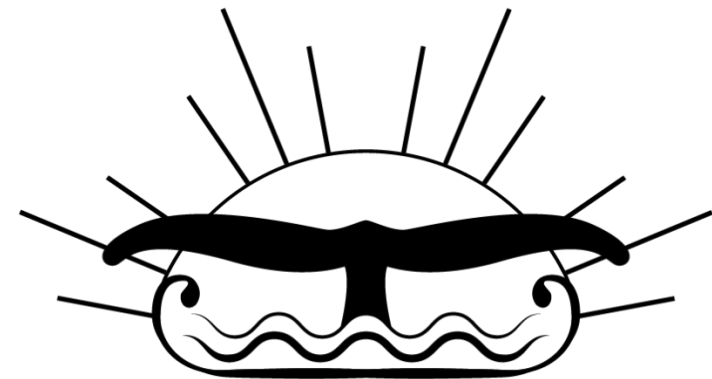


Wolokehkitimkil  
Kelu'lk kina'masuti  
Wabanaki Wholistic Learning Framework

2022



## Introduction

The Wabanaki<sup>1</sup> wholistic Education Framework was developed based upon content provided by the EECD First Nation Elders Council and was informed and refined through co-construction and consultation with First Nation communities. This framework will be useful in de-centering dominant perspectives and honouring Wabanaki education. Please contact a Learning Specialist with the Office of First Nation Education with any feedbacks or suggestions for improvement.

## Purpose and use

The original purpose of the Wabanaki Wholistic Learning Framework is to guide learning specialists, curriculum writers and curriculum teams in the meaningful inclusion and centering of Wabanaki perspectives. All educators are welcome to use this Framework as a tool for embedding Wabanaki knowledge into their educational practice. This framework does not replace the important work of First Nation educators, curriculum writers, consultants, community members or Elders in the development of curriculum, but rather provides a guide for how the First Peoples of these lands can be centred in New Brunswick education. Nor does this framework mean that the work of partnership, co-construction, or consultation with Wabanaki partners, neighbours or Nations has been completed. Rather this framework should serve more as a starting point. This document is considered to be a living document, meaning that we will continue to add to it (and subtract if necessary) as well as make refinements to ensure it reflects the needs and desires of the community.

## Structure

The Wabanaki Holistic Learning Framework contains four general themes (**Wabanaki Societies, Wabanaki Identities, Treaty Education and Piluwitahasuwawakon/Piluiankita'suaqn wjit Teliqewey aq Kisaknutmaq**), each with a series of guiding foci. Content within each focus is described according to grade level program blocks along a continuum beginning with Kindergarten and ending with Grade 12. Content stated in one program block should not be treated as exclusive only to that program block as some major components, (such as Elders stories, for example) should be included across many program blocks and for a variety of purposes.

## Finding support

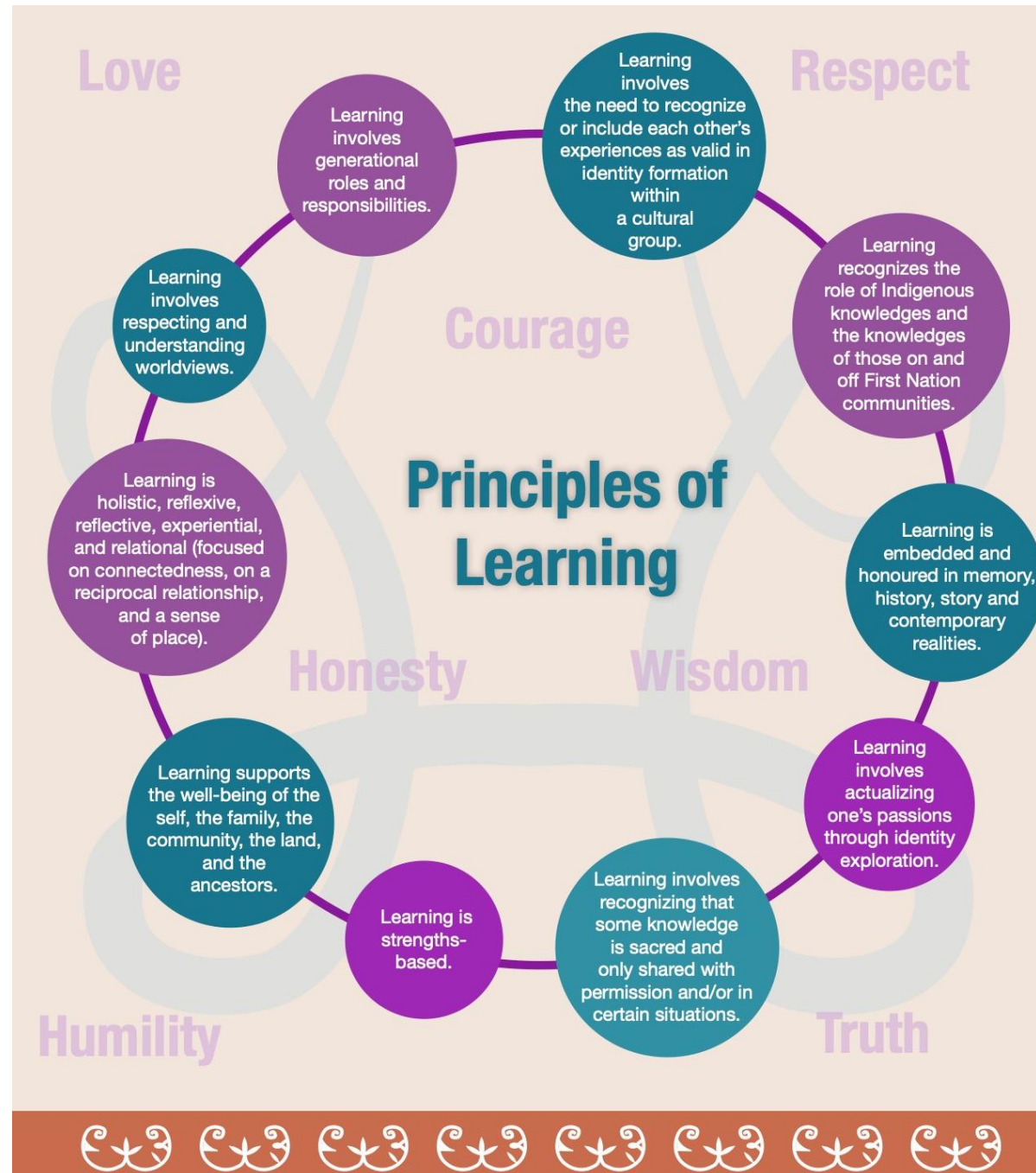
The Office of First Nation Education has produced a companion document (contact a Learning Specialist with the Office of First Nation Education to obtain a copy which contains important information for engaging Wabanaki Elders, Ceremony Keepers, language Keepers and Knowledge Keepers). That document also includes contact information for First Nation Subject Coordinators in each district, who would be the first point of contact for an educator, as well as information on the World of Wisdom platform for digitally connecting classrooms with Knowledge Keepers. We further encourage you to reach out to the Office of First Nation Education, knowledgeable contacts across Educational Services, and to draw upon other relationships you have developed with Indigenous Peoples and communities.

## Note on Ceremony

Ceremony must be conducted **only by those who legitimately hold the right to perform them** as they are sacred to Wabanaki Peoples. Ceremonies could include activities involving making Talking Sticks, naming ceremonies, regalia, making drums or drumming, and smudging. Activities for students should not include these activities unless under the leadership of a Ceremony Keeper. **Any curriculum which references ceremony must have Elder guidance.** Contact a learning specialist with The Office of First Nation Education for more information on how to do this, and refer to the companion document for further information.

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<sup>1</sup> Wabanaki- People of the Dawn. A confederacy of five related Indigenous nations including the Mi'kmaw, Wolastoqey, Pesktomuhkati, Penobscot, and Abenkaki nations. New Brunswick was established upon a large portion of the Mi'kmaw Nation, almost the entirety of the Wolastoqey Nation, and a portion of the Pesktomuhkati Nation.



Wabanaki Societies				
	K-2	3-5	6-8	9-12
<p><b>Guiding Focus</b> The connection of Wabanaki Peoples to the natural environment</p>	<ul style="list-style-type: none"> <li>Explore the interconnected relationship Wabanaki societies have with the natural environment</li> <li>Observe how the cycles of the natural world influence/inform Wabanaki ways of being</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Wabanaki understandings of interconnectedness with the land: (e.g., the land is not owned, people “borrow” what the land has to offer and in return take care of the land).</li> <li>Investigate the impact colonization had and continues to have on the ways that Wabanaki people interact with the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how contact with Europeans has impacted Wabanaki connections to the natural world.</li> <li>Identify the impacts that the seasonal cycles and natural seasonal events have on Wabanaki Peoples.</li> <li>Learn about the diversity of life and medicines found in the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Research the impact the loss of land access and use has had on Wabanaki and other Indigenous societies over time (e.g., food scarcity, loss of water access, forced agrarianism).</li> <li>Examine how social relationships and identity are shaped by the natural environment.</li> <li>Compare Wabanaki and Western views of the natural environment</li> </ul>
<p><b>Guiding Focus</b> Profiles of Wolastoqey, Mi’kmaq and Peskotomuhkati communities and lands historically and today</p>	<ul style="list-style-type: none"> <li>Learn about the territory of Wabanaki nations over time</li> <li>Learn about First Nation communities and First Nation territory in your area</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Wolastoqey, Mi’kmaq and Peskotomuhkati communities in New Brunswick.</li> <li>Learn about the seven districts of Mi’kma’ki and the traditional territory of Wolastoqiyik and Peskotomuhkatiyik</li> <li>Discover the features of the regions (both land and water) where Wabanaki people live</li> </ul>	<ul style="list-style-type: none"> <li>View Wabanaki territories as they have existed in different time periods and note changes during that time.</li> <li>Consider how natural factors influenced movements (resources, seasons, Mawio’mi).</li> <li>Research the areas Europeans occupied and the reasons why they did so from Western and Wabanaki perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Research how life has changed for Wabanaki people in Atlantic Canada and the factors that led to these changes.</li> <li>Determine the role that Wabanaki advocacy is having on traditional Wabanaki lands today</li> <li>Analyze the continuing role of the Indian Act in the places where First Nation people live.</li> <li>Research and summarize the impact that the “reserve system” has on Wabanaki and other Indigenous Peoples.</li> </ul>
<p><b>Guiding Focus</b> The organization of Wabanaki Societies historically and today</p>	<ul style="list-style-type: none"> <li>Introduce the concept of clans, which exists in some communities.</li> <li>Recognize how Elders are the most respected community members and serve as knowledge keepers and mentors to youth.</li> <li>Describe how Wabanaki Peoples lived prior to contact with Europeans.</li> </ul>	<ul style="list-style-type: none"> <li>Research the importance of family and community to Wabanaki Peoples in the past and today, including close family bonds with immediate and extended families.</li> <li>Examine the structure and role of the Wabanaki Confederacy</li> <li>Describe Wabanaki ways of life (pre- and early contact).</li> </ul>	<ul style="list-style-type: none"> <li>Research the decision-making process in Wabanaki governance prior to contact with Europeans (the Mi’kmaq Grand Council, the Wolastoq Grand Council, the Wabanaki Confederacy, and the Clan System).</li> <li>Learn about Wampum Belt Teachings and Wabanaki diplomacy</li> <li>Research First Nation governance structures (traditional and contemporary), including Indian Act forced regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Research changes in Wabanaki governance throughout time brought on by colonization.</li> <li>Consider how social relationships impacted the organization of Wabanaki societies.</li> <li>Discover the Pre-contact trade relationships, alliances and sharing of resources between Wabanaki Nations</li> <li>Recognize how Wabanaki Nations were self-sustaining and carried out all the functions of nations (healthcare, education, trade, resource management, self protection, defence, diplomacy etc.)</li> </ul>

<b>Wabanaki Identity: Worldviews, Languages, Cultures and Traditions</b>				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Guiding Focus</b> Mi'kmaq, Wolastoqey and Peskotomuhkati languages	Introduce Mi'kmaq, Wolastoqey and Peskotomuhkati language to students including terms for: <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers 1-10</li> <li>Place names</li> <li>Names of plants and animals in your area</li> <li>Colours</li> </ul>	Introduce Mi'kmaq, Wolastoqey and Peskotomuhkati language to students including terms for: <ul style="list-style-type: none"> <li>Terms of kinship</li> <li>Songs and dances</li> <li>Seasons</li> </ul>	Introduce Mi'kmaq, Wolastoqey and Peskotomuhkati language to students including terms for: <ul style="list-style-type: none"> <li>Treaty vocabulary</li> <li>Research the meaning of place names in Wabanaki territories</li> </ul>	Introduce Mi'kmaq, Wolastoqey and Peskotomuhkati language to students including terms for: <ul style="list-style-type: none"> <li>Vocabulary for ceremonies and traditions</li> <li>Place names</li> </ul>
<b>Guiding Focus</b> Wabanaki Ceremonies and Traditions	<ul style="list-style-type: none"> <li>Learn about traditions and ceremonies from a nearby community</li> <li>Play traditional games (e.g. Waltes)</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Wabanaki traditions and ceremonies in daily practices and special occasions</li> <li>Learn about Wabanaki ceremonial imagery and symbolism</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the teachings of the drum, Sweatlodge, Sacred Pipe</li> <li>Learn about ceremonial medicines</li> </ul>	<ul style="list-style-type: none"> <li>Participate in and attend Wabanaki events</li> <li>Connect with First Nation Elders to learn about ceremony and traditions</li> </ul>
<b>Guiding Focus</b> Ancestral Teachings and oral traditions	<ul style="list-style-type: none"> <li>Learn from Elders through storytelling.</li> <li>Listen to Koluskap stories and other traditional Wabanaki stories</li> </ul>	<ul style="list-style-type: none"> <li>Explore how oral traditions shape who we are and connect us to the past, present, and future.</li> <li>Discover how oral traditions provide valuable principles for living.</li> <li>Read and listen to Koluskap stories, Elder stories</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the role of oral tradition in teaching about ourselves, the land and how to care for people and the environment.</li> <li>Listen to Elder stories and learn how these stories contain helpful advice for living</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the role of oral tradition in passing on knowledge.</li> <li>Investigate oral tradition as valid and legal evidence</li> <li>Explore the role of oral traditions in enhancing memory.</li> <li>Discover how ecological knowledge is carried through story.</li> </ul>
<b>Guiding Focus</b> Worldviews	<ul style="list-style-type: none"> <li>Experience the main features of Wabanaki worldviews: connection with the land, all beings, both animate and inanimate.</li> </ul>	<ul style="list-style-type: none"> <li>Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world and to each other</li> <li>Learn about the importance of land, rivers and waterways.</li> </ul>	<ul style="list-style-type: none"> <li>Explore elements of Wabanaki worldviews</li> <li>Explore Wabanaki knowledge and ways of knowing</li> <li>Research important bodies of water</li> </ul>	<ul style="list-style-type: none"> <li>Explore how worldview impacts ways of knowing and ways of being.</li> <li>Appreciate various worldviews, including those of Wabanaki Peoples</li> </ul>

<p><b>Guiding Focus</b> Contemporary and historical Wabanaki art, music, culture and role models.</p>	<ul style="list-style-type: none"> <li>Learn about Wabanaki musical instruments (e.g. drums, shakers, stones, wood/ash, flutes).</li> <li>Experience cultural events such as the Powwow/Mawio'mi</li> <li>Learn about family and community celebrations, and important events (e.g., Treaty Days, Indigenous Peoples Day, Orange Shirt Day)</li> </ul>	<ul style="list-style-type: none"> <li>Experience Wabanaki music, songs and dances</li> <li>Read and view Wabanaki art and learn about Wabanaki artists</li> <li>Recognize and participate in important events (e.g., Powwow/Mawio'mi, Orange Shirt Day)</li> </ul>	<ul style="list-style-type: none"> <li>Learn from notable Wabanaki role models in arts (e.g., musicians, singers, dancers, artists, actors, performers, comedians)</li> <li>Investigate the role the arts play in building intercultural understanding, mutual respect, and positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the arts and music of Wabanaki nations (e.g., Mi'kmaq and Wolastoqey) to each other, and to the arts and music of other nations and peoples.</li> <li>Read and listen to books, music and publications from Wabanaki authors and composers</li> </ul>
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Treaty Education				
	K-2	3-5	6-8	9-12
<p><b>Guiding Focus</b> The language of harmony and respect</p>	<ul style="list-style-type: none"> <li>Understand how some terms and words can be hurtful</li> <li>Treat others with respect</li> </ul>	<ul style="list-style-type: none"> <li>Apply Terminology of Harmony and Respect (e.g., "First Nation" versus "Indian" and "Community" versus "Reserve")</li> <li>Consider how positive interactions between people are important for building good relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Apply Terminology of Harmony and Respect inside and outside of the school</li> <li>Explore ways that respectful relationships can be fostered among various groups</li> </ul>	<ul style="list-style-type: none"> <li>Apply Terminology of Harmony and Respect inside and outside of the school (e.g., "Nation" versus "Tribe")</li> <li>Examine power relations and analyze how and why Western perspectives tend to get privileged over Indigenous perspectives.</li> </ul>
<p><b>Guiding Focus</b> Being a treaty person</p>	<ul style="list-style-type: none"> <li>Identify what it means to treat others fairly.</li> <li>Understand that agreements are made to respect one another and keep each other safe (e.g., agreements on positive classroom behaviour)</li> <li>Consider in what ways we show care, concern and respect for people</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of Indigenous peoples and that any Canadians who are not First Nation, Métis, or Inuit are immigrants, the descendants of immigrants, or the descendants of people who were brought here in slavery.</li> <li>Describe the importance of promises and their connection to treaty-making</li> <li>Consider how we improve and build positive relationships with friends, family and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the Treaties of Peace and Friendship apply to everyone.</li> <li>Explore what Mi'kmaw, Wolastoqey and Peskotomuhkati people were doing to exercise their Treaty Rights and responsibilities up to the mid-1800s.</li> <li>Identify how Wabanaki nations are dealing with infringement upon and denial of their rights.</li> </ul>	<ul style="list-style-type: none"> <li>Examine key struggles Wabanaki Nations have had in maintaining their sovereignty.</li> <li>Investigate issues impacting the treaty relationship (both historic and contemporary e.g., statues of Cornwallis, John A. MacDonald, naming of university buildings, names of schools, land claims, access to resources, fisheries, etc.)</li> </ul>

<p><b>Guiding Focus</b> The Peace and Friendship Treaties</p>	<ul style="list-style-type: none"> <li>Name the territories covered by the Peace and Friendship Treaties.</li> <li>Discuss how sharing and cooperation contribute to positive relationships</li> <li>Explore ways to build agreements between friends, family members, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the signatories to the Peace and Friendship Treaties.</li> <li>Consider what is meant by “rights and responsibilities.” What rights are protected by the Treaties?</li> <li>Describe some of the rights and responsibilities included in the treaty relationship</li> </ul>	<ul style="list-style-type: none"> <li>Consider why Wabanaki Nations and European colonial authorities signed treaties</li> <li>Examine what has changed with respect to the treaty relationship and land rights.</li> <li>Critique treaty denial and deterioration and infringement of rights (e.g., Indian Act, displacement from lands, poverty, enfranchisement)</li> <li>Explore Introduction to Treaties of 1725 (Mascarene’s Treaty), 1726, 1749 and others.</li> </ul>	<ul style="list-style-type: none"> <li>Critique key Treaty decisions since the Gabriel Sylliboy case.</li> <li>Consider how key legal cases (such as the Marshall and Simon decisions) impacted Wabanaki people in New Brunswick</li> <li>Study other examples of treaties around the world.</li> <li>Explore contemporary legal implications and applications of the treaty relationship</li> <li>Contrast the Peace and Friendship Treaties to other Treaties in Canada (for example, the Numbered Treaties).</li> </ul>
<p><b>Guiding Focus</b> Our First Treaty is with Mother Earth</p>	<ul style="list-style-type: none"> <li>Discuss the ways in which we show our care, concern, and respect for people and the world around us.</li> <li>Explore the beauty of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect and responsibility for all living things</li> <li>Explore how all things are related and how interrelationships are celebrated in Wabanaki cultures</li> </ul>	<ul style="list-style-type: none"> <li>Research how changes in the natural environment in New Brunswick impacted Wabanaki territories.</li> <li>Investigate the relationship Wabanaki peoples have with living things, land, water, ecosystems and the environment throughout time</li> </ul>	<ul style="list-style-type: none"> <li>Research how the degradation of the natural environment impacts Indigenous Peoples around the world and research an action to mitigate it.</li> <li>Investigate what economic systems would look like if everyone adopted the concept of Netukulimk<sup>2</sup>? How would it impact the environment?</li> </ul>

<sup>2</sup>“Netukulimk is the use of the natural bounty provided by the Creator for the self-support and well-being of the individual and the community. Netukulimk is achieving adequate standards of community nutrition and economic well-being without jeopardizing the integrity, diversity, or productivity of our environment.” <https://www.uinr.ca/programs/netukulimk/>

<b>Piluwitahasuwawakon: Changing attitudes and walking towards the truth</b> <b>Piluiankita'suaqn wjit Teliqewey aq Kisaknutmaq: A change in the way we think towards truth and reconciliation</b>				
	K-2	3-5	6-8	9-12
<b>Guiding Focus</b>  Misinformation, stereotypes, anti-bias and anti- racism	<ul style="list-style-type: none"> <li>Appreciate visible and invisible differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate acceptance and appreciation for diversity.</li> <li>Appreciate the visible and invisible qualities that make each person unique and valuable.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and challenge bias and discrimination against Wabanaki peoples</li> <li>Research systemic racism against Wabanaki peoples.</li> <li>Speak and act out against bias and discrimination</li> <li>Recognize how stereotypes are harmful</li> <li>Investigate stereotypes and misconceptions about Wabanaki and other Indigenous Peoples</li> </ul>	<ul style="list-style-type: none"> <li>Identify examples of discrimination and racism in contemporary forms of media, including popular culture, team names and mascots, movies, and literature.</li> <li>Investigate the impact of colonization on the construction of misinformation and stereotypes about Wabanaki and other Indigenous Peoples.</li> <li>Take action to amplify Wabanaki voices that are countering bias and racism.</li> </ul>
<b>Guiding Focus</b>  Contact and Colonization	<ul style="list-style-type: none"> <li>Consider what it means to treat others fairly and why it's important to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the Impact of 1755 Expulsion of the Acadians on Wabanaki people in the Maritimes.</li> <li>Research contact with Europeans- survival, friendship, and alliances</li> <li>Introduce Indian Residential and Day Schools. Concepts including separation and assimilation.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the impact displacement, colonization and lack of land access continues to have on Wabanaki ability to provide for themselves.</li> <li>Research the impacts of colonization (languages, emotional and mental health, social)</li> <li>Identify why the government implemented Indian Residential and Indian Day Schools</li> <li>Recognize the harm caused by Indian Residential and Indian Day Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Examine examples of cultural genocide-ethnocide including the 1749 scalping proclamation by Governor Cornwallis.</li> <li>Investigate tools of assimilation including the Indian Act and Indian reserve system, Indian Residential and Indian Day Schools.</li> <li>Research "enfranchisement" (voluntary and involuntary) and the impacts upon Wabanaki Peoples.</li> <li>Compare colonization in Canada to other parts of the world (e.g., Indian Act compared to South African Apartheid).</li> <li>Investigate The Sixties Scoop and children in care.</li> <li>Listen to the voices of survivors of colonization.</li> </ul>



<p><b>Guiding Focus</b> The Experiences of Indigenous People in Canadian events</p>	<ul style="list-style-type: none"> <li>Learn about Indigenous leaders and role models especially those from Wabanaki Nations.</li> </ul>	<ul style="list-style-type: none"> <li>Research the participation of Wabanaki and other Indigenous Peoples in Canadian social institutions and governmental structures.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the experience of Wabanaki veterans (including their experience while abroad in contrast to treatment upon return to Canada).</li> <li>Research Involuntary enfranchisement and its impact upon veterans</li> <li>Research the relationships between Indigenous and non-Indigenous soldiers</li> <li>Hear the experiences of Wabanaki Peoples in Canadian institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Research Wabanaki experiences at home and abroad during global conflicts.</li> <li>Identify and amplify Indigenous Peoples' contributions to Canada's military and policing.</li> <li>Research recognition of Indigenous peoples as Canadian citizens and voting rights gained in 1960.</li> <li>Research the reasons why some Indigenous Peoples do not consider themselves to be Canadian, but instead citizens in their Indigenous Nation.</li> <li>Examine Wabanaki experiences in education, healthcare, policing, military, government and other public institutions.</li> </ul>
<p><b>Guiding Focus</b> Wabanaki Resiliency</p>	<ul style="list-style-type: none"> <li>Discuss the importance of taking responsibility and positive action when you have harmed someone intentionally or unintentionally</li> <li>Read and listen to stories from Wabanaki Peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the Truth and Reconciliation Commission of Canada's Calls to Action (Spirit Bear version) and its role in reconciliation.</li> <li>Learn how the Peace and Friendship Treaties can be used to guide reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the TRC Calls to Action (Spirit Bear version optional) and create an action plan for one's own school.</li> <li>Discover examples of reconciliation and reconciliACTION in your community.</li> <li>Consider the responsibility of non-Indigenous people to be allies and support reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>Consider arguments for "conciliation" vs. "reconciliation"</li> <li>Research and promote examples of reconciliation happening now.</li> <li>Examine examples of Wabanaki resiliency today and in the past.</li> <li>Amplify the voices of Wabanaki advocacy and resiliency.</li> <li>Research the Truth and Reconciliation Commission of Canada (TRC) (e.g., its purpose, how and why it was established, the Calls to Action).</li> <li>Research other key documents such as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the 231 Calls for Justice for MMIWG2S</li> </ul>

## Resources

### World of Wisdom

<https://world-of-wisdom.ca/>

World of Wisdom is an EECD site, built and operated by the Office of First Nation Education. It includes a number of supports directly for teachers and can be included in curriculum documents and materials. Features include the following:

#### **Beyond Words: Sharing Indigenous Cultures and Books**

A resource for schools and communities to connect virtually through Indigenous literature. Includes book summaries, classroom activities, resources for educators, supplementary readings, author information and more.

<https://world-of-wisdom.ca/portfolio/beyond-words/>

#### **Virtual Learning Support**

Tutoring available in subject areas such as literacy, math, science and well-being

<https://world-of-wisdom.ca/portfolio/tutoring/>

#### **Traditional Language Support**

Support for Mi'kmaw and Wolastoqey language in dedicated language classes, and for any other class as well.

<https://world-of-wisdom.ca/portfolio/traditional-language-support/>

#### **Missing and Murdered Woman, Girls and 2SLGBTQIA Calls for Justice**

[https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls\\_for\\_Justice.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf)

#### **National Centre for Truth and Reconciliation Reports**

<https://nctr.ca/records/reports/>