



WALKING WITH MISKWAADESI

GENERAL INSTRUCTIONS FOR EDUCATORS

The *Walking with Miskwaadesi* curriculum and *The Ways of Knowing Guide* were developed to respond to the needs of our Turtle clans who are experiencing great stress due to loss of habitat and increasing levels of pollution in the water, air and land of their traditional territories around the Great Lakes, and to the requests by youth for ways to make a positive environmental difference in their communities. As the Old Turtle instructed, 13 challenges have been given - responding to these challenges will result in positive benefits for the plant and animal life within our wetlands and for the human life that lives within the Great Lakes watershed as well. Our Turtle clan numbers will grow again. Our youth will develop a sense of empowerment and accomplishment as they begin to know and understand their land, water, and air.

It is the Turtle that leads us on a journey through her world, presenting each challenge through a story. The challenges begin with an overview page that lists those *Expectations* of the Ontario Curriculum that may be addressed through the activities. As well, several First Nations communities have developed their own value and cultural expectations that may be included in the challenges. A *Links to Other Curriculum* page will provide suggestions for additional hands-on activities that are suited for each challenge.

The Challenge is divided into three sections - in the first section "*Practicing the Learning - FOLLOWING THE FOOTSTEPS*" the learner is invited to walk down a pathway, following the turtle's steps. Several activities are suggested in this section and teachers may choose those that will suit their class. As well, teachers are encouraged to use the activities from the Links page to help the students become familiar with the challenge.

The Second Section of each Challenge is titled "*Demonstrating the Learning - MAKING YOUR OWN FOOTSTEPS*", and teacher and students select from several possible actions that will demonstrate their understanding of the challenge. There is a student journaling/reflection that accompanies this section. Teachers are encouraged to modify or choose a separate action that will demonstrate that the class has accomplished the work of the challenge.

The Third Section of each Challenge "*ONE STEP MORE*" is designed for individuals who would like to explore the challenge even further. It provides suggestions and ideas for investigating issues and is meant to be the starting point for individual action.

SUGGESTED TORONTO ZOO RESOURCE LINKS TO BOOKMARK



Turtle Island Conservation	http://www.torontozoo.com/adoptapond/tici.asp
Adopt-A-Pond	http://www.torontozoo.com/adoptapond
Native language signs	http://www.torontozoo.com/adoptapond/tici.asp?opx=2
Adopt-A-Pond Turtle Curriculum	http://www.torontozoo.com/adoptapond/turtleCurriculum.asp
Ontario Turtle Tally	http://www.torontozoo.com/adoptapond/TurtleTally.asp
FrogWatch Ontario	http://www.torontozoo.com/adoptapond/FrogwatchOntario.asp
Native language Frog call CD	http://www.torontozoo.com/adoptapond/tici.asp?opx=cds
English Turtle Identifier Guide	http://www.torontozoo.com/adoptapond/turtles.asp
Ojibway Turtle Identifier Guide	http://www.torontozoo.com/adoptapond/tici.asp?opx=4
Mohawk Turtle Identifier Guide	http://www.torontozoo.com/adoptapond/tici.asp?opx=3
English Frog Identifier Guide	http://www.torontozoo.com/adoptapond/frogs.asp



Each challenge contains a selection from [Kokom's Journal](#) - in each journal entry, Kokom Annie and Miskwaadesi, the Turtle provide teachings and stories; and they share information students need to understand to successfully complete the challenge. [Kokom's Journal](#) entries are meant to be used as Literacy selections throughout the document. It is anticipated that teachers may refer to [Kokom's Journal](#) several times as each challenge is undertaken, and some may wish to make [Kokom's Journal](#) into a booklet for student use.

Each challenge contains a section titled [Teacher Background](#) to provide additional information for instructors. As well, there are suggestions for links to other Adopt-a-Pond; and Turtle Curriculum (<http://torontozoo.com/adoptapond/turtleCurriculum.asp>) activities as well as special sections from the Ways of Knowing Guide (http://www.torontozoo.com/pdfs/stewardship_Guide.pdf) that will provide traditional and cultural knowledge that has been shared.



[Student Worksheets](#) accompany each section of the Challenges and are meant to enhance student learning. An attempt has been made to include a hands-on activity and an outdoor component to each of the challenges, because it is understood that we learn best from the land, the water, and the air.

The 13 challenges have been set up to follow each other so that student learning builds upon each challenge, leading to the action project and the celebration of the Turtle. Teachers and leaders are encouraged to complete as many activities from the challenges as they can within their classrooms. Some challenges will prove to be more difficult than others, and classes are encouraged to seek out the help of their Elders and community members as they solve each challenge.

Some parts of the challenges may be completed by small groups who would then report back to the class to share their learning. Several activities provide games and cards that can be set up within the classroom throughout the year. The 13 Challenges could be spread out throughout the year, and are set out in such a way that the first five challenges might be completed by the beginning of winter, and the remainder from January until the summer arrives. We are reminded that Challenge 6 is meant to be studied in the winter months when the Earth is asleep because that is the time for telling of stories. As well, a school may decide to use the Walking With Miskwaadesi and the Ways of Knowing Guide by introducing the first two challenges to the entire school, and then assigning a different challenge for each class to respond to; bringing the students back together to share their learning in a school-wide celebration of the turtle (challenge 13).

Before our journey begins we will share knowledge of special places in our community. This will engage youth/Elder dialogue and provide recognition of the unique places in our own communities and assist with our journey with Miskwaadesi. Let us journey with Miskwaadesi following in her soft prints, as we learn to walk in a new way, moving softly upon the Earth, in a respectful and kind manner. As all learners become aware that their steps need to blend again in a gentle way with the prints, marks, and footsteps of all the plants, animals, and elements, a new level of understanding will grow.

- Wahgeh Giizhigo Migizi Kwe

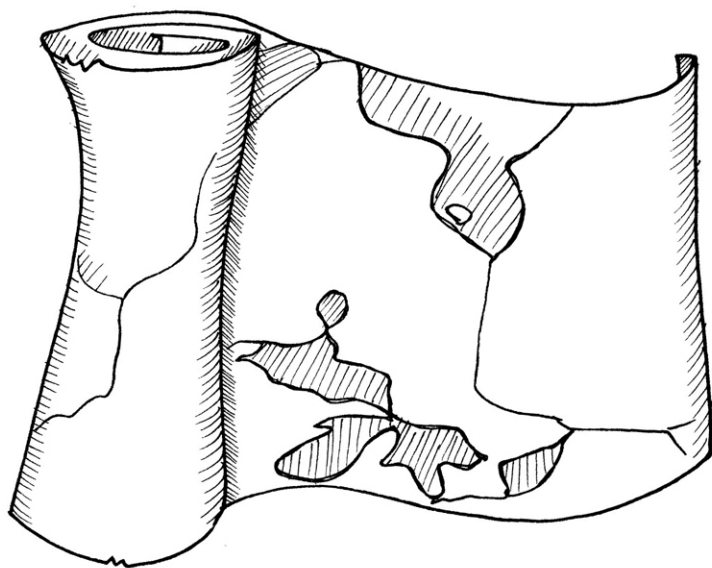




SACRED SPACES | SPECIAL PLACES

MAPPING OUR COMMUNITY

- What does Migizi the Eagle see when he flies over your community?
- What does the land look like?
- What kinds of water can be found in your community?
- Where are those special places that are part of your traditions and culture?
- Where did your grandparents play and learn when they were little?
- Where do the medicine plants grow?
- Are there special places used for ceremonies?
- Do the black ash trees grow in the wetlands?
- Where is your house?
- What places are special for you?



Look at your community map and locate those places that you know. Share your map with your family - find out about those special places and spaces that are part of your family's memories. Record those places and what they were called in their native language. Respectfully ask your Elders what they remember of the special places. Share your learning with your class and create a community map!

EXPECTATIONS

PRACTICING THE LEARNING | FOLLOWING THE FOOTSTEPS

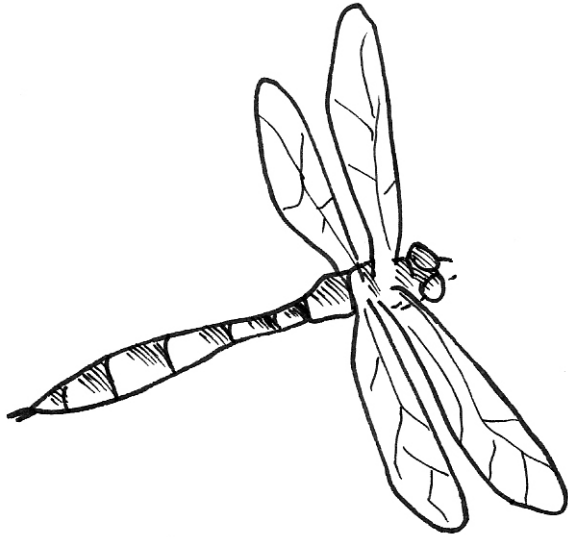
TITLE OF ACTIVITY	ONTARIO CURRICULUM EXPECTATION	WORKSHEET
What's in my classroom?	4z31, 4z34, 4z35, 4z37	Class mapping activity
	5z41	
	6z16, 6z43	
Mapping my Room	4e54, 4e68, 4e69	Individual map
	5z41	
	6z16, 6z43	

DEMONSTRATING THE LEARNING | MAKING OUR OWN FOOTSTEPS

TITLE OF ACTIVITY	ONTARIO CURRICULUM EXPECTATION	WORKSHEET
Sacred Spaces, Special Places	4z31, 4z34, 4z35, 4z39, 4z42, 4z43, 4z45	Mapping the Community - Research
	5z1, 5z5, 5z9, 5z13, 5z15, 5z41	
	6z5, 6z11, 6z22, 6z36, 6z42, 6z43, 6z45	
Journal Reflection	4e44, 4z37	
	5z37	
	6z5, 6z36	

WORD WALL: topography, ceremony, contour, characteristics, feature,

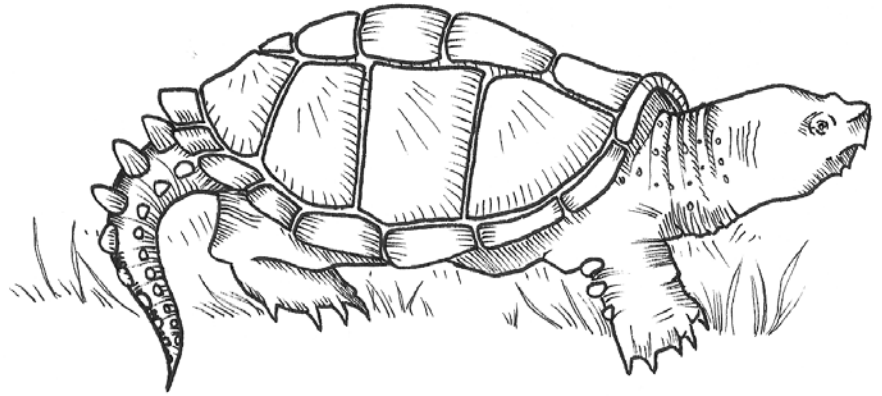
LINKS TO OTHER CURRICULUM



SACRED SPACES - SPECIAL PLACES

Ways of Knowing Guide – Responsibility – Community Mapping pg 94

http://www.torontozoo.com/pdfs/Stewardship_Guide.pdf



TEACHER BACKGROUND

This activity asks students to become active participants in developing a unique community map that will honour the ceremonial places, original native language names, people, plants and animals, and the land and water where they live. Students are introduced to mapping by completing a map of their classroom using symbols and illustrations rather than words to describe the room. Students then create a map of their bedroom using only symbols to identify items such as their bed, bookshelf, window, door, closet, etc. The teacher obtains a map of the community, showing roads, waterways, buildings such as churches, schools, band office, Elders lodge, etc. and makes smaller copies of this map for each student to use in their research.

Following discussion of the community map, students take the map home and share it with their family, asking family members to add the locations and names of special places on their map. Most importantly, students may approach Elders to share in their knowledge of these special places. Students are asked to listen carefully to stories that are shared about the special places and spaces, and to bring their new knowledge back to the classroom to share with their classmates as a community map is created. Share this map with Turtle Island Conservation Programme, as they are “mapping” special places in all of Ontario’s First Nation communities. This computer based map and the knowledge it contains will only be available to the community as a resource that grows over time.

This activity has been designed to be shared by students in the Junior Division - grades 4 to 6. Curriculum expectations at these levels in the Social Studies area have been included. Teachers are also encouraged to think of language expectations that could be part of this activity.

PRACTICING THE LEARNING

MAPPING OUR COMMUNITY



1. WHAT IS IN MY CLASSROOM?

To introduce the mapping concept to the class, draw an outline of the classroom on the board or on a piece of chart paper.

With student assistance, map the classroom from a 'bug's eye view' looking down from the ceiling. Draw in the locations of student desks, teacher desk, bookshelves, windows, doors, the 4 directions, carpets etc.

Create a legend for the map and show the students how to use it. Remind them that symbols are used on the legend and on the map as a visual reminder of a special place or feature.

2. MAPPING MY ROOM

Provide each student with an 8.5"x11" sheet of blank paper. Students map their bedroom - also from a bug's eye view, showing the location of their bed, closet, window, door, dresser, etc. Students create a legend on their map. Students share their map with a friend, describing their room.

DEMONSTRATING THE LEARNING



Our family members are great sources of information and oral history. Our parents, aunts, uncles, and grandparents may have information about their clans, relatives, traditional hunting and fishing spots, as well as plants and animals that may have lived in the community but are not there anymore. They also know the names of the places that describe their use or importance. In some cases we are in danger of losing the names of these events they describe. Parents and grandparents will have different stories and experiences than ours. It is important to listen to them while they share their memories and learn what it was like in our community when they were as young as we are.

This information will help us understand many things about why our community is special. For example, why did community members move to different areas during different seasons? When and where did our relatives fish? Where did ceremonies take place? What kinds of animals do our parents or grandparents remember seeing when they were young? Were there trapping, fishing, and hunting places and animal species that are not the same today? Why have these places changed? What places remain special to our family and community?

Look at a map of your community. Identify places you know from the map, such as school, churches, main roads, waterfront, band office, etc. Look for a legend on the map and think about why it is necessary to use symbols to identify places of interest on the map. Identify your own house on the map (if the map is going to remain in the classroom, use a sticker to mark your home location on the map).

Think about life in the community before the roads were built - how did people get from place to place? How did the community make use of the land and water features to help them get from place to place? What special and unique features can be found in the community? Begin to develop a list of unique and special places within the community. What were these places called in our language? Remember that the Elders have lived in the community much longer and may have knowledge of special places and their names.

You will be provided with a copy of the community map that you can use for your research. Take your map home and share it with your family members to help you expand your knowledge and understanding of the special places in your community.



Brainstorm as a class to decide.

1) Who in your family might be able to help you with the map activity and which questions to bring home and ask.

2) Record all responses as a special community learning.

From the list, choose those questions that will help family members focus on significant locations and memories (4 to 5 questions).

Remember you will need to note the names of the places identified as special and what the names mean. Try to find the names of the special places in your language.

Record the questions that have been chosen on your worksheet (see below).

Encourage each family member to use a symbol or to add a name and a dot on the map to show areas they are referring to. You may also like to colour coordinate each family member's stories and symbols on their map legend.

Take their maps home and complete the worksheet with family assistance and participation

Bring your map back to share the information you have gathered. Put a sticker or marker of symbol on the classroom map for each bit of information that you share. The sticker, marker or symbol should reflect the location and meaning of the place/space.

When the classroom map is completed have an Elder come and speak to the class about their knowledge of the places and events. Elders may provide more names or places from the past and their significance today.

(This will become a significant contribution by the children to the community map. The results of this exercise will become one of the layers of the community map that Turtle Island Conservation will return to your community.)

JOURNAL REFLECTION



1. How will you share the information that you have gathered? Think of a variety of ways that you and your classmates can share your community map with the band council, with the Elders, with the health workers, etc.

Decide how you will present your information - practice talking about the map and the stories you have gathered.

Toronto Zoo's Turtle Island Conservation programme will add your map to a community map. Why is it important that this map & knowledge remain in our community? Think of Seven Generations.

2. What did you learn from interviewing your family? Are there places in your community that you would like to see? Which ones? Why?

3. What will you tell your children about your community?

Student Worksheet

MAPPING MY COMMUNITY 1/2



TAKE TIME TO EXPLORE THE IMPORTANT PLACES IN YOUR COMMUNITY. SHARE A STORY ABOUT YOUR COMMUNITY.

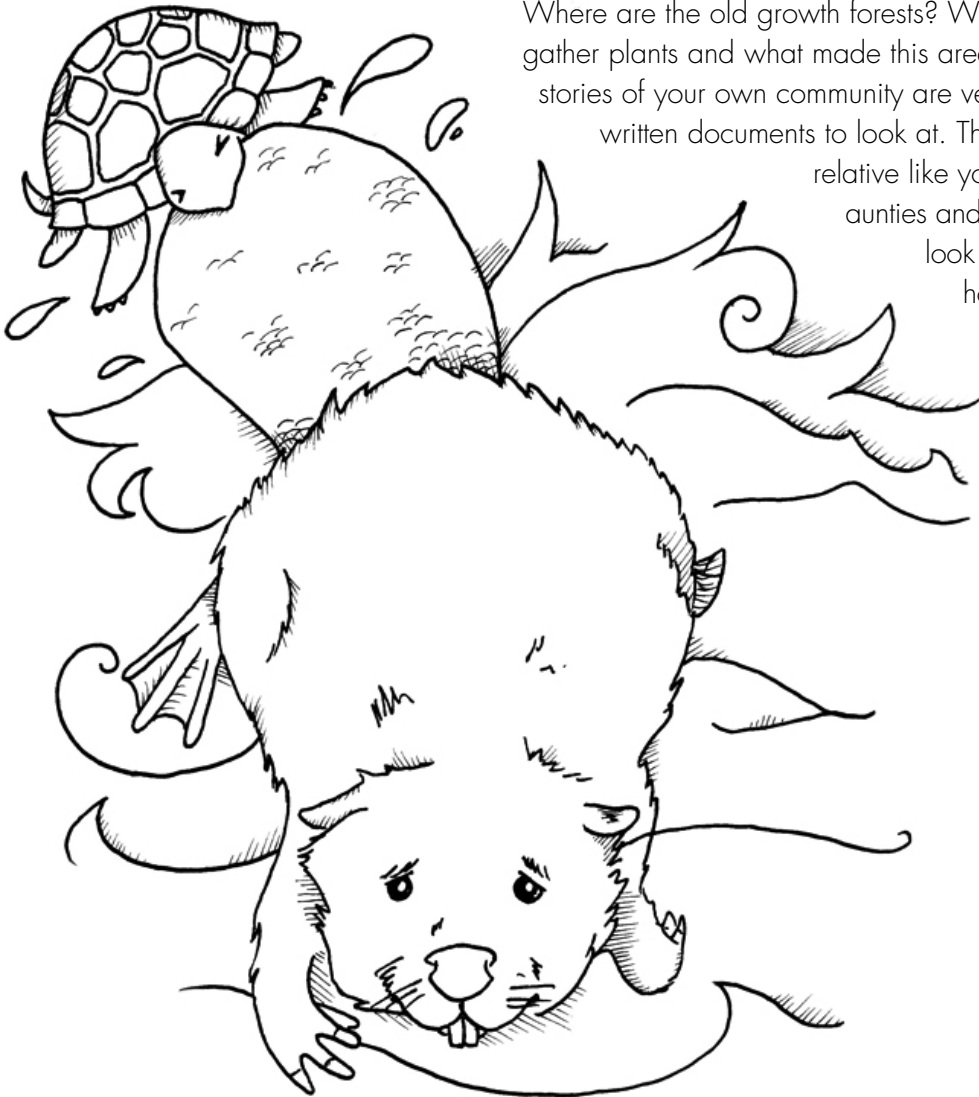
In each First Nation community there is a unique oral history of events that is recorded and remembered from generations to generation. These events hold different levels of importance. For example meadows where sweet grass used to grow may no longer exist because the water level has changed, so now community members have to go elsewhere to pick sweet grass for ceremonies. Where are the old growth forests? Where did we once hunt and gather plants and what made this area special? Sometimes these

stories of your own community are very, very old and there are no written documents to look at. That is when it helps to ask a

relative like your parents, grandparents, or aunties and uncles. When we take a close

look at where we come from and how we got there, it helps us to

understand our own unique relationship to our place and family, clans, relatives, community and nation.



Student Worksheet

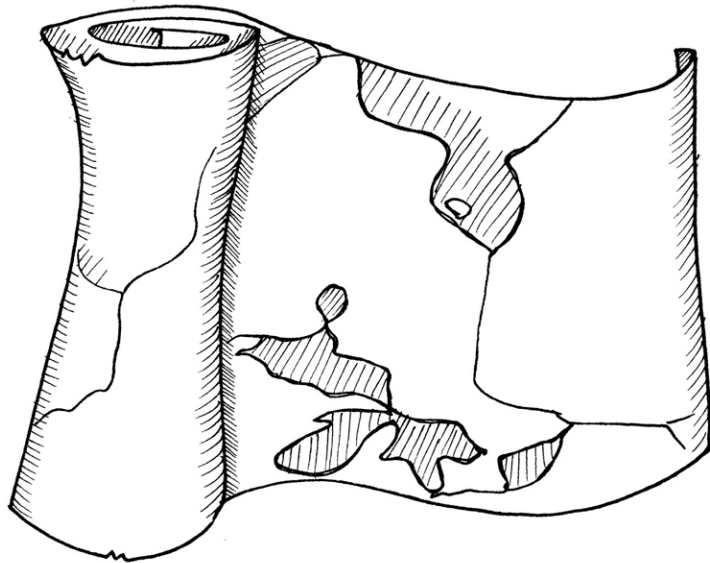
MAPPING MY COMMUNITY (CONTINUED 2/2)



TAKE HOME YOUR COMMUNITY MAP.
SHARE IT WITH YOUR FAMILY.

Ask them to answer the question that your class has written. Listen very carefully to their answers. Use the map to help you remember what they tell you. Use jot-notes to record their response to your questions so that you can share with the class. Mark your map with the places that have been special to your family.

Bring your map back to school to share with everyone. When you put all of the stories and information together you will have a wonderful history of your community drawn on the map! Turtle Island Conservation at Toronto Zoo will help you save your map for Seven Generations to come!



OUR CLASS QUESTIONS: WE NEED TO FIND ANSWERS TO THESE QUESTIONS:

1.
.....
2.
.....
3.
.....
4.
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Student Worksheet

COLOURING PAGE

