

# Where in the world do we live?

Using maps, students will explore where they live in British Columbia, traditional homelands, and geographic features in the province.

## Learning Intentions

1. What are maps used for?
2. How are maps created?
3. Where do I live in British Columbia?
4. Whose traditional lands do I live on?
5. Investigate the geographical features of British Columbia
6. Where do I live in the world?
7. Where is the Great Bear Rainforest?
8. Understanding Indigenous Homelands and Waters and Comparing Map Naming

## Blackline Masters

- Learning Intention 1: *Four Directions*
- Learning Intention 2: *Heart Map*
- Learning Intention 6: *Our Family Stories (World: separate file on GBREAT website)*
- Learning Intention 6: *Our Family Stories (Canada)*

## Curricular Connections

Refer to the “Curriculum” drop-down option under the “Learn” tab of the Great Bear Rainforest Education and Awareness website.

**Curriculum Alignment: Great Bear Rainforest Education and Awareness Trust**

<https://greatbearrainforesttrust.org/curriculum/>

## Learning Intention 1

### What are maps used for?

Students will explore the different purposes and perspectives of maps. They will also learn about the four directions as a way of orienting and grounding ourselves, as well as their importance in some Indigenous cultures in Canada.

## Experiences and Observations

### Part 1: What are maps?

Gallery walk with the question: What are maps? What do you notice? Where do we find maps?

- Place a variety of maps around the classroom at different tables.
- In groups, assign students to a table. Together or individually, they can make observations about what they notice.
- Give students a signal to move to the next table to explore the next set of maps.
- Students can document their thinking by drawing or writing on sticky notes and either bring them with them or leave them at the map station for the next group.

### Group Discussion

- After students have been through all the stations, have a group discussion about what they noticed. Possible observations: names, words, directions, symbols, legends, compass rose.
- How were all the maps the same or different from each other? What were they highlighting? Some were all about waterways, some were large places, smaller places, some were 3-D globes, biking trail maps, ski area maps, etc. The more types of maps, the better.

### Make a Map

- Spend a few minutes letting students create their own map with their favourite features. This is a way to creatively incorporate new concepts that they have learned, so it doesn't need to have everything.
- For students who would benefit from more direction, suggest they map their classroom or their school.

## Part 2: The Four Directions and the Medicine Wheel

**Note:** Some Indigenous groups use the terms “medicine circle” or “sacred circle” instead of “medicine wheel.” The medicine wheel is not traditionally part of all Indigenous groups’ worldview and spirituality in North America (Turtle Island).

### The Four Directions in our Classroom

On maps, students may have noticed the compass rose with the cardinal directions: north, east, south, and west.

As a class, put the direction names up on each respective classroom wall. These can be typed or handwritten in large letters so the words can be read from anywhere in the room. If necessary, you can find your school online to determine where you should place the directions on your walls.

- Each direction has many important associated symbolic elements. These elements may vary, depending on your sources.
- Research (if necessary) and share the significance and importance of the Four Directions in Indigenous cultures. Suggested resources:

#### *We Greet the Four Animals*

[https://www.strongnations.com/store/item\\_display.php?i=4392&f=](https://www.strongnations.com/store/item_display.php?i=4392&f=)

#### *The Sacred Tree: Reflections on Native American Spirituality*

Four Worlds Development Project, 1988. Out of Print.

#### *All Creation Represented: A Child’s Guide to the Medicine Wheel*

<https://focusedresources.ca/en/k-12-evaluated-resource-collection/all-creation-represented-childs-guide-medicine-wheel>

## Reflecting on the Four Directions

Students draw and write in a medicine wheel to reflect on the teachings they have learned about. You may choose to use the Four Directions blackline master for this purpose.

### Possible Topics/Key Vocabulary

- Compass rose
- Four Directions – East, South, West, North
- Legend
- Symbols
- The medicine wheel, medicine circle or sacred circle
- The Four Directions in Indigenous culture

### Reflections on Learning

#### Part 1:

- Students will draw a map and include some features that stuck out to them.
- Including at least three items on their map, students create a legend with the name of the item, and the compass rose (four directions).

#### Part 2:

- Students draw and write about what they have heard and read about the medicine wheel, including the four directions, including at least three features, such as directions, seasons, and colours

## Suggested Resources

*We Greet the Four Animals*

[https://www.strongnations.com/store/item\\_display.php?i=4392&f=](https://www.strongnations.com/store/item_display.php?i=4392&f=)

*The Sacred Tree: Reflections on Native American Spirituality*

Four Worlds Development Project, 1988. Out of Print.

*All Creation Represented: A Child's Guide to the Medicine Wheel*

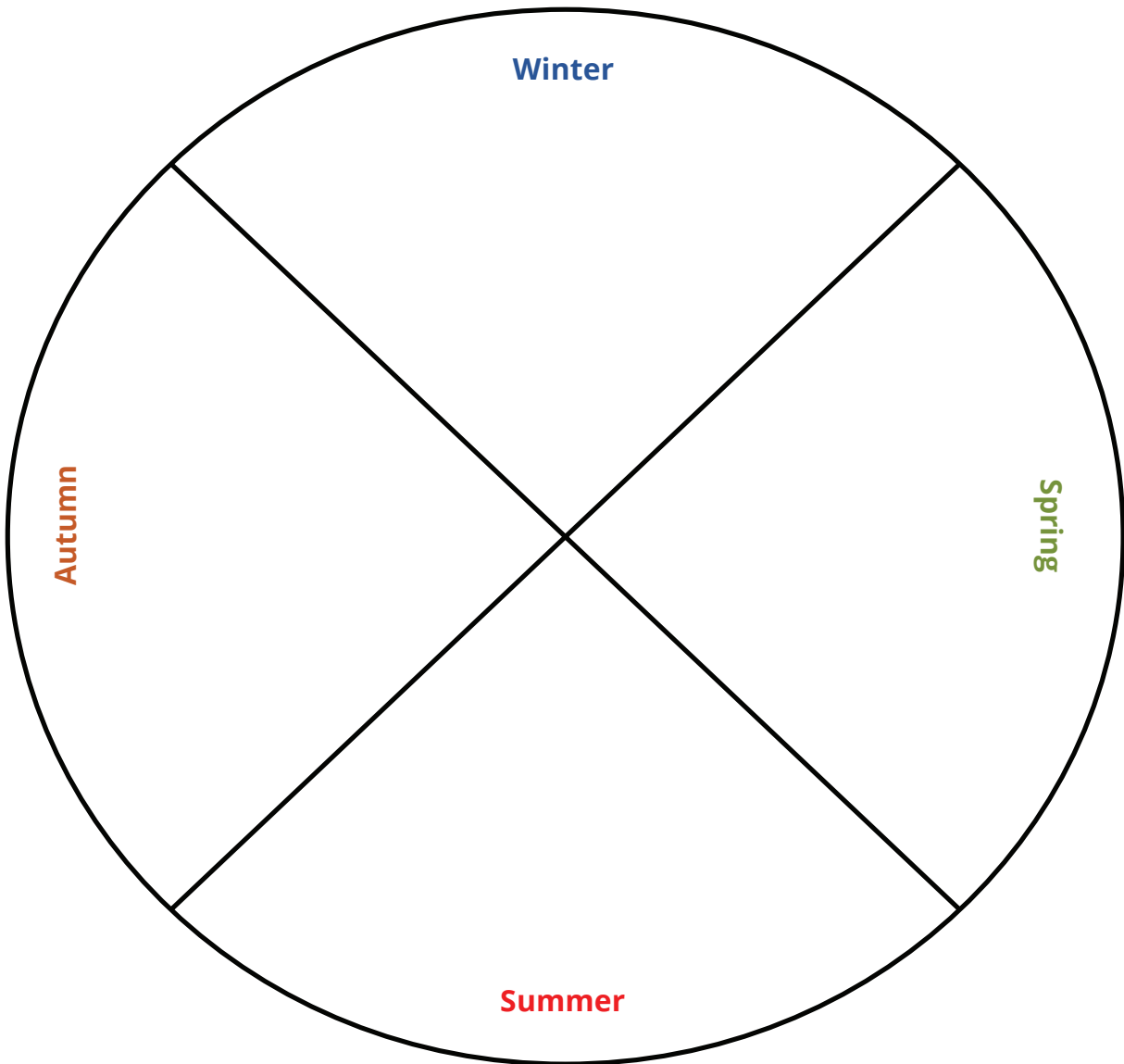
<https://focusedresources.ca/en/k-12-evaluated-resource-collection/all-creation-represented-childs-guide-medicine-wheel>

## Extensions

- Learning a song from the Indigenous First Nations in your community. For example, the [Coast Salish Nation anthem](#). This song is repeated four times for the four directions. This version of the song has Chief Dan George's prayer song and features Gordon Dick (Tchilaqs7tchila) of the Tseil-Waututh Nation drumming.
- Use a compass to find north in the school yard.

# Four Directions

The Four Directions are important to many Indigenous communities.  
Draw and write your learning about the four directions.



## Learning Intention 2

### How are Maps Created?

Students will create maps with different intentions to show different perspectives and experiences.

## Experiences and Observations

### Read

#### *My Map Book*

Children's book by Sara Finelli.

<https://www.harpercollins.ca/9780062898876/my-map-book/>

### Activity: Map of My Heart

- Have students draw a symbolic map of their heart. This is a map of what is important to us.
- Explain that the first map will be a heart map. Maps share information and ideas that sometimes can't be seen or compared. Today we are mapping what is in our heart. A blackline master for this purpose can be found at the end of this Learning Intention.
- Students start by brainstorming things that are important to them. Collect these ideas on a board, chart paper, or computer so that students can reference them.
- Then either with using the graphic organizer or drawing their own hearts, students start to segment the heart and add things that are important to them. Examples: family, friends, pets, hobbies, memories, favourite things, and so on.

## Discussion

- What information do maps show? Is the person who creates the map important? Whose perspectives do the maps show? We are the mapmakers of our hearts. Who are the mapmakers of other maps we see?

## Mapping Extensions

### Activity: Draw a Map of Our Classroom

- This is a map of something students can see in front of them. How can they represent the class? What symbols will they use? What will they include?

### Activity: Draw a Map of How You Got to School Today

- Students create a map of their route to school. This is a map from the students' memories. Did they walk or drive? What special landmarks did they pass by?

### Activity: Map your Favourite Places at School (Playground)

- Students create a map of their favourite places. This is a map of things that are special to students at school. Where do they have the most fun? Where do they feel safe? Where do they have special memories?
- Teachers can keep note of these places. They will connect well to Learning Intention 8.
- Be sure students add a compass rose to their maps.

### Activity: Sound Mapping

- Have students find a special place and map the sounds they hear (for example, birds chirping, trucks driving by, children laughing, and so on. Have them draw those spaces where they are sitting.

### Activity: Light Mapping

- This activity connects especially well with planning a school garden. Students visit a spot three times during the day noticing the areas covered with sunlight and the areas that are shaded. Students use a pencil or pencil crayon to colour the sun. They can determine how much sunlight a space gets.
- Alternative light mapping is using a concrete surface that you can use sidewalk chalk to map the shadows and their changing throughout the day.

## Possible Topics/Key Vocabulary

- Perspectives
- Mapping



## Reflections on Learning

### Project-based Learning

Students make one or more maps as a way of expressing information, ideas, and/or feelings.

### Reflections

Students and teachers together consider the intentions of maps, their authors, and the perspectives they convey.

## Suggested Resources

### *My Map Book*

Children's book by Sara Finelli.

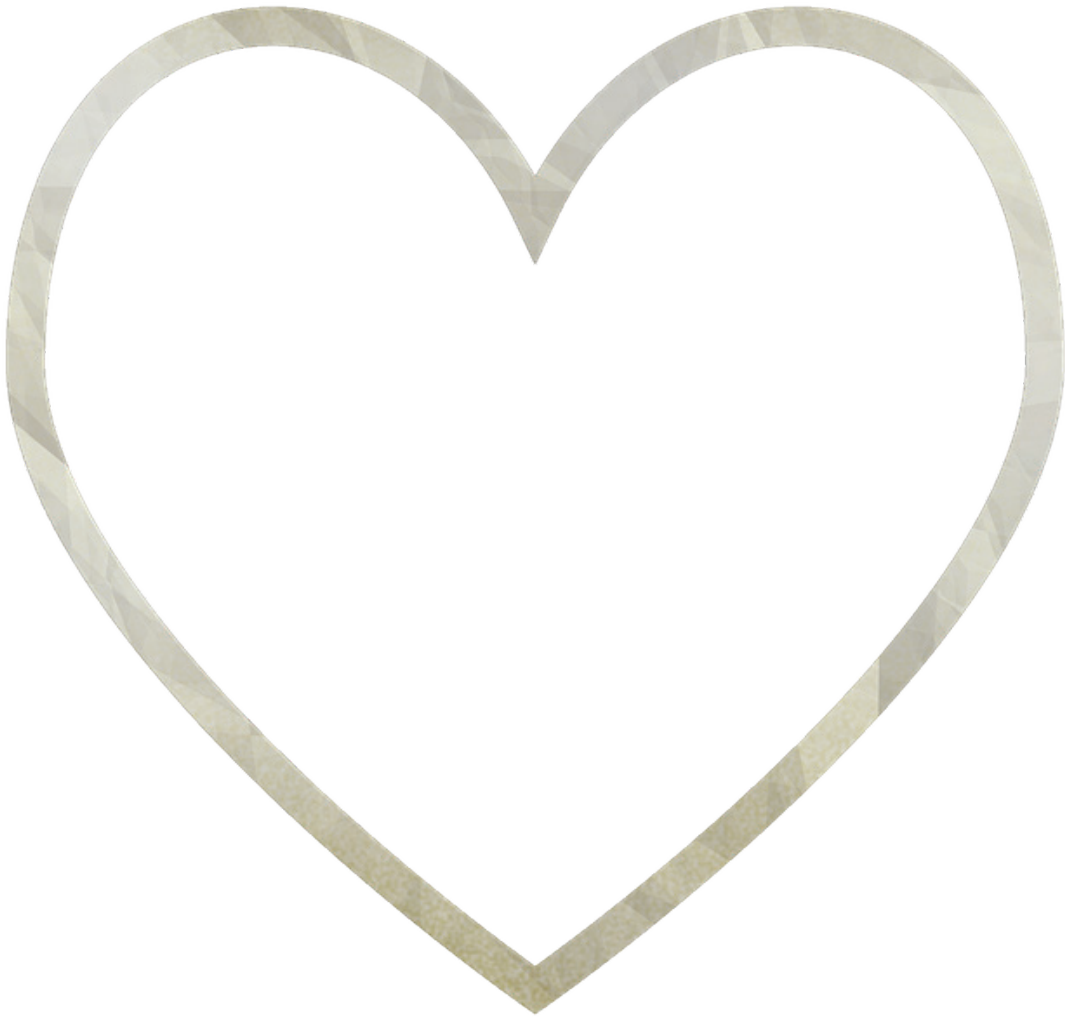
<https://www.harpercollins.ca/9780062898876/my-map-book/>

## Extensions

### Writing Extension

- Have students refer to their heart maps as an inspiration to write during writer's workshop or story workshop.

\_\_\_\_\_’s Heart Map



### Learning Intention 3

## Where do I live in British Columbia?

Using maps, students learn about the area where they live in British Columbia.

## Experiences and Observations

### Wonder Together

Where do we live in British Columbia?

### Explore

Use a mapping application on a phone or computer to identify your location. If possible, enlarge this on a projector.

- Zoom out to show your town/city
- Zoom out to show your province
- Wonder: Ask students what features they notice

Document student answers to highlight vocabulary and place names.

### Brainstorm

What is special about our community and province?

- Brainstorm things students love to do in their community and province, and have them find special places on the interactive map.
- Consider together how where you live impacts how you live. For example, if you live near mountains, you might have an opportunity to go skiing. If you near the ocean, you might have opportunities to go to the beach.
- Add these ideas to the list or mind map you have already started

### Activity: How Does a Compass Help Orient Ourselves?

Maps are used to understand our relationship with other places. There are tools and clues we can use to help us navigate maps.

A simple compass plan is linked below, which uses a large sewing needle, strong magnets, cork, and a bowl of water.

#### How to Make a Compass

<https://www.steampoweredfamily.com/how-to-make-a-compass/>

## Activity: Create a Treasure Map

- Students bring their compass outside to create a treasure map to a special place or object.
- Students can use directions such as:
  - ◆ Start at the Cedar tree
  - ◆ Take 10 steps north
  - ◆ Turn west and take 5 steps.
  - ◆ Turn north and take 20 more steps!
  - ◆ Who did you find?

**Note:** This activity has connections to ADST and coding.

## Possible Topics/Key Vocabulary

- Compass
- Location
- Special places in my community

## Learning Reflections

- What makes our place special? Students can draw and write to reflect on their favourite places.

## Project-based Learning

- Students will create a compass and a treasure map.

## Suggested Resources

How to Make a Compass

<https://www.steampoweredfamily.com/how-to-make-a-compass/>

## Extensions

- Examine how satellites triangulate coordinates.
- Go geo-caching as a class.

## Learning Intention 4

### Whose traditional homelands do I live on?

Students explore how Indigenous people have lived on the land where they live for time immemorial.

## Experiences and Observations

### Wonder

Who lived on these lands and waterways since time immemorial?

Define “time immemorial” for the students—meaning for a very long time, since before people can remember.

Students might come up with First Nations, Métis, and Inuit Peoples. In B.C., First Nations people were here since time immemorial.

**Note:** Inuit were up north, and Métis came after contact. Métis and Inuit live in B.C. today, but generally do not have “lands or territories” so are not recognized in a land acknowledgement unless it is in Inuit territories or there is a Métis settlement, and even then it can get political. Métis have quite a few chartered communities in BC which are associations.

### Examine

First Nations maps to see the host nations of the land we live and learn on

**First Nations of British Columbia - UBC Museum of Anthropology**

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/06/GBR-Map-7.pdf>

**First Nations Language Maps - UBC Museum of Anthropology**

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/09/GBR-Map-3.pdf>

**First Nations Peoples of British Columbia - Ministry of Education**

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/06/GBR-Map-8.pdf>

Have students explore First Nations maps through gallery walk (placing maps around the room and inviting students to explore them in small groups - rotating at intervals)

- Possible questions to consider: How many languages do you see? Comparing these maps to each other and maps we have previously explored. How are areas defined?

Understand the names of the First Nations who live here today and have lived here since time immemorial. Try to play sound clips of the names in their Indigenous languages to learn the proper pronunciation.

### Create a Personalized Land Acknowledgment

Have students create their own land acknowledgements. Have them include details such as:

- On whose unceded land and waterways they live and learn
- Connections to the land: What about the land are we grateful for? How can we care for the land?
- Land acknowledgements can mention:
  - ◆ The fact the First Nations of the land were subject to attempts at colonization
  - ◆ That First Nations cultures remain strong and resilient
  - ◆ What actions are being done as part of Reconciliation (learning more, reading books, and so on).
  - ◆ Expressions of gratitude and caring for the land as an act of Reconciliation to the land and its people.
- If possible, bring your class outside for this portion of the lesson, and return to continue adding to and revising your acknowledgments throughout the year.
- Consider reframing the colonial word "territory" with other words such as land and waterways.

## Possible Topics/Key Vocabulary

- Colonization
- First Nations
- Gratitude
- Indigenous
- Inuit
- Métis
- Time immemorial
- Traditional and unceded territory

## Reflections on Learning

### Land Acknowledgments

Students create personalized land acknowledgments, including the host nations and their own connections to the land. They will know the names and the proper pronunciation of the local First Nations groups.

## Suggested Resources

### First Nations of British Columbia - UBC Museum of Anthropology

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/06/GBR-Map-7.pdf>

### First Nations Language Maps - UBC Museum of Anthropology

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/09/GBR-Map-3.pdf>

### First Nations Peoples of British Columbia - Ministry of Education

<https://greatbearrainforesttrust.org/wp-content/uploads/2018/06/GBR-Map-8.pdf>

Check with your school district to see if you have access to resources about the local Indigenous communities and languages.

## Learning Intention 5

# Investigate the geographical features of British Columbia

Students learn about the geographical landforms and features of British Columbia.

## Experiences and Observations

### Discuss

What is special about British Columbia? What are some favourite places?

- Capture this brainstorm on the board, computer, or chart paper so you can refer to these places and the landforms they have. You might be building on ideas brainstormed from previous lessons.

### Read or Listen

Read or listen to transformer stories of local First Nations related to geographical landmarks.

- Recognize that First Nations territories in B.C. are often defined by physical geography.
- Conduct a gallery walk of books that show diverse geographical features and natural resources to reinforce vocabulary
- Place books around the room. In groups, students look through the books to notice the photos and vocabulary.
- Engage students in a photo scavenger hunt around the school community for geographical features. What can you find in your local community?

## Possible Topics/Key Vocabulary

- Creeks
- Estuaries
- Hydrology
- Lakes
- Marshlands
- Oceans
- Rivers
- Streams



## Reflections on Learning

### Making Learning Visible – Learning Stories

As you document your photo scavenger hunt, the students can reflect on their findings using their new vocabulary. This reflection can be labeling their photos or drawing and writing their ideas.

### Project-based Learning

- Students work in small groups to create papier-maché maps to represent geographical features such as mountains and landforms.
- Invite families in to support you with this messy and exciting learning.

## Suggested Resources

Transformer stories:

### Transformer Rocks

Video on CBC Indigenous Facebook page

<https://www.facebook.com/watch/?v=1624305037596916>

### Coyote the transformer, a Secwépemc story - Thompson Rivers University

<https://www.youtube.com/watch?v=bMIZeT6S63Y>

### Extension

- Field trips to local areas to visit mountains, lakes, ocean, river, marshlands, creeks, and more.
  - ◆ Have students bring field guides and notebooks to capture their observations
  - ◆ Students bring cameras or iPads to document their learning.
- Create a papier-maché 3D map of B.C. in small groups.
  - ◆ Students create and add plasticine plants and animals to their map after they have created the topography.
  - ◆ Tip: Invite parents in to help with this messy project.
  - ◆ Alternative: Using clay or plasticine can be a less messy alternative.
- Students choose one geographical feature or one region of B.C. to take their learning deeper. This can be done individually or in small groups. Students present their learning to the class to deepen everyone's understanding of the topics.

## Learning Intention 6

### Where do I live in the world?

Students consider where they live and the places that influence their identities.

## Experiences and Observations

### Looking at a World Map (Digital or Paper)

- Students plot where they live on a world map. (Consider finding a map that has accurate continent proportions; an example is provided as a separate file on the GBREAT website.)
- Show students they live in the Northern Hemisphere, above the Equator.
- Ask what places their family has special stories and connections to.

### Family Story Connection

- Send students home with a map of Canada (provided at the end of this Learning Intention) and a map of the world (provided as a separate file on the GBREAT website). Then invite them to add symbols to the map and explain their stories in the legend.
  - ◆ This could be places their families and ancestors are from.
  - ◆ As you get responses, add them to the map to see all the places that shape who we are as people and as a class community.
  - ◆ Plot family places on the map.

### Sharing our Family Story with Each Other

- Students are invited to share the stories of their family maps in small groups or in large group presentations.
- The teacher can add students' special family places to the class map, if applicable. Students interview family members (recorded through their phone, computer, over Zoom) to share in class.

## Literacy Connection

Where are you from?

Video of author Yamile Saied Mendez reading story.

<https://www.youtube.com/watch?v=gqalE1Skn6Y>

## Possible Topics/Key Vocabulary

- Northern hemisphere
- Southern hemisphere
- Important family stories
- Continents
- Countries

## Reflections on Learning

### Story Maps

- Students create a story map and write or explain the significance of their places and people.

## Suggested Resources

Where are you from?

Video of author Yamile Saied Mendez reading story.

<https://www.youtube.com/watch?v=gqalE1Skn6Y>

# Our Family Stories of Canada

Legend

Four Directions



## Learning Intention 7

# Where is the Great Bear Rainforest?

The Great Bear Rainforest covers a large area of land. Understanding where it is in relation to where we live helps us understand our own region.

## Experiences and Observations

Watch videos on the Explore > Video tab of the GBREAT website, or follow the links below:

### Enter the Great Bear Rainforest

<https://www.youtube.com/watch?v=js1rnKPAE0&t=97s>

### Welcome to the Great Bear Rainforest

[https://www.youtube.com/watch?v=jAHNqN\\_8p2k&t=3s](https://www.youtube.com/watch?v=jAHNqN_8p2k&t=3s)

Explore the Great Bear Rainforest Interactive maps under Explore > Maps on the GBREAT Website.

- Have students calculate how far away they are from this region (unless they live in it). Is your community similar or different from the rainforest?
- Is it North, South, East, or West of their community?

### Interactive Maps (GBREAT website)

[https://greatbearrainforesttrust.org/map\\_downloads/](https://greatbearrainforesttrust.org/map_downloads/)

## Possible Topics/Key Vocabulary

- Rainforest
- Conservation
- Protection

## Reflections on Learning

- Have students map the Great Bear Rainforest and their own community on a map of B.C.

## Suggested Resources

**Enter the Great Bear Rainforest**

<https://www.youtube.com/watch?v=js1rnKPAAnE0&t=97s>

**Welcome to the Great Bear Rainforest**

[https://www.youtube.com/watch?v=jAHNqN\\_8p2k&t=3s](https://www.youtube.com/watch?v=jAHNqN_8p2k&t=3s)

**Interactive Maps (GBREAT website)**

[https://greatbearrainforesttrust.org/map\\_downloads/](https://greatbearrainforesttrust.org/map_downloads/)

## Learning Intention 8

# Understanding Indigenous Homelands and Waters and Comparing Map Naming

## Experiences and Observations

### Indigenous Place-based Mapping

- Indigenous place-based mapping often involves naming places and landmarks around stories.
- Listen to stories of places in your local area and other regions around B.C.
- Have students share stories of those landmarks so they remember where they are.
- Compare this to naming places after people and places from another continent: for example, the Fraser River, Victoria, and New Westminster. Which approach has more of a connection to the place?
- Who names places?

### Wonder

- Have students imagine what they would name some special places in the school to reflect their connections to—and the stories from—those places, and the land.
- Visit those places and think of names and stories.
- The class can work together to create a map.
- The place names can be used in your outdoor learning (for example, friendship rock, learning tree, hidden forest).

### Possible Topics/Key Vocabulary

- Place-based mapping

# Reflections on Learning

## Creating Names and Maps for Special Places

- How are students sharing their own stories and ideas? Are they able to connect to places and recognize the importance of oral storytelling and intention of names?

## Suggested Resources

Below is a collection of starting resources. Please preview them to see if they will fit for your place and your age group. Our hope is that this can be a starting place for you to find stories about the places where you live and learn.

### Indigenous Heritage

Vancouver Heritage Foundation website

<https://www.vancouverheritagefoundation.org/discover-heritage/indigenous-heritage/>

### Musqueam Place Names Map

<https://www.musqueam.bc.ca/our-story/our-territory/place-names-map/>

### Set in Stone: Stó:lō ancestors' spirits live in Fraser Valley landmarks

Stó:lō members face uphill battle to preserve sacred sites. CBC article.

[https://www.cbc.ca/news/indigenous/spirits-stolo-ancestors-live-fraser-valley-landmarks-1.4074785?fbclid=IwAR1DqgWtDTfP84qMtQnJulWzviBAeHCsfSlq9WtJwD79rZ\\_eXUU8710RcNc](https://www.cbc.ca/news/indigenous/spirits-stolo-ancestors-live-fraser-valley-landmarks-1.4074785?fbclid=IwAR1DqgWtDTfP84qMtQnJulWzviBAeHCsfSlq9WtJwD79rZ_eXUU8710RcNc)

### Stories from the Land: Indigenous Place Names in Canada

Geographical Names Board of Canada web page

<https://maps.canada.ca/journal/content-en.html?lang=en&appid=0e585399e9474c9cf932104a239d90652&appidalt=11756f2e3c454acdb214f950cf1e2f7d>

### Transformer Rocks

Video on CBC Indigenous Facebook page

<https://www.facebook.com/watch/?v=1624305037596916>



## VANCOUVER: The stories here | Te squélquel ikwe'elo

From the shores of skwtsa7s (Island of Dead Men), to the banks of the Sto:lo (Fraser River), Indigenous Cities Vancouver is a collection of stories revealing the land they are from. These stories hold the wisdom of sɣwáyem (ancient stories), historical knowledge, and personal experience long since obscured by the city landscape.

A National Arts Centre Indigenous Theatre and Savage Society co-presentation. Through music, sound, and storytelling, each unique offering, curated by Indigenous artists and memory holders, evokes connection, and invites interaction with the traditional landscapes of the xʷməθkwáyəm (Musqueam), Skwxwú7mesh (Squamish) Səl'ílwətaʔ/Selilwitulh (Tsleil-Waututh), Qiqéyt (Qayqayt), kʷikwə́ləm (Kwkwetlem), Katzie, Kwantlen, sǵáćíyáʔ təməxʷ (Katzie) Nations.

[https://nac-cna.ca/en/indigenouscities/city/vancouver?utm\\_source=vancouver is awesome&utm\\_campaign=vancouver is awesome outbound&utm\\_medium=referral](https://nac-cna.ca/en/indigenouscities/city/vancouver?utm_source=vancouver%20is%20awesome&utm_campaign=vancouver%20is%20awesome%20outbound&utm_medium=referral)



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