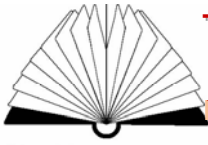


The Northern Edge

Study Guide

Voices from Fort Good Hope





Voices from Fort Good Hope

Introduction

This story is from **Issue #2 of The Northern Edge. Voices From Fort Good Hope** is a collection of six stories told by people from Fort Good Hope. The stories are sometimes funny and they give information about life in the community. There are no on-line learning activities.

This story offers an opportunity to encourage learners to write their own stories, using the Fort Good Hope stories as models. Learners can print their stories and make them part of the library's collection and the community's local reading resources.

This section first presents a list of 12 learning activities and the written text for the stories from Fort Good Hope. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the stories.

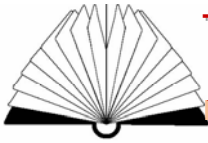




This symbol marks instructor notes.

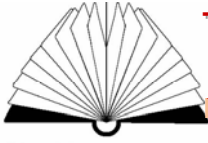


This symbol marks handouts you can copy for learners.





Voices from Fort Good Hope List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	14 to 16
2) Language skills	2 handouts	14, 17 to 21
3) Questions	2 handouts	22 to 24
4) Writing	4 handouts	25 to 33
5) 'Making Do'	1 handout	34 to 36
6) My community map	No handout	37
7) Talking stick story telling	No handout	38
8) Story lines	No handout	39
9) Community story writing contest	No handout	40
10) Northern Aboriginal games	No handout	41
11) Northern Aboriginal games open house	No handout	42
12) Fundraising	No handout	43



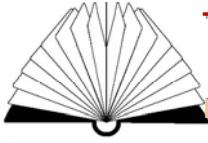
Voices from Fort Good Hope
Issue #2 The Northern Edge

Introduction

In Canada, in the Northwest Territories, 805 air kilometres northwest of Yellowknife and 145 kilometres northwest of Norman Wells lies the community of Fort Good Hope.

Students at the Fort Good Hope Community Learning Centre wrote about their community and sent us these photos of life in Fort Good Hope.

Thanks to Karen Mercer, a community adult educator, for her help with this project and to Kenny Shae for performing the music.



Fort Good Hope Overview

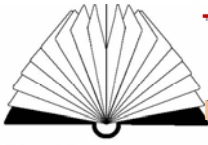
by Alphonsine McNeely

Fort Good Hope is situated along the Mackenzie River, 27 kilometres south of the Arctic Circle. The population is approximately 800 which consists of Dene and Metis people.

The aboriginal language spoken is North Slavey (Radili dialect), spoken by the Elders and being taught in the Chief T'Selehye School. The young people mostly speak in English, but a lot of youth want to learn to speak the Dene language.

The town's main attraction is the hundred-year old Catholic Church, Our Lady of Fort Good Hope, built in the mid 1800's, and renovated for its 100th anniversary.

There is also a Northern Store and a community owned Co-op Store, which is about three years old now. The community has a Ramparts Hotel that accommodates eight people and has a restaurant that overlooks the mighty Mackenzie River. The Chief T'Selehye School also is located on the hill with the ramparts scenery and offers grade K to 12 education. There is Aurora College, an adult learning centre, that is very useful and helpful to interested individuals that want to continue learning more academically and on-line courses.



Fort Good Hope Dene

by Florence Barnaby

Traditionally the Fort Good Hope Dene lived off the land. The Dene lived together and were completely self-sufficient. Each clan had its own hunting and trapping areas that provided for all their needs.

The Dene moved with the seasons following the migrations of animals - caribou, moose, fowl, and fish etc. The land, its animals, plants, and water provided food, clothing, and shelter.

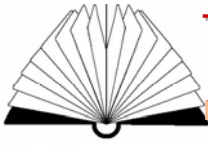
The Hare Skin tribe consists of five clans, the Mountain people, Down River people, Loche Lake people, Rampart people, and Kabami people.

The camp groups were small maybe four to seven families. Gathering of clans happened in Fort Good Hope in the summer about middle of June. Ceremonies, drum dances, ball and hand games were held throughout the time together.

Sometimes life was tough, no food, long and cold winter, and short and hot summer. The Dene had to have thorough knowledge of the land and its resources in order to survive.

Systems were highly self-governing which provided strong leadership based on rules for doing things the right way. These rules came about by agreement and were passed on from generation to generation.

Everyone understood his or her place in groups. Daily meetings and sharing kept people on the right path and brought the best results to solving everyday social problems. It was a system of sharing food, responsibilities, work, and knowledge and many other things that are important to a Dene way of life.



Making Do

by Alphonsine McNeely

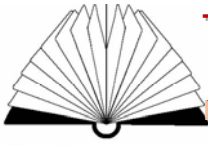
My dad and I used to go for blueberries, knuckleberries, and cranberries to sell to the RCMP to get flour, baking powder, sugar, bulk tea, lard, and little things like that.

For recreation we made a ball out of cloth and filled it with grass and had a lot of fun throwing the ball to one another, and if a boy gets the ball all the girls would go for the ball and vice versa. We had to make do with what we had.

Sometimes there was so much mosquitoes we had to make smoke to keep them away, and at night we had to sleep in mosquito bars.

There was no electricity those days and everyone had poor living accommodations. We had to haul our own water from the Jackfish Creek with water pails to fill a 45 gallon barrel.

We did have time for fun activities in the evening, hand-games, drum dances, and also square dances. The Elders joined in just about all the activities, even the ball games, football game, boxing and July first foot racing.



Old Squaw Pintail

by Kenny Shae

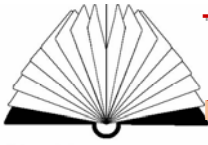
I can remember times when the most coolest thing in the community was probably the Saturday Night Request Show. It was possible that we had been introduced to television then, but the best and only channel that was available was CBC and it is just as exciting back then as it is now.

Anyway, the time was springtime, and in the spring there are people young and old alike going hunting for black ducks, old squaw pintail, geese, swan, crane, mallards, canvasback, just about anything flying. But on that particular day we were aiming for black ducks, geese, and oldsquaw pintail.

The mouth of Rabbit Skin River was where people would come and find a good spot to sit and hide in the evening for ducks. Many hopeful hunters had moved upstream sitting up along the banks of Rabbit Skin River for about a kilometre before the bend of the river. I can remember several times when nothing would fly for a while and it was very quiet, then one duck would make the wrong turn. Someone would say "Right there!" "Goo da'e!" "Ducks coming!" or "Get down!!"

We would sit very still and wait for the action to begin and when it did you can hear shotguns going off all along the bank of the Rabbit Skin River. We were at the mouth and the duck got by us. "Boom! Boom! Boom!" I watched as it flew over the next set of hunters. "Boom! Boom! Boom!"

That little lucky duck was just flapping those wings of his like crazy as if there was no one around shooting at it. All the way up the creek there were people shooting trying to knock down that little duck, but it just kept on flying.



It sort of brings the meaning to 'no matter how hard it is, you got to keep trying. Don't give up!' It had people checking out their shells and scratching their heads wondering what kind of ammo Northern was pushing.

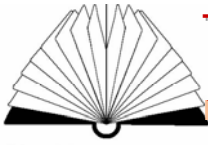
This was happening all through the evening – a few here, one there. Since just about everyone was on the same side of the River, it was slim pickings when one duck would fall. Out of the bush we'd hear "I think I nailed that one." or "Did somebody see my duck? I know it fell around here".

It was later in the evening when we realized that the lone ducks are too lucky or whatever we nailed we were going to have to share with everyone else that was down there that night. So we decided that we needed a change of scenery and we were fortunate enough to have the use of someone's canoe that was down there that spring.

We put that freighter canoe in the water and paddled onto the ice, which was still there in the middle of Rabbit Skin River. We'd drag that canoe on the ice over to the other open side of Rabbit Skin River in search of better hunting grounds.

I was in the front of the canoe with my trusty paddle pushing ice away from the head of the boat. In those days the freighter canoes were made with canvas and tear quite easily.

We were making our way upstream for about twenty minutes. A few ducks passed during that time, but they were flying too high or flying out in the middle of Rabbit Skin River. My good friend Jimmy was in the back of the canoe with another paddle and his 12-gauge shotgun.



Jimmy and I were both in residential school and we weren't entirely familiar with the hunting techniques yet, but we were learning. I don't mean to knock him but he had these Buddy Holly glasses. From where I was sitting they looked pretty thick.

It was around this time we heard "Hey! Ducks coming!!" I looked up and I saw three pintails coming from the other side and they were heading straight for us and low!

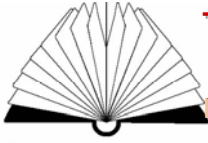
I turned to Jimmy and could see he saw them too. He grabbed his shotgun and took a bead on those three pintails that were still coming straight for us. I knew that pintails fly straight when there is little wind, besides when they get fat they hardly make quick turns in mid-flight.

On that particular day they were two males chasing one female so you can say that they weren't paying much attention to where they were going, they were just following.

I crouched down in the front of the canoe with my fingers plugging my ears waiting for the shotgun blast, which seemed to be taking pretty long considering the pintails were still flying straight for us.

I looked up and I could see Jimmy still aiming that shotgun at the ducks and I noticed that the barrel of the shotgun was heading my way, so I crouched down even lower, laying flat on the bottom of the boat. I was bracing for the concussion of the shotgun blast, which I strongly disliked at the time.

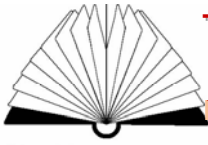
Still there was no shotgun blast. I thought, "by now the ducks probably flew by us". I took a quick peek over the boat rails and noted that they were still heading for us and closing awfully fast. By now the barrel was pretty well aimed at me! I thought, "Holy



Chromosomes! This is too close for a shotgun. They'll be nothing for us to pick up if he nails them." But the thought of staring down that barrel of a loaded shotgun scared the dejabbers out of me.

I jumped up and yelled, "Just wait!" I grabbed that paddle and took a Sosa stance with both hands and swung "crack". I couldn't believe it. I nailed two of them!! One fell ahead of the boat in the water with a broken neck, and the other fell in the boat flopping around with a broken neck. You could hear a chorus of laughter coming from the shore.

I picked up that flopping duck, still in awe of the moment. Sometimes in the heat of the moment I forget I have the means in my hands to accomplish the same goals. I was relieved that Jimmy didn't shoot that day. I was too close for comfort to the line of fire.



Residential School

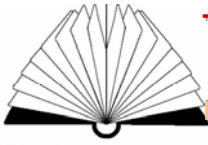
by Alphonsine McNeely

I was in residential school from age five to fifteen in Aklavik because my mom was taken to the hospital in Fort Simpson and there was no one to care for me. I stayed there four years without going home.

I first came home in 1952 when I was nine years old on the mission boat called Sant Anna that came in from Fort Smith to bring all the children back to their communities.

My dad and my brother George and I went to Fort Simpson to visit mom with a brand new eight horsepower outboard motor, that took about nine days to get to our destination. We did this for two summers and each time I had to go back to Aklavik on the mission boat called Immaculata in late August. Then mom came home after spending six years in a hospital with tuberculosis.

After that, each time I came home from Aklavik we would go to the fish camp for the summer to prepare for the winter. Everyone used to have a dog team to care for and dry fish to make for sale to Hudson's Bay Company for winter supplies. Those days the store only sold dry goods, there was no groceries, only the necessary items that are used on the land.



Holy Cow

by Kenny Shae

I can remember back to the days when I was about 13 or 14. It was in the dead of winter and it was pretty darn cold outside, but we didn't mind as long as we had fun sliding down the second biggest hill in Good Hope, D.O.T. Hill.

Our sliding route was about 300 metres in length with a drop of about 150 metres from top to bottom. About two thirds of the way, the route turned sharply and followed the banks of the Mackenzie River, which had a drop of about 70 feet to shoreline.

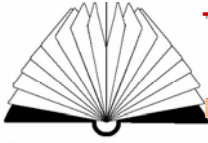
It was cold that particular day we went sliding down on D.O.T. Hill, a group of us kids using a dog sleigh which had canvas wrapper, and a board with steering handles at the back.

It was around the sixth time we pulled that sled up that hill, we piled in and we could hear our friend just huffing and puffing giving us a push down the hill. Now our friend was supposed to jump on with us and steer the sled and control the speed all the way down the hill.

It was about halfway when I noticed there was no noise coming from the steerer. I looked up and I couldn't see him.

I was praying that he was squatting, because we were traveling too fast, and we were coming to the big snow bank where there was a big drop straight down about 45 feet onto the riverbank.

It was about this time I was thinking to myself, "we should be turning about now." As the snow bank got closer, the thought changed to "Holy cow! We're moving too fast to jump!"

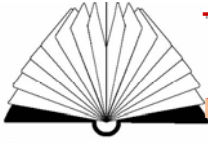


As we hit that snow bank at full speed, I remember gripping the rope that runs along the sleigh and praying that we land right side up. All I felt was the sensation of being airborne. This lasted for a couple of seconds, but felt like hours.

In that couple of seconds there was some bargaining, like “Lord, please let us land on the good ground with no logs or big rocks and I’ll be a good boy forever” and “Lord, please help me stay in the sleigh until we stop moving, then I’ll go to church every Sunday even Saturdays too.”

When we finally landed all I could see was a big white cloud of snow and we found ourselves on the river not far from the shore. We quickly looked around and found nobody had fallen out. We looked at that bank and could see where we became airborne and where we landed.

Our flight distance was about 20 to 30 feet. We just stood there in awe of the moment, looking at our sleigh road. Then we broke into laughter reliving some of the moments that just happened. And like countless other youngsters looking for a thrill in sliding hills, we grabbed that rope and began pulling that dog sleigh all the way up D.O.T. Hill to do it all over again.



Vocabulary Learning Activity 1

One handout

Learners read sentences from the stories from Fort Good Hope. They look up the best meaning for the **bold** word in each sentence and write the meaning down.



Language skills Learning Activity 2

Two handouts. Cloze Procedure - two stories each with a different level of difficulty.

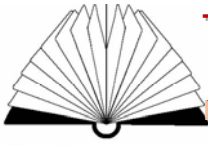
2-1: Synonyms

Learners replace words in brackets with a different word with the same meaning.

2-2: Words that make sense

Learners read the story and fill in blanks in the story with words that make sense.

The story in the second handout is longer and harder than the story in the first handout.



Vocabulary
Learning Activity 1

These ten sentences are from the stories about Fort Good Hope. Use a dictionary to find the **best** meaning of the **bold** word in each sentence. Write down the meaning of the word on the line below.

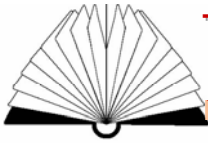
- 1) The **Aboriginal** language spoken is North Slavey.

- 2) There was no electricity those days and everyone had poor living **accommodations**.

- 3) The Dene lived together and were completely **self-sufficient**.

- 4) Each **clan** had its own hunting and trapping areas.

- 5) We were at the **mouth** of the river.



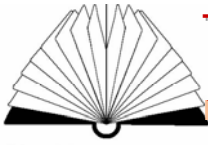
6) I was bracing for the **concussion** of the shotgun blast.

7) Those days the store only sold **dry goods** – there were no groceries.

8) All I felt was the sensation of being **airborne**.

9) In that couple of seconds there was some **bargaining** with the Lord.

10) I was praying he was **squatting**.



Language skills
Learning Activity 2

2-1: Synonyms

A synonym is a word that has the same meaning or nearly the same meaning as another word. For example:

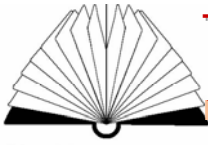
- ✓ Chase, hunt, stalk, follow, trail, and track.
- ✓ Fear, dread, fright, terror, panic, and threat.

Read Chapter 2 of Kenny Shae’s story **Holy Cow**. Fill in each blank with a synonym for the word in brackets beside the space.

Chapter 2: Holy Cow

In that couple of seconds there was some bargaining, like “Lord, please let us land on the _____ (good) ground with no logs or _____ (big) rocks and I’ll be a _____ (good) boy forever’ and ‘Lord, please help me stay in the sleigh until we _____ (stop) moving, then I’ll go to church every Sunday even Saturdays too.”

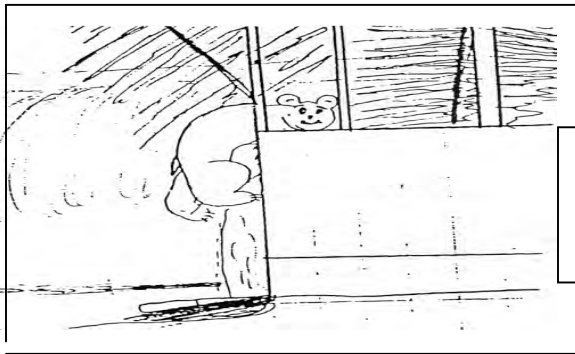
When we finally landed all I could see was a _____ (big) white cloud of snow and we found ourselves on the river not far from the shore. We quickly looked around and found nobody had fallen out. We _____ (looked) at that bank and could see where we became airborne and where we landed.



Language skills
Learning Activity 2

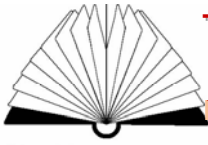
2-2: Words that make sense

Cheryl Mabbit from Hay River wrote this story and drew the pictures. Read the story and fill in the blanks with a word that makes sense.



RUNNING
SCARED

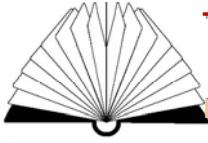
My family and I, along with our cousins, went out to our camp for the weekend. We had to clean the cabin and the kitchen _____ the boys got firewood while my cousin and I _____ the water. After we were all done we all _____ to play, but not me. I wanted to go _____. So off I went with the tackle box in _____ hand and the rod in the other. I made _____ I had two of my dogs with me. You _____ know when someone or something is going to creep _____ behind you.



I must have been out on the _____ for about two or three hours just fishing. I _____ two jacks and three pickerel. I decided to go _____ to the camp with my tackle box, fishing rod, _____ my fish. When I got back to the camp _____ showed my parents what I caught and my dad took _____ fish to clean them.

Later that day, _____ cousin and I started washing dishes from lunch and _____. We finished and had a little more time to _____ before bed. My parents, brothers and my two little cousins _____ all going to sleep in the cabin and my _____ and I slept in the kitchen.

Sometime during the _____ a bear came around and was looking for an easy meal. I really had no idea how it was _____ to get in! But it found a way. He _____ a piece of wood and was putting it up _____ the wall. The bear just kept on trying to _____ in. I was sleeping on one end of the _____ while my cousin was sleeping at the other end.

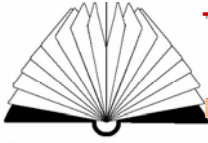


That's when it happened! The bear was able _____ get half its body inside the kitchen window. Before _____ wood fell over, it was half inside and half _____. My cousin started screaming for my mom. It woke _____ up and I asked her what was wrong. When _____ saw the bear's paw two or five inches from _____ face, I started to push my head into the _____ so it wouldn't get me.

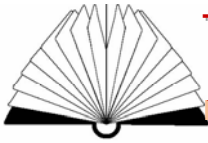
When my mom walked _____ the kitchen and saw the bear, she ran back _____ the cabin to get my dad. My parents got _____ guns and my mom went to release the dogs. _____ my dad was standing loading his gun in his pyjamas, the dogs started to bite the bear on the _____. My dad took aim, but missed the bear. It _____ the bear away.

I told my mom, "I want to go home!" My _____ said, "We will leave later in the morning." That _____ we packed up everything and headed back to town.

_____ the next few months I would wake up screaming _____ the bear was still trying to get me.



Today, _____ am still scared to go camping because of the _____ that happened when I was a child. And, when _____ do go camping, I get very little sleep. For those who have or haven't experienced a bear breaking into your cabin, it's a scary thing to happen especially when you're still using the cabin and he wants an easy meal.



Questions Learning Activity 3

Two handouts

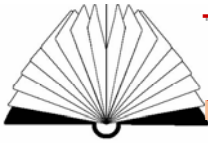
3-1: Story questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

3-2: Journal writing

Learners use the three questions on the handout to do journal writing.

- ✓ Do you have the same experiences as the story tellers from Fort Good Hope, or different ones?
- ✓ In what ways do you connect with these stories?
- ✓ What emotions did you feel when you read the stories from Fort Good Hope?



Questions
Learning Activity 3

3-1: Story questions

Write a sentence to answer the following two questions. Begin with a capital letter and end with the correct punctuation.

- 1) What did you think the newspaper item would be about when you read the title **Voices from Fort Good Hope**?

- 2) Choose the story you liked the most. Write three reasons why you liked this story.

- 3) Write the author's name of each story from Fort Good Hope.

Fort Good Hope Overview _____

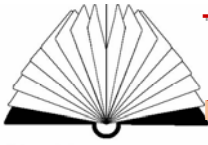
Fort Good Hope Dene _____

Making Do _____

Old Squaw Pintail _____

Residential School _____

Holy Cow _____

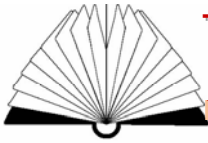


**Questions
Learning Activity 3**

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ Do you have the same experiences as the storytellers from Fort Good Hope, or different ones?
- ✓ In what ways do you relate to some of the stories?
- ✓ What emotions did you feel when you read the stories from Fort Good Hope?



Writing Learning Activity 4

Four handouts

4-1: Venn diagram

Learners first study the Venn diagram as a way to see how two people or things are alike or different. Then learners use the Venn diagram to compare and contrast two stories from Fort Good Hope.

4-2: Create and publish your own story

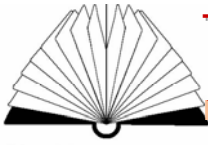
Learners use the writing process to write a story like the ones from Fort Good Hope or like Cheryl Mabbit's story. The handout identifies steps learners can use to write their story and publish it.

4-3: Creating questions

Learners explore 'Who, What, Where, Why, When, How' questions with examples from Kenny Shae's story **Holy Cow**. Learners create questions and answers for their own published story. The stories and questions can be useful reading and writing resources for the community school and library.

4-4: On the land

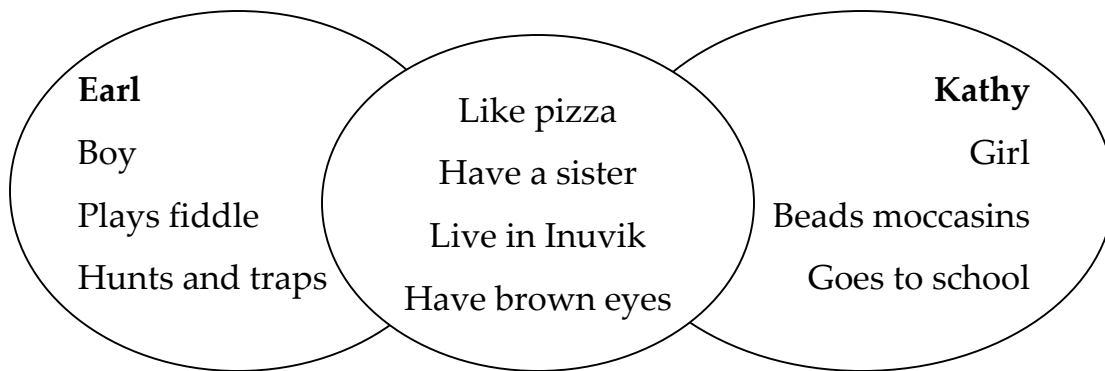
Learners describe how Aboriginal people protected themselves from insects while on the land and compare this with the methods we use today. Create a title and put the printed stories up on a bulletin board or wall.



Writing
Learning Activity 4

4-1: Venn diagram

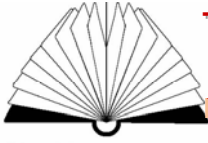
A Venn diagram shows us the way two people or things are alike and different. Here's a simple example with Earl and Kathy.



- ✓ The two outside circles have the things that are different.
- ✓ The inside circle has the things that are the same.

i) Write down three things that are the same for Earl and Kathy.

ii) Compare two things that are different about Earl and Kathy.



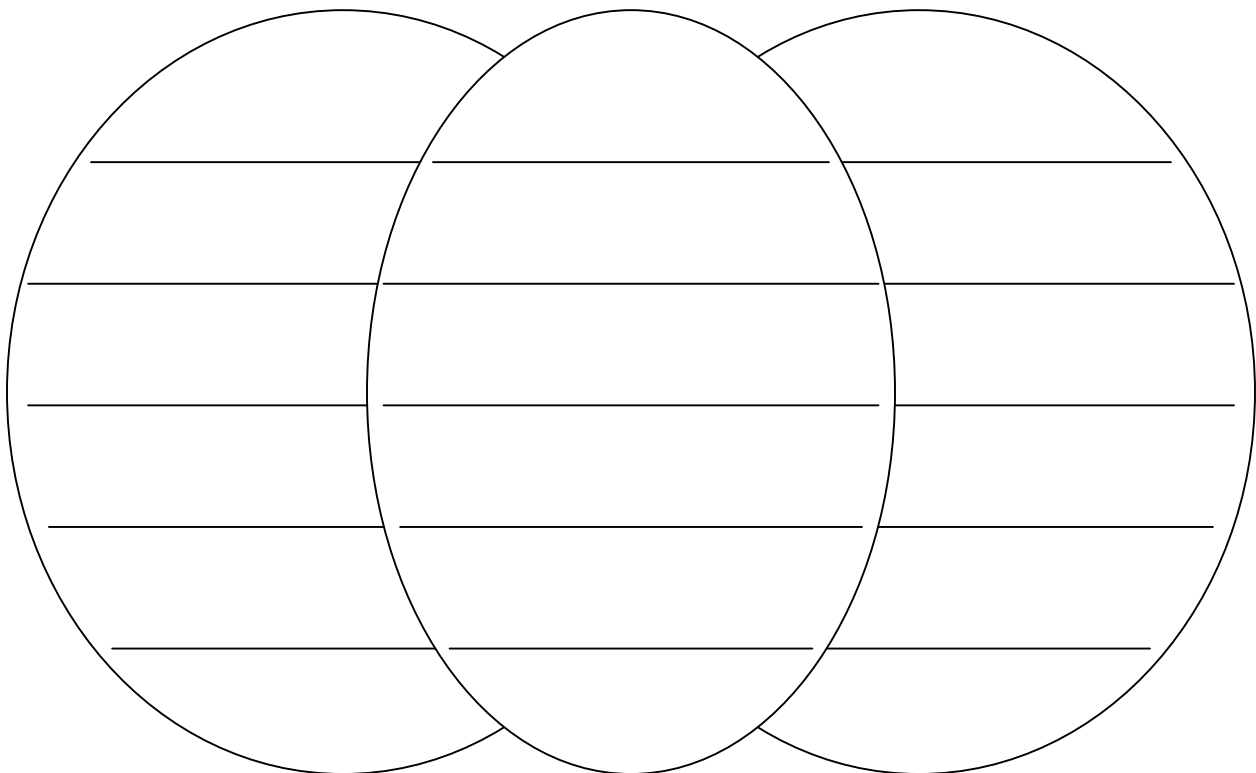
Now it's your turn to use the Venn diagram.

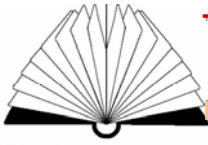
Read or listen to the six stories from **Voices from Fort Good Hope**. Pick two stories to compare. Use a Venn diagram to write down how the stories are the same and how they are different.

- i) What two stories do you want to compare? Write the title of each story above one of the outside circles.
- ii) How are the stories the same? Write five things in the centre circle that are the same in both stories.
- iii) How are the stories different? Write five things in each outside circle that are different in each story.

Title _____

Title _____





Writing Learning Activity 4

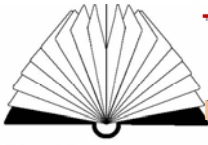
4-2: Create and publish your own story

Use the writing process to create your own story.

- i) Use a web to brainstorm ideas
- ii) Write a rough first draft
- iii) Decide what drawings or pictures you want to include
- iv) Conference with someone
- v) Revise, edit, rewrite
- vi) Print a final copy

To publish your story:

- i) Front cover: The front cover has the title of the story, often a picture or drawing, and the author's name.
- ii) Inside front cover: This page has the month and year you publish the story, the name of the person or people who wrote the story and did the drawings or photos, the title of the story, and the name of the author.
- iii) Back cover: The back cover may have a picture or drawing. Write one sentence for the back cover to describe the main idea of the story.



Writing Learning Activity 4

4-3: Creating questions

We can create questions to better understand a story or other information.

- ✓ **Who** refers to people
- ✓ **What** refers to animals or things
- ✓ **Where** means location or place
- ✓ **When** refers to date or time
- ✓ **Why** tells the reason something happened
- ✓ **How** tells the way something happened

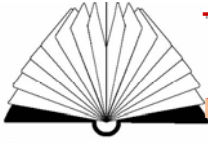
Read these sentences from **Holy Cow** by Kenny Shae.

When we finally landed all I could see was a big white cloud of snow and we found ourselves on the river not far from the shore.

- ✓ A big white cloud of snow is a **thing**.
Question: **What** did he see when they finally landed?
- ✓ On the river not far from the shore is a **place**.
Question: **Where** did they find themselves?

We quickly looked around and found nobody had fallen out.

- ✓ The word quickly tells **the way** they looked around.
Question: **How** did they look around?



Create some questions for the following sentences from **Holy Cow**.

We quickly looked around and found nobody had fallen out.

- ✓ Nobody refers to **people**.

Question: _____ had fallen out?

We looked at that bank and could see where we became airborne and where we landed.

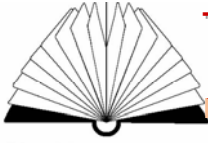
- ✓ That bank is a **place or a location**.

Question: _____ did we look?

We could see where we became airborne and where we landed.

- ✓ Where we became airborne and where we landed are **the things** they saw.

Question: _____ did they see when they looked at the bank?



Create some questions for your own story.

1) Write a question that asks **who**. Who refers to people.

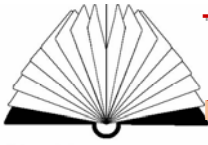
Answer:

2) Write a question that asks **what**. What refers to animals or things.

Answer:

3) Write a question that asks **where**. Where means location or place.

Answer:



4) Write a question that asks **when**. When refers to date or time.

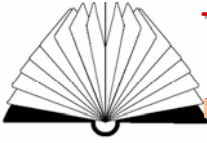
Answer

5) Write a question that asks **why**. Why tells the reason something happened.

Answer

6) Write a question that asks **how**. How tells the way in which you did something.

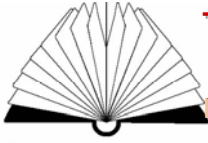
Answer



**Writing
Learning Activity 4**

4-4: On the land

Describe how Aboriginal people used to protect themselves from insects while on the land. Compare the methods Elders used with the ways we protect ourselves today. Use the writing process.



'Making Do' Learning Activity 5

One handout

Learners do research to fully understand the story **Making Do** by Alphonsine McNeely.

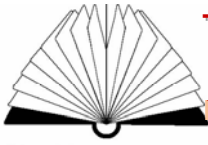
We don't always understand everything we read and doing research is one way to increase our understanding.

The handout focuses on some questions from the story **Making Do**:

- i) What is a mosquito bar?
- ii) What does ramparts scenery mean? Why is the hotel in Fort Good Hope call the Ramparts Hotel?

If learners already know the answers to these questions ask them to pretend they don't know or identify a couple of other questions they don't know the answers to.

Make lots of copies of the research card in the handout. Learners use the research card to write down where they got information from and what they learned.



'Making Do' Learning Activity 5

We don't always understand everything we read. We can do research to get more information and to help us understand. Many resources can offer the information we need:

- ✓ Books, magazines, dictionaries, and encyclopedias
- ✓ Internet search and different websites
- ✓ Talking to Elders or other people who have knowledge

You read a story from Fort Good Hope called **Making Do** by Alphonsine McNeely. In the story she mentions mosquito bars: 'At night we had to sleep in mosquito bars.' She also refers to 'the school on the hill with ramparts scenery' and the Ramparts Hotel.

Here are some questions:

- i) What is a mosquito bar?
- ii) What does ramparts mean? What is ramparts scenery? Why does the hotel have this name?

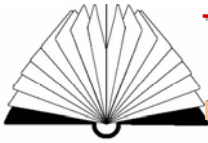
If you already know the answers to these questions, pretend you don't. Do research to find out the answers. Use research cards like the one on the next page to write down where you did research and what you found out.

After you finish your research, write a paragraph to answer each question.

- i) What is a mosquito bar?
- ii) What does ramparts mean? What is ramparts scenery? Why does the hotel have this name?



Research card
Research question: _____ _____
Type of research resource, such as book, magazine, internet, or person: _____
Name of resource: _____
Date: _____
Author: _____
Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____



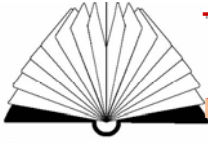
My community map Learning Activity 6

No handout

In this activity, learners work as a group to make a large wall mural. Give each person a map of the community or have learners draw a map. Or if you have a large map, they can work together on the same map.

Encourage learners to use colour. Ask the group to create symbols and make a legend, and to put these things on the map:

- ✓ Their own home
- ✓ Roads
- ✓ Water bodies such as a river or lake
- ✓ Direction arrow pointing North
- ✓ Parks, ski trails, skidoo trails, ball fields, swimming beach
- ✓ Band office
- ✓ Youth centre
- ✓ Elders' centre
- ✓ Friendship centre
- ✓ Churches
- ✓ Schools
- ✓ Other important buildings or natural areas



Talking stick story telling Learning Activity 7

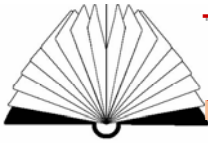
No handout

In this activity, learners tell a story together.

Use a dreamcatcher, feather, stick, or something else learners can pass easily from one to the other.

Give learners a phrase to introduce the story, such as 'my dog gave a quick, savage growl ...' or 'I heard an unusual noise while trapping lynx ...'. Or ask the learners to provide a phrase to introduce the story.

Hand the stick to the next person, who picks up the story where the previous person left off. Keep this up until each learner contributes to the story, and until the story ends.



Story lines Learning Activity 8

No handout

In this activity, learners write stories together. Learners each start their own story and then pass it to the next person. Everyone contributes to each story.

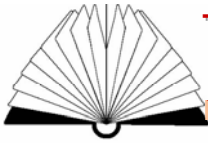
Give each learner a line to start a story or ask them to create their own line to start a story. Here are some sample story starters:

- ✓ My family is going camping this weekend.
- ✓ My snowmobile got stuck in the overflow about 20 miles from home.
- ✓ I just started a new job.
- ✓ I decided to go back to school this fall.
- ✓ The funniest thing happened to me last week.
- ✓ I just love to dance and sing.

Each learner writes at least one paragraph or writes for three to five minutes. Then they hand the story to the next person. That learner continues the story from where the previous writer left off.

Everyone takes a turn at each story until the story comes back to the person that started it. They write an ending for the story.

Ask learners to each read their story.



Community story-writing contest Learning Activity 9

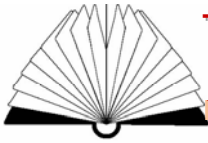
No handout

Coordinate a community story-writing contest. Develop a plan with the learners. Get the schools and the community involved.

- ✓ Ask the Northern store or Co-op to offer a prize for the best author and story.
- ✓ Talk to community members who are willing to share their stories.
- ✓ Advertise the contest.
- ✓ Collect stories from people who enter the contest. Compile and publish their stories. Hand out the stories to the public.
- ✓ Pick the best story and author, and give out the prize.

The Literacy Council website has two good resources you can use.

- i) The Community Writing Contest How to Kit can help you organize a contest. Go to www.nwt.literacy.ca and click on 'Resources'. Then click on 'How to Kits' and scroll down to Community Writing Contest and click on that.
- i) The Fort Resolution Writing Booklets are inspiring examples of community writing. Go to www.nwt.literacy.ca and click on 'Resources'. Then click on 'Community Created Resources' and scroll down to Fort Resolution Writing Booklets. Click on any of the four booklets: Echoes, Whispers, Winning Stories, and Writing Well.



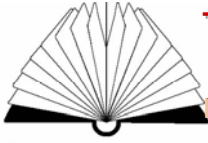
Northern Aboriginal games Learning Activity 10

No handout

In this activity, learners do research about Aboriginal games.

- i) Brainstorm and talk about different Aboriginal games and where they come from.
- ii) Ask learners to work in pairs.
- iii) Ask each pair to choose a game and do the following:
 - ✓ Draw pictures of the game, cut out pictures, take photos or a video
 - ✓ Describe how people play the game
 - ✓ Explain where the game comes from

Make a colourful wall display of the information about Aboriginal games that the learners discovered and created.

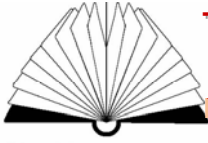


**Northern Aboriginal games open house
Learning Activity 11**

No handout

Identify two or three Aboriginal games you can set up and play in the classroom. Find a time and a schedule for the learners to learn how to play them.

After they know how to play, make a video. Invite family and friends to a feast with traditional foods. Show the video and invite learners, children, and visitors to participate in the games.

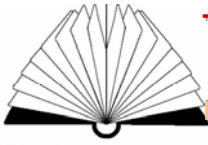


Fundraising Learning Activity 12

No handout

Make a plan to hold a small fundraising event. Tie together all the learning activities to raise money for a literacy project or a field trip.

- ✓ Display all the learners' writing projects.
- ✓ Ask learners to share their stories.
- ✓ Prepare the classroom for the chosen Aboriginal games.
- ✓ Ask learners to prepare a traditional meal.
- ✓ Advertise on the green screen and put up posters.
- ✓ Charge a small fee or ask for a donation for people to attend.
- ✓ Make copies of learners' stories for visitors to take home.



Resources

✓ **Community Writing Contest 'How to Kit'**

This resource offers step-by-step info to organize a writing contest. Go to the Literacy Council's website

www.nwt.literacy.ca

Click on 'Resources', then click on 'How to Kits'. Scroll to 'Community Writing Contest' and click on that.

✓ **Fort Resolution Writing Booklets**

These are good examples of community writing. Go to the Literacy Council's website www.nwt.literacy.ca

Click on 'Resources', then click on 'Community Created Resources'. Scroll to Fort Resolution Writing Booklets, and click on any of the four booklets: Echoes, Whispers, Winning Stories, and Writing Well. Also look for the booklet 'Animals' from Fort Resolution.

✓ **Northern Games**

Video, 25 minutes.

National Film Board Collection. E 99.E7. N67 AV

✓ **Dene Games: A Culture and Resource Manual**

✓ **Inuit-Style Wrestling: A Training and Resource Manual**

✓ **Arctic Sports: A Training and Resource Manual**

Each manual comes with a video.

Contact your local library or Sport North.

Sport North, Box 11089, Yellowknife, NWT X1A 3X7

Phone: 867-669-8326 or toll free: 1-800-661-0797

Fax: 867-669-8327

Email: shunt@sportnorth.com