

Silverberries of the Wolf Willow

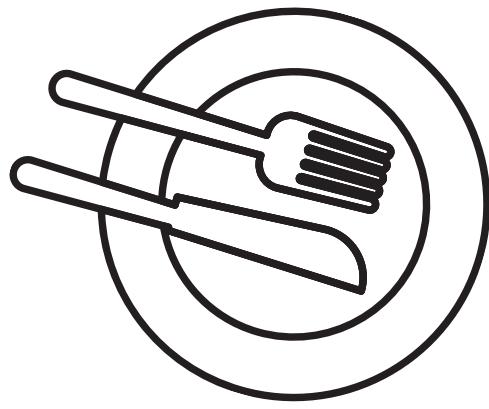
Blackfoot: miss-is-a-misoi, meaning stinkwood- because of the foul smell it gave off when burned

Michif: Chalef Changeant

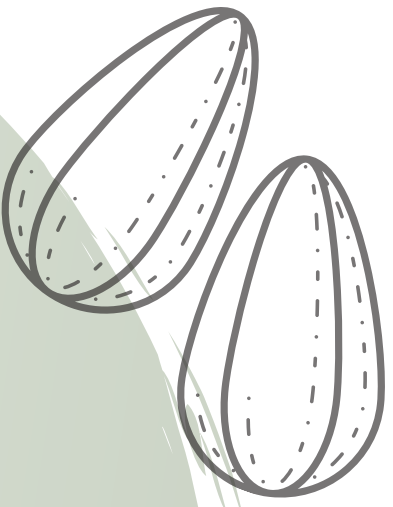


In our coulees...

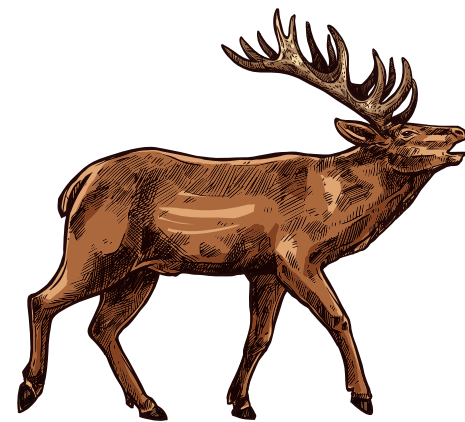
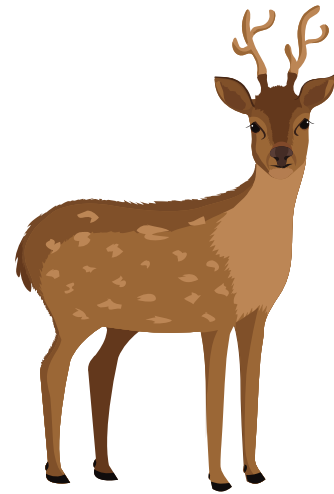
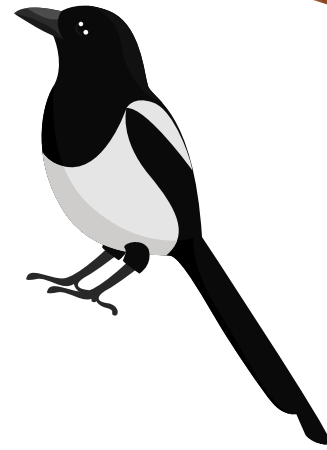
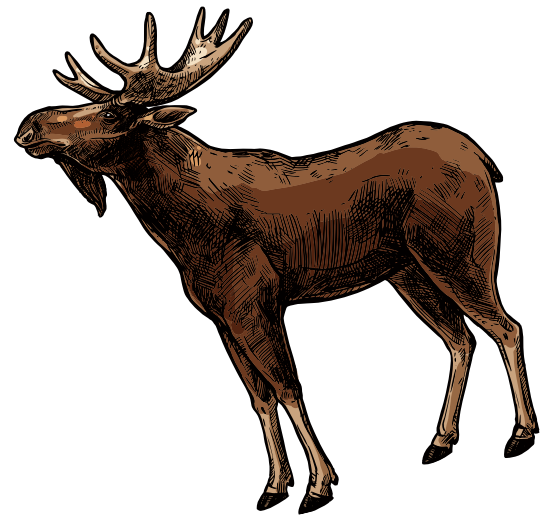




USES...



- > source of vitamins A, C, and E.
- > can be eaten raw or cooked
 - > added to pemmican
 - > used as a soup thickener
- > bark was used to weave blankets, clothing, ropes and baskets
- > salve made and used to treat frostbite and/or sunburns
- > animals such as moose, deer, elk, and birds ate the berries
- > used by the Metis for rosaries and necklaces
- > used to decorate clothing and regalia



Indigenous Peoples have been beading for thousands of years, long before European settlers arrived in what is now called Canada.



A member of the Blackfoot community, Black Kettle, said that "bead work takes a lot of patience, many people start a piece of bead work, but do not have the patience to finish it."

Porcupine quills, feathers, shells, teeth, bones, and seed beads were some of the natural materials used before the introduction of beads made of glass and other materials.

Porcupine quills and the wolf willow seeds are some of the oldest beading materials used by Indigenous peoples before the arrival of glass beads. "The Wolf willow/Silverberry plant produces a single, dark-brown, seed. Once fully cleaned and softened by water, you can string them to dry and use as beads" p.4 Wolf willow berries are ready to be picked in the late summer and fall and "can be found growing along gravel river bars, riverbanks, along dry slopes and on the edge of meadows. It has bright silver-green foliage and produces a fragrant yellow blossom that comes out in early June" (Alexie. pg. 3. 2018). They are easiest to pick after the first frost.



WORKING WITH WOLF WILLOW

When gathering materials from the land it is good practice and Indigenous tradition to leave an offering. Offerings are often tobacco, cloth, matches, or something that holds value to you.

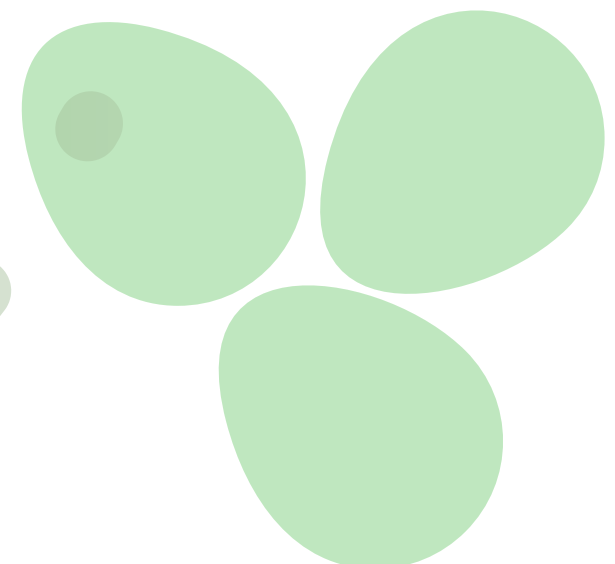
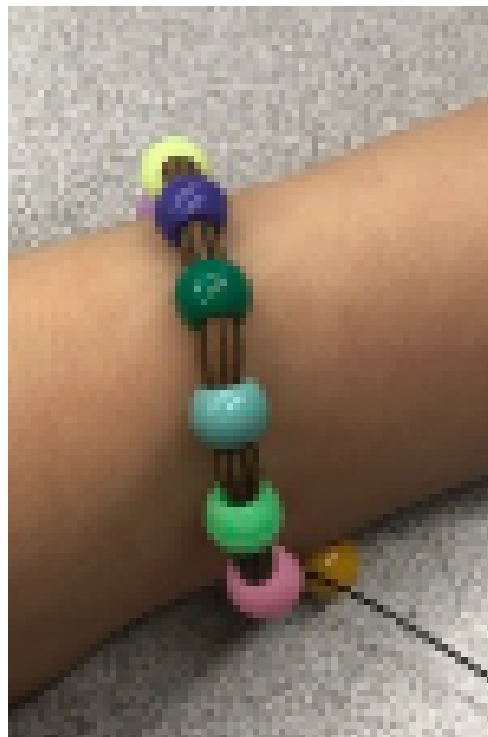
"All things taken from the land should be paid back in some way to show respect to the plant, and to the land in which you are on" (Alexie, p, 6, 2018),

After picking the berries put them in a bowl of warm water to soak. Take off skins.

OR low boil berries in a pot on the stove until skins are soft and easily peel off.

As long as seeds stay wet they will remain soft enough to thread with a needle.

Let dry.



CURRICULUM CONNECTIONS: K-8

Early Literacy

- Talks and represents to explore, express, and share stories ideas and experiences
- Considers the ideas of others
- Expresses interest in new ideas and experiences
- Participates in shared listening, reading, and viewing experiences, using oral, print, and other media texts from a variety of cultural traditions and genres
- Develops a sense of story through reading, listening, and viewing experiences
- Makes statements about topics under discussion
- Asks questions to satisfy personal curiosity
- Asks questions to make sense of information
- Shares new learnings with others
- Follows one-or-two step instructions
- Makes comments that relate to the topic being discussed
- Explores oral, print, and other media texts from various cultures
- Participates in class and group activities
- Asks and answers questions to determine what the class knows about a topic

Citizenship and Identity

- Appreciates feelings, ideas, stories, and experiences shared by others
- Values oral traditions of others
- What are the origins of the people in our school, groups, and communities?
- How can we show interest and sensitivity toward social, physical, cultural, and linguistic diversity in the school, groups, and communities?
- Recognizes that some activities or events occur at particular times of the day or year
- Differentiates between events and activities that occurred recently and long ago
- Recognizes familiar places or points of reference in their surroundings
- Demonstrates a willingness to share space and resources

Creative Expression

- Experiments with a variety of materials
- Responds to and appreciates the art, music, movement, and drama of own and other cultures by viewing, discussing, and creating

Kindergarten

- Counting 1-10
- Relates a numeral, 1-10, to its respective quantity
- Demonstrates an understanding of repeating patterns
- Patterns using manipulatives
- Sort a set of objects based on a single attribute

Early Numeracy

Environment and Community Awareness

- Becomes aware of the 5 sense and how they are used to explore, investigate, and describe the world
- Shows awareness of similarities and differences in living things, objects, and materials
- Describing properties
- Sorting objects
- Explores and responds to the design and properties of a variety of natural and manufactured materials and objects
- Uses simple tools in a safe and appropriate manner
- Identifies familiar shapes and symbols in the environment and community

Personal and Social Responsibility

- Demonstrates curiosity, interest, and some persistence in learning activities
- Shows willingness to explore and expand learning, and to try new things
- Seek help as needed
- Recognizes that individuals are members of various and differing groups
- Demonstrates sharing behaviours

Physical Skills and Well Being

- Develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials
- Develops perceptual-motor skills through activities involving eye-hand coordination

Science

- **Topic B: Seasonal Changes**
 - 1-6 Describe seasonal changes, and interpret the effects of seasonal changes on living things
 - Identify and describe examples of plant and animal changes that occur on a seasonal basis
 - changes in form and appearance
 - production on a seasonal basis
- **Topic D: Senses**
 - 1-9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures
 - 1-10 Describe the role of the human senses and the senses of other living things, in enabling perception and action
 - Identify each of the senses, and explain how we use our senses in interpreting the world
 - apply particular senses to identify and describe objects or materials provided and to describe living things and environments. (color, shape, size, texture, smell, and sound)
- **Topic E: Needs of plants and animals**
 - 1-11 describe some common living things, and identify needs of those living things
 - observe, describe, and compare living things
 - contrast living and non living things
 - classify some common local plants and animals into groups on the basis of visible characteristics
 - identify examples of plants and animals that are normally under human care and those that are normally independent of human care
 - give examples of ways in which animals depend on plants and ways in which plants depend on animals

Math

- Patterns and relations: General Outcome Use patterns to describe the world and to solve problems.
 - Demonstrate an understanding of repeating patterns
 - creating patterns using manipulatives, diagrams, sounds and actions.

Grade 1

Social Studies

- General Outcome 1.1 My World: Home, School, and Community
 - 1.1.1 value self and others as unique individuals in relation to their world
 - appreciate how belonging to groups and communities enriches an individual's identity
 - appreciate multiple points of view, languages, cultures and experiences within their groups and communities
 - recognize and respect how the needs of others may be different from their own
 - 1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry
 - What different types of communities or groups do you belong to?
 - determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:
 - In what ways do people help one another at home, at school and in groups to ensure the vitality of their community?
- General Outcome 1.2 Moving Forward with the Past: My Family, My History and My Community
 - 1.2 Moving Forward with the Past: My Family, My History and My Community
 - recognize how their families and communities might have been different in the past than they are today
 - recognize how diverse Aboriginal and Francophone communities are integral to Canada's character
 - 1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:
 - In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)?
 - In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?
 - What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities?
 - What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?

Grade 2

Social Studies

- General Outcome 2.1 Canada's Dynamic Communities
 - 2.1.1 appreciate the physical and human geography of the communities studied:
 - appreciate the diversity and vastness of Canada's land and peoples
 - value oral history and stories as ways to learn about the land
 - 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:
 - Where are the Inuit, Acadian and prairie communities located in Canada?
 - How are the geographic regions different from where we live?
 - 2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry
 - What are the cultural characteristics of the communities?
 - 2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:
 - What kinds of natural resources exist in the communities?
- General Outcome 2.2 A Community in the Past
 - 2.2.1 appreciate how stories of the past connect individuals and communities to the present
 - 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
 - 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community?
 - What is unique about their community?
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)?
 - 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry
 - In what ways has our community changed over time
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today?

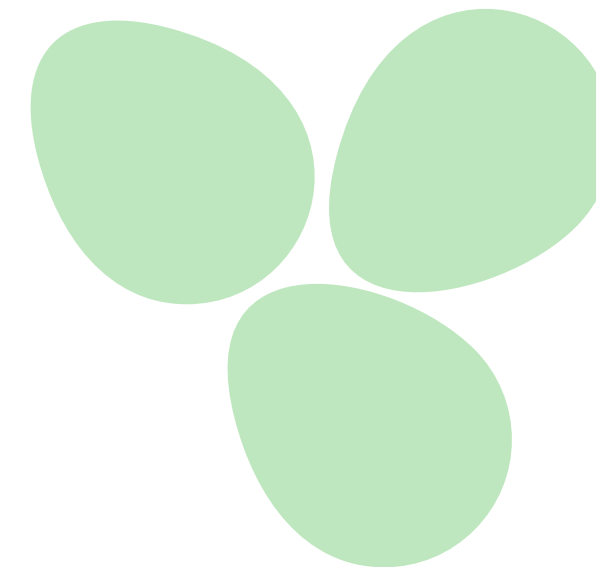
Math

- Patterns and relations:
 - General Outcome Use patterns to describe the world and to solve problems.
 - Specific Outcomes 1. Demonstrate an understanding of repeating patterns

Grade 3

Math

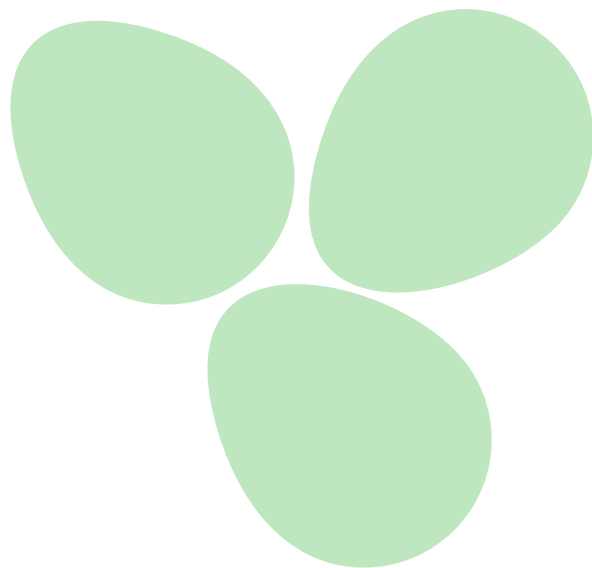
- Patterns and relations
 - General Outcome Use patterns to describe the world and to solve problems.
 - Specific Outcomes 1. Demonstrate an understanding of increasing patterns



Grade 4

Science

- **Topic A: Waste and Our World**
 - 4-5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials
 - Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria
 - Distinguish between wastes that are readily biodegradable and those that are not
- **Topic E: Plant Growth and Changes**
 - 4-10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth.
 - Describe the importance of plants to humans and their importance to the natural environment.
 - Identify and describe the general purpose of plant roots, stems, leaves and flowers
 - Describe common plants, and classify them on the basis of their characteristics and uses
 - Recognize that a variety of plant communities can be found within the local area and that differences in plant communities are related to variations in the amount of light, water and other conditions.
 - Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution.



Social Studies

- 4.1.1 value Alberta's physical geography and natural environment
 - appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta
- General Outcome 4.2 The Stories, Histories and Peoples of Alberta
 - appreciate the variety and abundance of natural resources in Alberta
 - appreciate how land sustains communities and quality of life
- 4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues
 - What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta
- 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues
 - In what ways do the physical geography and natural resources of a region determine the establishment of communities?
- 4.2 The Stories, Histories and Peoples of Alberta
 - 4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity
 - 4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity
 - recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity
 - 4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:
 - Which First Nations originally inhabited the different areas of the province?
 - What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?
 - How did the Métis Nation and Métis settlements contribute to Alberta's identity
- 4.3 Alberta: Celebrations and Challenges
 - 4.3.1 appreciate the factors contributing to quality of life in Alberta
 - value and respect their own and other cultural identities
 - demonstrate respect for the rights, opinions and perspectives of others
 - demonstrate respect for the cultural and linguistic diversity in Alberta
 - 4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues
 - In what ways have Aboriginal peoples and communities changed over time?

Grade 5

Social Studies

- 5.1 Physical Geography of Canada
 - 5.1.1 value Canada's physical geography and natural environment:
 - appreciate how the land sustains communities and the diverse ways that people have of living with the land
 - appreciate the influence of the natural environment on the growth and development of Canada
 - 5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:
 - In what ways do natural resources and the physical geography of a region determine the establishment of communities?
 - How are natural resources used, exchanged and conserved in Canada?
- 5.2 Histories and Stories of Ways of Life in Canada
 - 5.2.1 appreciate the complexity of identity in the Canadian context
 - recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity
 - acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
 - recognize how changes in society can affect identity
 - 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:
 - What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
 - How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
 - How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups

Grade 6

Science

- **Topic E : Trees and Forests**
 - Describe characteristics of trees and the interaction of trees with other living things in the local environment.
 - Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
 - Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things
 - Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple.
 - Identify human uses of forests, and compare modern and historical patterns of use.

Grade 7

Science

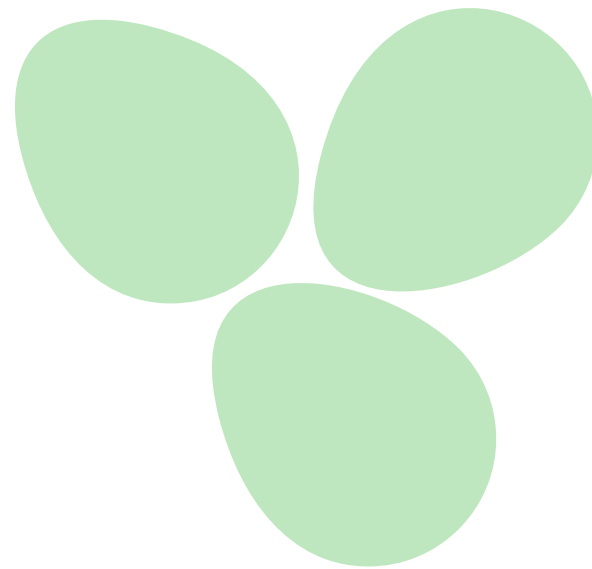
- **Unit A: Interactions and Ecosystems**
 - How do human activities affect ecosystems? What methods can we use to observe and monitor changes in ecosystems, and assess the impacts of our actions?
 - Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions.
- **Unit B : Plants for food and Fibres**
 - How do we produce useful plant products? What techniques do we use, what knowledge are these techniques based on, and how do we apply these techniques in a sustainable way?
 - Investigate plant uses; and identify links among needs, technologies, products and impacts.
 - Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment.
 - Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre.

Grade 8

Science

• Unit B: Cells and Systems

- How can we make sense of the vast diversity of living things? What do living things have in common—from the smallest to the largest—and what variations do we find in the structure and function of living things?
 - Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization
 - Investigate and describe the role of cells within living things



References

Alexie, E. (2018, Sep 6). *Dinvi': Reclaiming and Working with Silverberry Beads*

posted in Community Based Research. SHINLI' NIINTAIH – STRONG HANDS. Retrieved from:

<https://lidiilove.wordpress.com/2018/09/06/dinvi-reclaiming-and-working-with-silverberry-beads/>

Galileo Educational Network. (2016). *Nitsitapiisinni stories and spaces*. <https://galileo.org/kainai/wolf-willow/>

[willow/](https://galileo.org/kainai/wolf-willow/)

Kodiak, K. (n.d.). *Kodiak Herbal*. Retrieved from: [https://kodiakherbal.com/wolf-willow-rosaries-](https://kodiakherbal.com/wolf-willow-rosaries-medicine/)

[medicine/](https://kodiakherbal.com/wolf-willow-rosaries-medicine/)

Medicinal Herbs. (n.d). *Medicinal herbs*. Silverberry *Elaeagnus commutata*. Retrieved from:

[http://www.naturalmedicinalherbs.net/herbs/e/elaegagnus-](http://www.naturalmedicinalherbs.net/herbs/e/elaegagnus-commutata=silverberry.php#:~:text=Medicinal%20use%20of%20Silverberry%3A,in%20the%20treatment%20of%20syphilis.)

[commutata=silverberry.php#:~:text=Medicinal%20use%20of%20Silverberry%3A,in%20the%20tre](http://www.naturalmedicinalherbs.net/herbs/e/elaegagnus-commutata=silverberry.php#:~:text=Medicinal%20use%20of%20Silverberry%3A,in%20the%20treatment%20of%20syphilis.)

[atment%20of%20syphilis.](http://www.naturalmedicinalherbs.net/herbs/e/elaegagnus-commutata=silverberry.php#:~:text=Medicinal%20use%20of%20Silverberry%3A,in%20the%20treatment%20of%20syphilis.)