



## **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)**

	<b>Proficiency Scale Teacher and Student self assessment (Circle one)</b>	<b>Example</b>	<b>Evidence (How do you know?)</b>
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) Initial Understanding</b>	Completed Activity #1 – Journal with fundamental knowledge and vocabulary (in your words).  Activity #2 complete – Research	
	<b>Developing (C+/B) Partial/Near Complete Understanding</b>	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) Complete Understanding</b>	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+) Sophisticated Understanding</b>		

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**

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?

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**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**

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?”

**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