

Choice Project: Design Treaty Walk Land Experience

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ECCU 400

Wednesday, February 13th, 2019

A.

Field Trip Itinerary:

Approximate Times	Activity
9:00am	Bus picks up; leave for Wanuskewin
9:30am	Arrive at Wanuskewin; Orientation
9:40am	Introduction in theatre
10:00am	Tour (Cultural Awareness)
11:00am	Free time to explore park
12:00pm	Lunch
1:00pm	Tour (A Step Back in Time Walk)
2:00pm	Traditional dance performance
3:00pm	Board bus
3:30pm	Arrive at school

Letter of Intent – Wanuskewin Field Trip:

Date: Wednesday, February 13th, 2019

We are proposing a field trip to Wanuskewin Heritage Park for our Grade 4 students on February 13th, 2019. The purpose of this trip is to provide our students with the opportunity to engage in programs that provide experiential and interactive learning experiences that go beyond the classroom. In addition, the programs offered by Wanuskewin Heritage Park are specifically designed to meet the Saskatchewan Curriculum. We have carefully chosen two of the many tours offered by the park that we believe best fit the curriculum outcomes and what the students have been learning: The Cultural Awareness Program and A Step Back in Time Walk. In addition to these tours, the students will also have the chance to have free time to explore the park and watch traditional dance performances.

Since these programs will allow the students to learn more about Treaty Education and the Indigenous cultures from the point of view of the Indigenous Peoples, we believe that this field trip will be an extremely valuable learning experience for them. Additionally, the students will be learning about these topics in the ways that the Indigenous cultures traditionally does their

teachings – such as through storytelling, dancing, and hands-on learning – which we believe will also help the students enrich their understandings of the Indigenous cultures.

In addition to aligning with Treaty Education and Social Studies outcomes, this field trip will also tie into outcomes from other subjects, such as Arts Education, English Language Arts, Physical Education, and Science:

- Arts Ed:
 - [CP4.1](#): Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.
 - [CH4.2](#): Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.
- English Language Arts.
 - [CR4.4](#): Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).
- Physical Education
 - [PE4.13](#): Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.
- Science
 - [HC4.3](#): Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.

We look forward to this opportunity and hope that it will be possible.

Thank you,

Mikaela Deguzman & Skylla George

B.

Overview of Place:

Wanuskewin is [located](#) on Treaty 6 territory, just 5 minutes out of Saskatoon (15 minutes from downtown) and was the home of the Northern Plains Indigenous Peoples. It was the land on which they lived on, hunted, and gathered. Today, Wanuskewin is known as Wanuskewin Heritage Park and is a non-for-profit organization that is under provincial government legislation run by both Aboriginal and non-Aboriginal members. Today, it is often difficult for people to find places or resources with accurate representations of the Indigenous cultures or ones that follow true traditional practices, as Chelsea Vowel states in her book *Indigenous Writes*,

“Many Indigenous peoples have been disconnected from their own cultures because of residential schools, the Sixties Scoop, and ongoing fostering-out into non-Indigenous families. When these people want to learn more about their own culture, they have to wade through so many inaccuracies that it can feel impossible at times to reconnect. Non-Indigenous peoples with a real interest in Indigenous cultures face this, as well.” (Vowel, 2016, p. 88)

With that, Wanuskewin is fortunate to have a council that is represented by Elders of various First Nations communities who ensure that the programs, planning, and continuity of Wanuskewin follow the traditions of the First Nations communities.

The organization states that they have a vision of being a living reminder of the peoples’ sacred relationship with the land and will do this by spreading their understandings and appreciation of the cultures of the Northern Plains Indigenous Peoples. Some of their values include honouring the elders, authenticity, bridging cultural understanding, mutual respect and trust (reciprocity), celebrating diversity, spirituality, partnerships, and sustainability and stewardship of the land.

Their [positioning statement](#) is “Wanuskewin is a global centre of excellence in fostering education and respect for the land based on expressions of Indigenous culture, heritage and arts”. With that, Wanuskewin is a beneficial and resourceful place for educators to help them with teaching Indigenous and Treaty Education. In addition, their [programs](#) are designed to meet the Saskatchewan Curriculum, allowing them to make connections to what is being learned in the classroom. Furthermore, these programs provide unique and educational experiences for all ages. Some of these experiences include walks on the Opimihaw Valley, viewing and handling

traditional artifacts, learning about traditional medicines and practices, learning words in Cree, watching traditional dances, and plenty of hands-on experiences.

The name Wankuskewin originated from the Cree term *wânaskêwin*, which means "being at peace with oneself". *Wânaskêwin* revolves around the three course themes of Treaty Education – *miskâsowin*, *tâpwêwin*, and *miyo-wîcêhtowin*, as being at peace with oneself cannot be done without finding one's sense of origin and belonging (*miskâsowin*), speaking the truth (*tâpwêwin*), and getting along with others (*miyo-wîcêhtowin*). Thus, making Wanuskewin a good place to start a Treaty walk.

C&D.

Plan for Integration & Curriculum Outcomes and Indicators

Pre-visit activities:

Social Studies [DR4.3a](#): Locate Treaty areas within Saskatchewan and locate reserves within the Treaty area of the school. This would be an ideal activity to have students participate in before the field trip to Wanuskewin. We would use the Saskatchewan map and have students fill in where the numbered treaties are. Along with this, we would also teach what each treaty was promised, what they were not promised, and what they did not receive, who was involved in each, which nations, which languages they spoke. This also connects to [TR41](#): Analyze how relationships are affected when treaty promises are kept or broken. [DR4.3d](#): We will discuss the impact on relationships when promises are kept or broken. We will also assess the benefits of Treaties to all Saskatchewan people by looking at examples of how we have been personally affected. This will be beneficial for the students to understand the importance of treaties and the place we will be visiting. In addition to the Treaty Education theme for grade 4, we will also do a modified version (to ensure it is developmentally appropriate for the students) of the blanket exercise along with a debrief at the end to help the students gain a better understanding on how the treaties have been broken. This ties into the outcomes and indicators of [Treaty Education](#) for the fourth grade as the theme is understanding how treaty promises have not been kept. With that, students will be able to identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled. When we get to Wanuskewin, the students will have a clear example of the effects of unfulfilled treaty promises. This will be a long lasting idea that we will carry on with our students for any new place that they may go. Science [HC4.1a](#): We

will have students identify the plants and animals which can be found in the area of waneskuwin. This will be impactful for when the students are informed of what used to be there. So that they realize what had been taken away when treaties were signed.

During-visit activities:

During the trip, students will have the opportunity to watch a traditional dance performance. Social Studies [IN4.1c](#): Students will be able to explain the significance of dance and music to First Nations and Métis peoples and its contribution to Saskatchewan intercultural development. We will also be carrying on with the idea of how crucial arts expression is to the Indigenous culture in the classroom. English Language Arts [CC4.3j](#): Students will use oral language to share their thoughts/responses in pairs, small groups, and large group throughout the day. Treaty Education [HC43](#): Students will have the opportunity to explore the historical reasons why people entered into treaties. This will be learning about how people used the land before the community students are living in was formed and recognize that treaties provided the opportunity for newcomers to live on and share the land. Science [HC4.3](#): On one of guided tours “A Step Back In Time Walk” students will learn about life before colonialism. This will provide them with the opportunity to assess intended and unintended consequences of human-caused changes to habitats.

Post-visit activities:

Aboriginal Languages k-12: Students will gain the ability to use listening to understand the meaning of Indian or michif languages ([Saskatchewan Education, p. 23](#)). During the field trip, we will be on a group tour called “Cultural Awareness” that offers many cultural appreciation tools for the students. One is that they will learn some cree words along with their meanings. This is an aspect that we would like to carry and develop our student's knowledge in this area. Students will learn words, phrases, and sentences associated with greetings. Set up a situation where two people greet one another (eg. friends who haven't seen each other in a while). Discuss what they might say. Introduce the appropriate greeting and response. Have students practice. When you are sure they can say the words correctly, have students working in pairs, taking turns giving the greetings and response, as they role play greeting situations. This can turn into a daily ritual with you and your students. You can now greet the students as they come to the class using the learned greetings and have them respond with appropriate responses. English Language Arts [CC4.1a](#): They will also be given multiple options for a reflective writing assignment after the field trip. Arts Education [CH4.2c](#): We will discuss the effects that unfulfilled treaty promises had, and continue to have,

upon arts expressions and daily lives of First Nations people. During the field trip, we were able to experience traditional dance of Indigenous peoples. We would like to further our students' knowledge of the importance of art in Indigenous culture. We will show our students work of First Nations artists and have them respond to what issues these pieces are trying to express.

References

- Saskatchewan Curriculum. (n.d.). Retrieved February 11, 2019, from <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/>
- Saskatchewan Ministry of Education. (2013). *Treaty Education Outcomes and Indicators*. Retrieved February 11, 2019, from <https://www.edonline.sk.ca/bbcswebdav/library/materials/english/docs/Treaty%20Education%20Outcomes%20%26%20Indicators%20-%20Feb%2021%202013.pdf>
- Vowel, C. (2016). *Indigenous Writes: A guide to First Nations, Metis, & Inuit issues in Canada*. Winnipeg, MB: Highwater Press.
- Wanuskewin Heritage Park. (n.d.). Retrieved February 11, 2019, from <https://wanuskewin.com/>