



Grade 3 Social Studies

Canada and World Connections

- Urban and Rural Communities

Aboriginal Teaching Strategy

Seventh-Generation Stewardship

Students use the Aboriginal concept of seventh-generation stewardship as a framework for exploring their responsibilities for the land, animals, air, and water for future generations.

Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*
- *The Ontario Curriculum, Grades 1–8: Language, 2006*

Specific Expectations

Knowledge and Understanding

- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities

Application

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy)

Cross-Curricular Connections

Language

Oral Communication: Listening to Understand

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class)

Reading: Reading for Meaning

1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “how to” books, print and electronic reference sources, magazine articles)

Writing: Using Knowledge of Form and Style in Writing

2.1 write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)

Writing: Developing and Organizing Content

1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)

Aboriginal Context

Water is frequently honoured in the circle. For example, there is the tradition of sharing water in the circle, using one cup or individual cups.

Teaching Strategies

- Discuss the importance of water and the consequences of not taking care of it (see Resources: Indian and Northern Affairs Canada, *Water Is a Treasure*).
- Explain the Aboriginal concept of seventh-generation stewardship and responsibilities for the land, animals, air, and water for future generations (see Resources: Caduto and Bruchac).
- Discuss the meaning of personal responsibility and the responsibilities of children today for the earth.
- Have students create a personal plan of action for taking care of water in their homes.
- Have students create posters to teach others how to take care of water.
- Have students write a letter or an e-mail about the importance of water conservation to the editor of a newspaper, their MPP, the Premier, or another public figure.
- Have students read their letters to the class or in small groups.

Resources

The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.

Caduto, Michael J., and Bruchac, Joseph. “Seventh-Generation Stewardship”. In *Keepers of Life: Native Stories and Environmental Activities for Children*. Keepers of the Earth Series. Saskatoon: Fifth House, 1991.

Cherry, Lynne. *A River Ran Wild*. New York: Harcourt Brace, 1992. A story describing the impact of economic development and water pollution on both Aboriginal and non-Aboriginal communities. In it, children begin to take personal responsibility for bringing about change in their local community after they are reminded to take care of Mother Earth through the teachings of a young Native boy’s grandfather.

Indian and Northern Affairs Canada. “Unit 3. Water: Its Many Uses”. In *The Learning Circle: Classroom Activities on First Nations in Canada, Ages 8–11*. Ottawa: Indian and Northern Affairs Canada, 2006. A collection of age-appropriate activities related to First Nations in Canada, arranged by theme, with accompanying background information.

Indian and Northern Affairs Canada. *Water Is a Treasure*. Ottawa: Indian and Northern Affairs Canada, 2007. A book of activities for young children related to the importance of taking care of water.

Indian and Northern Affairs Canada. *Water Is a Treasure*. Ottawa: Indian and Northern Affairs Canada. <http://www.ainc-inac.gc.ca/ach/lr/ks/gam/wtr/wt-ps-eng.pdf> Poster.

Strauss, Rochelle. *One Well*. Toronto: Kids Can Press, 2007. In this book, which is a call to action on taking personal responsibility for water, children imagine that all water on earth is connected and came from just one well. They learn that how we treat water affects every species on the planet and that water has the power to make a seed sprout, quench a thirst, provide a habitat, generate energy, and sustain life.

Making Community Connections

- Submit student posters for display at a local library.

ABOUT THE TEACHER'S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

