

Focus:

Students accept responsibility for restoration and preservation of the environment as a result of investigation and gathering evidence.

Curriculum Connection:**5.6.9.**

- Recognize evidence of human activity and recognize evidence of animal activity in a natural outdoor setting
- Investigate evidence and link it to a possible source

Teacher Preparation:

It may be helpful to review the teacher preparation from “Indigenous Investigation” and “Mirror Lake” prior to teaching this lesson.

Preview the video “Water Spirit” prior to teaching this lesson.

Materials and Resources Required:

- » DVD/Online Video “Water Spirit”
www.sacredrelationship.ca/videos
- » Computer/printers or pens and paper

Key Learnings:

- » We are all capable of seeking baseline information through the stories of people who have lived in the area for a long time, or those who have had stories passed down to them
- » We are all capable of gathering evidence through observation and by comparing what we see in the present to the stories that we hear about the past when nature was in balance
- » We all have a responsibility to do our part to protect and preserve the environment once we have identified sources of eco-destruction through investigation and the gathering of evidence

Launch:

Remind students that in the lessons involving the film with George (Indigenous Investigation) and with Violet (Mirror Lake) we experienced Aboriginal investigations in which the Aboriginal Scientists (Elders) spoke of:

- » Baseline information from their own experience and stories from their Elders,
- » Evidence observed regarding what is happening currently in their environments and compared this information to the baseline information, and
- » Proposed action for reparation of the environment based on what they have identified as the source of the negative impacts.

Tell students that it is now their turn to develop their own investigation and that they will be able to do so with the Blackfoot Elder, Leo, in the next video.

Instruct students that they will need to design their own investigation in which they will:

1. Identify baseline information referred to in the film or that they know to be valid from previous learning about nature in balance.
2. Record evidence of change that indicates negative impacts of human activity on the environment.
3. Make inferences about the sources of the negative changes.
4. Develop proposed actions for reparation of the situation.

Activate:



Set students up with access to the video “Water Spirit” so that they can view the video, stop it, start it and focus on parts that they need to focus on more than others.

This may be best accomplished in a computer lab.



Have students work in pairs or small groups to complete the task of developing their investigation. Each group will need to be able to manage their own viewing and examination of the video in order to pull the information needed for the development of their investigation. Students will be responsible to determine the format of their own investigations.

Connect:

Post final versions of the student investigations on a bulletin board within the classroom for other groups to review and compare.

As a final exercise in this unit have students write a letter to the editor, to an environmental advocacy group, letter to an MLA or MP or develop a public service announcement to bring awareness to environmental destruction issues that they have identified through their work on investigation and evidence gathering from an Aboriginal perspective. Support students to ensure that they send their letters and find ways to have their public service announcements printed; even if just in school newspapers and newsletters, school websites etc.

Note To Teacher

Environmental protection is central to Indigenous ways of being in this world. It is one of the cornerstones of Aboriginal life in Canada; Indigenous people have understood their duty, as children of the earth, to protect her and preserve her health. In this lesson, students are given the opportunity to recognize their own power and responsibility as Canadians to protect our land, rivers and lakes.



DID YOU KNOW?

IN THE FALL OF 2012 THE FEDERAL GOVERNMENT PASSED BILL C45, WHICH INCLUDED CHANGES TO THE NAVIGABLE WATERS PROTECTION ACT. AS SUCH, THE FEDERAL GOVERNMENT HAS REMOVED ITS PROTECTION FOR THOUSANDS OF LAKES AND STREAMS THROUGHOUT CANADA. AS A RESULT, THESE BODIES OF WATER ARE NOW OPEN FOR DEVELOPMENT AND THUS COUNTLESS PLANTS, ANIMALS AND BIRDS AND ENTIRE ECOSYSTEMS WILL BE VULNERABLE AND WITHOUT THE SAFEGUARD OF THE GOVERNMENT PROTECTION THEY HAD FOR DECADES.