



Law of Water

Organizational Info:

Title: Law of Water

Summary: Discuss the Indigenous Law of Water and investigate toxins from personal care items that are harmful to aquatic environments.

Inquiry Question: Inquiry Question 3: What is the law of water and why is it important that this law is respected?

Duration: 2-3 classes

Learning Environment: Classroom, online

Season: Summer, Spring, Fall, Winter, All

Materials:

- Computers, access to personal products at store or home
- Law of Water.pdf
- Law of Water Activity.pdf

Meta Data:

Content Type: Activity

Bundle: Water

Theme: Indigenous Knowledge Systems, Contaminants in the Environment

Subject Area: Biology, Chemistry, Environmental Education, Health, Science, Social Studies

Curriculum Focus: 8

Curriculum Links:

Science and Technology: E1.1, E1.2, E1.3, E2.3, E2.6

Teacher leads a discussion with students about what the Indigenous law of water is. Métis Knowledge Keeper Candace Lloyd from Cross Lake Island, Saskatchewan and Sault St. Marie, Ontario shared with QUILLS her understanding of the Law of Water. These understandings are expressed in **Law of Water.pdf**. Teachers should review this source prior to facilitating the discussion. A key understanding to focus on is, what goes on to the land will end up in the water.

*"Humankind has not woven the web of life. We are but one thread within it.
Whatever we do to the web, we do to ourselves." ~ Chief Seattle 1854*

1. Students refer to the worksheet **Law of Water Activity.pdf** to research a list of contaminants that are commonly found in the local water supply.

2. Students go to a local grocery store to examine and record ingredients in personal care products. If this is not possible, students can take photos of the ingredients in products they



have at home. Students can refer to the following resource when making their video:

<https://rb.gy/vzrd5>

Please note that the learning represented in this activity reflects Big Idea B. in the Indigenous Knowledge Learning Bundle: “Indigenous Knowledge is Place-Based”. To help your students learn more about this foundational idea check out the Learning Activities titled: *Land-Based Meditation, Land Acknowledgement Workshop, Ceremony Ensures Right Relations with the Land, The Clan System, and The 13 Moons* found in the *Indigenous Ways of Knowing and Being with the Natural World* Learning Bundle (Grades 7-10). Learning also 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 this 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).