



Treaty 4 Student Success Program Inc.



Hummingbird Learning Guide



What is the Hummingbird Literacy Project?

Hummingbird Literacy Project was designed by the Treaty 4 Student Success Program Inc. to include family, caregivers, Elders and traditional knowledge keepers and the community in the formal learning program delivered by schools.

T4SSP supports the development of community-based projects to support the success of children and youth, through our goal to support each child's development as a Treaty 4 Nation Builder.

Defining Literacy

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with **varying contexts** (*including the traditional and contemporary contexts of First Nations cultures, histories, languages and knowledge*). Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in society.

Source, adapted from: UNESCO, www.unesco.org



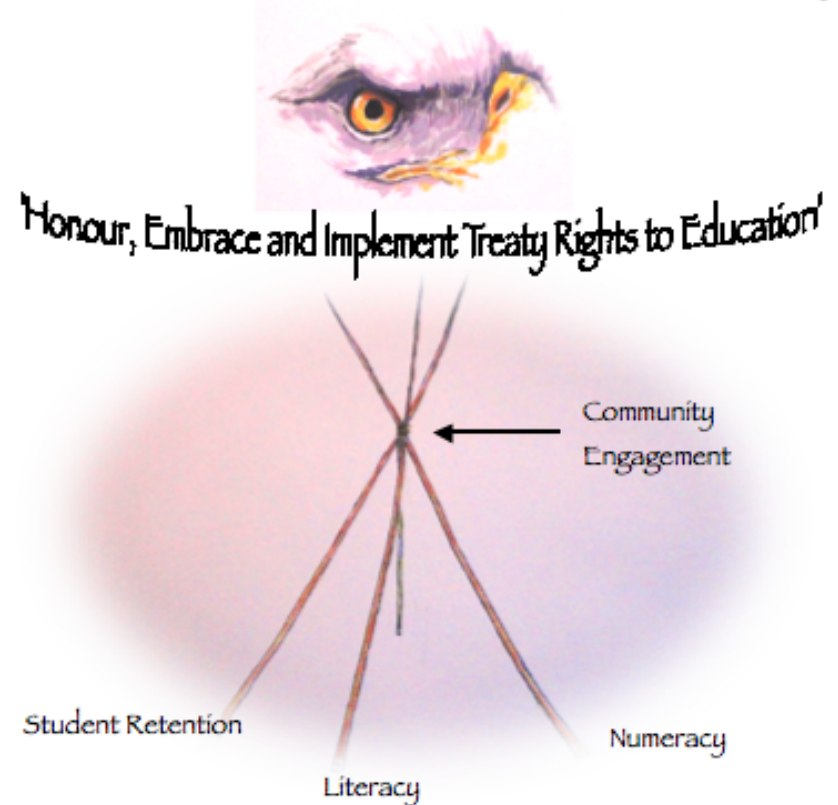
Treaty 4 Nation Building Curriculum Enhancement

Treaty 4 First Nations have emphasized the importance of supporting the development of a wholistic learning environment that supports all children and youth in First Nations in their present and future success.

Hummingbird was designed to enhance Treaty 4 Nation Building strategy. All children and youth will benefit in many ways when they learn **who they are, and where they come from**, in a variety of ways – from a variety of “teachers” in their school and community. Children and youth who are confident and grounded in their cultural identity will be prepared for the challenges and opportunities of the complex world they live in.

Using the provincial curriculum of the province as a guide, the HB Learning Guide was developed to include many pathways for First Nations content and perspectives within the provincial curriculum. We believe this is a flexible approach that ensures seamless learning between provincial and federal systems.

Treaty 4 Nation Builders



What is Inquiry-based learning?

Inquiry learning has wonderful alignment possibilities to traditional learning! The ancestors of Treaty 4 territory were skillful and sophisticated in their understanding and ability to survive and thrive on the land. These master teachers understood the importance of conveying important information to their children, as they developed into young men and women. Communities understood that teaching and learning was a lifelong endeavour, and that all adults in the community were potential teachers with responsibility to ensure the success and survival of all members. As an oral culture, with a language system that is gravely endangered, the stories, songs, and teachings of our ancestors are difficult to pass on through the school system, although it is not impossible. Through important connections with community teachers, leadership and other knowledge keepers, schools can build success plans that enhance provincial curriculum outcomes, with indicators that honour, respect and renew the wisdom of our ancestors.



“Inquiry is a dynamic process of being open to wonder and puzzlement and coming to know and understand the world. As such, it is a stance that pervades all aspects of life and is essential to the way in which knowledge is created. Inquiry is based on the belief that understanding is constructed in the process of people working and conversing together as they pose and solve the problems; make discoveries and rigorously testing the discoveries that arise in the course of shared activity.

Inquiry is a study into a worthy question, issue, problem or idea. It is the authentic, real work that that someone in the community might tackle. It is the type of work that those working in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.” (Galileo Educational Network)

More information on inquiry, including Inquiry Rubrics, can be found at : <http://www.galileo.org/inquiry-what.html>



What are Outcomes?

Outcomes define what a student is expected to know and be able to do at the end of the course of study (e.g. *by the end of Grade 5*). **All curriculum outcomes are required.** Outcomes attempt to show the world of social studies (or arts education or science, etc.) as a living, breathing, contested, human discipline ... and needs our intelligence and our work, **as Treaty 4 First Nations peoples.** (adapted from Friesen, Clifford, & Jardine, 2006, p.22).

Below are four examples of what effective outcomes are:

- considered a high priority for deep understanding (eg the knowledge, skills and qualities necessary to engage as a young Treaty 4 Nation Builder)
- represent thinking or behaving like a subject discipline expert within the subject discipline (eg becoming a fluent Anishinabe speaker, understanding and demonstrating the protocols within Nehiyaw cultural practices).
- require creation using different types and levels of knowledge including factual, conceptual, procedural, and metacognitive (eg, addresses developmental competencies and not just content coverage)
- encourage and require various ways of knowing and worldviews (eg beyond one's own Nation)



(adapted from Galileo Network/Saskatchewan Ministry of Education, 2009)

Photo: "Cree Camp, Crooked Lake"

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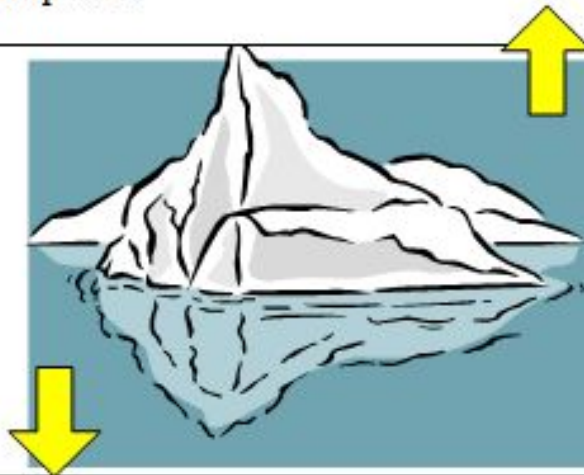
- Treaty 4 Education Alliance



Applications from Traditional Knowledge (*Nehiyaw Example*):

First Level Cultural Teachings: First, validate information and then teach accompanying life skills and values. Involve other 'teachers'.

Second Level Cultural Teachings: Observe the learner and check for understanding. Provide additional details based on inquiries.



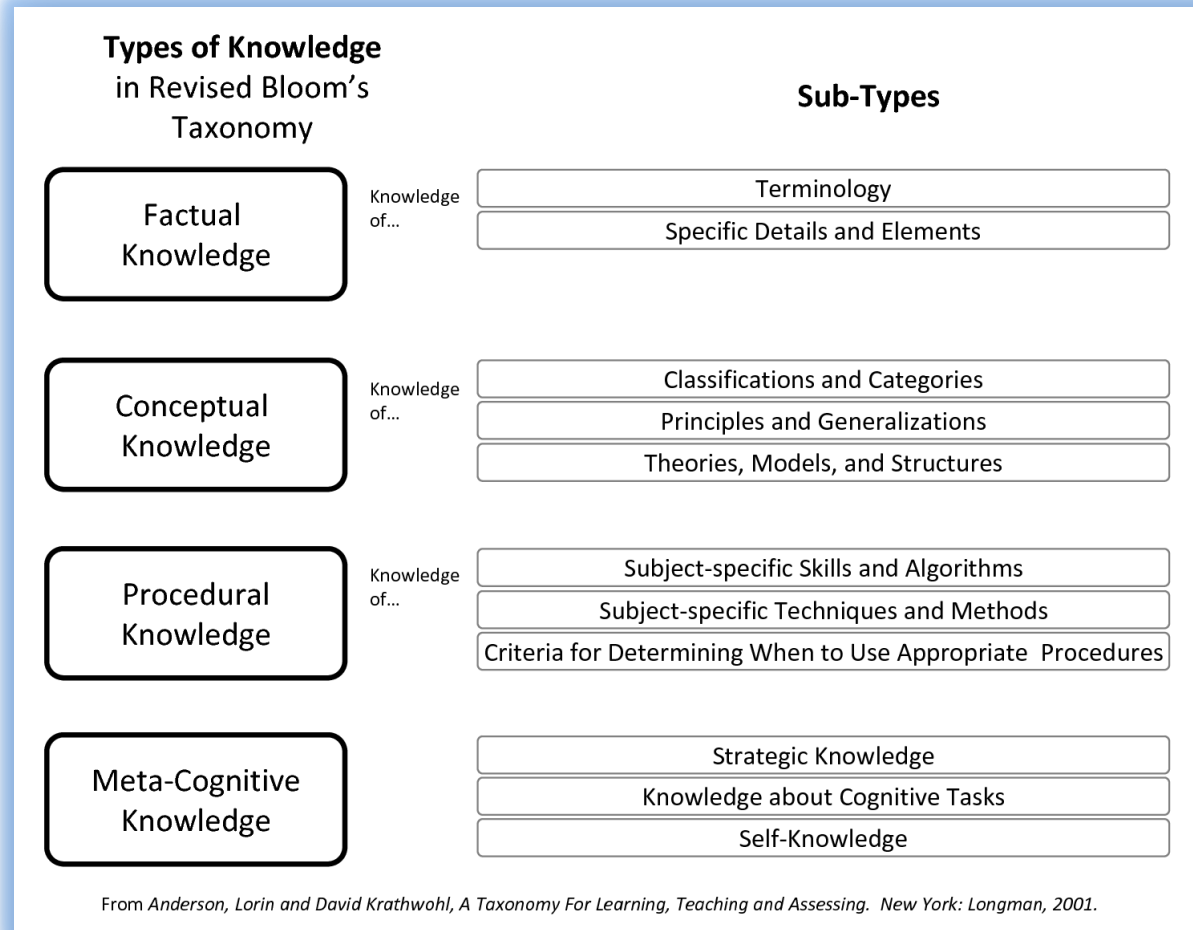
Third Level Cultural Teachings: This requires a *cistemaw* offering (tobacco). Spiritual beliefs are verbally addressed by Old People (respected Elders) in the community.

Fourth Level Cultural Teachings: At this level participation is necessary. It is experiential. Old people provide hands-on instruction to those who approach with an offering of tobacco requesting help.

Used with Permission: Judy Bear (Sweetgrass First Nation)



Applications from Western Knowledge (Bloom's Revised Taxonomy):



Nation Builder Grade 5



Parade float carrying Indians who were present at the signing of the Treaty in 1874. Regina, date of photograph uncertain.
Courtesy of the Saskatchewan Archives Board R-B11993-5.

Provincial Social Studies 5 Outcomes Interactions and Interdependence of Nations (IN)

IN5.1

Demonstrate an understanding of the Aboriginal heritage of Canada.

IN5.2

Analyze the evolution of Canada as a multicultural nation.

Dynamic Relationships (DR)

DR5.1

Analyze the historic and contemporary relationship of people to land in Canada.

DR5.2

Assess the impact of the environment on the lives of people living in Canada.

DR5.3

Identify the European influence on pre-confederation Canadian society.

Power and Authority (PA)

PA5.1

Describe Canada's political evolution.

PA5.2

Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.

PA5.3

Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.

Resources and Wealth (RW)

RW5.1

Explain the importance of sustainable management of the environment to Canada's future.

RW5.2

Hypothesize about economic changes that Canada may experience in the future.

THEME 1 Interactions and Interdependence of Treaty 4 First Nations

1.1 Outcome: **Demonstrate and understanding of us, as _____ First Nation(s) People within Treaty 4 Territory.**

Sample Indicators:

Research existing print history of our First Nation, using a variety of searches (eg library, internet, family documents).

Learn the protocol of our family/Nation to visit and learn with community Elders, knowledge keepers, and leaders, and to conduct interviews about the history of the people of our First Nation.

Gather, scan, label and arrange historical photographs of the families in our First Nation and create a historical book, pamphlet, presentation or other display to share.

1.2 Outcome: **Analyze the evolution of us as (Name) First Nation within Treaty 4 Territory.**

Sample Indicators:

Learn and analyze the Creation Story of the people of our Nation, and determine what lessons are within it and how those could be applied those in one's own everyday life.

Practice protocol to invite Elders or other knowledge keepers to seek guidance and knowledge about the history of our Reserve (ie. How we came to live here, what were things like when our relatives first moved onto the Reserve).

THEME 2 Dynamic Relationships

2.1 Outcome: Analyze the historic and contemporary relationship of us, as _____ (Anishinabe/Nakawe, Nehiyaw, Lakota/Dakota/Nakoda) People to the land in Treaty 4 territory.

Sample Indicators:

Study the current land base of our First Nation, showing through maps, illustrations and/or stories how land has been gained or lost over time.

Examine the environmental impacts that affect our relationship with the water, land and air (plants, birds, fish, humans and animals) in our First Nation.

Research what the reserve was like before, during the after the signing of the Treaty in 1874.

2.2 Outcome: Assess the impact of the environment on the lives of us, as _____ (Anishinabe/Nakawe, Nehiyaw, Lakota/Dakota/Nakoda) People living in Treaty 4 territory.

Sample Indicators:

Design a timeline that shows the things that have happened on our reserve since the signing of the Treaty in 1874 and show whether they had positive or negative impacts on our people and community.

Research with your family members the types of transportation your family has used over the generations.

2.3 Outcome: Identify the European influence on us, as _____ (*Anishinabe/Nakawe, Nehiyaw, Lakota/Dakota/Nakoda*) People prior to the signing of Treaty 4.

Sample Indicators:

Explore how historical/traditional values have changed over time, compare and contrast what our community still values today, and what values may have been lost or forgotten. Examine whether traditional values have been replaced by other values.

Develop an historical timeline of the positive and negative influences on our community since the time of Treaty making. Develop a position statement on your personal feelings of the most significant positive, and the most significant negative influences for a class presentation, report or debate.

THEME 3 Power and Authority

3.1 Outcome: Describe the political evolution of us, as _____ First Nation, within Treaty 4 Territory.

Sample Indicators:

Examine the historical timeline of leadership in our community and outline major shifts and influences (both local, federal and provincial) on our First Nation's political structures and governance since the time of Treaty signing.

3.2 Outcome: Explain the purposes and functions of the First Nation governance structures in Treaty 4 Territory, and those patterned on Municipal Provincial and Federal Systems.

Sample Indicators:

Explain some differences between hereditary leadership and current leadership practices and hypothesize why/how changes have occurred.

Design a organizational chart showing where our community fits within both First Nations, Provincial and Federal governance structures across Treaty 4, and in Saskatchewan.

3.3. Outcome: **Develop an understanding of the nature of the Treaty 4 relationship between First Nations and Canada’s federal government and include the history of the British Crown.**

Sample Indicators:

Prepare and present the main issues presented by the First Nations and the British Crown during the treaty negotiations.

Outline what differences may have existed between the First Nations and the British Crown in understanding one another’s point of view during negotiations.

Look at the language used in treaty negotiations by the Crown (Queen = Mother, “my children”, promises) and discuss how language is used to get what you want. How is this same or different than your Indigenous language?

THEME 4

Resources and Wealth

4.1 Outcome: Explain the importance of traditional management of the environment to the future of our _____ First Nation.

Sample Indicators:

4.2 Outcome: Design a plan so that the environment would be protected in the future according to our, _____ First Nation's traditional teachings.

Sample Indicators:

Examine the jobs that are available on your reserve and discuss how other jobs could help your Nation.

Research the land that your reserve has, and look at how this land could be protected for the future generations (look at the resources available, or lost).