



Tying it All Together

Organization:

Title: Tying it All Together

Summary: As students bead, they reflect on Anishinaabe and Haudenosaunee teachings and consider how drawing on Indigenous ways of knowing and being in addition to Western knowledge system can enable humanity to address complex global challenges more effectively.

Big Idea: Big Idea D. Two-Eyed Seeing will Help us to Address the World's Problems: *Indigenous science (Indigenous land-based knowledge) is both similar to and different from Western science and has legitimacy; For future generations, Indigenous land-based knowledge, in the face of environmental change, is crucial for human survival and well-being; Indigenous land-based knowledge and Western Science can be used together to seek shared solutions to global problems.*

Inquiry Question: Inquiry Question 4. How can drawing on both Indigenous knowledge and Western science help us to address complex global challenges such as climate change, invasive species, loss of biodiversity, and contaminants in the environment?

Duration: 1 full class period

Learning Environment: Classroom, online, outdoors

Season: All

Materials:

- Learning Activity 9: *The Two-Row Wampum* in the QUILLS Indigenous Knowledge Bundle
- The 7 Fires Prophecy as told by Grandfather William Commanda & Elder Claudette Commanda: <https://rb.gy/e9vjb>
- 7 Fires Prophecy- Toronto Zoo.pdf
- 7 Fires Prophecy- Mishomis Book.pdf
(Citation: Benton-Bania, E. (2010). *The Mishomis book: The voice of the Ojibway*. University of Manitoba Press, Winnipeg: MB)
- Indigenous Storywork.pdf
(Citation: Archibald, Jo-Ann. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. UBC Press, Vancouver: BC.)
- Learning Activity 9: *Relational Gardening* in the QUILLS Food and Climate Change Learning Bundle
- Local Indigenous Gardens.pdf



Meta Data:

Content Type: Activity

Bundle: Indigenous Knowledge

Theme: Indigenous Knowledge Systems

Subject Area: Social Studies, English, Biology, Environmental Education, Science, Geography

Curriculum Focus: 7-10

We recommend inviting an Indigenous community member into the learning environment to help communicate important cultural teachings related to the 7 Fires Prophecy and the Two-Row Wampum.

- Students engage in a beading activity as laid out in Learning Activity 9: *The Two-Row Wampum* introduced in the QUILLS Indigenous Knowledge Bundle.
- As students' bead, they listen to the 7 Fires Prophecy told by Grandfather William Commanda & Elder Claudette Commanda: <https://rb.gy/e9vjb>
- Students can also read about the 7 Fires Prophecy in the **7 Fires Prophecy- Mishomis Book.pdf** and **7 Fires Prophecy- Toronto Zoo.pdf**
- Teacher discusses the moral of the story with students ie: that different cultures need to learn to work together for the good of all.
- Next teacher reads students *Coyote's Eyes* found in Jo-ann Archibald's *Indigenous Storywork* (pgs. 8 –11).
- Students discuss and look at how the teachings overlap and/or relate to those informing the Two-Row Wampum and the 7 Fire Prophecy.
- Students reflect on the potential of Indigenous ways of knowing and being to compliment and guide the tools of Western science in our efforts to address complex global issues such as global climate change, invasive species, loss of biodiversity, and contaminants in the environment.
- Students can look at the 3 sisters garden as a metaphor for how different ways of knowing and being can be brought together in a good way ie: humans are the 4th sister and have responsibilities to the earth and to ensure that difference ways of knowing and being are balanced. To learn more about this review Learning Activity 9: *Relational Gardening* in the QUILLS Food and Climate Change Learning Bundle.
- Students reflect on how they can apply the lesson of the 4th Sister to how they conduct themselves in their daily lives.

Optional extension project:

- Students spend time tending to a 3 Sisters Garden. A list of local Indigenous lead and operated gardens in the Katarokwi region can be found in the **Local Indigenous Gardens.pdf**.