



Date: _____

Indigenous Songs from Treaty 4 and Treaty 6

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the original lands of the Indigenous Peoples of Treaty 4: Cree, Saulteaux, Nakota, Dakota, Lakota and Treaty 6: Cree, Saulteaux, Dene, and Dakota whose language and songs shared by Elders and Knowledge Keepers inform this lesson. As well, we acknowledge the homeland to many winged, four-legged, crawling, and water creatures.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Investigate arts expressions (such as music) from a range of cultures and countries, and analyze how cultural identity is reflected in the work. [Arts Education 6 (Cultural/Historical) - CH6.3]
2. Use the Internet, and other sources such as community resource people, to help identify, discuss, and analyze traditional and contemporary arts expressions from specific cultural groups. [Arts Education 6 (Cultural/Historical) - CH6.3b]

LIST OF ACTIVITIES

1. Listening and Learning Songs

MATERIALS

- Number Song by Brian MacDonald
- Sacred Stories and Sacred Songs
- tânisi Song by Brian MacDonald
- The Healing Power of Songs
- Dancing Circles: Strong Hoop, Strong Spirit



Music

Origin

Cree Nation
Treaty 4 & Treaty 6
Saskatchewan

Learning Level / Grade

6

Also: Kindergarten, 1, 4, 7, 10,
12, 9, 3, 2, 5, 8, 11



60 mins

Related Subjects

Indigenous Ways of Knowing
& Being, Art

DESCRIPTION

This lesson teaches Cree words through songs. These songs often serve a specific purpose and have great meaning. With the guidance of an Elder, Knowledge Keeper, or singer/songwriter, students will listen to songs and understand the meaning behind the lyrics. Students will consider how cultural identity is reflected in the work.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Participatory and experiential learning activities
- Language and Culture
- Personal reflection time (connecting with thoughts and feelings)
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Intergenerational learning with Elders/Knowledge Holders
- Different learning styles; attention given to mind, body, and spirit
- Relationship with family, ancestors
- Nurturing healthy relationships in school and community
- Healthy relationship with self and identity

TEACHERS' GUIDE

Background/Foundational Information

- The knowledge sourced for this lesson comes from Elders, singers, and/or Knowledge Keepers from the Treaty 4 and Treaty 6 areas who will be invited to the classroom. In order to teach the song(s) it is essential that educators reach out to their school's community liaison, cultural coordinator, or Elder for support in this lesson. Find your local Elder or Knowledge Keeper who can speak about songs.

Knowledge Keepers and Elders will remind us that song is prayer and that song and drum are always a part of it. These songs of ceremony remain with ceremony whereas songs that are sung outside of ceremony are termed social songs. These songs can be sung and enjoyed by everybody, especially if they have been recorded. Though, not everyone is a singer, some may discover they can sing or like singing. When we sing together we sound stronger.

If you are unable to find an Elder or Knowledge Keeper, you may choose to use this lesson focusing on the video of Joseph Naytowhow (link in resource section). In order to acknowledge where the knowledge in the video comes from, the teacher must take care and acknowledge them as an individual with a phone call, email, letter, etc. The teacher must also give back to the land with one of the four medicines (tobacco, sage, sweetgrass, or cedar).

Other Useful Information

Please see the 'Holism and All Our Relations' section for more background information.

ACTIVITIES

1 - Listening and Learning Songs

Purpose

Students will be introduced to Indigenous songs in order to learn what Indigenous music sounds like.

Students will be introduced to language and Cree concepts through song.

Time: 60 mins

Activity Instructions

The teacher should become acquainted with the songs and music prior to the lesson. The teacher should discuss the depth to which the Elder, Knowledge Keeper, singer, songwriter will go into during the lesson and shall provide information to students in advance of the lesson, if necessary.

The teacher can approach an Elder or singer who knows the songs and can invite them to the class (following appropriate cultural protocols). They can bring their drum and stick.

Alternatively, see the resources provided with this lesson, such as:

- Number Song by Brian MacDonald
- Search Google for Brian MacDonald Cree Songs or Powwow Songs

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners

... in the following ways:

The following activities reflect the four principal learning styles:

1. Physical: Listening is the most important element for active learning in music and language.
2. Emotional: song is a gift or singing as it lifts the spirit.
3. Spiritual: the spirit and emotion are tied here as both are moved through music.
4. Mental: learning words in an Indigenous language requires attention to pronunciation, listening, and understanding of new knowledge.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Number Song by Brian MacDonald	Link 
Sacred Stories and Sacred Songs	Link 
Joseph Naytowhow shares songs in Cree.	
tânisi Song by Brian MacDonald	Link 
The Healing Power of Songs	Link 
Florence Allan describes her experience coming to know songs that have helped her and others heal or transition between stages of life.	
Dancing Circles: Strong Hoop, Strong Spirit	Link 
Instructional Video and Teacher Resource	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Student's reflective journals will show their learning and the teacher will listen to students as they sing, individually or in a group, to determine if they have captured the song.

Using an *assessment for learning strategy*, it is recommended that instructors make notes of student participation and work completed through Anecdotal Notes.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Office of the Treaty Commissioner	Link 
The Office of the Treaty Commissioner has resources for groups or individuals in school or in workplaces who want to be educated.	
Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework	Link 
The Saskatchewan Ministry of Education's <i>Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework</i> is being followed. It contains guidelines and protocols for Indigenous content, as well as the content itself.	
Full Circle: First Nations, Métis and Inuit Ways of Knowing	Link 
"Full Circle: First Nations, Métis and Inuit Ways of Knowing is the fifth in a series of Common Threads classroom resources produced by and for Ontario Secondary School Teachers' Federation (OSSTF/FEESO) members. Each project in the series tackles an important social issue that is cross-curricular in nature and compels students to examine their beliefs, choices and actions."	
Dancing Circles: Strong Hoop, Strong Spirit	Link 
Instructional Video and Teacher Resource	

HOLISM AND ALL OUR RELATIONS

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Participatory and experiential learning activities
Language and Culture

Brian MacDonald's guitar songs in Cree are cultural representations and are examples of what can be done in any Indigenous language for elementary language learning.

Secondly, powwow songs, with or without words, are often available on YouTube and can be evaluated for their usefulness in lessons for older students. Acknowledging the powwow groups or individual composer is important as creators or originators of the songs. Offering tobacco to sing their songs is appropriate, but if they do not live in your community you can do this when you see them at a community gathering.

The songs and Cree Language in this lesson are from the Cree Nation of the western prairie, wherein resources were taken from YouTube.

The songs students will be learning are written/sung in Cree. The teacher could write out the Cree words in advance to review them with students. The Cree lyrics will be shared and explained to students so that they understand what the song is about.

If a singer or drummer is able to join for the lesson you will need to acknowledge protocols, offer tobacco, and compensate them with an honourarium.

Relationship with family, ancestors

Singers, Knowledge Keepers, and community members are welcome to join the classroom to share a song as a drum group, hand drum singer, or guitar singer who wants to go in-depth with teachings and protocol around the drum.

Once students have learned the song(s) they are encouraged to share the song(s) with their parent(s)/guardian(s).

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes

Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders

Ethics in the classroom: care, truthfulness and trust, respect, integrity

This lesson plan manifests respect, truthfulness, trust, and integrity by respecting where a person is at when they begin to sing a new song. They may use a softer voice until they become more confident. Those students who already view themselves as singers may sing out more. The teacher ensures all levels and voices be respected in the growing stages of learning a new song.

Different learning styles; attention given to mind, body, and spirit

Healthy relationship with self and identity

Personal reflection time (connecting with thoughts and feelings)

Students will reflect on what they have learned, their experience listening to and singing songs, and will keep a journal to record the songs they have learned.

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Saskatchewan Yes

Stream: Academic

RELATED LESSON PLANS

- Lessons of the Drum
- Inuit Drumming

CONTRIBUTORS

Name	Role/Job Title	Place
Anna-Leah King	Curriculum Developer, NCCIE	University of Regina
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QUESTIONS/MORE DETAILS

For Questions contact: [Bettina Schneider \(bschneider@fnuniv.ca\)](mailto:bschneider@fnuniv.ca) for more information.