

# Value of Land

## Grade 7 Take Home Course Pack

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### Introduction

Why is land important? What role should humans play in taking care of the land and the ecosystems that are connected to it?

The activities in this course pack will guide your learning journey as you explore these questions and how they can connect to other parts of life.

These activities should be completed according to any instructions your teacher has provided. If you do not have specific instructions, you can complete these activities at your own pace and hand them in to your teacher when you're done.

Write your name below, and let's get started!

Name:

### Notes

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# Activity #1

## Journal Prompt: A Space That's Mine

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In this activity you will need:

- Pencil or pen

### Key Terms

#### Values

- The things that are important to you
  - What you believe is right and wrong
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### Introduction

The ways that we take care of the places we are responsible for can say a lot about us. It can give us some insight into our values, or what we think is important in life. Our values are a really important part of the way we see the world and how we act.

If two people have different values, that can lead them to think about situations differently, behaving differently, and believing different things.

The value that people place on land and the places they spend their time in can be different. This leads to people treating these places differently.





# Activity #2

## Land Acknowledgement

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In this activity you will need:

- Pencil or pen
  - Access to the Internet
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### Introduction

Have you ever heard a land acknowledgement? You may have heard one at school, or out at public events in the community where you live.

The land and the places that are important to you, the lands where you live, learn, work, and play, are also important to other people. Land acknowledgements are a way to show that you understand and respect the fact that Indigenous Peoples used and continue to use this land, and had and continue to have relationships with these same places. It also shows your respect for the fact that it can be difficult for Indigenous Peoples to interact with the land the way they'd like to today. This is because European settlers thought that they should be able to use the land the way they wanted to without thinking about people who already lived here.

Land acknowledgements let you show respect and understanding for others while talking about your own relationship with the land.

Name:

Date:

## Instructions

### *Part One: Research*

1. Go to [native-land.ca](http://native-land.ca). This website is an interactive map that shows you the traditional territories of Indigenous peoples, the languages spoken in different land areas, and the treaties that affect the land.
2. Make sure the territories toggle in the top left corner is on. Enter the name of where you live in the search bar underneath the toggles.
3. The map will reload and zoom into your location. There will also be a new box on the left which tells you the peoples whose traditional territory your location is on. You will be able to click on each name to find links to more information. Explore these links to learn more about the peoples and Nations whose traditional territory you live on.

Answer the following questions:

1. On whose traditional territory do you live?

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2. Write down one new thing you learned about each Nation whose territory you live on.

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3. Is there a treaty that covers the land where you live? If so, which treaty is it?

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*Part Two: Information for a land acknowledgement*

Most land acknowledgements begin in a similar way. Fill in the blanks below to write the first part of your land acknowledgement.

I want to acknowledge that we are in \_\_\_\_\_  
(name of treaty) territory. The Land on which we gather is the traditional territory of the  
\_\_\_\_\_ Nation(s)/Peoples.

Next, you should state **why** you think it's important to acknowledge the land that you're on. Write some of your thoughts about the importance of doing this in the space below.

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The second part of a land acknowledgement is where you might talk about your own relationship to the land. To begin, answer the following two questions:

1. What is your relationship to this territory?

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# Activity #3

## Needs of Biotic Elements

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In this activity you will need:

- Pencil or pen

### Key Terms

#### **Ecosystem**

- A community of organisms of all sizes that interact with each other as well as with their environment.

#### **Biotic elements**

- Anything within an ecosystem that is alive, according to science. E.g. grass, bacteria, bears, people

#### **Abiotic elements**

- Anything within an ecosystem that is nonliving, according to science. E.g. water, sunlight, oxygen
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## Introduction

Ecosystems are all around us. You might think that ecosystems are only found in natural places, like the forest, or the sea. But even the city or a town is an ecosystem.

The way that science sees ecosystems is that there are two parts: biotic elements and abiotic elements.

There are other worldviews that say that everything is alive and has a spirit, including things like water, which science tells us is nonliving, or abiotic.

No matter which way you look at ecosystems, everyone agrees that they are made up of living things interacting with each other and what's around them. These relationships are what keep ecosystems, and land, alive and healthy.

Name:

Date:

## Instructions

1. At the top of each of the boxes below, write down one biotic element that is in an ecosystem near you.
2. In each section, write down the biotic and abiotic elements that fulfil the needs your chosen biotic elements have.

### Example

Biotic Element: <u>Mouse</u>				
<u>Need: Oxygen</u>	<u>Need: Water</u>	<u>Need: Food</u>	<u>Need: Energy</u>	<u>Need: Habitat</u>
<i>Air</i>	<i>Puddles, streams, rain</i>	<i>Berries, fruit, seeds</i>	<i>Nutrients - from food</i>	<i>Ground</i>

Biotic Element #1: _____				
<u>Need: Oxygen</u>	<u>Need: Water</u>	<u>Need: Food</u>	<u>Need: Energy</u>	<u>Need: Habitat</u>

Biotic Element #2: _____				
<u>Need: Oxygen</u>	<u>Need: Water</u>	<u>Need: Food</u>	<u>Need: Energy</u>	<u>Need: Habitat</u>

Biotic Element #3: _____				
<u>Need: Oxygen</u>	<u>Need: Water</u>	<u>Need: Food</u>	<u>Need: Energy</u>	<u>Need: Habitat</u>

3. Review all the biotic and abiotic elements that you included in the boxes above. What do you think would happen if there was less of any of those elements available, or if one of those elements got sick, or became polluted?

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# Activity #4

## Interactions in the Environment

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In this activity you will need:

- Pencil or pen
- Drawing materials and blank piece of paper (optional)

### Key Terms

#### **Ecosystem**

- A community of organisms of all sizes that interact with each other as well as with their environment.

#### **Biotic elements**

- Anything within an ecosystem that is alive, according to science. E.g. grass, bacteria, bears, people

#### **Abiotic elements**

- Anything within an ecosystem that is nonliving, according to science. E.g. water, sunlight, oxygen
- 

## Introduction

When we are learning or studying, we often focus on small elements or topics at a time, instead of looking at the big picture.

This can be helpful, since we can focus all our brain power on understanding one thing before moving on to the next. But it can also make it hard to understand how **everything is connected.**

For example, we might start by seeing the value of trees for people only. Trees give us paper, furniture, heat, and food. But they also serve a big purpose in the ecosystem as

a whole. There are many organisms that have interactions and relationships with trees. Let's explore some of these interactions.

Name:

Date:

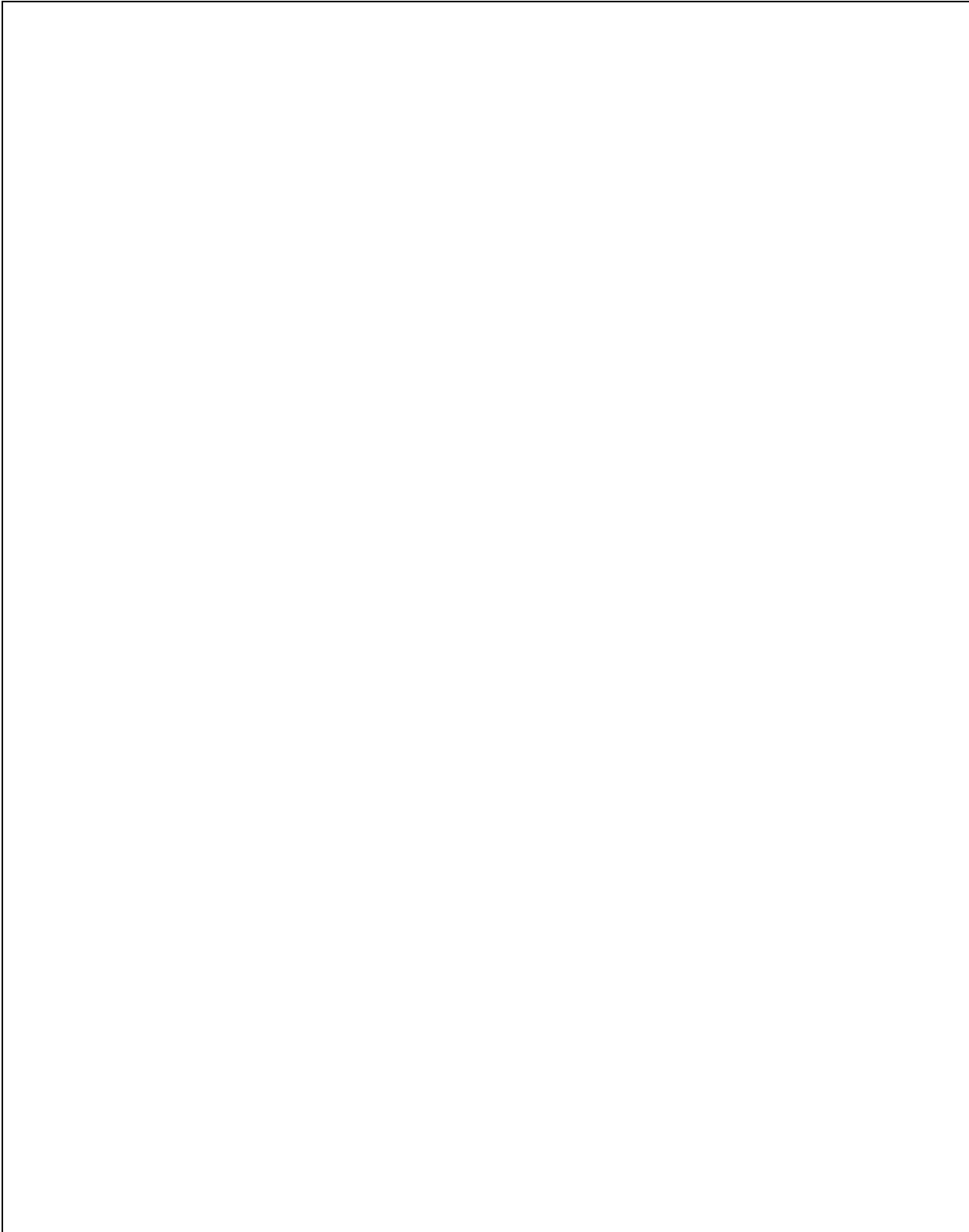
## Instructions

### *Part One: Observation*

1. Go for a walk. Your walk should last about 20 minutes and should take you around a greenspace near your home, around your school, or neighbourhood.
2. As you're walking, observe what's around you. Look for the biotic and abiotic elements in your surroundings. Notice the interactions that are taking place.
3. Take notes of your observations in the space below. You can do this while you're walking, or immediately after you get back home.

4. Did you talk about yourself in your observations? You are also a biotic element inside the ecosystem. You are interacting with other biotic and abiotic elements as you walk around. Make some notes about the interactions that you were in as you took your walk.









# Activity #5

## Why is the Land Valuable?

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In this activity you will need:

- Pencil or pen

### Key Terms

#### Values

- The things that are important to you.
  - What you believe is right and wrong.
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## Introduction

**An important note about language:** In this activity you will see the term *Indian* included in some quotes. This term was often used during the time period that is being examined here, and it will often show up in primary sources from this time. This term is no longer used and **should not** be used as you are writing about, or discussing, what you have learned. It is appropriate to use the terms *Indigenous* or *First Nations*.

The values that people hold are a really important part of the way they see the world and how they act. Values help a person decide what they think about a situation, how they will behave, and what they will believe.

Exploring and understanding these values can give you a better understanding of why someone may have acted, or may be acting, in a particular way. It can also help you make sense of the world today.

Name:

Date:

## Instructions

1. Read through the texts below. Use any reading strategies you are comfortable with. As you're reading, try to pick out the values that each group held about the land they were living on.

<b>Text 1 - European Point of View</b>	<b>Reading Strategy Markup / Notes</b>
<p>Before 1713, the British, the French and the Spanish all had territories in North America. They used these territories to harvest natural resources to send back to Europe. They made settlements, made alliances and fought with Indigenous peoples. They explored the land so that they could claim it in the name of their countries and to find even more natural resources that they could use.</p> <p>While all this was happening, there was a war happening in Europe. Finally, in 1713, Britain and France signed a treaty called the Treaty of Utrecht. In this treaty, Britain and France defined which country would own what land in North America. It talks about who will be allowed to make use of natural resources (like fur and fish) and who is allowed to live where.</p> <p>This treaty does not talk about which land the Indigenous peoples will keep control over. There were no Indigenous peoples from North America there to sign this treaty, and they were not able to speak for themselves. Most Nations didn't even know this treaty was being signed.</p> <p>The following quote is by Reverend Samuel Stoddard, in Boston. He is talking about the morality of buying land from Indigenous Nations at extremely low prices. This quote also shows some common views towards land in general.</p> <p>“THERE was some part of the Land that was not purchased, neither was there need that it should _ it was <u>vacuum domicilium</u>*; and so might be possessed by virtue of GOD's grant to Mankind...The Indians made no use of it, but for Hunting...it was worth but little. And had it continued in their hands, it would have been of little value. It is our dwelling on it and our Improvements that have made it to be of worth.”</p>	<p><i>*Vacuum domicilium: The idea that if land didn't have fixed buildings and fenced fields, the land was free for the taking.</i></p>

<p>–Rev. Samuel Stoddard, An Answer to Some Cases of Conscience Respecting the Country, Boston, 1722.5  <a href="http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf">http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf</a></p>	
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<b>Text 2 - Indigenous Point of View</b>	<b>Reading Strategy Markup / Notes</b>
<p>Kahkewaquonaby (Peter Jones) was born in 1802 and became the Mississauga Ojibwa Chief in his lifetime. He was also a Methodist minister, member of the eagle totem, a farmer, and an author. He learned many traditional skills throughout his youth, and also went to school.</p> <p>The quotes you’ll find below are from a book that Kahkewaquonaby wrote. They describe some of the ways that the Ojibwa people relate to the land. To write his book, he spoke to many Elders to record the history of his people.</p> <p>“Each tribe or body of Indians has its own range of country, and sometimes each family has its own hunting grounds, marked out by certain natural divisions, such as rivers, lakes, mountains, or ridges; and all the game within these bounds is considered their property as much as the cattle and fowl owned by a farmer on his own land. It is at the peril of an intruder to trespass on the hunting grounds of another.”</p> <p>“A good hunter has such a thorough knowledge of the peculiar habits of the animals he wishes to take, that he knows exactly what section of the country they frequent, the time of day they feed, and when and where they sleep. He will therefore act accordingly.”</p> <p>“Any remarkable features in natural scenery or terrific places become objects of superstitious dread and veneration, from the idea that they are the abodes of gods: for instance, curious trees, rocks, islands, mountains, caves, or waterfalls. Whenever they approach these it is with the greatest solemnity, smoking a pipe, and leaving a little tobacco as an offering to the presiding spirit of the hallowed spot.”</p> <p>–Peter Jones (Kahkewaquonaby), History of the Ojebway</p>	

Indians: with special reference to their conversion to Christianity.  
<https://www.canadiana.ca/view/oocihm.35737/3?r=0&s=1>

2. Use the chart below to compare and contrast the values that you see from the two texts you just read.

European Values	Indigenous Values

3. Based on what you already know about the world you live in, how do you think the values you just read about compare to the values that you see today?

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# Activity #6

## Land and Ownership

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In this activity you will need:

- Pencils or pens
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### Introduction

Sometimes in life, we are in situations where we need to follow other peoples' rules. Throughout your day, you have to follow rules at home and you have to follow rules at school. One day, you will need to follow the rules in your workplace. We all have to follow laws - which are rules that everyone within a country needs to follow.

This can be really easy when these rules are in line with your values, but can be really difficult when they aren't. The people who create the rules have their own values that help them decide what the rules should be. If those values are different than yours, the rules might not make sense to you.

People who govern countries and make laws have values. The rules and laws that they create impact many people, and they are not always fair to everyone. Sometimes these rules and laws limit what people are allowed to say and do in discriminatory ways.

Name:

Date:

## Instructions

1. Think back to what you have learned in class about the British, French, and the Spanish in 1713 and before. How did they see North America? What were their feelings about their own rights to the land? Write down some of your thoughts in the space below.

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2. How do you think these feelings and values led the British and the French to include land in North America in the Treaty of Utrecht?

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*Reflection / Connection to Self*

Think about something that you share with someone else. This could be something like your room, your desk at school, or your favourite snack box.

How would you feel if the other person decided one day that only they owned this thing? You're not allowed near it, and you're not allowed to benefit from it anymore. In the space below, write down how this would make you feel.

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What connections can you see between the example in the question above and what you are learning about in History?

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# Activity #7

## Reading Activity: “Timeline: Ghost of the Future”

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In this activity you will need:

- Access to the Internet
  - Pencil or pen
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### Introduction

Stories are great ways to express yourself and your feelings. But did you know that stories can also be a way to share values?

Many cultures have strong Oral Traditions that use stories to keep a record of their history, but also to teach people values and how to behave. You have probably already heard stories that share values without even knowing it! The stories you were told as a child probably taught you about things like bravery, fairness, the importance of hard work, and telling the truth. These are all values that different groups of people might hold.

In this activity, you’ll read a story by a 14-year-old Innu girl named Candace Toma. She won the Indigenous Arts and Stories Writing prize in 2011 with the story you are about to read.

Name:

Date:

## Instructions

1. Go to <https://bit.ly/ghostofthefuture>
2. Read the story “Timeline: Ghost of the Future” by Candace Toma. Use any reading strategies you are comfortable with.
3. As you’re reading, focus on connections that you can make. Take some notes in the space below about the connections that you can see.

Connections to self	Connections to the value / importance of land

4. Read the Author's Statement for this piece of writing. How does learning about the author help you understand the story?

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5. In the space below, summarize what you think this story is saying about the value or the importance of land and place.

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# Activity #8

## Factors and Multiples

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In this activity you will need:

- Pencil and eraser

### Key Terms

#### **Factor**

- All the numbers that can be multiplied together to get another number  
E.x. the factors of 20 are: 1, 2, 4, 5, 10, 20

#### **Multiple**

- The product of multiplying any number and an integer  
E.x. the multiples of 20 are: 20, 40, 60, 80, 100...

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## Introduction

We often use numbers to talk about things that are important to us. We talk about 'scales from 1 to 10' and how much something costs. We also talk about how much space or time we need. In order to figure out these types of things, we need to use all sorts of different math concepts, and we need to find ways to describe the concepts and numbers as well.

Factors and multiples can help us describe numbers, just like we use words to describe other things.

Name:

Date:

## Instructions

Without using a calculator, find all the factors of the following numbers. You can use any strategy you feel comfortable with.

38:

80:

75:

100:

Without using a calculator, find the multiples of the following numbers up to 100. You can use any strategy you feel comfortable with.

10:

9:

12:

7:

## *Word problem*

1. Use reading strategies to understand what the question is asking you.
2. Solve the question.

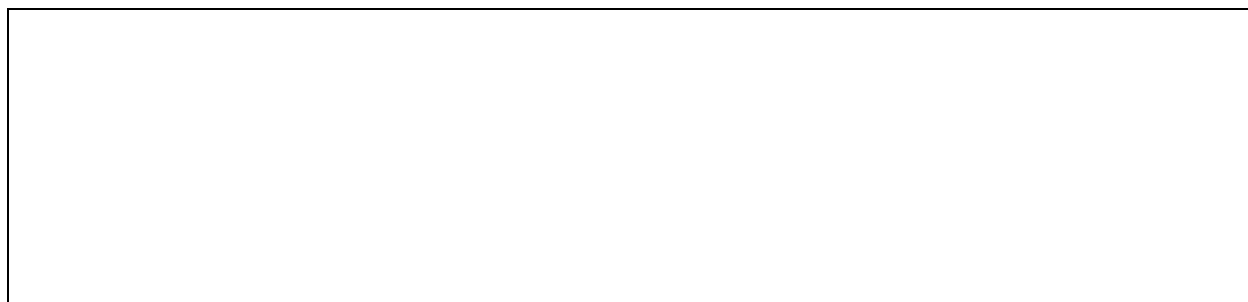
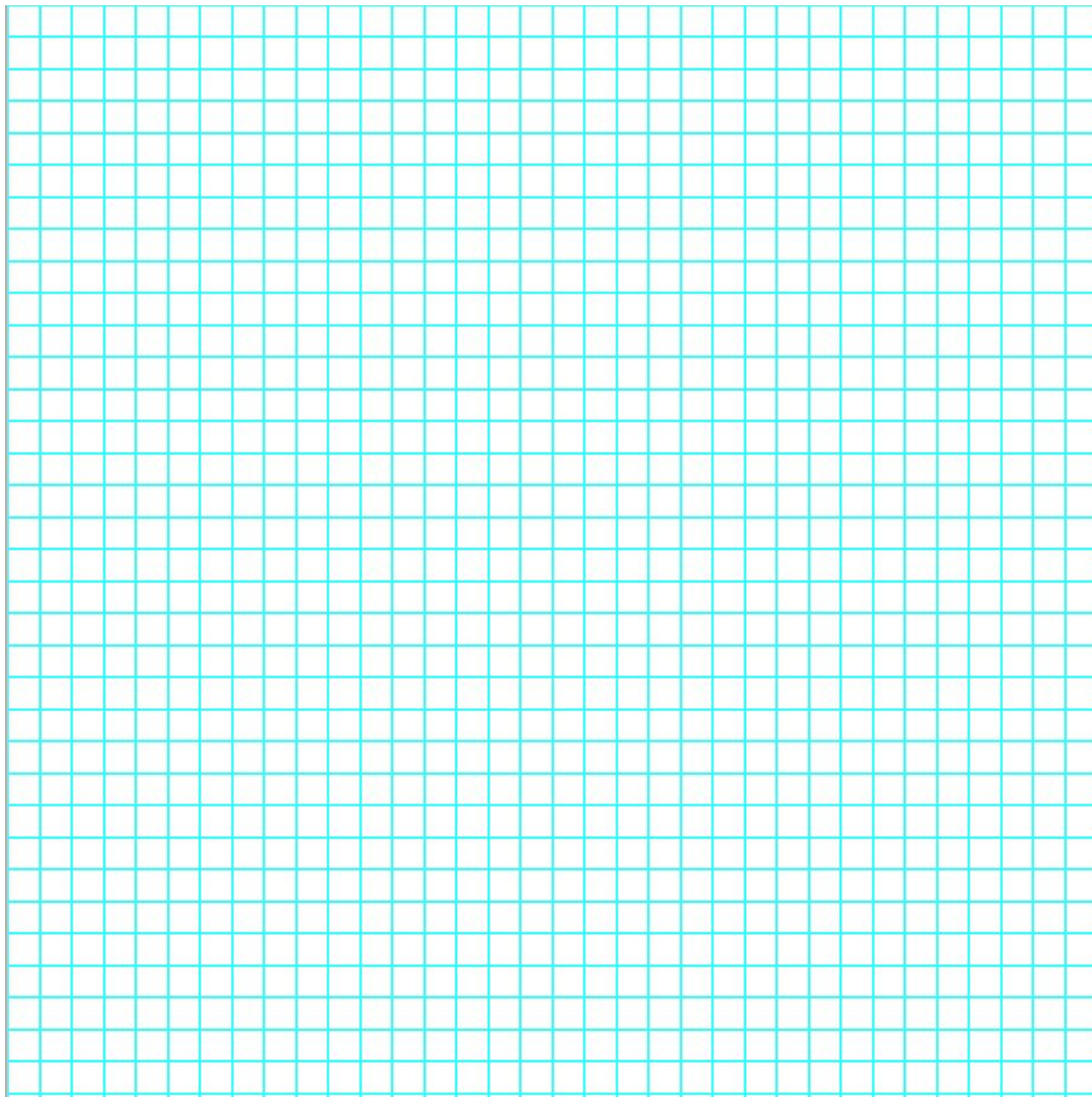
Imagine you have a huge backyard. You and your family value four different things in the backyard:

- Wild space where plants are allowed to grow like they want to
- A clean lawn where you can play
- A flower garden
- A vegetable garden

Each space needs to be a rectangle that has an area of  $36 \text{ m}^2$  but each rectangle also needs to have different lengths and widths. Using the graph paper and space below, determine the length and width of each space.

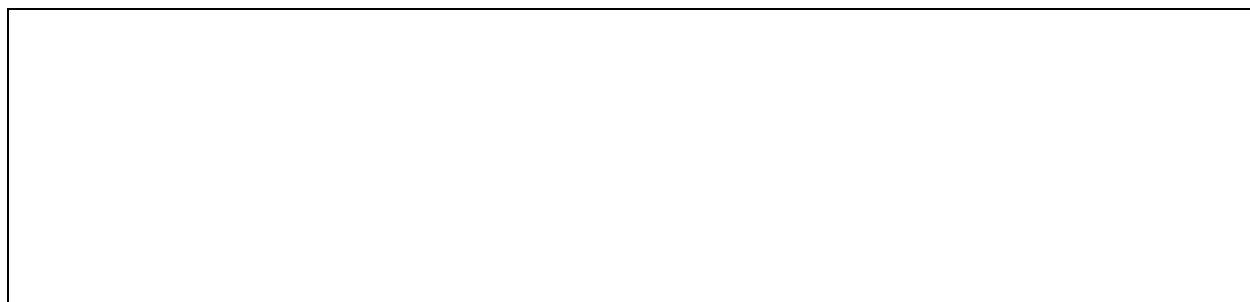
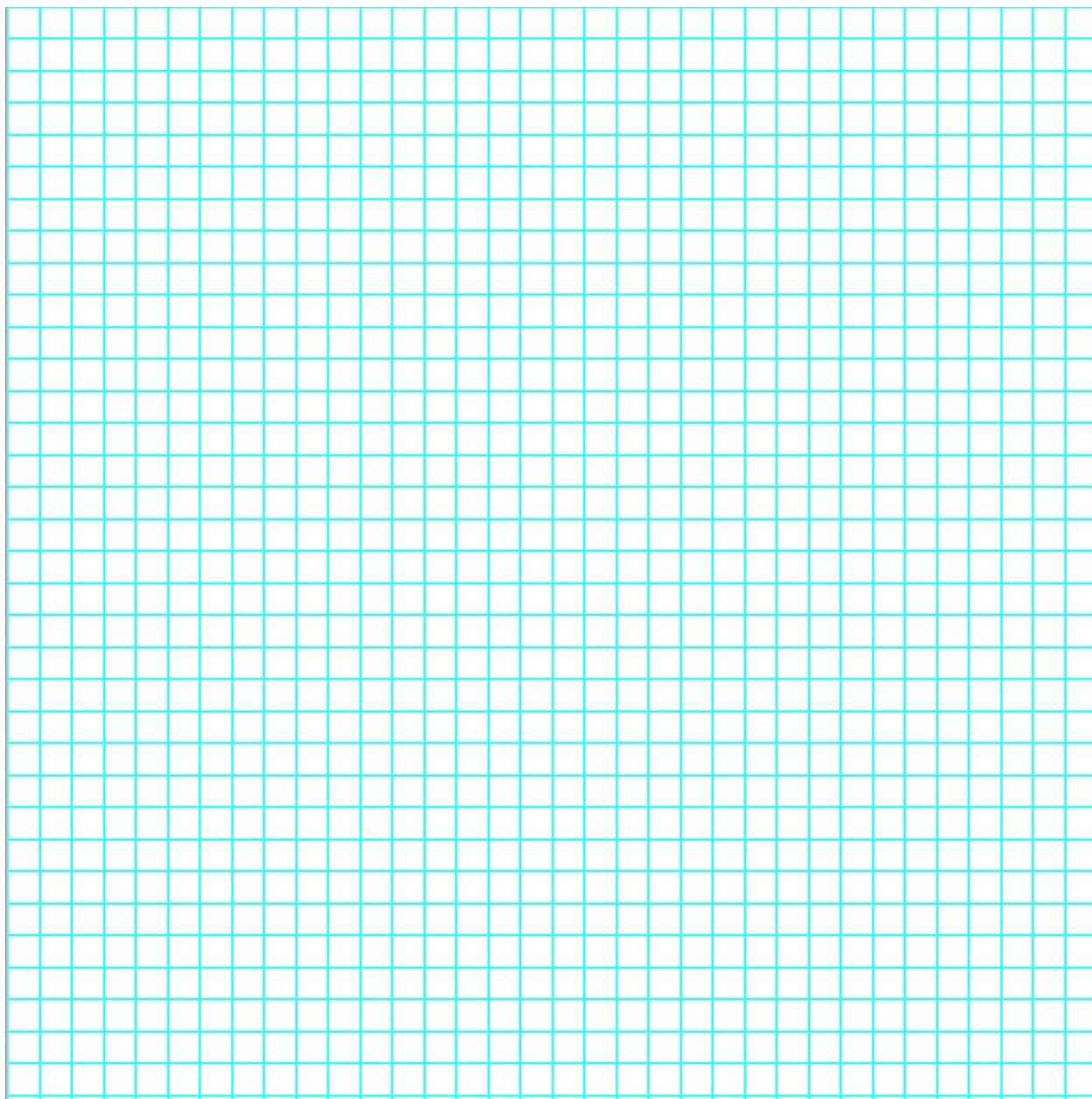
**Space 1**

Show your work



**Space 2**

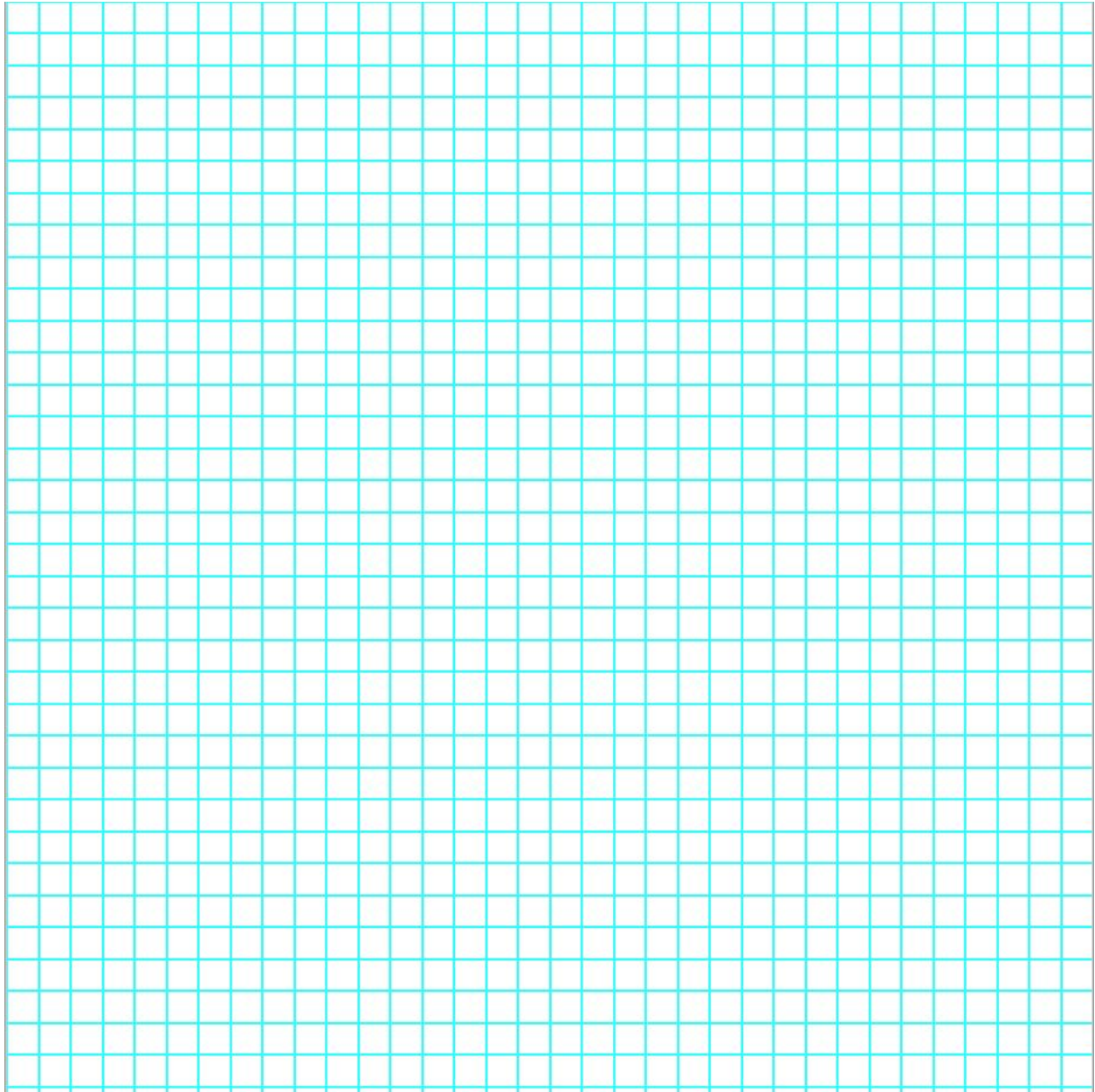
Show your work





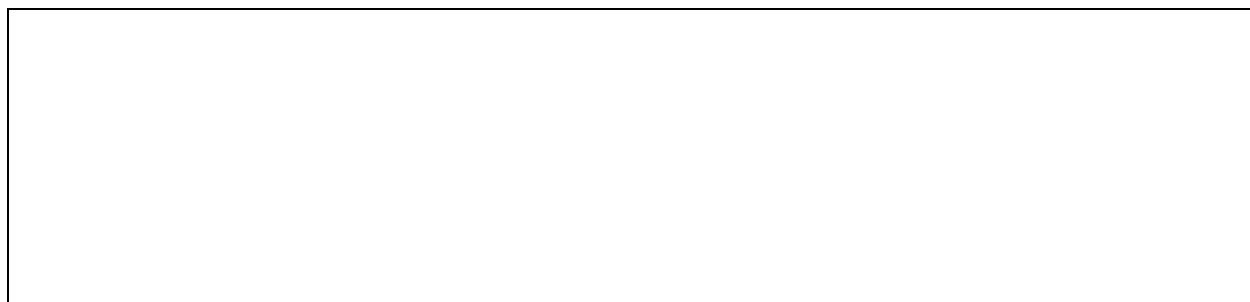
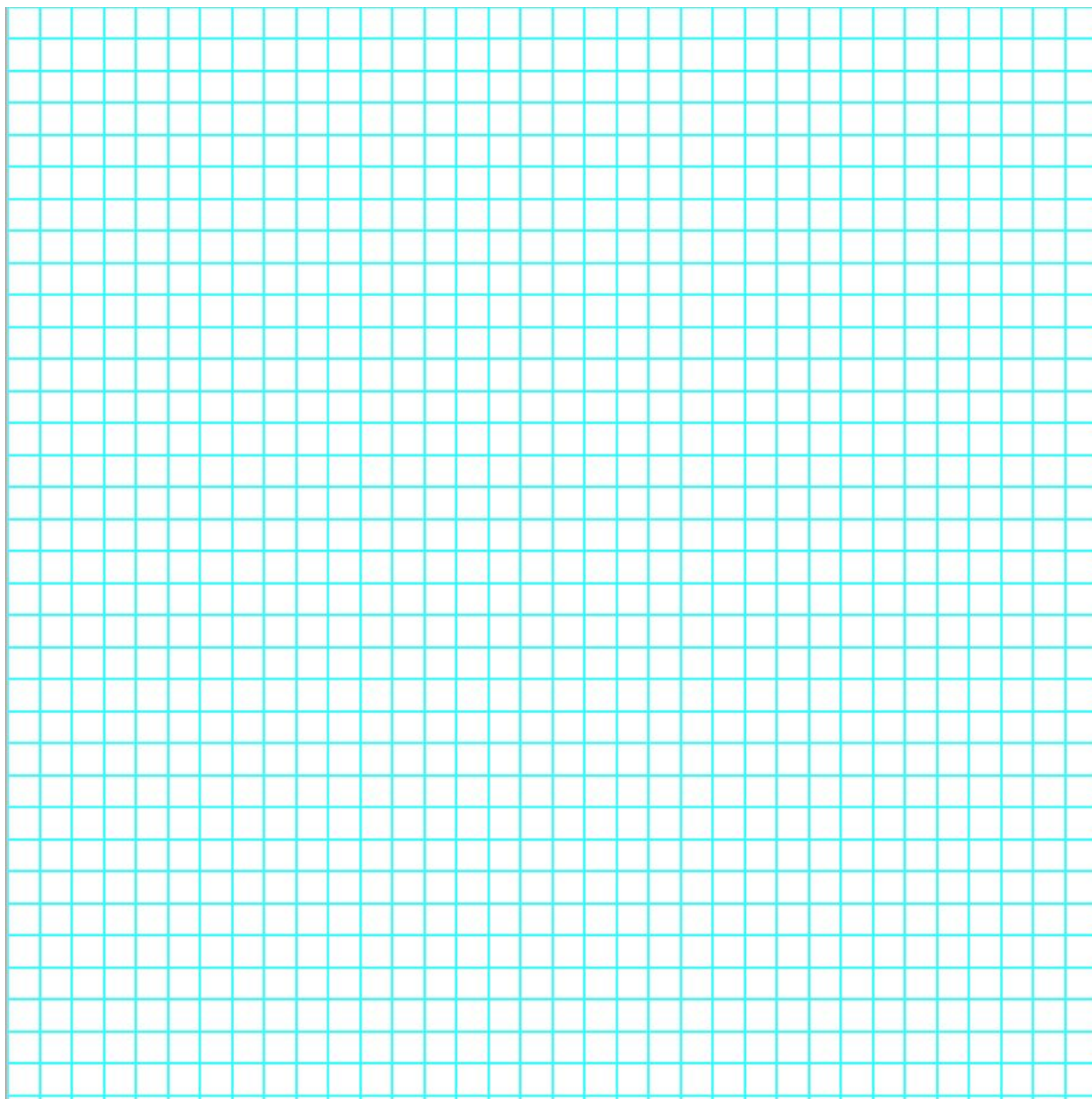
**Space 3**

Show your work



**Space 4**

Show your work



Answer this question in a full sentence.

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In your own words, explain how you figured out the answer to this question.

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# Activity #9

## A Poem about You

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In this activity you will need:

- Pencil or pen
  - Drawing supplies or other art supplies
  - Access to the Internet (optional)
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### Introduction

Writing is a great way to express yourself and your feelings. It can also be a way to express and share your values with others.

Writing poetry is a very special way to share.

Some poems follow strict rules. The fun of these is to find a way to say what you want while having to remember things like rhyme and syllable count.

Some poems have no rules. The fun of these is finding new ways of putting words together to communicate exactly what you're trying to say.

All poems allow you to use words to paint a picture and help others understand what it's like to be you.

Name:

Date:

## Instructions

You will be writing a poem all about yourself. You will also be illustrating this poem.

Your poem must include:

- At least 3 values you have
- An explanation of how you feel about the place you call home (this doesn't need to be where you live - it could be anywhere you feel comfortable and safe)

### *Step One: Choose the Form*

You can pick any form of poetry you have already learned about in school, or any of the ones explained below. If you need more explanation about any of these poetry forms, you can do a Google search to find some examples.

#### *Acrostic Poem*

A poem where certain letters (usually the first, but not always) in each line spell out a word.

For this poem, you should use your name.

#### *Shape Poem*

A poem where the words you use create an actual shape or picture on the page. You will need to change the size, position, colour, and thickness of the lines you use to make your words to help you make your shape or picture.

For this poem, your shape should be either a picture of you, a representation of one of your values, or the shape of the place you call home.

#### *I Am Poem*

A poem that includes the words "I am" in most of the lines. It might make more grammatical sense to only use the word 'I' in some lines, and that's ok. These poems don't have many rules other than to talk about yourself!

## *Free Verse*

In free verse poetry, there are no rules! You can put the words down on your paper in whatever order and shape you'd like. There can be as many syllables and as many words as you feel like writing down. You can include rhymes or not. It's all up to you.

Which form of poetry will you use?

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## *Step Two: Brainstorm the Content*

What three values will you include in your poem?

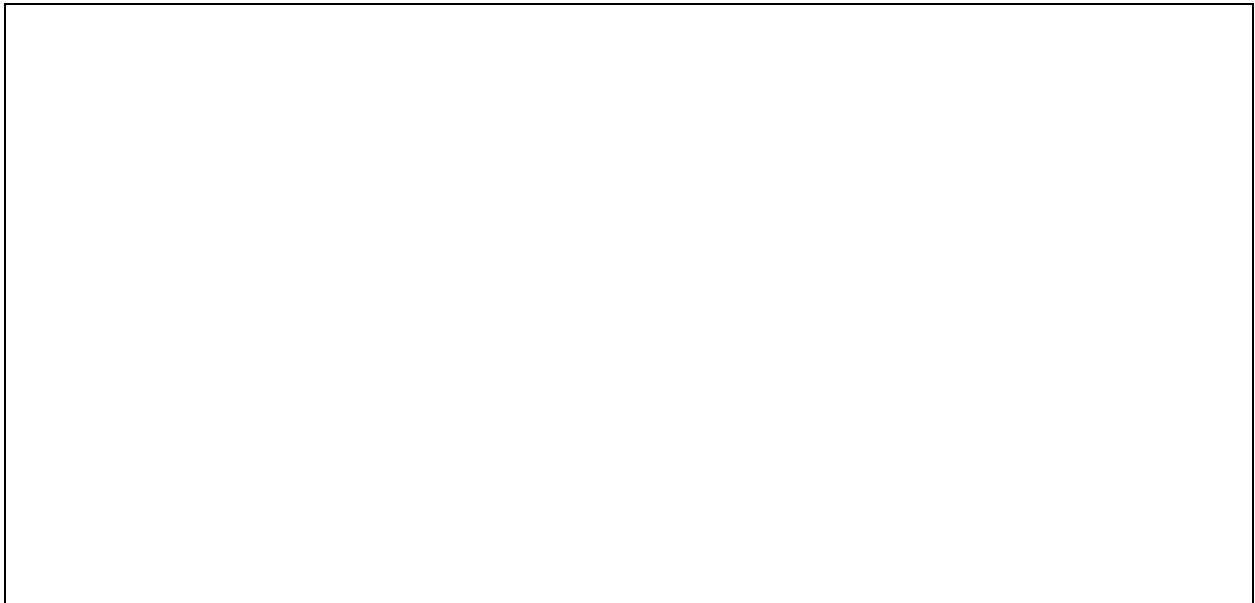
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are some feelings and imagery that come to mind when you think about these three values? You'll use some of these when you are creating your poem. Use the space below to keep track of your brainstorming.

What place do you call home?

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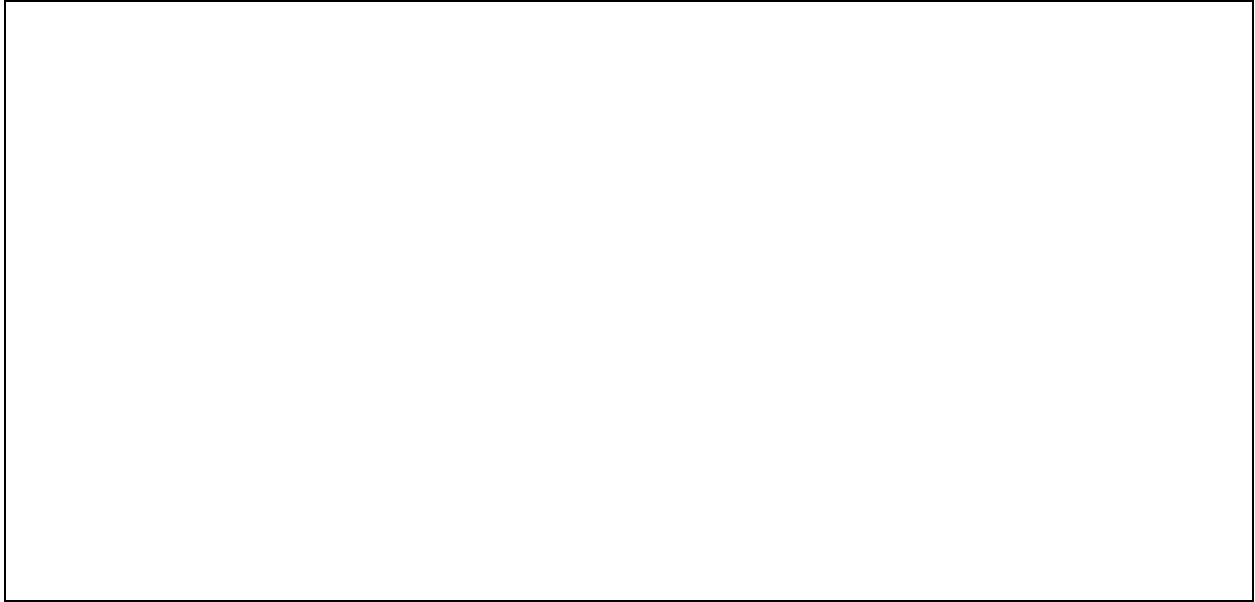
What are some feelings and imagery you think of when you think about or go to the place you call home? You'll use some of these when you are creating your poem. Use the space below to keep track of your brainstorming.

A large, empty rectangular box with a thin black border, intended for the student to write down their brainstorming ideas for the poem.

### *Step Three: Brainstorm the Illustration*

An illustration is more than just a picture. An illustration uses art to help someone understand the words that come with it. You might be used to seeing illustrations in things like textbooks or picture books. Think about the best way to illustrate your poem. Use the space below to do some brainstorming about how you will include an illustration and what scene or images you want to include in your illustration.

Note: If you chose to do a shape poem, you don't need to have an illustration. Be sure to pay close attention to the shape or picture you are making with your words though.



*Step Four: Write and Illustrate your Poem*

On the next page, write out your poem and include your illustration.



Title: \_\_\_\_\_

# Activity #10

## The Value of your Home

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In this activity you will need:

- Pencil
- Drawing supplies and/or other art supplies
- Piece of paper (optional)

### Key Terms

#### **Value**

- The way we measure what something is worth and how important or useful it is to us.

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### Introduction

Personal values are the things that are important to us. For example, you may value honesty, or maybe you value kindness or adventure. Everyone has their own personal values, and these can be quite different. You can also place value on things that can be different from one person to another.

You might be used to hearing the word value in connection with money. If you get more candy for the same amount of money, it's a better value. You might have a really expensive piece of clothing or footwear that has a high value. But value can also come from other things, like your favourite childhood blanket, or book. These things aren't worth a lot of money, but they are still worth a lot to you.

Land and places can also hold different kinds of value for different people. Some people might value a forest for the money they can get from lumber, others might value the food they can get from plants and animals, or the history from that place that connects them to their ancestors, and others might value the beauty and sense of calm.

Name:

Date:

## Instructions

### *Step One: Planning*

There are lots of different ways that you can define the value of your home. In this piece of artwork, you will be exploring some of these different perspectives.

You will be including the following ways to understand value:

- **Monetary Value**  
The average price of a home in Canada is approximately \$480,000. You can use this dollar amount as the monetary value of your home.
- **Historical Value**  
The value of the memories you have, and the personal history you have in this place
- **Environmental/Ecological Value**  
The biotic elements that are able to survive here and how the biotic and abiotic elements work together to give you a comfortable environment
- **Emotional Value**  
The way you feel about this place
- **At least one other way you see your home as being valuable.**

You can show how your home is valuable using words, symbols, pictures, cutouts from magazines, or other types of artwork, it's up to you.

Use the space on the next pages to plan out what you will include, and how your artwork will look. If you need more room, you can use a separate sheet of paper.

On the left side of each section, use words to explain the idea that you want to include for each kind of value.

On the right side of each section, brainstorm the types of images or artwork you will use to represent that idea.

### Monetary Value

Idea to include	Representation:
<u>The average value of a home is \$480,000</u> _____ _____ _____ _____	

### Historical Value

Idea to include	Representation:
_____ _____ _____ _____ _____	

### Environmental/Ecological Value

Idea to include	Representation:
_____ _____ _____ _____ _____	

Emotional Value

Idea to include	Representation:
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Other kind of value

Idea to include	Representation:
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*Step Two: Creating*

Use the space on the next page to create your artwork. You can use any materials and art supplies you have around your house.





