

Curricular Connections

Medicine Walk

Grade 4

Social Studies

DR4.2 Explain the relationship of First Nations and Métis peoples with the land.

- a. Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.**
- b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).**
- c. Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.**
- d. Research the history of the Métis people and their relationship with the land.**
- e. Compare the traditional views of land and culture of the Aboriginal peoples of Saskatchewan with those of the railway developers.**
- f. Assess the impact of historic loss of land on First Nations and Métis people.**
- g. Investigate the process by which decisions were made about the location of reserve lands in Saskatchewan.**
- h. Research the Métis struggle for land, and the displacement of Métis people in the late 19th century.**

RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

- c. Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes (e.g., drought, cold, blizzards, tornadoes, extreme heat).**
- d. Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.**
- e. Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans**

Health

USC4.2 Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/ illness, HIV/AIDS, Hepatitis C, diabetes).

- a. Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).
- c. Explain how the mind, body, and spirit may be affected by health challenges (e.g., irritability, fatigue, motivation, depression).
- d. Examine historical (including First Nations and Métis healing practices), contemporary (including technological), and complementary practices (e.g., inclusion of healing circles and sweat lodges along with counselling in the treatment of mental illness) for preventing/managing health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).
- f. Investigate the changes in practices (e.g., use of new plants in medications to replace those no longer available, use of technology) to prevent or manage health challenges.

English Language Arts

CR4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions

- a. Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.
- b. Select and use pertinent before, during, and after strategies to construct meaning when listening.
- c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when listening.
- d. Distinguish between verifiable fact and opinion and analyze the message and presentation for evidence.
- e. Ask thoughtful questions that probe deeper thought and respond to questions with elaboration.
- f. Summarize and paraphrase major ideas and supporting evidence presented in spoken messages and formal presentations.
- g. Follow multi-step directions and instructions independently.
- h. Draw conclusions supported by ideas presented.

Science

Life Science: Habitats and Communities (HC)

HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.

- a. Identify the plants and animals which can be found in the communities (e.g., house, village, farm, reserve, and city) in which students live.**
- b. Differentiate between populations, communities, and habitats using local and regional examples.**
- c. Predict and research the populations of plants and animals that exist in various habitats (e.g., desert, farmland, meadow, tree, forest, rain puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains).**
- d. Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.**
- e. Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities.**
- f. Classify plants and animals, including humans, according to their role(s) (e.g., producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, and decomposer) in food chains and food webs.**

HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.

- a. Recognize and respectfully discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.**
- c. Categorize human activities by the effects they have or may have on habitats and communities.**
- d. Assess intended and unintended consequences of natural and human-caused changes to specific habitats.**
- g. Investigate how knowledge of plant growth and development by scientists and traditional knowledge keepers has led to the development of agricultural methods and techniques (e.g., tillage, hydroponics, nutrient management, pest control, crop rotation, companion plants, and plant breeding) that affect habitats and communities**