Materials:

- *Map of Canada*
- *'My Great Lakes Watershed' (located in Activity Worksheets section of document) for each student*
- *Atlases*
- *Paper and writing tools*

Steps:

Discuss the meaning of 'watershed' with the class. A watershed is the area of land where surface water from rain, melting snow, or ice converges to a single point.

Provide students with the 'My Great Lakes Watershed' map to label each Great Lake and the students' local community. The traditional names of the Great Lakes should be included as well. Ask students to label and identify other places of interest that they are familiar with on their own map and create a legend.

After creating the map, have students write a story about a drop of water in the Great Lakes Watershed. Remind students that it takes about 350 years for a drop of water to flow from the top of Lake Superior to the Atlantic Ocean. Also remind them that when the water drop first entered Lake Superior, Turtle Island was a very different place.

9.3 WATER IN THE WORLD

Using the activity-based learning strategy, simulation, this activity includes the use of maps, scientific experiment, and experiential learning to understand water availability around the world.

Materials:

- *'Amount of Freshwater Resources in the World' handout (located in Activity Worksheets section of document)*
- *Map of the World*
- *3 Litres of water or juice to share with students*
- *Measuring cup/granulated cylinder*
- *Cup for each student*

Steps:

Use a world map to review the location of the seven continental areas and possible climatic conditions using deductive reasoning.

