

INDIGENOUS WAY OF LIFE RESOURCE LIST FOR PARENTS: GRADE 4

During this time of self-isolation, physical distancing, and working from home, the Indigenous Way of Life department would like to share a comprehensive list of ideas for parents working with their children (Grade 4) to learn about Indigenous perspectives at home.

Children aged 8 – 10 learn by building on what they already know. Ask your child what they know about a topic as a way to start your discussions, or ask them to show you what they already know. Their memory is getting better, and they are ready to start thinking more logically and are able to “think ahead”. Social interactions and relationship development are very important at this age. They may be having a hard time being away from their friends.

Here are some recommended activity time frames:

- Provide at least 1 hour daily for your child to lead their own “free” play. They will be adding complexity and additional rules to their games. If possible, connect them to their friends via video conferencing so they can play games together
- Support learning by providing choices. This supports autonomy, and provides opportunity for your child to “think ahead”
- Encourage them to create increasingly complex games and write down rules. Ask why they chose each rule, and ask “what if” questions (ie. What if you changed this rule, how would that change the outcome of the game?)
- Allow for rest and quiet times periodically during the day – a great opportunity to share and tell stories
- Try to limit fun screen time to two hours per day
- Include moderate to vigorous physical activity of at least 60 minutes throughout the day

Language Arts

- [Read stories](#) with your child daily, or discuss what they are reading. Children in grade 4 will be starting to read chapter books. There are many people [reading books](#) online right now – check them out and read along with your child. [Story telling](#) is the [traditional](#) method of [learning](#) for Indigenous people
- Several online eBooks are available with free two-week to one-month trial subscriptions (may require a credit card) including [Audible](#), [Epic](#), [Amazon](#), [Hoopla](#) (requires a library card), [Tumble Book Library](#)
- [Goodminds](#) has an incredible list of Indigenous books you can order online
- Here is a [list](#) of literature with Indigenous content that you can sort by grade level
- Check out Indigenous films and stories from the [National Film Board](#)
- Tell oral stories from your childhood, especially about your own family traditions
- [Encourage](#) your child to create their own stories. Write their stories down, record a video to share with family, or video chat with friends. Encourage the use of different facial expressions, tone of voice, etc. to convey meaning while storytelling. Try telling a story from a different person’s point of view. How does that change the story?



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- Explore First Nations stories on YouTube. Keep searching for more!
 - [Legend of Weesaykayjack](#) (Cree)
 - [Ojibway Story of Creation](#)
 - [How the Raven Stole the Sun](#) (BC)
 - [Story of Northern Lights](#) (Cree)
 - [Lakota Origin Story](#)
 - [Tipi Teachings](#) (Lakota)

Science (Themes: habitats and communities, light, sound, rocks and erosion)

- Go for a walk to connect and observe your yard or neighbourhood. Look for different plants. Remember to physically distance yourself from people (at least 6 feet!) and [wash your hands](#) when you get home. Avoid playgrounds.
 - Discuss different plants and animals that you see in your yard/neighbourhood. Make a list and look them up online. Identify which plants are indigenous to Manitoba, and which are not. Discuss how plants and animals work together to make a habitat
- Choose a local animal (research online to discover what animals are in your area)
 - Learn about how Indigenous people used and cared for it. Learn how to make a “call” for the animal. Example: [Moose](#): used as food, hide for shelter and clothing, bones for tools, harvest only male moose to ensure not to over harvest
 - Try making [dried meat](#) from wild meat, or use beef
 - Examine how that animal is adapted to survive in its habitat. Research if there are Indigenous stories explaining the adaptation(s). Example: [How the beaver got its tail](#). What lessons are included in the stories?
 - Investigate how human influences have changed the environment and habitats, and identify resulting effects on plant and animal populations. Compare this to traditional First Nations [land stewardship](#). Possible investigations: mining, hydro, logging, hunting/fishing regulations, etc.
- Investigate traditional Indigenous methods of artificial light
 - Example: quilliq (Inuit oil lamp) Try [building one](#)! (Wear a mask to protect from dust. Fat used can be pork or beef tallow) Light only under supervision of an adult
- Discover why Inuit [snow goggles](#) are so important and how they are made. Try [making a pair](#) and wear them outside in the snow. How do they work?
- Learn about [traditional spear fishing](#) and [refraction](#) – the bending of light. Build a spear and try to hit a target underwater, or go fishing for suckers ([follow fishing regulations](#) for your area)
- [Build a drum](#) and experiment with the pitch – how do you make it sound higher or lower?
 - Learn about Indigenous [drums](#) and [drum teachings](#)

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- Discover how traditional hand drums are [made](#)
- Discover how to use rocks to create arrow tips, called [flint knapping](#)
 - What types of stones are used? Why? Where are they found? What tools do you need? What safety precautions do you need to take?
- Investigate the physical properties of soapstone, and why it makes for great carving
 - Learn how to [carve soapstone](#)
 - Examples of [Inuit soapstone carvings](#)
 - Research where soapstone (or serpentine) is found or mined in Canada
- Learn about different [edible plants](#) that can be harvested from the land
- Discover [Indigenous inventions and contributions](#)
- Try some kitchen science just for fun!
 - [Kitchen Science Projects for Kids](#)
 - [Kitchen Science Experiments for Kids](#)

Social Studies (Themes: geography of Canada, living in Canada, living in Manitoba, History of Manitoba, Canada's north)

- Write a [land acknowledgement](#) for your community. What [treaty area](#) are you in?
- Identify which Indigenous people lived in different geographic locations across Canada and Turtle Island
- Research important dates for Indigenous people and describe traditions surrounding those dates (hint: think about seasonal changes, moon phases, etc.)
 - Example: Summer solstice
- What do traditional Indigenous governance structures look like? Potentially research Cree, Ojibway, Dakota, or Dene structures (hint: Chief and Council is not traditional!) How is this different than current municipal or provincial government structures?
- Who are the Indigenous people who have been elected to the Manitoba Legislature as an MLA? Or to Canada's Parliament as an MP?
- Research different [Indigenous communities](#) in Manitoba. Identify the different cultural groups and languages.
- Research different places in Manitoba that have an Indigenous name
 - Example: Winnipeg means "muddy waters" in Cree
- Write a story outlining the life of one of the following Indigenous people from MB:
 - Chief Peguis
 - Louis Riel
 - Elijah Harper
 - Murray Sinclair
- Research the impact European settlement had on Indigenous communities in MB from the perspective of Indigenous people (Examples: displacement, loss of language and culture, disease, etc.)

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- Research the reclamation of Inuktitut place names in the arctic (example: Frobisher Bay changed its name back to Iqaluit, which means “place of many fish”)
- Learn about the creation of the territory of [Nunavut](#)
- Research and learn some Inuit [stories](#)
- Learn about [Residential Schools](#)
- Go on a virtual tour of the [Canadian Human Rights Museum](#)
- Visit the Canadian Museum of History [online exhibitions](#)

Visual Art

- Make weaving patterns from strips of newspaper to make a [basket](#). [Baskets](#) were made from natural materials like [spruce roots](#) or [birch bark](#) to collect and store a variety of things like berries
- Create visual art that includes local plants or animals
- Create a beading pattern for a [loom](#) or [flat beading](#) - then give it a try!
- Use modeling clay to create 3D shapes of local plants or animals
- Try colouring Indigenous art outlines (print then colour)
 - [Grandfather with Child](#) – Norval Morrisseau
 - [Children in the Tree of Knowledge](#) – Norval Morrisseau
 - [Haida Bear](#)
 - [Haida Raven](#)
- Explore Indigenous artworks
 - [Indigenous Arts & Stories](#)
 - [Norval Morrisseau](#)
 - [Metis art](#)
 - [Christi Belcourt beading](#)
 - [Christi Belcourt painting](#)
 - [Inuit art](#)

Music

- Listen and play along to drumming & singing
 - [Dene hand drumming](#)
 - [Manito Ahbee Pow Wow drumming and singing](#)
 - [Nibi Water Song](#)
- Listen to [Inuit throat singing](#)
- Listen to [Metis fiddling](#)
 - [Red River Jig](#)
- Listen to contemporary Indigenous music artists (sample links below – explore more!)
 - [A Tribe Called Red](#)
 - [DJ Shub](#)
 - [Classic Roots](#)

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- [The Jerry Cans](#)
- [Buffy Ste. Marie & Tanya Tagaq](#)
- [William Prince](#)

Physical Education

- Set daily and weekly movement goals
- Play outdoors as much as possible, remembering to physically distance from people who do not live in your house, avoid public play structures, [wash your hands](#) with soap when you get home
- Try some [Indigenous games](#) from all over Canada – several are for small groups (pdf)
- Dance to the Indigenous musicians listed above!
- Enjoy [Inuit games](#) – harder than they look!
- Have some fun trying traditional dancing!
 - [Jigging](#)
 - [Pow Wow Sweat](#) – Instructional videos
 - [Chicken Dance](#)
 - [Crow Hop](#)
 - [Women’s Traditional](#)
 - [Men’s Fancy](#)
 - [Jingle Dress Steps](#)
 - [Double Beat](#)

Nutrition

- Try [baking](#) or [frying](#) bannock. Serve with home-made [freezer jam](#) using berries or [maple butter](#)
- Try Manitoba traditional foods. Ensure you are following Manitoba regulations and local Indigenous protocols for harvesting. Some foods may be found at your local grocery store. Try cooking a meal together as a family
 - [Hunting guide](#) (pdf)
 - [Fishing guide](#) (pdf)
 - Fish: pickerel, jack, perch, whitefish, burbot, trout, etc.
 - Big game: moose, caribou, deer, elk, buffalo, etc.
 - Small game: beaver, muskrat, rabbit, etc.
 - Birds: Geese, ducks, grouse, etc.
 - [Plants](#): berries, wild asparagus, etc.
- Use [Canada’s Food Guide](#) to categorize traditional foods (above). Check out the guides in a variety of [languages](#) such as Ojibway, Cree, or Dene. Identify appropriate serving sizes for people of different ages

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Health & Wellness

- Explore the [Medicine Wheel Teachings](#) – set activity goals for each quadrant daily
 - East/Mental: work on mentally challenging games and activities like puzzles
 - South/Physical: include at least [60 minutes of moderate to vigorous activity](#)
 - West/Emotional: practice [de-stressing](#) activities such as [mindful breathing](#)
 - North/Spiritual: connect with friends and family on the phone or video, continue to enjoy your family’s spiritual practices
- Learn about the [Four Sacred Medicines](#) and their positive effects on people: [tobacco](#), [sage](#), [sweetgrass](#), and [cedar](#)
- Learn how to [smudge](#) (pdf)
- Learn about other [traditional medicines](#) used for healing. DO NOT use these medicines without consulting a traditional healer or Elder
- Learn the [7 Grandfather Teachings](#) and discuss these values as a family. How can these values help your family and friends work well together in different situations?

Math

- Use objects collected from outdoors (like rocks, sticks, leaves, etc.), popcorn, or dried beans (traditional foods from Turtle Island) to create or identify patterns, adding, subtracting, multiplying, comparing quantities, and sorting objects
- Bake with your child – Baking is the ultimate in developing measuring skills. Try traditional bannock (above), muffins, cake, cookies, or your favourite family recipes.
 - Make sure you use imperial cup measures (rather than millileters) to practice using fractions!
- Counting to 100 in [Cree](#), [Ojibway](#) (1-10) ([11-100](#)) Bonus: count backwards!
- [Cree story](#) of counting to 100
- Create a [beading pattern for a loom](#) that demonstrates lines of symmetry

Indigenous Languages

- Keewatinook Okimakanak Board of Education language apps on Apple App Store or Google Play (Oji-Cree, Cree, Ojibway)
- [Cree Literacy Network](#)
- [Ojibwe.net](#)