Identifying local trees

Vocabulary – English / Français / Wolastoqey / Mi’kmaw

Uses of trees and cultural significance among Wabanaki peoples

By Jana Nicol, ASD-S First Nations Education (2023), in consultation with Elder Constance Sewell (Mi’kmaq), Elder Charlie Nicholas (Wolastoqewiyik) and Delbert Moulton (Wolastoqewiyik)

Note to Educators

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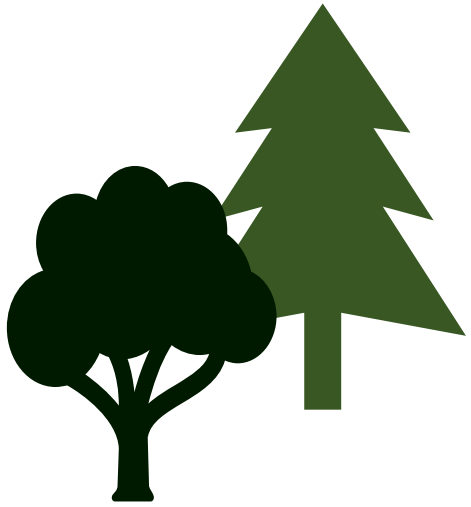
- Some links within the presentation may be ASD-S specific and educators in other districts may not have access to the content
- This slide may be deleted prior to presentation use

Suggestions for use

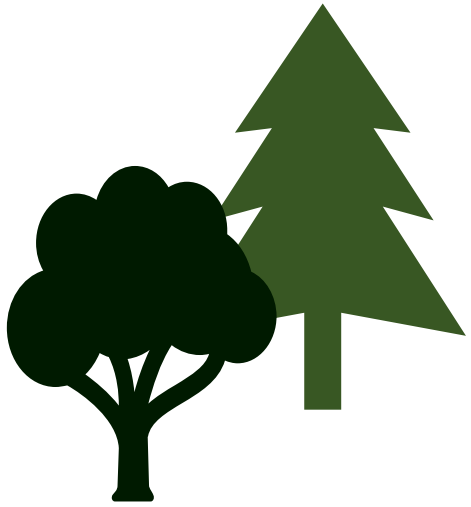
- Introduce vocabulary in languages of your choosing. You may expose students to all the languages included in this resource, or you can modify slides to feature only the target languages
  - If you are unsure which original territory your school is on, this interactive map can help!
  - Check out online dictionaries to listen to words to hear words in Mi'kmaw and Wolastoqey (see Sources for links)

- Engage students in learning activities. Some options:
  - **Connect this learning to the land** as much as possible. If it is not feasible to take students on guided nature walks, try to bring nature to your students (e.g. leaves, pieces of bark, small twigs). It is suggested to be respectful of the natural environment, to avoid causing harm or taking more than is needed
  - Print cards to use as a nature guide to help students identify trees outside
  - Use the activities included in this resource (see list here)

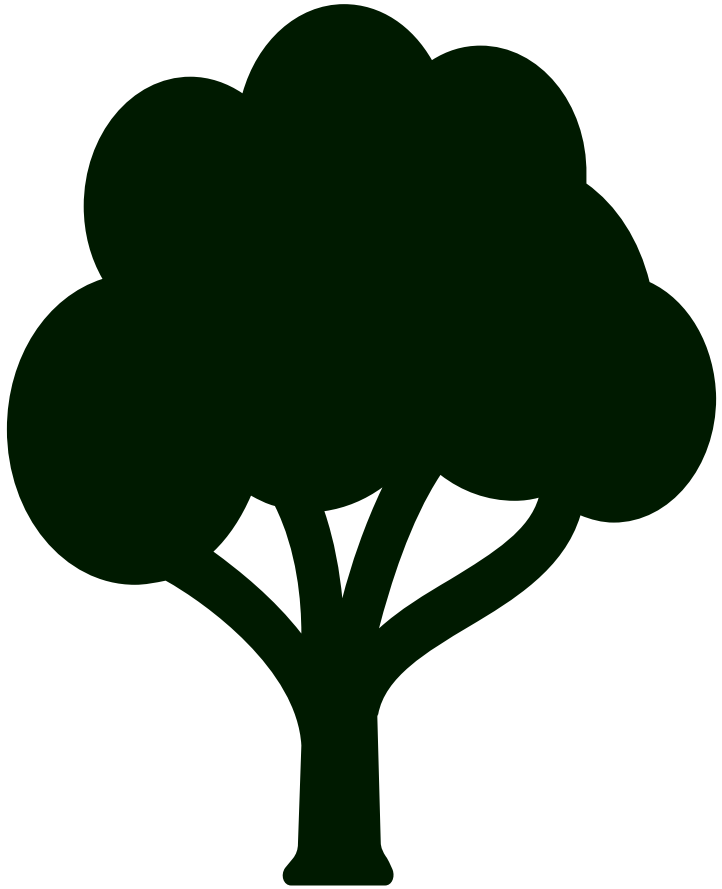


This resource includes

- Vocabulary
  - Pictures with labels in English/ Français/ Wolstoqey/ Mi’kmaw
  - Vocabulary list (English/ Français/ Wolstoqey/ Mi’kmaw)
- Vocabulary building cards:
  - Pictures and words on a single card
  - Pictures and words on separate cards
  - Picture cards (no text)
- Uses of trees and cultural significance among Wabanaki peoples
- Activities (directions and materials for):
  - Sorting activities
  - Matching activities
  - Make your own nature guide
  - Tree bingo
  - Tree scavenger hunt
  - Nature journaling
- Blank templates



Vocabulary
English/ Français/ Wolastoqey/ Mi’kmaw

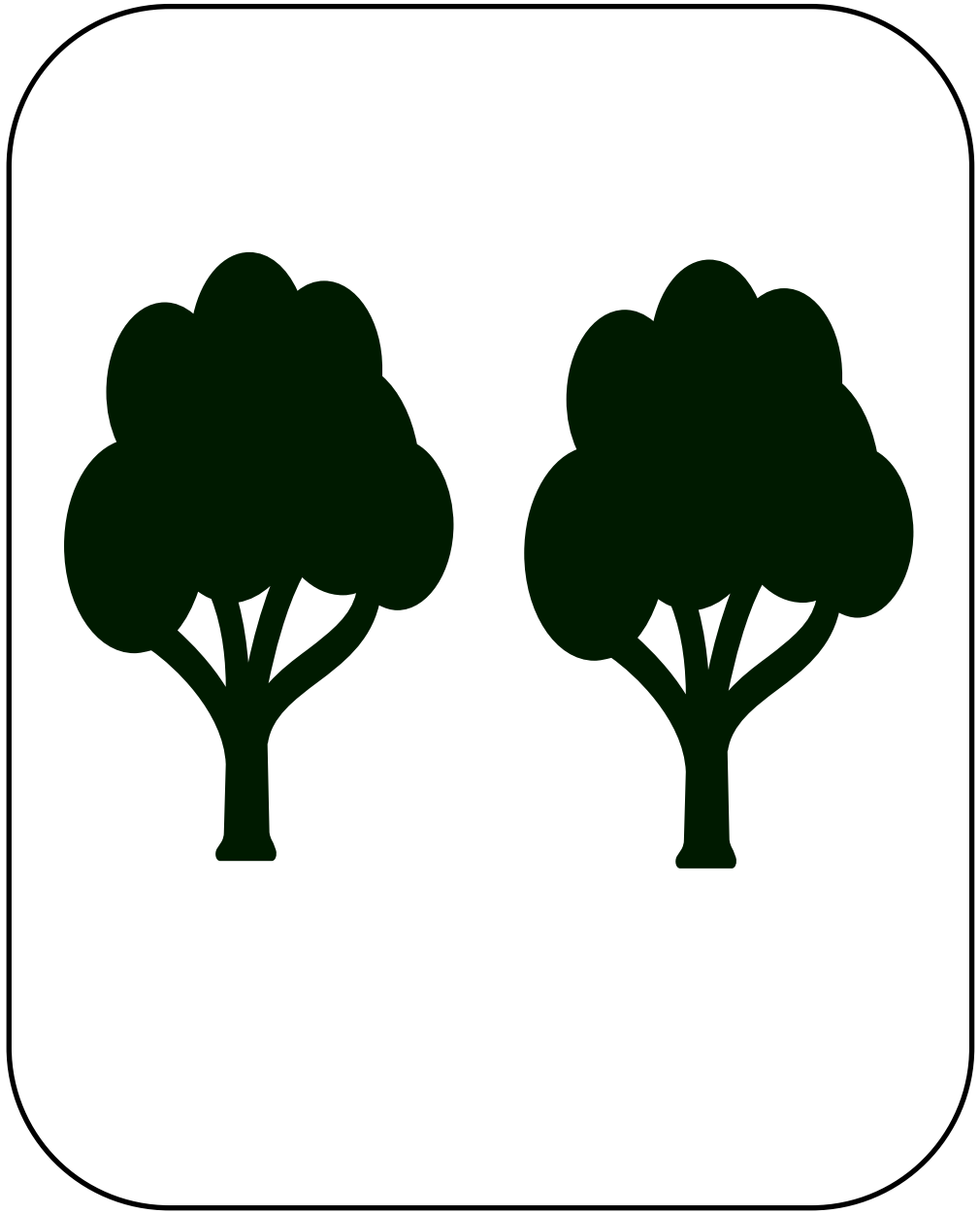


tree

un arbre

obos
OH-BOOS (W)

miti’s
MI-DIIS (M)



trees

des arbres

obosiyik
OH-BOOS-EE-KOK (W)

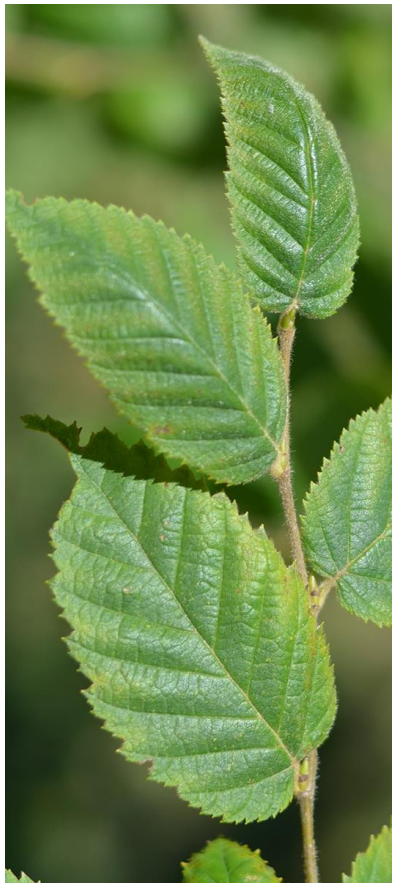
miti’sg
MI-DIIS (M)

white birch tree

un bouleau blanc

masqemus
MAS-KWE-MUS (W)

masgwi
MAS-KWI (M)



yellow birch tree

un bouleau jaune

mosson
MOS-SON (W)

mnnoqon
MENN-NO-HGON (M)

elm tree

un orme

cossakonikp
JOE-SA-KON-IPK (W)

wigpi
WIK-PI (M)

apple tree

un pommier

cikoniyahqemus
CHI-KON-EE-YA-KWE-MUS (W)

wenju’su’naqsi
WEN-JUU-SUU-NAHK-SI (M)

maple tree

un érable

sonaw
ZO-NAW (W)

snawei
SE-NA-WAY (M)

ash tree

un frêne

wikp
WIGB (W)

wisqoq
WIS-HKOHK (M)

oak tree

un chêne

asahqatoq
AS-AH-QWA-TOOG (W)

mimgwaqanimusi
MIM-KWA-HGA-NI-MU-SI (M)

beech tree

un hêtre

mihihqimus
MEE-HEE-KWI-MOOS (W)

suomusi
SU-WO-MU-SI (M)

cedar tree

un cèdre

kakskuhs
GAK-SKOOS (W)

qasgusi
HGAS-KU-SI (M)

balsam fir

un sapin

stahqon
STAH-KWON (W)

stoqon
ES-TO-HGON (M)

pine tree

un pin

kuwes
GOO-WEZ (W)

guow
GU-OW (M)

spruce tree

un épicea

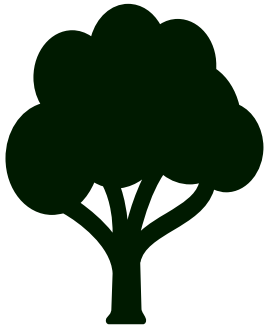
kawatoq
GA-WAH-TOOG (W)

gawatgw
GA-WATKW (M)

Vocabulary list

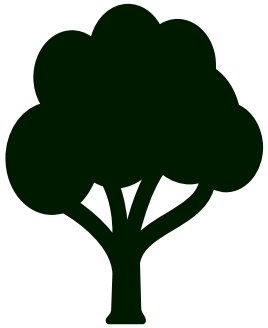
English	Français	Wolastoqey (W) /pronunciation guide	Mi'kmaw (M) /pronunciation guide
tree	un arbre	obos OH-BOOS	miti's MI-DIIS
trees	des arbres	obosiyik AH-BOOS-EE-KOK	miti'sg
white birch tree	un bouleau blanc	masqemus MAS-KWE-MUS	masgwi MAS-KWI
yellow birch tree	un bouleau jaune	mosson MOS-SON	mnnoqon MENN-NO-HGON
elm tree	un orme	cossakonikp JOE-SA-KON-IPK	wigpi WIK-PI
apple tree	un pommier	cikoniyahqemus CHI-KON-EE-YA-KWE-MUS	wenju'su'naqsi WEN-JUU-SUU-NAHK-SI
maple tree	un érable	sonaw ZO-NAW	snawei SE-NA-WAY
ash tree	un frêne	wikp WIGB	wisqoq WIS-HKOHK
oak tree	un chêne	asahqatoq AS-AH-QWA-TOOG	mimgwaqanimusi MIM-KWA-HGA-NI-MU-SI
beech tree	un hêtre	mihihqimus MEE-HEE-KWI-MOOS	suomusi SU-WO-MU-SI
cedar tree	un cèdre	kakskuhs GAK-SKOOS	qasgusi HGAS-KU-SI
balsam fir	un sapin	stahqon STAH-KWON	stoqon ES-TO-HGON
pine tree	un pin	kuwes GOO-WEZ	guow GU-OW
spruce tree	un épicea	kawatoq GA-WAH-TOOG	gawatgw GA-WATKW

Vocabulary-building cards
(pictures and words on a single card)



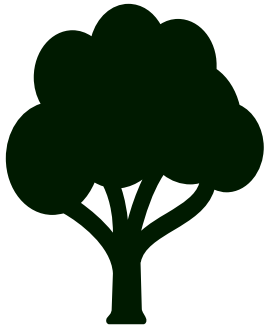
tree

English



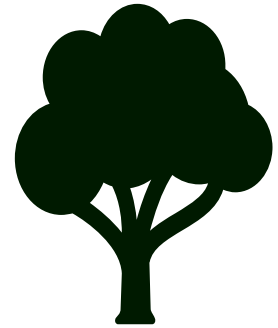
un arbre

Français



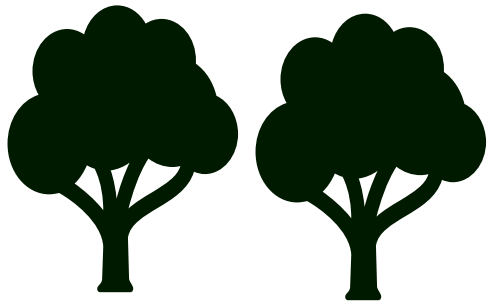
obos
OH-BOOS

Wolastoqey
WOO-LUS-TUH-GWE



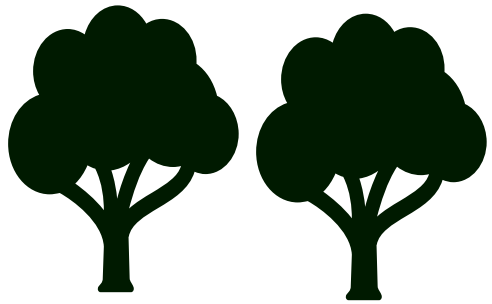
miti’s
MI-DIIS

Mi’kmaw
MEEG-MAW



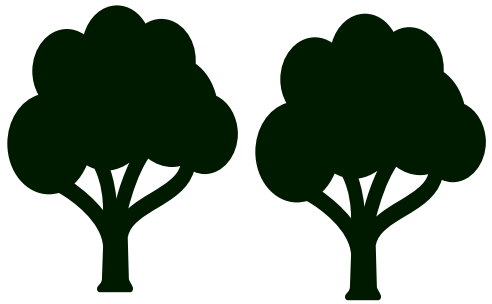
trees

English



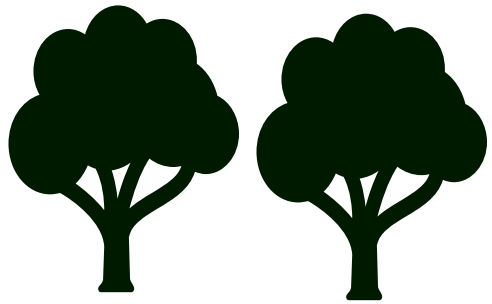
des arbres

Français



obosiyik
OH-BOOS-EE-KOK

Wolastoqey
WOO-LUS-TUH-GWE



miti’sg

Mi’kmaw
MEEG-MAW

white birch tree

English

un bouleau blanc

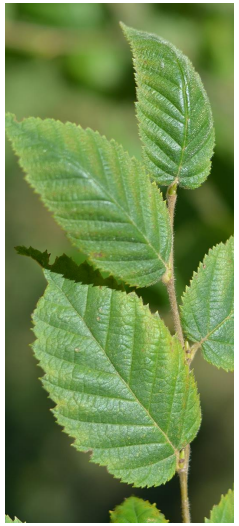
Français

masqemus
MAS-KWE-MUS

Wolastoqey
WOO-LUS-TUH-GWE

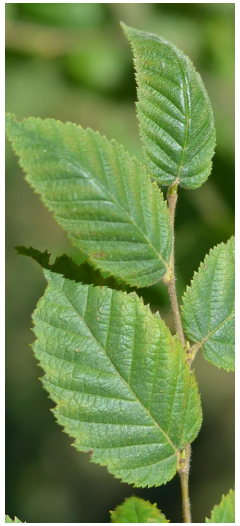
masgwi
MAS-KWI

Mi’kmaw
MEEG-MAW



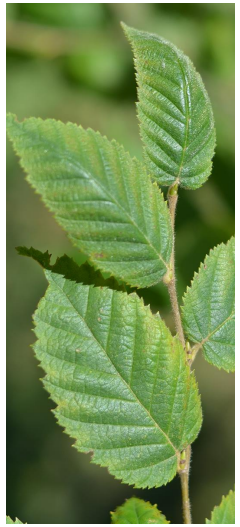
yellow birch tree

English



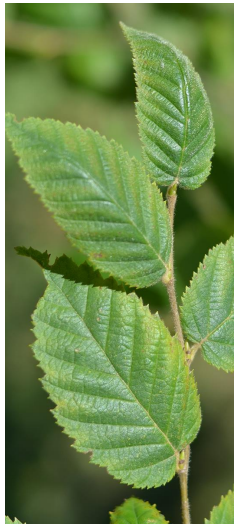
un bouleau jaune

Français



mosson
MOS-SON

Wolastoqey
WOO-LUS-TUH-GWE



mnnoqon
MENN-NO-HGON

Mi’kmaw
MEEG-MAW

elm tree

un orme

cossakonikp
JOE-SA-KON-IPK

wigpi
WIK-PI

English

Français

Wolastoqey
WOO-LUS-TUH-GWE

Mi’kmaw
MEEG-MAW

apple tree

English

un pommier

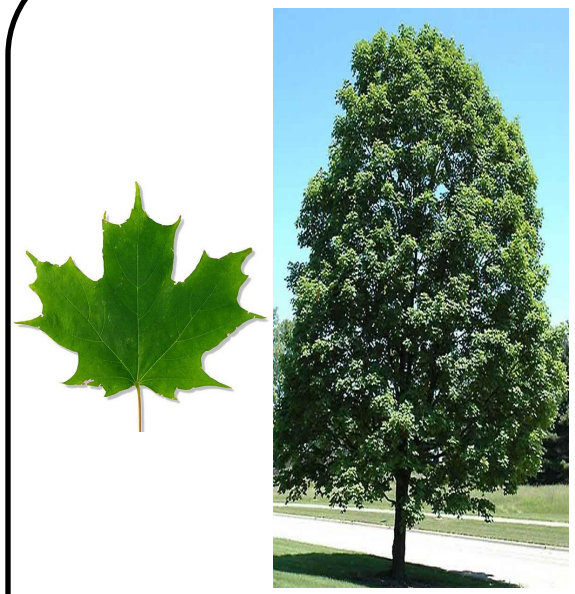
Français

cikoniyahqemus
CHI-KON-EE-YA-
KWE-MUS

Wolastoqey
WOO-LUS-TUH-GWE

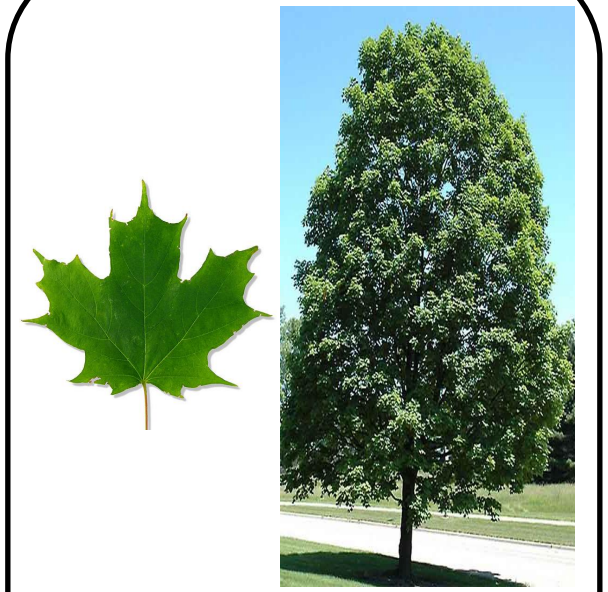
wenju’su’naqsi
WEN-JUU-SUU-
NAHK-SI

Mi’kmaw
MEEG-MAW



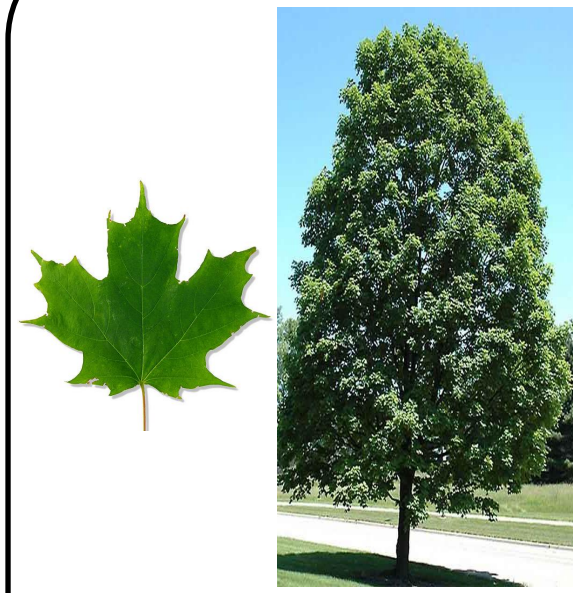
maple tree

English



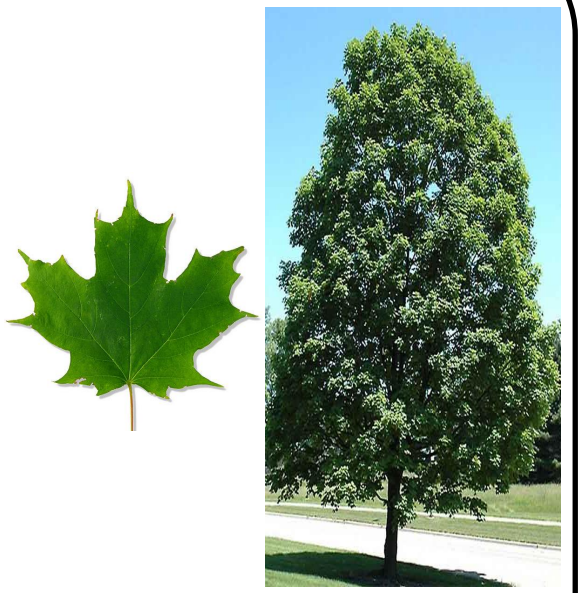
un érable

Français



sonaw
ZO-NAW

Wolastoqey
WOO-LUS-TUH-GWE



snawei
SE-NA-WAY

Mi’kmaw
MEEG-MAW

ash tree

English

un frêne

Français

wikp
WIGB

Wolastoqey
WOO-LUS-TUH-GWE

wisqoq
WIS-HKOHK

Mi’kmaw
MEEG-MAW

oak tree

English

un chêne

Français

asahqatoq
AS-AH-QWA-TOOG

Wolastoqey
WOO-LUS-TUH-GWE

mimgwaqanimusi
MIM-KWA-HGA-NI-MU-SI

Mi’kmaw
MEEG-MAW

beech tree

English

un hêtre

Français

mihihqimus
MEE-HEE-KWI-MOOS

Wolastoqey
WOO-LUS-TUH-GWE

suomusi
SU-WO-MU-SI

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cedar tree

English

un cèdre

Français

kakskuhs
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balsam fir

English

un sapin

Français

stahqon
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WOO-LUS-TUH-GWE

stoqon
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Mi’kmaw
MEEG-MAW

pine tree

English

un pin

Français

kuwes
GOO-WEZ

Wolastoqey
WOO-LUS-TUH-GWE

guow
GU-OW

Mi’kmaw
MEEG-MAW

spruce tree

English

un épicea

Français

kawatoq
GA-WAH-TOOG

Wolastoqey
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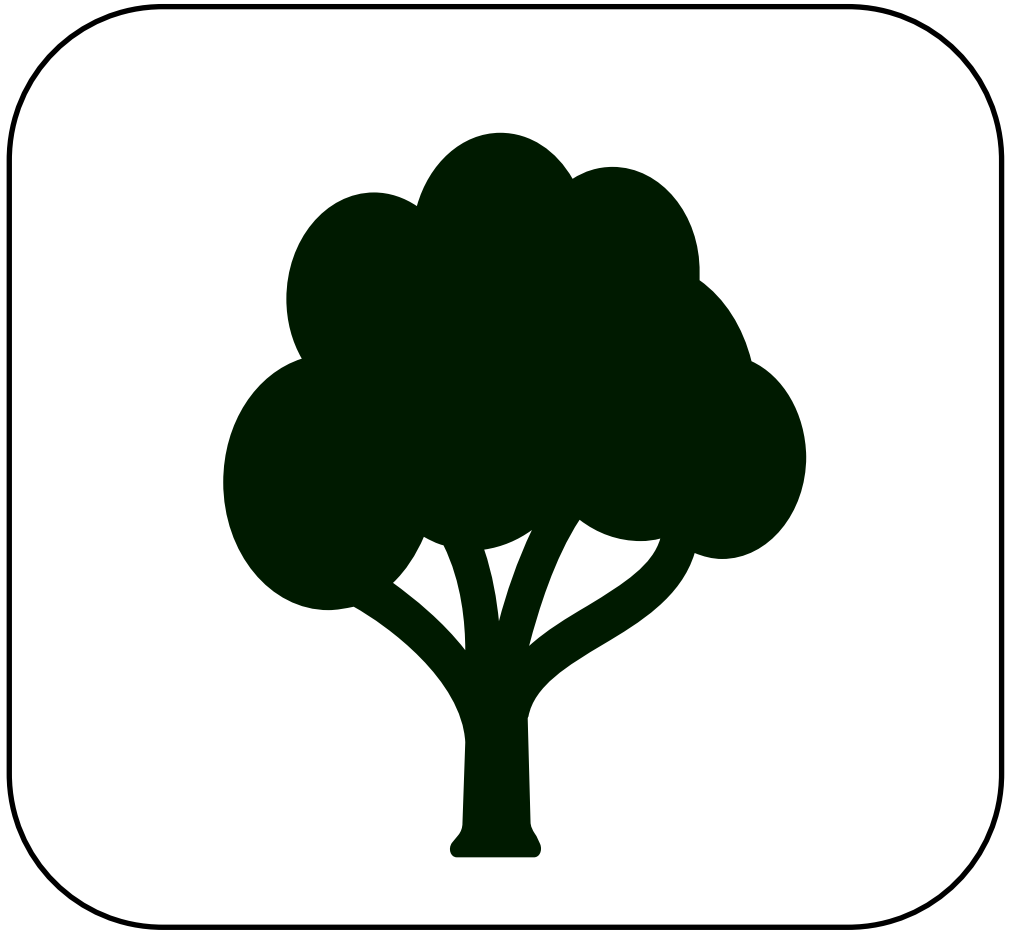
gawatgw
GA-WATKW

Mi’kmaw
MEEG-MAW

Vocabulary-building cards
(pictures and words on separate cards)

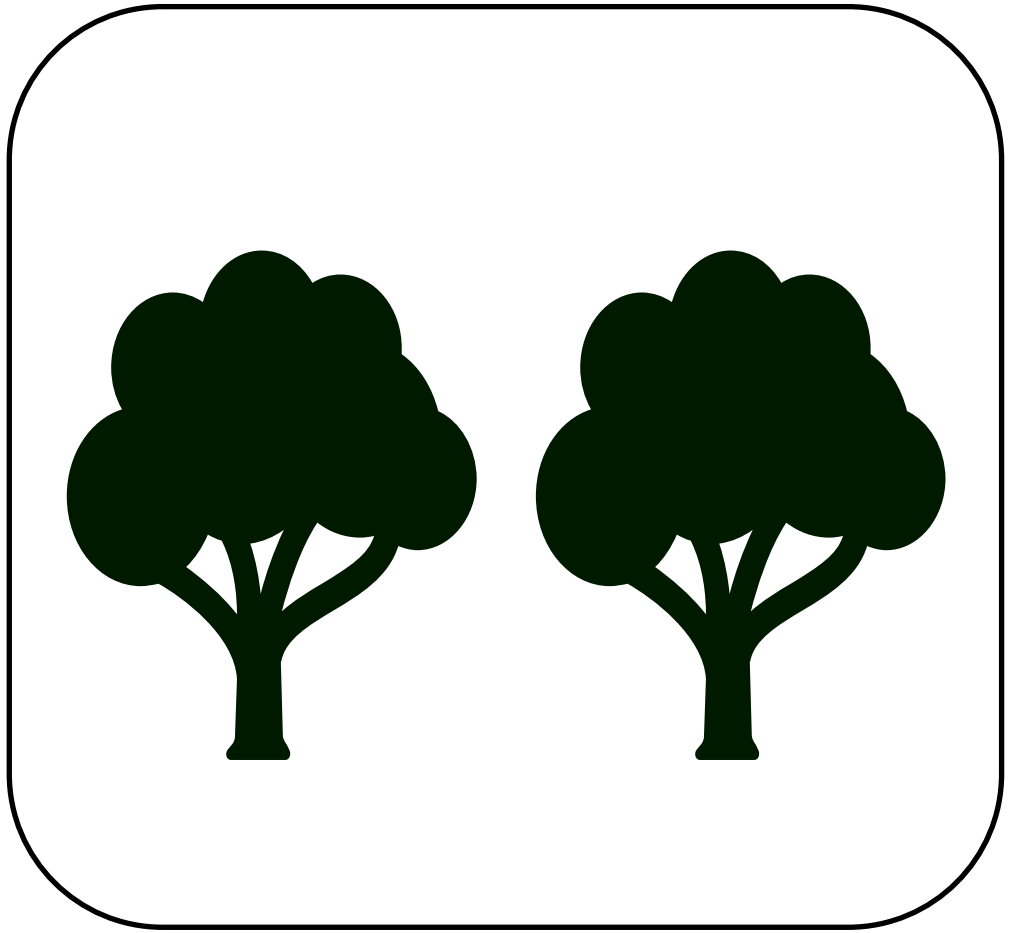


tree

un arbre

obos
OH-BOOS (W)

miti’s
MI-DIIS (M)



trees

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MAS-KWE-MUS (W)

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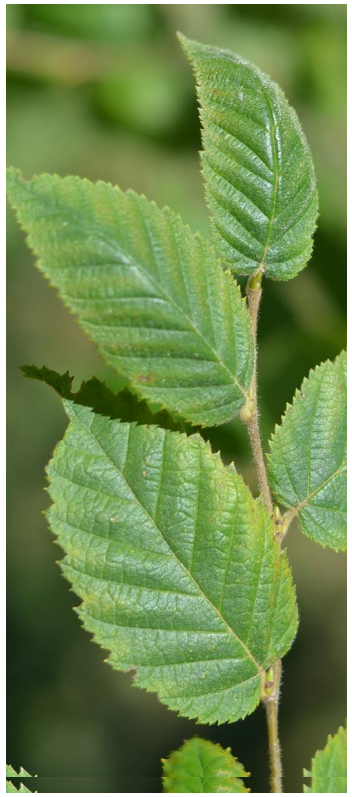

yellow birch tree

un bouleau jaune

mosson
MOS-SON (W)

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MENN-NO-HGON (M)

elm tree

un orme

cossakonikp
JOE-SA-KON-IPK (W)

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WIK-PI (M)

apple tree

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AS-AH-QWA-TOOG
(W)

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balsam fir

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pine tree

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GOO-WEZ (W)

guow
GU-OW (M)

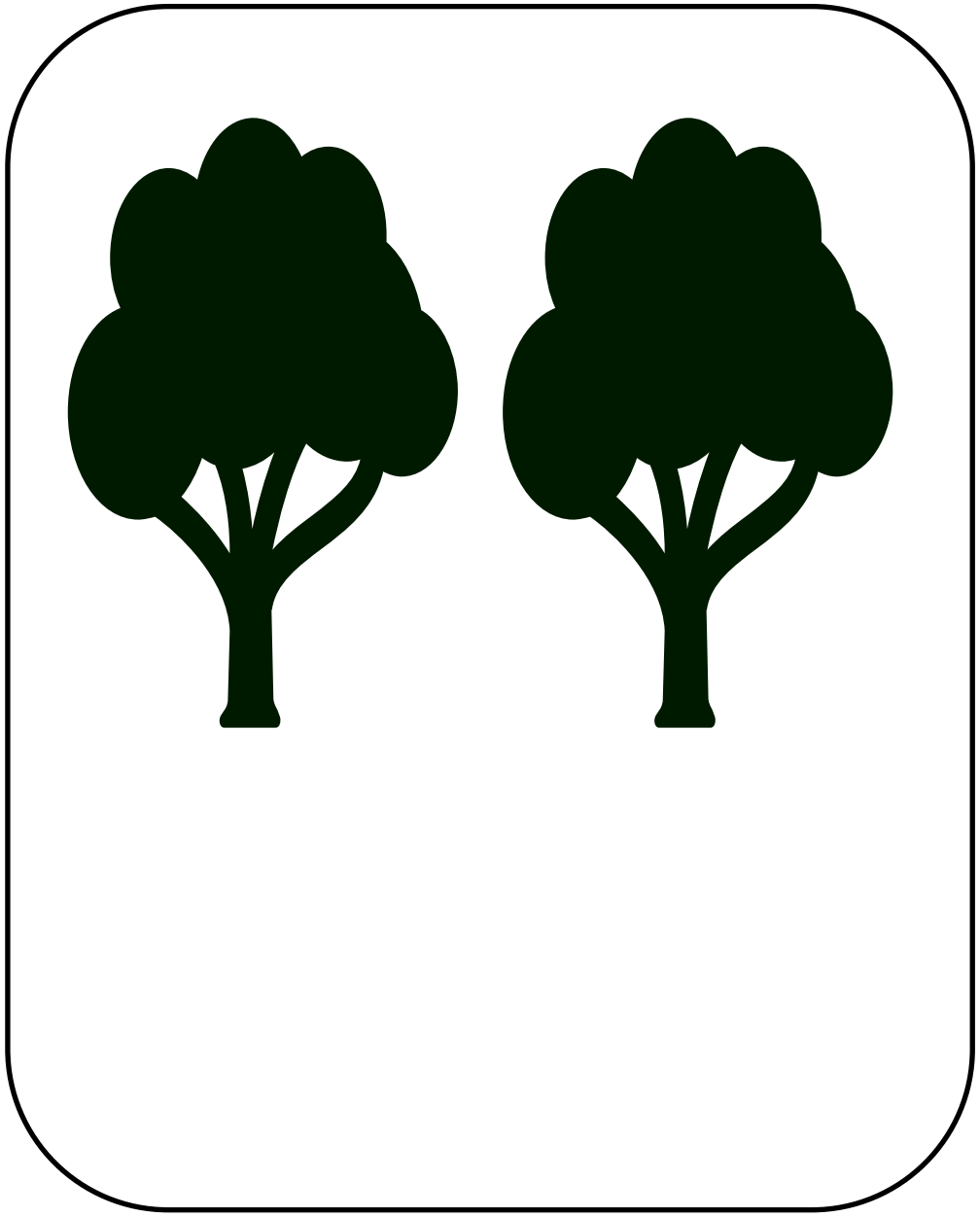
spruce tree

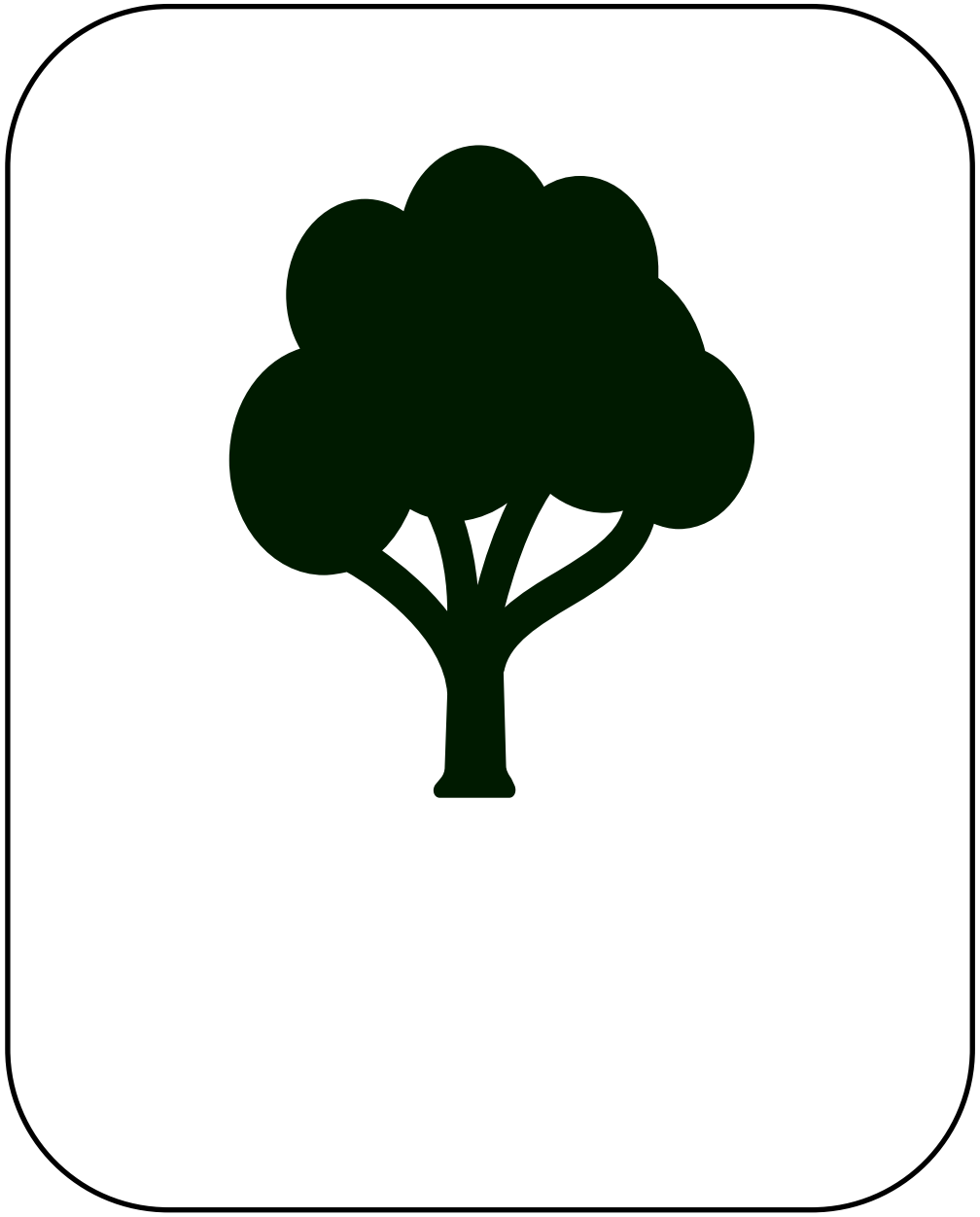
un épicea

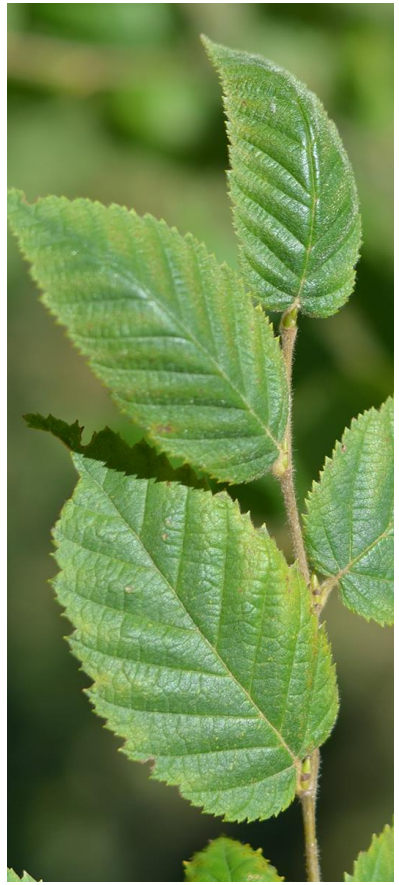
kawatoq
GA-WAH-TOOG (W)

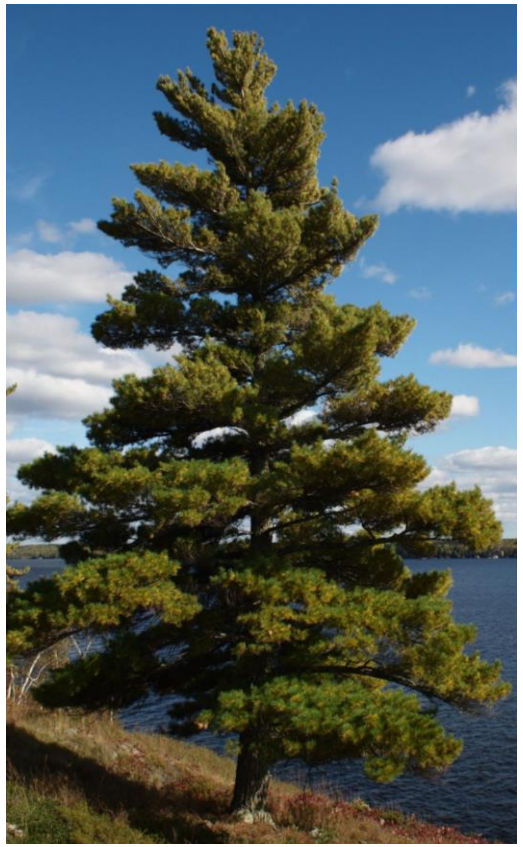
gawatgw
GA-WATKW (M)

Picture cards
No text









Uses of trees and cultural significance among Wabanaki peoples

Ash trees

ash tree	un frêne	wikp (W) WIGB	wisqoq (M) WIS-HKOHK

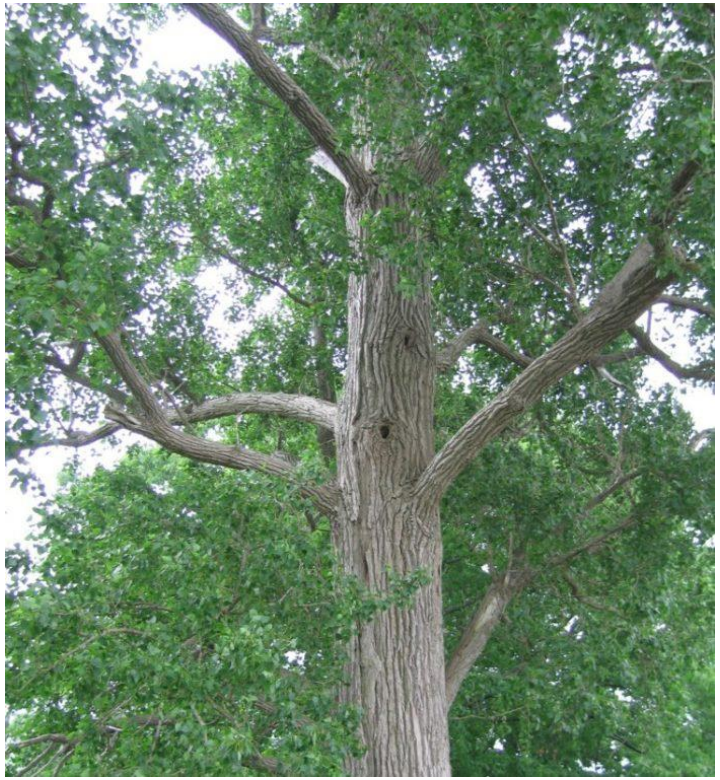
- Wabanaki peoples use black ash for basketry
  - One year's growth is the thickness of a basket strip
  - Black ash is the only tree that does not have fibres connecting the growth rings together, thus making it possible to pound the wood with a mallet until it separates into thin strips along the trees annual rings (which are used to weave baskets)
- It is used to make barrel hoops, canoe ribs, and rattles
- It is a popular choice for electric guitars due to its resonance

Source

Balsam poplar

- Wabanaki peoples have used balsam poplar to clean hair and buckskin clothing

- It is also used in medicines, such as: poultice, steam baths, and salves, to treat a variety of ailments. Leaves can boiled into a tea to treat scurvy



Source

Basswood

- Wabanaki peoples use the fibrous bark to make:
  - Rope
  - Mats
  - Fabric
  - Fishnets
  - Baskets

- Tree sap can also be used to make syrup

Source

Beech trees

beech tree	un hêtre	mihihqimus (W) MEE-HEE-KWI-MOOS	suomusi (M) SU-WO-MU-SI

- Wabanaki peoples use the leaves and bark in various traditional medicines for their astringent and antiseptic properties to treat burns, sores, rashes, and frostbite

- The leaves and roots have been used by Wabanaki peoples and early settlers to treat a variety of medical conditions

- Beech nuts have been ground into flour, and pressed into cooking oils

Source

Birch trees

white birch tree

masqemus (W)
MAS-KWE-MUS

un bouleau blanc

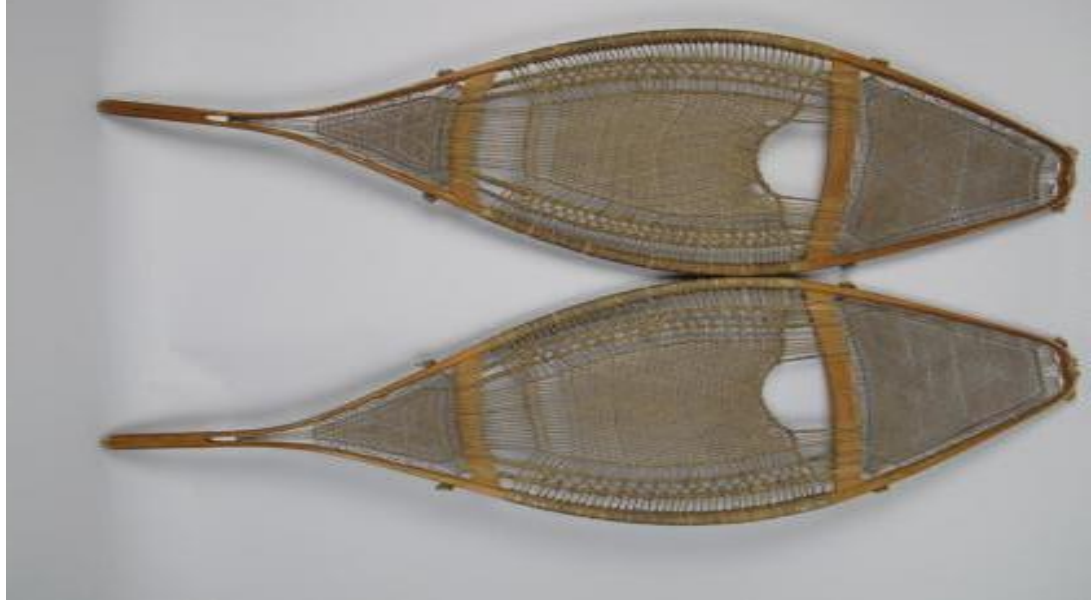
masgwi (M)
MAS-KWI

- Waterproof bark and wood is used by Wabanaki peoples to make wigwams, snowshoes, sleds, spears, bows, arrows, woodenware, artwork, baskets, ornaments, and canoes

- Sap is used to make birch syrup (food)

- Chaga, a dark fungus that grows on birch trees, is rich in antioxidants, and has cleansing and anti-inflammatory properties, and has been used to treat a variety of ailments

Source



Elm trees

elm tree	un orme	cossakonikp (W) KOE-SA-KON-IPK	wigpi (M) WIK-PI

- Wabanaki peoples used the fibrous bark to make clothing and ropes

- Medicinal uses of elm trees:
  - Inner bark has an ingredient that can be used to treat skin rashes and wounds
  - Leaves have been used to brew tea to treat dysentery and kidney ailments

Source

Maple trees

maple tree	un érable	sonaw (W) ZO-NAW	snawei (M) SE-NA-WAY

- Wabanaki peoples boil the sap from sugar maple trees to make syrup
  - Traditional practice among Wolastoqewiyik to gather every spring for sugar-making ceremonies on an island on the Wolastoq

- Medicinal uses of maple trees:
  - Red maple – tea made from inner bark to treat sore eyes
  - Striped maple – tea made from bark to treat colds, coughs, and infections

Source

Black willow trees

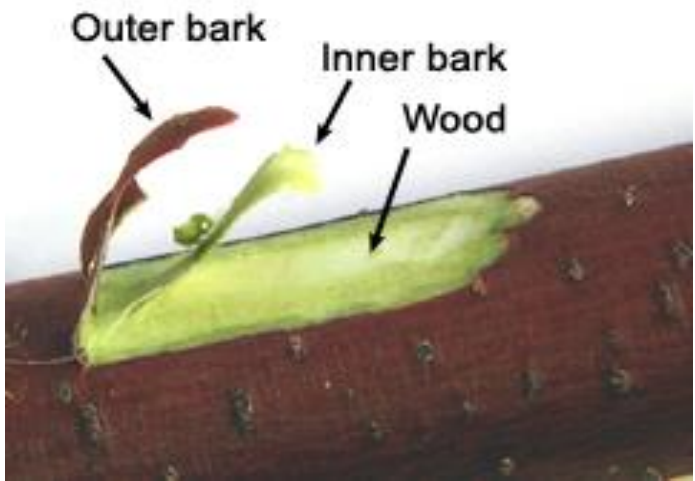
- Wabanaki peoples smoke black willow leaves in ceremony

- Medicinal uses of willow bark:
  - Treat headaches, fevers, coughs, arthritis, and rheumatism
  - Wolastoqewiyik – appetite stimulant

Source

Red willow

- Soaking it in water helps peeling. Get it in spring when it first starts to bud, easier to peel
- Outer and inner bark can be used in pipe ceremony. Red outer bark and green inner bark is used for tobacco
- Stick from wood can be used for drumsticks
- Used to treat headaches



Cedar tree

cedar tree **un cèdre** **kakskuhs (W)**
GAK-SKOOS

qasgusi (M)
HGAS-KU-SI

- Cedar is considered a sacred medicine by Wabanaki peoples and can be burned to make smoke in smudging ceremonies for cleansing and purification purposes

- Foliage is used to make cedar tea or bath to detoxify the body

- Placed in homes as a symbol of protection

Source

Balsam fir

balsam fir	**un sapin**
Stahqon (W) **STAH-KWON**	**stoqon (M)** **ES-TO-HGON**

- Used by Wabanaki peoples for a variety of medicinal purposes. Oils from the needles are used to soothe sore throats and coughs

Source

Pine tree

pine tree	un pin	kuwes (W) GOO-WEZ	guow (M) GU-OW

- Wabanaki peoples boil pine needles to make tea that is rich in vitamin C
- Inner pine bark can be ground and eaten
- Pine resin is used to waterproof baskets and boats, and treat infections and wounds
- The Haudenosaunee Confederacy call the eastern white pine *Tree of Peace*

Source

Spruce tree

spruce tree	un épicea	kawatoq (W) GA-WAH-TOOG	gawatgw (M) GA-WATKW

- Wabanaki peoples use spruce needles and spruce tips to make tea that is rich in vitamin C
- Sap from red and black spruce can be chewed on like gum. Gum can be used to fasten birchbark canoes
- Long roots of white spruce are used for stitching baskets and fastening birch bark to canoe frames

Source

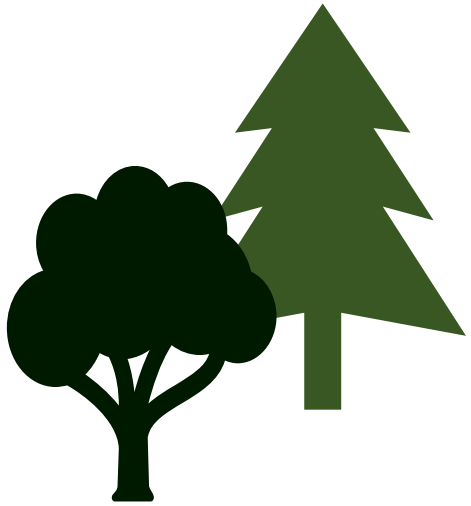
Activities

Sorting activities

- Materials:
  - Sorting activity cards (English or French Immersion)
  - Vocabulary cards (with or without pictures)

- Sort word cards and/or picture cards into:
  - Coniferous trees / Deciduous trees
  - Original language(s) of the land / Official language(s) of the province
  - Create your own sorting rule (write sorting rules onto blank cards)

- Possible extensions:
  - Have students gather leaves from outdoors, identify which trees they are from and make labels, then sort the leaves
  - Make an illustrated brochure which explains the differences between coniferous trees and deciduous trees. Include the original language of the territory that your school is in



Sorting activity cards

Coniferous trees	Softwood	Evergreens	Original language(s) of the land
Deciduous trees	Hardwood	Leafy trees	Official language(s) of the province

Les cartes d’activité

Arbres de conifères	**Bois tendre**	**Les premières langues de ce territoire**	
Arbres à feuilles caduques	**Bois franc**	**Les langues officielles**	

Matching activities

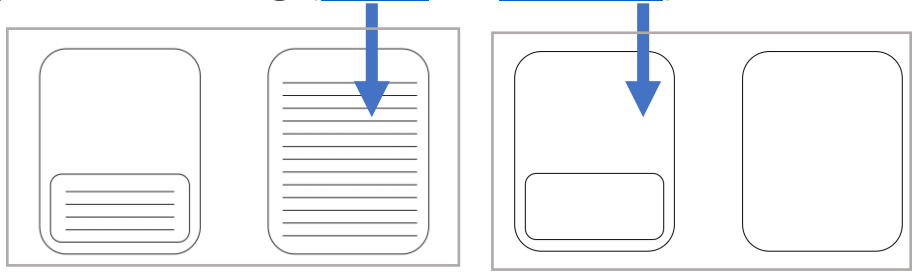
- Materials:
  - Vocabulary cards (with or without pictures)

- Options for matching:
  - **Trees matching game** – choose one original language and one official language (e.g. Mi'kmaw and English) and use only those cards. Shuffle cards and put face down in rows. Players take turns turning over two cards to find a match, reading each word on the card as they go. Player who finds the most matching pairs wins.

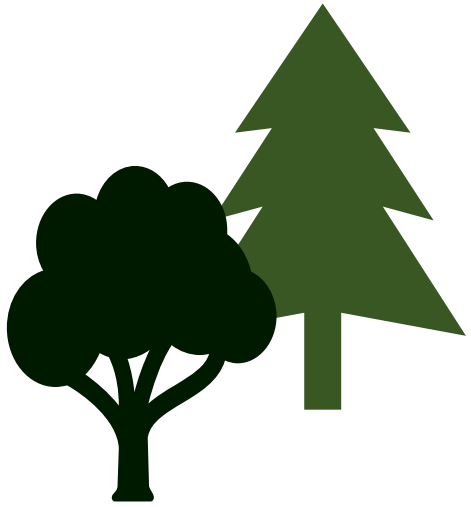
  - **Trees go fish game** – choose one original language and one official language (e.g. Wolastoqey and Français) and use only those cards. Shuffle cards and deal three to each player, leaving the remaining cards face down in a pile. Players will match pairs by asking, "do you have a _____?" If their partner has the card they will give it to the player, or say, "go fish". Take turns until all cards have been paired up. Player who finds the most matching pairs wins.

Make your own nature guide (1 of 3)

- Materials:
  - Use the template of your choosing (lined or unlined)



- Directions:
  - Distribute desired template and have students fill in a single page for each tree they are going to learn more about. See options below:
    - A single student or pair of students works on a single page only, to contribute to a nature guide class project (each student/pair will research one type of tree)
    - One student, a pair, or small group of students will create a nature guide (each student will research 12 or fewer trees depending on group size, e.g. 1 student=12 trees, 2 students=6 trees, 3 students=4 trees, etc.)

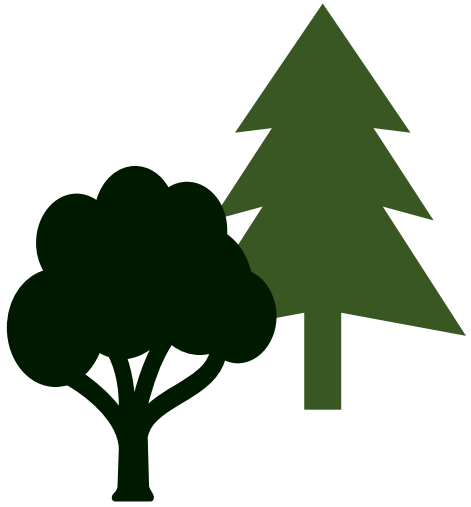


Make your own nature guide (2 of 3)

What to include in the nature guide – The complexity will depend on what grade level, subject area, and curriculum outcomes are being supported by the activity

Some suggestions for things to include in the nature guide:

- The name of the tree in the languages of your choosing, along with the pronunciation guides for the words in original languages (see sample).
- Pictures of the tree and leaves with labels for pictures
  - Students could draw pictures, find pictures online to print, go outside and take photos to print, or template could be distributed digitally and students could create a digital nature guide
  - Students may also opt to include pictures of the tree's bark and seeds
- A summary of research you have done about each tree. This can also include information about how the tree has been used by Indigenous peoples and its significance to Indigenous cultures (see sample).



Make your own nature guide (3 of 3)

Sample:

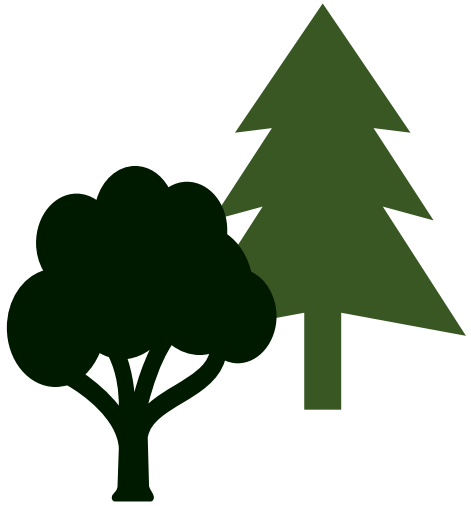
leaf

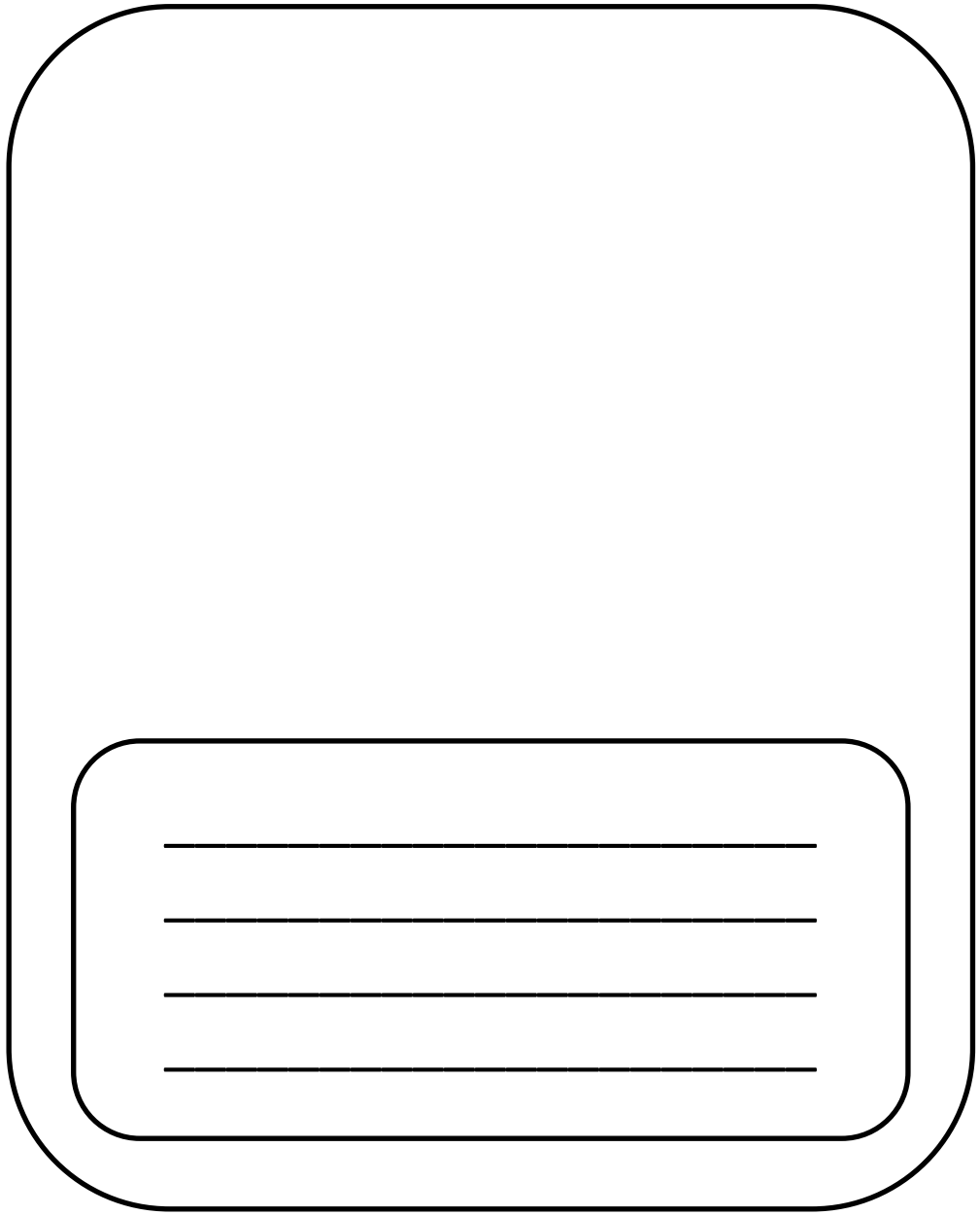
tree

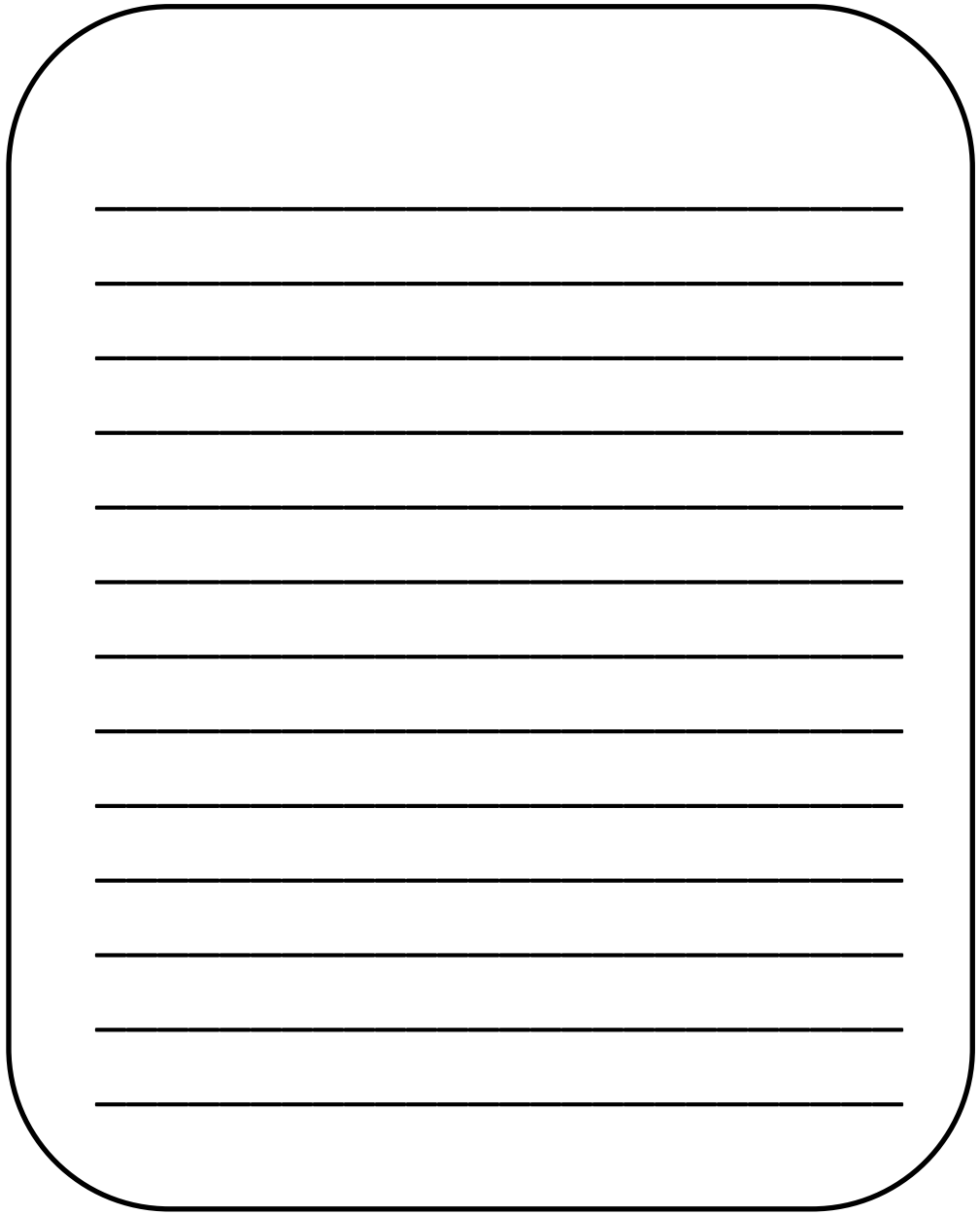
cedar un cèdre
kakskuhs GAK-SKOOS (W)
qasgusi HGAS-KU-SI (M)

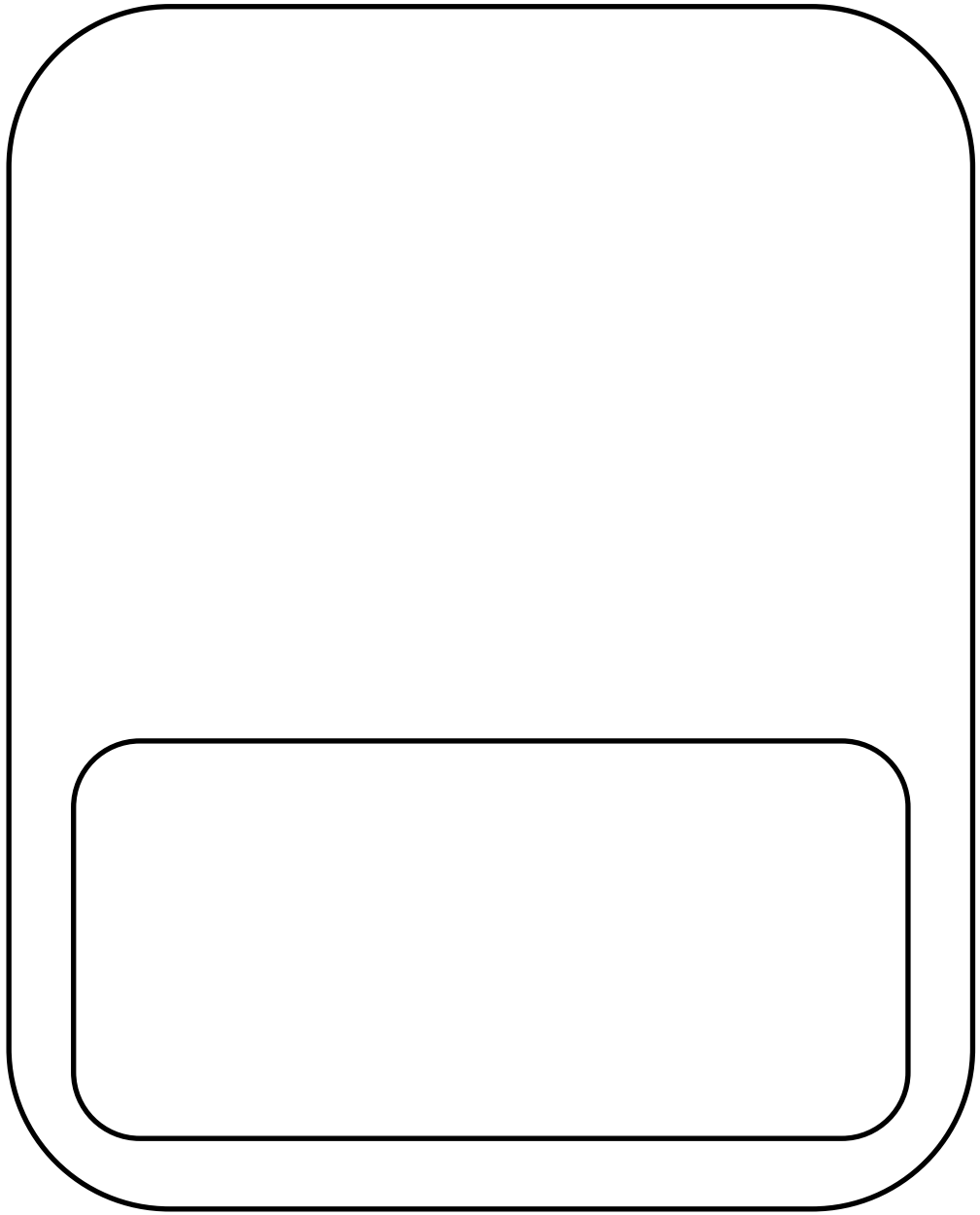
Cedar trees are coniferous. This means they are evergreens and keep their needles year-round. Coniferous trees have deeper roots so they can withstand stronger winds.

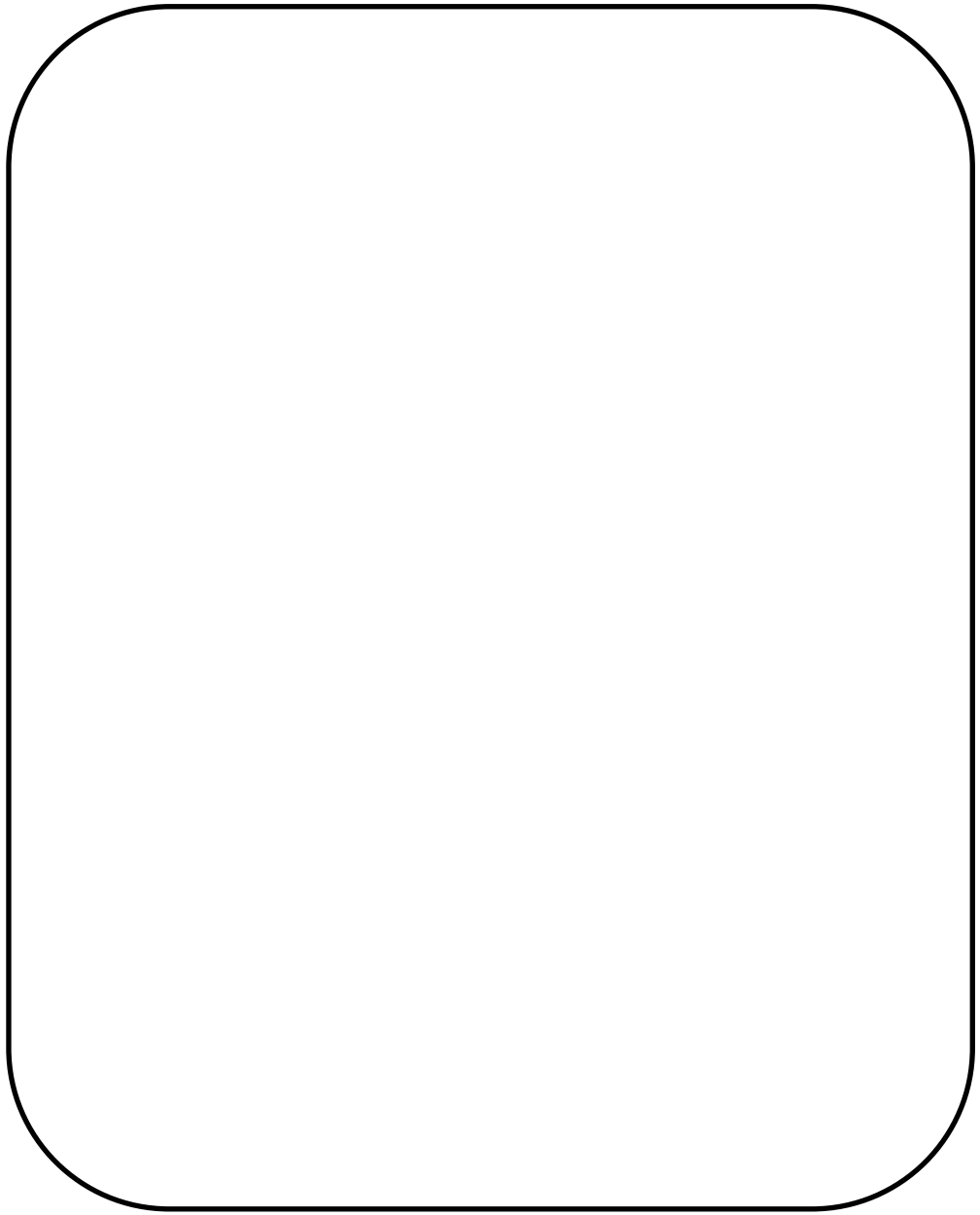
Cedar is considered an important medicine among many Indigenous peoples and is used make smoke for smudging ceremonies. It has cleansing properties and used for purification purposes. The leaves can be used to make tea, providing a source of vitamin C in the winter. The bark has practical uses (thread, baskets) and medicinal uses (wound dressing) as it has anti-inflammatory properties.







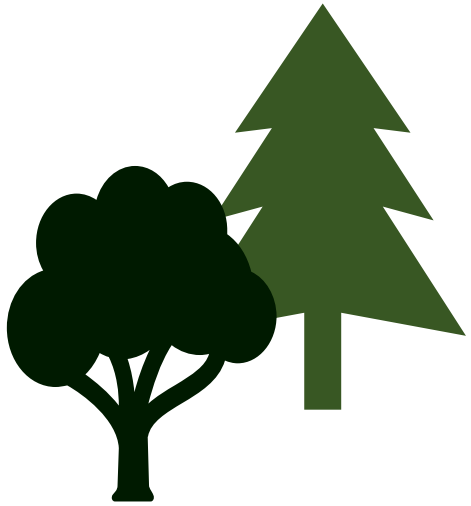




Tree bingo

- Materials:
  - Blank bingo card, picture cards, vocabulary list, counters or game pieces (8 per student)

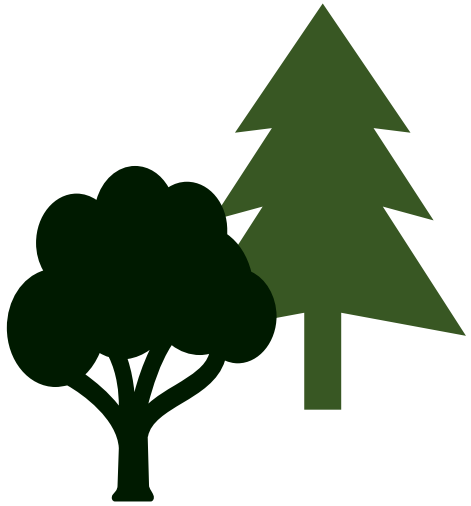
- Directions:
  - Display vocabulary list and distribute blank bingo cards, then students will write the name of a tree in each square of the bingo grid (this may or may not include use of a free space). Have them write the tree names in the language of instruction (e.g. English or French).
  - Using the picture cards, display a tree and leaf. You can also say the name of the tree in the original language(s) students have been learning about. If students have this tree on their bingo grid, they will cover the space with a counter.
  - The first player to fill one horizontal line will call “bingo” aloud and win the game.



Tree scavenger hunt

- Materials:
  - Vocabulary
  - Choose a scavenger hunt that better meets the needs of your students:
    - Tree scavenger hunt – English or French Immersion
    - Tree scavenger hunt and sketch – English or French Immersion

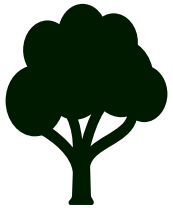
- Directions:
  - Review vocabulary with students in the languages of your choosing (e.g. language of instruction and the original language of the territory that your school is in), and review expected norms and behaviours for outdoor learning before going outside.
  - Distribute the scavenger hunt and pencils to each student/pair of students
  - Take students outside to find as many trees as they can
  - Follow up with a discussion about what trees students were able to find, their physical features, if they are coniferous or deciduous, etc.



Tree Scavenger Hunt

Find trees and practice saying their names in the original language(s) of this territory

Name:_____



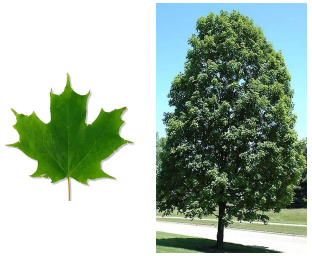
tree/ un arbre/ obos (W)/ miti's (M)

white birch/ un bouleau blanc/ masqemus (W)/ masgwi (M)

yellow birch/ un bouleau jaune/ cossakonikp (W)/ mnnoqon (M)

elm tree/ un orme/ cossakonikp (W)/ wigpi (M)

apple tree/ un pommier/ cikoniyahqemus (W)/ wenju'su'naqsi (M)



maple tree/ un érable/ sonaw (W)/ snawei (M)

ash tree/ un frêne / wikp (W)/ wisqoq (M)

oak tree/ un chêne / asahqatoq (W)/ mimgwaqanimusi (M)

beech tree/ un hêtre/ mihihqimus (W)/ suomusi (M)

cedar/ un cèdre / kakskuhs (W)/ qasgusi (M)

Balsam fir/ un sapin/ stahqon (W)/ stoqon (M)

pine tree/ un pin/ kuwes (W)/ guow (M)

spruce tree/ un épicea/ kawatoq (W)/ gawatgw (M)

Tree Scavenger Hunt

Find trees, draw them in the space provided and practice saying their names in the original language(s) of this territory

Name:_____

tree/ un arbre/ obos (W)/ miti's (M)

white birch/ un bouleau blanc/ masqemus (W)/ masgwi (M)

yellow birch/ un bouleau jaune/ cossakonikp (W)/ mnnoqon (M)

elm tree/ un orme/ cossakonikp (W)/ wigpi (M)

apple tree/ un pommier/ cikoniyahqemus (W)/ wenju'su'naqsi (M)

maple tree/ un érable/ sonaw (W)/ snawei (M)

ash tree/ un frêne / wikp (W)/ wisqoq (M)

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cedar/ un cèdre / kakskuhs (W)/ qasgusi (M)

Balsam fir/ un sapin/ stahqon (W)/ stoqon (M)

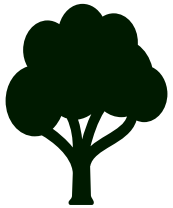
pine tree/ un pin/ kuwes (W)/ guow (M)

spruce tree/ un épicea/ kawatoq (W)/ gawatgw (M)

Chasse au trésor des arbres

Trouvez des arbres et pratiquez-vous à dire leurs noms dans les premières langues de ce territoire

Nom:_____



un arbre/ tree/ obos (W)/ miti's (M)

un bouleau blanc/ white birch/ masqemus (W)/ masgwi (M)

un bouleau jaune/ yellow birch cossakonikp (W)/ mnnoqon (M)

un orme/ elm tree/ cossakonikp (W)/ wigpi (M)

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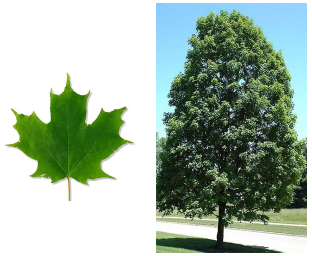

un érable/ maple tree/ sonaw (W)/ snawei (M)

un frêne / ash tree/ wikp (W)/ wisqoq (M)

un chêne / oak tree/ asahqatoq (W)/ mimgwaqanimusi (M)

un hêtre/ beech tree/ mihihqimus (W)/ suomusi (M)

un cèdre / cedar tree/ kakskuhs (W)/ qasgusi (M)

un sapin/ balsam fir/ stahqon (W)/ stoqon (M)

un pin/ pine tree/ kuwes (W)/ guow (M)

un épicea/ spruce tree/ kawatoq (W)/ gawatgw (M)

Chasse au trésor des arbres

Trouvez des arbres, dessiner des images des arbres, et pratiquez-vous à dire leurs noms dans les premières langues de ce territoire

un arbre/ tree/ obos (W)/ miti's (M)

un bouleau blanc/ white birch/ masqemus (W)/ masgwi (M)

un bouleau jaune/ yellow birch cossakonikp (W)/ mnnoqon (M)

un orme/ elm tree/ cossakonikp (W)/ wigpi (M)

un pommier/ apple tree/ cikoniyahqemus (W)/ wenju'su'naqsi (M)

un érable/ maple tree/ sonaw (W)/ snawei (M)

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un cèdre / cedar tree/ kakskuhs (W)/ qasgusi (M)

un sapin/ balsam fir/ stahqon (W)/ stoqon (M)

un pin/ pine tree/ kuwes (W)/ guow (M)

un épicea/ spruce tree/ kawatoq (W)/ gawatgw (M)

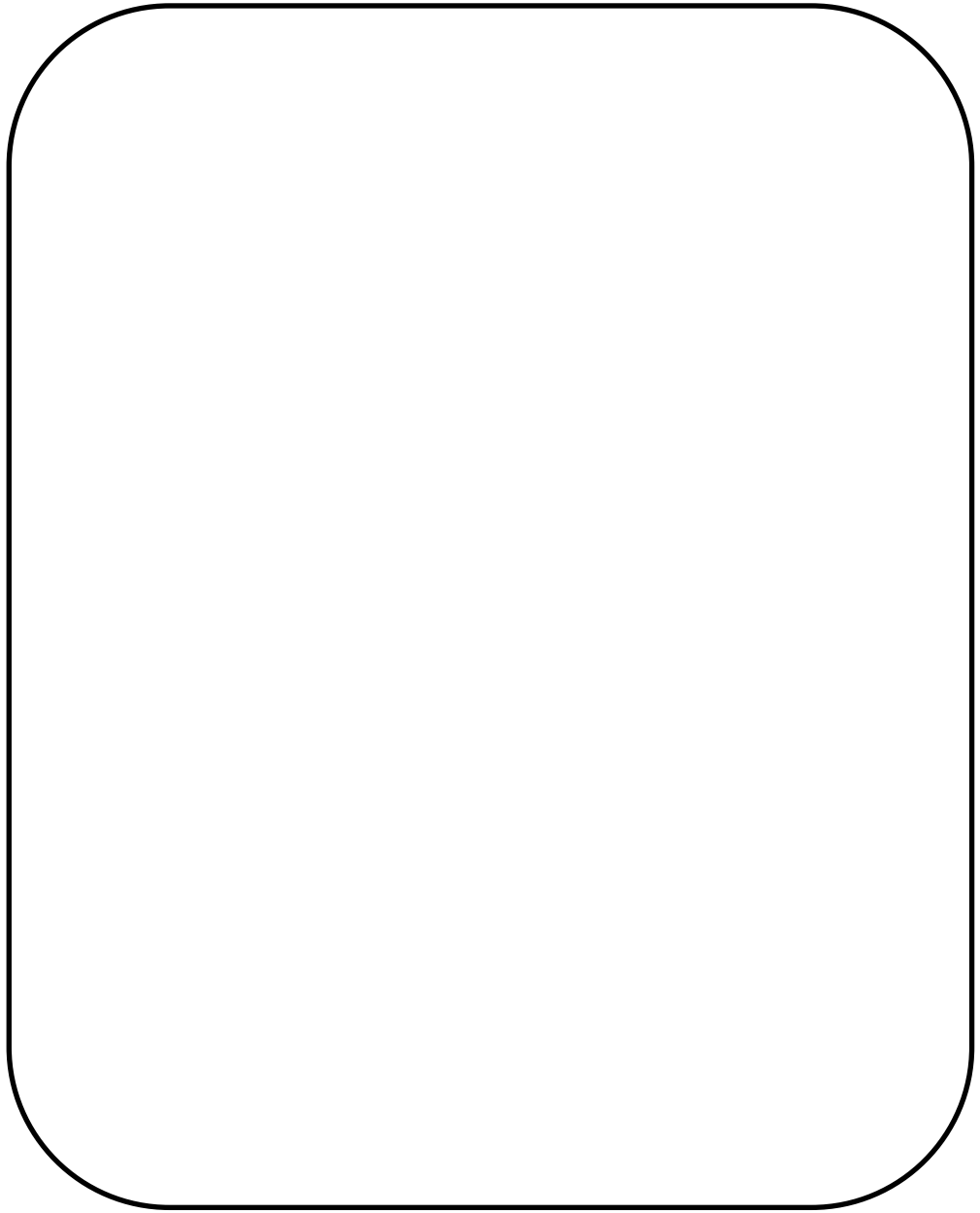
Nom:_____

Nature journaling

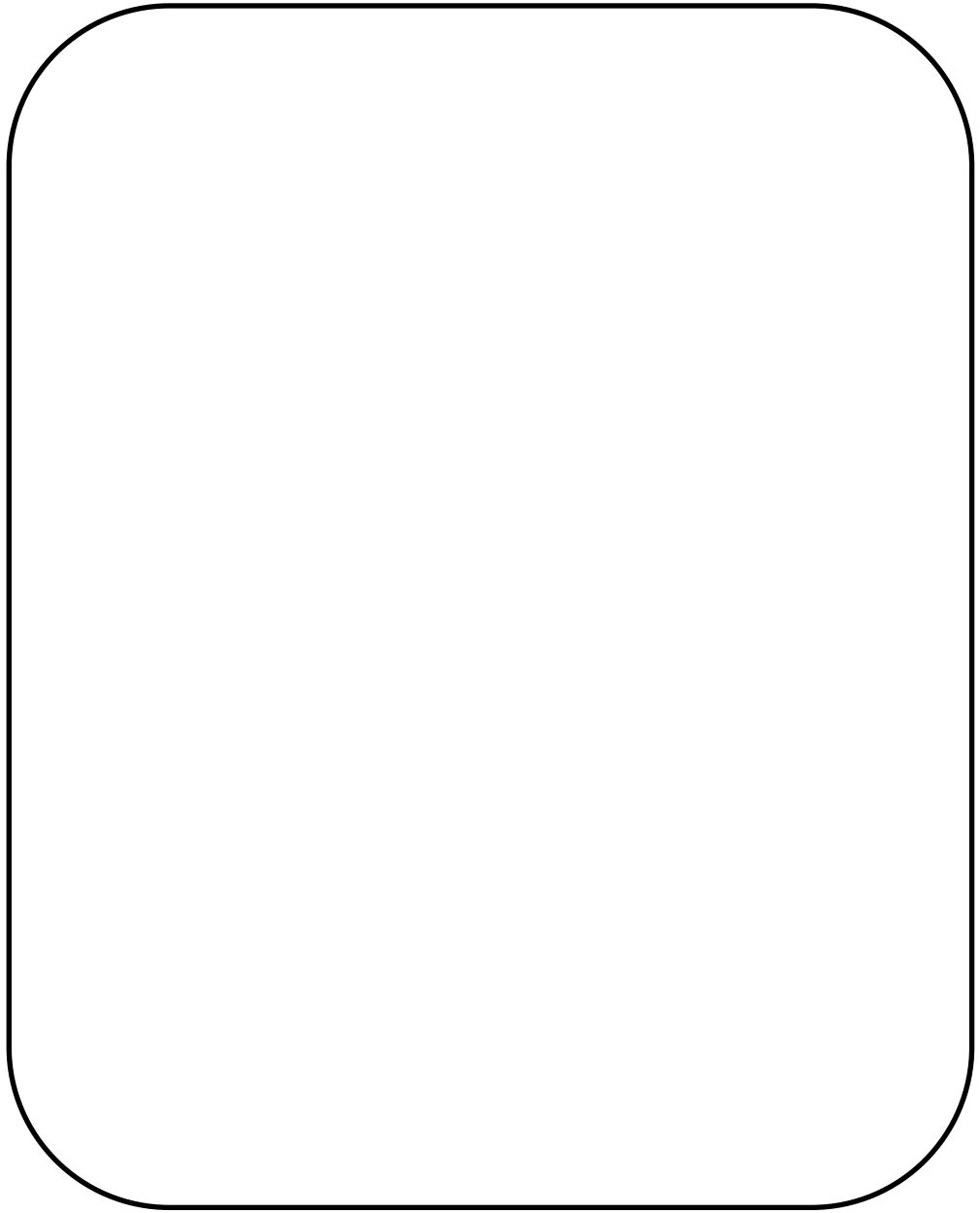
- Materials:
  - Vocabulary and/or Tree scavenger hunt/Chasse au trésor des arbres
  - Blank sheet of paper or nature journal
  - Pencils, erasers, and colouring tools

- Directions:
  - Review vocabulary with students in the languages of your choosing (e.g. language of instruction and the original language of the territory that your school is in), and review expected norms and behaviours for outdoor learning before going outside
  - Distribute paper or journals and make sure students have pencils, erasers, and colouring tools
  - Have students find and identify trees, paying close attention to their physical features, colours, and textures
  - Students will draw the trees, including detailed drawings of leaves, bark, and seeds if visible (e.g. maple keys). Model expectations for drawings and labels. Include labels in at least two languages
  - A few things students may include in their nature journal: describing words, facts about trees, a written recount of the time spent outside, poetry, possible uses of trees, see more

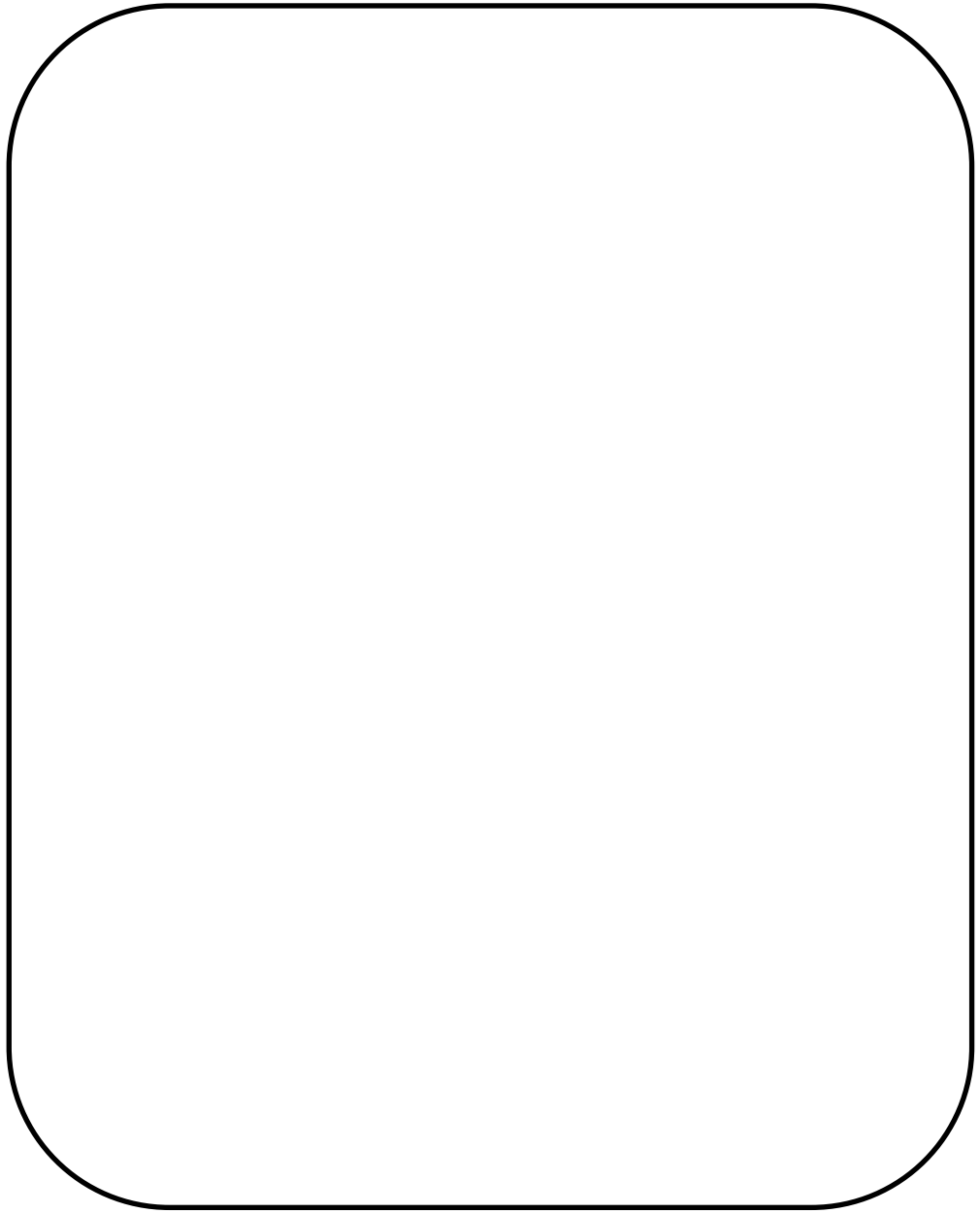
Blank templates
(to add additional vocabulary)



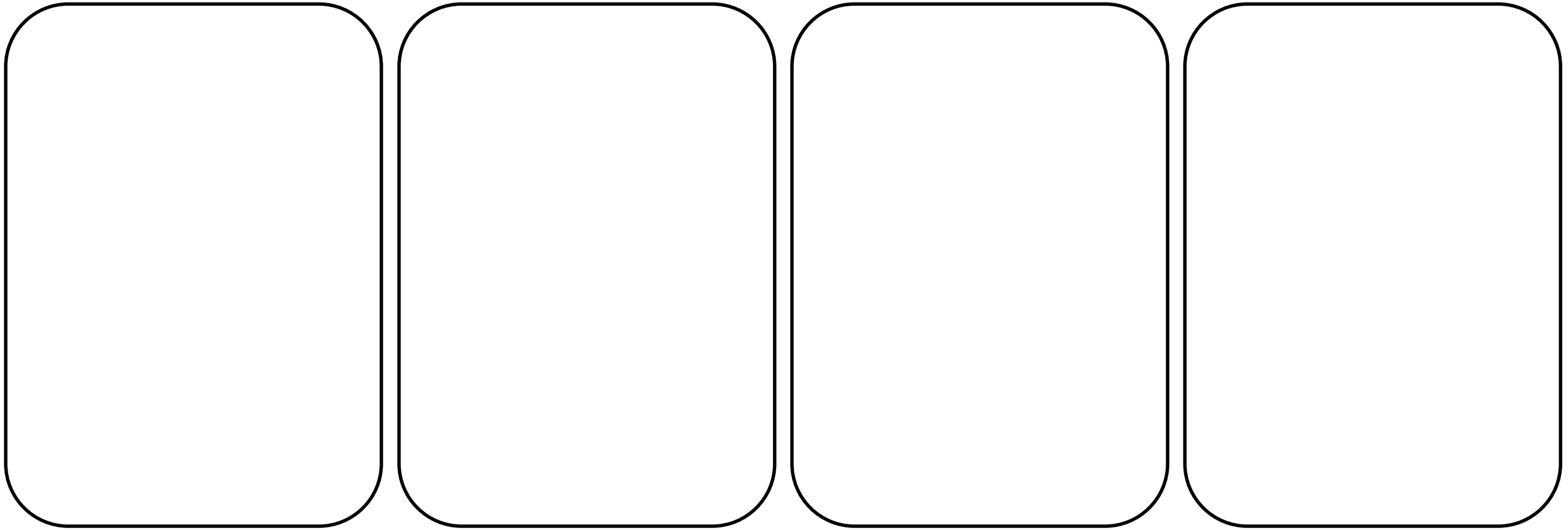
Template for slides to introduce vocabulary (4 languages)



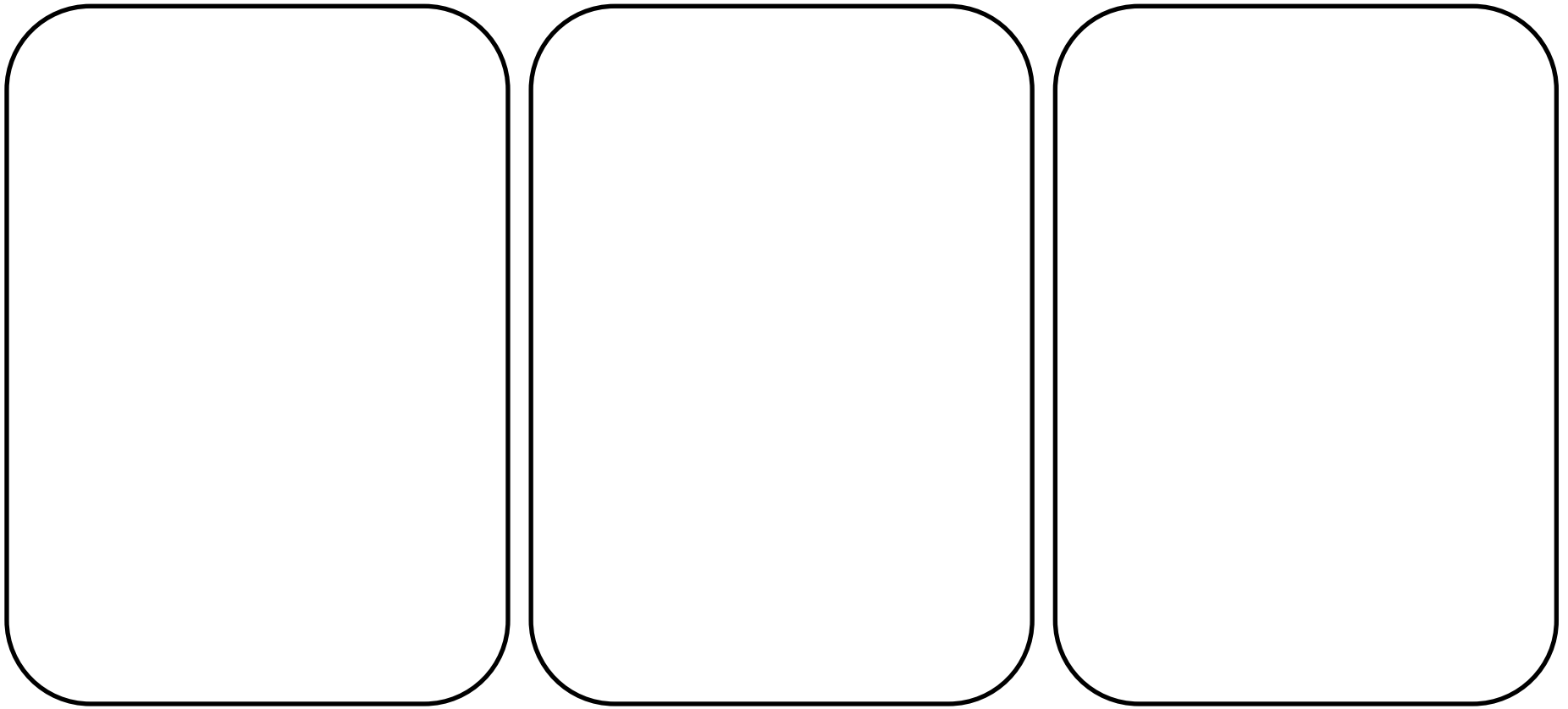
Template for slides to introduce vocabulary (3 languages)



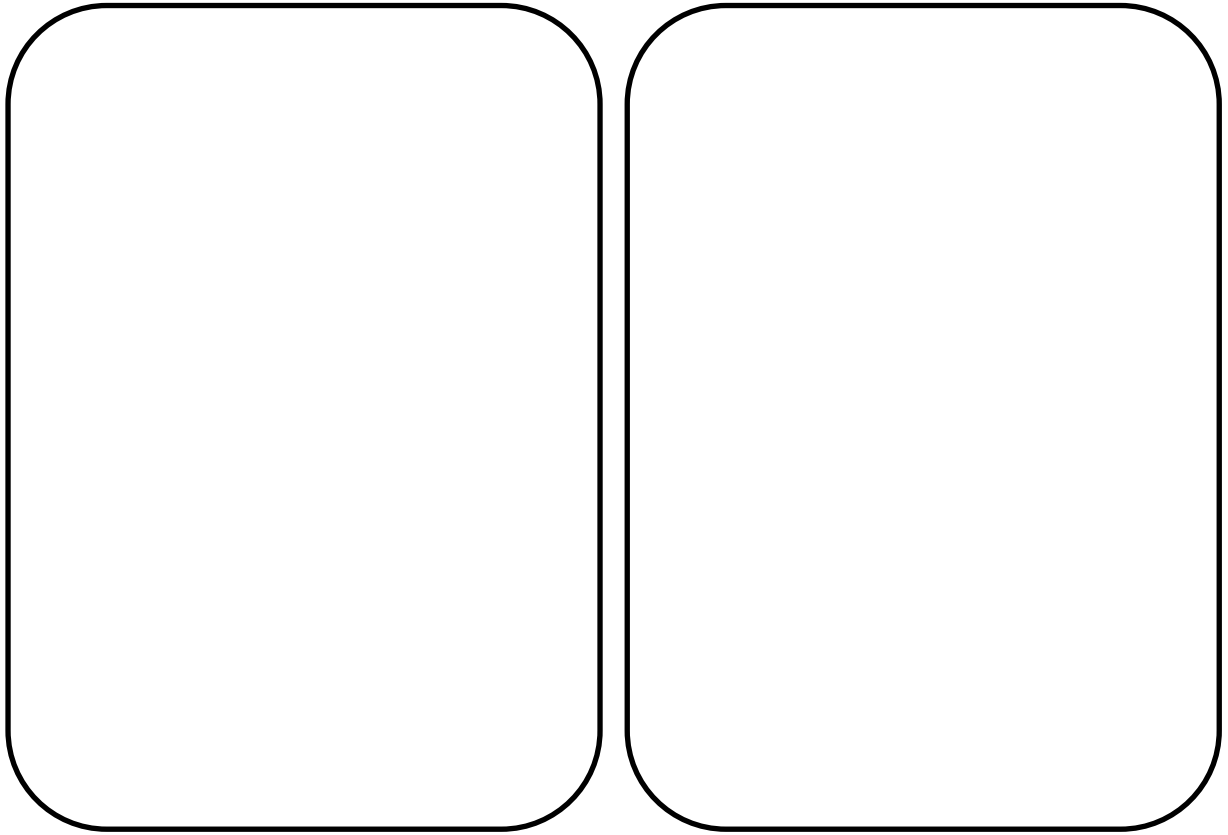
Template for slides to introduce vocabulary (2 languages)



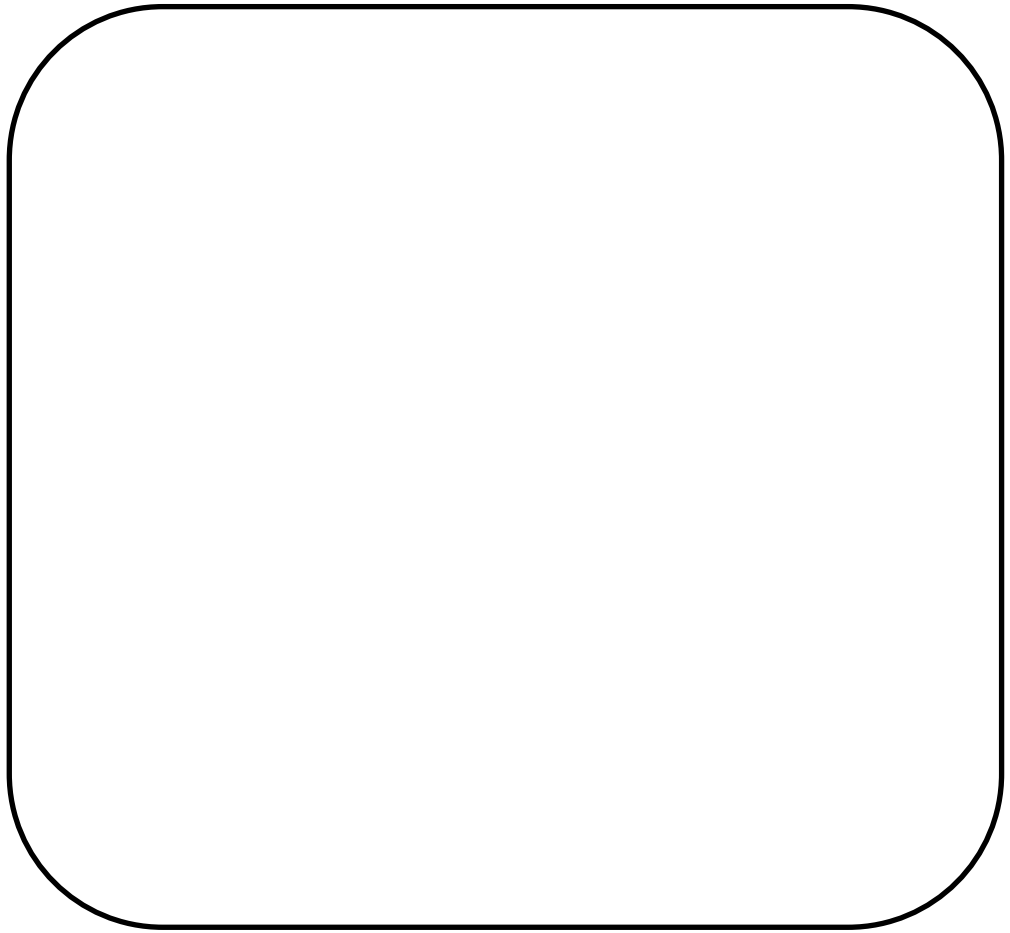
Template to make vocabulary cards (4 languages)



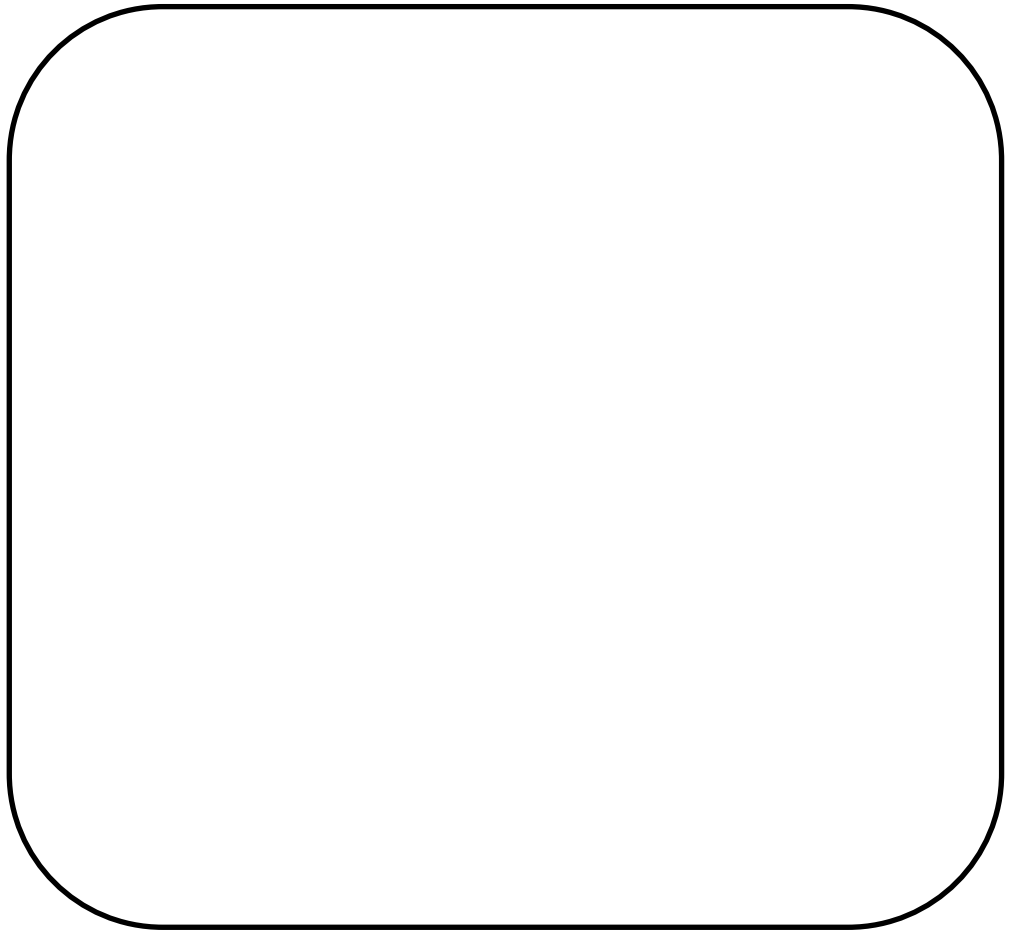
Template to make vocabulary cards (3 languages)



Template to make vocabulary cards (2 languages)



Template to make vocabulary cards (4 languages)



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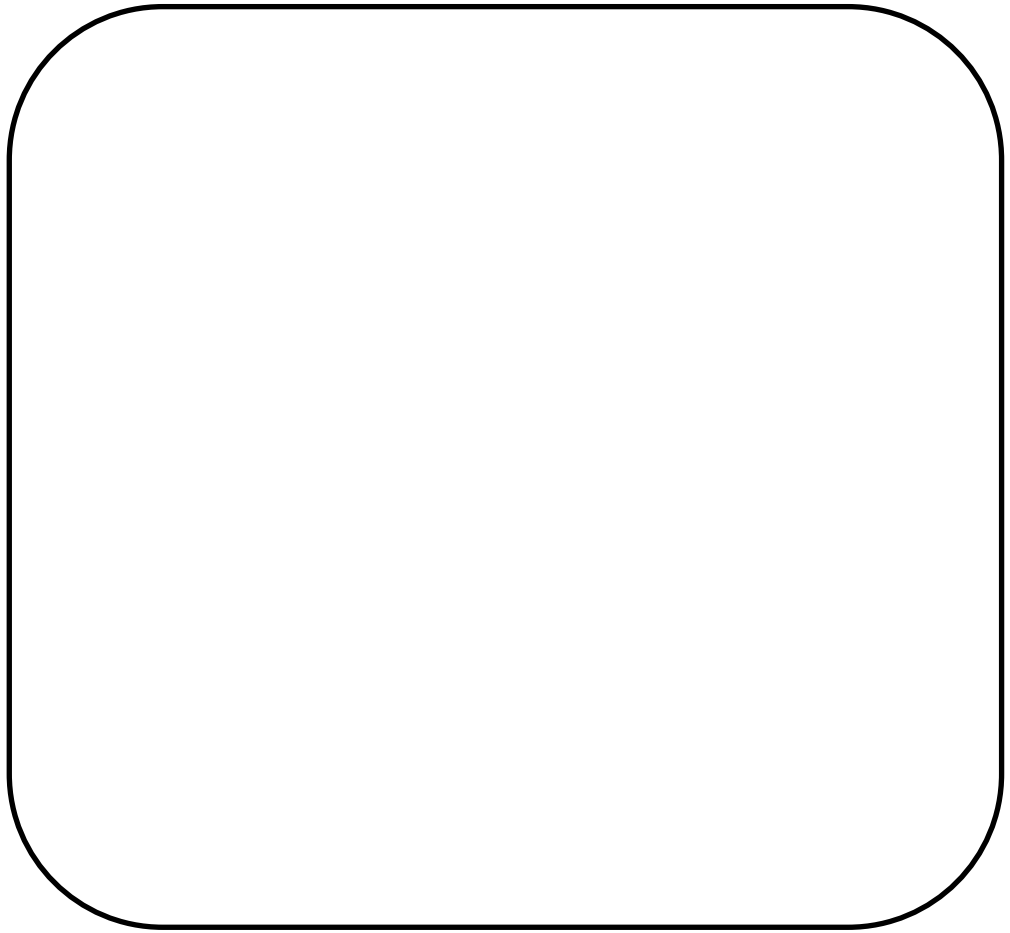
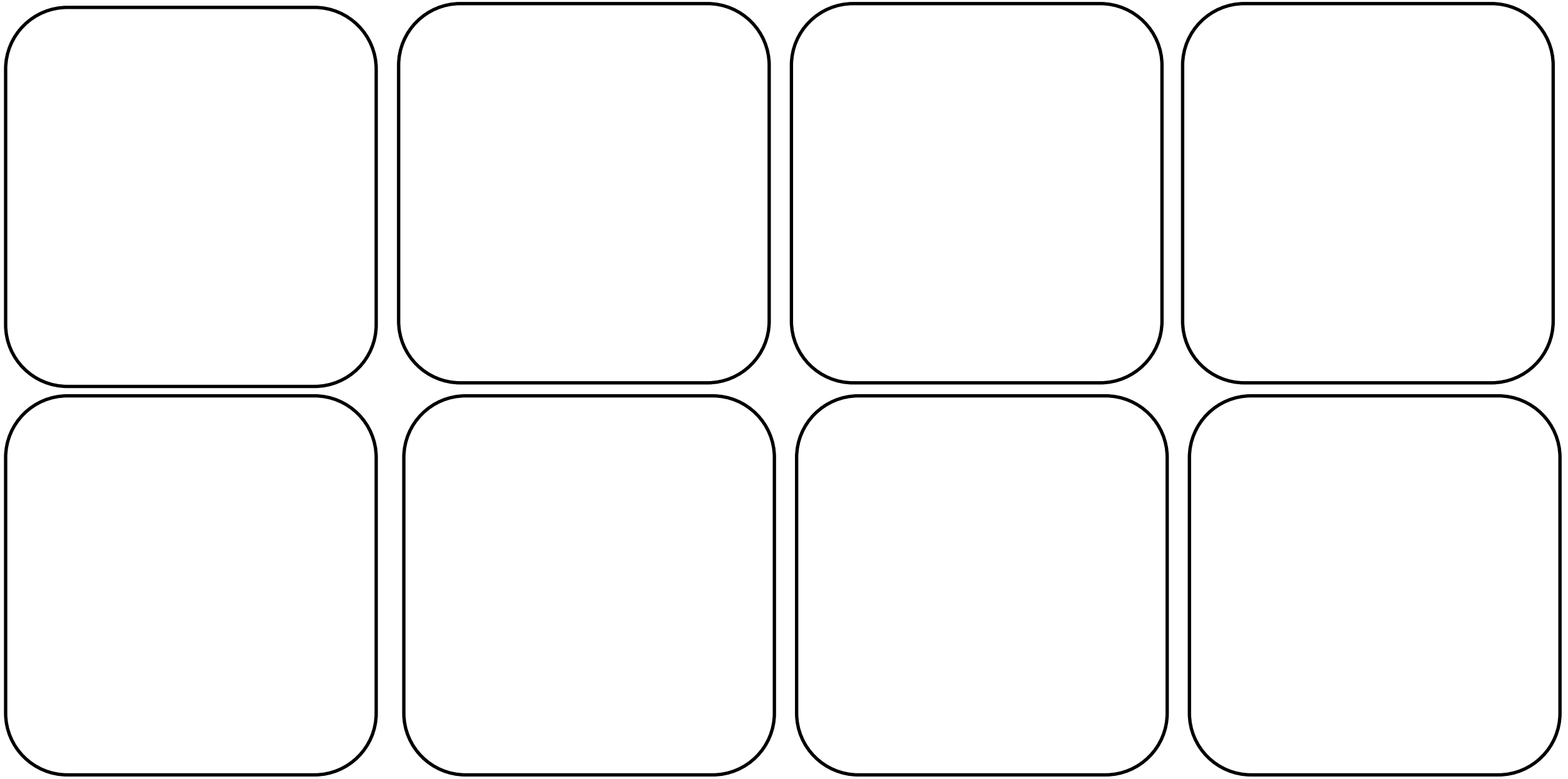
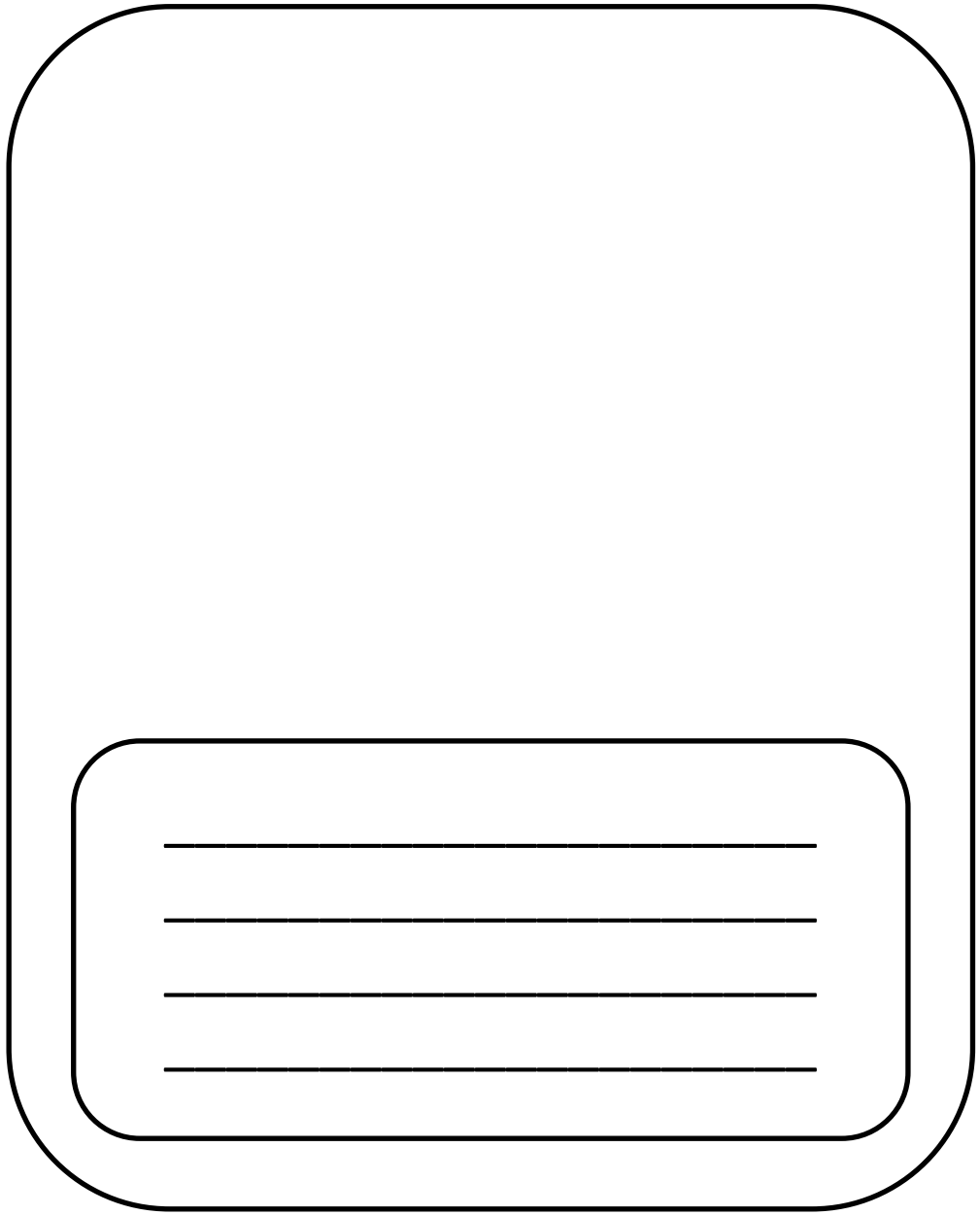


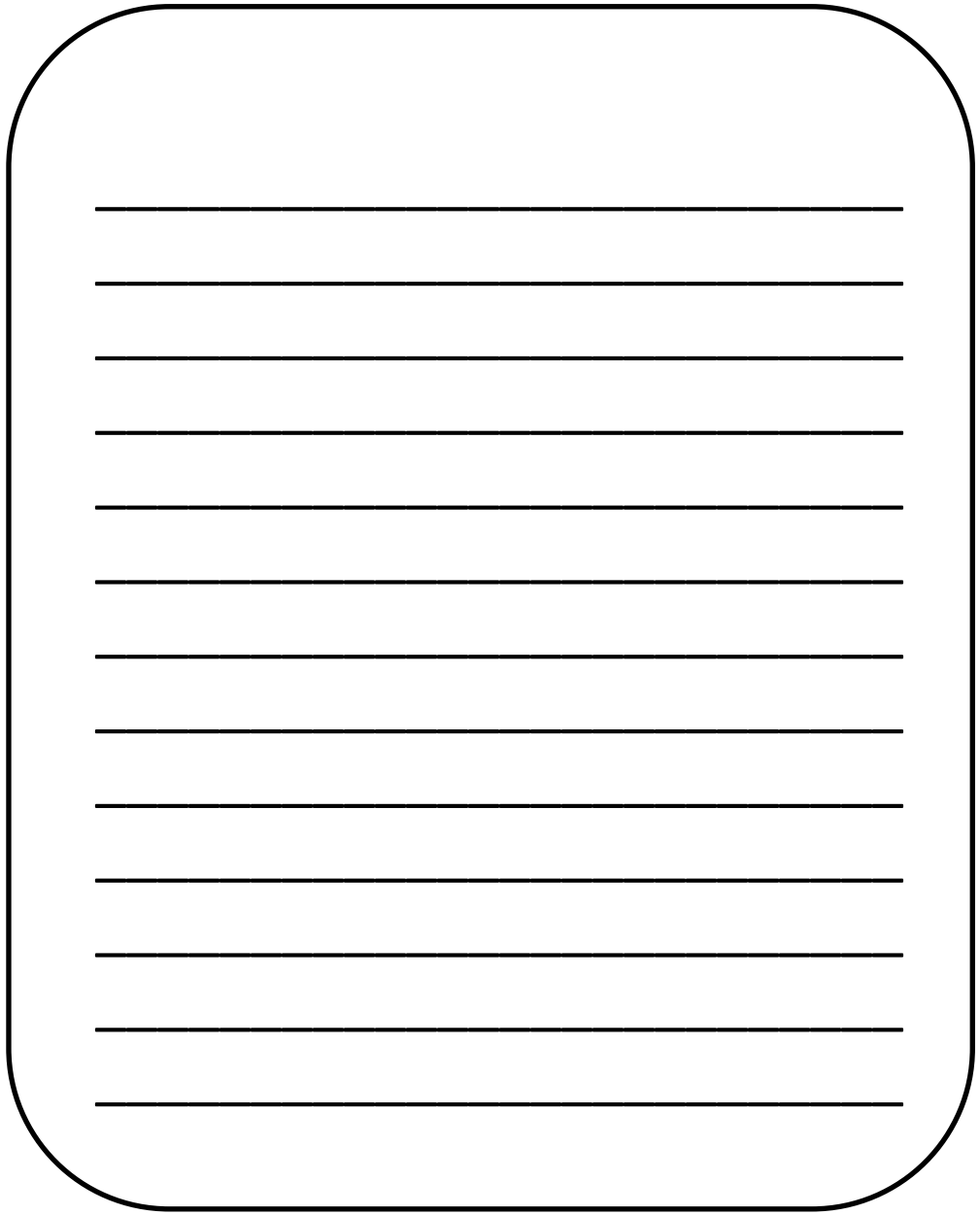
Template to make vocabulary cards (2 languages)



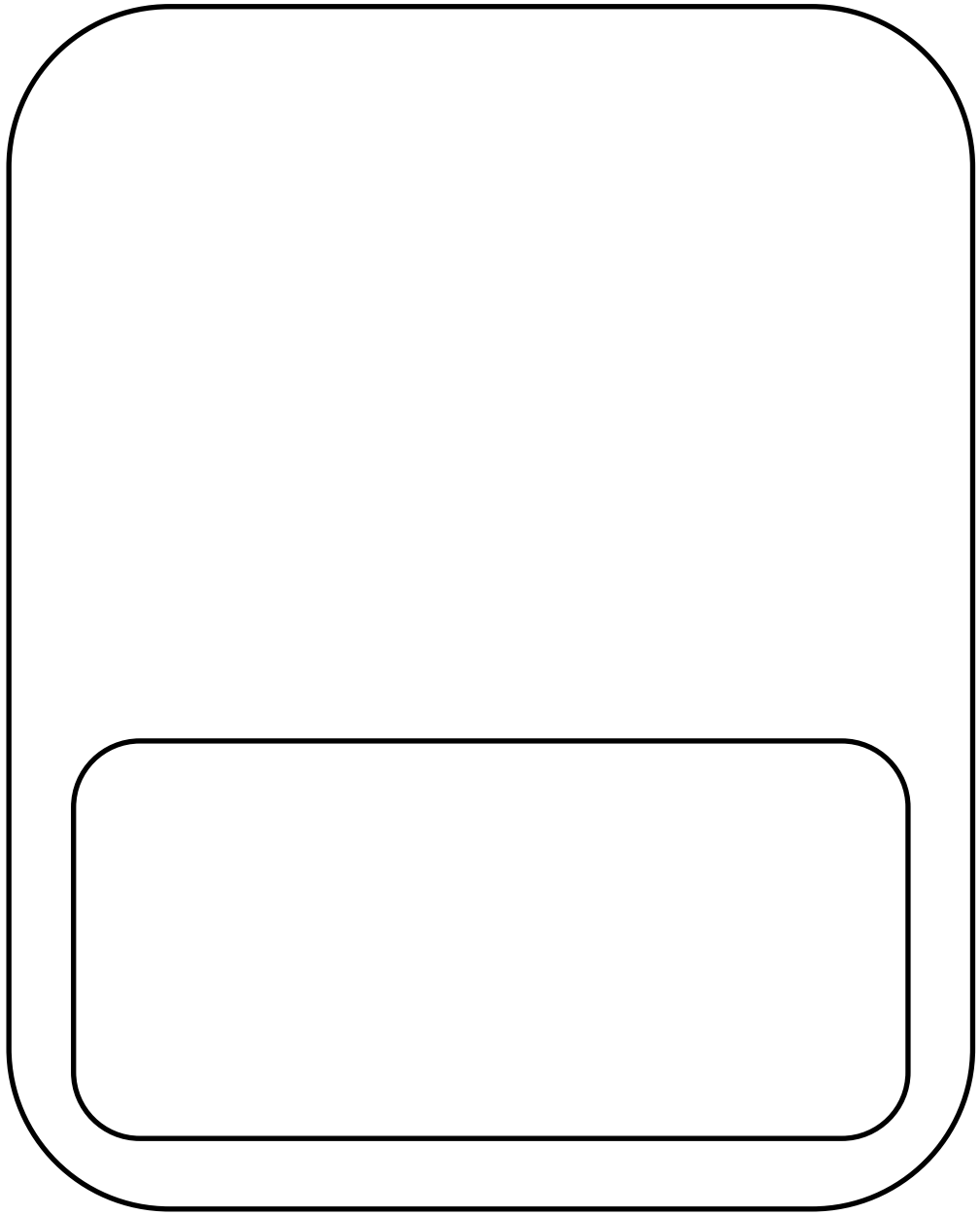
Sorting activity cards/ blank bingo cards

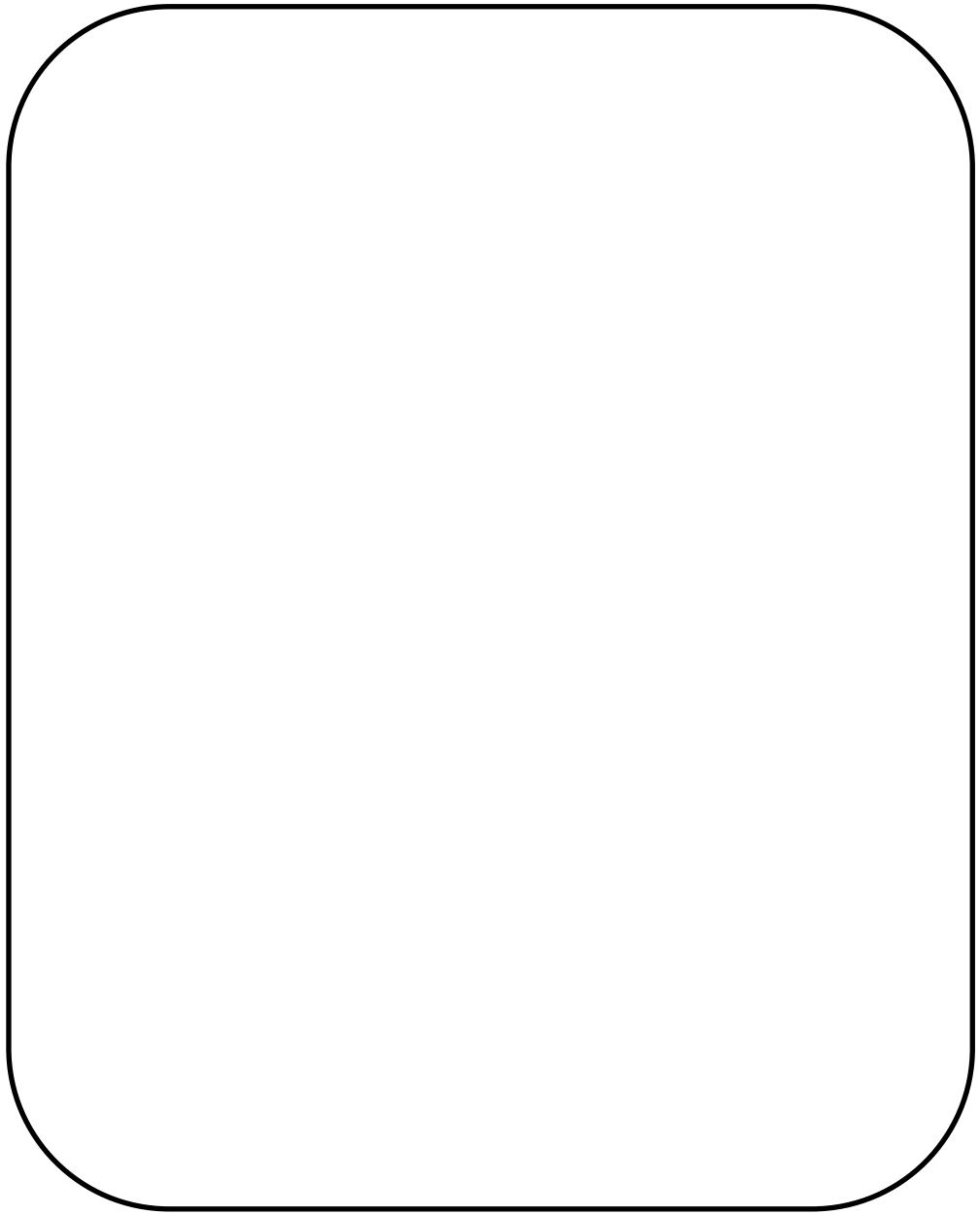
Scavenger hunt template



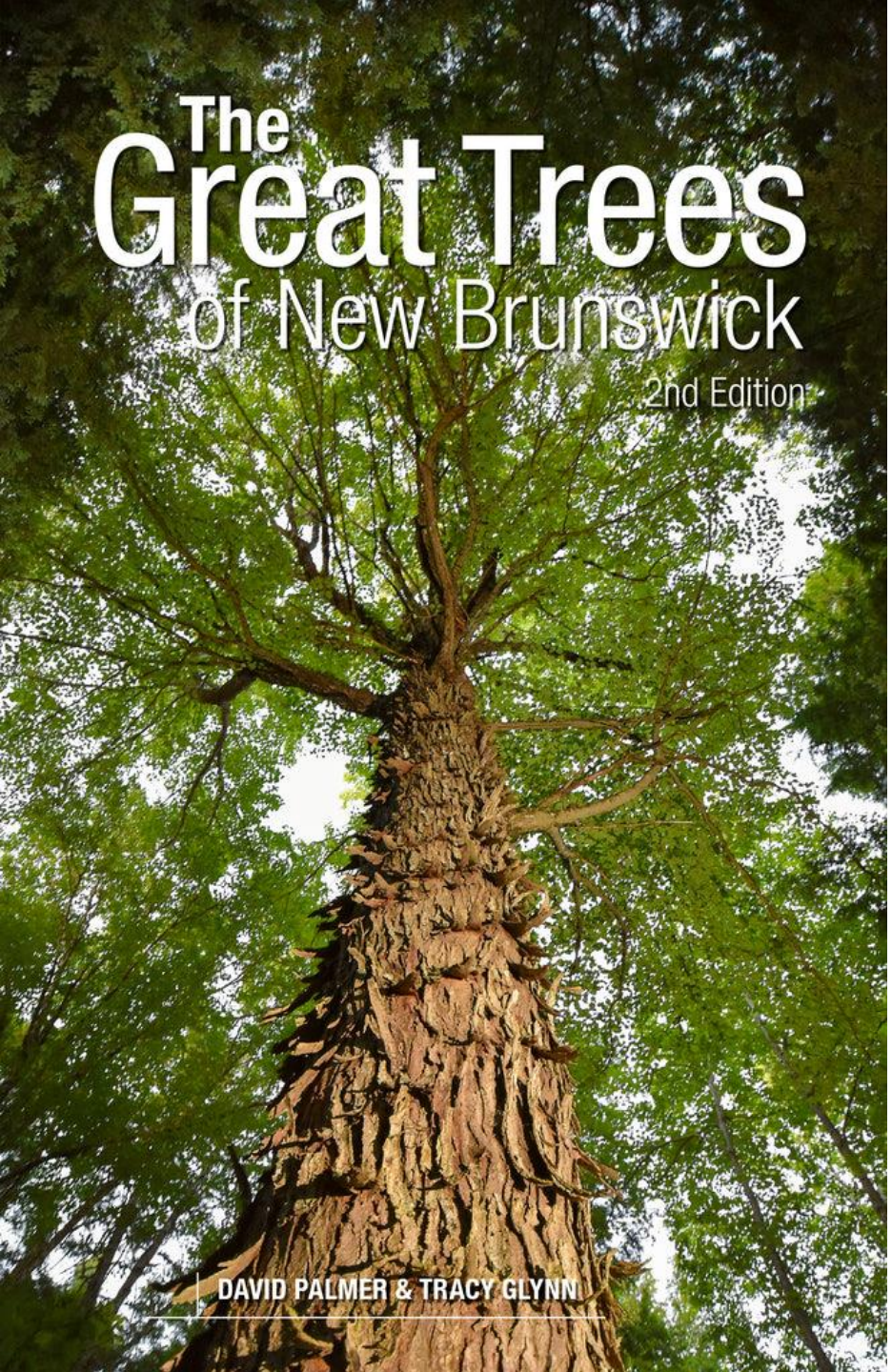


Blank template for make your own nature guide





Blank template for make your own nature guide



Sources

Consultations:

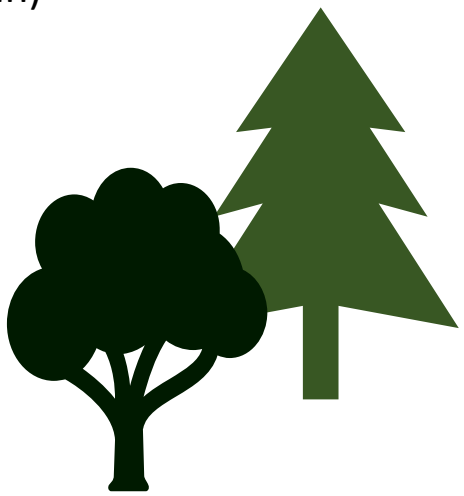
- Elder Constance Sewell (Mi'kmaq)
- Elder Charlie Nicholas (Wolastoqewiyik)
- Delbert Moulton (Wolastoqewiyik)

Book:

- *The Great Trees of New Brunswick (2nd Edition)* by David Palmer & Tracy Glynn (Contributions by Elder Cecilia Brooks (Wolastoqewiyik/Mi'kmaq/Mohawk/Korean)

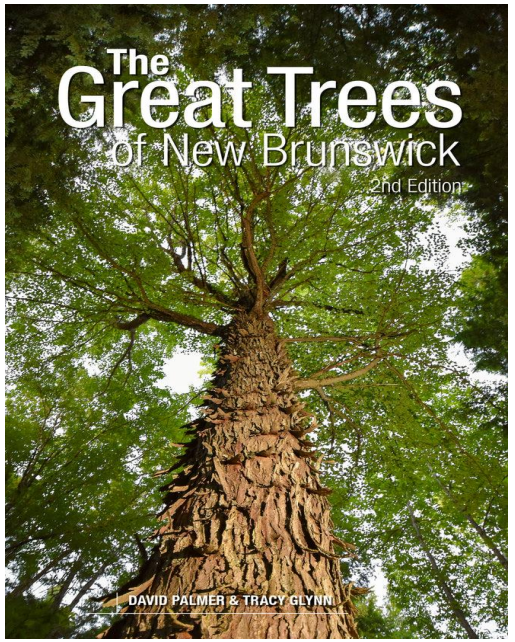
Websites:

- Wolastoqey Latuwewakon (Wolastoqey language)
- Passamaquoddy-Maliseet language portal
- Mi'kmaq online dictionary
- *How to start a nature journal* – BBC



Elder Cecelia Brooks

- Elder Cecelia Brooks (of Wolastoqey, Mi'kmaq, Mohawk and Korean ancestry) lives in Sitansisk (St. Mary's First Nation)
- She specializes in traditional plant knowledge
- As Director of Research and Indigenous Knowledge at Mi'gmawe'l Tplu'taqnn, she provided guidance and information about the Indigenous uses of trees shared in *The Great Trees of New Brunswick – 2nd Edition*



Thank you!
Merci!
Woliwon! WOH-LEE-WEN
Wela’lin! WAY-LA-LIN

Interested in learning more? The ASD-S First Nations Education Team would love to collaborate with you!

Request for Support