

Teachings of the Medicine Wheel

**Basic Level
Teachings**



Learner Manual

Ontario Native Literacy Coalition

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

Overview

Unit Description

The Medicine Wheel is a circular symbol representing the wholeness of traditional Indigenous life. It is a perfectly balanced shape without a top or bottom, length, or 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 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 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 help you become familiar with the Medicine Wheel and Four Directions. This will introduce you to how the Medicine Wheel functions as a teaching/learning tool.

You will:

- be able to explore aspects of the Medicine Wheel such as the four directions, four aspects of human nature, four traditional medicines, and the four elements through discussions and recommended readings.
- explore opportunities for using the Medicine Wheel model in other aspects of your life.
- be able to transfer this model into other subjects such as mathematics, science, and health.
- demonstrate the perception and knowledge you gained from this unit.

Understanding Skills for Success

What are Skills for Success in Canada?

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

Why Skills for Success?

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

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

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

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

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

Research indicates that Skills for Success development is associated with:

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

The Nine Skills for Success are:

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



Descriptions for the nine skills can be found at

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

This resource suggested Skills for Success competencies:

Reading, Writing, Communication, Creativity & Innovation

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

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

This resource suggested OALCF competencies:

A1.2, A2.2, A3, B1.2, B2.2, b3>2b, D.2, E.2, F

Lesson 1: Introduction to the Medicine Wheel

This unit begins by introducing the Medicine Wheel and the Four Directions. On the surface of the Earth, all is given by the Four Sacred Directions: North, South, East, and West. Each of these directions contributes a vital part to the wholeness of the Earth. Each has physical powers as well as spiritual powers, as do all things.

Lesson Expectations:

You will:

- learn some of the teachings of the Medicine Wheel and the Four Directions
- understand how these teachings relate to the history of our people
- continue to seek knowledge about your own heritage
- use the following traits relating to skills for success: reading, collaboration, writing, and reading
- (OALCF)

Materials:

- your Learner Manual
- Book: Daughters, Sisters, Mothers & Wives, An Anishinaabe Reader, Ontario Native Literacy Coalition, pg. 6-8. (can be purchased at onlc.ca)
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary

ACTIVITY 1: Word List Review

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

Word List Options for Lesson 1:

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

ACTIVITY 2: Prior Knowledge

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

Prior Knowledge Activation Chart

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

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the story *Introduction* (pg. 4-5) from the Book: *Daughters, Sisters, Mothers & Wives, An Anishinaabe Reader*, Ontario Native Literacy Coalition, pg. 6-8. (can be purchased at onlc.ca)
- You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words they you don't know yet or are unsure about.

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.

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

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 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.

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher,

partner, or small group.

- Discuss how things you knew before affected your reading or your comprehension of the text (legend).
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

- Please complete the worksheet for this lesson. You can complete it on your own, with your teacher, partner or in a small group.
- Please read the instructions for worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

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

ACTIVITY 7: The Medicine Wheel and Four Cardinal Directions

Please read the instructions for this task before beginning the work. Worksheet on page ??

Instructions:

- Label each arrow on the Medicine Wheel found at the end of this lesson by direction: East, South, West and North.
- You can colour the Medicine Wheel using the four colours according to the legend.
- You may complete this task on own, with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

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

ACTIVITY 9: Assessment and Evaluation

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

Lesson 1: Activity 5 - Worksheet for 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?

2. Name the four directions in a Medicine Wheel.

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

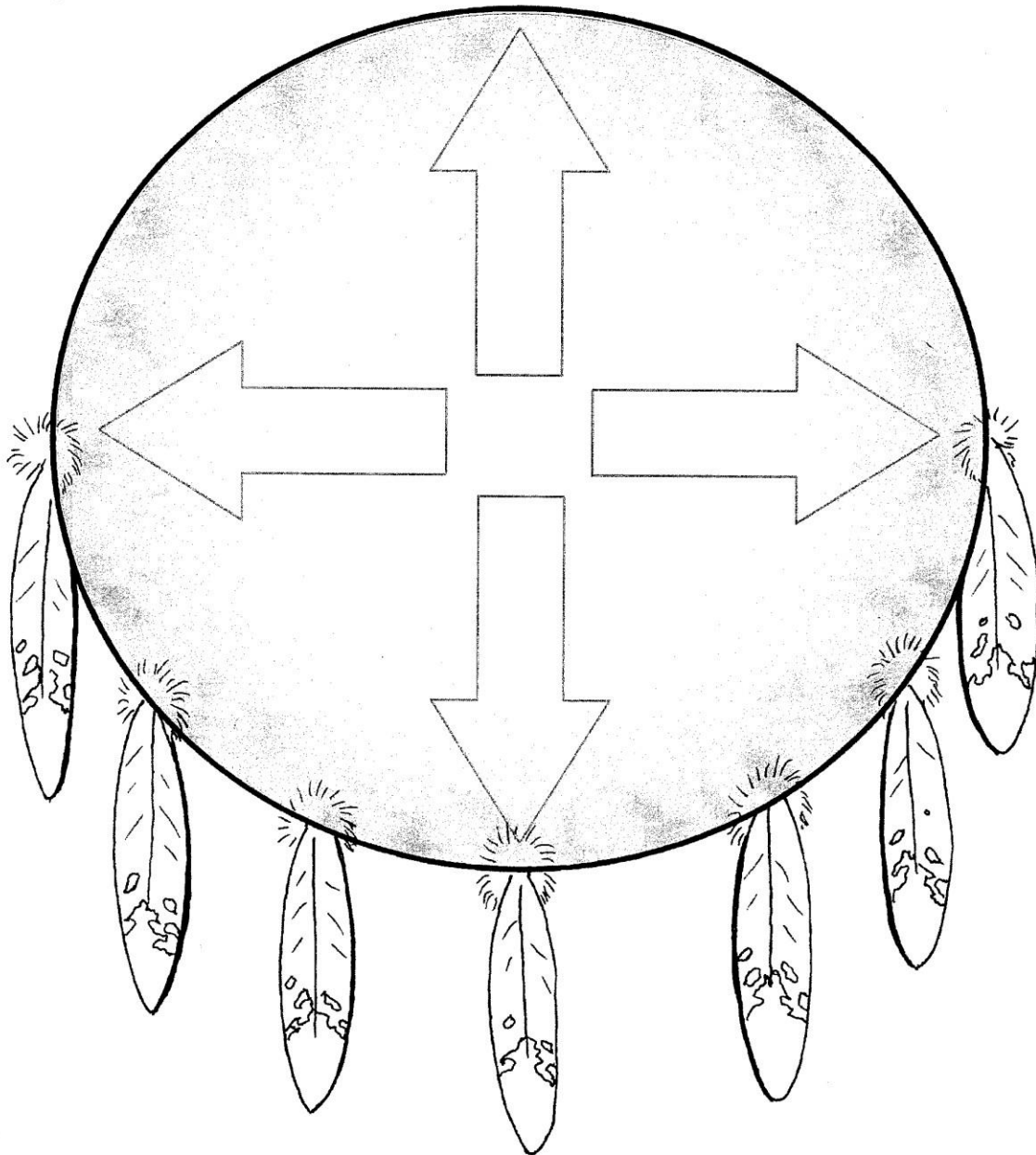
Learner Activity:

- Create your own Medicine Wheel using construction paper and bristol board.
- Using the correct colours to represent the four directions, cut out each piece to represent $\frac{1}{4}$ of the circle.
- Paste them together to form a circle.
- Make a label for each direction and place them on the circle.

Hint: You can look on the internet for ideas on different designs of Medicine Wheels.

Medicine Wheel Activity

Please follow instructions shown in ACTIVITY 7.



Self-Assessment Form

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

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

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 1 Activity Chart Checklist

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

Lesson 2: Gifts of the East

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:

You will:

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

Materials:

- your Learner Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- your teacher will provide the story for this lesson, found in Bopp, Judie. *Sacred Tree: Reflections on Native American Spirituality*. 4th ed., Lotus Light Public, 1985. (available at [amazon.ca](https://www.amazon.ca) and [GoodMinds.com](https://www.GoodMinds.com))

ACTIVITY 1: Word List Review

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

Word List Options for Lesson 2:

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

ACTIVITY 2: Prior Knowledge

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

Prior Knowledge Chart

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

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read the story *The Gifts of the East* (teacher handout). You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words you don't know yet.

Reading Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.

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

ACTIVITY 4: After Reading Discussion

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

ACTIVITY 5: Worksheet for Lesson

- Please complete the worksheet for this lesson. You can complete it on your own, with your teacher, partner or in a small group.
- Please read the instructions for the worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between the words. Spelling is not a priority.

ACTIVITY 6: Journal Entry

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

ACTIVITY 7: Gifts of the East

Please read these instructions for this task before beginning the work.

- Fill in the Medicine Wheel picture on page 16 with words, phrases or pictures that represent gifts from the East. Hint: Magazines and newspapers are good places to find these things.
- Find a list of the gifts from the East at the back of your Learner Manual and you can also research for more gifts using the internet or resources in the classroom.
- You can also colour the Medicine Wheel using the colour that represents the East.
- You may complete this task on your own, with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

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

ACTIVITY 9: Assessment and Evaluation

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

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

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

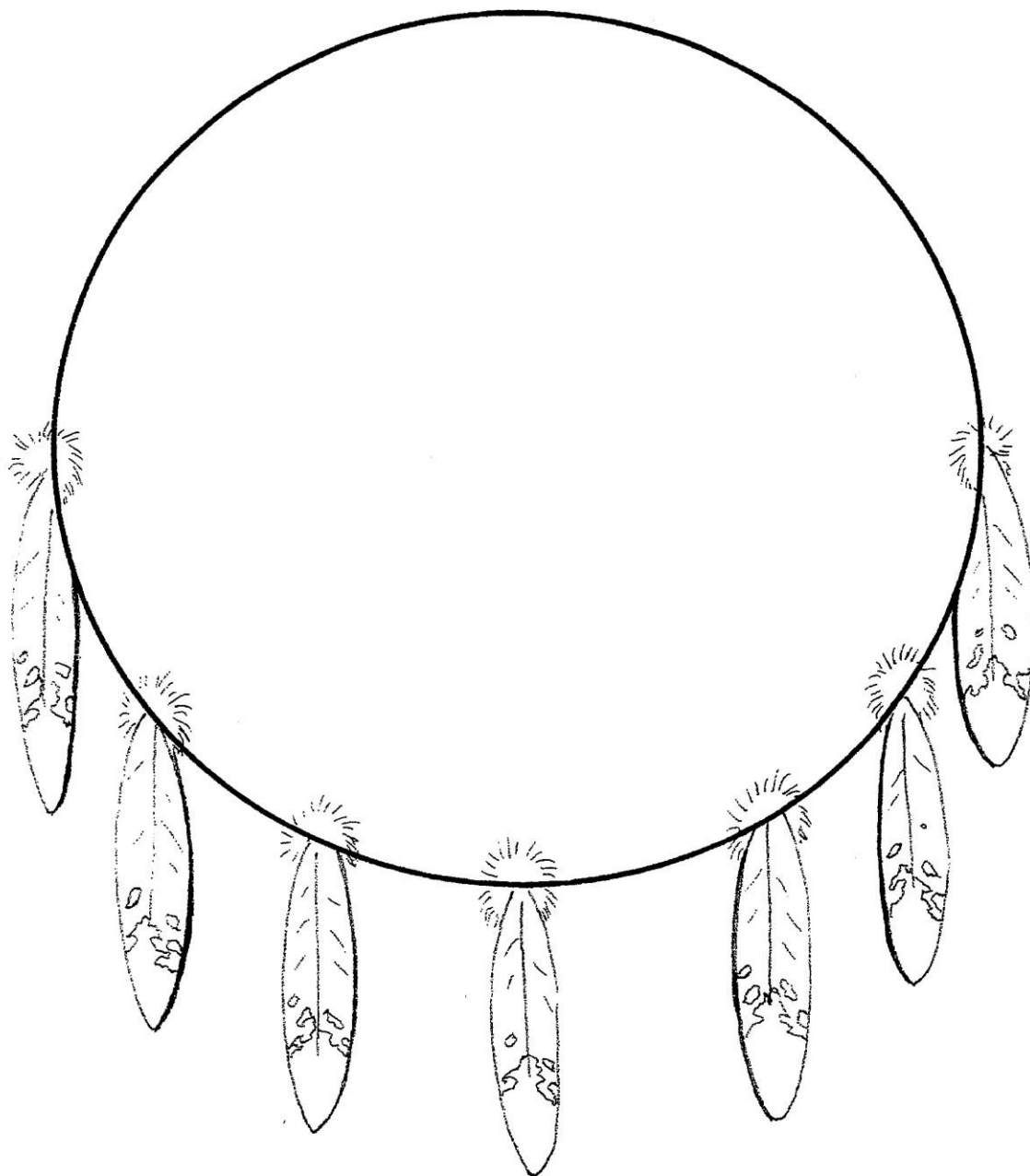
1. Why would yellow be used to represent the Eastern doorway?

2. Which age level is represented by the East?

3. Name 3 gifts given from the East.

Gifts of the East

Please follow instructions in ACTIVITY 7.



Self-Evaluation Form

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

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

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 2 Activity Chart Checklist

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

Lesson 3: The Gifts of the South

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:

You will:

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

Materials:

- your Learner Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- your teacher will provide the story for this lesson, found in Bopp, Judie. *Sacred Tree: Reflections on Native American Spirituality*. 4th ed., Lotus Light Public, 1985. (available at amazon.ca and GoodMinds.com)

ACTIVITY 1: Word List Review

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

Suggested Word List for Lesson 3:

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

ACTIVITY 2: Prior Knowledge

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

Prior Knowledge Chart

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

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read legend *The Gifts of the South* (teacher handout). You can read it by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words you don't know yet or are unsure about.

Reading Comprehension Strategy Chart

Reading Strategy	You Might say	What You can do
Predicting: thinking about what is going to happen next in a story.	"I think this will happen next in the story."	Try to predict what will happen. Ask questions to help you learn about predicting.

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

ACTIVITY 4: After Reading Discussion

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

ACTIVITY 5: Worksheet for Lesson

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

- Please read the instructions for the worksheet before doing the answers.
- Please use capitals at the beginning of sentences, periods at the end of sentences and appropriate spacing between your words.

ACTIVITY 6: Journal Entry

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

ACTIVITY 7: Gifts of the Southern Direction

Please read the instructions for this task before beginning the work.

- You can fill in the Medicine Wheel picture at the end of this lesson with words, phrases or pictures that represent gifts from South. Hint: Magazines and newspapers are good places to find these things.
- You can find a list of gifts at the end of your Learner Manual, and you can also research for more gifts using the internet or resources in the classroom.
- You may complete this task on your own, with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

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

ACTIVITY 9: Assessment and Evaluation

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

Lesson 3: Activity 5 - Worksheet for The Gifts of the South

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

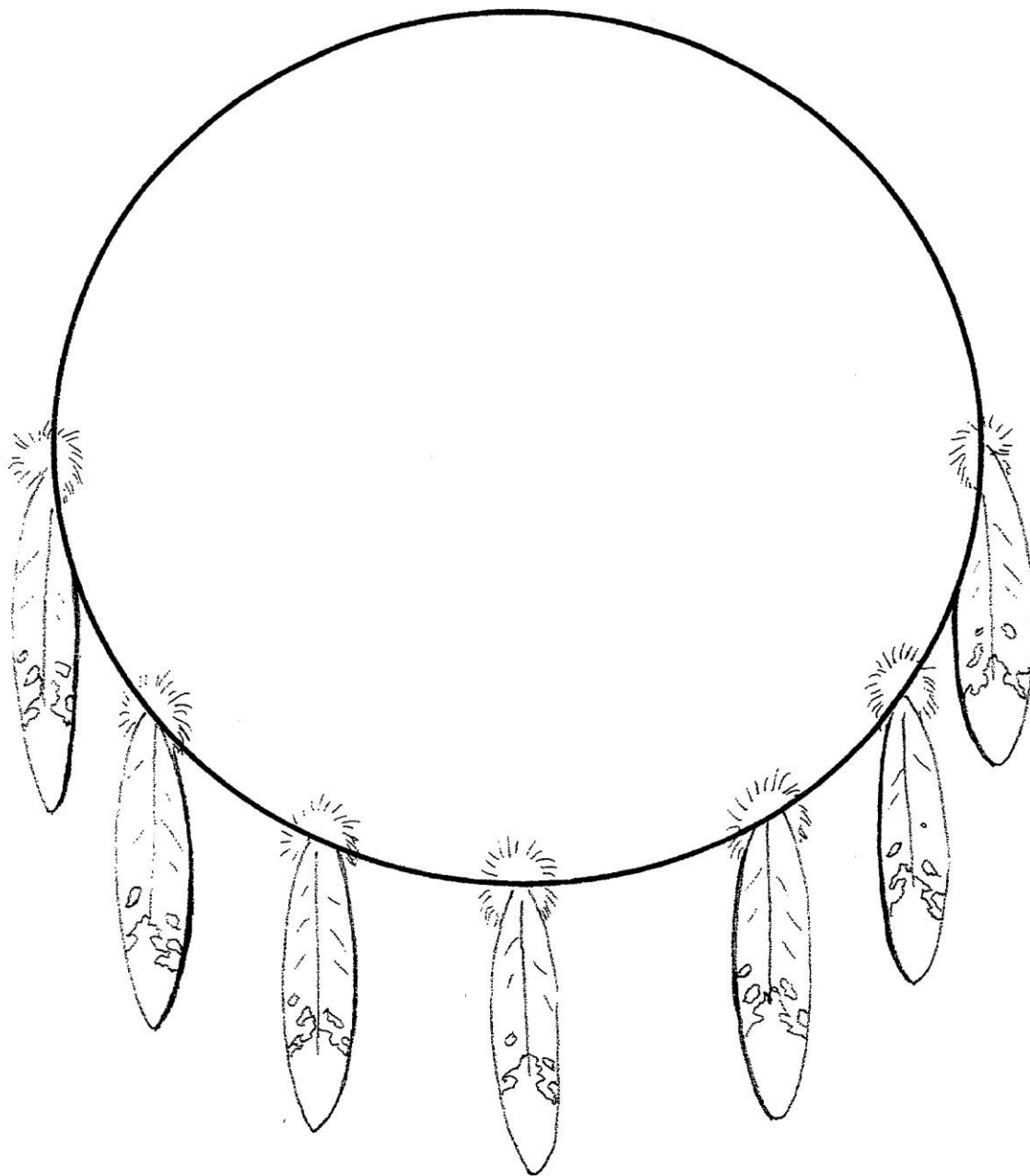
1. Why would red be used to represent the Southern doorway?

2. Which plant is represented by the South?

3. Name 3 gifts given from the South.

Gifts from the South

Please follow the instructions in ACTIVITY 7.



Self-Evaluation Form

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

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

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 3 Activity Chart Checklist

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

Lesson 4: The Gifts of the West

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:

You will:

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

Materials:

- your Learner Manual
- writing Tools: pens, pencils, eraser, and ruler
- a notebook for your Word List/Glossary
- a notebook for your Reflection Journal Entries
- a computer with access to the internet
- a dictionary
- your teacher will provide the story for this lesson, found in Bopp, Judie. *Sacred Tree: Reflections on Native American Spirituality*. 4th ed., Lotus Light Public, 1985. (available at amazon.ca and GoodMinds.com)

ACTIVITY 1: Word List Review

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

Word List Options for Lesson 4:

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon

ACTIVITY 2: Prior Knowledge Activation

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

Prior Knowledge Chart

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

ACTIVITY 3: Read Text (Legend)

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

Reading Chart

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

ACTIVITY 4: After Reading Discussion

- Please review and discuss any words that have been circled in the text. This can be done with your teacher, partner, or small group.
- Discuss your feelings or perceptions of the text (legend) with your teacher, partner, or small group.
- Retell the story to the teacher, partner, or small group.
- Discuss the topic, main idea, supporting details and characters with your teacher, partner, or small group.

- Discuss how things you knew before affected your reading or your comprehension of the text (legend)
- Define and write out the words that were circled and put them in your Word Book.

ACTIVITY 5: Worksheet for Lesson

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

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

ACTIVITY 6: Journal Entry

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

ACTIVITY 7: Gifts of the West

- Please read the instructions for this task before beginning the work.
- You can fill in the Medicine Wheel picture at the end of this lesson with words, phrases or pictures that represent gifts from West. Hint: Magazines and newspapers are good places to find these things.
- You can find a list of gifts from the west at the back of your Learner Manual, and you can also research for more gifts using the internet or resources in the classroom.
- You can also colour the Medicine Wheel using the colour that represents the West. You may complete this task on your own, with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

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

ACTIVITY 9: Assessment and Evaluation

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

Lesson 4: Activity 5 - Worksheet for Gifts of the West

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

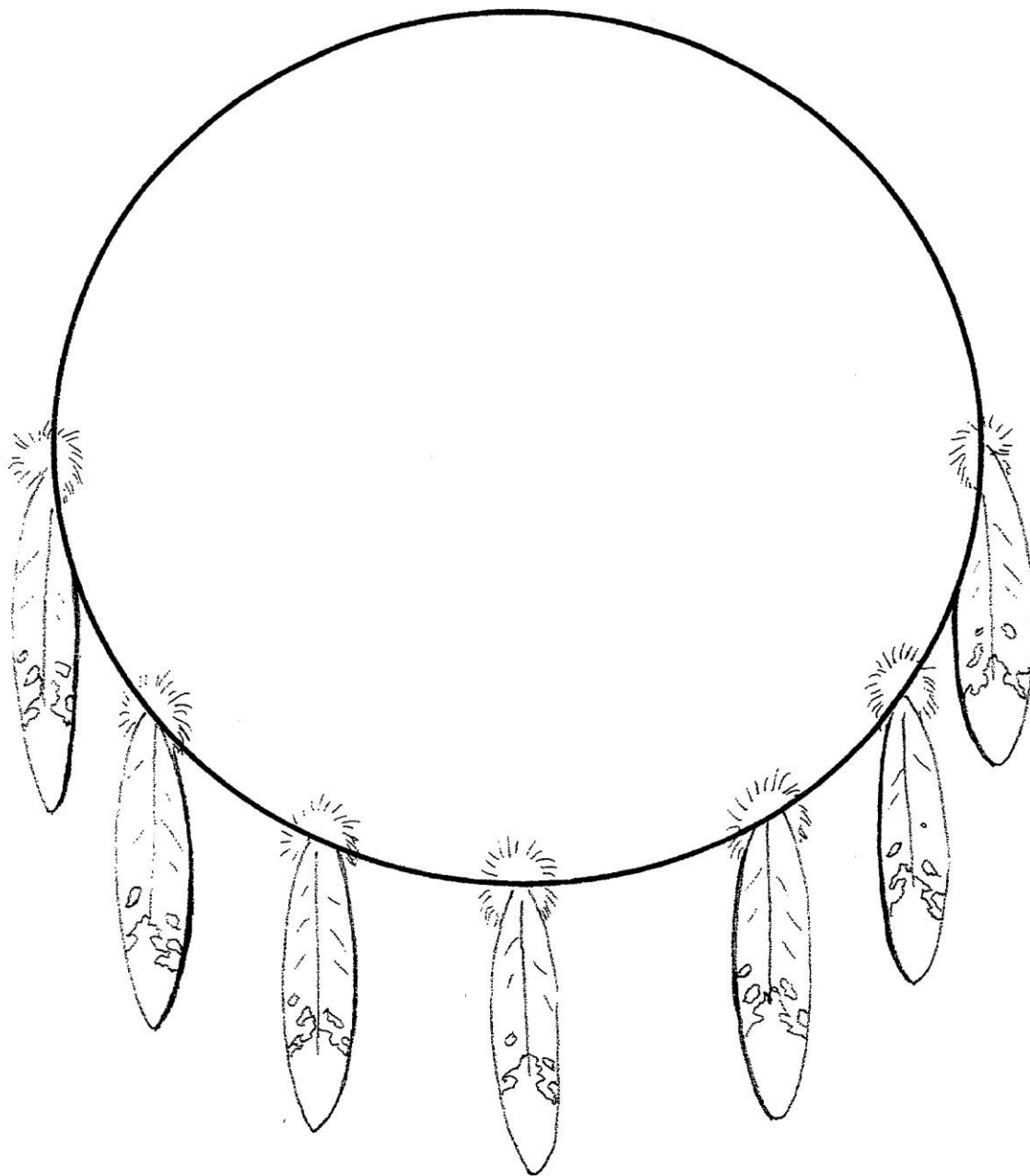
1. Why would black be used to represent the Western doorway?

2. Which season is represented by the West and why?

3. Name 3 gifts given from the West.

Gifts of the West

Please follow instructions in ACTIVITY 7.



Self-Evaluation Form

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

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

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 4 Activity Chart Checklist

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

Lesson 5: The Gifts of the North

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:

You will:

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

Materials:

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

ACTIVITY 1: Word List Review

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

Word List Options for Lesson 5:

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

ACTIVITY 2: Prior Knowledge Activation

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

Prior Knowledge Chart

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

ACTIVITY 3: Read Text (Legend)

- Look at the Reading Chart below. It shows different ways to learn about new stories you are reading. If you need help, please ask your teacher or another learner.
- Read legend Gift of the North, either by yourself, with some of the other learners or the teacher may be able to help you.
- Circle any words you don't know yet or are unsure about.

Reading Chart

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

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

ACTIVITY 4: After Reading Discussion

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

ACTIVITY 5: Worksheet for Lesson

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

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

ACTIVITY 6: Journal Entry

Please complete the journal entry section of this lesson. Your teacher, partner, or small group may help with this part of the lesson.

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

ACTIVITY 7: Gifts of the North

Please read the instructions for this task before beginning the work.

- You can fill in the Medicine Wheel picture at the end of this lesson with words, phrases or pictures that represent gifts from North. Hint: Magazines and newspapers are good places to find these things.
- You can find a list of gifts from the North at the back of your Learner Manual, and you also research for more gifts using the internet or resources in the classroom.
- You may complete this task on your own, with your teacher, partner, or small group.

ACTIVITY 8: Oral Communications

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

ACTIVITY 9: Assessment and Evaluation

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

Lesson 5: Activity 5 - Worksheet for Gifts of the North

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

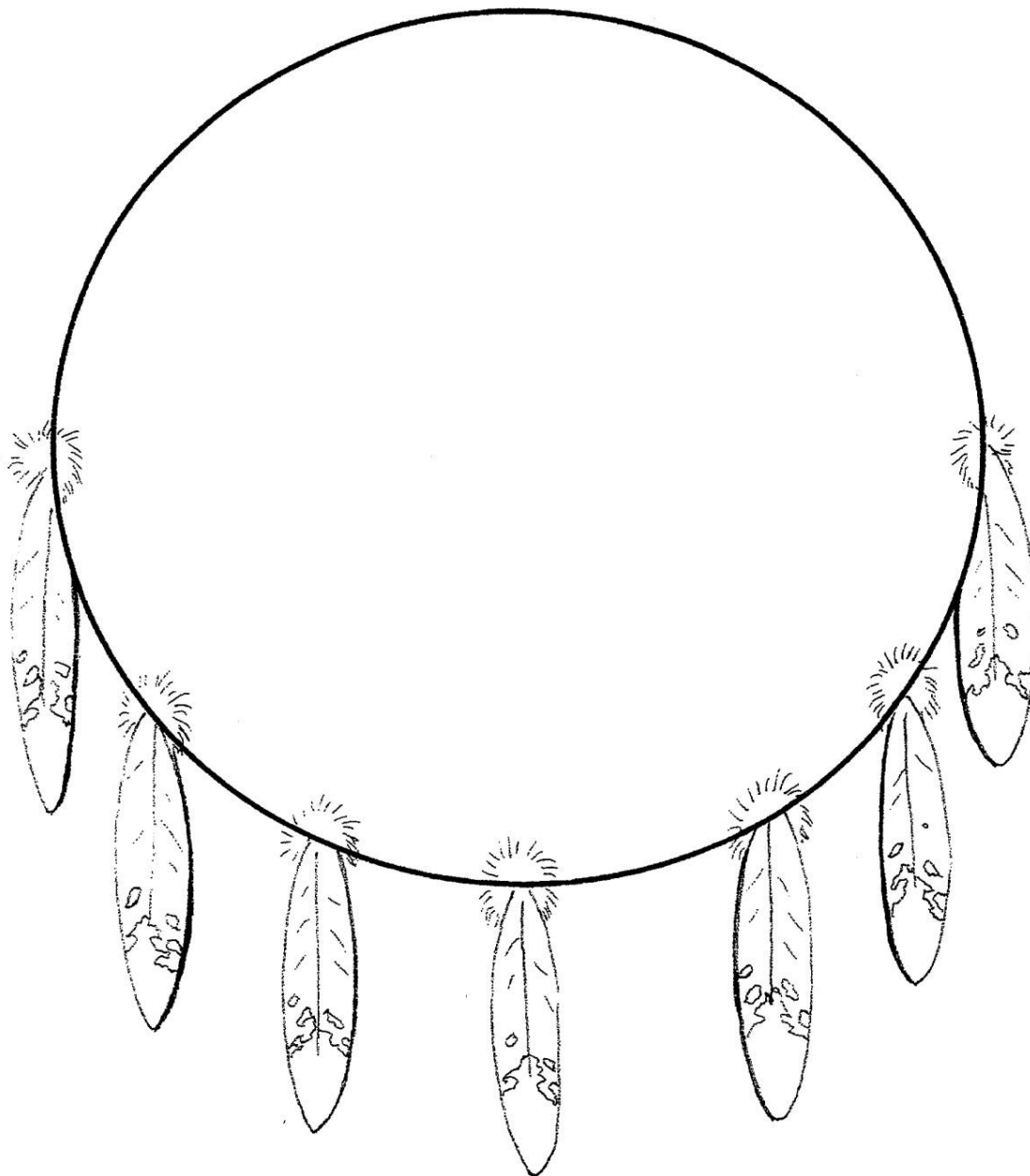
1. Why would white be used to represent the Northern doorway?

2. Which human nature is represented by the North?

3. Name 3 gifts given from the North.

Gifts from the North

Please follow the instructions given in ACTIVITY 7



Self Evaluation Form

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

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

What are your plans to improve your reading skills?

What are your plans to improve your writing skills?

Do you have any new learning goals?

Lesson 5 Activity Chart Checklist

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

Lesson 6: Culminating Activity

This lesson is on incorporating all the teachings of the Medicine Wheel into one activity. You will review the legends, stories and lessons from the unit and create a brochure using the information gathered from creating your Medicine Wheels along with drawings or pictures demonstrating knowledge acquired during the course of the unit. If you are comfortable, you may verbally present your brochure to your class or teacher.

Lesson Expectations:

You will:

- identify aspects of the Medicine Wheel related to Aboriginal cultures
- demonstrate an understanding of cultural practices of Aboriginal 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)

Materials:

- magazines, newspapers, scrap paper
- your Learner Manual
- writing Tools: pens, pencils, markers, pencil crayons, eraser, and ruler
- your Word List notebook
- your Reflection Journal notebook chart paper
- blank paper glue
- scissors and glue
- a computer with access to computer
- a dictionary

Electronic Resources:

http://www.shannonthunderbird.com/medicine_wheel_teachings.htm

<http://www.indianheadfirstnations.com/wheel.htm>

<http://images.google.ca/images?oe=utf-8&rls=org.mozilla:en-US:official&client=firefox-a&q=>

Videos:

<http://www.youtube.com/watch?v=flGrFHy463g>

Task: Creating a Brochure ACTIVITY 1: Researching

- Take some time to research information on how to make brochures using the internet or other classroom resources. This may be completed on your own, with a partner, with the teacher or in a small group.
- While you are on the internet you may also want to research other Medicine Wheel teachings to generate more ideas for the content and design of your brochure.
- Review the words and phrases you have used in making your Medicine Wheels for each direction East, South, West and North.

ACTIVITY 2: Formatting and Designing

- Choose the format, design, words, phrases, and pictures you want to put in your brochure.
- If you know how to use them, software programs such as Microsoft Publisher can help you design and format your brochure.
- You can also create your brochure by hand (cut and paste) if you prefer. Your teacher, partner or small group may help with this activity.

ACTIVITY 3: Final Product

- Glue your brochure together or print the final product if you used a computer.
- You may also colour your brochure or add other materials for extra effect.

ACTIVITY 4: Oral Communications

If comfortable, you can share your journal entry or work with your teacher, partner, or small group.

ACTIVITY 5: Assessment and Evaluation

Please complete the Self Evaluation and Checklist for Lesson 6.

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 after completing this lesson?

Lesson 6 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Research on computer for Brochure making	20	
2	Research on computer for Medicine Wheel teachings	20	
3	Review Medicine Wheel activity worksheets completed	20	
4	Design and create brochure	90	
5	Finish and publish product	30	
6	Present brochure to teacher, partner, or class	10	
7	Complete your Self-Assessment 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	Wheat and breads	Milk and Milk Products
Gifts from within	Innocence Spontaneity Joy Purity Trust Hope Courage Truthfulness	Generosity Sensitivity Loyalty Nobility Love Determination Passionate Compassion Kindness	Dreams Perseverance Respect Humility Self- Awareness Reflection Commitment	Wisdom Thinking Analyzing Understanding Predicting Organizing Categorizing Discriminating Criticizing Problem solving Imagining

Word List
Teachings of the Medicine Wheel

Introduction - Word List for Lesson 1

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

Gifts of the East - Word List for Lesson 2

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

Gifts of the South - Word List for Lesson 3

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

Gifts of the West - Word List for Lesson 4

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon


Gifts of the North - Word List for Lesson 5

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

Recommended Alternative Reading Resource List

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

	Teaching	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>

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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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