



Date: \_\_\_\_\_

## 'Sacred Water' in: 'Spirit of the Island: Manitoulin's People' (Gathering Thirteen)

### 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.:*

This Lesson Plan and video series originates in Wikwemikong Unceded Territory, Manitoulin Island, Ontario. It has been developed in the territories of Treaty 20 – the traditional territory of the Mississauga, Anishinaabek, and Métis.

### LEARNING OUTCOMES

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

1. Have an appreciation for the sacredness of water from an Indigenous perspective.
2. Realize the importance of maintaining a strong knowledge base of historical and current issues concerning Inuit, Métis, and First Nations societies.
3. Ethically and morally discuss historical and contemporary events in the context of Indigenous-Settler dynamics/experiences.
4. Assess meanings embedded in public statements; be socially responsible.

### LIST OF ACTIVITIES

1. Read the Full Text and Watch the Video
2. Personal Inquiry
3. Reading Discussion
4. Outdoor/Community Experiential Education

### MATERIALS

- English Text of 'Sacred Water'
- 'Sacred Water' video (10 minutes)
- Written Text from the Video in English and Anishinaabemowin
- Four Directions Education Model
- Lesson Plan/Activity Guide for Gathering Thirteen
- Four Directions Education Model
- Supplies: flip chart easel, paper, markers, masking tape
- Four Directions Education Model
- Four Directions Education Model



## Indigenous Ways of Knowing & Being

### Origin

Wikwemikong Unceded Territory, Manitoulin Island; The traditional territory of the Mississauga, Anishinaabek, and Métis (Treaty 20); Organization: Pallas Educational Consulting Ontario

### Learning Level / Grade

# 12

Also: 10, 11, Youth (up to age 30), Post-Secondary, Professional Development/Continuing Education



## 50 mins

### Related Subjects

Health, History, Civics, Indigenous Language, Social Studies, Nutrition, On-the-Land

## DESCRIPTION

This lesson plan is part of a series of four Gatherings shared with NCCIE from the book '*Spirit of the Island - Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics*'. There are thirteen Gatherings in the book, which is available in English/Anishinaabemowin, English, and French at [www.pallasedu.com](http://www.pallasedu.com)

'Gathering' is used as opposed to 'chapters' to reflect intergenerational learning and personal connections.

Topics explored in this lesson plan include (with the timing of the topic in the accompanying video):

- Thirteen Grandmother Moons and Turtle Island (0:09)
- Sacred Water Walks (2:58)
- The Right for Water (7:24)

The four lesson plans for Gatherings Two, Three, Nine, and Thirteen do not need to be taught in sequence but are designed to be flexible for delivery in order to meet the exact needs of the classroom or professional development workshop.

## 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:*

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

## TEACHERS' GUIDE

### Background/Foundational Information

- Welcome!

*Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics* is written in response to Canada's Truth and Reconciliation Commission's 'Calls to Action.' The book and related video series are applicable for advanced secondary school, college, early university, and professional development for organizations and boards of education (please visit [www.pallasedu.com](http://www.pallasedu.com) for more information about the book).

As important as content is so are the languages of delivery, thus the book is published in three versions: English, French, and Anishinaabemowin/English formatted for language learning. This series of four lesson plans is provided in English with Anishinaabemowin translations.

For each lesson plan in this series, you will find:

- The full written text of the 'Gathering' (i.e., chapter) from the book.
- A video recording with selected excerpts from the full 'Gathering' (this video allows students to hear the language and is particularly useful for language classes). The original contributor of the story tells their own experience, followed by the author of the book and an Elder alternately reading in English and Anishinaabemowin.
- A written version of the excerpts shared in the video (in both English and

Anishinaabemowin). This text allows students to see the language in writing and is particularly useful for language classes.

- The 'Lesson Plan/Activity Guidebook' that contains all the handouts and documents needed for the lesson (plus additional helpful background information).

Although the stories are set on Manitoulin Island, Ontario the content is relevant on a national level across Canada.

Before you deliver these lesson plans, please watch the three-minute video, "For Instructors: Introduction to the Video Series" (found in the 'Where can I find additional information?' section). This introductory video provides instructors with a general overview of what you will see in each lesson plan's video and how it may augment your students' learning experience. You are also encouraged to view the actual video that is part of each lesson plan prior to class to see how it may complement your learning objectives, especially in language classes.

Another resource to review before delivering this lesson is the 'Lesson Plan/Activity Guidebook,' which includes practical suggestions on how to use the text and videos in the classroom (or for professional development). This resource also includes handout templates for you to use and adapt for students/participants to gain deeper insights and understandings of the complex issues addressed. The content is organized in 'Gatherings' (explained below) that provide you, the instructor, options to choose which topic(s) best corresponds with your planning and purpose, as you are the best judge of your own classroom and workshop needs.

### *Orality and Holistic Learning*

Each lesson plan in this series is referred to as a "Gathering," which supports the oral tradition of Indigenous education that is based on Elders, parents/guardians/family members, community members, and children gathering to learn from and with each other. The stories are not interrupted, and the listener can become part of the storyteller's experience when left alone with the author's words speaking to them personally; the lesson can then be absorbed.

### *Using the Book and Video Series*

The videos for Gatherings Two, Three, Nine, and Thirteen contain excerpts from each Gathering in the book. The timing of the various topics discussed in the video are listed in the 'Description' above as well as in the 'Lesson Plan/Activity Guidebook,' making it easy for the instructor to choose what to focus on, be it: i) specific content under a heading within a Gathering; ii) an entire Gathering; or iii) the video playlist of all four Gatherings.

### *More Information about the Book*

The organizational structure of the book follows a pattern of content grouped by:

1. The story: each story or poem is told through the personal experience of the contributor;
2. Student Center: following the story of personal experience, the Student Center includes:
  - inspirational quotes (affords the student/participant personal reflection time)
  - learning outcomes (provide focus for both the instructor and students/participants)
  - personal inquiry questions (an introspective time that can be combined with group discussion, and can also be used for research and essay topics or contexts for role play)
  - 'Author's Notes' (provide the academic research relating to the stories/poems).
3. Resources: This section documents the research of each Gathering, and also provides recommended resources to encourage learners and instructors in their own research.

For more information, please visit: [www.pallasedu.com](http://www.pallasedu.com).

## ACTIVITIES

## 1 - Read the Full Text and Watch the Video

**Purpose**

This activity provides learners with background information, from which they can complete the other activities for this Gathering.

**Time:** 60 mins

**Activity Instructions**

To be able to complete the other activities in this lesson, learners are instructed to read the full text found in the attachment "English Text for 'Sacred Water.'" For those interested in hearing the language, the accompanying video shows the co-creators of *Spirit of the Island* reading excerpts from this Gathering in both English and Anishinaabemowin (Ojibwe).

1. Read the full text of the Gathering in English
2. Watch the video for Gathering Thirteen (for those who would like to hear the language)
3. Optional for language learning – read "Ojibway Translation for 'Sacred Water,'" which corresponds to the excerpts shared in the video, written in both English and Anishinaabemowin (Ojibwe).

**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
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

This Activity engages the spiritual, physical, emotional, and intellectual aspects of learning and realms of being, in keeping with the Four Directions Education Model and Holism for Indigenous education (see the Lesson Plan/Activity Guide).

**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
<b>English Text of 'Sacred Water'</b>	File (English_full_text_G13.pdf) 
This is the full text of Gathering Thirteen. Students/Learners will be able to complete the other activities in this lesson after reading this Gathering.	
<b>'Sacred Water' video (10 minutes)</b>	<a href="#">Link</a> 
This is the video of the co-authors reading excerpts from Gathering Thirteen, <i>Sacred Water, Thirteen Grandmother Moons, and Turtle Island</i> , in English and Anishinaabemowin. For the full text, read the attachment entitled, <i>English Text for 'Sacred Water'</i> .	
<b>Written Text from the Video in English and Anishinaabemowin</b>	File (Ojibway_Translation_Text_G13.pdf) 
This document contains the written excerpts from Gathering Thirteen that were read outloud in the video in both English and Anishinaabemowin (Ojibway). For those interested in learning to speak and write Anishinaabemowin, this document can be a useful learning tool.	

## TEACHING NOTES

## 2 - Personal Inquiry

### Purpose

The *Personal Inquiry* questions in the accompanying 'Lesson Plan/Activity Guide' (pages 5-6) provides opportunity for personal reflection.

**Time:** 10 mins

### Activity Instructions

The accompanying 'Lesson Plan/Activity Guide' (attached below in the 'Materials' section) contains all the necessary resources and forms for each activity in this lesson. Also, the 'Lesson Plan/Activity Guide' contains information for the educator/instructor to read so you can consider different ways to augment the learning experience. It is recommended that the educator/instructor read through the entire document.

Information for this activity, *Personal Inquiry*, begins on page 5. The quote on page 6 section and corresponding image are intended to provide inspiration and can be displayed for learners to view during this personal reflection time, encouraging thoughtful introspection.

The *Personal Inquiry* questions are shared with learners who are given time (either in class or for homework) to reflect on the reading.

**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
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

### 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
Lesson Plan/Activity Guide for Gathering Thirteen	File (LP_Activity_Guide_G13.pdf) 
This Activity Guide has all the necessary information and accompanying documents/handouts (e.g., reflection questions, discussion guideline, outdoor activity information, etc.) for Gathering Thirteen. It is recommended that the instructor read through the Activity Guide before delivering the lesson.	

## TEACHING NOTES

### 3 - Reading Discussion

#### Purpose

The purpose of this activity is to assist learners in reflective and analytical reading and listening, as well as for personal review to retain the information long-term and, if a student, for test preparation.

**Time:** 20 mins

#### Activity Instructions

It is recommended that the educator read page 7 of the 'Lesson Plan/Activity Guide,' which provides additional information for the discussion activity. The 'Discussion Guideline' is found on page 8. If you, as the educator, would like to add or change questions, you can adapt this form for your group of learners. Learners are asked to complete the form, and then the group can have a discussion so that everyone can learn from each other.

The form on page 8 can be used in a variety of ways. For example, it can be used at the end of a unit of study (if focusing on material under a heading from the video) and/or at the completion of a class or workshop (if using an entire Gathering video or the video series).

#### 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
- Emotional (e.g., Feeling, Intuitive) Learners

#### ... in the following ways:

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

#### 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
Supplies: flip chart easel, paper, markers, masking tape	Supplies 
There should be enough flip charts, etc. for each small group.	

## TEACHING NOTES

## 4 - Outdoor/Community Experiential Education

### Purpose

To engage the learners with intergenerational learning through interacting with Elders, Knowledge Holders, and respected community members while outside the walls of the school or organization.

Outdoor and Community Education is participatory and experiential.

**Time:** 50 mins

### Activity Instructions

The educator is encouraged to arrange an outdoor/community learning experience for the students that relates to water. Perhaps the group/class could go to a nearby river or lake and meet with local Knowledge Holders or Elders who could talk about water from their People's point of view, share stories about water, lead the group on a Sacred Water Walk, or other on-the-land activity.

- Page 3 of the 'Lesson Plan/Activity Guide' includes a schedule for dates during the school year which focus on Indigenous events (there may be variances between district school boards). Aligning classroom or professional development planning with these events encourages learning outside the walls of the school or organization and involvement with family and community.
- Activities listed under 'Outdoor/Community Experiential Education' (pages 9-11) in the 'Lesson Plan/Activity Guide' involve going outside of the school and/or organization's walls and into the community and outdoors. There, learners interact in a professional and personal dynamic with family, community members, colleagues, Elders, and Knowledge Holders while being on-the-land and *in* the territory.
- The 'Lesson Plan/Activity Guide' has other helpful information that the instructor is encouraged to read while planning an outdoor learning experience for the group/class (page 12).

### 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
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

Activity included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

## 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.

The accompanying 'Lesson Plan/Activity Guide' includes the author's unique 'Four Directions Educational Model' that addresses assessment from an Indigenous perspective, i.e. holism in education. Educators can observe the students 'living' their learning, i.e. through the learner's i) engagement; ii) participation; iii) requirements completed; iv) attitude for self-care and the care of others and our environment; and v) evidence of achieving the learning outcomes.

Self-Reflection worksheets (in the 'Lesson Plan/Activity Guide') that students complete assist in the assessment and achievement of learning outcomes.

Resource Title	Type
<b>Four Directions Education Model</b>	File (Four Directions Education Model.pdf) 
<p>The 'Four Learning Styles' chart in this document aligns personal learning styles with the four realms of being - spiritual, emotional, physical, and intellectual - depicted in the 'Four Directions Education Model,' also in this attachment, which depicts our connection to each other, our environment, and ourselves. Please use this material respectfully. If you have any questions, please contact the Project Lead for this Gathering, Dr. Rhonda L. Paulsen, pallasedu@hotmail.com. Miigwech!</p>	

## 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
<b>Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics / Ezhi-minidoowang Minis: Minidoo-wining Bemaadizijig ~ Wiin E-zhi-kendaang gaa-zhiwebizid nji Anishinaabewid-Gaa-bi-daa jig gaa-bi-zhi-giigdoowaad</b>	Link 
<p>This resource set contains the textbook with all thirteen 'Gatherings' and an accompanying instructor's guidebook with background information, the activities and related forms, notes on Indigenous education and learning styles/assessment, plus a calendar of Indigenous events to which educators are able to align their school-year planning.</p>	
<b>For Instructors: 'Introduction to the Video Series' (4 minutes)</b>	Link 
<ul style="list-style-type: none"> <li>- This video is for the instructor's use only. The 'Introduction' video describes how best to use the video playlist of four Gatherings. The accompanying document of the video transcript can be used with or without viewing the videos.</li> <li>- These videos (Gatherings Two, Three, Nine, and Thirteen) do not need to be used in sequence but are designed to be flexible for delivery in order to meet the exact needs of the classroom or professional development workshop.</li> <li>- Topics included in each video are easily identified under headings, and the timing in the videos is clearly stated in both the Lesson Plan/Activity Guidebook and at the beginning of each video.</li> <li>- Suggested options for how to use this playlist: i) selecting snap shots from the videos by targeting specific subject matter using the headings, e.g. Identity, Residential School System, 60's Scoop, etc.; ii) selecting to use the entire Gathering video; or iii) selecting to use the entire play list, which would be applicable for Unit Plans or 1-2 day professional development workshops. <i>Miigwech!</i></li> </ul>	
<b>Lesson Plan/Activity Guide for Gathering Thirteen</b>	File (LP Activity Guide G13.pdf) 
<p>The 'Lesson Plan/Activity Guide' includes information on holistic learning as well as activities (with handout templates and instructions) that provide learners the opportunity of articulating and expressing their knowledge and understanding.</p>	
<b>Instructor's Guide-French</b>	File (Instructor's Guide-French.pdf) 

Resource Title	Type
Instructors teaching in French settings are able to find all of the resources necessary to teach these lesson plans in French at: <a href="http://www.pallasedu.com">www.pallasedu.com</a> . This document is the French translation of the accompanying Lesson Plan/Activity Guide.	

## 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:*

<b>Relationship with the land</b>
Activities involve going outside of the school and/or organization's walls and into the community. There, learners interact in a professional and personal dynamic with family, community members, colleagues, Elders, and Knowledge Holders while being on-the-land and <i>in</i> the territory.
<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
English and Anishinaabemowin.
<b>Relationship with family, ancestors</b>
Intergenerational learning is supported by engaging family and community members, as well as seeking guidance, support, and inclusion with Elders and Knowledge Holders.
<b>Connections are made with everyday life</b>
Introspective reflection time helps the learner to absorb the information personally, process the meaning embedded in the data that is not necessarily on the surface, and explore the variables behind the Activity questions. Connections are made with everyday life.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
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
<b>Intergenerational learning with Elders/Knowledge Holders</b>
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
Holism - reflecting ethical values: Learners are encouraged to ... i) draw connections between the various components of the lesson; ii) relate the content to everyday life in a positive sense; iii) recognize each person in the group as a whole person with their own experience and identity; iv) reflect on relationships with one another and Creation.
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
Learners are encouraged to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.
<b>Personal reflection time (connecting with thoughts and feelings)</b>
Personal reflection time is provided in each lesson (see the 'Lesson Plan/Activity Guide' for details).

## OTHER DETAILS

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

Stream: Academic, General

## RELATED LESSON PLANS

- 'Forgotten Children' in: 'Spirit of the Island: Manitoulin's People' (Gathering Nine)
- 'Colonialism Evades Ontario's Education System' in: 'Spirit of the Island: Manitoulin's People' (Gathering Three)
- 'A Survivor's Story' in: 'Spirit of the Island: Manitoulin's People' (Gathering Two)

## CONTRIBUTORS

Name	Role/Job Title	Place
Dr. Rhonda L. Paulsen	Project Lead - conceptual design; 'Spirit of the Island' author; co-author Gathering Thirteen	Warsaw
Elder Shirley I. Williams-Pheasant	Anishinaabemowin translator; co-author Gathering Thirteen; Masters in Environmental Studies	Wikwemikong
Evan Brockest	videographer	Douro-Dummer
Daniel Wood-Salomon	videographer	Sault Ste. Marie
Bruce McFarlane	Closed captioning - Anishinaabemowin videos	Douro-Dummer

## QUESTIONS/MORE DETAILS

For Questions contact: Rhonda Paulsen ([pallasedu@hotmail.com](mailto:pallasedu@hotmail.com)) for more information.