

## Extending Social Studies 9 Curriculum through Brightwater Experiences

### Social Studies 9

Two of the four main goals of Social Science education K-12 are:

- examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)
- analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR)

In Social 9, students must study a variety of different societies, including:

- At least one historical Indigenous society of North America
- Mesopotamia or Ancient Egypt
- Ancient Greece or Rome
- Aztec, Incan, or Mayan civilizations
- Medieval Europe or Renaissance Europe
- Ancient China or Japan

Brightwater is an excellent place for studying local Indigenous worldview and the connection to the land. It is also closely located to Whitecap Dakota First Nation, allowing for combined best-place learning for historical and contemporary versions of a society. When students study a local Indigenous society, they have a better understanding of where we have come from as a province and where we are going. The process of learning about a local society allows students to engage in Truth and Reconciliation, and supports Social Science teachers in their work helping student understand the role of worldview and combating prejudice, racism, and other issues related to a colonial perspective or dominant culture perspective.

There are many outcomes in Social 9 that Brightwater experiences relate to, but it is a best-place location for understanding how worldview is expressed in daily life because of the relationship between the land and local Indigenous worldview. Brightwater is also a best-place for understanding how the natural environment impacted the development of Indigenous societies:

#### **Outcome: IN9.3**

#### **Analyze the ways a worldview is expressed in the daily life of a society.**

- a. Distinguish the worldviews represented in the literature of a society studied.
- b. Identify the architectural features which communicate the worldview of a society studied.
- c. Analyze how works of art of a society studied reveal elements of that society's worldview.
- d. Examine the role of education in perpetuating the worldview of a society studied.

- e. Investigate the worldview of the local community as represented through features including literature, the arts, cultural celebrations and traditions, education (including Elders' teachings of indigenous peoples), sports and recreation, and architecture.

### **Outcome: DR9.3**

#### **Assess the relationship of the natural environment in the development of a society.**

- a. Explain the influence of the major water systems, the topography, and the climate on the ways of life and worldviews in the societies studied.
- b. Connect the characteristics of the natural environment with the settlement and movement of people in the societies studied.
- c. Give examples of ways in which the natural environment influenced technological development in the societies studied.
- d. Give examples of ways in which the development of societies studied impacted the natural environment.
- e. Explain the effect of the natural environment in the progress or decline of the societies studied.
- f. Analyze the influence of the natural environment on the territorial expansion, colonization, or empire-building in the societies studied.
- g. Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.

#### **Before Going to Brightwater**

Discuss the language groups of the original peoples of Saskatchewan (Cree, Dene, Dakota, Lakota, Métis, Nakawe, and Nakota) to understand the diversity of worldviews within the original peoples and with the later settler groups. Students can research one of the language groups to be able to describe the oral history, the arts, cultural celebrations and traditions, education (including Elders' teachings), traditional games, transportation methods, habitations, and sacred spaces. They should come with inquiry questions related to the land that they can answer through exploration of the prairie landscape, bush, and creek area.

#### **During Your Brightwater Visit**

At Brightwater, your students can engage in inferencing about:

- How natural local landscape impacted how, why, and where local Indigenous cultures lived
- Consider materials used by local cultures and the relationship between those materials and worldview
- Consider how the land influenced societal structures, tangible structures, and teachings

Students can explore the land with your guidance or with the support of a facilitator. A facilitator can support your students with understanding local plants, traditional teachings, the nature of the landscape, and Indigenous worldview of the land. In addition to the landscape, the site has a covered, heated interpretative center, ceremonial site, traditional plant garden, and tipi.

### **After Your Visit**

After your visit, you can complete your comparisons of societies by looking at the evolution of a locally Indigenous Nation or comparing it to European worldview and practices:

- Compare and contrast land use between Indigenous and Europeans and consider the long term implications of those worldviews by examining current issues like global warming or pipeline protests
- Visit Whitecap Dakota First Nation to see how worldview influences the choices of a local First Nation