



Exploring Indigenous Identity and Land in K-6 Curriculum

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NOTE

Although these slides include many helpful links, it is important to understand that this learning takes place within the context of relationship. **Accessing these slides is not a replacement for engaging with Indigenous people.**



Acknowledgement



Learning Intentions & Success Criteria



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Learning Intentions	Success Criteria
I am learning that Indigenous Knowledge is broad and complex.	I can honour the breadth and complexity of Indigenous Knowledge.
I am learning to engage with Indigenous Peoples and Knowledges.	I can engage with Indigenous Peoples and Knowledges with respect and humility.
I am learning that addressing Indigenous-specific KUSPs is a lifelong journey of unlearning and learning.	I can address Indigenous-specific KUSPs in a culturally-responsive manner.



Identity





Who are you?

Name

Where you're from

Who you're from



Indigenous

Indigenous Peoples is a collective name for the **original peoples** of North America and their ancestors. In Canada, this term refers to **First Nations, Métis, and Inuit**. This is a broad term that should be used only when more specific terms are not appropriate.

[The word Indigenous-explained \(CBC Kids News\)](#)



Métis

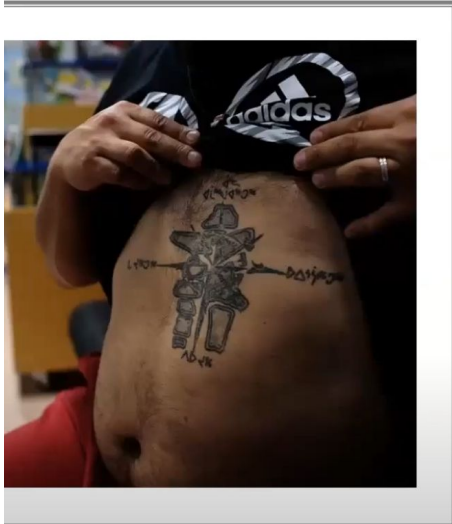
Registry and citizenship with the Métis Nation of Alberta is based upon the **National Definition of Métis**, which was passed in August 2003 at the Annual General Assembly in Edmonton.

- **Definition:** “Métis means a person who self-identifies as Metis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and who is accepted by the Métis Nation”
- **Historical Proof:** refers to evidence of an ancestor who received a land grant or a scrip granted under the Manitoba Act or the Dominion Lands Act, or who was recognized as Métis in other government, church or community records.
- **Historic Métis Nation:** refers to the Aboriginal people then known as Métis or half-breeds who resided in the Historic Métis Nation Homeland.
- **Historic Métis Nation Homeland:** is the area of land in the west-central North America used and occupied as the traditional territory of the Métis or Half-breeds as they were then known.
- **Métis Nation:** means Aboriginal people descended from the Historic Métis Nation, which is now comprised of all Métis Nation peoples and is one of the “aboriginal peoples of Canada” within the meaning of s.35 of the Constitution Act 1982.
- **Distinct from other Aboriginal peoples:** means distinct for cultural and nationhood purpose.

“The term ‘Métis’ in Section 35 of the Constitution Act, 1982 does not encompass all individuals with mixed Indian and European heritage; rather, it refers to **distinctive peoples** who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity. **Self-identification, ancestral connection to the historic Métis community, and community acceptance** are considerations for Métis identity.”



Inuit



The Inuit population in Canada is just over 70,000

- Approximately 21,865 Inuit live outside of their land claims areas.
- The StatsCan 2021 survey found that, “the Inuit population living outside Inuit Nunangat is moreover increasing at a much faster pace than the population within the Inuit homeland: 23.6 per cent versus 2.9 per cent.

• <https://www.cbc.ca/news/canada/north/inuit-urban-population-1.6592103>

• Picture:
<http://america.aljazeera.com/multimedia/2014/11/urban-inuit-canada.html>

Inuit Canadians are commonly thought of as living in the Arctic regions of Canada but Inuit live everywhere!

And who are Inuit when they reside outside of the north?



- Four in ten Inuit living outside Inuit Nunangat live in a large urban population centre
- In 2011, 37.5% of Inuit living outside of Inuit Nunangat live in large urban population centre.
- The 2021 census metropolitan areas with the largest Inuit populations were
- Edmonton (1,250)
- Montréal (1,130)
- Ottawa - Gatineau (1,730)
- <https://www150.statcan.gc.ca/n1/daily-quotidien/220921/dq220921a-eng.htm>

Inuit are an **Indigenous** people from **Inuit Nunangat (homeland)**, which encompasses 40% of Canada’s land area and 72% of its coastline.



“Other”

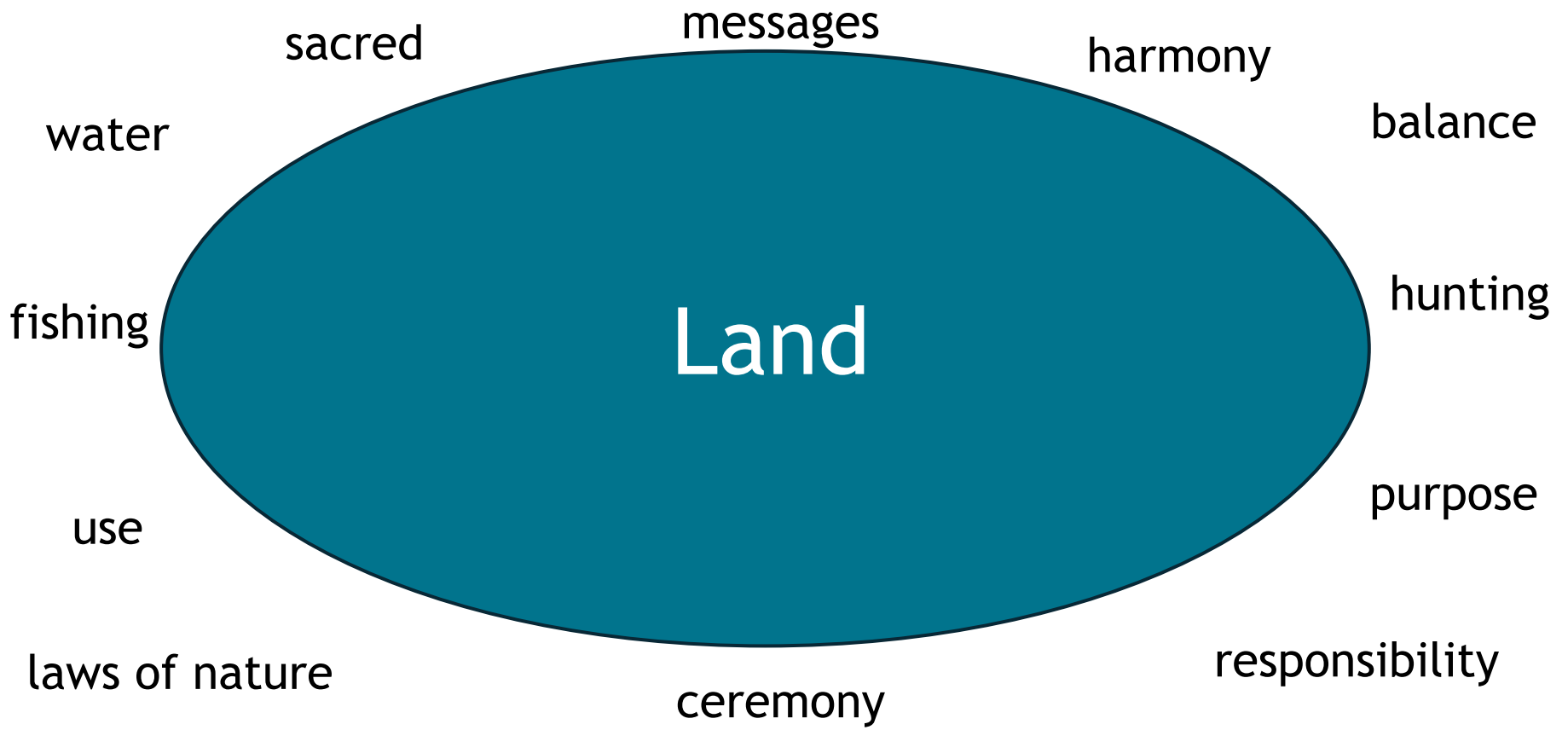
Aboriginal

FNMI

Haudenosaunee

Indian








Relationships with Water: Sample KUSP

Grade 4 Science: Earth Systems

Students investigate the systems of Earth and reflect on how their interconnections sustain life.

 KNOWLEDGE	 UNDERSTANDING	 SKILLS & PROCEDURES
<p>Water is a basic need for plants and animals.</p> <p>Water provides habitat for many organisms.</p> <p>First Nations, Métis, and Inuit laws of nature honour water as being sacred because water sustains life.</p> <p>Laws of nature guide First Nations, Métis, and Inuit in their responsibility to protect water and sources of water.</p> <p>First Nations, Métis, and Inuit laws of nature include</p> <ul style="list-style-type: none"> • how nature provides gifts of life • living in harmony with the land 	<p>Caring for water and water sources is a shared responsibility.</p>	<p>Discuss ways that plants and animals use water to meet their basic needs.</p> <p>Identify plants and animals that exist in various bodies of water.</p> <p>Demonstrate respect for water in the local environment.</p> <p>Discuss the importance of water to First Nations, Métis, and Inuit.</p>



Relationships with Water: A Cree Perspective



Water-nipîy teachings with Elder Fred Champion (12:45)



Mentor Text

Grade 1 ELAL Bin



Land Literacy: Sample KUSP

Grade 2 ELAL Text Forms and Structures

Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

📖 KNOWLEDGE	💡 UNDERSTANDING	✂️ SKILLS & PROCEDURES
<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).</p>	<p>Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.</p>	<p>Examine different reasons (purposes) for messages to be shared.</p>
<p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none">• stories• letters• land		<p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Compare and contrast forms used to organize messages.</p>
<p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none">• beginning• problem• solution• ending		<p>Examine the structure of a variety of imaginary or real stories.</p>



Land Literacy

“I knew these places,
because I had heard their stories.”

-Land as Text: Reading the Land
by Rosalyn Lapier



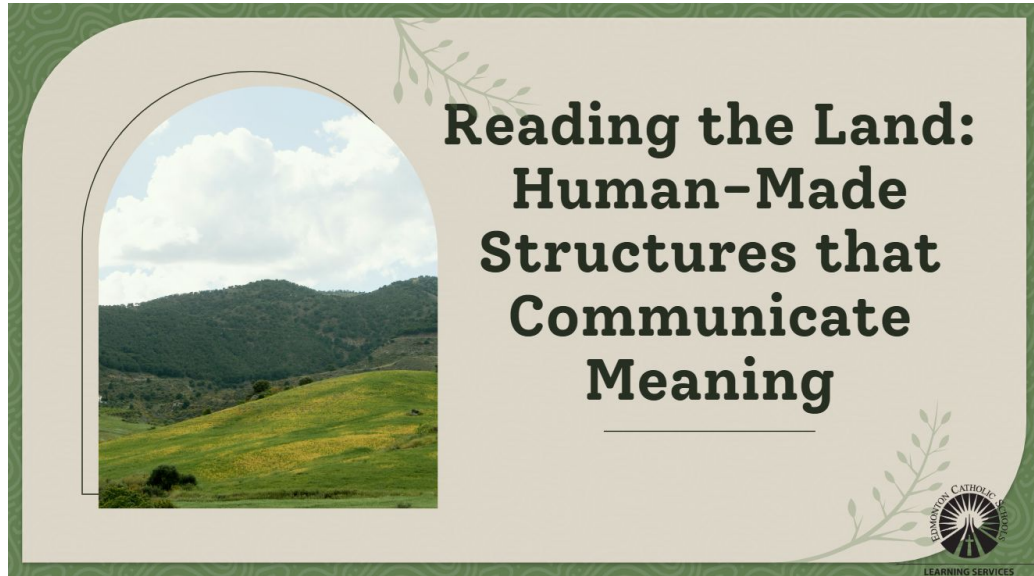
Land Literacy: A Métis Perspective



ayîkipîsim - Frog Moon - April (10:00)

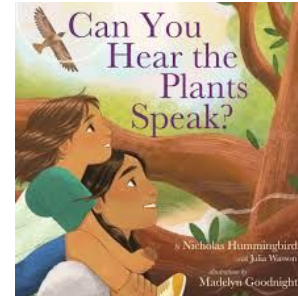


Land Literacy: Grade 6 Text Forms and Structures



Mentor Texts

K-3 Natural
Connections Bin





Indigenous Knowledge in K-6 Curriculum



Teacher Foundational
Knowledge Guide



BINGO Break!



Land Use: Sample KUSP

K PEW Healthy Eating

Children explore how food connects to daily life.

Food can be obtained from markets, grocery stores, or directly from the land.

Food can be obtained from a variety of sources.

Identify the source and origin of a variety of foods.

Food from the land can be obtained directly in a variety of ways, such as

- gardening
- fishing
- hunting
- farming



Land Use: Plants and Trees (Animate/Inanimate)



Land Use: Harvesting Berries

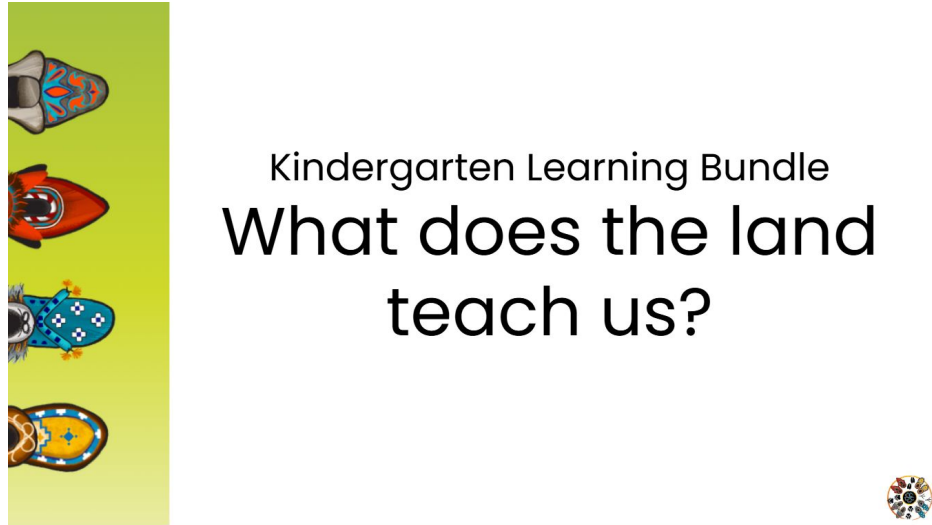


Mentor Text

Kindergarten
ELAL Bin



Kinder Bundle: What Does the Land Teach Us?



Land Use: Sample KUSP

Grade 2 Math Measurement Students communicate length using units.

A referent is a personal or familiar representation of a known length.

Length can be estimated when a measuring tool is not available.

Identify referents for a centimetre.

A common referent from the land or body parts can be used to measure length.

Estimate length by visualizing the iteration of a referent for a centimetre.

Investigate First Nations, Métis, or Inuit use of the land in estimations of length.



Land Use: Measurement on the Land

Making a Beaver Snare (Video Clip):

<https://youtube.com/clip/Ugkx7iRWiglm08YcpiHSi34ftBXXL6qlnyzm?si=XSrOeehem-Lv3VM4>

Standard Measurement (Video Clip):

<https://youtube.com/clip/UgkxiTYyfz0ZL38FZ2kiDkh56Ce7kLxxF9Nf?si=dbTS2KwODLDixmnJ>

Nonstandard Measurement (Video Clip):

<https://youtube.com/clip/Ugkx4wIw3BdldRnYWXvqfZ2vjQQ0YtYMpYSy?si=vvhBDWw4RRYi5Oyw>

Trapping and Snares-Beaver (Learning Guide):

<https://indigenousculturebasedlearning.ca/wp-content/uploads/2024/11/Trapping-and-Snares-Beaver-LearningGuide.pdf>



Natural Materials: Sample KUSP

Grade 3 Science Matter

Students investigate and analyze how materials have the potential to be changed.

Processed materials are modified from natural materials and do not occur in nature.

Processed materials are designed and manufactured for a specific purpose.

First Nations, Métis, and Inuit communities respectfully interact with natural materials, such as

- trees
- rocks
- ice
- shells
- plants
- animals

First Nations, Métis, and Inuit communities interact with natural materials for specific purposes, such as

- teepees
- igloos
- medicines
- clothing
- transportation
- ceremonies

Materials can be used in their natural form or processed to create new materials.

Interaction with natural materials by First Nations, Métis, and Inuit is guided through living in harmony and balance with the land.

Relate a processed material to the natural material from which it originated.

Discuss how interaction with natural materials is guided by relationships with the land for First Nations, Métis, and Inuit communities.





Mixing and Measuring Common Medicines

GENERAL KNOWLEDGE

SYNOPSIS

After Wapastim's videos on harvesting plants and animals, we learn how to make a medicinal tea and salve using some of the harvested plants and animals.

Start your learning with the *Harvesting Medicines from Plants and Animals* video series, legends/stories, and learning guide.

THEMES

healing, safety, medicines, traditional methods and practices, non-standard measure, smudging, emulsion, anti-inflammatory, analgesic

LEGENDS/STORIES

 How Medicines Came to Man

VIDEOS IN THIS SERIES

Making Medicine Tea (16:35)

Making Medicine Salve (20:32)

PRE-PLANNING TEMPLATE



CREE TERMS

Making Medicine Tea

tānsi - hello

nīskāson - my name is

Wāpastim - White Horse

maskekewapoy - medicine tea

Laboom - mint

wacaskomicoswin - rat root

cāpān - great grandparents

Nēhiyawak - Cree people

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Natural Materials: Sacred Medicines



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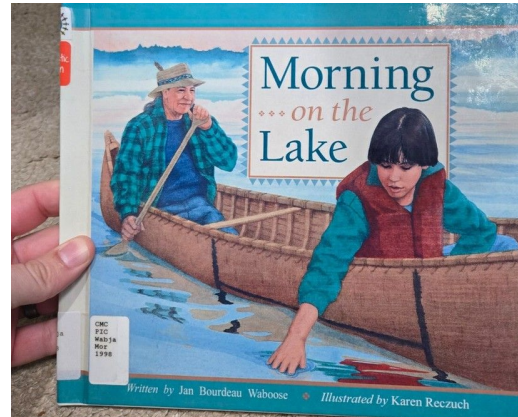


Natural Materials: Igloos



Mentor Text

Grade 3 Science Bin
(Matter)



Stepping Into Science/ Launching Into Science

Launching into Science - ECSD Overlays



Land Acknowledgements (Gr. 1-3)

Our Classroom Land Acknowledgement

Grade 1
ELAL and Science

Indigenous Learning Services
Edmonton Catholic Schools
March 2026

Sharing Circles and Personal Land Acknowledgements

Grade 2
Social, ELAL and PEW

Indigenous Learning Services
Edmonton Catholic Schools
February 2026

Personal Land Acknowledgements

Grade 3
ELAL and Social Studies

Indigenous Learning Services
Edmonton Catholic Schools
April 2026



Reflection



Resources

- Alberta Government (2021). *First Nations Reserves and Metis Settlements*. <https://open.alberta.ca/dataset/04074608-dabc-49c6-b25e-840a4b2844ee/resource/28f32e73-c0bb-4ead-99ee-66a7646fd030/download/ir-first-nations-reserves-and-metis-settlements-map-2021-04.pdf>
- Alberta Government (2023). *Language Conventions*. <https://curriculum.learnalberta.ca/cdn/ciihub/docs/Language%20Conventions%20Quick%20Reference%20Guide.pdf>
- CBC Kids News (2019). *The Word Indigenous-Explained*. <https://www.youtube.com/watch?v=CISeEFTsgDA&t=2s>
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- Encounter Edu (2015). *Igloo Building*. <https://www.youtube.com/watch?v=JkFtYI7YGqI>



Resources

- Enoch Animated (2021). *Berry Picking*. https://www.youtube.com/watch?v=n2_P9JKkZ0w
- Indigenous Culture Based Learning (n.d.). *Mixing and Measuring Common Medicines*. <https://indigenousculturebasedlearning.ca/wp-content/uploads/2024/12/Mixing-and-Measuring-Common-Medicines-LearningGuide.pdf>
- Indigenous Culture Based Learning (2025). *Subsistence Videos*. <https://indigenousculturebasedlearning.ca/general-knowledge-videos/subsistence-videos/>
- Indigenous Culture Based Learning (n.d.). *Trapping and Snares-Beaver*. <https://indigenousculturebasedlearning.ca/wp-content/uploads/2024/11/Trapping-and-Snares-Beaver-LearningGuide.pdf>
- Otipemisiwak Métis Government (2025). *The National Definition of Métis*. <https://albertametis.com/metis-in-alberta/national-definition-of-metis/>
- Rupertsland Centre for Teaching and Learning (2024). *askîhk kiskinohamâtowin - ayîkipîsim - Frog Moon - April*. <https://www.youtube.com/watch?v=ilmpBMHw6hk>





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Edmonton Catholic Schools



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