



Language Scavenger Hunt

Organization:

Title: Language Scavenger Hunt

Summary: Students learn Anishinaabemowin, and Kanyen'kéha plant names by going on a scavenger hunt for local plants.

Inquiry Question: Inquiry Question 1. How Does the Biodiversity of a Place Impact the Culture of the People Who Live in It?

Duration: 45 minutes

Learning Environment: Outdoor

Season: Summer, Spring, Fall

Materials:

- Language Scavenger Hunt.pdf
- Video segment on QUILLS website featuring local Métis and Ojibwe Knowledge Keeper Deb St. Amant.
- Trail Signs.pdf
- <https://www.youtube.com/watch?v=UYZffB8k6NA&t=32s>
- <https://www.youtube.com/watch?v=sL70kZyxY3k&t=20s>
- <https://www.youtube.com/watch?v=VKdJljlveQ&t=248s>
- <https://www.youtube.com/watch?v=sKej2RlfG1w>
- <https://trailguide.elbowlakecentre.ca/stations/list>

Curriculum Links: Science and Technology: A1.1, A3.3, B2.1, B1.3

Meta Data:

Content Type: Activity, language learning,

Bundle: Gifts of the Earth, IK

Theme: Indigenous Knowledge Systems, Biodiversity Crisis

Subject Area: Biology, Environmental Education, Language Arts, Science

Curriculum Focus: 7

Instructions:

1. Students are given a worksheet that has images and names of the following plant species in English, Anishinaabemowin, and Kanyen'kéha. **(See Language Scavenger Hunt worksheet).**

- Mullein
- Wild strawberry
- Juniper
- Goldenrod
- Dandelion
- Staghorn sumac
- Maple
- White Pine
- Cattails



For an extra challenge students can also try to find:

- Plantain
- Red-osier dogwood (aka red willow)
- Stinging nettle
- Wild raspberries
- Horsetail
- Milkweed
- Yarrow
- Burdock
- Tansy
- Solomon's seal and,
- Pennycress

Students set out to find the following plant species either at Elbow Lake or at a park or playground near their school. Students check off each plant species as they find them. Students can also go onto the QUBS website to access audio files that show the pronunciation of each word.

2. Back in the class teacher shows students [video segment](#) of Métis and Ojibwe Knowledge Keeper Deb St. Amant leading a short medicine walk. Many of the key species listed above are discussed in the video: <https://www.youtube.com/watch?v=O72hVnhbp9I>

3. To learn more about the Kanyen'kehá:ka relationship to local plant medicines we recommend you show the following videos depicting Ra'nikonhrí:io Lazare and Katsenhaién:ton Lazare from Kahnawake Quebec provide teachings about Mullein, staghorn sumac, plantain, and milkweed. These videos were developed in partnership with the Kanien'kehá:ka Onkwawénná Raotitíóhkwa Language and Cultural Center:

Mullein: [Onkwawénná Episode 1](#)

<https://www.youtube.com/watch?v=UYZffB8k6NA&t=32s>

Staghorn Sumac: [Onkwawénná Episode 2](#)

<https://www.youtube.com/watch?v=sL70kZyxY3k&t=20s>

Plantain: [Onkwawénná Episode 3](#)

<https://www.youtube.com/watch?v=VKdJljlveQ&t=248s>

Milkweed: [Onkwawénná Episode 4](#)

<https://www.youtube.com/watch?v=sKej2RlfG1w>

4. Students can also learn more about local plant species by checking out the Interpretive signs and app stations developed by the Queen's University Biological Station in partnership with the Kingston Indigenous Language Nest. Signs are available in **Interpretive Signs.pdf** worksheet and on the accessible trail at the Elbow Lake Environmental Education Centre. App stations can be accessed here: <https://trailguide.elbowlakecentre.ca/stations/list>



QUILLS

Queen's University Indigenous Land-Based Learning STEM
Queen's University Biological Station

The learning represented in this activity reflects Big Idea A. in the Indigenous Knowledge Learning Bundle: “Indigenous knowledge is contained in language and storytelling”. To help your students learn more about this Big Idea check out the Learning Activities titled: *Ohèn:ton Karihwatéhkwén (The Words that Come Before All Else)*, *The Importance of Storytelling*, and *Creation Stories and Language* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10).