

Grade 6 Science
Earth Systems
Activity 8: Traditional Plants

Grade 6 Science - Living Systems
Activity #8
Traditional Plants

Duration: 60 minutes

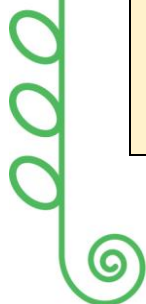
Please consider inviting an elder in your community to speak of the importance of plants. They will have much more knowledge and will really enjoy imparting this knowledge on the students.

Objective	Overview:
By the end of the activity, students should be able to: <ul style="list-style-type: none">- Understand that certain plants are considered sacred by First Nations and Métis peoples.- Understand that offering tobacco is a sign of respect, balance, and harmony with the land.- Understand that these teachings show a sustainable relationship with nature.	<ul style="list-style-type: none">- This activity introduces students to the concept of the sacred plants of the FNMI communities. Students will explore why these plants are important as well as how to respect them. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the sustainable relationship with nature that these plants represent.

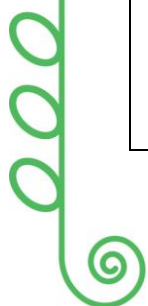
Science Guiding Question	Learning Outcome
In what ways are ecosystems complex?	Students investigate the characteristics and components of and interactions within ecosystems.
Knowledge	<ul style="list-style-type: none">- Certain plants are considered sacred to First Nations and Métis, such as: sage, sweetgrass, cedar, tobacco.- The offering of tobacco signifies: balance and harmony, giving back to the land, respect for the plant, a sustainable relationship.
Understanding	<ul style="list-style-type: none">- There are significant relationships between plants and animals within ecosystems.
Skills and Procedures	<ul style="list-style-type: none">- Discuss plants that are considered sacred to First Nations and Métis.



ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none"> - How can text form and structure improve understanding of content? - What relationships can be made between skillful oration and communication content, style, and delivery? 	<ul style="list-style-type: none"> - Students analyze how text form and structure clarify information and support connecting with self, others, and the world. - Students connect the quality and efficacy of oral communication to oral language skills.
Knowledge	<ul style="list-style-type: none"> - Texts can have more than one purpose and may have one that stands out. - Reading a variety of texts for enjoyment can support academic development. - Literary text forms can be digital or non-digital and include <ul style="list-style-type: none"> -articles -speeches -hybrids - First Nations, Metis and Inuit communication processes and protocols can preserve shared knowledge and include practices such as <ul style="list-style-type: none"> -ongoing conversations -sharing circles -respectfully acknowledging all voices -waiting to take turns -active listening -focusing on the idea rather than on who gave the idea -ending with consensus
Understanding	<ul style="list-style-type: none"> - Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information. - Oral traditions can enhance relationships and preserve shared knowledge.
Skills and Procedures	<ul style="list-style-type: none"> - Analyse the purpose of a variety of digital or non-digital texts. - Make connections between texts read for enjoyment and academic development. - Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.



Timing	Instructional Element	Student Tasks
Introduction (5 minutes)	<p>Talking Circle:</p> <ul style="list-style-type: none"> - What is your relationship with the land? - As the teacher is to respond last, summarize what students have shared and consolidate with what the teacher would like the students to know. - Introduce the idea that many First Nations and Métis peoples see the land, plants, and animals as relatives — not just resources. - Show the four traditional plants (images or samples) and briefly explain each one. <p>Four Traditional Medicines Traditional Plants</p> <ul style="list-style-type: none"> - See link below for classroom talking circle guidelines: <p>Talking Circle Pedagogy</p>	Students participate in the talking circle and listen to the teacher.
Development (30 minutes)	<ul style="list-style-type: none"> - Share a short story, video, or read aloud a resource (with permission) from an Indigenous author about the use of traditional plants. <p>Video: Offering Protocol Story: Traditional Medicines</p> <ul style="list-style-type: none"> - Focus on the offering of tobacco — highlight how it symbolizes: <p>Balance and harmony Giving back to the land Respect for the plant A sustainable relationship</p>	Students listen to the teacher and/or stories and videos
Independent Work (15 minutes)	<ul style="list-style-type: none"> - The teacher passes out worksheet for students to complete about sacred plants: <p>Use file: 08 Traditional Plants Worksheet</p> <ul style="list-style-type: none"> - Next, the teacher asks students to cut out leaf shapes into recycled paper (To be sustainable) to represent tobacco leaves. - Create a respectful, symbolic simulation (no actual tobacco used): - The teacher asks each student to write a thank-you note to nature on a paper leaf. - The teacher then groups the students in a circle and they will “offer” the paper leaf into a bowl symbolizing respect and gratitude. 	<ul style="list-style-type: none"> - Students work to complete the worksheet. - Students participate in the symbolic simulation activity



	<ul style="list-style-type: none"> - Teacher has a discussion with students about how this mirrors the offering of tobacco. 	
Conclusion: (10 minutes):	<ul style="list-style-type: none"> - Journal Entry - The teacher gives students 3 questions to respond to in their journal. <p>“What did you learn about the traditional plants?”</p> <p>“Why is giving back to the land important?”</p> <p>“How can we show respect for nature every day?”</p>	Students write their journal entries.

