

In Our Own Words

Bringing Authentic First Peoples Content
to the K-3 Classroom



Unit 2: Gifts from the Earth

Kindergarten – Grade 1



Overview

This is a hands-on unit that focuses on living things – specifically, plants. Although the duration of this unit is approximately three months, it is split into two school years due to the planting season being at the end of the school year and the harvesting season at the beginning of the following school year. Alternatively, the unit can be the main focus for two to three months in the classroom by growing the vegetables in the classroom and then purchasing store bought vegetables for the meal preparation as the final celebration.

Students will learn about the importance of nature, to compare local plants, plant, harvest, and prepare a meal using their own vegetables, graph the growth of the plants, listen to an Elders’ stories, draw and paint their experiences with different mediums, and to learn the local Aboriginal tradition of saying “Thank you” for everything that has been provided.

Curriculum Connections

This unit can be used to help students achieve Kindergarten and Grade 1 curriculum expectations in the following areas:

	Kindergarten	Grade 1
English Language Arts	<ul style="list-style-type: none"> ▪ speaking and listening to share ideas ▪ listening and speaking skills ▪ developing oral language use ▪ connecting known with new experiences ▪ responding to stories in a variety of ways ▪ creating simple messages 	<ul style="list-style-type: none"> ▪ speaking and listening for specific purposes ▪ listening and speaking skills ▪ listening for specific purposes ▪ reading grade-appropriate texts ▪ responding to stories in a variety of ways ▪ creating simple personal writing
Health and Career Education	<ul style="list-style-type: none"> ▪ healthy practices 	<ul style="list-style-type: none"> ▪ sources of support at school and in the community ▪ healthy practices
Mathematics	<ul style="list-style-type: none"> ▪ number sequence ▪ numerals from 1 to 10 ▪ measurement — comparing 	<ul style="list-style-type: none"> ▪ counting ▪ comparing quantities ▪ measurement processes
Science	<ul style="list-style-type: none"> ▪ using senses to make observations ▪ features of local plants 	<ul style="list-style-type: none"> ▪ classifying organisms ▪ needs of local plants ▪ how needs of plants are met in the environment
Visual Arts	<ul style="list-style-type: none"> ▪ creating images from observation ▪ using colour, shape, and line ▪ experimenting with materials, technologies, and processes 	<ul style="list-style-type: none"> ▪ creating images from observation ▪ using colour, shape, and line ▪ experimenting with materials, technologies, and processes

Themes Addressed

- seasonal cycle, seasonal activities
- traditional knowledge
- relationship to the natural world

- Elders
- vitality
- ways of learning
- food
- ceremony

Lesson Plans in this Unit

- Lesson 1 –Planning a Garden
- Lesson 2 – Planting seeds/bulbs and Measuring Height
- Lessons 3 and 4 – Recap/Measurement
- Lesson 5 – Measurement and Harvesting Vegetables
- Lesson 6 – Counting and Order by Size
- Lesson 7 – Washed Water Painting
- Lesson 8 – Thank You Card
- Lesson 9 – Vegetable Preparation and Lunch Feast

Approximate time required

15-20 hours over a 2-3 month period

Authentic Texts

- *Giving Thanks: A Native American Good Morning Message* by Chief Jake Swamp
- Caring for Me series: *Taking Care of Mother Earth* by Leanne Flett Kruger
- Caring for Me series: *Eat, Run, And Live Healthy* by Karen W. Olson



Suggested Instruction and Assessment Approach

Lesson 1 — Planning A Garden

Materials and Resources

- one strip of large white rolled paper per group of 2-3 students
- one 5.5" x 4" copy paper per student
- *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp
- picture cards of potatoes, tomatoes, and carrots (from gardening magazines, seed packages, or online image banks)

Preparation

Have an area set aside for planting a garden for three types of vegetables. (You may choose to just plant 1 vegetable. In this case, potatoes are recommended).

This lesson should take place at the beginning of the spring planting season.

This lesson may include pre-planning and organization with the guest Elder if they are available.

As part of your pre-planning, ask the Elder to name the vegetables that your class will be planting in their language. Please note that some of the vegetables may not

have Aboriginal language names if the vegetables were not traditionally part of the local diet.

Also, ask the Elder if they have a “planting” story that they would like to tell the class. If not, ask them if they would like to read a book to the class that you can give them ahead of time to pre-read. (An example book is listed below).

“To be a human being is an honor, and we offer thanksgiving for all the gifts of life. Mother Earth, we thank you for giving us everything we need.”
~ from *Giving Thanks*, Chief Jake Swamp

Procedure

Plan to meet the local Elder at the garden site, or a planting site that you have created at your school.

Have a class discussion and list information about gardens with your local Elder:

- What type of vegetables would you expect to see in a garden?
- What do the vegetables start out as?
- What do the vegetables need to grow?

Explain to your class: “Today, we are going to have a look at the site where we are going to plant vegetable seeds and bulbs.”

Take students to the garden site. Explain to the students that on your next visit, they will be planting potatoes, carrots, and tomatoes. When planting these vegetables, they will be planted in rows. Show picture cards of the vegetables to be planted.

Ask your Elder to say the names of the vegetables in the local First Peoples language and have the students repeat the word(s). In Kwak’wala, they are:

- gwagwaxomas – things that grow
- kwu’si – potatoes
- xatam – carrots

(For a guide to pronunciation of Kwak’wala words, visit www.firstvoices.com/en/Kwakwala/words)

Ask students to describe the area.

- What does it look like? (Plain, dirt, nothing in it, brown, etc.)
- What do you see in the whole area? (Grass, trees, flowers, rocks, dirt, etc.)
- How many different types of flowers do you see in this area? (Make sure to look closely, you may be surprised to see the number of different kinds in a small area).

Have students collect a few samples of the different types of flowers in the area.

Return to the classroom. Explain to the students that you are going to divide the class into 3 groups and each group has a different activity to complete and then they will rotate until they finish each group.

Divide the class into 3 groups:

Group 1 – Display the flower samples. Have students draw at least two examples of the different types of flowers they saw in the area. They should use a minimum of 3 colours, and include stems, leaves, and flower.

Group 2 – Have your local Elder read “*Giving Thanks*” by Chief Jake Swamp or tell their personal story that is relevant to gardening. If reading the book, some possible questions are:

- What is the title of the book?
- Why should we give thanks?
- What did the plants need to grow?
- What else needs water to grow?

Group 3 – Have students draw and colour a plan of the garden. For example, a row of potatoes, a row of carrots, etc. Alternatively, have students draw and colour a picture of one of the vegetables that will be planted on our next visit.

Assessment

Please see Flower Criterion Observation Sheet (provided at the end of this unit) for Group 1 Project.

Extension

A video version of the book *Giving Thanks* is available online from YouTube (www.youtube.com/watch?v=Iz_aeyCbE6Y). In this video, students take turns reading lines from the book while their own original artworks are displayed.

Use this video as the introduction to an extension lesson where your students create their own images inspired by the book.

Lesson 2 — Planting seeds/bulbs and measuring height

Materials and Resources

- vegetable pictures from lesson 1
- potato bulbs
- carrot seeds
- tomato seeds
- child-sized gardening shovels
- watering cans/water
- growth chart for each vegetable – 1 per pair of students (included at the end of this unit)
- Unifix cubes (linking cubes)
- Caring for Me series: *Taking Care of Mother Earth* by Leanne Flett Kruger

Preparation

This lesson should take place at the beginning of June. Invite the same Elder as the previous lesson. Ask the Elder if she or he has another “planting” story to tell the class. If not, ask them if they would like to read a book to the class that you

can give them ahead of time to pre-read. (*Taking Care of Mother Earth* is one possible book to use here.)

Procedure

In this lesson, the students measure the height of the stem using Unifix cubes.

Part 1

At the garden site or in your class, review the previous lesson: planning the garden by showing the pictures they drew of the plan of the garden.

Remind students of the vegetables that they will be planting on this day: potatoes, carrots, and tomatoes by showing them the pictures. Ask the Elder to say the words in the local aboriginal language and have the students repeat the word(s).

Divide the students into 3 groups (or by the number of types of vegetables to be planted).

Explain to the students that each group will rotate so that each student will have a chance to plant each type of vegetable.

In each group, have one adult demonstrate how to dig a hole for the seed/bulb, plant the seed/bulb, cover the seed/bulb with soil.

Have students independently take turns planting a seed/bulb.

Once all students have planted their seeds/bulbs, ask them, “What do the seeds/bulbs need to grow?” (Water, sun, air).

Rotate the groups until everyone has planted at least one seed/bulb of each vegetable.

On the last rotation, each group will be responsible for watering the plant bed.

Gather all the students and ask the Elder to read *Taking Care of Mother Earth* or tell another local story about “planting” vegetables. Possible questions could include:

- What is everything connected to?
- Why is water important?
- What are some ways that we can do to help our vegetables grow?
- Why is it important that we grow our own vegetables?

Part 2

Explain to the students that the class is going to keep track of the growth of the vegetables by measuring the stem.

Pair students and provide each pair with a few Unifix cubes and bar graph (included at the end of the unit). Date, measure, record the measurement as 0 on each of the graphs.

Explain to the students that over the summer, there will be someone (you and/or parent volunteers) who will be monitoring the garden and watering the vegetables.

Assessment

This lesson is a hands-on lesson. Assessment of students can be observation: students are participating in the planting of the seeds/bulbs, responding and asking appropriate questions regarding gardening.

Lessons 3 and 4 – Recap/Measurement

Materials and Resources

- Unifix cubes
- growth chart for each vegetable – 1 per pair of students

Preparation

This lesson can take place at the end of June and the first week in September. Prior to the lesson, pre-date the growth bar graph.

Procedure

Have a class discussion: planning, planting and measuring the height the vegetable seeds/bulbs. Display pictures that were taken as a visual.

At the garden site, ask the students:

- What do they see?
- What is different about the area?
- What is different about the garden?

Tell the class that each group will be responsible for measuring the stems of one type of vegetable with Unifix cubes and record the growth on a bar graph by shading in the number of Unifix cubes.

Pair students and give each pair a handful of Unifix cubes and the vegetable bar graphs (provided at the end of this unit) to record the height of the stem of the assigned vegetable using the Unifix cubes.

Gather students and compare the graphs.

Ask the students how much the stems grew. Group the students according to how much their stems grew and count how many stems grew X amount of Unifix cubes.

- What is the measurement of the tallest stem?
- What is the measurement of the shortest stem?

Explain to the class that on the next visit, they will be harvesting the vegetables in preparation for preparing the vegetables to eat.

Assessment

Refer to the Math Criterion Observation Sheet (provided at the end of this unit).

Lesson 5 – Measurement and Harvesting Vegetables

Materials and Resources

- Unifix cubes
- growth charts from previous lessons
- garden shovels – 1 per student
- plastic bags – 1 per student
- Caring for Me series: *Eat, Run, And Live Healthy* by Karen W. Olson

Preparation

This lesson should take place in the middle of September. Invite the same Elder as the previous lessons.

Ask the Elder if they have a “harvesting” story that they would like to tell the class. If not, ask them if they would like to read *Eat, Run, and Live Healthy* to the class that you can give them ahead of time to pre-read. This particular book is not about harvesting; however, it is a good resource as to why it is important to choose healthy foods.

Procedure

Part 1

Pair the students; distribute the Unifix cubes, growth charts, and pencils. Have the students take the last measurement of the stems and record on the bar graph.

Compare measurements: How much did the stems grow since the last measurement?

Part 2

Divide the students into 3 groups, one for each plant type (carrots, potatoes, tomatoes). Distribute a shovel and bag to each student to harvest the vegetables. Have students rotate to harvest some from each group.

Discussion during the harvesting may include:

- What did the vegetables need to grow?
- What should we do with the vegetables after we harvest them?
- How do you think we should store them until we are ready to prepare them to eat?

Once all the vegetables have been harvested, compare the plant stems and leaves from each type of vegetable.

- How is the potato leaf different than the carrot leaf? (Potato to tomato, etc.).
- How are all the vegetables the same?
- Why are some leaves smaller or larger than others?

Explain to the class that next week, they will be joining the local high school students in their Foods 10, 11 or 12 classes to prepare the vegetables to feast on.

Assessment

This lesson is also a hands-on lesson. Whether the story is told by an Elder or the Elder reads a storybook, assess the students' listening skills. Specifically, look for evidence of their abilities to

- focus attention on the speaker
- respond appropriately to dramatic or comedic moment with silence, laughter, and body language.

Lesson 6 – Counting and Order by Size

Materials and Resources

- harvested potatoes
- Potato Math handout (provided at the end of this unit)

Preparation

Invite the Elder back to the class to teach the students how to count from 1- 10 in the local language.

Procedure

(Note: This lesson can be split into two lessons: 1) Counting 2) Order by size.)

Using the potatoes to help count, invite the Elder to teach the students how to count from 1-10 in the local Aboriginal language. In Kwak'wala:

'N <u>a</u> m	one
Ma' <u>l</u>	two
Yud <u>a</u> xw	three
Mu	four
S <u>a</u> k'a	five
K' <u>a</u> t'la	six
A <u>d</u> labu	seven
Ma' <u>l</u> gwa'nal	eight
'na' <u>n</u> a'ma	nine
la'stu	ten

(For pronunciation of Kwak'wala numbers visit www.firstvoices.com/en/Kwakwala/word-category/20c51d4e52e47c52/NUMBERS)

In small groups, place a pile of potatoes in the centre. Have students take and count 5-10 potatoes each (depending on skill level).

Have students put the potatoes in order from smallest to largest.

- How many potatoes altogether in each group?
- How many potatoes altogether in the whole class?

Count forward and backward.

Pair students, have them count how many potatoes they have all together. Have them order their potatoes from smallest to largest.

Distribute the Potato Math handout (provided at the end of this unit). Have students count the potatoes in each row and write the number on the line.

Extension

Have students colour the potatoes with an AB pattern using any two colours for each row.

Assessment

See the Checklist Assessment sheet for counting (provided at the end of this unit).

Lesson 7 – Washed Water Painting

Materials and Resources

- crayons
- paint pucks
- water
- paint brushes
- paper

Procedure

Explain to the students that they are going to make a special painting of the vegetables that they have planned, planted and harvested.

Demonstrate drawing the vegetables with a crayon (must press hard). Paint vegetables the appropriate colours. Paint the sky, blue. Paint the soil, brown. Exclude the brown coloured paint puck. Have students mix the colours to make their own shade of brown. This should be the last painted colour. There should be no white spots left on their artwork.

Step 1

Hand out paper and crayons. Students draw the vegetables.

Step 2

Place paint pucks and water at tables. Explain to the students that the paint brush must be soaked with water and to only add a little bit of paint to get the washed out effect. Paint the vegetables. Paint the background: sky and dirt. Let dry. Display.

Once all the artwork is displayed, have a class discussion about the colours and shapes used, feelings, and positive comments. Possible questions:

- What do you notice about the colours?
- What shapes were used?
- How did it feel to make the brown colour?

After the discussion, have each student make one positive comment about another students' artwork.

Assessment

See Washed Water Painting Rubric (provided at the end of this unit).

Lesson 8 — Thank-You Card

Materials and Resources

- 18"x24" construction paper
- 4.5"x6" yellow, red, orange, green, and brown construction paper – 1 per student
- glue
- 2"x2" white copy paper – 1 per student
- pencil crayons

Procedure

Explain to the students that they are going to make a thank you card to the local Elder who has helped your class. The theme of the card is "Thank you for helping us grow."

Randomly hand out brown, red, yellow, orange and green 4.5"x6" construction paper. Have students trace their hands and cut it out. Have students print their name at the bottom of their hand cut-out.

Fold a 18" x 24" construction paper in half, at the top or bottom, write "Thank you for helping us grow."

Students' hand cutouts can be combined in the shape of a tree. Brown hands will be the trunk and the coloured leaves will form the bush of the tree.

Extension

If the some finish early, hand out small pieces of 2" x 2" copy paper. Have the students draw and colour a picture of their favourite part of the unit: planning, planting, and harvesting. Randomly glue these to the card.

Assessment

See Thank You Card observation sheet (provided at the end of this unit).

Lesson 9 — Vegetable Preparation and Lunch Feast

Materials and Resources

- ingredients for potato soup: olive oil, onions, carrots, potatoes, vegetable broth, cheese, light cream
- ingredients for baked potato: olive oil, seasoning salt, parsley
- ingredients for salsa: tomatoes, green peppers, green onion, jalapeño peppers, cilantro, lime juice, garlic cloves, salt
- buns
- paring knives – 1 per/pair of students
- cutting boards – 1 per/pair of students
- aprons – 1 per student
- soup pots
- baking pans
- serving bowls
- soup bowls, plates, cutlery, cups
- dish soap
- dish towels
- 6 – 2x4's – premade in 3 crosses
- 3 pillow cases
- white synthetic filling
- markers
- 3 old jeans
- 3 old shirts
- old hats
- old scarves

Preparation

This lesson will involve coordination with the high school Foods teacher, local singer(s), and Elder.

With the Foods teacher, plan to make baked potatoes, potato soup, and salsa. (Work with the Foods teacher to figure out the proportions and who will be responsible for purchasing the ingredients).

Due to time constraints, you may want to have the Foods class prepare the soup in advance. Therefore, your class is just focussed on the baked potato and salsa.

Ask the Elder if s/he would be comfortable saying a prayer prior to eating.

Organize time, date, location (e.g., the Foods classroom).

Bring harvested vegetables to the Foods teacher. Make sure there are enough cutting boards, knives, and aprons for the students.

Have the singer(s) meet your class at the desired location to sing a Welcome song, Feast Song, Closing Song and/or Fun dance. (Note: the timing of each song may vary according to tradition.)

For the extension activity, have enough materials to make 3-4 scarecrows to eventually place at the garden site.

Procedure

Once everyone from all the classes are gathered together. Welcome everyone. Explain that all the students get to prepare the vegetables that they planted and harvested with the assistance of the Foods class. They are going to be chefs on this day and that requires them to have a lot of responsibility:

- First, they have to wash their hands.
- Second, put on an apron.

- Third, a teacher will help them find a partner or two (Place 1 Foods student with 1-2 students from your class).
- Forth, they have to handle the knives with care and safety.

Have students disperse to wash their hands, put on their aprons and break into groups.

Under the support and guidance of the Foods students:

- Students will wash the potatoes.
- Preheat the oven to 350 degrees. They cut the potatoes into ½ in. cubes.
- Place in a bowl, sprinkle with olive oil and seasoning salt. Toss to mix.
- Place on baking sheet and place in preheated oven for 45 minutes.
- Place all dishes by the sink. Wash the dishes.

While the potatoes are in the oven, the students can start on the salsa. Dice the tomatoes, green peppers, and onions. Place in a bowl. Add the spices. Mix until well blended. Place all dishes by the sink. Wash the dishes.

Set the tables for lunch.

Just before lunch. Have singers, open with a “Welcome Song.” Thank everyone involved in the occasion. Present the thank you card to the Elder. Ask Elder to say a prayer.

Have lunch. After lunch, the singer(s) will sing a “Feast Song.” Once lunch is completed, students can help with the clean-up and dishes.

Extensions

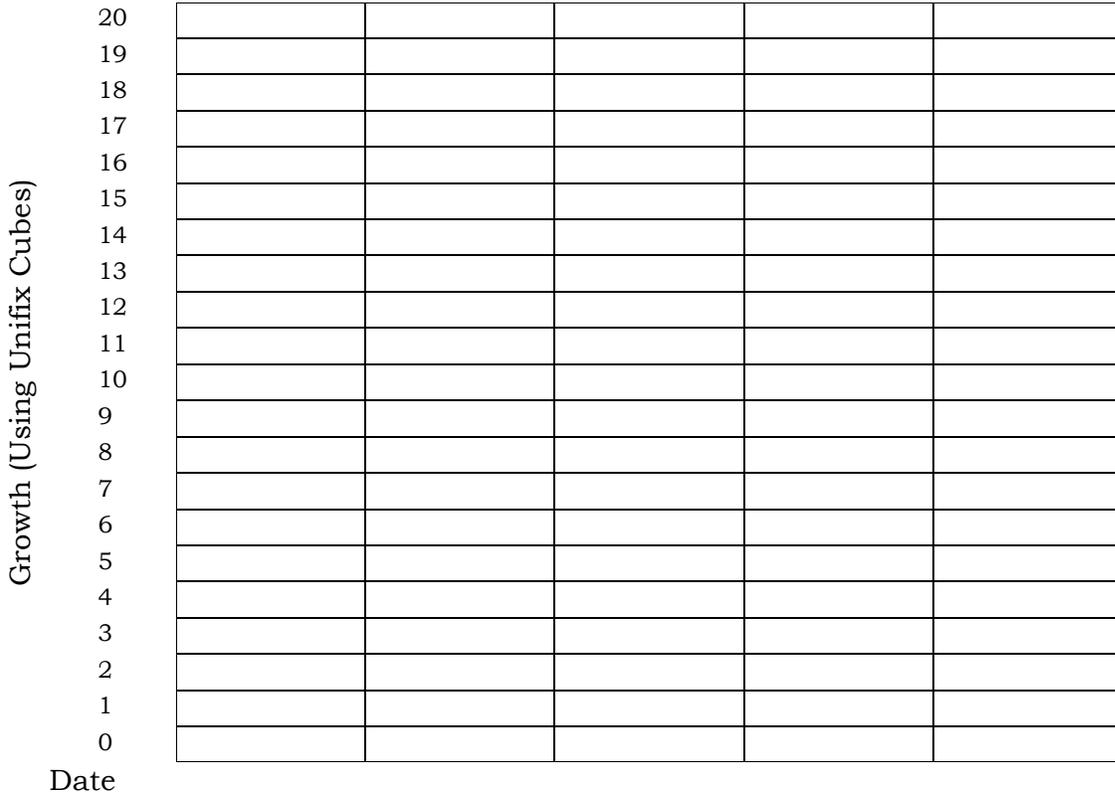
As students finish, they can work together on a group project: making a scarecrow. Students can dress, decorate, and display the scarecrow as they please, depending on the location of the garden site.

Once all students are finished. They can gather to dance to a “Fun Dance Song” to conclude the day.

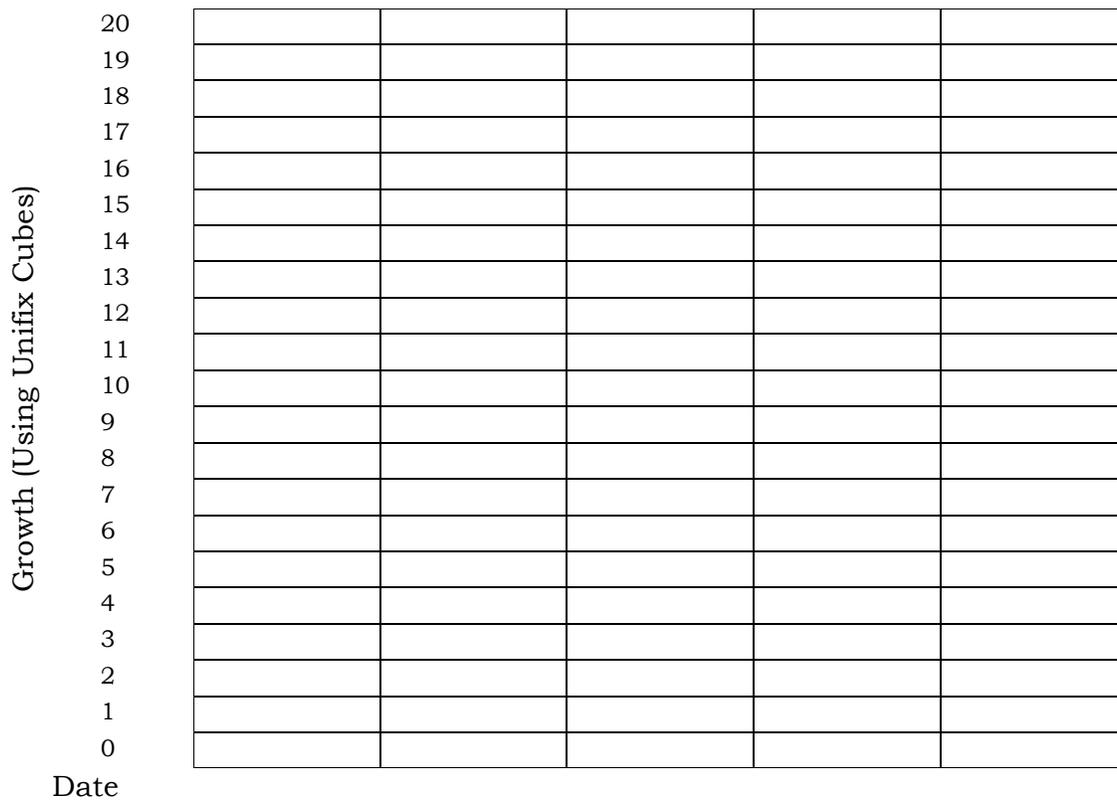
Assessment

See Meal Preparation self-assessment tool (provided at the end of this unit).

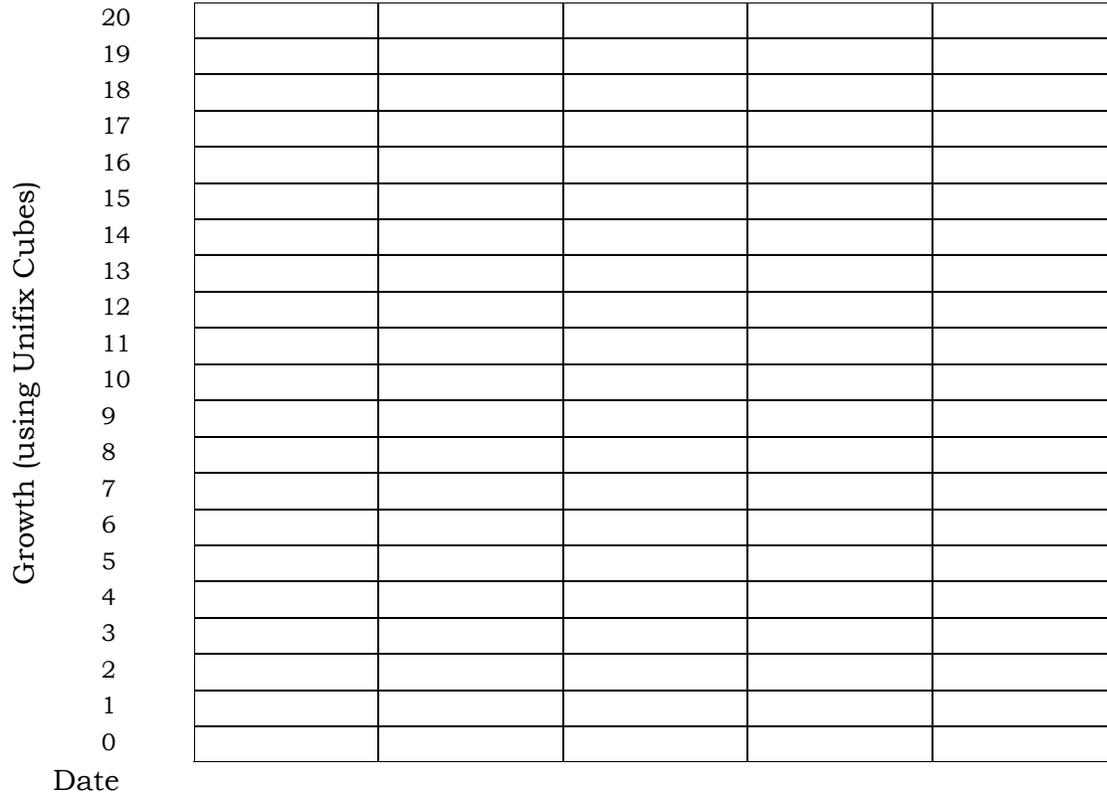
Potato – Bar Graph



Carrot – Bar Graph



Tomato – Bar Graph

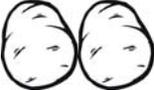


Potato Math

Count the potatoes. Write the number on each line.

Extension: Colour each row of potatoes with an AB pattern.

_____ 

_____ 

_____ 

_____ 

_____ 

_____ 

_____ 

_____ 

_____ 

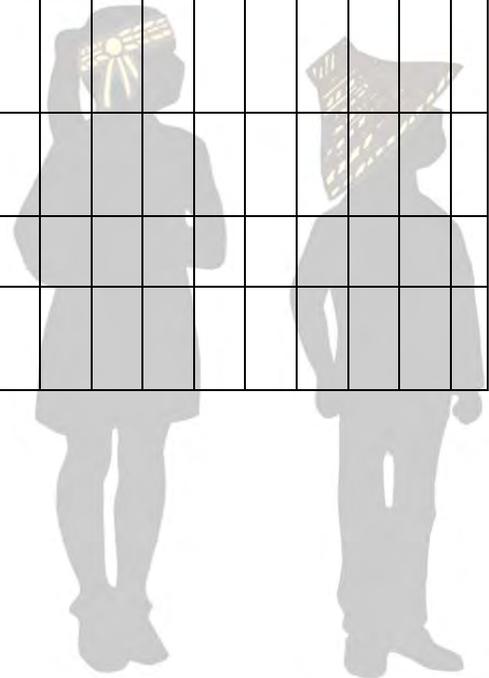
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Lesson 1 — Flower Criterion Observation Sheet

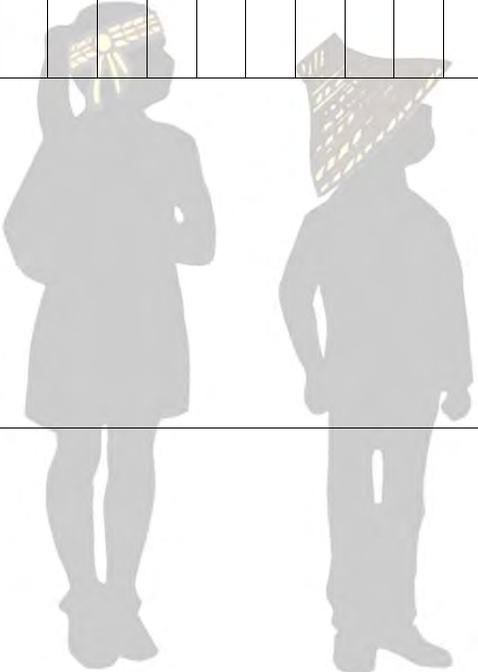
Name																			
▪ drew a min. of 2 flowers																			
▪ used minimum of 3 colours																			
▪ picture includes a stem																			
▪ picture includes a leaf																			
▪ picture includes a flower																			

Lessons 3/4/5 — Nonstandard Measurement and Graphing

Name																			
▪ measured stem with Unifix Cubes																			
▪ shaded in correct column																			
▪ shaded the correct number of Unifix cubes																			

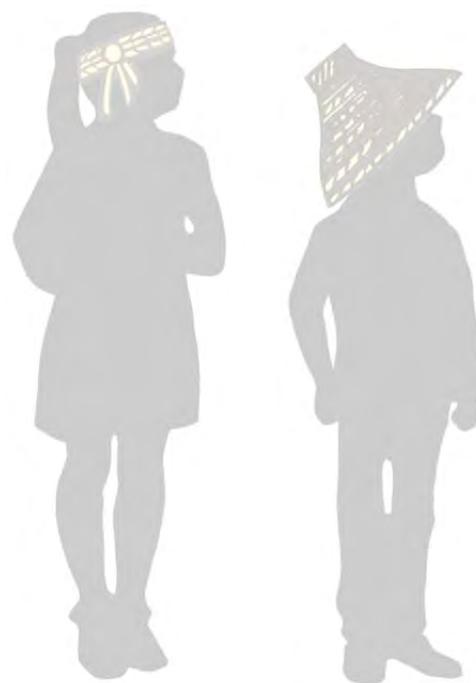


Lesson 6 – Counting/Printing Numbers Checklist

Name																				
Counts 1-5																				
Counts 6																				
7																				
8																				
9																				
10																				
Record: last number counted																				
Prints digits 1-5																				
Prints digits 6-10																				
Matches corresponding number to picture																				
	Comments: <div style="text-align: right; margin-top: 20px;">  </div>																			

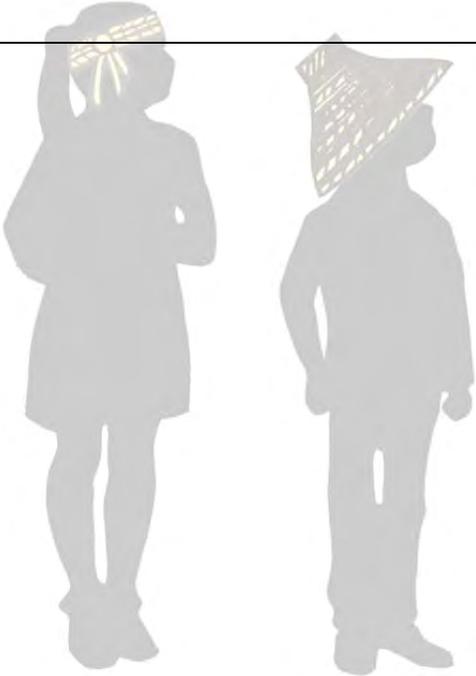
Lesson 7: Washed Water Painting

4 - Accomplished	3 - Acquired	2 - Developing	1 - Emerging
Student's painting is complete with all 3 vegetables present and appropriate colours used	Student's painting includes 2 of the vegetables and appropriate colours used	Student's painting includes at least 2 of the vegetables; however, appropriate colours were not used	Student's painting includes 1 of the vegetables and/or appropriate colours were not used
Effective use of shape	Mostly effective use of shape	Minimal use of shape	No effective use of shape
Student's painting makes effective use of the whole space	Student's painting mostly makes effective use of the whole space	Student's painting minimally makes use of the whole space	Student's painting makes no use of the whole space
Student offers positive comments about peers' work without being prompted	Student offers positive comments about peers' work with prompting	Student is guided to offer positive comments about peers' work	Comments are non-constructive



Lesson 8: Thank-You Card Observation Sheet

Name																				
<ul style="list-style-type: none"> held scissors correctly 																				
<ul style="list-style-type: none"> cut out hand effectively 																				
<ul style="list-style-type: none"> used an appropriate amount of glue 																				
<ul style="list-style-type: none"> printed name on hand 																				
<ul style="list-style-type: none"> used time effectively 																				
<ul style="list-style-type: none"> completed extension activity 																				
	Comments:																			

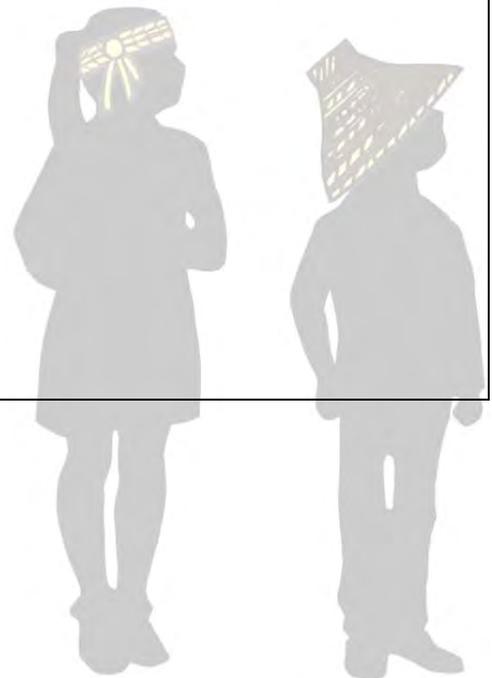


Lesson 9: Meal Preparation — What I Learned

😊 – Good job!

☹️ – Could be better

	Self-Assessment	Teacher Assessment
I worked well with my partner.		
I shared the workspace.		
I respected my partners' ideas.		
I handled the cooking equipment with care.		
I had fun!		
Teacher comments:		



Acknowledgments

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- all those who worked on the previous Ministry of Education and FNESC resources that provide a foundation for much of the background information included here (including *Shared Learnings*, the English First Peoples 10-12 curriculum documents and Teacher Resource Guides, and *Teaching Mathematics in a First Peoples Context Grades 8 and 9*)
- the other individuals, communities, and organizations who provided the authentic content that enriches the material included in this teacher resource.

Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate story books and other learning resources identified in *Authentic First Peoples Resources for Use in K-7 Classrooms* (FNESC, 2012). This guide is available online at www.fnesc.ca.



Personal Thanks

Debra Hooper

I must begin by saying to the parents I have been blessed with; “kukwstum’ckal’ap / thank you” for without you I do not know where I would be. To the people I have met along my journey; Elders, teachers, resource people and children in the classroom, thank you for guiding me in a direction that has allowed me to be involved in helping others learn about, and understand First Peoples in our country. To the people at FNEESC, who do such amazing work, thank you so much for inviting me to be a part of the instrumental work you do to support teachers in British Columbia classrooms. And, last but most definitely not least, to my amazing family and friends, you are the best and I thank you for always, always supporting me.

Jacqueline Hunt

I would like to thank my amazingly supportive family, friends, and mentors for their dedication, patience, time and encouragement. Thank you to our Elders, whom hold the key to our past, present, and gently guide us toward the future, my appreciation is beyond words. I would also like to thank the Grassroots Garden Society for including Wagalus School in their pilot project this project enriched our students’ lives and fostered a new love for learning. This project was the inspiration for the “Gifts from the Earth” unit. I am forever grateful to those who have passed on their knowledge, wisdom, and dedication to life-long learning.

Jane Smith

I would like to express my gratitude to the Gitxsan Elders who took the time to tell me stories and teach me to understand and speak Sim’algax. They are now in the spirit world, but their teachings live on. These exceptional individuals have been significant forces in my life. I thank them for their wisdom, their courage, their faith, their commitment, and their sense of humour, their generous sharing, and their tremendous patience with me throughout my life.



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