

GRADE 4

EDUCATION KIT

BIG IDEAS:

Human activity and the environment have an impact on each other.

The environment has a major impact on daily life in early and present day societies.

Human activities should balance environmental stewardship with human needs and wants.

OVERALL EXPECTATIONS:

Language Overall Expectation

A3. Applications, Connections and Contributions

Social Studies STRAND B (B1, B2, B3)

LEARNING GOALS:

- Students understand the interrelationships between the environment and the life of members of the Mississaugas of the Credit First Nation.
- Students understand that 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. While they are titled as “lessons,” 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 may arise.

Because self-identification is confidential, you may not know who the Indigenous students in your classroom are. It is important to create an environment that is mindful of, and responsive to, student well-being when learning sensitive content, which includes respecting Indigenous students’ right to opt out. Informing all students and families about the upcoming subject matter can support learners in the classroom. 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 First Nations, Métis and Inuit Education Team, or review 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 Social Studies). These lessons simply provide a framework and ensure that Indigenous perspectives are embedded when diving into both the science and social studies 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 & CREDIT RIVER

- **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: [Treaty Lands & Territory – Mississaugas of the Credit First Nation \(mncfn.ca\)](https://mncfn.ca)
- 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*), students should locate (either specifically or generally) parts where they live that may be important or sacred areas to the Mississaugas of the Credit (i.e., Credit River Watershed).
 - *What is the history of the Credit River?*
 - *What is the original name and meaning of the Credit River?* [See The Mississaugas of the Credit River.](#)
 - *How did the Credit River get its name?*
 - *Why is the Credit River significant to the Mississaugas of the Credit First Nation?*
 - *What was the Credit River used for in the past and what is it used for today?*
- **Question for further discussion:** The Mississaugas of the Credit were forced to leave their village at the mouth of the Credit River in 1847 and move to their reserve located near Hagersville. How do students think 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 [this video](#) from Carolyn King, founder of the Moccasin Identifier.**
- Applying the knowledge they have learned, **ask students 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, orally, visual art or drama.



LESSON 2: TOUCHING THE LAND

Now that you 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.

- Have students write or draw their learning as a reflection, and add all of them to a class chart to make student thinking visible.
- Applying the knowledge they learned in Lessons 1, direct students to [Philip Cote's website](#), which includes images of all the stencils developed for the Moccasin Identifier. Ask students, in groups or individually, to locate the territories of all the Nations represented by Cote's designs using [the University of Maine's Canadian-American's Coming Home map](#).
- The relevant Indigenous territories can be overlaid onto the maps created in Lessons 1. These maps can be displayed in class to highlight the territory or territories their community is located in.
- An additional layer can be added to include the relevant Treaties and/or languages (available for their territory).



LESSON 3: DIGGING DEEPER

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

Resources can be found at the respective First Nations website or the Indigenous Peoples Atlas, including these suggested resources:

- [*Ojibwe History and Culture*](#), (Native American Library), paper ed
- [*Cree History and Culture*](#) (Native American Library), hardcover ed
- [*Haudenosaunee \(Iroquois\) - The Canadian Encyclopedia*](#)
- Find a river or an important landmark in your community. Research the Treaty area that it is located in and its Indigenous name.
- **Research** where the Treaty Partner's reserve communities are located today (keeping in mind that members of those Nations can live anywhere, including the school's community).
- Each group can **share** their learning back to the class about the Nation they researched, and the name and meaning of their river or significant landmark, showing their understanding of the place and its relationship to Indigenous Peoples.



LESSON 4: MARKING THE CLASSROOM WITH THE MOCASSIN IDENTIFIER(S)

- As a class, you can now **stencil Moccasin Identifier** 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 Identifier(s).
- 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 Identifier(s).