A WebQuest Critique

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**A WebQuest Critique: Our Indigenous Garden**

In this critique, I will begin by describing the background information and design rationale. I will then evaluate how this WebQuest reflects Vygotsky’s zone of proximal development and a constructivist approach. My critique will also analyze the integration of various experiences for the students through situated learning tenets.

**Background Information and Design Rationale**

This WebQuest (Appendix A) explores the plants used by Australian Aborigines for food, shelter, medicine and utensils, and the technology they employed to fully utilize the resources available. The students have the opportunity to engage in an authentic learning experience, investigate and open-ended question, and build knowledge collectively with their peers (March, T., 2004). Although this WebQuest looks quite promising for student learning, I have made some key improvements to it, in light of different theories learned in ETEC 512.

Selecting a WebQuest for this study involves the construction of knowledge by the students, and the design of this learning task is a combination of different learning theories. This WebQuest is learner-centered and provides an authentic and meaningful experience for the students as they interact with different sites online and use their knowledge to design a garden for their school or local park, illustrating the use made of native Australian plants by the Australian Aborigines.

**How This WebQuest Reflects ETEC 512 Theories**

When considering this WebQuest for my Grade 4/5 class, I decided to improve on it by focusing on Canadian First Nations people and the plants found primarily in Alberta and British Columbia. I also focused on including situated learning experiences for my students to provide as much of a real-world context as I could. In the original WebQuest, Vygotsky’s zone of proximal development and constructivism are evident and equally important for student growth and learning, however, as students create designs for a garden, they are missing out on situated learning experiences whereby thoughtful use of the environment as well as participation in a community of practice are instrumental (Brown, Collins, and Duguid, 1989).

Dodge (1997) states that WebQuests could be either short-term or long-term in nature. When a WebQuest is essentially completed in one to three class periods it is a short-term WebQuest. Students are required to take in a significant amount of new information and make sense of it. When going through a long-term WebQuest, students analyze and construct a deeper understanding of new knowledge and transform it in some way by creating something that others can respond to, either online or off. This WebQuest is clearly a long-term one as students are developing a deeper understanding about Aboriginal plants and then representing their understanding from the WebQuest through the designs of their gardens.

**Vygotsky’s Zone of Proximal Development:**

A key component of Vygotsky’s theory focuses around the role of social interaction in the development of cognition. He believed that challenging tasks promote maximum cognitive growth, described as the zone of proximal development (John-Steiner, V., & Mahn, H., (1996). It is the distance between the students’ actual developmental level and the level of potential development through guidance or collaboration with other peers (Maddux, C. D., & Cummings, R. (2007). This WebQuest is introduced with an open-ended question, which immediately allows for varying entry points and the development of individual expertise. As students participate in a group process that transforms new information into a deeper understanding, this WebQuest supports learners’ thinking at the levels of analysis, synthesis and evaluation outlined in various critical thinking models.

**A Constructivist Approach:**

Constructivism is a theory about how people learn. It alludes to the fact that people construct their own understanding of the world around them through their own experiences and reflecting on those experiences (D'Angelo, C., 2010). It argues that learning happens best when it is self-directed as opposed to a traditional teaching model where knowledge is transferred from teacher to student. The students in this WebQuest are generating their own understanding of information through meaningful interactions online with their peers, and off-line as they design gardens together.

**Modifications to WebQuest**

In the original WebQuest students are to design a garden that illustrates the use made of native Australian plants by the Australian Aborigines. Students also need to prepare some printed material for visitors to their garden or might consider an interactive kiosk for visitors with a website or *PowerPoint* presentation.

In my revised WebQuest (Appendix B), students are not only to design a garden, but a garden of the future. Through their research, they are to also consider environmental issues such as climate change, the impact of the oil and gas industry on the land, global warming, etc. They will work collaboratively using a Google Document to document their learning and build knowledge together. Jonassen (1999) states: “Constructivist learning environments should provide access to shared information and shared knowledge-building tools to help learners to collaboratively construct socially shared knowledge. He also argues that, “Learning most naturally occurs not in isolation but by teams of people working together to solve problems” (Jonassen, 1999). In addition to the creation of a prototype, teams are responsible for preparing material to illustrate the use of the plants in their natural area. This could be in the form of a brochure, a video or auditory recording, photography, sketchbook/journal, website, or a combination of various approaches. I have added in Stage 4: The Experiences (Appendix C) to this WebQuest and I will now look at the addition of these experiences under the situated learning tenets.

**Situated Learning**

Situated learning involves deliberate use of the social and physical environment, such as in cognitive apprenticeships, and participation in a community of practice (Hartman, 2012). As this involves thoughtful use of the environment as well as participation in a community of practice, this theory can be applied in this WebQuest.

Brown, J. S., Collins, A. & Duguid, S. (1989) argue that “activity and situations are integral to cognition and learning, and how different ideas of what is appropriate learning activity produce very different results” (p.32). They suggest that, “by ignoring the situated nature of cognition, education defeats its own goal of providing useable, robust knowledge” (p.32).   As students go through the WebQuest in class, I have also planned to include meaningful experiences for them that will happen throughout the study. These experiences include the following:

* I have connected with the Calgary Board of Education’s Aboriginal Education Learning Leaders to be a part of the planning for this inquiry. They have planned to perform several smudge ceremonies, each time using different plants so students can be a part of engaging in a sacred First Nations ceremony first hand. Giving students this opportunity brings out the empathy piece for them to passionately inquire, reflect and research on Indigenous plants.
* I also connected with a local artist who will be working with my class taking on the “artisan” lens and make curtains for our windows using plant dyes and a dye-cutting print making technique.  Each fabric panel will tell a story about Indigenous cultures and the importance of plants from a horticulturalist, naturopath, food nutritionist and artisan’s perspective.
* I have planned for an Aboriginal Elder to visit my class and tell stories about their land.
* Students will get to participate in a “Tea Party” where they will sample the different teas from the plants they have studied.
* Students will visit a local high school in the spring to help plant Sage in their Sage Garden.

**Conclusion**

This critique as allowed me to consider the different theoretical perspectives in ETEC 512, and apply these in my own educational practice. I had my grade 4/5 students go through this WebQuest and provided all the experiences mentioned above. They have been deeply connected to their projects and have commented to me that they have learned so much through this experience than being directly taught about Indigenous plants in our local environment. Taking the original WebQuest and personalizing it to meet the needs of my students living in Alberta, giving them a sense of purpose to consider the future of our environment and the possible effects on growing these plants, designing and building prototypes of what these future gardens could look like, and collaborating with each other to build knowledge and represent their understanding through a variety of media, are all improvements which reflect the knowledge, skills, attitudes and values critical for learning to take place.

**References:**

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March, T. (2004). The learning power of WebQuests. *Educational Leadership*, *61*(4), 42-47.

**Appendix A: Our Indigenous Garden**

An Internet WebQuest on Aboriginal Use of Native Plants– Original

**Introduction**

Australian Aborigines managed to live successfully in Australia for 40,000 years before Whiteman invaded; making use of what was available around them for food, medicine, shelter and utensils. The early white settlers learn much from the local people but gradually that knowledge was lost as more familiar exotic species and alternative technologies were introduced.

For many years, our gardens have traditionally contained introduced species. Gradually we are realizing the benefits of native species – fewer pests, more drought tolerant and attracting to native wildlife.

But Australians are now beginning to realize what a wealth of interesting resources are available in the bush and appreciate our local plants as a source of food and much more. Most people have heard the term “Bush Tucker”. But what exactly is bush tucker?

In this Web Quest you will explore the plants used by the Australian Aborigines for food, shelter, medicine and utensils, and the technology that employed to fully utilize the resources available.

**Task**

Your task is to design a garden for your school or a local park that illustrates the use made of native Australian plants by the Australian Aborigines. You will also have to prepare some printed material for visitors to your garden. This might be a guided walk that takes visitors through the garden identifying the plants and their uses, it might be signs erected around the garden in appropriate locations or it might be an interactive kiosk for visitors with a website or *PowerPoint* presentation.

**The Process and Resources**

In this Web Quest you will be working together with a group of students in class. Each group will answer the Task or Question. As a member of the group you will explore web pages from people all over the world who are interested in how the Australian Aborigines made use of the plants available to them for food, medicine, decoration and food collection or processing. Because these are real web pages we’re tapping into, not things made just for schools; the reading level might challenge you. Feel free to use the [online dictionary](http://www.yourdictionary.com/) or one in your classroom.

You’ll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on one part of the topic.

**Phase 1 – Background: Something for Everyone**

Use the Internet information linked below to answer the basic questions of Who? What? Where? When? Why? And How? Be creative in exploring the information so that you can get some great ideas for your garden.

The following links will illustrate some existing gardens and gardening ideas:

* **Edible Plants** – an article published in Australian Plants Online covering some Australian native plants and the toxins they contain, from Associations of Societies for Growing Australian Plants

<http://asgap.org.au/APOL35/sep04-2.html>

* **Aboriginal walk** – at the Royal Botanic Gardens, Sydney

<http://www.rbgsyd.nsw.gov.au/welcome/quick_links/aboriginal_heritage>

* **Aboriginal Trail** – at the Australian National Botanic Gardens, Canberra

<http://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/index.html>

* **Back to the Future: Where Now for Bush Foods?** – From Australian Society for the Growing of Australian Plants

<http://anpsa.org.au/APOL18/jun00-1.html>

* **Bush Tucker Plants** – from Alexander Hills State High School, Queensland

<http://www.teachers.ash.org.au/bushtucker/garden.html>

* **Australian Native Plants of Herring Island Park** – an example of a self guided tour

<http://home.vicnet.net.au/~herring/flora.htm>

* **Horticulture Fact Sheets** – including several on native plant cultivation from Primary Industries and Resources, South Australia, including Bush Tomato, Wattleseed, Quandong, Native Citrus, Muntries, Davidson and Illawarra Plums and Mountain Pepper

<http://www.pir.sa.gov.au/home>

* **Australian Native Foods** – from CSIRO Land and Water

<http://www.clw.csiro.au/publications/farming_ahead/2005/7-9%20FA%20MAY%202005_160.pdf>

**Phase 2 – Looking Deeper from Different Perspectives**

INSTRUCTIONS:

1. Individuals or pairs from your larger Web Quest team will explore one of the roles below.
2. Read through the files linked to your group. If you print out the files, underline the passages that you feel are the most important. IF you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying/pasting it into a word processor or other writing software.
3. Note: Remember to write down or copy/paste the URL of the file you take the passage from so you can quickly go back to it if you need to in order to prove your point and so that you can reference your sources in your bibliography.

**Food Nutritionist**

Use the Internet information linked below to find information on native plants that were used by the Australian Aborigines for food and how the food was prepared:

**Caution: Many native plants used by the Aborigines contain toxins for which the Aborigines had developed preparation techniques to neutralize their effects.**

* **Bush Tucker Plants** – from Aussie SchoolHouse – Teachers on the Web

<http://www.teachers.ash.org.au/bushtucker/>

* **Cadi Jam Ora** – ABC Earthbeat Interview Transcript about the Aboriginal Walk

<http://www.abc.net.au/radionational/programs/earthbeat/cadi-jam-ora-first-encounters/3642022>

* **Aboriginal Uses of Plants Around Sydney** – from Society for Growing Australian Plants – includes useful species lists for fruit, greens, etc.

<http://anpsa.org.au/APOL10/jun98-6.html>

* **BUSH TUCKER** – from Society from growing Australian Plants, Queensland Region

<http://www.sgapqld.org.au/bushtucker.html>

* **Bush Foods in the Garden** – a Factsheet from Gardening Australia

<http://www.abc.net.au/gardening/stories/s839492.htm>

* **Aboriginal Plant Use in South-Eastern Australia** – at Australian National Botanic Garden, Canberra

<http://www.anbg.gov.au/aborig.s.e.aust/index.html>

* **Alphabetic List of Scientific Names for some Plants used by the Ngadjonji** – from The Ngadjonji

<http://www.ngadjonji.bigpondhosting.com/Food/scinames.html>

* **Forest Resources: Food and other Ngadjonji uses of Rainforest Plants & Animals** – from the Ngadjonji

<http://www.ngadjonji.bigpondhosting.com/Food/food0.html>

* **Horticulture Fact Sheets** – including several on native plant cultivation from Primary Industries and Resources, South Australia, including Bush Tomato, Wattleseed, Quandong, Native Citrus, Muntries, Davidson and Illawarra Plums and Mountain Pepper

<http://www.pir.sa.gov.au/home>

* **The Grass Tree: Its Uses and Abuses** – from Society for the Growing of Australian Plants

<http://anpsa.org.au/APOL33/mar04-5.html>

**Naturopath**

Use the Internet information linked below to find information on native plants that were used by the Australian Aborigines as medicines and how the plants were used:

* **Aboriginal Plant Use in South-Eastern Australia** – at Australian National Botanic Garden, Canberra

<http://www.anbg.gov.au/aborig.s.e.aust/index.html>

* **Alphabetic List of Scientific Names for some Plants used by the Ngadjonji** – from the Ngadjonji

<http://www.ngadjonji.bigpondhosting.com/Food/scinames.html>

* **Ngadjonji Technology: Shelter, Weapons, Tools –** from the Ngadjonji

<http://www.ngadjonji.bigpondhosting.com/Food/tech.html>

* **Fishing | Hunting & Food Gathering | Plant Medicine** – from an exhibition at South Australian Museum

<http://www.samuseum.sa.gov.au/404.html?aspxerrorpath=/ngurunderi/ng3htm.htm>

**Artisan**

Use the Internet information linked below to find information on native plants that were used by the Australian Aborigines to the production of artifacts used for the hunting and collecting of food, the processing of food or for decorative purposes:

* **Cadi Jam Ora** – ABC Earthbeat Interview Transcript about the Aboriginal Walk

<http://www.abc.net.au/radionational/programs/earthbeat/cadi-jam-ora-first-encounters/3642022>

* **Xanthorrea** – A Factsheet from Gardening Australia

<http://www.abc.net.au/gardening/stories/s1145455.htm>

* **Aboriginal Plant Use in South-Eastern Australia** – at Australian National Botanic Garden, Canberra

<http://www.anbg.gov.au/aborig.s.e.aust/index.html>

* **Alphabetic List of Scientific Names for some Plants used by the Ngadjonji** – from the Ngadjonji

<http://www.ngadjonji.bigpondhosting.com/Food/scinames.html>

* **The Grass Tree: Its Uses and Abuses** – from Society for the Growing of Australian Plants

<http://anpsa.org.au/APOL33/mar04-5.html>

* **REEDS AND GRASS – TREES** – from an exhibition at South Australian Museum

<http://www.samuseum.sa.gov.au/404.html?aspxerrorpath=/ngurunderi/ng5htm.htm>

* **Ancient Resin** – transcript from ABC’s Quantum program

<http://www.abc.net.au/quantum/s188496.htm>

* **Foam bark – Jagera pseudorhus** – from Lamington National Park

<http://lamington.nrsm.uq.edu.au/Documents/Plant/foambark.htm>

**Horticulturalist**

Use the Internet information linked below to find information on climate of your local area, environmental factors that might need to be considered when planning a native garden and the availability of seeds and plants:

* **Climate zone definitions** – from Bureau of Meteorology

<http://www.bom.gov.au/climate/environ/travel/mapconst.shtml>

* **Climate Zone Map** – from Bureau of Meteorology

<http://www.bom.gov.au/climate/environ/other/kpn_group.shtml>

* **Monthly Climate information with small maps** – from Burke’s Backyard

<http://www.burkesbackyard.com.au/magazine/your_climate/your_climate#.ViBpKbRViko>

* **How to Propagate Australian Plants** – from Australian National Botanic Gardens

<http://www.anbg.gov.au/PROPGATE/plant01.htm>

* **Horticulture Fact Sheets** – including several on native plant cultivation from Primary Industries and Resources, South Australia, including Bush Tomato, Wattleseed, Quandong, Native Citrus, Muntries, Davidson and Illawarra Plums and Mountain Pepper

<http://www.pir.sa.gov.au/home>

**Phase 3 – Debating, Discussing, and Reaching Consensus**

You have all learned about different plants that the Aborigines used in their daily life – for food, for hunting and collecting, for medicinal purposes and for ceremonial purposes.

As a group, you should decide which plants should be included in your Indigenous Garden. Some plants cover a range of uses, some are very specific. Some plants are easy to obtain and grow while others are very difficult. Some plants will suit the climate of or conditions in your school, others won’t. Some plants are very large or slow growing while others might make an impact more quickly.

Having decided on the plants to include, as a group, design a layout for the garden. Keep in mind the relative size of plants, their requirement for soil, water, sun, and shade.

As a group, prepare material to illustrate the use of the plants in your garden. This might be in the form of a guided walk (such as the ones from the Botanic Gardens), a brochure (also available from Botanic Gardens) or a series of signs placed alongside individual plants.

In preparing your signage or brochure, remember:
Many native plants used by the Aborigines contain toxins for which the Aborigines had developed preparation techniques to neutralize their effects.

**Appendix B: Our Indigenous Garden**

An Internet WebQuest on Aboriginal Use of Native Plants– Revised

**Introduction**

Canada's First Nations have been in the country we now call Canada for at least 12,000 years, perhaps much longer. For almost all that time, they survived very well in a harsh environment, making everything they needed without polluting the water, or air, and without destroying the land or decimating the animal populations. The natural resources surrounding the First Nations were used for food, medicine, shelter and utensils.

In this inquiry project you will explore the plants used by the First Nations for food, shelter, medicine and utensils, and the technology they employed to fully utilize the resources available.

**Task**

Ethnobotanists study how people from specific areas or cultures use indigenous plants. The field of ethnobotany focuses on how native plants are used by certain populations for cooking, healing, hunting, building and wearing, as well as for ceremonial purposes.

Discuss with your team an area that would benefit from the creation of a garden and/or beautifician project, which would build a sense of inclusion among a community.

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Discuss with your team an outside natural area that would benefit from the creation of your ‘garden’ keeping in mind a sense of empathy.

**As an ethnobotany team, use traditional knowledge of First Nations technology and current ethnobotanist cutting edge practice to design a garden that will sustain into our future.**  You should decide which plants should be included in your indigenous area. Some plants cover a range of uses while some are very specific. Some plants are ways to obtain and grow while others are very difficult. Some plants will suit the climate of or conditions in your area, others won’t.  Some plants are very large or slow growing while others might make an impact more quickly.

***Your task*** is to design a garden/addition to a park that illustrates the use made of Aboriginal plants by the First Nations. Your group will be asked to prepare some printed material for visitors to your natural area. You may also choose to create a website, slideshow, or another presentation form that interests your group. You will collaborate through Google Documents and will be provided with both peer and teacher feedback throughout this study.

**The Process/Resources**

In this inquiry you will be working together with a group of students in class. Each group will respond to the task. As a member of the group you will explore various resources on how the First Nations have made use of the plants available to them for food, medicine, decoration and food collection or processing.

You will begin with everyone in your group retrieving background information before dividing into roles.

**Stage 1: Background Information**

Use the information provided below to answer the basic questions of Who? What? Where? When? Why? And how? Be creative in exploring the information so that you can some great ideas for your natural space.

* Six Nations Farmers Market

<http://www.sixnationsfarmersmarket.com/gardening_growing_the_medicines.php>

* Traditional Plant Foods of Canadian Aboriginals

<http://www.fao.org/wairdocs/other/ai215e/ai215e06.htm>

**Stage 2: Looking from Various Perspectives**

Each ethnobotanist team member will take on the role of a food nutritionist, naturopath, artisan, or horticulturist. Once your role has been determined please read through the links provided for you.

**Food Nutritionist**

Use the information provided to find information on native plants that were used by the First Nations for food and how the food was prepared.

* Plains First Nations

<http://www.aitc.sk.ca/saskschools/firstnations/food.html>

* Eating Well with Canada’s Food Guide

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php>

* First Nations Food and Nutrition

<http://www.fnfnes.ca/docs/FNFNES_Ontario_Regional_Report_2014_final.pdf>

* Traditional Plant Foods

<http://www.fao.org/wairdocs/other/ai215e/ai215e05.htm>

* Traditional Aboriginal Foods and Health

<http://www.nccah-ccnsa.ca/docs/social%20determinates/1828_NCCAH_mini_diets_health_final.pdf>

* Edible Plants in Alberta

<http://northernbushcraft.com/guide.php?ctgy=edible_plants&region=ab>

**Naturopath**

Use the Internet information linked below, as well as other resources, to find information on native plants that were used by the First Nations as medicine and how the plants were used:

* Medicinal Plant Tradition Use

<http://www.nativeorchid.org/dorisMedicinalPlantTraditionalUses.htm>

* Galt Museum

<http://www.galtmuseum.com/pdf/NativePrairiePlantsGarden-Ethnobotany.pdf>

* The healing Power of Plants

<http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/plantes-plants/places2go/websites.php>

* Aboriginal Sacred Plants: Tobacco

<http://www.ictinc.ca/blog/aboriginal-sacred-plants-tobacco>

* Aboriginal Sacred Plants: Sage

<http://www.ictinc.ca/blog/aboriginal-sacred-plants-sage>

* Yarrow (UBC)

<http://lfs-indigenous.sites.olt.ubc.ca/plants/yarrow/>

* Aboriginal Medicine - Alive

<http://www.alive.com/health/aboriginal-medicine/>

* Aboriginal Uses of Plants

<http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/>

* Traditional Plant Foods of Canadian Aboriginals

<http://www.fao.org/wairdocs/other/ai215e/ai215e06.htm>

**Artisan**

Use the Internet information linked below to find information on native plants that were used by the First Nations to the production of artifacts used for the hunting and collecting of food, the processing of food or for decorative purposes:

* Aboriginal Bowls and Baskets <http://www.culturequest.us/aboriginal_tools/baskets_bowls.htm>
* Sweetgrass: Sacred Plant in Aboriginal Ceremonies

<http://www.ictinc.ca/blog/sweetgrass-sacred-plant-aboriginal-ceremonies>

* Visual arts by indigenous peoples of the Americas

<https://en.wikipedia.org/wiki/Visual_arts_by_indigenous_peoples_of_the_Americas>

* Cedar - Indigenous Foundations UBC

<http://indigenousfoundations.arts.ubc.ca/home/culture/cedar.html>

* Horsetails

<http://www.discoveryyukon.com/wildlife/Yukon-Plants/Horsetails>

**Horticulturist**

* Canada’s Plant Hardiness Site

<http://www.planthardiness.gc.ca/>

* Descriptions and Uses of Plant Foods by Indigenous Peoples

<http://www.fao.org/wairdocs/other/ai215e/ai215e06.htm>

* Agroclimatic Atlas of Alberta

[http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/sag6299](http://www1.agric.gov.ab.ca/%24department/deptdocs.nsf/all/sag6299)

* Aboriginal Uses of Plants

<http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses/>

* Growing the Medicines: Tobacco, Sage, Cedar & Sweetgrass

<http://www.sixnationsfarmersmarket.com/gardening_growing_the_medicines.php>

* Horticultural Challenges

<http://espacepourlavie.ca/en/horticultural-challenges-first-nations-garden>

**Stage 3: Debating, Discussing, and Researching Consensus**

Your ethnobotanist team has now learned about different plants that the First Nations used in their daily life - for food, for hunting and collecting, for medicinal purposes and for ceremonial purposes.

Having now decided on the plants to include, as a cohesive team, design a blueprint for future garden in your natural space. Keep in mind the relative size of plants, their requirement for soil, water, sun and shade. Once your blueprints have been approved, your team will physically create a scale prototype of your natural space design.

In addition to the creation of your prototype, your team is responsible for preparing material to illustrate the use of the plants in your natural area. This might be in the form of a brochure, a video or auditory recording, photography, sketchbook/journal or a combination of various approaches.

Ask yourself...how will your group make your learning visible?

**Stage 4: The experiences**

Alongside this study, you will have the opportunity to:

* Participate in 3 Smudge Ceremonies where you will get to experience using different plants for each Smudge.
* Work with a local artist to use native plants to make dyes for curtain panels. You will then get to go through a linocut process and design a linocut block of a plant print you design.
* Listen to a Cree Elder share stories of his life and culture growing up.
* Participate in planting Sage at Lord Shaughnessy High School in the spring.
* Participate in a community “Tea Time” sampling different teas from the plants you have been studying in this inquiry.

**Appendix C: Stage 4 - The Experiences**

**Stage 4: The experiences**

Alongside this study, you will have the opportunity to:

* Participate in 3 Smudge Ceremonies where you will get to experience using different plants for each Smudge.
* Work with a local artist to use native plants to make dyes for curtain panels. You will then get to go through a linocut process and design a linocut block of a plant print you design.
* Listen to a Cree Elder share stories of his life and culture growing up.
* Participate in planting Sage at Lord Shaughnessy High School in the spring.
* Participate in a community “Tea Time” sampling different teas from the plants you have been studying in this inquiry.