

Teachings of the Seven Sacred/Seven Grandfathers



Basic Level Teachings

Unit 1

Learner Manual

Ontario Native Literacy Coalition

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Note: This resource contains internet website links that over time may become broken or not work correctly. When this happens, the user is encouraged to search for comparable website links that correspond to unit topics. The user may need to adjust lessons and tasks accordingly.

Overview

Unit Description

The traditional concepts of respect and sharing, that form the foundation of the Indigenous way of all life, are built around the seven natural laws or sacred teachings. Each teaching honours one of the basic virtues that are necessary for a full and healthy life. Each can be seen as an animal to point out that all our actions and decisions affect the world we live in. The animal world taught man how to live close to the earth. For those who follow the traditional Indigenous way, the respect for all life is based in this connection between the animal world, man, and the environment.

Lesson Timelines

Lesson #	Title	Time
Lesson 1	Legends of the Seven Sacred/Seven Grandfather Teachings	140 minutes
Lesson 2	Respect	140 minutes
Lesson 3	Wisdom	140 minutes
Lesson 4	Love	140 minutes
Lesson 5	Bravery	140 minutes
Lesson 6	Humility	140 minutes
Lesson 7	Honesty	140 minutes
Lesson 8	Truth	140 minutes
Lesson 9	Culmination Activity	130 minutes

Unit Expectations

This unit will provide you with the legend of the origin and history of the Seven Sacred Teachings and/or Seven Grandfathers. You will have an opportunity to explore the relationship between these teachings and traditional cultural practices and beliefs.

You will:

- learn about the important role that animals play in our teachings and Indigenous heritage
- explore the relationships among language, culture, traditions, and identity
- demonstrate an understanding of how Indigenous identity is linked to the physical environment
- demonstrate the perception and knowledge you acquire from this unit

Understanding Skills for Success

What are Skills for Success in Canada?

In May of 2021, the Essential Skills framework underwent an update based on an evolving labour market, the results were the new Skills for Success. The 9 Skills for Success are skills that help you in this new information age that has quickly changed the world. These skills benefit everyone and can help to secure employment, progress in your current employment, or assist in changing to a new employment. These skills also assist everyone adapting to different areas of one's life beyond work such as with social interactions and life skills.

Why Skills for Success?

Skills for Success are the skills needed to participate and thrive in learning, work, and life.

Skills for Success include foundational skills for building knowledge and are important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

Skills for Success are for everyone – employers, workers, training providers, governments, and communities.

(Employment and Social Development Canada,
2021 <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>)

Skills for Success development goes beyond work-skills training. It is important that literacy practitioners, employers and others recognize that developing Skills for Success can be very positive for adult learners and employees.

Research indicates that Skills for Success development is associated with:

- Greater independence
- Increased self-respect
- Effective problem solving and communication
- Better overall health and well-being
- Higher learning and earning potential
- An increased ability to use technology
- Flexibility and the capacity to adapt to change

The Nine Skills for Success are:

Adaptability
 Collaboration
 Communication
 Creativity and Innovation
 Digital
 Numeracy
 Problem Solving
 Reading
 Writing



Descriptions for the nine skills can be found at <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

This resource suggested Skills for Success competencies:

Reading, Writing, Communication, Creativity & Innovation,

Competency Task Group & Indicator Level: Ontario Adult Literacy Curriculum Framework

Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F

This resource suggested OALCF competencies:

A1- A1.1, A1.2, A2- A1.2, A3
 B1 – B1.1, B1.2, B2 – B2.1, B2.2
 D – D.1
 E – E.1, E.2, F

Lesson 1: Legends of the Seven Sacred/Seven Grandfathers Teachings

Lesson Expectations:

You will:

- be introduced to the Seven Sacred teachings/Seven Grandfathers legend
- understand how each teaching relates to the history of our identity
- engage opportunities to continue to seek knowledge in their heritage
- Skills for Success: reading, collaboration, and conversation
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- your teacher will provide the story for this lesson

Recommended Alternative Readings:

The Seven Grandfather Teachings

<https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/>.

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don't know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 1:

responsibility	harmony	corruption	instructed
curious	knowledge	vessel	ceremony
integrity	escorted	obstacles	meditation

ACTIVITY 2: Prior Knowledge of the Seven Teachings

- Take a look at the chart on the next page and think about what you already know about these teachings. You can do this on your own or with help from the teacher or one of

the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about the Seven Sacred or Seven Grandfathers teachings? Do you have any connection or experiences with Seven Sacred or Seven Grandfathers teachings? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about these teachings with the class. Ask any questions you have.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the legend of The Seven Grandfathers and the Little Boy, found in, Mishomis Book: The Voice of the Ojibway. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are unsure about.

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.

Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.
Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which can be found on page 6. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

Your teacher, partner, or small group may help with this part of the lesson.

The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your

teacher, partner, or small group.

Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- You may choose to write about what each teaching means to you and how you could use these teachings in your life.
- If you feel one of the seven teachings is more important than the others, explain which one and why you think it is.
- If you had to choose seven teachings, what would they be and why?

ACTIVITY 7: Defining My Seven Sacred / Seven Grandfather Terms

Please read the instructions for this task (on page 10) before beginning the work. You may do the work on your own, with a partner or in a small group.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 1
The Seven Sacred Teachings/Seven Grandfathers

Answer the following questions from The Seven Grandfathers and the Little Boy story in full sentences, using capitals and proper punctuation.

1. Who is Osh-ka-bay?

2. Why do you think Osh-ka-bay choose a baby boy to take to the Seven Grandfathers?

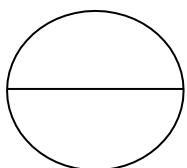
3. How old was the boy when they returned to the lodge of the Seven Grandfathers?

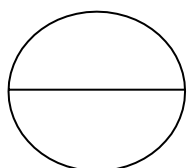
4. Who helps the boy return to his people?

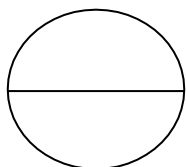
5. What are the special shells called?

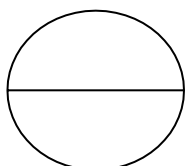
Defining My Seven Sacred/ Seven Grandfather Teachings Terms

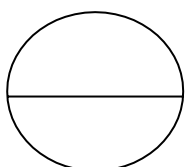
Fill in each circle with the name of one of the teachings provided from the legend. Write a short explanation of what each one means to you. It could be one word, one phrase or a complete sentence. (Hint: refer to the legend for assistance).

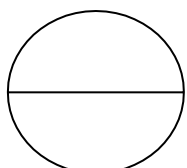


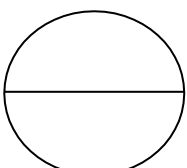












Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 1 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ol style="list-style-type: none"> 1. read the text independently 2. guided reading (small group of students read text together) 3. shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 2: Respect

Lesson Expectations:

You will:

- be introduced to the idea that respect is not only between one people but continues to all aspects of life including animals, plants, and all things living and non-living.
- understand how this teaching relates to the Anishinawbe culture.
- have the opportunity to continue to seek knowledge on this teaching.
- Skills for Success: reading, collaboration, conversation, and creativity & innovation
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer and access to the internet
- a dictionary
- the story “Eagle Feather, an Honour” by F. Plain or teacher to provide the story.

Recommended Alternative Readings:

“Sacred Feathers” *Pass the Feather*, <https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3>.

Eagle War Feathers

<http://www.firstpeople.us/FP-Html-Legends/EagleWarFeathers-Cheyenne.html>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don’t know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 2:

respect	legend	medicine	Mishoomis
Nookomis	observe	traditional	chant
moccasins	surroundings		

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart on the next page and think about what you know about Respect. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about respect? In your experiences, where have you shown respect for people, place or things, living or non-living? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about respect with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about; this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the story Eagle Feather by f. Plain. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about.

Reading Text

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.

Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson on pg. 14. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- Do you think it is important to be respectful? If so, why?
- What do you think it means to show respect?
- How do you show respect for yourself and your family?

ACTIVITY 7: Feather Activity

Reflect on the teaching and legend from this lesson and what you know about respect.

- Read the instructions before beginning. The eagle feather picture is on page 15.
- Write the name of people, places, or things that you respect. These could be living or non-living things.
- Colour and cut out feathers.
- Complete as many as you as you can and place creatively on display board or around the classroom.
- Your teacher, partner, or small group may help with this part of the lesson.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 2

Respect

Answer the following questions in full sentences, using capitals and proper punctuation.

1. What is the boy's name in the story?

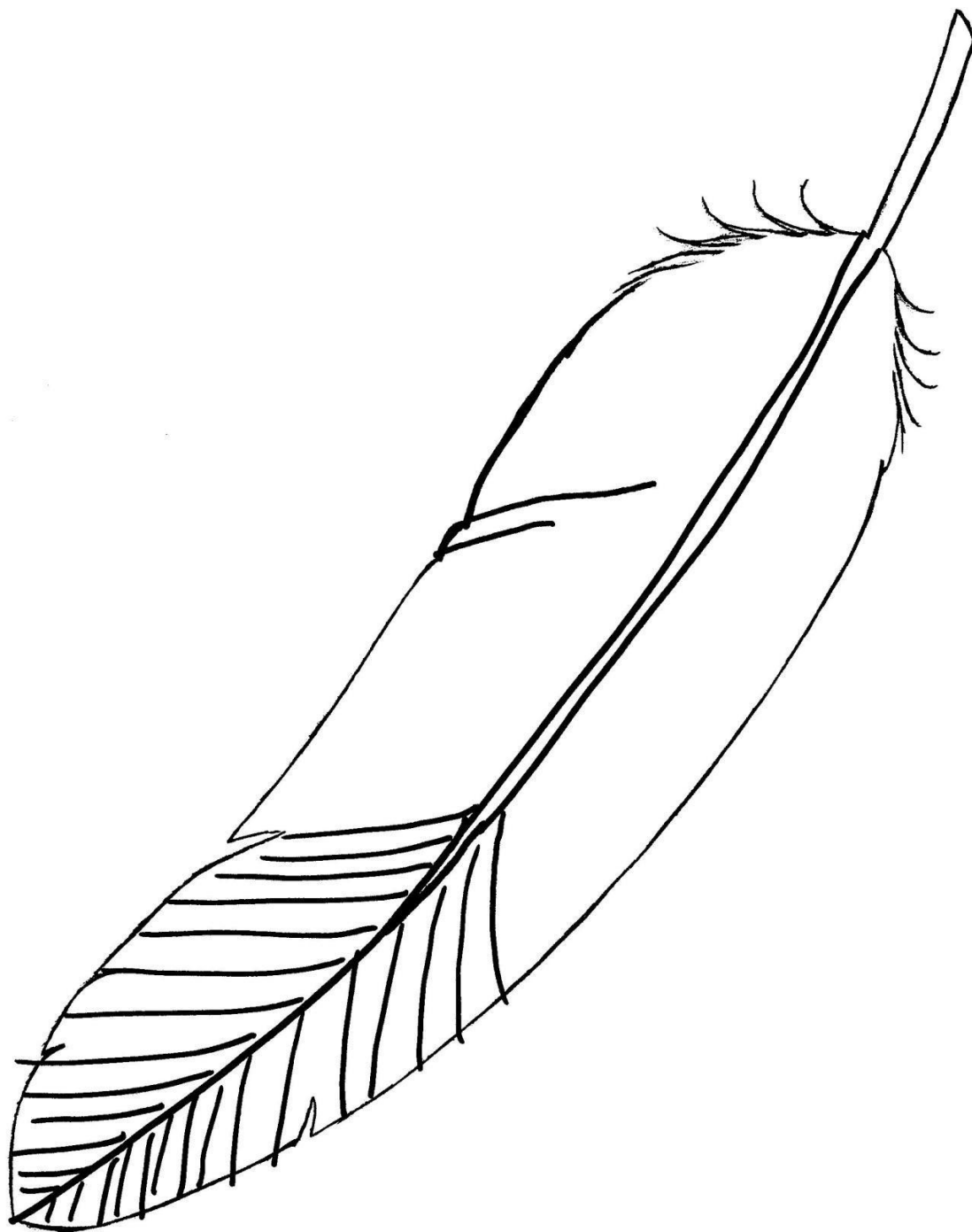
2. What does "wiiabawaa" mean?

3. What is the highest honour given to an Anishinaabe?

4. What did the chief give to the boy?

5. Why do you think the boy received the eagle feather?

Feather Activity - Respect



Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 2 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <p>6. read the text independently</p> <p>7. guided reading (small group of students read text together)</p> <p>8. shared reading (teacher/peer read text to student)</p> <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 3: Wisdom

Lesson Expectations:

You will:

- learn that wisdom does not come from age but from knowledge and experience
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge about this teaching and your own heritage
- Skills for Success: reading, writing, collaboration, and problem solving
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- the story “Siha Tooskin Knows: The Sacred Feather by C. Bearhead and W. Bearhead. or your teacher will provide the story for this lesson.

Recommended Alternative Readings:

A Sacred Story (Anishinabe)

<http://www.firstpeople.us/FP-Html-Legends/ASacredStory-Anishnabe.html>

The Wisdom of the Willow Tree

<http://www.firstpeople.us/FP-Html-Legends/TheWisdomOfTheWillowTree-Osage.html>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don't know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 3:

wisdom	government	Saskatchewan	hoisted
passenger	usually	familiar	motioned
confused	tobacco	shadow	bannock

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart on the next page and think about what you know about

Wisdom. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about wisdom? In your experiences, do you feel you have acquired wisdom? Why or why not? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about wisdom with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about; this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the legend, Siha Tooskin Knows: The Sacred Eagle Feather, or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about.

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferring: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.
Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?

Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 22. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

Your teacher, partner, or small group may help with this part of the lesson.

The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.

Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- How does this story teach wisdom?
- What do you think wisdom means?
- Describe a time when you have experienced wisdom.

ACTIVITY 7: Story Sequencing

Story sequencing is an activity where you describe the order of events that take place in a story.

- Student is to read instruction for the task on page 23 and complete the exercise in the space provided on page 241. Your teacher, partner, or small group may help with this part of the lesson.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 3 - Wisdom

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Where did Paul wake up?

2. Where did Paul and his Mitsoshin go after breakfast in the truck and why?

3. Why is the eagle important to the Anishinaabe?

4. However you acquire an eagle feather, what did Mitsoshin tell Paul to do?

5. In the story, what does Mitsoshin tell Paul why we use eagle feathers?

6. What does Mitsoshin do before he leaves the riverbank and why?

Story Sequencing Activity

Sequence of Events:

- Read the sentences.
- Cut them out and rearrange them to match how things happened in the story.
- Glue the sentences in the correct order on next page.

1	Paul and his Mitoshin climb into the truck and drive to the riverbank.
2	Just when Paul was finishing his last bite of Bannock, Mitoshin walked into the kitchen.
3	Paul wakes up in the cozy spare bedroom at Mugoshin and Mitoshin's house.
4	Before they leave the riverbank, Mitsoshin offers tobacco to the Creator and gave thanks for the gifts.
5	Paul and Mitoshin walk down the riverbank searching for eagle feathers.
6	When Paul got to the kitchen Mugoshin was there making breakfast and setting dishes out on the table.
7	Mitoshin gives Paul the importance of the eagle and eagle feathers.

The Sacred Eagle Feather

1	
2	
3	
4	
5	
6	
7	

Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.

Describe what you did not like about this lesson and why didn't you like it.

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 3 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 4: Love

Lesson Expectations:

You will:

- learn that the message of love comes from the heart and carries on to those we love
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge about this teaching and your own heritage
- Skills for Success: reading, writing, collaboration, and communication
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet, a dictionary
- the story “The First Strawberries” by J. Bruchac, or your teacher will provide the legend/story for this lesson

Recommended Electronic Version:

The Strawberry Legend (Cherokee)

<https://www.firstpeople.us/FP-Html-Legends/TheOriginofStrawberries-Cherokee.html>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don't know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 4:

lonesome	prepare	instead	angry
expect	beauty	foolish	attention
glistered	quarreled	Cherokee	friendship

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart on the next page and think about what you know about Love. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about love? Can you identify the different types of love in your life? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about wisdom with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the legend, The First Strawberries, <https://www.firstpeople.us/FP-HTML-Legends/TheOriginofStrawberries-Cherokee.html> or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about.

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.

Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 31. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- Why do you think strawberries are associated with love?
- There are many different types of love. Do you think one is more important than the others? If so, why?
- Why do think love is one of Seven Sacred/Seven Grandfathers teachings?

ACTIVITY 7: The Strawberry Represents Love

Reflect on the teaching about Love and complete the activity on page 32 that represents love. You may do this on your own or with help from your partner or small group.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 4 - Love

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why was the woman angry?

2. Who helps the man?

3. Name, in order, the fruit the sun shone on to help the man.

4. In the story, what is the significance of the strawberries?

Strawberry Represents Love

Instructions:

Draw the shape of a strawberry and colour it.

Write, draw, or find pictures, words, or phrases that represent people, places, and things that you love.

Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.

Describe what you did not like about this lesson and why didn't you like it.

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 4 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 5: Bravery

Lesson Expectations:

You will:

- learn that being brave means to complete a task even in the mist of danger or personal sacrifice.
- understand how this teaching relates to the Anishinawbe culture.
- have an opportunity to continue to seek knowledge about this teaching and your own heritage.
- Skills for Success: reading, writing, and collaboration
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- the story “The Great Flood” from the book The Mishomis Book: Voice of the Ojibway by E. Benton-Banai pp. 29- 34, or your teacher will provide the legend/story for this lesson.

Recommended Alternative Readings:

The Great Flood (Ottawa Algonquin)

<http://www.firstpeople.us/FP-Html-Legends/TheGreatFlood-Ottawa.html>

The Creation Story – Turtle Island

http://www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don’t know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 5:

bravery

harmonious

functioned

cease

purify

adventure

characteristics

mistakes

balance

sacrifice

regained

hopeless

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart below and think about what you know about Bravery. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
<p>What do you know about bravery?</p> <p>In your experiences, have you ever displayed bravery even in the midst of danger? If so, when did it happen and what were the circumstances?</p> <p>Do you have any questions about this topic before you begin reading the legend?</p>	<p>Share what you know or have heard about wisdom with the class.</p> <p>Ask any questions you have about respect and what it means.</p>
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart on the next page. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read legend, The Great Flood, or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.

Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.
Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 39. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- What does this story teach about bravery?
- What do you think bravery means?
- Describe a time in your life when you experienced bravery.

ACTIVITY 7: Describing Acts of Bravery in a Story/Legend

- Read the instructions for this activity before you begin the task on page 40. Your teacher, partner, or small group may help with this part of the lesson.
- Reflect on the legend and select a part in which a character displayed an act of bravery. Discuss why you chose that event or situation.
- Complete the sentence at the top of the worksheet. Spelling does not count for this.
- Be creative and draw and colour your answer.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 5 - Bravery

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Who decided to purify the Earth?

2. Who was Waynaboozhoo?

3. Why did the Creator flood the earth?

4. List in order all the animals who tried to swim to the bottom of the water after Waynaboozhoo?

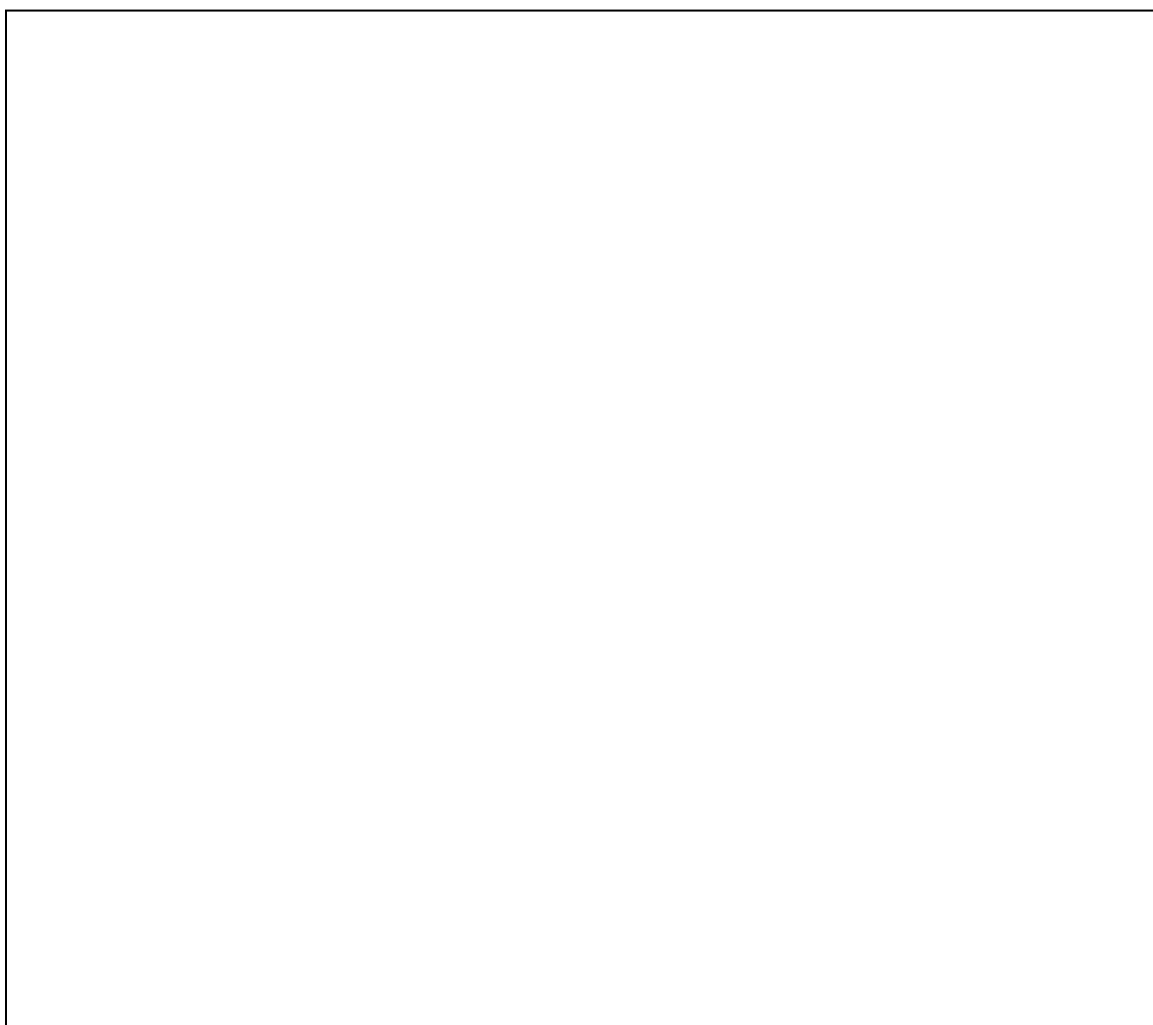
5. Who gave his life to in diving to the bottom of the water to get some Earth?

Reflecting on a Favourite Part in the Legend

Instructions:

- Answer the question below.
- Draw a picture of the scene in which a character as displayed an act of bravery. Colour your picture.

In the legend, I felt that this character displayed an act of bravery because.



Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 5 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 6: Humility

Lesson Expectations:

You will:

- learn about the concept of humbleness and modesty
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge about this teaching and your own heritage
- Skills for Success: reading, writing, and collaboration
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- the story “The Earth on Turtle’s Back, from Keepers of the Earth – Native Stories and Environmental Activities for Children Stories by M. Caduto and J. Bricjac pp. 25-26 or your teacher will provide the legend/story for this lesson

Recommended Alternative Readings:

The Creation Story – Turtle Island

https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf.

Traditional Stories and Creation Stories” *Canadian Museum of History*,

<https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don’t know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 6:

humility	sacred	existed	beautiful
ancient	budge	effort	webbed
swift	determine	depth	unconscious

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart on the next page and think about what you know about Bravery. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about humility? In your life have you been able shown humility? When and where was that? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about wisdom with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the legend, The Earth on Turtle's Back, or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.
Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 47. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- How does this story teach humility?
- What do you think humility means?
- Describe a time when you experienced humility.

ACTIVITY 7: Compare and Contrast

Comparing and contrasting is an activity in which you identify people, places, things, or events that are the same in both or different in the stories/legend you are comparing.

- Read the instructions for this activity before you begin the task on page 48.
- Review the two legends, *The Great Flood* (Lesson 5) and *The Earth on Turtle's Back* (Lesson 6), then complete the compare and contrast chart by writing down the similarities and differences between the two legends.
- Your teacher, partner, or small group may help with this part of the lesson.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 6 - Humility

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why was the Great Tree important?

2. Why was the Great Tree uprooted?

3. Who caught the woman when she fell?

4. Why did the animals need to get some Earth?

5. What happened when the Earth was placed on the turtle's back?

Compare and Contrast Activity

Instructions:

Please complete a this compare and contrast chart for the two legends The Great Flood (Lesson 5) The Earth on Turtle's Back (Lesson 6). You are looking for similarities and differences between the two legends.

Name of Legend	Similarities How are the legends the same?	Differences How are the legends different from one another?
The Great Flood	1.	1.
	2.	2.
The Earth on Turtle's Back	3.	3.

Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 6 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 7: Honesty

Lesson Expectations:

You will:

- be introduced that being honest may be difficult and challenging at times but it is always the best policy
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge about this teaching and your own heritage
- Skills for Success: reading, writing, collaboration, and communication
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- the story “Gluscabi and the Wind Eagle, from Keepers of the Earth – Native Stories and Environmental Activities for Children by M. Caduto and J. Bruchac pp. 67-71. Or your teacher will provide the legend/story for this lesson.

Recommended Electronic Version:

Gluscabi and the Wind Eagle (Abenaki)

<https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don't know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 7:

honesty	canoe	paddle	stubborn	moccasins
braid	crevice	treeline	comfortable	wedge

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart on the next page and think about what you know about Bravery. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about honesty? In your life can you describe a time when it was difficult for you to display honesty? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about wisdom with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the legend, Gluscabi and the Wind Eagle, or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.

Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.
Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 55. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.
- Please use of capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- How does this story teach honesty?
- What do you think honesty means?
- Describe a time in which you have experience honesty.

ACTIVITY 7: Describing Characters in a Story

- Read the instructions for this activity before you begin the task on page 56.
- Think about the three main characters in the legend and then try to describe them using what you learned or heard in the story. This would be a good time to practice using descriptive words.
- Spelling does not count for this.
- Your teacher, partner, or small group may help with this part of the lesson.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 7 - Honesty

Answer the following questions in full sentences, using capitals and proper punctuation.

1. In the story, who makes the wind blow?

2. What was the last thing that blew off of Gluscabi?

3. What did Gluscabi tell Wuchowsen, which was not the truth?

4. Why did Gluscabi want Wuchowsen to stop making wind?

5. In the story, what happened when there was no wind?

Describing Characters in A Story - Honesty

Instructions:

In your words describe each character in the story. What would he or she look like and describe some of the personal characteristics you think he/she would possess.

You can draw and colour your image of these characters on a separate piece of paper then cut out the description and attach them to your drawings.

Gluscabi:

Wuchowsen:

Grandma:

Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 7 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 8: Truth

Lesson Expectations:

You will:

- learn that truth can be difficult to do, believe or accept
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge about this teaching and your own heritage
- Skills for Success: reading, writing, collaboration, communication, and problem solving
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- the story “koluskap and Malsom” from Keepers of Life – Discovering Plants Through Native Stories and Earth Activities for Children, by M. Caduto and J. Bruchac pp. 91-93 or your teacher will provide the legend/story for this lesson

Recommended Alternative Readings:

Glooskap the Divinity of Glooskap’s Birth and of his brother Malsum the Wolf (Algonquin)

<https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsum-The-Wolf-Algonquin.html>

Glooscap and his People (Algonquin)

<http://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html>

Algonquin Creation Myth (Algonquin)

<http://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html>

ACTIVITY 1: Word List Review

- Please read the words for this lesson on your own or with help from the teacher or another learner.
- Think about what each word means. If you don’t know some of the words you can use your dictionary to find the meaning. Talk about them with the teacher or with one of the other learners.
- Write the words and definitions (what they mean) in your word notebook.

Suggested Word List for Lesson 8:

downstream	poisonous	flounder	ferns	creation
strength	dangerous	cattail	destroy	defeat

ACTIVITY 2: Prior Knowledge

- Take a look at the Chart below and think about what you know about Bravery. You can do this on your own or with help from the teacher or one of the other learners in your class. If you have any questions about what to do, please ask your teacher for help.

Prior Knowledge Chart

Questions to think about	Some things you can do
What do you know about truth? In your life have you experienced time when it was difficult to be truthful? Do you have any questions about this topic before you begin reading the legend?	Share what you know or have heard about wisdom with the class. Ask any questions you have about respect and what it means.
Do you have any personal experience with other kinds of teachings?	Talk about your experiences when the teacher asks the group to participate.
Do you think this legend is important to the Anishnawbek people? Why?	Talk about this with your class and teacher.
Go back and look at your word list. If there are any you are not sure about, this would be a good time to ask the teacher.	You can ask any questions you have about the words and try to help the others with ones they don't know.

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read legend, *Koluskap and Malsom*, or the one your teacher gives you. You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words that you don't know yet or are not sure about

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.
Questioning: asking about what happened in the story or legend.	"I wonder why that happened?"	Ask questions as you read or hear the story.
Activating Prior Knowledge: use what you already know to try to understand the story or legend.	"I remember when this happened to me."	Try to relate the story to things that have happened in your life.
Inferencing: trying to figure out what will happen by using clues from the story.	"I think it will end this way because....."	Be a detective and use clues from the story to figure out what is going to happen.

Self-Monitoring: did you understand the story?	"I understand what is happening in the story."	Ask yourself if it made sense – do you understand the story?
Adjusting: when you have to slow down and sound words out that you don't know.	"I am going to slow down because the words are getting harder to read."	Ask for help with any words that are hard to read.
Rereading: when you read a story again, it gets easier to understand.	"I want to read this again because I didn't understand all of the story."	Sometimes you just need to read something a couple of times until it makes more sense.
Decoding: tricks for reading new words by using different tools like sounding them out and remembering what the word looks like.	"I know what this word is or means because"	Use tips you get from your teacher and from other learners.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.
- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

Please complete the worksheet for this lesson, which is on page 63. You can complete it on your own, with your teacher, partner or in a small group.

- Please read the instructions for the worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- How does this story teach us about truth?
- Why does telling the truth cause trouble at times?
- Describe a time when you experienced problems in telling the truth.

ACTIVITY 7: Venn Diagram

A Venn diagram shows how different subjects or topics overlap and how unique they are.

- Read the instructions for this activity before you begin the task on page 64. Your teacher, partner, or small group may help with this part of the lesson.
- In each character's circle write 2 or 3 words or phrases that describe their character.
- Where the circles overlap, write 2 or 3 words or phrases which describe something that both characters share.
- Review and share your answers with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

Worksheet for Lesson 8 - Truth

Answer the following questions in full sentences, using capitals and proper punctuation.

1. In the story, what was the last animal that Koluskap made?

2. Why was Lahks lying to all the animals?

3. Who else in the story does not tell the truth and why?

4. Does Lahks ever tell the truth to anyone? If so when?

5. Does Lahks get what he wants from telling the truth?

Venn Diagram - Truth

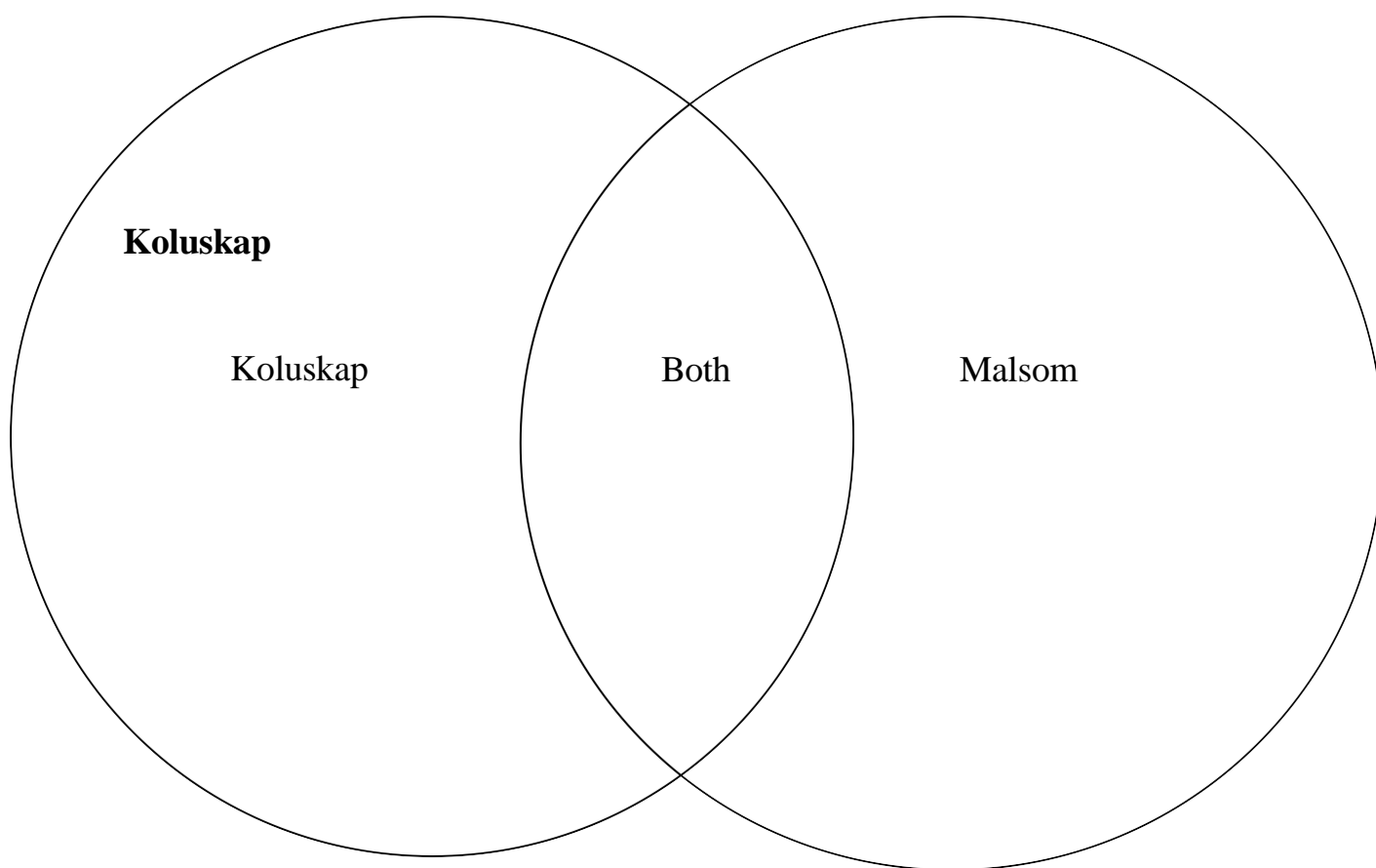
Instructions:

Complete the Venn diagram below.

In each character's circle write 2 or 3 words or phrases that describe their character or traits they possess.

Where the circles overlap, write 2 or 3 words or phrases that describe something both characters share.

Discuss your findings with your teacher, partner, or small group.



Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.

Describe what you did not like about this lesson and why didn't you like it.

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 8 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Completed Prior Knowledge Chart	10	
2	Reviewed Word List	10	
3	Reviewed Reading Chart	5	
4	<p>You indicated the method(s) used to read the text for the lesson.</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (teacher/peer read text to student) <p>You circled words you weren't able to decode (read) or understand.</p>	15	
5	You reviewed and identified reading strategies used during the reading activity using the Reading Chart.	5	
6	You reviewed and discussed the legend/story with your teacher or other students, including the words circled in text during reading.	15	
7	You completed the lesson worksheet on your own or with assistance.	20	
8	You completed a journal entry for this lesson.	20	
9	You completed the tasks and activities for the lesson, either on your own or with assistance.	20	
10	If comfortable in doing so, you shared your journal or some of your work with your class.	10	
11	You completed the self-evaluation form for the lesson.	10	

Lesson 9: Culminating Activity

Lesson Expectations:

You will be able to:

- demonstrate an understanding of the teachings of Seven Sacred / Seven Grandfathers
- explain how the teachings are related and/or connected.
- reflect on and identify the importance of each teaching
- Skills for Success: reading, writing, communication, collaboration, and creativity & innovation
- OALCF:

Materials:

- your Student Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- your teacher will provide you with
 - poster board
 - magazines, newspapers, scrap paper
 - scissors, glue, ruler
 - markers, paint, pencil crayons
 - chart paper, blank paper, lined paper
 - a stapler

Recommended Electronic Version:

Seven Sacred Teachings: Niizhwaaswi Gagiikwewin
<https://youtu.be/oFPuRfgm9RY> by David Bouchard

ACTIVITY 1: Seven Sacred Teachings: Niizhwaaswi Gagiikwewin Before:

Before listening to and reading this text, think about how new ideas and stories connect with what you already know.

- Reflect on the reading strategies that you used in the lessons that improved their reading skills and/or comprehension.
- With your teacher, partner or small group discuss the reading strategies that positively affected your reading ability.

During:

- Listen to this legend– Seven Sacred Teachings by Davis Bouchard on YouTube at: <https://youtu.be/oFPuRfgm9RY> . You can also follow along in the book Seven Sacred Teachings: Niiz hwaaswe Gagiikwewin by D, Bouchard and Dr. J. Martin.

After:

- Reflect on the message of the Seven Sacred / Seven Grandfather teachings.
- You can share their feelings, thoughts, and experiences of this unit with the teacher, your partner, or the small group you are working with.

ACTIVITY 2: Journal Entry

Please complete the journal entry section of this lesson by answering one or more of the following in your reflection journal notebook.

- Your teacher, partner, or small group may help with this part of the lesson.
- The writing process involves generating ideas, developing, and organizing those ideas, and revising and editing them. You may complete this section on your own or with help from your teacher, partner, or small group.
- Please use capitals at the beginning of sentences, periods at the end and appropriate spacing between your words.

Reflection Journal Questions:

- How have the legends or activities in this unit changed your perception of the Anishinabe culture?
- Which lesson or reading had the greatest impact on you? Why?
- Write about the knowledge and understanding you have gained from this unit.

ACTIVITY 3: Collage Making

You may complete the task for this lesson by yourself or with assistance.

- Create a collage using drawings and/or pictures that show what you have learned during your study of the Seven Sacred/Seven Grandfathers teachings. Your teacher or one of your fellow learners may help with this part of the lesson.
- You can use the internet to find other examples of Seven Sacred/Seven Grandfather collages that other people have done to give you some ideas for your collage.

ACTIVITY 4: Oral Communications

You can share your journal or work with your teacher, partner, or small group if you want to.

ACTIVITY 5: Assessment and Evaluation

Please complete the Self-Assessment and Checklist for this lesson.

Self-Evaluation Form

Describe what you liked about this lesson and why you liked it.
Describe what you did not like about this lesson and why didn't you like it.
What are your plans to improve your reading skills?
What are your plans to improve your writing skills?
Do you have any new learning goals?

Lesson 9: Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Student participated in Prior Reading Activity 1	10	
2	Student is to read the text for the lesson. The student has three options: a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student)	10	
3	Student participated in After Reading Discussion - Activity 1	10	
4	Student is to complete journal entry for lesson.	20	
5	Student is to complete task for lesson, on own or with assistance.	60	
6	If comfortable, student can share journal or activity task with practitioner or peers.	10	
7	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Suggested Word Lists

Teachings of the Seven Sacred/Seven Grandfathers Unit

Introduction - Lesson 1

responsibility	harmony	corruption	instructed	curious
knowledge	vessel	ceremony	integrity	escorted
obstacles	meditation			

Respect - Lesson 2

respect	legend	medicine	Mishoomis	Nookomis
observe	traditional	chant	moccasins	surroundings

Wisdom - Lesson 3

wisdom	government	Saskatchewan	hoisted	passenger
usually	familiar	motioned	confused	tobacco
shadow	bannock			

Love - Lesson 4

lonesome	prepare	instead	angry	expect
beauty	foolish	attention	glistened	quarreled
Cherokee	friendship			

Bravery - Lesson 5

bravery	harmonious	functioned	cease	purify
adventure	characteristics	mistakes	balance	sacrifice
regained	hopeless			

Humility - Lesson 6

humility	sacred	existed	beautiful	ancient
budge	effort	webbed	swift	determine
depth	unconscious			

Honesty - Lesson 7

honesty	canoe	paddle	stubborn	moccasins
braid	crevice	treeline	comfortable	wedge

Truth - Lesson 8

downstream	poisonous	flounder	ferns	creation
strength	dangerous	cattail	destroy	defeat

Recommended Alternative Reading Resource List

The recommended reading listed below contains internet website links that over time may become broken or not work correctly. When this happens, the user is encouraged to search for comparable website links that correspond to unit topics.

	Teaching	Title of Legend	Recommended Alternative Reading
1	Intro to Seven Grandfathers	The Seven Grandfathers and the Little Boy	"The Seven Grandfather Teachings" <i>Open Library Publishing Platform</i> , https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/ . Accessed Feb 22, 2023.
2	Respect	Eagle Feather – An Honour	"Eagle War Feathers – A Cheyenne Legend" <i>First People</i> , https://www.firstpeople.us/FP-HTML-Legends/EagleWarFeathers-Cheyenne.html . Accessed Feb 22, 2023. "Sacred Feathers" <i>Pass the Feather</i> , https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3 . Accessed Feb 22, 2023. "The Legacy of Muin'iskw – Significance of the Eagle Feather" <i>Mikmaw Spirit</i> , 27 Mar 2016, https://muiniskw.org/pgLegacy06_EagleFeather.htm . Accessed Feb 22, 2023
3	Wisdom	Siha Tooskin Knows: The Sacred Eagle Feather	"A Sacred Story – An Anishnabe (Anishinabe) Legend" <i>First People</i> , https://www.firstpeople.us/FP-HTML-Legends/ASacredStory-Anishnabe.html . Accessed Feb 22, 2023. "The Wisdom of the Willow Tree" <i>First People</i> , https://www.firstpeople.us/FP-HTML-Legends/TheWisdomOfTheWillowTree-Osage.html . Accessed Feb 22, 2023.
4	Love	The First Strawberries	"Strawberry Legend" <i>First People</i> , https://www.firstpeople.us/FP-HTML-Legends/StrawberryLegend-Cherokee.html . Accessed Feb 22, 2023.
5	Bravery	The Great Flood	"The Creation Story – Turtle Island" https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf . Accessed Feb 22, 2023. "The Great Flood – An Ottawa Legend" <i>First People</i> , https://www.firstpeople.us/FP-HTML-Legends/TheGreatFlood-

			<p>Ottawa.html. Accessed Feb 22, 2023.</p> <p>“Traditional Stories and Creation Stories” <i>Canadian Museum of History</i>, https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/. Accessed Feb 22, 2023.</p>
6	Humility	The Earth on Turtle’s Back	<p>“The Creation Story – Turtle Island” https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf. Accessed Feb 22, 2023.</p> <p>“Traditional Stories and Creation Stories” <i>Canadian Museum of History</i>, https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/. Accessed Feb 22, 2023.</p>
7	Honesty	Gluscabi and the Wind Eagle	<p>“Gluscabi and The Wind Eagle” <i>First People</i>, https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html. Accessed Feb 22, 2023.</p>
8	Truth	Koluskap and Malsom	<p>“Algonquin Creation Myth – An Algonquin Legend” <i>First People</i>, https://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html. Accessed Feb 22, 2023.</p> <p>“Glooscap and his People – An Algonquin Legend” <i>First People</i>, https://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html. Accessed Feb 22, 2023.</p> <p>“Glooskap the Divinity of Glooskap’s Birth, and of his Brother Malsom the Wolf – An Algonquin Legend” <i>First People</i>, https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsom-The-Wolf-Algonquin.html. Accessed Feb 22, 2023.</p>
9	Culminating Activity	Seven Sacred Teachings: Niizhwaaswi Gagiikwewin	<p>Seven Sacred Teachings: Niizhwaaswi Gagiikwewin http://www.davidbouchard.com/mtw/sst.pdf</p>

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Lesson 1: Legends of the Seven Sacred/Seven Grandfathers Teachings

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Lesson 2: Respect

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“The Legacy of Muin’iskw – Significance of the Eagle Feather” *Mikmaw Spirit*, 27 Mar 2016, https://muiniskw.org/pgLegacy06_EagleFeather.htm. Accessed Feb 22, 2023

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Lesson 3: Wisdom

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Lesson 4: Love

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Lesson 5: Bravery

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Lesson 6: Humility

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Lesson 7: Honesty

“Gluscabi and The Wind Eagle” *First People*, <https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html>. Accessed Feb 22, 2023.

Lesson 8: Truth

“Glooskap the Divinity of Glooskap’s Birth, and of his Brother Malsum the Wolf – An Algonquin Legend” *First People*, <https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsum-The-Wolf-Algonquin.html>. Accessed Feb 22, 2023.

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This unit will provide learners with the legend of the origin and history of the Seven Sacred Teachings and/or Seven Grandfathers. Learners will have an opportunity to explore the relationship between these teachings and traditional cultural practices and beliefs.

The will:

- Be introduced to the important role that animals play in the teachings and Indigenous heritage through the recommended readings.
- Explore the relationships among language, culture, traditions, and identity.
- Demonstrate an understanding of how Indigenous identity is linked to the physical environment.
- Complete specific lesson tasks and activities to demonstrate the perception and knowledge they acquire throughout this unit.

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