

## Fire Keeping

This lesson plan there are 2 parts:

### Lesson # 1 is called **Fire Keeping-Oshkaabewis – Matter**

This lesson is the introduction or minds on to the actual science lesson.

This is where the teacher can invite a male elder or knowledge keeper to come in and share their knowledge around fire and the job of a fire keeper. The teacher can contact the Indigenous lead for their school board who will provide you with a contact list of elders or knowledge keepers. You will also require tobacco ties. If you require knowledge on tobacco ties, ask your Indigenous lead about this.

This lesson also has a language component and KWL Chart.

### Lesson # 2 is the second part of **Fire Keeping-Oshkaabewis – Matter**

This is the science lesson and is about “Matter”

This lesson involves preparing 5 science stations: These stations are not necessarily about fire

**Station 1.** Baking Soda and Vinegar station - To prove that there is a chemical change when adding both ingredients together and to observe the bubbling and gassing action that is producing carbon dioxide.

**Materials:** Baking soda, vinegar, food coloring, beakers, plates.

**Station 2.** Glue and bleach/cleaning agent station – To observe the chemical reaction when adding the bleach to glue. **Materials:** Glue, bleach, beakers stirring rods,

**Station 3.** Coca cola and milk station -To observe the chemical reaction when we add some milk to a bottle of coke. **Materials:** bottles of coca cola and milk.

**Station 4.** Penny, white vinegar and salt- to observe and compare how white vinegar and salt effect pennies. **Materials:** water glass bowls, pennies, salt, spoons, strainers and white cloth or paper towel.

**Station 5.** Rusting of steel wool station. New steel wool/rusted steel wool and salt.

This lesson includes a POE chart.

## **Fire Keeping-Oshkaabewis – Matter**

- Young boys are mentored by existing fire keepers to carry on this tradition.
- They learn various skills about what's needed to become a fire keeper. Every fire keeper has their own specific way based on their teachings as well as how much work they put into their role. i.e awareness of themselves, their surroundings and their connection with the fire.
- A fire keeper cannot mentor or give teachings while they are fire keeping, his job is to focus on the fire and to keep it going, so the fire keeper needs a helper.
- This fire keeper when requested to be a fire keeper ensures he that he has a connection with the individual before he will accept the honor. He also has to meet and negotiate with both a conductor and facilitator before he agrees to be a fire keeper
- For this Fire Keeper-Oshkaabewis, he prays for about a week in advance and makes a connection with the fire pit where the sacred fire is to take place.
- He picks and chooses the wood that he is going to burn, even if it means going else where to get it and bringing it in. Hard wood such as hard maple or iron wood.
- He first cleans the fire pit and places birch bark first, the four medicines and kindling and starts it up. Places the hardwood last.
- He uses birch bark as his primary source of fuel to get the fire started because it burns quickly with almost no smoke after burning. Milk weed pod silk does not burn as nice and leaves an odour.
- The objective of the fire keeper is the ensure the fire burns free of smoke for the duration of the sacred fire, particularly when the sacred fire is in an enclosed space.

## **Fire Keeping-Oshkaabewis – Matter**

### **Fire-Oshkode**

- The translation for fire in Anishnaabemowin is Oshkode. When broken down the O is the heart knowledge and brings community together. The O represents your inner-self. When your healthy on the inside this will emanate on the outside of you and often pulls people and community to you and to the fire. De is the translation for heart.
- Oshkode/fire is central to our Nations and brings people together.
- Oshkode/fire is one of our natural elements.
- Oshkode/fire has a spirit and is very powerful. Fire is alive. When blowing on oshkode you are disrespecting its' spirit. When starting a fire fanning would be a proper method.
- When we place the medicines (tobacco, cedar, sage and sweet grass) our prayers are carried to gzhemido/Creator with the help of oshkode/fire.
- Depending on circumstances, a candle can be used as a sacred fire. You just cannot burn your medicines. But what you can do is place your medicine in your left hand pray and to place it into a wooden bowl and you can take your medicine out to a clean space or to a body of water.
- There are many reasons for a sacred fire –gchi-twaa oshkode. A sacred fire is held at ceremonies, wakes, community events, socials, cultural teachings and pow wows.

### ***Interview with Biidahbin Peltier December 2015***

Indigenous Knowledge and Science

Fire Keeper – Part 1

<p><b>Title of Lesson: Sacred Fire: Traditional Fire Keeping</b> <b>Lesson # 1 - Matter</b></p>	<p><b>Grade: 5</b> <b>Subject(s):</b> Language</p>
<p><b>Curriculum Expectations:</b></p> <p><b>Writing</b> <b>OE: 1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience; <b>SE:1.1</b> identify the topic, purpose, and audience for a variety of writing forms</p> <p><b>Oral communication</b> <b>OE: 1.</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; <b>SE: 1.1</b> identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p>	<p><b>Learning Goals</b> <u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> <li>• Students understand that offering a tobacco tie is a respectful way of asking for something from someone.</li> <li>• We need to be respectful by listening when sitting in a sharing circle.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Either sacred or not sacred, fire is used in our everyday lives. We need fire to survive.</li> <li>• Fire keeps us warm and cooks our food.</li> <li>• Fire has many uses and is one of the four natural elements.</li> <li>• Fire requires oxygen, heat and fuel for it to start or continue.</li> </ul>
<p><b>Enduring Understanding(s)/Big Idea(s):</b></p> <ul style="list-style-type: none"> <li>• When we listen attentively, we can learn many interesting and important things.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know about a sacred fire?</li> <li>• Who takes care of a sacred fire?</li> <li>• When do we have a sacred fire?</li> <li>• What do we need for a sacred fire?</li> <li>• Why do we have a sacred fire?</li> </ul>
<p><b>Resources:</b></p> <p>The Ontario Curriculum Grades 1-8- Language 2006 Traditional knowledge keeper (story teller)</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Tobacco ties</li> <li>• Honorarium for Traditional knowledge holder</li> <li>• Teepee</li> <li>• Traditional Knowledge holder</li> <li>• Matches</li> <li>• Fire wood</li> <li>• Chair for knowledge holder</li> <li>• KWL chart</li> </ul>

<p><b>Relevance:</b> Learning about ones' traditions gives one a sense of pride and identity.</p>	<p><b>Connections:</b> Community Pow wows occur all year round throughout different First Nations throughout Turtle Island (Text to self). When we come together to celebrate, we learn many traditions and many things about ourselves.</p>
<p><b>Media:</b></p>	<p><b>Hands-on:</b></p> <p>Students will complete the K and W, on a KWL chart on what they know about fire.</p> <p>Students will each provide an offering a tobacco tie as a thank you to the knowledge holder.</p>
<p><b>Differentiated Instruction, Modifications and Accommodations (Lesson Delivery):</b> Learning environment- Class room-tee pee Content- Process- Product-</p> <p><i>What accommodations and modifications (for students with IEP's) will you make to support students with special needs or English Language Learners, etc. Accommodations / Modifications:</i></p> <p><input type="checkbox"/> Increase time, space, amount <input type="checkbox"/> Scribe  <input type="checkbox"/> Use manipulatives  <input type="checkbox"/> Decrease time, space, amount <input type="checkbox"/> Oral explanation  <input type="checkbox"/> Include visuals, models, cueing, organizers  <input type="checkbox"/> Change seating, groupings <input type="checkbox"/> Peer tutor/Partner  <input type="checkbox"/> Extend <input type="checkbox"/> Other:</p>	<p><b>Differentiated Instruction, Modifications and Accommodations (Assessment):</b></p> <p>More time will be provided to students who need to complete the KWL chart.</p> <p>Scribe for students who need it.</p>

<p><b>Critical Thinking</b></p> <p>The knowledge holder talks about how he as a young boy recognized that he had a gift. This gift required him to make a commitment to himself and to his community. As he shares his personal journey to achieve this, he talks about how the sacred fire has been a part of Anishinaabe tradition for thousands of years. Fire is very important in our daily lives. When each of the four medicines is added to the sacred fire it sends the prayers of the person placing in the fire up to the creator. It is only the fire keeper who starts the fire using fungi from a birch tree. It is only the fire keeper who can put wood in the fire. When the wood breaks down and turns into ashes, he puts more wood in the fire.</p> <p>A sacred fire can burn for many days or as long as the fire keeper is required to keep the sacred fire going. The fire is never extinguished; it needs to burn out on its own. This usually occurs when there are only ashes left. It is until then that the fire keeper’s job is complete.</p>	<p><b>Describe chosen critical thinking activity:</b>  <u>Information Gathering Skills</u> involve</p> <ul style="list-style-type: none"> <li>• acquiring relevant information, data</li> <li>• accessing prior knowledge</li> <li>• observing, obtaining information through the senses</li> <li>• questioning to obtain new information</li> <li>• identifying and acknowledging sources</li> </ul>
<p><b>Assessment:</b>  <u>Assessment for Learning</u>  The use of a KWL chart- students will fill in the K &amp; W to show what they know about fire and what they want to know about fire.</p> <p><u>Assessment as Learning</u>  <u>Assessment of Learning</u></p>	<p><b>Detailed description of Assessment Process and Strategies:</b></p> <ul style="list-style-type: none"> <li>• Have students brainstorm ideas of what they know about fire.</li> <li>• Ask students to come up with some questions of what they wonder or want to know about fire.</li> <li>• Have students fill in the K &amp; W on KWL chart for their understanding of fire.</li> </ul>

Assessment Strategies: Diagnostic	Formative	Summative	Anecdotal Device	Collaborative/social skill
<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Interview</li> <li><input type="checkbox"/> Inventories/surveys</li> <li><input type="checkbox"/> Test/quiz</li> <li><input type="checkbox"/> questionnaires</li> <li><input checked="" type="checkbox"/> KWL</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Work samples</li> <li><input type="checkbox"/> Test/quiz</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Peer-assessment</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Unit test</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/> Peer-assessment</li> <li><input type="checkbox"/> Final reflection</li> <li><input type="checkbox"/> Speeches</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Presentations</li> <li><input type="checkbox"/> Reports, oral/written</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Rating Scale</li> <li><input type="checkbox"/> Anecdotal</li> <li><input type="checkbox"/> Checklist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participating fully</li> <li><input type="checkbox"/> Listening attentively</li> <li><input type="checkbox"/> Expressing appreciation</li> <li><input type="checkbox"/> Reflecting on experience</li> <li><input type="checkbox"/> Valuing diversity</li> <li><input type="checkbox"/> Thinking constructively</li> <li><input type="checkbox"/> Making responsible decisions</li> <li><input type="checkbox"/> Resolving conflict</li> <li><input type="checkbox"/> Solving problems creatively</li> <li><input type="checkbox"/> Working on tasks together</li> <li><input type="checkbox"/> Assessing improvement</li> <li><input type="checkbox"/> Celebrating achievement</li> </ul>
<b>Student Groupings:</b> <input type="checkbox"/> Individually <input type="checkbox"/> Pairs <input type="checkbox"/> Small Groups <input type="checkbox"/> Whole Class				

**Minds On****Approximately 20 minutes**

Teacher first asks the students “what do you know about fire?” The students will first brainstorm about what they know about fire. Next the teacher will ask the students questions about what they wonder or want to know about fire. Teacher will provide each student with a KWL chart. Have the students fill in all the things that they know about fire under the K. When completed that task, have the students then add what they want to know about fire under the W. Collect the KWL sheets and begin asking the students a number of questions.

The first question is:

- Have you ever heard of a sacred fire?
- Do they know what a sacred fire is?
- Who takes care of a sacred fire?
- When do we have a sacred fire?
- Why do we have sacred fires?
- What do we need for a sacred fire?

Provide a tobacco tie to each student. Tell the students that they will be giving this tobacco tie as an offering of thanks to special guest who is coming in to share about a cultural tradition called fire keeping. The process of taking care of a sacred fire.

This will be taking place in the teepee where our guest is waiting. Remind students of the safety measures they need to take when entering and exiting the teepee and while in the teepee when a fire is burning.

**Action!****Approximately 40 minutes**

Students will go outside to the teepee and enter the teepee following the proper protocol, clockwise. The Knowledge holder will talk about the Sacred fire and fire keeping. Students will also have the opportunity to ask our guest questions. Before leaving, the students will give thanks by giving the knowledge holder their tobacco offering.

**Consolidation****Approximately 15 minutes**

Back at the class have students sit in a circle have students share if they choose to what they have learned about sacred fire and fire keeping. Ask students to share if what they had put on their KWL chart is the same as what they had learned from the knowledge holder.

<b>KWL Chart</b>		
<b>What we know</b>	<b>What we want to know</b>	<b>What we learned</b>