


on the
Path
of the
Elders



☼ Teacher's Guide ☼
Grade 10

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CHAPTER 1

Education – Canoeing Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will develop a greater understanding of the importance of respect and trust to the Anishinaabe and Mushkegowuk people

MATERIALS:

- 1) Student Resource Sheets: SRS4, SRS5
- 2) On The Path of the Elders: Essay, Chapter 2 (copies or online)
- 3) On The Path of the Elders: Video Translations:
- 4) “The 1905 Treaty”; “Economy”; “Teachings” (copies or online)

ACTIVITY:

Provide students with copies of Chapter 2 of the Essay, as well as the section entitled “Video Translations” that is found as a link on the “Videos” page, or give them time to read the contents online. Inform students that they will be compiling information to use to discuss the concepts of respect and trust as they apply to our world today, in comparison to their traditional importance to the Anishinaabe and Mushkegowuk people. Suggest to students that they make notes about the content of Chapter 2, as well as the three specific sections of the Video Translations, which will be useful during in-class discussions. You may wish to provide students with copies of Student Resource Sheet 4 (SRS4) to guide their note-taking.

Engage the class in a discussion about the traditional concepts of respect and trust so vital to the Anishinaabe and Mushkegowuk people. Challenge the students to consider the importance of respect and trust to the traditional way of relating to the land, the animals, the spirits and other humans, including in their trade relations. Have students refer back to their notes on Chapter 2 and the Video Translations for references to all aspects of the discussion. Encourage them to add to their notes on SRS4 additional comments made by their classmates.

Part 2: Reflection

Encourage students, either individually or in small groups, to consider examples of respect and trust in our times. Have them note on SRS5 examples of ways in which we trust others, and examples of situations where we may no longer trust to the same degree that our elders and ancestors did. Discuss the results of student brainstorming as a class. Ask students to project how they perceive differing cultural values placed upon respect and trust might have influenced the outcome in 1905 of the Treaty No. 9 negotiations between the Anishinaabe and Mushkegowuk people and the federal government.



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will experience a loss of trust and respect in a simulation activity.

MATERIALS:

- 1) Student Resource Sheet SRS C-5

ACTIVITY:

Inform students that they will be engaging in a simulation activity, in which they will not know whether or not to trust the information given to them by people who approach them. Divide the class into two groups and give each student a copy of SRS C-5. Tell students that they will be playing the game twice. Each time, one group will represent the cultural values of the Anishinaabe and Mushkegowuk people, which include trust and respect for others. The other group will represent the values of the federal commissioners involved in the 1905 treaty. These values will include the importance of having others believe you based purely upon what you tell them.

As a small historical diversion, inform students that some of the federal commissioners can be trusted to keep their word, and others cannot. Have students work individually or with a partner to create a list of five statements that would involve offering benefits to another person. Examples could include offering to drive someone at a certain time; offering to lend money to someone; offering to do their homework for them, etc. Have students write their list on SRS C-5. When they have completed their lists, ask students to randomly place a “check” or an “X” beside each statement, to indicate whether an offer is sincere or insincere. They may choose any combination of “checks” and “X’s”, including all of one or the other.

When you have assigned which group will represent each party, challenge the students to engage in conversations with members of the opposite group. The object is to try to discover which students can be trusted, and which students will break their word. During each short conversation (maximum 1 minute), students who represent the Anishinaabe and Mushkegowuk try to ascertain whether they can believe the offers being put forward by their federal counterparts. They may ask questions, try to gauge credibility through body language, etc. After each brief conversation, have students representing the perspective of the Anishinaabe and Mushkegowuk in 1905 take a moment to note the offer on SRS C-5 and place a “check” or an “X” indicating whether or not they believe the offer is credible. All students then move on to another negotiation.

After students have experienced several rounds of role-playing both perspectives, discuss the results as a class. Have students compare results as to whether an offer was valid, or whether a particular student was deceiving others.

Part 2: Reflection

Ask students to share their feelings about discovering that they had been betrayed, or that they could trust an offer of benefit to them. Have them explore how it generally affected their involvement and behaviour, knowing that some of the others involved might deceive them. How did the experiences affect their respect for the people with whom they interacted? How do they think the process of the signing of Treaty No. 9 might have been affected, with the Anishinaabe and Mushkegowuk people not operating with the same filter of suspicion? How would the people have felt in subsequent years?



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will express their understanding of the cultural importance of respect and trust.

MATERIALS:

- 1) Student Resource Sheets: SRS4, SRS C-6
- 2) Large sheets of poster paper
- 3) Art/drawing supplies

ACTIVITY:

Ask students to refer to SRS4, on which they have recorded their notes concerning the traditional concepts of respect and trust so vital to the Anishinaabe and Mushkegowuk people. Let them know that they now will have the opportunity to express the essence of their notes as a poster. For students who would like to plan their posters before beginning to create, provide them with SRS C-6 as a place to consolidate their understandings and feelings about the importance of trust and respect. As a follow-up to the discussion in Activity 1, encourage students to consider the past, the present and the future when designing their posters.

Part 2: Reflection

When the posters are completed, display them in the classroom or in a location in the school or community where other community members can appreciate them.



CHAPTER 2

Economy – Resources Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will research a land claims issue, and will relate that issue to that of Treaty No. 9 and the perspectives of the Anishinaabe and Mushkegowuk people.

MATERIALS:

- 1) Student Resource Sheet SRS R-3
- 2) online resources

ACTIVITY:

As a class, engage students in a discussion of the meaning of the term “land claims”. Note their comments on the board or on chart paper for future reference. Remind students that in any treaty negotiations, there are two (or more) perspectives on the intent and the outcome of the process. As a follow-up to the class brainstorming session, challenge students to research the perspectives of the federal government and of the First Nations people with respect to land claims in general.

Have students work with a partner to research and present information on the land claims process. Many websites will provide students with interesting and valuable information; a comprehensive list including links to both First Nations and non-First Nations websites can be found at

www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20009.html

In particular, on this website you may wish to direct students’ attention to a CBC resource, “The Battle for Aboriginal Treaty Rights”, which contains 17 short video and radio clips on the topic (http://archives.cbc.ca/politics/federal_politics/topics/1238/)

In addition, the CBC website contains teacher suggestions for whole-class follow-up activities to further develop student understanding of the issues involved in the land claims process.

Another link on the Aboriginal Canada portal page takes students to the First Nations Land Advisory Board, which presents a video on self-governance that students may find of interest. Remind students that whichever resource they choose, they will encounter the bias of the group or organisation that manages the web resource. Have students note on SRS R-3 the website they have chosen for their research, the perspective of the organisation with respect to land claims, and the main points covered by the resource.

Part 2: Reflection

Have students and their partners share the results of their online research with the rest of the class. Students may wish to share an informational video clip they found particularly compelling and informative in addition to presenting the results of their research. As a class, discuss the similarities and the differences between the various perspectives students encountered as they did their investigating. With their knowledge of Treaty No. 9, have students compare the issues of land claims and self-governance faced by the Anishinaabe and Mushkegowuk people with the issues faced by other First Nations. In what ways are they similar? How do they differ? What do individual students feel is the most important new perspective that they have gained as a result of their research?



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will represent their understanding and perspectives on the issues of land claims and self-governance in an art project.

MATERIALS:

- 1) Art supplies

ACTIVITY:

As a follow-up to their research and presentations in the previous activity, invite students to express their perspectives on land claims in an art project. Students may choose to design a poster, collage, diorama or other 3-D model, etc. When the projects are completed, display them for others to enjoy. To demonstrate their understanding, you may wish to have students present their completed projects to the class.

Part 2: Reflection

Encourage students to share their feelings and perspectives on the issue of land claims based upon the information they have gained not only by being involved in their own projects, but also in experiencing the projects of their peers.

What do they feel is the future for First Nations people involved in the land claims process?

What historical perspectives on the issues have they gained?



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will dramatise a land claims treaty process, based upon their previous research.

MATERIALS:

- 1) Student Resource Sheet SRS R-4

ACTIVITY:

Have students and their Activity 1 partners develop a brief role-play presentation based upon their research of a particular land claim. Remind students to include all stakeholders in their presentations: this may involve “changing hats” to include all the participants (e.g. federal agents, First Nations people, local non-FN people in the case of modern-day claims, etc.). Suggest that students use SRS R-4 to develop the framework for their dramatisation.

When students have finished their preparations, encourage pairs to present their dramatisations to the class. Challenge students to compare the land claims issue that they researched with the ones being presented. In what ways are they similar? How do they differ?

Part 2: Reflection

As a follow-up to the dramatisations, engage students in a discussion about the issues involved in those particular land claims. For each, what (if resolved) was the outcome? How did it benefit, or harm, the stakeholders in the process? Based on the results, what do students perceive will be the future for the First Nations people involved?

You may wish to videotape the dramatisations for the future enjoyment of the students or other interested individuals.



CHAPTER 3

Security ~ Hunting Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will develop a greater understanding of the choices the Anishinaabe and Mushkegowuk people made when confronted with disease and starvation.

MATERIALS:

- 1) Student Resource Sheets: SRS7, SRS8
- 2) On The Path of the Elders: Essay, Chapter 3 (copies or online)
- 3) Chart paper

ACTIVITY:

Provide students with copies of Chapter 3 of the Essay or with time to read the contents online. Inform students that they will be compiling information to use in a discussion about the choices made by the Anishinaabe and Mushkegowuk people when confronted by disease and starvation. Students also will compare these choices with decisions made under similar circumstances by ethnic and cultural groups in our world today. Suggest to students that they make notes about the content of Chapter 3, which will be useful during in-class discussions. You may wish to provide students with copies of Student Resource Sheet 7 (SRS7) to guide their note-taking.

Divide the class into small groups and have each group research an ethnic or cultural group that is undergoing the devastation of disease and starvation today. Ask students to record their findings on SRS8 in preparation for sharing with the rest of the class. Have students refer to their notes on SRS7 in order to discuss as a class the plight of the Anishinaabe and Mushkegowuk people when faced with the prospect after 1850 of further death by starvation and disease in their communities. Help students compare the decision the elders made to save future generations by entering into treaty negotiations with the federal government with decisions made by other devastated ethnic and cultural groups in the world today. With their notes on SRS8 as a guide, ask students to consider what choices people have in such tenuous circumstances.

Part 2: Reflection

Guide students to an understanding of and a respect for the limited choices available when communities are fragile and life is at stake. On a sheet of chart paper, as a class develop a comparison list under the headings, “Anishinaabe and Mushkegowuk people then” and “Peoples in crisis now”. Assist students to create a comparative study in order to understand more fully the climate of uncertainty and desperation facing a culture in crisis, such as the Anishinaabe and Mushkegowuk after 1850.



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will develop a deeper understanding of the sacrifices each generation makes to ensure the safety and success of future generations.

MATERIALS:

- 1) Student Resource Sheet: SRS11

ACTIVITY:

Ask students to consider privately any sacrifice of which they are aware that their parents, extended family, or community has made on their behalf. Point out that sacrifices need not always be on a grand scale: students should also consider the less critical sacrifices made on their behalf, perhaps on a daily basis by someone who cares about their welfare. Have students who would like to share do so with the class, but let students know that the question is a personal one and that they may choose instead to consider their responses privately.

Suggest to students that they ask an elder, either a family member or someone in the community to whom they feel close, to share stories of the elder's commitment to ensure the well-being of members of the younger generation in their family or community. Remind students that the stories need not necessarily be profound: many elders gladly sacrifice their free time to care for grandchildren so that parents can work, etc. Have students request their elders' permission to share the stories with their classmates, and note the details on SRS11 for in-class discussion.

Part 2: Reflection

When the interviews have been completed, encourage students to share the results with the class. Guide students to see the similarities between the sacrifices made by the Anishinaabe and Mushkegowuk elders in the late 1800's and those made by elders today. Whether great or small, the driving force behind personal sacrifice remains the same: to ensure the safety and well-being of future generations.



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will develop a greater appreciation for the exact transmission of oral culture over thousands of years, and the resulting importance of a verbal promise.

MATERIALS:

- 1) Student Resource Sheets: SRS12, SRS13
- 2) On The Path of the Elders: Essay, Chapter 4, Part A (copies or online)
- 3) On The Path of the Elders: Video Translations: all sections (copies or online)
- 4) Chart paper

ACTIVITY:

Provide students with copies of Chapter 4, Part A of the Essay, as well as the section entitled “Video Translations” found as a link on the “Videos” page, or give them time to read the contents online. Inform students that they will be compiling information to use in a discussion about the importance to an oral culture of keeping one’s word. Suggest to students that they make notes about the content of Chapter 4, Part A; they should also re-read the Video Translations, which will be useful during in-class discussions. You may wish to provide students with copies of SRS12 to guide their note-taking.

Ask students to share their understanding of the term “oral culture”. In a discussion, broaden students’ perspectives to include respect for the fact that many First Nations have transmitted their cultures orally without deviation for thousands of years. Archaeologists and anthropologists have corroborating evidence to support many First Peoples’ stories of extreme weather such as floods, the resulting migrations, and the geographical locations of ancient villages.

Challenge students to be a link in a chain of oral history. Suggest that each student ask a relative or other community member for an anecdotal account of a recent important community event. Have students write down the story on SRS13, or with the interviewee’s permission, first record before writing down the story-telling. Tell students that they are now responsible for re-telling the same story exactly as they heard it, word for word. When students protest that they are unable to do this, remind them that oral cultures have functioned in this manner for generations over hundreds, even thousands, of years. After a few days of practice, have students give the transmission of oral culture their best attempt.

As a follow-up, have students refer to their learning in Chapter 4, Part A, and discuss why a person’s word was as good as a solemn oath to the Anishinaabe and Mushkegowuk people. Challenge students to consider the perspective that, as an oral culture, the Anishinaabe and Mushkegowuk would take the word of the federal government officials as being more valid than a signed treaty. Ask students to discuss the ramifications of such a difference in cultural values. Note their responses on chart paper and keep for future discussion.



CHAPTER 4

Health ~ Healing Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will investigate and will reflect upon how contact with the colonisers brought new diseases to the First Peoples.

MATERIALS:

- 1) Student Resource Sheet SRS S-4

ACTIVITY:

Ask students to share their knowledge about the tragic effects of disease that contact with the colonizers brought to the First Nations people. You may wish to have students ask elders in their community if they would talk about the arrival many years ago of diseases such as smallpox in unprotected communities. Alternatively, students could research this topic online and share their results with the class.

When students are familiar with the effects of the colonizers' diseases upon the vulnerable First Nations people, have the class play a simulation game to experience the rapid effects of such an epidemic. Tell students that one member of the class has been secretly designated by you as "Disease". "Disease" can strike at any time, and all those who encounter "Disease" are killed. However, before they "die", each person touched by "Disease" is to pass the disease along by touching one other person. Tell the class that there is no running in this game; they are just to mingle and chat as the game progresses. As was the case historically, there is no way to outrun a disease in the community.

Ask students to stand and move around the room, chatting with others. Tell them that each time you call "break", they must change groups. Have the student who is "Disease" touch one other student, without being noticed if possible. The student who now carries the disease then touches one other student before sitting down "dead". The next student does the same, and then also sits down. Meanwhile, "Disease" can directly touch as many students as he/she wants. Each of these then expands the influence of the disease amongst the others in the room. After all students have "died", have the class discuss its impressions of the rapid spread of disease in an unprotected community. How long did the process take in the classroom? Were students surprised at the speed with which the "epidemic" spread? How does their experience help them relate to the experience of members of First Nations communities affected by contact with the colonizers?

Part 2: Reflection

Ask students to draw on SRS-S4 a schematic of how quickly "disease" spread in their classroom simulation activity. They may represent the spread in any way they like. Ask students to share their feelings about the deliberate and systematic spread of disease on the part of the colonizers in First Nations communities in previous centuries. What would be the effect not only upon the individual communities, but also upon the traditions and the ways of life of the people who survived? How would the future treaty processes have been affected by the smallpox epidemic in First Nations communities in the 1700s and 1800s?



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will research a recent or a modern-day epidemic and compare its spread, decimation and impact upon a culture with the historical effect of the smallpox epidemic upon First Nations communities.

MATERIALS:

- 1) Student Resource Sheet SRS S-5

ACTIVITY:

Ask students to name recent or modern-day epidemics with which they are familiar: for example, SARS, AIDS, polio, tuberculosis, etc. List the epidemics on the board. Have individual students choose an epidemic to research, including information as to its physical effects, the population it strikes, the speed and distance of its spread, its social impact, its cultural legacy, etc. Suggest to students that as they are researching, they also should be looking for comparatives with the smallpox epidemic in North America amongst First Peoples in the 1700s and 1800s. In what ways are the two epidemics similar? In what ways do they differ? Remind students to look beyond the physical aspects of the epidemic they are investigating to the future impact that the disease will have upon cultures, economies and the broader spectrum of human interaction.

Suggest to students that they use SRS S-5 to organize their research notes, in preparation for sharing their research with the class.

Part 2: Reflection

Involve the class in a discussion of students' research findings. As a follow-up to each presentation, have students discuss and compare the ways in which the researched disease and the smallpox epidemic amongst First Nations people are similar and/or different. Guide the discussion to include the social, economic and cultural effects of the losses suffered during an epidemic. Ask students who would care to do so to share their personal feelings about what they have learned about death and loss through their research and through class discussion.



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will express through poetry their feelings and understandings about the smallpox epidemic caused by contact with the colonizers.

MATERIALS:

- 1) Student Resource Sheet SRS S-6
- 2) Art supplies

ACTIVITY:

As a class, discuss the ways in which a variety of people, both present and past, might react to the smallpox epidemic that ravaged First Nations communities in the 1700s and 1800s. How would a survivor at the time feel? -A parent? -A child? How would descendants perceive their loss? How would a member of the dominant culture feel today, knowing that this occurred in the past?

As a follow-up to the class discussion, ask students to create an acrostic poem written from the perspective of someone connected to the event, either past or present. Students may choose any word they feel represents their poem to be the “acrostic” (vertical) axis; they then may complete their poem according to their own feelings about the subject, as seen through the eyes of another. Suggest to students that they use SRS S-6 to create their rough draft. Encourage students to create their final copy on larger sheets of drawing paper, complete with an artistic impression of their poem.

Part 2: Reflection

Ask students who wish to do so to read their poems to the class. Ask the listeners to comment on a line or two that they particularly appreciated, and why. You may wish to post the student poetry for others to appreciate, either inside or outside of the classroom.



CHAPTER 5

Culture ~ Trapping Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will develop a greater understanding of the importance of traditional knowledge to future generations, and will compare this to the advances made by science since the 1600's.

MATERIALS:

- 1) Student Resource Sheet: SRS1
- 2) On The Path of the Elders: Essay, Chapter 1 (copies or online)
- 3) On The Path of the Elders: Video Translations:
- 4) "Traditional Skills"; "The Past"; "Teachings" (copies or online)

ACTIVITY:

Provide students with copies of Chapter 1 of the Essay, as well as the section entitled "Video Translations" found as a link on the "Videos" page, or with time to read the contents online. Inform students that they will be compiling information to use in a debate dealing with the importance of traditional knowledge to future generations. Suggest to students that they make notes about the content of Chapter 1, as well as the three specific sections of the Video Translations, which will be useful during in-class discussions. You may wish to provide students with copies of Student Resource Sheet 1 (SRS1) to guide their note-taking.

Engage the class in a discussion about the balance, interaction and interdependency with the environment so vital to the Anishinaabe and Mushkegowuk people. Challenge the students to consider the importance of the Anishinaabe and Mushkegowuk people's relationship to the environment with respect to traditional knowledge, religious beliefs, spirituality and shamanism. Have students refer back to their notes on Chapter 1 and the Video Translations for references to all aspects of the discussion. Encourage them to add to their notes on SRS1 additional comments made by their classmates.

As a class, contrast the information gained in the research on the importance of traditional knowledge with what students consider as important advances made by science since the 1600's. Have groups of students brainstorm such aspects as medicine, biotechnology, communication, transportation, etc. As groups provide their feedback, write their responses on a large sheet of chart paper or on the board.

Tell students that they will now prepare for a debate on the topic of the importance to future generations of hunting/gathering knowledge vs. the advances made by modern science since the 1600's. You may wish to permit students to choose which side they wish to represent, or make a game out of randomly choosing students in order to divide the class in half. For students who have never taken part in a debate, inform them that it is an academic exercise, and the position for which they are arguing does not necessarily have to represent their own personal beliefs. Remind students to refer to SRS1 as well as the chart paper notes when preparing their positions. Tell the class that half the students will be arguing for the importance to future generations of hunting and gathering knowledge, and the other half of the class will be supporting the gains made by modern science since the 1600's.

Part 2: Reflection

You may wish to videotape the debate for the future enjoyment of the students or other interested individuals.



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will express their understanding of the importance of hunting and gathering knowledge to future generations.

MATERIALS:

- 1) Student Resource Sheets: SRS1, SRS2
- 2) Large sheets of poster paper
- 3) Art/drawing supplies

ACTIVITY:

Ask students to refer to SRS1, on which they have recorded their notes concerning the importance of hunting and gathering to future generations. Let them know that they will now have the opportunity to express the essence of their notes as a poster. For students who would like to plan their posters before beginning to create, provide them with SRS2 as a place to consolidate their understandings and feelings about the importance of traditional knowledge. As a follow-up to the discussion in Activity 1, encourage students to consider the past, the present and the future when designing their posters.

Part 2: Reflection

When the posters are completed, display them in the classroom or in a location in the school or community where other community members can appreciate them.



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will have the opportunity to take their learning into the community, and to broaden their perspectives on traditional knowledge.

MATERIALS:

- 1) Student Resource Sheet: SRS3

ACTIVITY:

In this activity, students will gain further information on traditional knowledge from elders in their own community. Ask students to consider whom in their family, neighbourhood and community they consider as the bearers of traditional knowledge and the witnesses to events of past decades. As a class, discuss the various types of traditional knowledge about which they may wish to ask their elders. Remind students that traditional knowledge can include any aspects of their culture that they feel defines them as a people. As students brainstorm the questions that they might choose to bring to an elder, note the results of their brainstorming on the board. Distribute copies of Student Resource Sheet 3, and suggest to students that they note on SRS3 questions that they would like to include in their interview project, including any that they may not have shared with the class.

Discuss the interview process with students, including culturally-appropriate protocols that they should keep in mind when conducting their interviews. Remind students that if they wish to record their interviews or take photos of the interviewees, they first must get the permission of the elders involved.

Part 2: Reflection

When students have completed their interviews, encourage them to share their information with the rest of the class. Based upon that information, discuss with the students the importance of traditional knowledge to the future of their culture. Have students complete the Reflection section of SRS3, including their personal reactions to having participated in the interview project. You may wish to have students write up the results of their interviews and display them for other interested students, staff and visitors to appreciate.



CHAPTER 6

Self-Government ~ Negotiating Game

ACTIVITY 1

Part 1: Understanding

LEARNING OUTCOME:

Students will analyse the interpretations of key words in the treaty process, and will develop some definitions of their own in the same manner.

MATERIALS:

- 1) Student Resource Sheet: SRS14
- 2) On The Path of the Elders: Essay, Chapter 4, Part A (copies or online)

ACTIVITY:

Have students re-read the definition of a “treaty” in Chapter 4, Part A of the Essay. Discuss the passage as a class; ask students to identify the tone of the definition and to interpret the intent of the passage. When students have identified the tone as sarcastic, they will be better able to discuss why the author would choose to write in such a manner. Following the discussion, challenge students to create definitions in a similar tone for “trust”; “word” (i.e. promise); and “progress” (i.e. FN people in the way of “progress”). Have students record their definitions on SRS14 in preparation for sharing with the class.

Part 2: Reflection

After students have shared their definitions, discuss the ramifications for the Anishinaabe and Mushkegowuk people of the existence of widely different interpretations of some key words used to define the Treaty No. 9 process. Discuss who gained the advantage, and who was disadvantaged by these differences.



ACTIVITY 2

Part 1: Understanding

LEARNING OUTCOME:

Students will analyse, debate and present their arguments on behalf of the two sides involved in the Treaty No. 9 process.

MATERIALS:

- 1) Student Resource Sheets: SRS17, miscellaneous previous SRSs
- 2) On The Path of the Elders: Essay, Chapter 4, Part B (copies or online)
- 3) On The Path of the Elders: Video Translations:
- 4) “The 1905 Treaty”; “Health”; “Traditional Skills”; “Economy”; “Teachings” (copies or online)

ACTIVITY:

Provide students with copies of Chapter 4, Part B of the Essay, as well as the section entitled “Video Translations” found as a link on the “Videos” page, or with time to read the contents online. Inform students that they will be compiling information to use in a mock trial, with the federal government answering to charges of mismanagement of the treaty process and its aftermath. Suggest to students that they make notes about the content of Chapter 4, Part B, as well as the five specific sections of the Video Translations, which will be useful during in-class discussions. You may wish to provide students with copies of SRS17 to guide their note-taking.

Tell students they will need to create various groups, each with a different role to play during the trial. As a class, brainstorm the necessary roles and note the discussion results on the board. As a minimum, students should recognize the need for groups to represent the federal government and its lawyers, the Anishinaabe and Mushkegowuk people and their lawyers, the judge and (possibly) the jury. You may wish to permit students to choose which role each wishes to play, or make a game out of randomly choosing students in order to place each in a role. Remind students that the roles they are playing do not necessarily have to represent their own personal beliefs. Have them refer to SRS17, as well as Chapter 4, Part B and the Video Translations when preparing their “legal arguments”. Remind them also that they will find their notes from previously-completed Student Resource Sheets useful in the process. Suggest to students that they use SRS18 to plan their “legal arguments” and to prepare for the “trial”.

Part 2: Reflection

You may wish to videotape the trial for the future enjoyment of the students or other interested community members.



ACTIVITY 3

Part 1: Understanding

LEARNING OUTCOME:

Students will analyse the course of action, and will create a diagram to represent the effects of a lack of understanding upon a treaty process such as Treaty No. 9.

MATERIALS:

- 1) Student Resource Sheets: SRS15, SRS16
- 2) Chart paper

ACTIVITY:

Students will engage in a prediction activity, in preparation for the post-treaty analysis in Chapter 4, Part B. Divide the class into small groups, and provide students with individual copies of SRS15 on which to note the results of their discussions. Ask the students to consider what might be the effects of entering into contract negotiations with another party when you do not understand their language or their cultural values. Challenge students to develop analogies with the present day, e.g. a job interview in another country; choosing a caregiver who does not speak your language; etc. Indicate to students that they are to discuss with their groups any or all of the four major effects of not understanding a contract or treaty: social, political, economic, and environmental. Have students record the results of their discussion on SRS15, and ask groups to share these outcomes with the rest of the class.

Challenge students now to consider the four major effects of not understanding a treaty, with respect to their knowledge about the Anishinaabe and Mushkegowuk people of 1905. Ask students to complete SRS16, referencing the treaty process in the same four ways as in their group-created examples: social, political, economic and environmental.

Part 2: Reflection

Have students create group diagrams (bubble, Venn, etc.) on chart paper, representing the cumulative effects of the lack of understanding of the treaty process upon the Anishinaabe and Mushkegowuk people. Ask groups to present their diagrams to the class. You may wish to post the chart paper diagrams for other interested students, staff and community members to appreciate.



ACTIVITY 4

Part 1: Understanding

LEARNING OUTCOME:

Students will express their feelings about the effects of the Treaty No. 9 process upon the Anishinaabe and Mushkegowuk people in a poem, rap, chant or song.

MATERIALS:

- 1) Student Resource Sheets: SRS19; miscellaneous previous SRSs
- 2) Chart paper

ACTIVITY:

Inform students that they now have the opportunity to express their feelings about the results of the Treaty No. 9 process and outcomes in a poem, rap, chant or song. Students who have other suggestions for reflection also should be accommodated. Engage the class in a discussion about what they have learned in Chapter 4, Part B about the ongoing results of the treaty process for the Anishinaabe and Mushkegowuk people. Record their observations on chart paper for student reference during the creative process. Suggest to students that they also refer to their SRSs from previous chapters for additional insight into the origins, the process and the reactions of the time to Treaty No. 9, including the vital cultural tenet of the importance of keeping one's word.

Provide students with copies of SRS19 upon which to work on their initial drafts. When students are satisfied with the results of their creative efforts, hand out clean copies of SRS19 so that students may create a final copy of their poem, rap, chant or song.

Part 2: Reflection

You may wish to ask individual students to share their reflections orally with the class; student creations also could be posted for other students, staff and interested community members to enjoy.



ACTIVITY 5

Part 1: Understanding

LEARNING OUTCOME:

Students will create a collage of words and images to portray their understanding of the central issues and outcomes of the Treaty No. 9 process.

MATERIALS:

- 1) Student Resource Sheets: SRS20; miscellaneous previous SRSs
- 2) On The Path of the Elders: Essay, all chapters (copies or online)
- 3) On The Path of the Elders: Video Translations: all sections (copies or online)
- 4) Collage supplies: magazines, paper, scissors, glue, etc.

ACTIVITY:

As a final project, have groups of students or the class as a whole design and create a wall collage representing their understanding and reflections on the Treaty No. 9 process. If students have just completed their personal reflection project from Activity 2, they will be prepared to express similar ideas in this culminating class project. Encourage students to re-read the Essay as a review of the events, process and results of the treaty process for the Anishinaabe and the Mushkegowuk people. Suggest to students that they also re-read the video translations of the elders' comments and observations, as they may wish to use sentences or words that they find particularly appropriate in their collage. Have students jot down on SRS20 any significant words and/or phrases from either the Essay or the Video Translations for future use in the collage project.

Part 2: Reflection

When groups have completed their collages, or when the whole class project is finished, you may wish to display the collage(s) in the school or in the community where others can appreciate the students' observations and perspectives.



Student Resource Sheet C-5 (SRS C-5)

Name: _____

For the trust and respect simulation activity, here is my list of five statements that involve offering benefits to another person:

Offer	Sincere ("check")	Insincere ("X")

Here are the five offers that were made to me, and my trust in the validity of each offer:

Offer	Sincere ("check")	Insincere ("X")





Student Resource Sheet C-6 (SRS C-6)

Name: _____

Here is the schematic of my understanding and feelings about the traditional values of trust and respect:



Student Resource Sheet R-3 (SRS R-3)

Name: _____

This is the address of the website that I have chosen for my land claims research:

Here are some details about the perspectives with respect to land claims of the organization whose website I researched:

These are the main points addressed by the resource:



Student Resource Sheet R-4 (SRS R-4)

Name: _____

This is the land claim that my partner and I researched:

These are the stakeholders in this particular land claim treaty process:

Here are the details of the land claim process that we will be highlighting during our presentation:



Student Resource Sheet S-4 (SRS S-4)

Name:

Here is my drawing of the rapid way in which “Disease” struck and spread throughout our entire classroom community:

Here are a few of my thoughts on the effects of disease upon the traditions and the ways of life of the people who survived:



Student Resource Sheet S-5 (SRS S-5)

Name: _____

The modern-day epidemic that I have chosen to research is:

These are its physical effects:

Here is information on the speed and distance it has spread:

This is the social impact of the disease:

This is what I consider to be a possible cultural legacy of this disease:

Here are some ways that the epidemic I have researched is both similar to and different from the smallpox epidemic that decimated First Nations populations:



Student Resource Sheet S-6 (SRS S-6)

Name: _____

My acrostic poem is written from the perspective of:

Here is my poem:



Student Resource Sheet 1 (SRS1)

Name: _____

The Anishinaabe and the Mushkegowuk, pre-Treaty No. 9, enjoyed a relationship with the environment that included balance, interaction and interdependency. Here is some information from Chapter 1 and from the Video Translations about this topic:

The Anishinaabe and Mushkegowuk possessed a great deal of hunting/gathering knowledge, important to future generations in the following ways:



Student Resource Sheet 2 (SRS2)

Name:

Here is a schematic of my understandings and feelings about the importance of traditional knowledge in the past, the present and the future:



Student Resource Sheet 3 (SRS3)

Name: _____

Here are some questions I would like to ask an elder about traditional knowledge:

Some of my feelings and reactions to having interviewed an elder and learned about traditional knowledge include:



Student Resource Sheet 4 (SRS4)

Name: _____

The concepts of respect and trust hold great traditional importance to the Anishinaabe and Mushkegowuk peoples. Here is some information from Chapter 2 and from the Video Translations about this topic:

Comments made by others in the class that I consider important to this topic include:



Student Resource Sheet 5 (SRS5)

Name: _____

Here are some of the ways in which we trust others today:

Here are some examples of situations where we may no longer trust to the same degree that our elders and ancestors did:



Student Resource Sheet 6 (SRS6)

Name:

Here is an overview of what my story is about:

The concept I hope others learn through my story is:



Student Resource Sheet 7 (SRS7)

Name: _____

The Anishinaabe and Mushkegowuk peoples after 1850 had to make some very difficult decisions when confronted by disease and starvation in their communities.

Here is some information from Chapter 3 about this topic:



Student Resource Sheet 8 (SRS8)

Name: _____

My group researched the following ethnic or cultural group that is undergoing the devastation of disease and starvation today:

Here are some of the difficult decisions this group has had to make in order to survive:

These are some of the ways in which this group's decisions are similar to those of the Anishinaabe and the Mushkegowuk peoples after 1850:



Student Resource Sheet 9 (SRS9)

Name: _____

Some analogies in today's world that could represent the enticement of Christianity to a people feeling abandoned by their traditional belief system include:

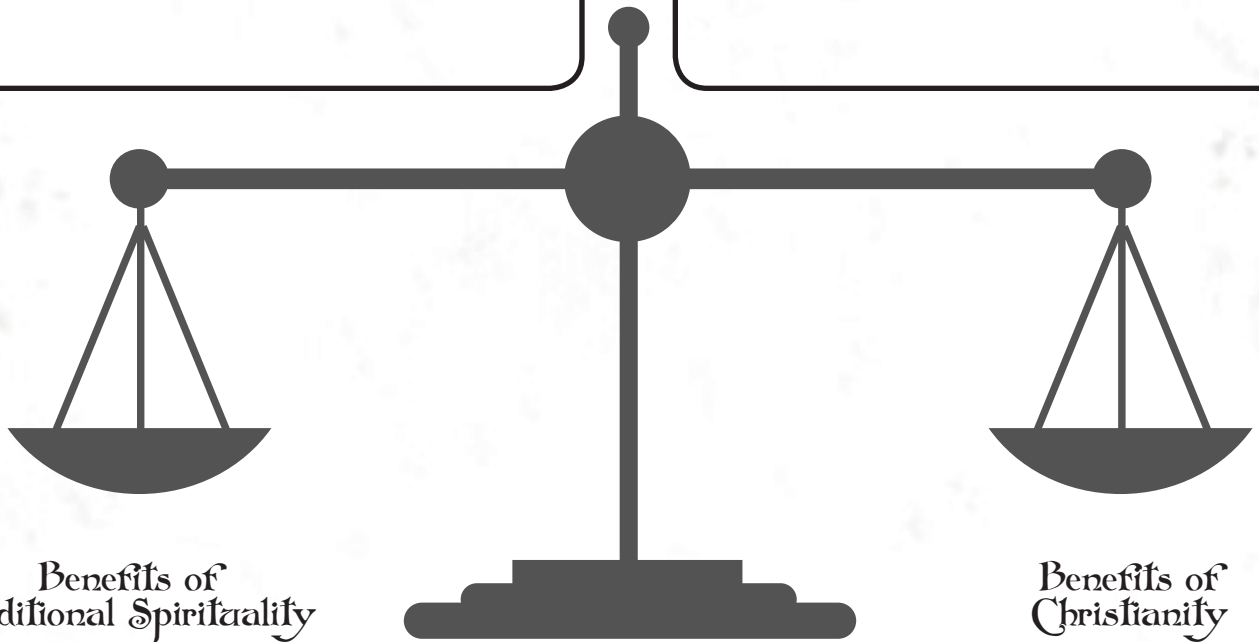
I found these analogies presented by others in the class to be particularly appropriate:



Student Resource Sheet 10 (SRS10)

Name: _____

The balance-scale chart demonstrates the benefits to the Anishinaabe and Mushkegowuk peoples in the late 1800's of traditional spirituality and/or Christianity.





Student Resource Sheet II (SRSII)

Name: _____

The name of the person I spoke with for this activity is:

This is what I was told about his/her commitment to ensure the well-being of members of the younger generation in the family/community:



Student Resource Sheet 12 (SRS12)

Name: _____

The importance of keeping one's word holds great traditional importance to peoples with an oral culture such as the Anishinaabe and Mushkegowuk.

Here is some information from Chapter 4, Part A and from the Video Translations about this topic:



Student Resource Sheet 13 (SRS13)

Name: _____

The name of the person I spoke with for this activity is:

Here is the story of a recent community event, exactly as it was told to me:



Student Resource Sheet 14 (SRS14)

Name: _____

I have created my own definitions for the following words, based upon their context and the tone used in Chapter 4, Part A:

Trust:

Word: (*"promise"*):

Progress:



Student Resource Sheet 15 (SRS15)

Name: _____

My group considered what might be the effects of entering into contract negotiations with another party when we do not understand their language or their cultural values.

Here is our analogy:

Here are some social effects of not understanding the contract:

Here are some political effects of not understanding the contract:

Here are some economic effects of not understanding the contract:

Here are some environmental effects of not understanding the contract:



Student Resource Sheet 16 (SRS16)

Name: _____

My group considered what might have been the effects upon the Anishinaabe and the Mushkegowuk peoples of entering into treaty negotiations with the federal government when they did not understand its language or cultural values.

Here are some possible social effects of not understanding the treaty:

Here are some possible political effects of not understanding the treaty:

Here are some possible economic effects of not understanding the treaty:

Here are some possible environmental effects of not understanding the treaty:



Student Resource Sheet 17 (SRS17)

Name: _____

The Anishinaabe and the Mushkegowuk viewed Treaty No. 9 as a relationship of sharing, not of land surrender.

Here is some information from Chapter 4, Part B and from the Video Translations about this topic:



Student Resource Sheet 18 (SRS18)

Name: _____

During the mock trial, this is the role I will be playing:

Here are some arguments I plan on presenting:

Here are some arguments I predict others will present:



Student Resource Sheet 19 (SRS19)

Name: _____

My reflection upon the Treaty Number Nine process and outcomes includes the following:



Student Resource Sheet 20 (SRS20)

Name: _____

Here are some words, phrases and sentences from the Essay and the Video Translations that I would like to include as pieces of our collage: