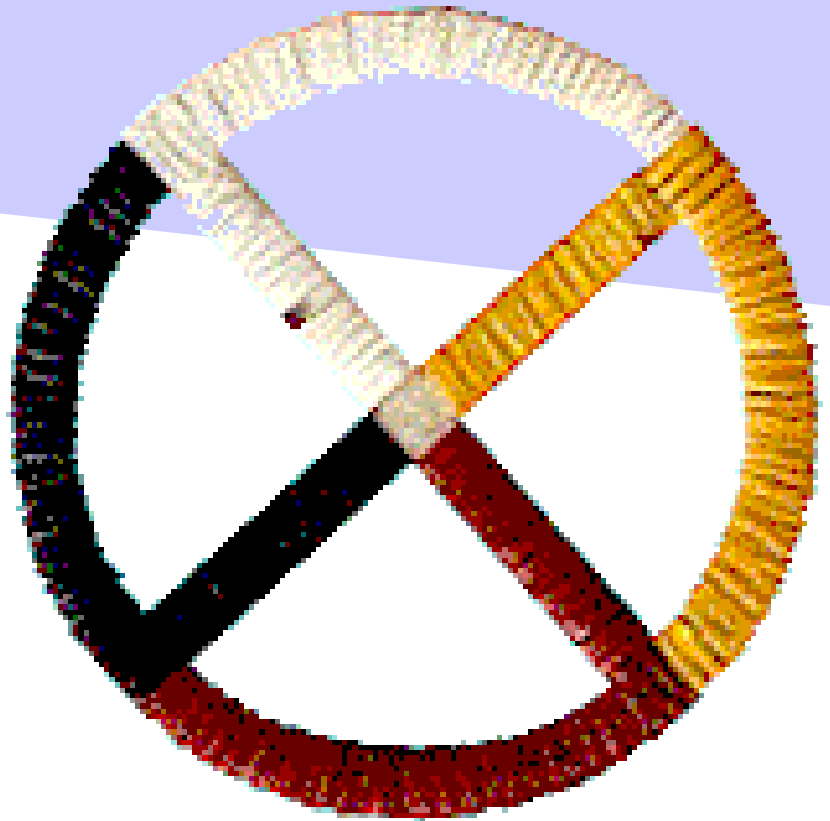


Teachings of the Medicine Wheel

**Basic Level
Teachings**



Facilitator's Manual

Ontario Native Literacy Coalition

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Overview

Unit Description

The Medicine Wheel is a circular symbol representing the wholeness of traditional Indigenous life. It is a perfectly balanced shape with neither top nor bottom, length nor width. It represents constant movement and change. It also represents and symbolizes unity, peace, harmony, and courage. It is a testimony of the human being's ability to survive and to maintain balance. The ultimate goal is to strike a harmonious balance in life. The circular form of the Medicine Wheel shows the relationship of all things in a unity, a perfect form, and suggests the cyclical nature of all relationships and interactions. Everything in the universe is part of a single whole.

Lesson Timelines

Lesson #	Title	Time
Lesson 1	Introduction to the Medicine Wheel	140 minutes
Lesson 2	Gifts of the East	140 minutes
Lesson 3	Gifts of the South	140 minutes
Lesson 4	Gifts of the West	140 minutes
Lesson 5	Gifts of the North	140 minutes
Lesson 6	Culminating Activity	200 minutes

Unit Expectations

On the surface of the Earth, all is given from the Four Sacred Directions of the Medicine Wheel which are: East, South, West and North. Each direction contributes a vital part to the wholeness of the Earth. Each brings physical powers, as well as spiritual powers, as do all things.

The focus of this unit is to make the learner familiar with the Medicine Wheel and the Four Directions perspective. This unit introduces the learner to the Medicine Wheel and how it functions as a teaching tool.

The learners will:

- explore domains of the Medicine Wheel -- the four directions, four aspects of human nature, four sacred plants, and the four elements, through recommended readings
- explore opportunities for using the Medicine Wheel model in other aspects of their lives
- transfer this model into other subjects such as mathematics, science and health
- demonstrate their perception and knowledge acquired throughout the unit.

Teaching/Learning Strategies Reading

As learners progress through the program, they are asked to read increasingly complex texts. The ability to understand and use the information in these texts is key to a learner's success in learning. Successful learners have developed a repertoire of strategies upon which to draw and know how to use them in different contexts. Developing learners need explicit teaching of these strategies to become better readers.

Developing readers need:

- Knowledge of different types of text and the best strategies for reading each of them
- Multiple and meaningful opportunities to practice reading in subject-specific contexts
- Opportunities to practice reading with appropriate resources
- Opportunities to talk about their reading and thinking
- Background knowledge in subject areas
- Expanded sight vocabulary and word-solving practice for subject-specific texts.
- Strategies for previewing text, confirming their understanding, determining the most important ideas and the relationship among them, remembering what they read, and making connections and inferences
- Strategies and practice in independent reading in any context

Reading is an active process of recognizing & interpreting print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, so that when they miss the meaning of what they just read, they can select a reading strategy (such as rereading or asking questions) that will help them regain the meaning of the text. Reading skills and strategies can be taught explicitly while learners are learning subject-specific content through genuine reading tasks.

Effective readers use strategies to understand what they read before, during and after reading. Learners can be taught to be strategic and effective readers. Developing readers benefit from a variety of instructional approaches that demonstrate reading skills while the subject content is taught. Direct teaching, thinking aloud, modeling, discussion and small-group support are only a few of the approach's teachers use to help learners become more strategic and effective readers in different contexts.

The following reading strategies are employed in this unit: self-directed, teacher-directed, discussion, collaborative learning, individual conferencing, partner reading, peer tutoring, prediction, pre-reading strategies, relating reading to learner's experiences, Internet research, guided imagery, small group discussion, and guest speakers

Teaching/Learning Strategies

Writing:

Learners learn to write by writing. They need regular opportunities to write in all subjects. A consistent approach to the writing process and explicit instruction on the writing process by the subject teacher helps learners become better writers. Models of good writing in the subject area and feedback that is constructive (formative) are critical to learners' growth as writers.

Developing writers need:

- Regular, meaningful opportunities to practice writing subject-specific contexts
- Teachers who model the writing process and demonstrate its usefulness Opportunities to talk about their writing
- Prior knowledge about language, subject content and the world
- Knowledge of different writing forms and their characteristics
- Expanded sight vocabularies for subject-specific writing Strategies to become an independent writer in any context

The following writing, teaching, and learning strategies are employed in this unit: response journal, summary writing, Venn diagrams, structured worksheets, word walls, glossary and visualization (graphic organizers).

Assessment and Evaluation

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Getting Ready to Read Overview

Before:

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. For example:

- ask learners to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic.
- provide learners with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject
- pose questions to learners before they read, to help them determine a purpose for reading.
- invite learners to ask questions about the story or subject
- model (think aloud) how to predict the content based on the text features, specialized vocabulary, illustrations, introductory information, or personal experiences
- identify and pre-teach unfamiliar vocabulary and concepts that appear in the text.

During:

The learners have three options to complete readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means

recognizing when confusion occurs and identifying strategies that help to regain meaning)

For example:

- have the learners describe and model the different reading strategies they might use, such as predicting, questioning, activating prior knowledge, inferencing, self-monitoring, adjusting, rereading, and decoding.
- model (using a “think-aloud”) strategies for pausing and thinking about the text. For example, demonstrate how to pause, think and create thinkmarks (quick comments, questions, personal connections or interesting phrases) as they read. Learners are encouraged to write their thinkmarks down as they read the text.
- invite learners to visualize the concepts as they read.
- provide learners with focus questions to help them make inferences and “read between the lines.” --
 - What details are included?
 - Why did the author tell us that?

After:

After reading, help learners to consolidate and extend their understanding of the content.

- ask them to retell or paraphrase what they have read and to note similarities and difference in the retelling
- model (using “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events; then organize the information to show how the characters, setting and plot develop throughout the story
- have learners suggest possible diagrams or graphic organizers to illustrate connections among the topic, main idea, supporting details and prior knowledge
- review the process that learners used for reading text, including strategies for before, during and after reading.

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.

Prior Knowledge Activation Chart

Strategy	Examples of Questioning [Avoid 'Yes' / 'No']	What Learners Do
Ask learners to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic.	<p>Tell me what you know about the (topic/teaching).</p> <p>Describe any connection or experiences with the (topic/teaching).</p> <p>What questions do you have about this topic before we begin reading the legend?</p>	<p>Share prior knowledge or experiences of legend or teachings with instructor or peers.</p> <p>Share thoughts and/or questions they may have with instructor or peers regarding topic.</p>
Provide learner with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject	Share your personal experience with teachings or teachings in a general sense. It does not necessarily need to be related to the Medicine Wheel teachings.	<p>Listen to instructor.</p> <p>Participate in discussion.</p>
Pose questions to learner before they read, to help them determine a purpose for reading.	Why is this legend important to the Anishnawbe people?	Learner will be asked to reflect on this question once they finish reading the legend.
Identify and pre-teach unfamiliar vocabulary and concepts that appear in the text.	<p>Review word list for legend.</p> <p>Review pronunciation of words.</p> <p>Discuss definitions of words.</p>	<p>Learner is to practice and read words out loud.</p> <p>Learner is to participate in the discussion to define the words.</p>

Reading Comprehension Strategy Chart

Reading Strategy	What Teachers Do	What Learners Do
Predicting: to say what is going to happen in the future, often on the basis of present indications or past experience.	Review and model reading strategy. <i>"I think this will happen next in the story/legend."</i>	Question and/or practice strategy
Questioning: question events occurring in the storyline or text	Review and model reading strategy. <i>"I wonder why this happened in the story/legend."</i>	Question and/or practice strategy
Activating Prior Knowledge: use personal experiences to clarify text/legend/story	Review and model reading strategy. <i>"I remember when this happened to me."</i>	Question and/or practice strategy
Infer: the process of drawing a conclusion by applying clues (of logic, statistics) to observations or hypotheses the next logical step in an intuited pattern. The conclusion drawn is also called an inference.	Review and model reading strategy. <i>"I think it will end this way because.."</i>	Question and/or practice strategy
Self-Monitoring: learners monitor themselves for understanding and comprehension of text/story/legend.	Review and model reading strategy. <i>"I understand what is happening in the story/legend."</i>	Question and/or practice strategy
Adjusting: reading rate is adjusted based on ease or difficulty of words or concept	Review and model reading strategy. <i>"I need to slow down because the words are getting harder for me to read."</i>	Question and/or practice strategy
Rereading: reread text until the reader understands and the text is easier to read	Review and model reading strategy. <i>"I need to read this again because I don't understand this part of the story/legend."</i>	Question and/or practice strategy
Decoding: read words using semantics (meaning of the word), phonics (letter sound relationship), syntax (looking at how words and phrases are formed) or visual (recognizing sight words)	Review and model reading strategy. <i>"I know what this word is or means because ..."</i>	Question and/or practice strategy

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:

A1.2, A2.2, A3, B1.2, B2.2, B3>2b, D.2, E.2, F

Lesson 1: Introduction to the Medicine Wheel

Time: 140 minutes

Lesson Expectations:

The learner will:

- be introduced to the principle of the Medicine Wheel and the Four Directions and learn about one version of the teachings
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage
- use the following traits relating to skills for success: reading, collaboration, writing, and reading
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Book: Daughters, Sisters, Mothers & Wives, An Anishinaabe Reader, Ontario Native Literacy Coalition, pg. 6-8. (can be purchased at onlc.ca)
- Learner Manual
- Assessment and Evaluation Forms (found in Learner Manual)
- Writing Tools: pens, pencils, eraser, and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries

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- Chart paper, Blank paper
- Markers, colouring pencils
- Glue, Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

“Medicine Ways: Traditional Healers and Healing” *Native Voices*, National Institutes of Health, <https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>.

Rose, Mallory. “Medicine Wheel - Practices for Spiritual Health.” *Tribal Trade*, 31 July 2020, <https://tribaltradeco.com/blogs/medicine-wheel/medicine-wheel-practices-for-spiritual-health>.

Suggested Word List for Lesson 1:

divide	counterbalance	revolve	represent	illumination
sensitivity	physical	nutrition	intellectual	analyze
critique	equally			

Teaching/Learning Strategies:

Reading: The Medicine Wheel and The Four Directions

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in the Learner Manual)

ACTIVITY 1: Word List Review

Learners are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner, or small group.

Learners are to discuss definitions with the practitioner or their peers, using a dictionary when necessary. Learners are then to copy the words and definitions into a notebook.

Label notebook Word Book or Glossary, whatever the learners are most comfortable with.

Learners may write lesson number, title of lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Learners are to review Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner, or small group. Practitioner is to clarify any questions the learner may have regarding the strategies.

During:

Time: 20 minutes

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Learners are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner, or small group.

Have the learners describe and model the different reading strategies they might use during the reading activity.

Learners are now ready to read the text for this lesson: The Medicine Wheel and the Four Directions.

The learners have three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

Learners are to circle all words in the text which they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help learner to consolidate and extend their understanding of the content.

Learners are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner, or small group.

Learners are to define words and write them in their Word Book/Glossary notebook.

Ask learners to retell or paraphrase what they have read to their practitioner, partner, or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Learners are to complete the worksheet for the lesson, on their own or with assistance from their practitioner, partner, or small group.

Learners are to read instructions for worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry

Time: 20 minutes

Learners are to complete journal entry questions for the lesson on their own or with a practitioner, partner, or small group.

Learners are to complete the journal entry section for this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing, and organizing the ideas and revising and editing them. If the learners are able, they may complete this section on their own. The practitioner or peers may assist learner with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: The Medicine Wheel and Four Cardinal Directions

Time: 20 minutes

Learners are to identify and label the four cardinal directions on the Medicine Wheel.

Learners are to read instructions for the task.

Learners are to label each arrow on the Medicine Wheel: East, South, West and North.

Learners can colour the Medicine Wheel using the four colours according to the legend.

Learners are to complete this task, on their own, with their practitioner, partner or small group.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, learners can share their journal entry or work with practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Learner (in learner workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Learners can read the other teachings on the Medicine Wheel and explore other versions of the Medicine Wheel.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can write a story/legend or brief description in their journal based on their knowledge or comprehension of the teaching.
- Learners can research video clips of the teaching on the internet.
- Learners can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Learners can create sentences using the words from their word list. Learners can write these sentences in their Word Book/Glossary notebook.
- Learners can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, learner is to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learner is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Learners can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Learners are to pick one word at random and if they read the word correctly, they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the learner's individual needs for learning.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner.
- Learners can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to learner with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?

- Complete Lesson 1 Activity Chart Checklist
- Answers for Lesson 1 Worksheet are on page 15.
- Next step is to move on to Lesson 2 of the unit.

Lesson 1 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	Learner is to read the text for the lesson. The learner has three options: a. read the text independently b. guided reading (small group of learners read text together) c. shared reading (practitioner/peer read text to learner) Instruct the learners to circle words they cannot decode (read) or understand	15	
5	Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.	5	
6	Learner is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Learner is to complete worksheet, on their own or with assistance.	20	
8	Learner is to complete a journal entry for the lesson.	20	
9	Learner is to complete the task for lesson, on their own or with assistance.	20	
10	If comfortable, learner can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and learners are to complete assessment and evaluation forms for lesson.	10	

Activity 3 Reading:

Introduction

(Daughters, Sisters, Mothers & Wives – An Anishnaabe Rader)

These teachings, which we share, are sacred to many people of the Anishinaabe nation. Although the details of these stories may differ from region to region, the importance of these teachings remain the same. These teachings have been passed down orally for many generations and are to be shared with all the Anishinaabe people. These stories are a testament to the strength and preservation of the people.

The medicine wheel is a teaching symbol for all Anishinaabe people. The four cardinal points are represented by the colours yellow, red, black, and white, with the self-located in the center of the wheel. The significance of oneself at the centre of the wheel represents one's journey through life as each of us travels through the four directions of the wheel.

The East is where we come from, and it represents the springtime. Our journey begins here, and this is where the Creator breathe life into us. The sun rises in the East, and begins its daily journey, much like the children of the earth. This is where we give thanks with our sacred tobacco to everything that we will need on our journey through life.

The South represents the summer. It is where all life has been awakened, where everything is new and lively. The South represents the youth, children who are constantly searching for their identity and where they belong. The South reminds us to look after our spirits. Our spirits must be nurtured, in order to find our identity. The gift of sweetgrass represents the South. The sweetgrass represents the hair of Mother Earth, and is braided into three strands that symbolize truth, respect, and honour. These traits are important for our children as they grow into the next cycle of life.

The West represents the autumn, it is where all growth for the summer has ended. The physical journey for most of creation is over and they return to the spirit world. We can breathe the scent of sage in the West as the sweetness helps to alleviate the hardships of life. The West represents adulthood, and the constant changes and hardships that happen as an adult. It is one's responsibility to be aware of these hardships in order to move through them and continue on the journey forward.

The North represents the winter, it represents the slowing of the physical life, this is the direction of reflection, and represents the stage of elders. It is where we prepare for our journey into the next life. The North is where we remember all the aspects of our lives and use what you have learned to pass it on to the next generation. The gift of cedar helps us in this

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direction as it cleanses the body and soul and helps nurture the body as it continues on its journey to the next cycle.

The medicine wheel teaches us that all life is sacred and that all stages of life are important. It teaches us that life and death have meaning, and that the teachings of life must be shared with all people.

Reference: Daughters, Sisters, Mothers & Wives, An Anishinaabe Reader, Ontario Native Literacy Coalition, pg. 6-8.

Lesson 1: Activity 5 - Worksheet Introduction to the Medicine Wheel

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

1. In your opinion, why do you think the Medicine Wheel round?

(Answers will vary)

The Medicine Wheel is round because it represents how everything is connected and everything changes in cycles.

2. Name the four directions in a Medicine Wheel.

The four directions in a Medicine Wheel are East, South, West and North.

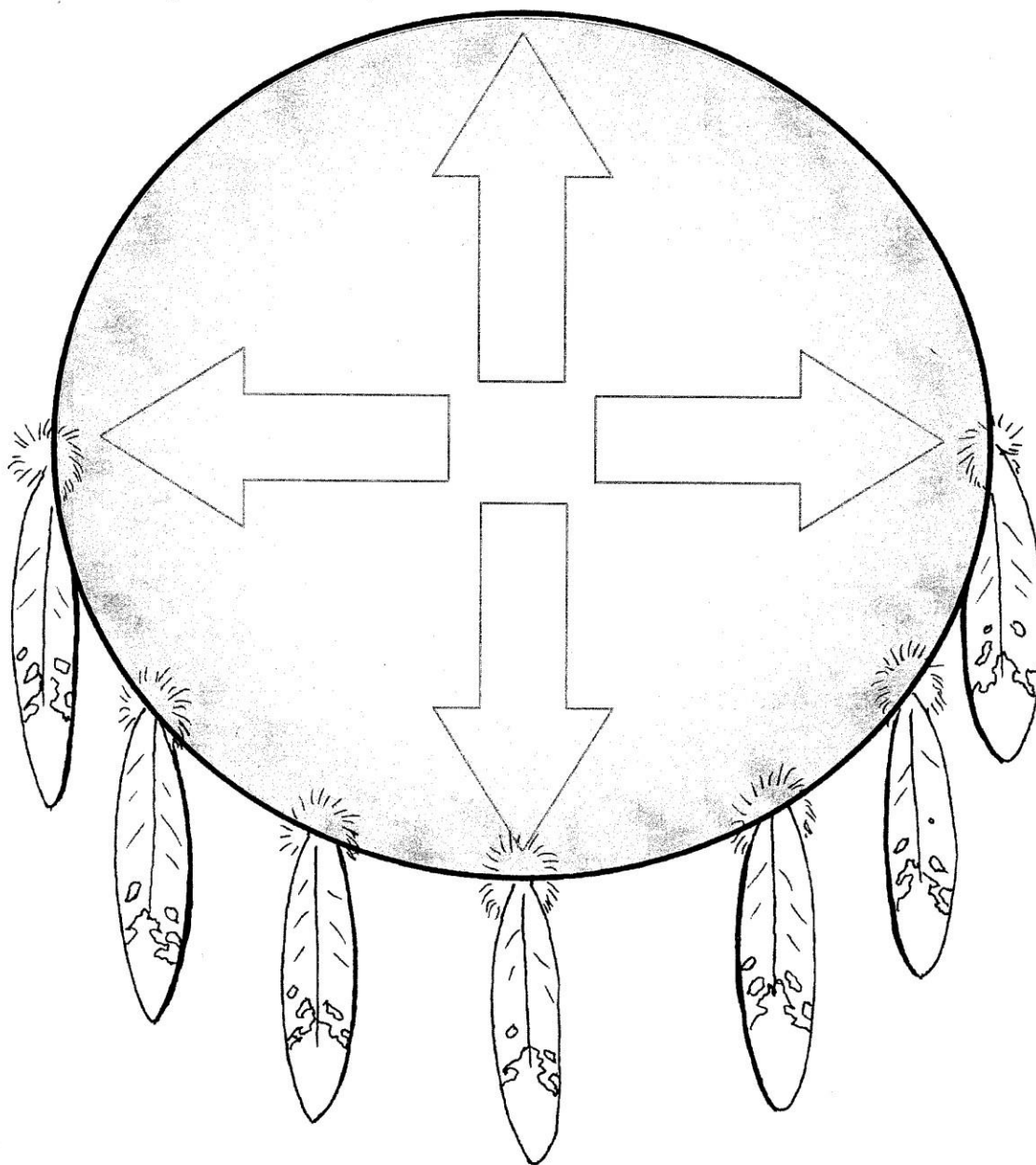
3. In your opinion, what do you think happens if one section or direction is bigger than the others in the Medicine Wheel?

(Answers will vary)

The wheel is unbalanced and there will be no harmony.

Activity 7: Medicine Wheel Activity

Please follow instructions shown in ACTIVITY 7.



Lesson 2: Gifts of the East

Time: 140 minutes

The East is the direction from which the new day comes into the world. It is the direction of renewal. It is the place of innocence, guilelessness, spontaneity, joy and the capacity to believe in the unseen. When we travel to the East we will be tested with lessons that will teach us many things. There we will learn of warmth of spirit, purity, trust, hope, and the uncritical acceptance of others. We will learn to love as a child loves, a love that does not question others and does not know itself. Here courage is born and truthfulness begins.

Lesson Expectations:

The learner will:

- be introduced to the gifts of the East
- understand how each teaching relates to the history of our identity have an opportunity to continue to seek knowledge in their heritage
- use the following traits relating to skills for success: reading, creativity & innovation, writing, and communication
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts of the East pp. 42 - 47 Learner Package
- Assessment and Evaluation Forms (found in Learner Manual)

- Writing Tools: pens, pencils, eraser, and ruler
- Notebook for Word List/Glossary Notebook for Reflection Journal Entries
- Chart paper, Blank paper
- Markers, colouring pencils, Scissors, and glue
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

“Anishinabeg Medicine Wheel.” *Kijicho Manito Madaouskarini Algonquin First Nation*, <https://kijichomanito.com/community/culture/anishinabeg-medicine-wheel/>.

Joseph, Bob. “What is an Indigenous Medicine Wheel?” *Indigenous Corporate Training Inc*, 24 May 2020, <https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>.

“Ojibwe/Potawatomi (Anishinabe) Teaching” *Fourdirectionsteachings.com*, <https://fourdirectionsteachings.com/transcripts/ojibwe.html>.

Suggested Word List for Lesson 2:

guilelessness	journey	sacrifice	examine	absorb
submerge	craftsmanship	competitive	insensitive	vulnerable
humble	patience			

Teaching/Learning Strategies:

Reading: The Gifts of the East

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in learner workbook)

ACTIVITY 1: Word List Review

Learners are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner, or small group.

Learners are to discuss definitions with a practitioner or peers, using a dictionary as necessary.

Learners are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever they are most comfortable with.

Learners may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Learners are to review the Prior Knowledge Activation Chart on their own or with assistance

from a practitioner, partner, or small group. Practitioner is to clarify any questions the learner may have regarding the strategies.

During:

Time: 20 minutes

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Learners are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner, or small group.

Have the learners describe and model the different reading strategies they might use during the reading activity.

Learners are now ready to read the text for this lesson: The Gifts of the East. The learners have three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

Learners are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading help learners to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Learners are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner, or small group.

Learners are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask learners to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet

Time: 20 minutes

Learners are to complete the worksheet for this lesson, on their own or with assistance from a practitioner, partner, or small group.

Learners are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Learners are to complete the journal entry section for this lesson on their own or with practitioner, partner, or small group support.

Learners are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing, and organizing the ideas, and revising and editing them. If the learners are able, they may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words. Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the East

Time: 20 minutes

Learners are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the East.

Learners are to read the instructions.

Learners can colour the Medicine Wheel using the colour that represents the East, yellow.

Learners may search through magazines and newspapers for words, phrases or pictures that represent gifts from the East. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The learners can also research on their own for more gifts using the internet or resources in the classroom.

Learners are to complete the task for this lesson on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, the learners can share their journal entry or activity with their practitioner, partner, or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

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Learner (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Learners can read another legend on the Gifts of the East.
- Invite an Elder or resource person to present local teachings to learner/class. Learners can write a story/legend based on their knowledge or comprehension of the teaching.
- Learners can research video clips of the teachings on the internet.
- Learners can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Learners can create sentences using the words from their word list. Learners can write these sentences in their Word Book/Glossary notebook.
- Learners can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Learners can play spelling games with word wall words. Learner is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Learners can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the learner's individual needs for learning.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner.
- Learners can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to learner with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.

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- How would you improve this lesson?
- What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 2 Activity Chart Checklist.
- Answer to Worksheet for Lesson 2 on page 24.
- Next step is to complete Lesson 3 of the unit.

Lesson 2 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	Learners read the Gifts of the East. The learner has three options to complete the reading: read the text independently guided reading (you read the text while the learner follows along) shared reading (learners read text in small group or with a partner) Instruct the learners to circle words they cannot decode (read) or understand.	15	
5	Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.	5	
6	Learners may review and discuss the reading with their practitioner or peers, including words circled in text.	15	
7	Learner is to complete the worksheet, on their own or with assistance.	20	
8	Learner is to complete the journal entry section of this lesson.	20	
9	Learner is to complete the lesson task on their own or with assistance.	20	
10	If comfortable, learner can share their journal or activity with practitioner or peers.	10	
11	Practitioner and learners are to complete assessment and evaluation forms for this lesson.	10	

Lesson 2: Activity 5 - Worksheet for Gifts of the East

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

1. Why would yellow be used to represent the Eastern doorway?

Yellow is used because it represent the dawn of a new day, the beginning.

2. Which age level is represented by the East?

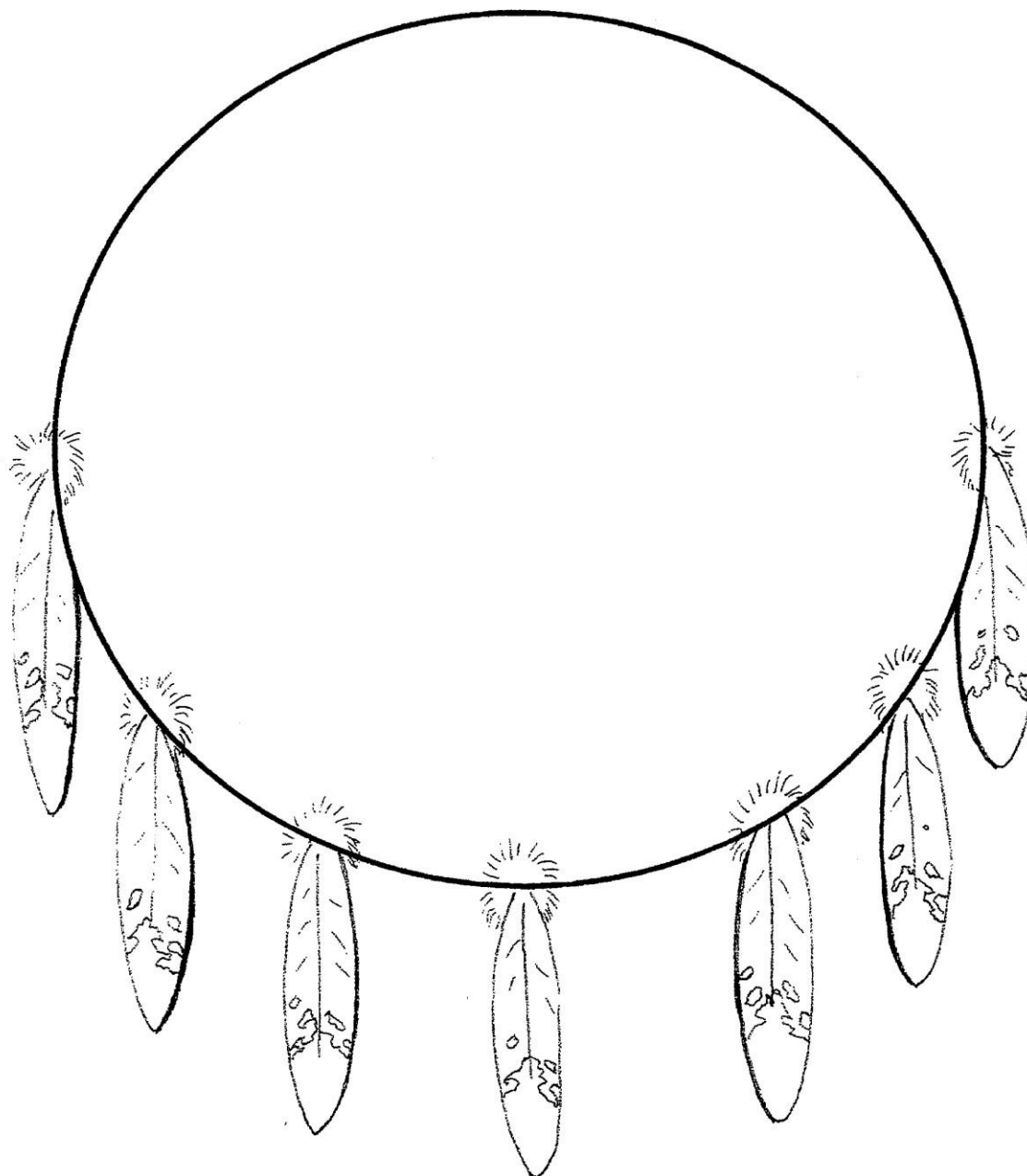
The Eastern doorway represents birth and childhood.

3. Name 3 gifts given from the Eastern doorway.

Any three gifts listed on the Gifts Chart.

Gifts of the East

Please follow instructions in ACTIVITY 7.



Lesson 3: The Gifts of the South

Time: 140 minutes

The South is the direction of the sun at its highest point. It is the place of summer, of fullness, of youth, of physical strength and vigor. It is also the time that people work to prepare for the fall and winter months. Hence, symbolically, it is a time of preparing for future, of getting ready for days ahead. The South is also the place of the heart, of generosity, of sensitivity to the feelings of others, of loyalty, of noble passion and love.

Lesson Expectations:

The learners will:

- be introduced to the Gifts from the South
- understand how each teaching relates to the history of our identity have an opportunity to continue to seek knowledge in their heritage
- use the following traits relating to skills for success: reading, communication, and reading.
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts from the South pp 48 - 52

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- Learner Package
- Assessment and Evaluation Forms (found in Learner Manual)
- Writing Tools: pens, pencils, eraser, and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper, Blank paper
- Markers, colouring pencils Scissors and Glue
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

“Anishinabeg Medicine Wheel.” *Kijicho Manito Madaouskarini Algonquin First Nation*,
<https://kijichomanito.com/community/culture/anishinabeg-medicine-wheel/>.

Joseph, Bob. “What is an Indigenous Medicine Wheel?” *Indigenous Corporate Training Inc*, 24 May 2020, <https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>.

“Ojibwe/Potawatomi (Anishinabe) Teaching” *Fourdirectionsteachings.com*,
<https://fourdirectionsteachings.com/transcripts/ojibwe.html>.

Suggested Word List for Lesson 3:

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

Teaching/Learning Strategies:

Reading: The Gifts of the South

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in learner workbook)

ACTIVITY 1: Word List Review

Learners are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner, or small group.

Learners are to discuss definitions with their practitioner or peers, using a dictionary when necessary.

Learners may write the words and definitions into a notebook. Labeling the notebook Word Book or Glossary or whatever the learner is most comfortable with.

Learners may write Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Learners are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the learner may have regarding the strategies.

During:

Time: 20 minutes

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Learners are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner, or small group.

Have the learners describe and model the different reading strategies they might use during the reading activity.

Learners are ready to read the text for this lesson: The Gifts of the South. The learners have three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

Learners are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading, help learners to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Learners are to review and discuss any words they have circled in the text (story/legend) with the practitioner, partner, or small group.

Learners are to define words and write the words and definitions in their Word Book/Glossary notebook, using a Dictionary if necessary.

Ask learners are to retell or paraphrase to practitioner, partner, or small group what they have read and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet

Time: 20 minutes

Learners are to complete the worksheet for this lesson on their own or with assistance from

practitioner, partner, or small group.

Learners are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry

Time: 20 minutes

Learners are to complete the journal entry segment of this lesson on their own or with practitioner, partner, or small group support.

Learners are to complete journal entry section of this lesson. A practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing, and organizing the ideas and revising and editing them. If the learners are able, they may complete this section on their own. The practitioner or peers may assist learner with this writing process.

The practitioner is to model techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts from the South

Time: 20 minutes

Learners are to fill in the Medicine with words, phrases or pictures that represent gifts from the South.

Learners are to read instruction for the task.

Learners can colour the Medicine Wheel using the colour that represents the South, red.

Learners may search through magazines and newspapers for words, phrases or pictures that represent gifts from South. List of gifts can be found in the legends, in the summary section of the book and gift chart. The learner can also research on their own for more gifts using the internet or resources in the classroom.

Learners are to complete the task on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, learners can share their journal entry or activity with the practitioner, partner, or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

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Learner (in learner workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

- Learners can research video clips of the teachings on the internet.
- Learners can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Learners can create sentences using the words from their word list. Learners can write these sentences in their Word Book/Glossary notebook.
- Learners can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Learners can play spelling games with word wall words. Learners are to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Learners can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group. Modify the expectations to meet the learner's individual needs for learning.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner.
- Learners can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to learner with all activities.

Reflections/Next Step:

Practitioner is to begin a log or journal to record their views or comments on the successes and shortcomings of the lesson and suggestions for improvements that can be made to the lesson and/or delivery.

- How would you improve this lesson?
- What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 3 Activity Chart Checklist
- Answer to Worksheet for Lesson 3 on page 32.
- Next step is to complete Lesson 4 of the unit.

Lesson 3 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	<p>Learners read the Gifts of the South. The learner has three options to complete the reading:</p> <ul style="list-style-type: none"> a. read the text independently b. guided reading (you read the text while the learner follows along) c. shared reading (learners read text in small group or with a partner) <p>Instruct the learners to circle words they cannot decode (read) or understand.</p>	15	
5	Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.	5	
6	Learners may review and discuss the reading with their practitioner or peers including words circled in text.	15	
7	Learner is to complete the worksheet, on their own or with assistance.	20	
8	Learner is to complete the journal entry section of this lesson.	20	
9	Learner is to complete the lesson task, on their own or with assistance.	20	
10	If comfortable, learner can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and learners are to complete assessment and evaluation forms for this lesson.	10	

Worksheet for Lesson 3 The Gifts of the South

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

1. Why would red be used to represent the Southern doorway?

Red represents the sun at its highest point.

2. Which plant is represented by the Southern doorway?

The cedar plant is represented by the Southern doorway.

3. Name 3 gifts given from the Southern doorway.

Any three gifts listed on the Gift Chart.

Lesson 4: The Gifts of the West

Time: 140 minutes

The West is the direction from which darkness comes. It is the direction of the unknown, of going within, of dreams, of prayer and of meditation. The West is the place of testing, where the will is stretched to its outer limits so that the gift of perseverance may be won. For the nearer ones draws toward a goal the more difficult the journey becomes. The capacity to stick to a challenge even though it is very hard and even painful is an important lesson to be learned in the West. Indeed, it is the third great lesson in the Medicine Wheel teachings.

Lesson Expectations:

The learners will:

- be introduced to the Gifts of the West
- understand how each teaching relates to the history of our identity have an opportunity to continue to seek knowledge in their heritage
- use the following traits relating to skills for success: reading, creativity & innovation, writing, and communication
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

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- The Sacred Tree by J. Bopp – The Gifts from the West pp 53 -61
- Learner Package
- Assessment and Evaluation Forms (found in Learner Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper, Blank paper
- Marker, pencil crayons
- Glue, scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

“Anishinabeg Medicine Wheel.” *Kijicho Manito Madaouskarini Algonquin First Nation*, <https://kijichomanito.com/community/culture/anishinabeg-medicine-wheel/>.

Joseph, Bob. “What is an Indigenous Medicine Wheel?” *Indigenous Corporate Training Inc*, 24 May 2020, <https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>.

“Ojibwe/Potawatomi (Anishinabe) Teaching” *Fourdirectionsteachings.com*, <https://fourdirectionsteachings.com/transcripts/ojibwe.html>.

Suggested Word List for Lesson 4:

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon

Teaching/Learning Strategies:

Reading: The Gifts of the West

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in learner workbook)

ACTIVITY 1: Word List Review

Learners are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner, or small group.

Learners are to discuss definitions with a practitioner or peers, using a dictionary as necessary.

Learners are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the learner is most comfortable with.

Learners may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Learners are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the learner may have regarding the strategies.

During:

Time: 20 minutes

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Learners are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the learners describe and model the different reading strategies they might use during the reading activity.

Learners are now ready to read the text for this lesson: The Gifts of the West. The learner has three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

Learners are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading help learners to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Learners are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner or small group.

Learners are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask learners to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

Worksheet:

Time: 20 minutes

Learners are to complete the worksheet for this lesson on their own or with assistance from a practitioner, partner or small group.

ACTIVITY 5: Worksheet

Learners are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Learners are to complete the journal entry section for this lesson on own or with practitioner, partner or small group support.

Learners are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing, and organizing the ideas, and revising and editing them. If the learners are able, they may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the West

Time: 20 minutes

Learners are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the West.

Learners are to read the instructions prior to beginning to work.

Learners can colour the Medicine Wheel using the colour that represents the West, black.

Learners may search through magazines and newspapers for words, phrases or pictures that represent gifts from the West. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The learners can also research on their own for more gifts using the internet or resources in the classroom.

Learners are to complete the task for this lesson, on their own or with practitioner, partner, or small group support.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, the learners can share their journal entry or activity with their practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Learner (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Learners can read another legend on the Gifts of the West.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can write a story/legend based on their knowledge or comprehension of the teaching.
- Learners can research video clips of the teachings on the internet.
- Learners can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Learners can create sentences using the words from their word list. Learners can write these sentences in their Word Book/Glossary notebook.
- Learners can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Learners can play spelling games with word wall words. Learners are to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Learners can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the learner's individual needs for learning.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner.

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- Learners can read with a partner or in a small group setting. The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to learner with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 4 Activity Chart Checklist.
- Answer to Worksheet for Lesson 2 on page 41.
- Next step is to complete Lesson 5 of the unit.

Lesson 4 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	<p>Learners read the text for this lesson. The learner has three options to complete the reading:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (you read the text while the learner follows along) c) shared reading (learners read text in small group or with a partner) <p>Instruct the learners to circle words they cannot decode (read) or understand.</p>	15	
5	Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.	5	
6	Learners may review and discuss the reading with their practitioner or peers including words circled in text.	15	
7	Learner is to complete the worksheet, on their own or with assistance.	20	
8	Learner is to complete the journal entry section of this lesson.	20	
9	Learner is to complete the lesson task on their own or with assistance.	20	
10	If comfortable, learner can share their journal or activity with practitioner or peers.	10	
11	Practitioner and learners are to complete assessment and evaluation forms for this lesson.	10	

Worksheet for Lesson 4 Gifts of the West

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

1. Why would black be used to represent the Western doorway?

Black represents the sun being gone and the night sky filling the Earth.

2. Which season is represented by the Western doorway and why?

Fall is the season that is represented by the Western doorway because summer is over and everything is preparing for winter.

3. Name 3 gifts given to from the Western doorway.

Any three gifts from the Gifts Chart.

Lesson 5: The Gifts of the North

Time: 140 minutes

The North is the place of winter, of white snows that remind us the white hair of our Elders. It is the dawning place of true wisdom. Here dwell the teachers of intellectual gifts symbolized by the great mountain and the sacred lake. Some gifts that await the traveler in the North of the medicine wheel include to think, to synthesize, to speculate, to predict, to solve problems, to analyze, to understand and to organize to just name a few.

Lesson Expectations:

The learners will:

- be introduced to the Gifts of the North
- understand how each teaching relates to the history of our identity have an opportunity to continue to seek knowledge in their heritage
- use the following traits relating to skills for success: reading, creativity & innovation, writing, and communication
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts of the North pp 62 - 68
- Learner Package
- Assessment and Evaluation Forms (found in Learner Manual)

- Writing Tools: pens, pencils, eraser, and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper, Blank paper
- Markers, pencil crayons
- Glue, scissors
- Computer with access to internet
- Dictionary

Recommended Alternative Readings:

“Anishinabeg Medicine Wheel.” *Kijicho Manito Madaouskarini Algonquin First Nation*,
<https://kijichomanito.com/community/culture/anishinabeg-medicine-wheel/>.

Joseph, Bob. “What is an Indigenous Medicine Wheel?” *Indigenous Corporate Training Inc*, 24 May 2020, <https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel/>.

“Ojibwe/Potawatomi (Anishinabe) Teaching” *Fourdirectionsteachings.com*,
<https://fourdirectionsteachings.com/transcripts/ojibwe.html>.

Suggested Word List for Lesson 5:

sacred	synthesize	speculate	endurance	overwhelmed
capacity	complicated	keen	zenith	volition
perseverance	certitude			

Teaching/Learning Strategies:

Reading: The Gifts of the North

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help learners to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to chart is in learner workbook)

ACTIVITY 1: Word List Review

Learners are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Learners are to discuss definitions with a practitioner or peers, using a dictionary as necessary. Learners are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the learner is most comfortable with.

Learners may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Learners are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the learner may have regarding the strategies.

During:

Time: 20 minutes

During reading, help learners to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Learners are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the learners describe and model the different reading strategies they might use during the reading activity.

Learners are now ready to read the text for this lesson: The Gifts of the North. The learners have three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner)

Learners are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading help learners to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Learners are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner or small group.

Learners are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask learners to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet

Time: 20 minutes

Learners are to complete the worksheet for this lesson, on their own or with assistance from a practitioner, partner or small group.

Learners are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry

Time: 20 minutes

Learners are to complete the journal entry section for this lesson on own or with practitioner, partner or small group support.

Learners are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. If the learner is able, s/he may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the North

Time: 20 minutes

Learners are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the North.

Learners are to read the instructions.

Learners can colour the Medicine Wheel using the colour that represents the North, white.

Learners may search through magazines and newspapers for words, phrases or pictures that represent gifts from the North. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The learners can also research on their own for more gifts using the internet or resources in the classroom.

Learners are to complete the task for this lesson on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, the learners can share their journal entry or activity with their practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Teachings of the Medicine Wheel – Practitioners Guide

Learner (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Learners can read another legend on the Gifts of the North.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can write a story/legend based on their knowledge or comprehension of the teaching.
- Learners can research video clips of the teachings on the internet.
- Learners can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Learners can create sentences using the words from their word list. Learners can write these sentences in their Word Book/Glossary notebook.
- Learners can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Learners can play spelling games with word wall words. Learner is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Learners can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the learner's individual needs for learning.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner.
- Learners can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to learners with all activities.

Reflections/Next Step:

Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.

- How would you improve this lesson?
- What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 5 Activity Chart Checklist.

- Answer to Worksheet for Lesson 5 on page 48.
- Next step is to complete Lesson 6 of the unit.

Lesson 5 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	Learner is to read the text for the lesson. The learner has three options: a) read the text independently b) guided reading (small group of learners read text together) c) shared reading (practitioner/peer read text to learner) Instruct the learners to circle words they cannot decode (read) or understand	15	
5	Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.	5	
6	Learner is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Learner is to complete worksheet, on own or with assistance.	20	
8	Learner is to complete journal entry for lesson.	20	
9	Learner is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, learner can share journal or activity task with practitioner or peers.	10	
11	Practitioner and learners are to complete assessment and evaluation forms for lesson completion.	10	

Worksheet for Lesson 5 Gifts of the North

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

1. Why would white be used to represent the Northern doorway?

White is used to represent the Northern doorway because it represents winter and how things are still and quite.

2. Which human nature is represented by the Northern doorway?

The intellectual aspect is represented by the Northern doorway.

3. Name 3 gifts given to from the Northern doorway.

Any three gifts listed on the Gifts Chart.

Lesson 6: Culminating Activity

Time: 200 minutes

This focus of this lesson is to incorporate all the teachings of The Medicine Wheel into one activity. The learner will review the legends, stories and lessons from the unit and create a brochure. They can use words, phrases, ideas, drawings or pictures to assist them with development of their brochure. Learners may present their brochure to their peers or practitioner.

Lesson Expectations:

The learners will:

- identify aspects of the Medicine Wheel related to Indigenous culture
- demonstrate an understanding of cultural practices of Indigenous people
- design a literary work of art related to the Medicine Wheel teachings
- use the following traits relating to skills for success: digital, reading, writing, collaboration, communication, and creativity & innovation
- (OALCF)

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Magazines, newspapers, scrap paper
- Learner Package
- Assessment and Evaluation Forms (found in Learner Manual)

- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper, Blank paper,
- Markers, pencil crayons
- Glue, Scissors
- Computer with access to the internet

Electronic Resources:

Bell, Dr. Nicole. "Teaching by the Medicine Wheel: An Anishinaabe Framework for Indigenous Education." *EdCan Network*, 9 June 2014, <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>.

Rose, Mallory. "The Indigenous Medicine Wheel  (Native Medicine Wheel Explained!)." *Tribal Trade*, <https://tribaltradeco.com/blogs/medicine-wheel/medicine-wheel-teachings-native-medicine-wheel-system-explained..>

Videos:

"Make a Tri-fold Brochure in Word" *YouTube*, uploaded by Technology for Teachers and Learners, 2020 Aug 26, <https://www.youtube.com/watch?v=fsmh4NMztJI>.

Task: Creating a Brochure

Time: 180 minutes

ACTIVITY 1: Researching

Time: 60 minutes

- Learners are to research procedures on brochure making using the internet or other classroom resources. This may be completed on their own, with a partner, practitioner or small group.
- Learners are can research Medicine Wheel teachings on the internet to generate ideas on format, terminology, phrases and pictures for their brochure.
- Learners are to review the words and phrases they have used in their Medicine Wheel teachings for each direction, East, South, West and South.

ACTIVITY 2: Formatting and Designing

Time: 90 minutes

- Learners select the format, design, words, phrases, and pictures for their brochure.
- Learners can use software programs such as Microsoft Publisher to assist them with designing and formatting their brochure.
- Learners may also create brochure with cut and pasting techniques. The practitioner, partner or small group may assist with activity.

ACTIVITY 3: Final Product

Time: 30 minutes

- Learners are to glue together or print the final product.
- Learners are to colour brochure for extra effect.

ACTIVITY 4: Oral Communications

Time: 10 minutes

If comfortable, the learners can share their journal entry or brochure with a practitioner, partner or small group.

ACTIVITY 5: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self-assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Learner (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Accommodations:

Modify the expectations to meet the learner's individual needs for learning. Modify writing activities based on learner's abilities.

Learners can work independently, with a partner or with the practitioner. Practitioner can provide 1:1 assistance with written portions of this activity.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 6 Activity Chart Checklist
- This unit is finished.

Lesson 6 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	On-line research into Brochure making	20	
2	On-line research into alternate or additional Medicine Wheel teachings	20	
3	Review completed Medicine Wheel activity worksheets	20	
4	Design and create brochure	90	
5	Finish and publish brochure	30	

6	Present brochure to practitioner or peers	10	
7	Complete Assessment and Evaluation	10	

Chart of Gifts

Direction	East	South	West	North
Four Aspects of Human Nature	Spiritual	Physical	Emotional	Intellectual
Four Stages of Life	Childhood	Adolescent / Youth	Adult	Elder
Four Sacred Plants/Medicines	Tobacco	Cedar	Sage	Sweetgrass
Four Elements	Air	Fire	Earth	Water
Four Races of Man	Asian (yellow)	Aboriginal / Indigenous (red)	Black / African (black)	European (white)
Four Seasons	Spring	Summer	Fall	Winter
Four Food Groups	Fruits and Vegetables	Meat and Fish	Grains and Breads	Dairy and Milk Products

Teachings of the Medicine Wheel – Practitioners Guide

Gifts from within	<p>Innocence Spontaneity Joy Purity Trust Hope Courage Truthfulness</p>	<p>Generosity Sensitivity Loyalty Nobility Love Determination Passionate Compassion Kindness</p>	<p>Dreams Perseverance Respect Humility Self- Awareness Reflection Commitment</p>	<p>Wisdom Thinking Analyzing Understanding Predicting Organizing Categorizing Discriminating Criticizing Problem- solving Imagining</p>
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Word List

Teachings of the Medicine Wheel

Introduction - Lesson 1:

divide	counterbalance	revolve	represent	illumination
sensitivity	physical	nutrition	intellectual	analyze
critique	equally			

Gifts of the East - Lesson 2:

guilelessness	journey	sacrifice	examine	absorb
submerge	craftsmanship	competitive	insensitive	vulnerable
humble	patience			

Gifts of the South - Lesson 3:

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

Gifts of the West – Lesson 4:

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon

Gifts of the North – Lesson 5:

sacred	synthesize	speculate	endurance	overwhelmed
capacity	complicated	keen	zenith	volition
perseverance	certitude			

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?

Recommended Alternative Readings

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	Recommended Alternative Reading
1	Introduction to the Medicine Wheel	<p>Medicine Ways: Traditional Healers and Healing https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html</p> <p>The Anishinaabek Medicine Wheel https://fnt2t.com/index.php/2022/04/26/the-anishinaabek-medicine-wheel/</p>
2	Gifts of the East	<p>Joseph, Bob. “What is an Indigenous Medicine Wheel?” Indigenous Corporate Training Inc, 24 May 2020, https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel.</p> <p>“Ojibwe/Potawatomi (Anishinabe) Teaching” Fourdirectionsteachings.com, https://fourdirectionsteachings.com/transcripts/ojibwe.html.</p>
3	Gifts of the South	<p>Joseph, Bob. “What is an Indigenous Medicine Wheel?” Indigenous Corporate Training Inc, 24 May 2020, https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel..</p> <p>“Ojibwe/Potawatomi (Anishinabe) Teaching” Fourdirectionsteachings.com, https://fourdirectionsteachings.com/transcripts/ojibwe.html.</p>
4	Gifts of the West	<p>Joseph, Bob. “What is an Indigenous Medicine Wheel?” Indigenous Corporate Training Inc, 24 May 2020, https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel.</p> <p>“Ojibwe/Potawatomi (Anishinabe) Teaching” Fourdirectionsteachings.com, https://fourdirectionsteachings.com/transcripts/ojibwe.html.</p>
5	Gifts of the North	<p>Joseph, Bob. “What is an Indigenous Medicine Wheel?” Indigenous Corporate Training Inc, 24 May 2020, https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel..</p> <p>“Ojibwe/Potawatomi (Anishinabe) Teaching” Fourdirectionsteachings.com, https://fourdirectionsteachings.com/transcripts/ojibwe.html.</p>

6	Culminating Activity	<p>Bell, Dr. Nicole. "Teaching by the Medicine Wheel: An Anishinaabe Framework for Indigenous Education." EdCan Network, 9 June 2014, https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/.</p> <p>Rose, Mallory. "The Indigenous Medicine Wheel     (Native Medicine Wheel Explained!)." Tribal Trade, https://tribaltradeco.com/blogs/medicine-wheel/medicine-wheel-teachings-native-medicine-wheel-system-explained.</p>
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References

Print Resources:

Bopp, Judie. *Sacred Tree: Reflections on Native American Spirituality*. 4th ed., Lotus Light Public, 1985. <https://www.amazon.ca/Sacred-Tree-Reflections-American-Spirituality/dp/0941524582>.

Ontario Native Literacy Coalition, *Daughters, Sisters, Mothers & Wives – An Anishinaabe Reader*, 2015. <https://www.onlc.ca/bookstore/daughters-sisters-mothers-wives-series/anishinaabe>

Electronic Resources:

Joseph, Bob. “What is an Indigenous Medicine Wheel?” *Indigenous Corporate Training Inc*, 24 May 2020, <https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>. Accessed Feb 9, 2023.

“Medicine Ways: Traditional Healers and Healing” *Native Voices*, National Institutes of Health, <https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>. Accessed Feb 9, 2023.


Rose, Mallory. “Medicine Wheel - Practices for Spiritual Health.” *Tribal Trade*, 31 July 2020, <https://tribaltradeco.com/blogs/medicine-wheel/medicine-wheel-practices-for-spiritual-health>. Accessed Feb 9, 2023

“Anishinabeg Medicine Wheel.” *Kijicho Manito Madaouskarini Algonquin First Nation*, <https://kijichomanito.com/community/culture/anishinabeg-medicine-wheel/>. Accessed Feb 9, 2023.

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Bell, Dr. Nicole. “Teaching by the Medicine Wheel: An Anishinaabe Framework for Indigenous Education.” *EdCan Network*, 9 June 2014, <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>. Accessed Feb 9, 2023

“Make a Tri-fold Brochure in Word” *YouTube*, uploaded by Technology for Teachers and Learners, 2020 Aug 26, <https://www.youtube.com/watch?v=fsmh4NMztJI>. Accessed Feb 9, 2023.

Rose, Mallory. “The Indigenous Medicine Wheel  (Native Medicine Wheel Explained!).” *Tribal Trade*, <https://tribaltradeco.com/blogs/medicine-wheel/medicine-wheel-teachings-native-medicine-wheel-system-explained>. Accessed Feb 9, 2023.

On the surface of the Earth, all is given from the Four Sacred Directions of the Medicine Wheel which are: East, South, West and North. Each direction contributes a vital part to the wholeness of the Earth. Each brings physical powers, as well as spiritual powers, as do all things.

The focus of this unit is to make the learner familiar with the Medicine Wheel and the Four Directions perspectives. This unit introduces the learner to the Medicine Wheel and how it functions as a teaching tool.

The learner will:

- Explore domains of the Medicine Wheel – the four directions, four aspects of human nature, four sacred plants, and the four elements, through recommended readings
- Explore opportunities for using the Medicine Wheel model in other aspects of their lives
- Transfer this model into other subjects such as mathematics, science, and health
- Demonstrate their perception and knowledge acquired throughout the unit

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