

# OMDENDUM: Hope For the Future

## Grandfather Teaching: Nibwaakaawin—Wisdom:

Wisdom comes from how we know things. Wisdom is connected to truth and experience. It doesn't come from a book. It comes from experience and sharing that knowledge for the betterment of others without expecting anything in return. Wisdom also comes from the Great Spirit of this land to continuously guide us in our own learning journey.

~Nancy Rowe, Mississaugas of the Credit First Nation

“Open to the kindness, quiet, silence and gentleness inside your own heart, for it is here when you quietly tune to Mother Earth that you can hear Her voice. You can hear Her beautiful songs of love that She sings to her minerals and crystal children. Hear the beautiful ballads and mystical plaintive chants that She sings to Her waters, earth, air, fire, ether, and the great strong healing remedy melodies that She sings to all Her bereaved and sickened animals who long for and need Her loving chants and melodies. You can hear Her also in the sighing winds as She cries for Her own creatures and children, including you.”

~Tatanka Yotanka, Sitting Bull <http://www.davidbouchard.com/mtw/sst1.pdf>

## Ontario Catholic School Graduate Expectations

*The Ontario Catholic Graduate School Expectations provide a set of overriding principles that serve to guide Catholic students through their Catholic education faith journey. The expectations serve as a continuous reminder of the behaviours that are to be exemplified throughout their lives.*

### **Connected Expectation:**

***A Self-Directed, Responsible, Lifelong Learner: who develops and demonstrates their God-given potential.***

## Virtues Program

**Virtue: Hope (December)** is the virtue of relying on God. It keeps us searching for true happiness, sustains us during hard times, and keeps us from being discouraged.

# Connections to Ontario Ministry of Education Curriculum Documents

## RELIGIOUS EDUCATION

### **GRADE 4**

#### **Living in Solidarity**

LS2: Focus: the common good and stewardship of creation

Demonstrate an understanding of how the gifts received as human beings invite us to be responsible stewards of creation (i.e. natural world created by God) and to bring about His reign in the human community (i.e. common good of societies and nations of the earth).

### **GRADE 5**

#### **Living a Moral Life**

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

#### **Living in Solidarity**

LS2: Focus: Fundamental love for the poor and vulnerable

Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

LS3: Demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity.

### **GRADE 6**

#### **Living a Moral Life**

ML1: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

#### **Living in Solidarity**

LS2: Focus: Principle of Rights and Responsibilities

Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).

## FAMILY LIFE

### **Created and Loved by God**

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

### **Living in Relationship**

B1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by living in relationship with others.

B2. Exploring Human Nature: demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development.

B3. Reflecting, Responding, and Analyzing: apply an understanding of the role of relationships in shaping human identity and development in personally relevant contexts.

### **Created Sexual: Male and Female**

C1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by creating, protecting, and sustaining life.

### **Growing in Commitment**

D1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by committing to faithful relationships.

D2. Exploring Human Nature: demonstrate an understanding of the ways in which humans grow in their ability to develop committed and trustworthy relationships.

### **Living in the World**

E1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by caring for all of God's gifts of creation.

E2. Exploring Human Nature: demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God's world.

E3. Reflecting, Responding, and Analyzing: apply an understanding of the global dimension of human nature in personally relevant contexts.

## LANGUAGE ARTS

### **Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

### **Reading**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

### **Writing**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

### **Media Literacy**

1. demonstrate an understanding of a variety of media texts;

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

## **SOCIAL STUDIES**

### **GRADE 4**

#### **Heritage and Identity: Early Societies, 3000 BCE–1500 CE**

A1. Application: compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society

#### **People and Environments: Political and Physical Regions of Canada**

B1. Application: assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada

B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada

### **GRADE 5**

#### **Heritage and Identity: First Nations and Europeans in New France and Early Canada**

A1. Application: analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713

#### **People and Environments: The Role of Government and Responsible Citizenship**

B1. Application: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada

## **GRADE 6**

### **Heritage and Identity: Communities in Canada, Past and Present**

A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions

### **People and Environments: Canada's Interactions with the Global Community**

B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement

## **SCIENCE**

## **GRADE 4**

### **Understanding Life Systems: Habitats and Communities**

1. analyse the effects of human activities on habitats and communities;
2. investigate the interdependence of plants and animals within specific habitats and communities;
3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

## **GRADE 5**

### **Understanding Life Systems: Human Organ Systems**

1. analyse the impact of human activities and technological innovations on human health

### **Understanding Earth and Space Systems: Conservation of Energy and Resources**

1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;
2. investigate energy transformation and conservation;
3. demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

## **GRADE 6**

### **Understanding Life Systems: Biodiversity**

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;
3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

## **Understanding Matter and Energy: Electricity and Electrical Devices**

1. evaluate the impact of the use of electricity on both the way we live and the environment;

## **Understanding Earth and Space Systems: Space**

1. assess the impact of space exploration on society and the environment;

2. investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon;

3. demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.

## **THE ARTS**

### **DRAMA**

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

### **DANCE**

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

### **MUSIC**

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

### **VISUAL ARTS**

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

**Omdendum - Hope For the Future**  
**Activity: Hope for the World**  
**Junior**

**Overview**

As described by Isaac in the video, the central theme of Omdendum is hope, specifically being hopeful for something or for a situation. He referenced how in the story, the animals were hopeful of what was to come and how this exemplifies our need to be hopeful and to gather the “spirit of this land” and move forward with the intent of making life better for all people, all living things, and the earth. The story of the Fisher is a very sacred story. As Isaac has described, we are in a sacred story now - what will our story look like in the future?

At this point in time, there are environmental situations that appear to be huge challenges for the coming generations. Within Indigenous teachings there are often references to thinking forward and reflecting back upon seven generations. The damage done to the environment, beginning with the industrial revolution and becoming exponential in its degree in recent decades, will take generations to correct. As peoples throughout the world, there are many challenges that exist because of differences and disagreements in regards to religion, race, gender, socioeconomic status, and economics.

In this lesson, students will explore an issue that exists within the world, attempt to identify the root cause of the issue or conflict, and seek to pose a hopeful solution to the situation.

**Assessment:**

Assessment for, as, and of learning is developed through the co-creation of learning goals and success criteria with students, based upon chosen overall and specific expectations. Teachers are encouraged to choose focus areas from the overall expectations listed in relation to this lesson.

**Minds on:**

Watch *The Sacred Fisher Story* as told by Isaac Murdoch. Teachers are also encouraged to use the transcription of the story as a shared reading lesson.

Watch the video discussing the concept of Omdendum - hope. The transcription is also provided.

**Read the attached quote, written by Chief Tecumseh.**

*So live your life that the fear of death can never enter your heart.*

*Trouble no one about their religion;*

*respect others in their view, and demand that they respect yours.*

*Love your life, perfect your life, beautify all things in your life.*

*Seek to make your life long and its purpose in the service of your people.*

*Prepare a noble death song for the day when you go over the great divide.  
Always give a word or a sign of salute when meeting or passing a friend,  
even a stranger, when in a lonely place.  
Show respect to all people and grovel to none.*

*When you arise in the morning give thanks for the food and for the joy of living.  
If you see no reason for giving thanks, the fault lies only in yourself.*

*Abuse no one and no thing, for abuse turns the wise ones to fools  
and robs the spirit of its vision.*

*When it comes your time to die, be not like those whose hearts are filled  
with the fear of death, so that when their time comes they weep  
and pray for a little more time to live their lives over again in a different way.  
Sing your death song and die like a hero going home.*

Discuss with students, "What direction do these words give us in reflecting upon the direction of our lives?" Some discussion points might include: living in the present, being hopeful for the future, living life to its fullest, and how we interact with and treat others.

Introduce to students a variety of many challenges that exist in the world because of differences and disagreements in regards to religion, race, gender, socioeconomic status, economics, etc.

**Action:**

Begin by having students explore the concept of hope in the world around them, particularly in regards to their faith, how they respect themselves, how they respect others, and how they view the world around them.

Working in pairs, have students begin to inquire into a particular issue, delving into the root causes of the issue or conflict, history of the conflict, the current state of the issue or conflict, and possible solutions.

**Consolidation:**

Through their choice of presentation method, allow students to share their inquiry work. Ask students for suggestions as to how they could share their work and conclusions in a meaningful way with various stakeholders involved in the issue which was the focus of their inquiry.



Read the quote below with students. Discuss how Indigenous teachings and philosophies are very important in discussion of various issues.

*My experience in living and working with indigenous people has given me the hope that I have - they have taught me concretely that humans have the capacity to be marvelous, and not destructive.*

*~Juan Pablo Orrego*

### **Extension Questions:**

- What have we done as people in the past that has been inspirational?
- How can we use innovative technologies or unintrusive energies?
- How can we live in balance in our environment?
- What do you stand for as opposed to standing against?

### **Scripture Reflection**

*1 Peter 1: 3-6: Praise to God for a Living Hope*

*Praise be to the God and Father of our Lord Jesus Christ! In his great mercy he has given us new birth into a living hope through the resurrection of Jesus Christ from the dead, and into an inheritance that can never perish, spoil or fade. This inheritance is kept in heaven for you, who through faith are shielded by God's power until the coming of the salvation that is ready to be revealed in the last time. In all this you greatly rejoice, though now for a little while you may have had to suffer grief in all kinds of trials.*