

**BIG IDEAS:**

- By studying the past, we can better understand the present.
- The environment has a major impact on daily life on early and present-day societies.

**OVERALL EXPECTATIONS:****Social Studies (Strand A)**

**Inquiry:** use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

**LEARNING GOALS:**

- Understand the interrelationships between the environment and the life of members of the Mississaugas of the Credit First Nation.
- The land remains important to the Mississaugas of the Credit First Nation and must be protected for future generations.

**Notes about lessons:** It is important that these activities are completed in order, as they build off of one another. They are titled as ‘lessons’ however, the explorations may end up unfolding over several periods or days. They may also serve as starting points for deeper inquiry and knowledge building. Although the activities are written up as “lesson plans” it is important to be responsive to student ideas, questions, insights, and misconceptions as you move through the learning. It is best to position yourself as a co-learner, but understand your power and responsibility as the educator in the classroom to disrupt racist/oppressive ideas, language and internalized biases that arise.

\*\*It is important that, before beginning this series of lessons, the teacher has spoken directly with any Indigenous students and their families, informing them about the upcoming subject matter (Residential Schools, The Indian Act, colonial structures). Accommodations may need to be made in order to avoid placing racialized students in uncomfortable, or traumatizing situations. For guidance as to how to navigate this respectfully, please contact your Board FNMI Team, or check out the following from Ontario Federation of Indigenous Friendship Centres: [Trauma Informed Schools](#)

**NOTE :** There are many opportunities within these lessons to branch off into inquiry (specifically in Science and SS). These lessons simply provide a framework and ensure that Indigenous Perspectives is embedded when diving into both the science and SS curriculums.

Any opportunity to integrate a visit from a community member, Knowledge Keeper or Elder from your Treaty Partners would be excellent within the context of these explorations.



## LESSON 1: THE TREATY LANDS AND TERRITORY OF THE MISSISSAUGAS OF THE CREDIT FIRST NATION & GREENBELT

- Use the resource *The Mississaugas of the Credit: Historical Territory, Resource and Land Use* as a guide
- This activity can either be done in groups or individually
- Provide students with a copy of the Treaty Territory map found on the Mississaugas of the Credit First Nation's website: <http://mncfn.ca/about-mncfn/treaty-lands-and-territory/>. There is also an [online version](#) of the Greenbelt Map that is easily manipulated and allows students to see all of Southern Ontario.
- The teacher may need to help students locate the following locations on each map.
  - Mississaugas of the Credit First Nation
  - The Credit River
  - Longpoint
  - Lake Erie
  - Niagara River
  - Thames River
  - River Rouge
- Students will compare the two maps to determine how much of the Greenbelt, as well as the communities within the Greenbelt, fall within the Treaty Territory of the Mississaugas of the Credit First Nation.
  - What are some important areas around the school that are protected within the Greenbelt? (i.e. Escarpment, Credit River Watershed, Farmland in Flamborough).
  - Using the handout "Life in the territory of the Mississaugas of the Credit during the 1700s" (adapted from *The Mississaugas of the Credit: Historical Territory, Resource and Land Use*) and the Greenbelt Map, students should locate (either specifically or generally) parts of the Greenbelt that are/were important/sacred areas to the Mississaugas of the Credit (i.e. Credit River Watershed)
    - Why is the particular location of the Credit River Watershed so important to the Mississaugas of the Credit?
    - What is the history of the Credit River?
- Question for further discussion: The Mississaugas of the Credit were forced to leave their village at the mouth of the Credit River in 1847 for their reserve located near Hagersville. What do students think how such a move would impact the First Nation - particularly since there is no water access to the reserve. [This might be a good opportunity to watch Carolyn King's video](#)

## LESSON 2: OUR COMMUNITY'S CONNECTIONS WITHIN THE TREATY LANDS AND TERRITORY

- This activity can either be done in groups or individually
- Using the maps from Lesson One, students are asked to locate their school/home community's location within the Treaty Lands and Territory of the Mississaugas of the Credit First Nation, as well as the Greenbelt.
- Applying the knowledge they learned in Lesson One, students are asked to report on the history and use of the land their school/home community is located on. How does the land they are on right now connect them to the Mississaugas? What was the relationship of the land to the Mississaugas of the Credit First Nation? How is the land they are on still important to the Mississaugas of the Credit First Nation?
- As the educator you may decide to have students engage in some formal reflection around these questions, through written work, oral, visual art, or drama

## LESSON 3: TOUCHING THE LAND

Now that we have learned about the land, this activity asks students to consider the footwear Indigenous Peoples wore within their territories. Carolyn King selected the image of a moccasin for the Moccasin Identifier because it represented the point of contact between the people and the land. By exploring the different images developed for the Moccasin Identifier, students will learn about the different Indigenous Nations that exist within their territory.

- Applying the knowledge they learned in Lessons One and Two, students are directed to [Philip Cote's website](#) which includes images of all the stencils developed for the Moccasin Identifier. Students are asked, in groups or individually, to locate the territories of all the Nations represented by Cote's designs using [www.native-land.ca](http://www.native-land.ca).
- The relevant Indigenous territories can be overlaid onto the maps created in lessons 1 and 2 - these maps can be displayed in class to highlight the territory [ies] their community is located in.
- An additional layer can be added to include the relevant Treaties and/or languages (available options on [www.native-land.ca](http://www.native-land.ca)) for their territory.

## LESSON 4: DIGGING DEEPER

Once students have identified the Indigenous Nations that live/lived in their territory, they are divided into groups to learn about them. The amount of groups will depend on the number of Nations within the territory - you may have multiple groups look at different aspects of the same Nation.

Resources can be found at [www.goodminds.com](http://www.goodminds.com), including these suggestions:

- [Ojibwe History and Culture](#), (Native American Library), paper ed
- [Cree History and Culture](#) (Native American Library), hardcover ed
- [Iroquois, The \(Native Am. Series\)](#) [Unfortunate that they use the term "Iroquois" - it is an older resource, but is approved by Goodminds]
- Each group can share their learning back to the class about their Nation, and whatever specific aspects that they may have been asked to focus on. An important question that could be asked of the students is to find out where those Nation's reserve communities are located today (keeping in mind that members of those Nations can live anywhere, including the school's community).

## LESSON 5: MARKING THE CLASSROOM WITH THE MOCASSIN IDENTIFIER[S]

- As a class stencil the Moccasin Identifier as a group exercise to ground your learning.
- Consider creative ways to stencil with layering colours, to add dimension and depth.

With all of the learning gathered during the previous lessons, we are now able to mark the classroom with the relevant Moccasin Identifiers.

- Before marking this space with the relevant Moccasin Identifier[s], pose the following questions to students: *By marking this space, how are we connecting it to its history with the Indigenous Peoples of this land? What histories do these symbols remind us of? How does this marker preserve the history and identity of your territory's Indigenous Nations? What responsibilities do we have in preserving the Indigenous history of this land?*
- Teacher and students mark the space with the relevant Moccasin Identifiers (identified in Lesson 3).

