



Water in Song

Organizational Info:

Title: Water in Song

Summary: Students listen to Anishinaabe water songs and the meaning behind them. Students reflect on how songs (music) possess power and can create powerful social change.

Inquiry Question: Inquiry Question 2: What is the relationship between water and local Indigenous cultures and people?

Duration: 60 minutes

Learning Environment: Classroom, online, Outdoor

Season: Summer, Spring, Fall, Winter, All

Materials:

- Computer and projector
- Speaker

Meta Data:

Content Type: Activity, language learning, storytelling

Bundle: Water

Theme: Indigenous Knowledge Systems, Contaminants in the Environment

Subject Area: Environmental Education, History, Language Arts, Music, Outdoor Education, Science, Social Studies

Curriculum Focus: 8

Curriculum Links:

Science and Technology: E1.2

We recommend inviting an Indigenous community member into the learning environment to share water songs with students. Community members may also feel comfortable discussing the holistic nature of water songs and their spiritual connection.

- Teachers play segment from the ten-minute video accompanying the Water Bundle depicting Anishinaabe Knowledge Keepers Shirley Williams and Liz Osawamick sharing an Anishinaabe Water Song.
- Students listen to other water songs
 - Anishinaabe: <https://www.youtube.com/watch?v=K3yHiJqZXFc> More info: http://www.motherearthwaterwalk.com/?attachment_id=2244
 - Haudenosaunee: <https://www.youtube.com/watch?v=9MvNaFWcQf4>
- Teacher leads a discussion with students regarding the message embedded in the songs and its power to impact change.



- Students reflect on other songs they know of that are about social issues and have the power to evoke social change. Students reflect on how these songs influence how they think or feel about an issue.

Optional Extension:

Through independent research students learn about the history and impact of protest music. Students choose an issue they care about and write their own song intended to raise awareness.

Please note that the learning represented in these activities reflects Big Idea C. in the Indigenous Knowledge Learning Bundle: “Reciprocity, Interdependence, and Holism are at the Heart of Indigenous Ways of Knowing and Being”. To help your students learn more about these foundational concepts check out the Learning Activities titled: *Holism*, *The Honorable Harvest*, and *Our Responsibilities* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10).