



Classroom Connections Research Project: Creation Stories

“Indigenous Peoples are those who have creation stories ... about how we/they came to be in a particular place—indeed how we/they came to be a place.” - *Eve Tuck and Wayne Yang*

Indigenous Inhabitants Where You Live:

Find out which Indigenous Peoples traditionally inhabited the land where your school is located and learn about as many of their creation stories as you can encounter.

- Use the map available at ltiv.ca/1/ as a starting point and keep notes below:

1. Identify one creation story from one nation or tribe whose land you inhabit:

2. Identify the main characters in the story:

3. Identify the role of water, land or non-human creatures (if any) in the creation story:

Break into groups of 3-4 to share the story that you have identified. As you discuss, keep notes below:

1. What are some similarities between the stories?

2. What are some differences between the stories shared?

As a class: Contact a local Indigenous friendship centre or similar organization to see what resources are available and, if feasible, consider inviting a local Indigenous Elder or teacher to share stories and insights. (See ltiv.ca/1/ for protocol to follow)



Beginnings

Indigenous Inhabitants Where You Live:

Research how Indigenous Peoples where you currently reside traditionally lived or still live today. Students can work in groups to consider different aspects for each culture, such as:

- Food
- Housing and clothing
- Music and art forms (stories, dances, etc.) Technologies
- Ecological knowledge
- Spirituality and sacred places

Below you will find questions to help guide your research:

1. How did/do the Indigenous people that occupy this territory interact with their geography/climate?

2. What is the significance of using regionally specific material in First Nations, Metis or Inuit artwork?

3. How did/do song and ritual play an important part in communicating reciprocity and mutual respect between people and the land?

4. What are some ways in which indigenous Peoples tried to sustain natural resources for the benefit of future generations?

5. What natural resources were/are available to people in this region? How did/do these resources influence the type of goods they produced?

As a class: Present your learning in a way that you feel comfortable with and that you think your classmates will relate to and help them “live” the experience. (For example: food demonstrations, dance, dramatizations, storytelling, or a poster display.)