


on the  
**Path**  
of the  
**Elders**



☼ Teacher's Guide ☼  
Grade 8

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## CHAPTER 1

## Education – Canoeing Game

### Part 1: Understanding

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#### 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” 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

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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.

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## CHAPTER 2

## Economy – Resources Game

### Part 1: Understanding

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#### 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

<https://www.rcaanc-cirnac.gc.ca/eng/1100100030291/1539617582343>

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 (<https://www.cbc.ca/archives/topic/the-battle-for-aboriginal-treaty-rights>).

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

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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?

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## CHAPTER 3

## Security ~ Hunting Game

### Part 1: Understanding

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#### 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 will also 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

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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.

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## CHAPTER 4 Health ~ Healing Game

### ACTIVITY 1

#### Part 1: Understanding

##### LEARNING OUTCOME:

Students will develop an understanding of the significance of medicinal plants to the First People, and will compare their historical use to the use of medicinal plants in various world cultures today.

##### MATERIALS:

- 1) Student Resource Sheet S-1, S-2 and S-3
- 2) Herbs
- 3) PowerPoint software (or similar)

##### ACTIVITY:

Inform the class that they will be discussing medicine, both traditional and modern. Divide the class into small groups. Ask groups to brainstorm what “medicine” means to them. Challenge students to consider the many ways that medicine is used/applied, and for what purposes. Ask each group to choose a note-taker for the upcoming class discussion. Note group responses on the board. Ask the class if anyone is aware of medicine that comes from plants rather than from a pharmacy. List their responses for future reference.

Prior to discussing herbal medicine with the class, you may wish to refer to a website listing Canadian herbal plants, such as:

<https://www.slice.ca/20-awesome-medicinal-plants-native-to-canada/>

for simple explanations of the uses of various herbs, or

<https://www.florahealth.com/en/herb-encyclopedia/>

for a more in-depth encyclopedia of herbal plants and remedies.

Ask students for their opinions on using plants as medicine: is it safe to do so? Is it beneficial? Can plants work as effectively as prescription drugs to heal us? Have they ever been treated or healed by using a medicinal plant? Ask students to share their experiences with the class. If possible, bring in an herb or a medicinal plant to show the class during this discussion. Many are readily available (particularly herbs), as listed on the above-mentioned websites.

Inform students that the First Nations people, including the Anishinaabe and the Mushkegowuk, traditionally were highly experienced in the use of medicinal plants. The knowledge of how to use medicinal plants is considered sacred, and is passed along to specific individuals who are deemed the keepers of the knowledge for the next generation. In most communities, the knowledge has never been written down. Today, many First Nations are considering alternative ways of keeping the wisdom of the elders and the traditional medicinal knowledge alive.

To involve students in learning more about traditional medicine in an interactive fashion, have them visit

<http://www.virtualmuseum.ca/virtual-exhibits/exhibit/healing-power-of-plants/>

This website of the Coalition of Canadian Healthcare Museums and Archives features a wealth of student-centred information with a strong inclusion of First Nations perspectives. Students can play interactive games that teach them about the medicinal plants; they can learn about remedies provided to colonisers by First Nations healers; they can read biographies of practitioners of traditional medicine, both past and present.



When students have enjoyed learning about medicinal plants on the website, have them complete SRS S-1. Encourage them to represent their knowledge in as many different ways as they can, including writing, drawing and sharing. Have students share their new knowledge in a presentation to the class.

When students have finished their individual research and presentations, as a class go to “Medicine Hunters”, then to “Modern Medicine Hunters”, and then to “Is It Right?” Engage the class in a discussion of the ethics of medicinal plant harvesting and ownership. What are their perspectives on the issues? What do they think might be the perspectives of First Nations people, such as the Anishinaabe and the Mushkegowuk? Ask students to complete SRS S-2, indicating how they feel about the harvesting and ownership of traditional medicinal plants.

On the website, students will have encountered traditional medicine practitioners from a variety of world cultures. Challenge them to choose one of these cultures, or any other world culture of interest to them, and research the use of medicinal plants in that part of the world. Have them record their findings on SRS S-3.

Have students develop a PowerPoint presentation based upon their research of medicinal plants from various world cultures. Students will find it interesting to share their information with others, and to learn more about the use of medicinal plants around the world.

## Part 2: Reflection

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Ask students to share the information they have collected and recorded on SRS S-2.

Ask students their personal opinions on the use of medicinal plants:

Would they like to see more used in their homes and community?

Would they like to share their new knowledge with their families?

Encourage students to grow a medicinal plant (such as a common herb) at home, and bring it to share with the class.

You may wish to have students design and maintain a medicinal herb garden in the classroom based upon research that they would undertake to learn about the requirements of light, moisture, temperature, etc. Students will be able to watch the garden grow, and to reflect upon the ancient practice of harvesting such herbs as medicinal cures.

Ask students to consider what the effect upon the Anishinaabe and the Mushkegowuk would have been when their traditional territory for harvesting medicinal plants was encroached upon in the late 1800’s and into the 1900’s.

What might such encroachment have meant for the plants?

How would the people have maintained their traditional knowledge?

How would this affect the people today?

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## ACTIVITY 2

### Part 1: Understanding

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#### LEARNING OUTCOME:

Students will investigate and 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 colonisers 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 colonisers' 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

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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 spreading 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?

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## CHAPTER 5

## Culture ~ Trapping Game

### Part 1: Understanding

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#### 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

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

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## CHAPTER 6

## Self-Government ~ Negotiating Game

### ACTIVITY 1

#### Part 1: Understanding

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##### 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

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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.

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## ACTIVITY 2

### Part 1: Understanding

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#### 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

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

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## ACTIVITY 3

### Part 1: Understanding

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#### 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

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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.

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## 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 S-1 (SRS S-1)

Name: \_\_\_\_\_

Here is some information about my favourite medicinal plant, including why it is my favourite:

Here is a drawing of my favourite medicinal plant:

Here is some information about another medicinal plant, or about a healer, that I find really interesting and would like to share:



## Student Resource Sheet S-2 (SRS S-2)

Name: \_\_\_\_\_

Medicinal plants can benefit people the world over. Ownership and harvesting of the plants is an issue with several different perspectives. Of the various points of view that we have examined, this is the one that I believe is right and ethical:

Here is why I believe that this is the right and ethical way to own and harvest medicinal plants:

These are the groups of people that would disagree with my perspective, and why:

This is the perspective that I believe would be held by the Anishinaabe and Mushkegowuk people with respect to their traditional medicine and medicinal plants:



## Student Resource Sheet S-3 (SRS S-3)

Name: \_\_\_\_\_

The world culture I have chosen to research for its use of medicinal plants is:

Some medicinal plants (and their uses) common in this culture include:

The plant (and its uses) that I find most interesting is:

Here is a drawing of this plant:

This is why I would like to see (or not see) this medicinal plant used in my community:





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 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 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: