



## LG #13: First People's Knowledge of Landforms Over Time

**BIG IDEA:** Weathering and erosion processes continually reshape landscapes through the interaction of the geosphere with the hydrosphere and atmosphere

### Fundamental Knowledge (I know):

- Learn how First Peoples understand landforms and natural changes over time.
- Explore the relationship between geography and culture.
- Compare Indigenous and scientific knowledge systems.
- Reflect on your own connection to place and land.

### Curricular Competencies (I can)

	Proficiency Scale Teacher and Student self assessment (Circle one)	Example	Evidence (How do you know?)
Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.  Express and reflect on a variety of experiences, perspectives, and worldviews through place.	<b>Emerging (C-/C)</b> Initial Understanding	Completed Activity #1 – Journal with fundamental knowledge and vocabulary (in your words).  Activity #2 complete – Research	
	<b>Developing (C+/B)</b> Partial/Near Complete Understanding	Completed Activity #1 – Journal with fundamental knowledge and vocabulary (in your words with details).  Completed the suggested learning activities: Activity #2 – Research Activity #3 – Final Mini Project	
	<b>Proficient (B+/A)</b> Complete Understanding	Completed Activity #1 – Journal with fundamental knowledge and vocabulary (in your words with details).  Suggested activities (Activities #2 & #3) are thoroughly completed, provide details, use vocab that is related accurately and good resources.	
	<b>Extending (A+)</b> Sophisticated Understanding		

Student Signature:

Teacher Signature:

Date:

Resources can be found at [www.THSSscience.com](http://www.THSSscience.com)

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### Suggested Learning Activities:

**RESOURCES** (\*only starting point suggestions – please search others for specific Nations and Regions)

1. Online Resources: Native Land Digital - <https://native-land.ca> ; First Peoples' Map of BC - <https://maps.fpcc.ca> ; BC Assembly of First Nations (BCAFN) - <https://www.bcafn.ca>

Geoscience BC - <https://www.geosciencebc.com> ; Natural Resources Canada: The Atlas of Canada - <https://atlas.gc.ca> ; BC Geological Survey - <https://www2.gov.bc.ca/gov/content/industry/mineral-exploration-mining/british-columbia-geological-survey>

### **Activity #1: Journal**

In your journal:

- Define the following terms: *oral history, Traditional Ecological Knowledge (TEK), ancestral territory, creation stories (origin stories), cultural significance, and place.*

**Activity #2: Research** - The information you gather in this activity will be used to create your final mini project in Activity #3.

Select one geographic feature or area in BC. Some examples (*but not limited to*):

- Fraser River
- Coastal Mountains
- Haida Gwaii
- Okanagan Valley
- Columbia Icefield
- Vancouver Island

Research Indigenous Knowledge: Use at least 2 different sources to learn about how First Peoples understand this landform. Consider:

- Oral histories or traditional stories
- Indigenous place names and meanings
- First Peoples' maps or TEK studies
- Local First Nation websites or Indigenous language resources

Compare with Scientific Understanding

- How do geologists explain the formation or changes of this landform?
- How does this compare to Indigenous teachings?
- What insights or values are highlighted in each perspective?

**Tips for Students:**

- Use **First Nations community websites** (e.g. Tla-o-qui-aht, Nisga’a, Secwepemc) to find stories, place names, or stewardship plans.
- Cite **both Indigenous and scientific sources** respectfully—e.g., if using oral histories, acknowledge the Nation and source.
- When in doubt, check if the site is authored by a **First Nation, educational institution, or government** for credibility.

**Activity #3: Create a Final Mini Project**

Using the geographic feature you researched in **Activity #2**, create a project that communicates both Indigenous and scientific understandings of the landform. Your project should:

- Identify the geographic feature or area you selected.
- Include information from at least two Indigenous sources and relevant scientific sources.
- Explain similarities, differences, and unique insights from each perspective.
- Demonstrate how Indigenous knowledge and scientific knowledge can both contribute to understanding land and place.

Choose **one** format from the list below:

- **Story Map or Illustrated Map** with Indigenous and scientific information
- **Visual Storytelling Project** (poster, video, slideshow, etc.)
- **Reflective Journal:** Answer the question: “How does listening to Indigenous knowledge change how we understand land and place?” Use examples from your chosen geographic feature.

**Assessment Criteria**

<b>Category</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>
<b>Research &amp; Sources</b>	Limited or unclear sources	Some relevant sources	Clear and diverse sources
<b>Understanding of Landforms</b>	Basic description	General explanation	Detailed with clear example
<b>Creative/Reflective Element</b>	Incomplete or off-topic	Some effort, some connection	Thoughtful and relevant
<b>Respect for Indigenous Knowledge</b>	Lacks understanding	Some attempt	Clear respect and representation