



Ohèn:ton Karihwatéhkwén (The Words That Come Before All Else)

Organizational Info:

Title: Ohèn:ton Karihwatéhkwén (The Words That Come Before All Else)

Summary: Students learn the The Ohen:ton Kariwatehkwen (The Words that Come Before all Else or the Thanksgiving Address) and reflect on how it positions humans in a rich, interdependent web of relationships with elements in the natural that must be related to with reciprocity. As an extension students journal in an outdoor sit spot about what they are grateful for in nature.

Big Idea: Big Idea A. Indigenous Knowledge is contained in Language and Storytelling: *Indigenous ways of knowing can be taught through polysynthetic Indigenous languages and storytelling ie: Creation stories, the Thanksgiving Address, 3 Sisters etc.; Responsibilities to land are inherent in language and storytelling.*

Inquiry Question: Inquiry Question 1. How is Indigenous knowledge contained in language and storytelling?

Duration: 40 minutes

Learning Environment: Classroom, online, outdoor

Season: Summer, Spring, Fall, Winter, All

Materials:

- Short video segment embedded in the ten-minute video accompanying the Indigenous Knowledge Bundle depicting Kanyen'kehá:ka (Akwasasne Mohawk Territory), Wolf Clan educator Liv Rondeau speaking about the significance of the Ohèn:ton Karihwatéhkwén
- Short clip embedded on the QUILLS website of Liv Rondeau reciting the Ohèn:ton Karihwatéhkwén
- Ohèn:ton Karihwatéhkwén (The Words That Come Before All Else):
https://www.youtube.com/watch?v=eJH_5TXzCjw
- Haudenosaunee Creation Story (Onondaga Historical Society):
<https://www.youtube.com/watch?v=GDuO3IPHpP0>
- Anishinaabe Creation story- The Great Flood:
<https://www.youtube.com/watch?v=1RYByws56TQ>
- Anishinaabe The Great Flood.pdf
- Haudenosaunee Sky Woman Falling.pdf

Meta Data:

Content Type: Language learning, storytelling

Bundle: Water, Tools, Food, Gifts of the Earth, Indigenous Knowledge

Theme: Indigenous Knowledge Systems

Subject Area: Art, Biology, Chemistry, Drama, Environmental Education, Geography, Health, History, Language Arts, Mathematics, Music, Outdoor Education, Physical Education, Physics, Science, Social Studies



Curriculum Focus: 7, 8, 9, 10

Curriculum Links:

Science and Technology: A3.3, E1.2

We recommend inviting an Indigenous community member into the learning environment when discussing creation stories with students.

- Review the Ohèn:ton Karihwatéhkwén (The Words That Come Before All Else):
https://www.youtube.com/watch?v=eJH_5TXzCjw
- To do this teachers can also play short video segment embedded in the ten-minute video accompanying the Indigenous Knowledge Bundle depicting Kanyen'kehá:ka (Akwesasne Mohawk Territory), Wolf Clan educator Liv Rondeau speaking about the significance of the Ohèn:ton Karihwatéhkwén. Additionally, teachers can play a short clip embedded on the QUILLS website of Liv Rondeau reciting the Ohèn:ton Karihwatéhkwén.
- Ask students why they think the Haudenosaunee give thanks to the water in addition to the land.

Creation Stories

- Review Creation Stories.
 - Haudenosaunee Creation Story (Onondaga Historical Society):
<https://www.youtube.com/watch?v=GDU03IPHP0>
 - Anishinaabe Creation story- The Great Flood:
<https://www.youtube.com/watch?v=1RYByws56TQ>
 - Stories can also be accessed in **Anishinaabe The Great Flood.pdf** and **Haudenosaunee Sky Woman Falling.pdf**
- Teachers discuss with students how in both Anishinaabe and Haudenosaunee cultures water is central to the creation story. Without water there is no life. Water is a gift from the creator.