

# Idaa Trail

## Lessons From the Land: A cultural journey through the NWT

### Study Guide

[www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca)



Produced by the [NWT Literacy Council](http://www.lessonsfromtheland.ca) with funding from the  
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Autumn Downey, a Yellowknife artist, did the beautiful illustrations for the Idaa Trail story. Thanks to Autumn and the Prince of Wales Northern Heritage Centre for granting us permission to use these in the study guide.





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The NWT Literacy Council is a territorial non-profit organization that promotes and supports literacy in all official languages of the Northwest Territories.

You may obtain a copy of this book by writing or calling the NWT Literacy Council or by downloading the document from our website:

**NWT Literacy Council**

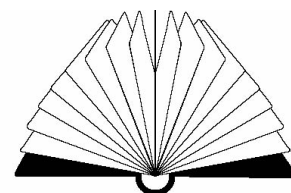
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**N.W.T. LITERACY COUNCIL**



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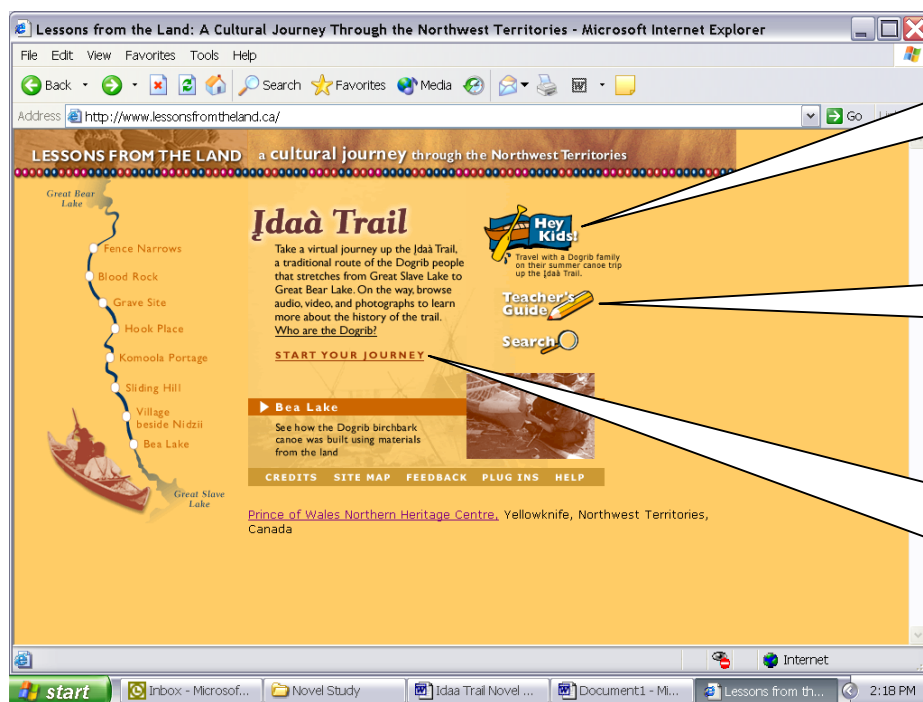
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## Introduction

### What is the Idaa Trail?

The *Idaa Trail* is a traditional route that the Dogrib people traveled from Great Slave Lake to Great Bear Lake. The Prince of Wales Northern Heritage Centre has developed an online learning resource called *Lessons from the Land*. This interactive site allows you to travel the Idaa Trail and learn more about the traditions and culture of the Dogrib people. You will find the trail at [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca).



Illustrated  
online story

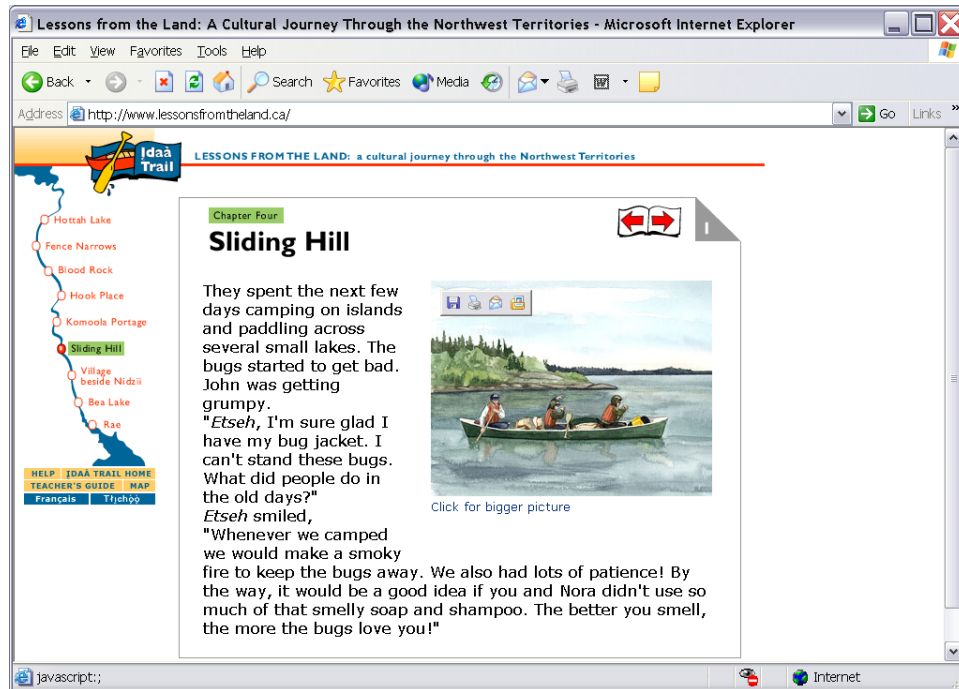
Lesson plans  
with chapter  
activities and  
exercises

In-depth  
information  
on each site,  
including  
videos, photos  
and audio

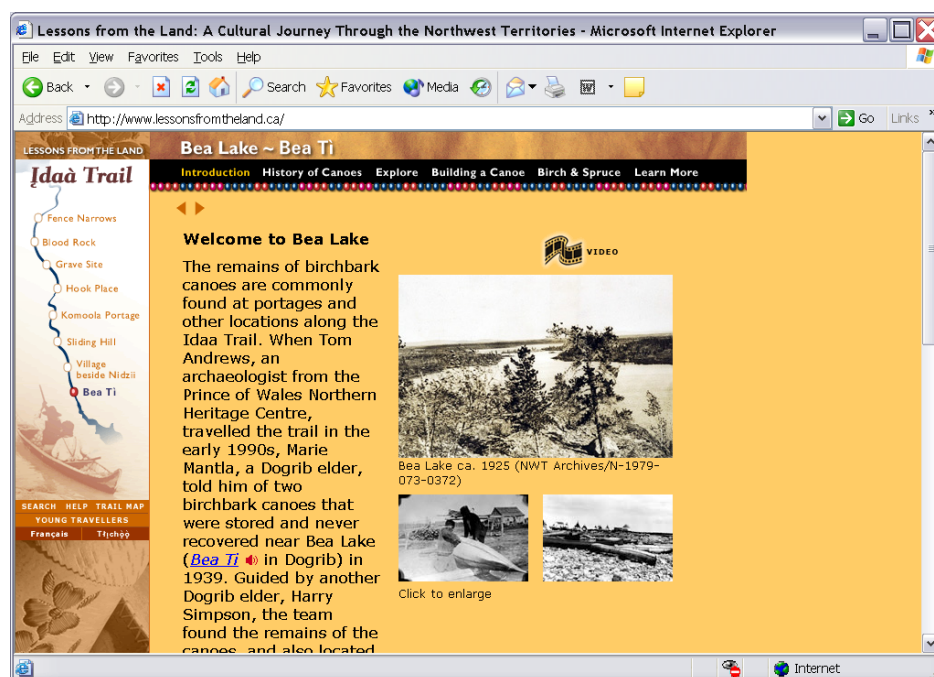
There are two ways you can travel the Idaa Trail. You can click on the 'Hey, Kids' button at the right to travel the Idaa Trail with a Dogrib family in an illustrated online story. This part of the site can be used with adult literacy learners or younger visitors. You will travel with Dogrib elders as they take their three grandchildren on a summer canoe trip up the Idaa Trail. You will stop at important cultural and historic sites along the Idaa Trail and learn about such things as making birch bark canoes, the fur trade, legends, customs, and traditional medicine.



## Introduction



For a more in-depth experience, go to the Idaa Trail Home to browse archival photos, video and audio clips about the Idaa Trail as you explore the historical and cultural significance of eight sites on the Idaa Trail. This stream is intended for secondary and post-secondary students.





## Online Teacher's Guide

The NWT Literacy Council developed learning activities for adult learners for the online Teacher's Guide. The activities for each site are linked with the Adult Literacy and Basic Education (ALBE) curriculum and cover learning outcomes in social studies, science, and English at the 110 and 120 levels. They can be downloaded from [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca)

## Using this Study Guide

You can use the activities and assignment suggestions in this study guide as written assignments or open discussions.

If you have a learner with literacy levels at the early stages, it is recommended that the learner's answers to the assignments be written down for them in the space provided and then reviewed to make sure it is the answer the learner wanted.

The assignments have been designed so that they can be photocopied and handed out as assignments or used for informal group discussion.

The Idaa Trail takes learners on a traditional trail used by the Dogrib people. You can use the ideas and have learners research and investigate traditional trails in their region of the country.

It is important to draw on learners' experiences and the experiences of the Elders in the community.





### Format of the Package

In putting together this package, we have included a number of suggested learning activities. Depending on the time and level of your learners, you will have to choose the learning activities you are going to use. In the 'For the Instructor' section, you will find:

- Theme for the chapter
- Curriculum links and learning outcomes from the ALBE curriculum
- Suggested learning activities
- Suggested resources

This section is followed by the 'Learner Handouts,' which includes the following:

- Vocabulary
- Word search
- Chapter comprehension questions
- Journal writing
- In-Depth exploration
- Learner activity sheets

### Resources

The Prince of Wales Northern Heritage Centre, Education & Extension Services develops and presents educational programs for schools in the NWT. They also lend a variety of Traveling Exhibits and Edukits to communities in the NWT.

- Edukits, made up of resources on northern themes, can be borrowed upon request.
- A variety of traveling exhibits are available to share with your community.

## Introduction



- The Heritage Centre has a collection of traditional Dene, Metis and Inuit artifacts, which are loaned to groups upon request.

For more information on the edukits and travelling exhibits, check out their website at [www.pwnhc.ca](http://www.pwnhc.ca) or contact Education and Extension Services (Wendy: 867-920-3255 or Barb: 867-920-3267).

### Local Resources

It is important to draw on the local resources available in your community.

Be sure to incorporate:

- The knowledge and experience of your learners
- Traditional knowledge and experience of the Elders in the community
- Local knowledge and artifacts

Although the Idaa Trail is about a specific trail used by the Dogrib people, it is important to make links to trails and traditional knowledge in your own local area or region.



# Adult Literacy and Basic Education (ALBE) English 120 Learning Outcomes Covered in the Idaà Trail Study Guide

Each chapter of the Idaà Trail Study Guide covers many learning outcomes in the English, Science and Social Studies 120 Adult Literacy and Basic Education Curriculum. The following is a list of English 120 learning outcomes covered in the various activities in the study guide:

## Reading

### Pre-reading Strategies

- Sets a purpose for reading
- Identifies personal knowledge and experience related to the topic prior to reading

### Use Word Analysis Skills to Extract Meaning from Written Text

- Further develops sight vocabulary
- Uses context clues (such as word order) in surrounding words and sentences
- Uses the dictionary, glossary, and thesaurus for vocabulary development, pronunciation, meaning and spelling confirmation
- Identifies and explores personal strategies for learning and remembering new words

### Reading to Comprehend and Respond

- Uses comprehension strategies to monitor comprehension and understand texts
- Explains connections between prior knowledge and experiences and a variety of appropriate text; shares responses
- Identifies key elements of fiction (plot, characterizations, setting)
- Identifies mood, descriptive language, and common figures of speech (simile, metaphor, personification) in literary texts

## Introduction



- Uses accurate word meaning according to context; recognizes ambiguity in language (multiple meaning)
- Reads, understands and follows written directions

## Reading for Inquiry or Research

- Independently and with others summarizes and uses personal knowledge of a topic to determine information needs, and formulates questions to guide research
- Uses a plan for gathering and recording information and ideas within a pre-established framework
- Locates information using a variety of sources and tools (such as encyclopedia, dictionaries, thesauri, CD-ROM, Internet, community resources...)
- Determines the usefulness of information found; identifies gaps in information and gathers additional information

## Speaking

- Shares personal experiences, familiar events and traditions in small and large group discussions
- Expresses personal opinions and viewpoints
- Asks others for viewpoints to build on personal understandings
- Asks and answers questions to get information and clarify understanding
- Describes and builds on connections between previous experiences, prior knowledge, and a variety of texts
- Shares group knowledge on a topic to determine information needs for group research

## Thinking

- Searches for ideas and information from various viewpoints to assist own understanding
- Generates ideas individually and with others
- Sorts and re-combines ideas to form new meaning
- Connects personal knowledge and past experience with new information
- Distinguishes between fact and opinion



- Evaluates the quality of ideas using appropriate criteria
- Uses a variety of problem/solving/decision making strategies

## Viewing

- Sets a purpose for viewing
- Uses personal knowledge to ask questions prior to viewing
- Responds to visual media by making connections between the ideas presented and prior knowledge and experiences

## Representing/Depicting

- Extracts meaning from a visual product (such as carvings, murals, charts, posters, dramatizations, print-art combinations, presentations...)
- Creates original visual/audio-visual products to communicate personal understanding using forms appropriate to audiences and purpose
- Uses visuals (such as charts, graphics, diagrams, videos, objects...) to enhance written or oral presentation

## Writing

### Use the Writing Process

- Participate in group and individual activities to generate ideas for writing
- Prepare a plan for writing a draft
- Draft for purpose of shaping and organizing
- With attention to audience and purpose, examine draft individually and with others for clarity, thought, and development
- Edit for grammar, spelling, and mechanics
- Prepare final copy which meets format requirements
- Proofread final copy
- Throughout the writing process, give courteous and constructive feedback while conferencing
- Where possible, word processing should be used for composing, revising, and formatting



### **Writing to respond, to comprehend and to express thoughts**

- Make and record connections between personal experiences, prior knowledge, and a variety of reading, viewing, and listening materials and/or activities
- Express ideas and understandings clearly in own words in response to a variety of materials
- Express personal viewpoints clearly in own words
- Organize information and ideas in a variety of strategies and techniques (such as webbing, comparing/contrasting, classifying, and sorting) to construct and confirm meaning

### **Writing to express thoughts using particular forms**

- Write simple descriptive, expository, and narrative paragraphs with main ideas and related details
- Write narratives with beginning, middle and end
- Write functional pieces (such as memos, notes, messages, personal letters, letters requesting information...)
- List main ideas from a short passage
- Choose forms (such as diaries, narratives, notes, reports, diagrams) that serve particular audiences and purposes
- Produce a final copy of a writing assignment on demand

### **Writing to develop skill in grammar and mechanics**

- Use correct sentence structure in simple and compound sentences

### **Writing for inquiry or research**

- Make notes on a topic in own words, using information from more than one source
- Write a multi-paragraph (3 short paragraphs) report with a beginning, middle, and end
- Prepare a neat report listing sources
- Prepare a simple bibliography including title, author, and copyright date
- Define plagiarism and strategies to avoid it

## Chapter 1: Leaving Rae





# Chapter 1: Leaving Rae

## For Instructors

### Curriculum Links

ALBE Social Studies 110 – 120

- Locate places and/or features using number and letter key system (grid on highway maps, atlases)
- Locate your community and other major communities in your region
- Identify cultural groups – including dialect groups and ethnic groups within the community/region
- Describe some of the geographic features in your region (delta, mountain, plateau, lowland, upland, tundra, pingo, treeline, permafrost, forest, peninsula, bay, isthmus, island, lake, river, etc.)
- Identify major rivers, lakes, oceans, bays, and mountain ranges in the NWT
- Interpret maps and globes
- Use cardinal (north, south, east, west) directions
- Interpret and use basic map legends and symbols (dots, lines, colours, pictures, land and water symbols)

### Suggested Learning Activities

This is a great opportunity to expand the learners' knowledge about their community, local area, region and territory.

- Have the learners locate and label locations mentioned on the Idaa Trail - Rae, Great Slave Lake and Great Bear Lake, Fort Norman (Tulita) on a map of the NWT.
- Have the learners brainstorm a list of all the communities and major lakes, rivers and geographic features within the NWT. Give the learners a blank





## Chapter 1: Leaving Rae

map of the NWT and a complete list of communities, lakes, rivers, and geographic features and have them locate and label these on the map.

- Brainstorm a list of all the official languages in the NWT and have the learners write the languages spoken in the various communities in the NWT. (<http://www.gov.nt.ca/langcom/map.htm>)
- Have learners construct maps of an area to show the geographic relationship of one community to another. Be sure students can use cardinal directions (north, south, east, west) to identify one community in relation to others.
- Have learners draw conclusions about the locations of many communities (close to bodies of water) and suggest reasons for this. Transportation and availability of food are obvious ones; what other reasons can learners come up with? Brainstorm for ideas. Discuss the significance of geographic features in terms of history (economy, rivers as transportation networks).
- Get a map of your local area and have learners write as many local traditional names and places of importance on the map. Invite Elders into the class to work with the learners to identify local traditional trails, hunting and fishing areas, places where people lived in camps, and places of importance to the local people.

## Suggested Resources

- NWT Maps

Online, printable maps of the NWT can be downloaded from:

<http://www.gov.nt.ca/RWED/maps/index.htm>

If you want to buy detailed maps and topographical maps, they are available from:

**Canada Map Office**

Department of Natural Resources

130 Bentley Ave.

Nepean, ON K1A 0E9

Telephone: (613) 952-7000

Toll Free: 1-800-465-6277

Toll Free: 1-800-661-6277 (fax)

Website:

<http://maps.nrcan.gc.ca/>



## Chapter 1: Leaving Rae



**Tgit Geomatics Ltd.**  
(The Map Place)  
P.O. Box 244  
Suite 101 5016 50th Ave.

Yellowknife, NT X1A 2N2  
Telephone: (867) 873-8448  
Fax: (867) 873-8439

- Legend: *How the Dogrib Got Their Name*  
<http://www.nns1.com/guides/ykguide/copy/dogrib.html>
- *Who are the Dogrib?* From [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca)
- *Gwich'in Googwandak: The History and Stories of the Gwichya Gwich'in*, as Told by the Elders of Tsiigehtchic. Gwich'in Social and Cultural Institute. Tsiigehtchic, NT. 2001 ISBN: 1-896337-05-8



## Chapter 1: Leaving Rae

### Vocabulary

- Some of the words in the chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- trail
- route
- pack
- traced
- offering
- portage
- generations
- case
- bannock
- rhythm

|     |
|-----|
| 1.  |
| 2.  |
| 3.  |
| 4.  |
| 5.  |
| 6.  |
| 7.  |
| 8.  |
| 9.  |
| 10. |



## Word Search

- Circle the vocabulary words in the word search below. The words may go down or across. Check them off the list as you find them.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| g | e | n | e | r | a | t | i | o | n |
| j | v | z | e | h | u | q | b | f | f |
| d | z | p | i | y | z | d | x | f | u |
| j | r | o | u | t | e | p | e | e | t |
| a | t | p | n | h | m | a | n | r | r |
| t | r | n | v | m | y | c | f | i | a |
| b | a | n | n | o | c | k | r | n | c |
| q | i | p | p | o | r | t | a | g | e |
| b | l | c | a | s | e | n | w | j | d |

- trail
- route
- pack
- traced
- offering
- portage
- generation
- case
- bannock
- rhythm





### Chapter Questions

1. Fill in the 'Who, What, When, Where, Why and How' table on the next page with all the information that you've found out in the first chapter.
2. Why was the Idaa Trail important to the Dogrib?
3. Explain why Etsi and Etseh, the grandparents, wanted to take their grandchildren on the Idaa Trail?
4. Make a list of items that **you** would take on a canoe trip and then number them in the order of their importance for your survival. Item number 1 is the most important. In a group, discuss your list and the reasons for your choices.
5. Explain how John was feeling about the trip and why he felt this way.
6. Describe the ritual that was performed before the family set off on their journey? Why was this done?

### Journal Writing

At the end of the chapter, John is having a hard time falling asleep because he is thinking about all the good and bad things that could happen on the trip. Think of a time when you were preparing to go on a trip and how you were feeling. Write about this time.

### In-Depth Exploration

The Idaa Trail is a traditional route used by the Dogrib people. Who are the Dogrib people? Where do they live? What language do they speak? Research this question using the main section of the Idaa Trail and other resources and write your answers in a one-page essay.



### Who, What, When Where, Why, and How

- After reading Chapter 1: Leaving Rae, fill in the 'Who, What, When, Where, Why and How' table with all the information that you have found out.

|              |
|--------------|
| <b>Who</b>   |
| <b>What</b>  |
| <b>Where</b> |
| <b>Why</b>   |
| <b>When</b>  |
| <b>How</b>   |



### Map of the Northwest Territories

- Make a list of all the towns and places mentioned in the first chapter of the story.
- Use the blank map of the Northwest Territories and write the names of these places on the map. Use the map throughout the story to add new places mentioned.
- Now, brainstorm a list of all the communities and major lakes, rivers and geographic features within the NWT. Find and label these on the blank map of the NWT.
- Look at the map and where communities are located. Why do you think they are located where they are? What is the importance of geographic features such as lakes, rivers, and mountains in terms of where communities are located, the local economy and transportation?

### Your Trails

This story tells of the Idaa Trail, a traditional trail used by the Dogrib people. Research traditional trails in your area.

- Do you know of any traditional trails in your area?
- Talk to Elders and find out about routes they traditionally travelled. Are local people using these routes today?
- Look at the map of the Idaa Trail. Draw a map like this for your region, including traditional trails and any special places.



### Map of the Northwest Territories<sup>1</sup>



<sup>1</sup>Provided by Department of Education, Culture and Employment, GNWT, Yellowknife, NT





### Map of the Idaa Trail<sup>2</sup>



<sup>2</sup> Provided by the Prince of Wales Northern Heritage Centre, Yellowknife, NT



## Official NWT Community Names<sup>3</sup>

### Northwest Territories

| Official Name<br>(in bold)<br>Previous Name<br>(in italics) | Latitude/Longitude<br>NTS Map Sheet | Traditional<br>Name | Translation                                  | Remarks   |
|---|-------------------------------------|---------------------|--|---|
| <b>Aklavik</b>  | 68°13'N/135°00'W<br>107-B           | Akᑭarvik            | barren-ground grizzly place                  | --  |
| <i>Arctic Red River</i>                                     | --                                  | --                  | --   | see <b>Tsiigehtchic</b>                           |
| <b>Colville Lake</b>  | 67°02'N/126°07'W<br>96-M            | K'áhbamjútúé        | ptarmigan net place                          | --  |
| <b>Déjᑭne</b>   | 65°12'N/123°25'W<br>96-G            | --                  | moving or flowing water                      | changed from <i>Fort Franklin</i><br>June 1, 1993 |
| <b>Detah</b>  | 62°25'N/114°18'W<br>85-J            | T'èzehda            | burnt point                                  | often also spelled Dettah                         |
| <b>Edzo</b>   | 62°47'N/116°02'W<br>85-K            | --                  | --   | named for Dene Chief                              |
| <b>Enterprise</b>   | 60°33'N/116°08'W<br>85-C            | ?                   | --   | --  |
| <i>Fort Franklin</i>  | --                                  | --                  | --   | see <b>Déjᑭne</b>                                 |
| <b>Fort Good Hope</b>                                       | 66°15'N/128°38'W<br>106-I           | Rádeyjljókóé        | rapids place                                 | --  |
| <b>Fort Liard</b>   | 60°14'N/123°28'W<br>95-B            | Echaot'je Kúé       | people from the land of<br>giants place      | --  |
| <b>Fort McPherson</b>                                       | 67°26'N/134°53'W<br>106-M           | Teet'it Zheh        | at the head of the waters<br>place           | --  |
| <i>Fort Norman</i>  | --                                  | --                  | --   | see <b>Tulita</b>                                 |
| <b>Fort Providence</b>                                      | 61°21'N/117°39'W<br>85-F            | Zhahti Kúé          | mission house place                          | --  |
| <b>Fort Resolution</b>                                      | 61°10'N/113°40'W<br>85-H            | Denínu Kúé          | moose island place                           | --  |
| <b>Fort Simpson</b>   | 61°52'N/121°21'W<br>95-H            | Łídlj Kúé           | place where rivers come<br>together          | --  |
| <b>Fort Smith</b>   | 60°00'N/111°53'W<br>75-D            | Tthebacha           | beside the rapids                            | --  |
| <b>Hay River</b>  | 60°49'N/115°47'W<br>85-B            | Xátt'odehchee       | hay river                                    | --  |
| <b>Holman</b>   | 70°44'N/117°45'W<br>87-F            | Uluqsauquq          | where there is copper                        | --  |
| <b>Inuvik</b>   | 68°21'N/133°43'W<br>107-B           | Inuvik              | place of man                                 | --  |
| <b>Jean Marie<br/>River</b>                                 | 61°31'N/120°38'W<br>95-H            | Ttheke'éndélj       | water flowing over clay                      | --  |
| <b>Kakisa</b>   | 60°56'N/117°25'W<br>85-C            | K'ágee              | between the willows                          | --  |
| <i>Lac La Martre</i>  | --                                  | --                  | --   | see <b>Wha Ti</b>                                 |
| <b>Łutselk'e</b>  | 62°24'N/110°44'W<br>75-L            | Łútsēlk'é           | place of the Łútsēl, a type of<br>small fish | changed from <i>Snowdrift</i><br>July 1, 1992     |
| <b>Nahanni Butte</b>  | 61°02'N/123°23'W<br>95-G            | Tthenáágó           | strong rock                                  | --  |
| <b>Norman Wells</b>   | 65°17'N/126°50'W<br>96-E            | Tłégóhtj            | where there is oil                           | --  |
| <b>Paulatuk</b>   | 69°21'N/124°04'W<br>97-C            | Paulatuq            | place of coal                                | --  |
| <b>Rae</b>  | 62°50'N/116°03'W<br>85-K            | Behchokō            | Mbehcho's place                              | --  |

<sup>3</sup> Provided by the Prince of Wales Northern Heritage Centre





## Chapter 1: Leaving Rae

|                      |                           |                |                         |   |
|----------------------|---------------------------|----------------|-------------------------|---|
| <b>Rae Lakes</b>     | 64°07'N/117°21'W<br>86-C  | Gahm]ti        | rabbit-net lake         | --  |
| <b>Sachs Harbour</b> | 71°59'N/125°14'W<br>97-G  | Ikaahuk        | where you go across to  | --  |
| <i>Snare Lakes</i>   | --                        | --             | --                      | see <b>Wekweti</b>  |
| <i>Snowdrift</i>     | --                        | --             | --                      | see <b>Lutselk'e</b>  |
| <b>Trout Lake</b>    | 60°26'N/121°15'W<br>95-A  | Saamba K'e     | trout lake place        | --  |
| <b>Tsiigehtchic</b>  | 67°27'N/133°44'W<br>106-N | Tsiigehtshik   | mouth of the iron river | changed from <i>Arctic Red River</i> April 1, 1994  |
| <b>Tuktoyaktuk</b>   | 69°27'N/133°02'W<br>107-C | Tuktuujaqrtuuq | looks like a caribou    | --  |
| <b>Tulita</b>        | 64°54'N/125°34'W<br>96-C  | Tulit'a        | where the waters meet   | changed from <i>Fort Norman</i> January 1, 1996   |
| <b>Wekweti</b>       | 64°11'N/114°11'W<br>86-B  | --             | rock lake?              | changed from <i>Snare Lakes</i> November 1, 1998  |
| <b>Wha Ti</b>        | 63°08'N/117°16'W<br>85-N  | --             | marten lake             | changed from <i>Lac La Martre</i> January 1, 1996<br><br>Also sometimes called "Tsòti" (fouled water lake) or "M]ne Kò Golàa" (net fishing place with houses) |
| <b>Wrigley</b>       | 63°13'N/123°28'W<br>95-O  | Pedzéh K]j     | clay place              | --  |
| <b>Yellowknife</b>   | 62°27'N/114°22'W<br>85-J  | Sòmbak'è       | money place             | --  |



### Map of the Northwest Territories <sup>4</sup>



<sup>4</sup> Provided by the Prince of Wales Northern Heritage Centre

## Chapter 2: Bea Lake





## Chapter 2: Bea Lake

### For Instructors

Along the Idaa Trail you learn about traditional knowledge and technology. In these suggested activities, the learners will investigate traditional knowledge and technology in the north. It is important to draw from the learners' own understandings of what traditional knowledge is.

### Curriculum Links:

ALBE Social Studies 110 – 120

- Name a minimum of three examples of traditional technologies and explain how they illustrate an adaptation to the environment.

ALBE Science 120

- Explain what traditional knowledge is and compare and contrast it with scientific knowledge.
- Explain what technology is.
- Give examples of how science and technology have developed over time in response to human and environmental needs.
- Describe ways that science and technology have worked and will continue to work together in investigating questions and problems.

### Suggested Learning Activities:

- Brainstorm with learners what 'traditional knowledge' means to them. Have them generate as many ideas as possible.
- Compare and contrast traditional vs. scientific knowledge. Complete the learner activity sheets on traditional knowledge and technology.
- As the learners travel the Idaa Trail, traditional and modern technologies are mentioned. Have the learners keep a list of traditional and modern knowledge and technology mentioned at each site. See the handout provided.



- Invite Elders in as guest speakers to describe what life was like before modern technologies were available. Ask them to share some of the challenges and difficulties of living on the land and describe how life has changed for them over the years with regard to new technologies.
- Advantages and Disadvantages of Technology: Have learners brainstorm the advantages and disadvantages of technology. Use the handout provided and start with the example of comparing the advantages and disadvantages of using the birch bark canoe versus a motorboat. Discuss what has been lost in the culture because of all that we've gained technologically (e.g. TV – storytelling, drum dancing, family interaction; GPS- traditional knowledge of navigating by stars, snowdrifts, etc.).
- Ask the question: What would your life be like without a particular technology (TV, telephone, snowmobile, etc...)? Have learners perform a skit showing how their life would be changed without a particular technology.

### Suggested Resources:

- Prince of Wales Northern Heritage Centre (PWNHC) has a collection of traditional Dene, Metis and Inuit artifacts and Edukits (tools & technology, clothing) that are loaned to groups upon request. Use a selection of their artifacts from the Dene and Inuit cultures to provide an interesting hands-on look at traditional knowledge. They also have the NWT Archives photographic database that has 20,000 images that can be viewed online as well as online student activities such as 'The Mooseskin Boat' and 'Legends'.  
[www.pwnhc.ca](http://www.pwnhc.ca)
- Martha Johnson and Robert A. Ruttan, *Traditional Dene Environmental Knowledge: A Pilot Project Conducted in Fort Good Hope and Colville Lake, NT 1989-1993* (Hay River, NT: Dene Cultural Institute, 1993).
- Website: Prince of Wales Northern Heritage Centre  
<http://www.pwnhc.learnnet.nt.ca>
- *Birch Bark Canoe* video from PWNHC



## Chapter 2: Bea Lake

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- explore
- portage
- trapping
- starving
- antenna
- Etsi
- scrambled
- site
- stand
- scar

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### Word Search

- Circle the vocabulary words in the word search below. The words may go down, across or diagonally. Check them off the list as you find them.

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| X | h | e | t | s | e | h | z | t | s |
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| t | p | w | d | v | v | y | r | x | b |
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| s | x | a | n | t | e | n | n | a | e |
| w | w | x | l | d | l | y | g | c | d |

- explore
- Etseh
- trapping
- starving
- antenna
- Etsi
- scrambled
- site
- stand
- scar



### Chapter Questions

1. How were John, Peter and Nora feeling after their first days of paddling on the lake?
2. When the family reached Bea Lake, Etsi was walking around and looking for something. What was she searching for?
3. Why did the Dogrib decide to leave the birch bark canoes over the winter? How long had the birch bark canoes been at Bea Lake?
4. Explain why Etsi did not want John to take pieces of the old birch bark canoes from the site.
5. What was used to seal the seams of the birch bark canoe?

### Journal Writing

Why did people choose to travel by canoe in the old days? What were some of the advantages and disadvantages of canoe travel?

Or

Learning from elders is an important way of passing knowledge from one generation to another. What have you learned from your grandparents or other elders? How have you learned it?

### In-Depth Exploration

Use the information from the main section and online story of the Idaa Trail to describe how you would make a birch bark canoe. Write the steps taken to make a birch bark canoe, including a diagram and model.



### Traditional and Modern Technology

As you travel along the Idaa Trail and stop at the various sites, keep track of the traditional and modern knowledge and technologies.

| Site                      | Traditional | Modern |
|---------------------------|-------------|--------|
| Leaving Rae               |             |        |
| Bea Lake                  |             |        |
| Village beside Nidzii     |             |        |
| Sliding Hill              |             |        |
| Komoola Portage           |             |        |
| Hook Place/<br>Grave Site |             |        |
| Blood Rock                |             |        |
| Fence Narrows             |             |        |
| Arriving at Hottah Lake   |             |        |



### The Science and Technology of Nature

Nature is the master of the environment and by watching and learning from nature Aboriginal people and scientists have developed many new technologies.

Many cultures have taken ideas from nature and developed them into useful technologies for humans. For example, the snowshoe hare and its ability to stay on top of soft snow was noticed by Aboriginal people and then the snowshoe was designed based on the same principles as the snowshoe hare's feet.

Can you think of other things that have been developed by watching nature?

| Technology       | What in nature might have inspired this? |
|------------------|--|
| Snowshoes        | Foot of the snowshoe hare                |
| Airplane wing    |  |
| Fish net         |  |
| Birch bark canoe |  |
| Fur clothing     |  |
| Iglu shape       |  |
| Quinzee          |  |
| Velcro           |  |
|                  |  |
|                  |  |
|                  |  |
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|                  |  |
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|                  |  |
|                  |  |
|                  |  |



## Advantages and Disadvantages of Technology

Every technology has its advantages and disadvantages. These can be social, cultural, environmental or personal. It is important to weigh the advantages and disadvantages of a technology before we embrace it.

Fill in the chart below listing the advantages and disadvantages of a traditional and modern technology.

| Traditional Technology |              | Modern Technology |              |
|------------------------|--------------|-------------------|--------------|
| Birch Bark Canoe       |              | Motor Boat        |              |
| Advantage              | Disadvantage | Advantage         | Disadvantage |
|                        |              |                   |              |

A recent example of a new technology is the use of genetically engineered foods and the controversy it has caused. If you were to do a comparison chart like the one above, what would be some of the advantages and disadvantages?



Advantages and Disadvantages of Technology

Compare the advantages and disadvantages of one of these:

- bow and arrow vs. gun
- snowmobile vs. dog team
- inukshuk/snowdrifts vs. GPS

| Traditional Technology |              | Modern Technology |              |
|------------------------|--------------|-------------------|--------------|
|                        |              |                   |              |
| Advantage              | Disadvantage | Advantage         | Disadvantage |
|                        |              |                   |              |



## Chapter 3: Village Beside Nidzii





### Chapter 3: Village Beside Nidzii

#### For Instructors

In this chapter, learners are introduced to events in history – the fur trade, flu epidemic, treaties, etc. The suggested learning activities will help familiarize learners with the local area they live in and develop an awareness of how their own community has been influenced by history.

#### Curriculum Links:

ALBE Social Studies 110 – 120

- Demonstrate a general knowledge of pre-history leading up to contact with Europeans
- Demonstrate a general knowledge of events applicable to your region/community resulting from European contact

#### Suggested Learning Activities:

- Timelines: Have learners brainstorm any facts or events they know of, even those they are not really sure about, in the history of their community and region and write them on the board. Draw a long horizontal line across the board or long piece of paper with arrows at each end and indicate 'Past' on the left side and 'Future' on the right. Somewhere near the right end, mark 'Now' on the timeline. Ask learners to assign a position on the timeline to the events they brainstormed. The emphasis here is not on dates but on the relative position of events in time. Include events that occurred both before and after contact with Europeans, such as signing of treaties, the arrival of fur traders, introduction of new technology, etc.
- Arrange a field trip to the local museum to see pictures and artifacts surrounding the early history of the area or search the photo database on the Prince of Wales Northern Heritage Centre's website.
- Invite guest speakers or interview local Elders who have lived in your community or area for a long period and have them share their stories





## Chapter 3: Village Beside Nidzii

about local and personal history. Brainstorm a list of interview questions with the learners.

- Using information from local sources, have learners do reports, posters, or make a book about famous people who have influenced the growth of the community or region, such as K'aawidaa, the trading chief.
- Using materials from the local library and/or historical society, have learners do research and write reports about how the community and region were established.
- After doing the research and reporting to the class, have the learners complete another timeline of significant historical events from the perspective of their community, region, and territory. Use a continuous roll of paper (one foot wide or so) and pin your timeline up on your classroom wall. Use diagrams, pictures, colour, etc. to help make the images and events memorable for the learners.

### Suggested Resources:

- Prince of Wales Heritage Centre has archives, photos, and searchable databases that learners can use online at <http://www.pwnhc.ca/databases/index.htm>



## Chapter 3: Village Beside Nidzii

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- frustration
- fish soup
- chimneys
- trading chief
- abandoned
- patient
- knelt
- treaty
- epidemic
- emptied

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## Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
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| e | a | s | b | h | e | c | z | m | a | i | s |
| m | o | t | a | s | l | l | j | g | n | m | m |
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| s | j | n | d | s | a | p | y | o | w | b | p |
| u | u | e | a | f | i | t | g | w | i | z | o |

- frustration
- fish soup
- chimneys
- emptied
- patient
- knelt
- treaty
- trading chief
- abandoned
- epidemic



### Chapter Questions

1. Explain what happened when John was trying to light the fire. How did Etseh help him?
2. A simile is a comparison between two different things using the word 'like' or 'as.' In the story, Etseh tells his grandchildren: 'You know, to us the land is like a book.' Describe what Etseh means by this. Make up two more similes.
3. Why did the family hang the fish to dry?
4. What is Niidizk'a Kogolaa? Why was this place important?
5. Who was K'aawidaa? Why was he important among the Dogrib people?
6. Explain why was the village of Niidizk'a Kogolaa was abandoned.
7. What are the advantages of camping on the island as opposed to the mainland?

### Journal Writing

Imagine that you are an adult at the time of the flu epidemic and you are seeing your family and friends fall ill with the flu. Write a journal entry that would describe what you saw and how you felt as you were leaving your village for the last time.

### In-Depth Exploration

The fur trade had a big impact on Aboriginal groups. Research the fur trade and its impact on the Dogrib, using the information from the Idaa Trail, the Internet and other sources.



## Chapter 3: Village Beside Nidzii

Date \_\_\_\_\_

Timeline for \_\_\_\_\_

A timeline diagram consisting of a vertical line on the left and five diagonal lines extending to the right, creating a series of slanted rectangular boxes for notes.



### The Interview<sup>5</sup>

#### Assignment:

1. Arrange an interview with an Elder who is willing to share some of their stories from the past. Be sure to include the time, day, and the place that you will meet.
2. Prepare questions that you will ask this person in an interview.
3. If possible, use a tape recorder or video camera to record the interview.
4. Transcribe the interview. Transcribe means to write down all the words which are spoken in the interview.

In Question / Answer format:

**Question:** When were you born?

**Answer:** I was born in 1921.

**Question:** Where were you born?

**Answer:** I was born in the bush near Rae.

Use the interview sheets on the next page to write down your questions and answers during the interview.

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<sup>5</sup> Material adapted from Roast Moose and Rosaries – Fred and Mary's Story. Teacher's Guide – Fundamental Level, BC.





**Here are some sample questions you may want to ask.**

### **Sample Questions**

1. Where does your family come from?
2. How long have you lived in this area?
3. Can you tell me about your family history?
4. What is your first language? Do your children speak that language?
5. How did people travel in earlier times?
6. How have modern methods of transportation affected the traditional way of life?
7. Can you tell how the environment has been affected by modern transportation?
8. What events occurred annually or seasonally? Did they have special ceremonies?
9. How has the celebration of holidays changed since you were a child?
10. Are there certain practices or ceremonies done when an animal has been killed for food or other purposes?
11. How has fishing gear changed over time?
12. What was the process for making/getting clothing? Who was responsible for what?
13. Was there special clothing worn at different times or seasons?
14. What are your thoughts on the diseases brought by Europeans and how Europeans influenced Aboriginal people?
15. Can you tell me when and how the land was used in the past? How should we use it in the future?
16. In earlier times before or at contact how did the people divide the land? How do they do it now?
17. What is your favourite season? Why?
18. How and where were stories told to you?



### Interview with:

**Interviewer:**

**Date:**

**Time:**

**Place:**

**Question # \_\_:**

**Answer #\_\_:**

**Question # \_\_:**

**Answer #\_\_:**

**Question # \_\_:**

**Answer #\_\_:**





## Chapter 3: Village Beside Nidzii

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**Question # \_\_:**

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**Answer #\_\_:**

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**Question # \_\_:**

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## Chapter 3: Village Beside Nidzii





## Chapter 4: Sliding Hill





## Chapter 4: Sliding Hill

### For Instructors

In this chapter, you learn about the legend of Yamozha and the wolverine and about traditional medicines. The learners will investigate how the Dene used various parts of trees and other forest plants for a whole range of ailments and health conditions. They will also explore and create legends.

### Curriculum Links:

ALBE Social Studies 110 – 120

- Demonstrate knowledge of the following aspects applicable to your region – mineral resources, use of the land by man, classification of the region as arctic or sub-arctic, animal life, climate, other.

ALBE Science 120

- Explain what traditional knowledge is and compare and contrast with scientific knowledge.
- Give examples of how science and technology have developed over time in response to human and environmental need.
- Describe ways that science and technology have worked and will continue to work together in investigating questions and problems.
- Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment.

### Suggested Learning Activities:

#### Traditional Medicines: The Healing Forest<sup>6</sup>

In this activity, the learners will make a medicine book using information from plant field guides, people in the community and other resources.

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<sup>6</sup> *NWT's Focus on Forests* (Yellowknife, NT: GNWT, Department of Renewable Resources, 1996), p. 182-183. Reprinted with permission.





## Chapter 4: Sliding Hill

1. Ask learners to raise their hands if they have medicine from the drug store or health centre in their house (for example, cough syrup, pain killers, antiseptic cream, etc.). Write down some of the examples on the flip chart. Ask learners if they know if their parents or other relatives use any plants from the local area for medicines. Write examples of these traditional medicines on the flip chart.
2. Lead the class into a discussion about traditional medicines derived from local plants and animals and ‘western’ medicines that are processed and sold in pharmacies. How are traditional and modern medical systems linked? How do they differ?
3. Ask learners to imagine that all of the pharmaceutical companies that make modern medicine have decided to stop sending medicine to drug stores and hospitals in the NWT. The government has heard about this and has given your class a job to do while they try to bargain with the companies. Learners are to make a medicine book for their community so that people can heal themselves in case of sickness or injury.
4. Have each learner make one page for the community medicine book. He/she is to choose a medical problem, or ailment (e.g. sore throat, bleeding) and research one or two plants that were traditionally used as remedies. Learners can read the attached information sheet ‘*Forest Medicines*’ and refer to various books in the Resources section for information on traditional medicines and plant identification. Learners should also be encouraged to ask parents, grandparents, and other community members for information.
5. Each learner’s page should contain the following information:
  - the name of the ailment or sickness
  - a labelled picture/photo or drawing of the whole plant part(s) that contains the medicine
  - how to prepare and use the medicine (if known)

## Chapter 4: Sliding Hill



- any specific warnings about the plant's use (i.e. are certain parts poisonous? Or, should the plant be 'paid for' its gifts?)
- at least one place where the plant(s) can be found locally

Laminate each page and put it in a binder complete with a title page, a table of contents and warning about the book's use. An example is given below.

### **Forest Medicines of the Sahtu**

Compiled by the ABE Science 120 Class  
in September 2000 in the community of Deline.

#### **Contents:**

|  |   |
|--|---|
| Medicines for earaches.....            | 2 |
| How to stop a wound from bleeding..... | 3 |
| Relief for arthritis.....              | 7 |

**Warning:** Earth Medicines such as the ones listed inside should not be tried without the help of an experienced Elder. This type of knowledge is very special and takes many years to learn. It can be dangerous if used incorrectly.

6. Ask learners if they had any problems identifying the correct healing plant. For example, did any learners find different names for the same healing plant in different books? Or perhaps a healing plant not described well enough in the various resources for you to be able to find it outside or in a field guide? Would this be a problem if you were going to use the plants for healing? How could mix-ups be avoided? By using the plant's scientific name, which is the same all over the world; also by having someone knowledgeable about healing plants teach you by practical example.
7. Research some of the drugs we have today that come from forests around the world. Did Aboriginal people originally use these? Are any of the plants endangered or threatened? What can we do to protect plants that have





## Chapter 4: Sliding Hill

healing powers? What are the consequences if we don't take measures to protect them?

8. Make a map to accompany the medicine book. Label map areas that have healing plants around your community. Learners can use symbols to show different types of plants and include a legend.
9. Put together a collection of plants that can be used by people, either for medicines, food or utility uses (e.g. birch bark baskets). Have each learner choose one plant and mount a specimen on stiff, white paper. The specimen should be pressed, mounted and then labelled with the following information:

**Name of plant:** (common and scientific)

**Place of collection:** (Fort Smith, NT)

**Habitat:** (boggy area along the Slave River)

**Description:** (e.g. how common is the plant; what does it look like)

**Collected by:** (your name)

**Date:** (when it was collected)

**Other information:** (e.g. how can it be used; what season; what parts of the plant are used)

**Warnings:** (e.g. gifts to pay for the plant; is it toxic)

### Suggested Resources:

- Eleanor G. Viereck, *Alaska's Wilderness Medicines: Healthful Plants of the Far North* (Alaska Northwest Publishing Co, 1987) This book provides detailed information about 79 plants with healing qualities.
- *The Dene Medicine Book*. This eight-page pamphlet was compiled by the Dene Cultural Institute based on information collected in 1989 by Gwich'in Language and Cultural Program Staff. Available from the Dene Cultural Institute (867) 874-8480.



- *Traditional Dene Medicine*, Part 1(report) Part 2 (database), Lac La Martre, NT. 1994. The database contains almost 400 pages of cures for various ailments, plus other information on such offerings that should be made before certain medicines are used. Available from the Dene Cultural Institute (867) 874-8480.
- Traditional Medicine (Video) – Traditional Methods of Healing, Ruth Walsh (Gwich'in Social and Cultural Society) - Healing plants, traditional knowledge and medicine
- *NWT's Focus on Forests*. Conservation Education Division, (Yellowknife, NT: GNWT, Department of Renewable Resources, 1996), p. 182-183. This resource has a lot of excellent activities and is available from Conservation Education Division, RWED at (867) 920-8716.
- *Gwich'in Ethnobotany: Plants used by the Gwich'in for Food, Medicine, Shelter and Tools*. Alestine Andre and Alan Fehr. Gwich'in Social and Cultural Institute, Tsiigehtchic, NT. 2001. ISBN: 189633704X
- *Harvesting the Northern Wild: A Guide to Traditional and Contemporary uses of Edible Forest Plants of the NWT* by Marilyn Walker. Outcrop: Yellowknife, NT. 1984. ISBN: 0-919315-10-0
- *Arctic sports [kit]: A training and resource manual* by Michael Heine. Yellowknife, NT: Arctic Sports Association & MACA, c1998. ISBN: 0968258905
- *Rules: Arctic Sports Dene Games*. Online at:  
[http://webhosts.nunanet.com/~awg2002/events/A2\\_dene\\_games\\_rules.pdf](http://webhosts.nunanet.com/~awg2002/events/A2_dene_games_rules.pdf)
- *Dene Hand Games*. Online at:  
<http://siksik.learnnet.nt.ca/Schools/DegGah/heritage/denehandgames.html>







## Chapter 4: Sliding Hill

### Vocabulary

- Some of the words in the story may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- patience
- bannock
- dry fish
- spruce gum
- legend
- predict
- future
- lichen
- exhausted
- heal

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## Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| e | h | e | a | l | i | b | h | p | h |
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| a | f | u | t | u | r | e | h | o | e |
| u | d | n | x | i | c | h | c | e | b |
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| t | c | l | e | g | e | n | d | t | s |
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| d | r | y | f | i | s | h | t | e | v |

- patience
- bannock
- dry fish
- spruce gum
- legend
- predict
- future
- lichen
- exhausted
- heal





### Chapter Questions

1. What is the difference between the modern and traditional ways of dealing with bugs out on the land?
2. What did people use to cook food in the past?
3. What is 'Hodoodzoo'?
4. Why did the people ask Yamozaah to kill the giant wolverine?
5. How did Yamozaah trick the wolverine?
6. What did the wolverine pups offer to Yamozaah if he did not kill them? What was it used for?
7. How is the sliding hill used to predict the future?
8. Peter hurts himself when sliding down the sliding hill. What does Etsi do to help him?

### Journal Writing

When paddling across the lake, the weather changes suddenly and the family has to head to a nearby island. Write about a time when you've been in a similar situation and what you did.

### OR

Many people have different ways of getting good luck. What do you do to get good luck? Do you believe that it works?

### In-Depth Exploration

Research Dene Hand Games and other traditional northern games. Describe how they were played. Learn one game and share it with the group.



### Traditional Medicines: The Healing Forest

Do you have medicine from the drug store or health centre in your house, such as cough syrup, painkillers, or antiseptic cream? Write them down on the flipchart.

Do your parents or other relatives use any plants from the local area for medicines? Write any examples of these traditional medicines on the flip chart.

There are two different kinds of medicines - 'traditional' and 'western'.

- **Traditional medicines** are made from local plants and animals.
- **Western medicines** are processed and sold in pharmacies.

#### ➤ **Your Task:**

Imagine that all of the pharmaceutical companies that make modern or 'western' medicines have decided to stop sending medicines to drug stores and hospitals in the NWT. The government has heard about this and has given your class a job to do while they try to bargain with the companies. You are to make a medicine book for your community so that people can heal themselves in case of sickness or injury.



### Traditional Medicines: The Healing Forest

#### Medicine Book

Your task is to make one page for a community medicine book.

- Pick a medical problem, or ailment (e.g. sore throat, bleeding) and research one or two plants that were traditionally used as remedies.
- Read the attached information sheet 'Forest Medicines' and refer to various books in the 'Resources' section for information on traditional medicines and plant identification.
- Talk to your parents, grandparents, Elders and other community members for information.

Your page for the medicine books should have the following information:

- the name of the ailment or sickness
- a labelled picture/photo or drawing of the whole plant part(s) that contains the medicine
- how to prepare and use the medicine (if known)
- any specific warnings about the plant's use (i.e. are certain parts poisonous? Or, should the plant be 'paid for' its gifts?)
- at least one place where the plant(s) can be found locally

Laminate each page and put it in a binder complete with:

- title page
- table of contents
- warnings about the book's use, such as the example below:

**Warning:** Earth Medicines such as the ones listed inside should not be tried without the help of an experienced Elder. This type of knowledge is very special and takes many years to learn. It can be dangerous if used incorrectly.



### The Healing Forests<sup>7</sup>

Many of today's medicines sold in drug stores come directly from forest plants (or are synthetic copies of plant compounds). For example, some cough syrups contain extracts from eucalyptus trees. Many vapour rubs for reducing cough symptoms or muscle pain contain camphor, which is obtained from the wood and bark of the camphor tree. Aspirin contains salicylic acid, a compound that comes from the *Salix* genus of plants or willow. It is interesting to note that willow bark was used by many native peoples in North America as a painkiller at least 2,400 years ago!

In fact, we owe much of our knowledge about the medicinal properties of forest plants to native people around the world. By experimenting with different plants and passing the knowledge down through hundreds of generations, indigenous peoples learned which local plants could cure sickness and heal wounds.

In the NWT, the Dene had their own medical system before the western "scientific" medicine that arrived with the Europeans largely displaced it. Although the plants used and the methods involved in healing varied by region, the following quote helps to describe the practice of traditional medicine in Denendeh:

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<sup>7</sup> *NWT's Focus on Forests*, Yellowknife, NT: GNWT, Department of Renewable Resources, 1996





“Everyone in camp had some basic knowledge of medicine, of remedies for their ailments. More specialized knowledge was possessed by the camp’s medicine makers. These were usually women, who offered their skills in exchange for gifts and other benefits. They were trained in these skills from a young age, by older medicine makers. This training involved learning to recognize useful plants (and their buds, bark, leaves or roots), and to apply age-old remedies. Although Sahtuotine used both kinds of medicine, they relied mostly on spiritual powers for treatment and healing.”

The Sahtuotine Long Ago

Because the traditional Dene system of medicine is passed on orally, some important information has been lost. However, various projects in the NWT have identified traditional knowledge about the use of forest plants and other earth medicines for healing. The extent that people in communities use traditional medicine has also been evaluated in some places. For example, in Lac La Martre, it has been said, “Most people over 50 years of age have considerable knowledge about bush medicine, and many continue to use local plants and animal parts to keep healthy and to cure minor ailments, such as sore throats. Most people use these traditional medicines in combination with non-Dene ones provided by the nursing stations.” (Traditional Dene Medicines, Part 1, 1993)

Attached is a partial list of some of the traditional Dene remedies from the bark, leaves, fruit or roots of trees or woodland plants (see ‘Forest Medicines’).



## Forest Medicines<sup>8</sup>

### Trees and Shrubs

#### **Aspen** (*Populus tremuloides*)

- Fungus – chopped off the tree and dried. A brew can be made from this fungus to help shortness of breath.

#### **Balsam Poplar** (*Populus balsamifer*)

- Buds – boiled and the herb juice used to reduce swelling; used to cure colds
- Catkins – helps to reduce breathing problems

#### **Juniper** (*Juniperus species*)

- Berries – good for digestive problems and rheumatic pains to joint problems; when boiled, the vapours are said to be good for bronchitis
- Large doses or continuous use can apparently irritate the kidneys and urinary passages. As well, some people may be allergic to juniper.

#### **Jack Pine** (*Pinus banksiana*)

- Branches – juice from the branches rubbed on the body to get rid of aches and pains
- Trunk and branches – chopped up in small pieces and the brew is good to cure a cold, a chest pain or even tuberculosis

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<sup>8</sup> NWT's Focus on Forests. Yellowknife, NT: GNWT, Department of Renewable Resources, 1996







### **Spruce** (*Picea glauca*, *Picea mariana*)

- Inner bark – made into a paste for healing cuts or wounds
- Inner bark – either chewed or boiled to make a tonic
- Gum – boil and drink for flu and colds; wash cuts with it; chew it and swallow the juice for a sore throat or to reduce coughing; wrap spruce gum in a cloth and wrap it around a painful limb; make paste with gum and dried mushrooms by mixing them with fish oil. Apply it to open sores or scabs to heal them
- Gum or leaves – apply to a bee sting
- Boughs – boil branches of small tree and drink the juice to clean out your system and help chest colds.
- Needles – boiled and used for a mouthwash for infected gums or a drink for body aches; also chew needles and swallow juices for a sore stomach.
- Cones – boiled and used for cold sores or a sore throat

### **Tamarack** (*Larix laricina*)

- Top shoots of tree – boil and drink juice to help an upset stomach
- Boughs – cut up and boil in a covered pot. Use sticky part inside pot for curing infection; use the juice for colds or for washing infected cuts.
- Inner bark – spongy layer beneath the bark used for stopping blood flow in wounds
- The tamarack tree must be “paid” for by leaving a gift such as sugar or tobacco



### **White Birch** (*Betula papyrifera*)

- Buds - boil with grease and apply to sores
- Sap/inner bark – boil small pieces of the inner bark and drink the brew to cure a cough
- Bark – used to wrap a broken bone to help heal it quickly

### **Willow** (*Salix* species)

- Spring buds – boiled and used to heal open sores and cuts/cold sores
- Boughs – boiled and used for body ache.
- Leaves – chewed to a paste and applied to a wound to stop bleeding or cure a bee sting.

### **Red Willow** (other names Red Oisier Dogwood; *Cornus stolonifera*)

- Inner bark – when boiled, the liquid is good for stomach pains following childbirth and general aches and pains; cleans out the kidneys

## **Some Other Forest Plants**

### **Raspberry**

- Stems – boil with water and tomato plants for sore eyes

### **Wild Rose**

- Petals – can be soaked in hot water and liquid used to rinse out the eyes
- Buds – can be boiled and the tea used to wash cuts or ease a rash



### **Lupin**

- Flowers – can be boiled and the solution used to get rid of lice

### **Yarrow**

- Flowers – can be sniffed to stop a nose bleed

### **Labrador Tea**

- Leaves – boiled for 4 hours and used for treating body ache
- Leaves and twigs – boil to make a broth or tea and use to clean out kidneys
- The leaves contain a toxin that can be harmful if taken in excessive amounts

### **Lichen**

- Scraped off a rock and boiled to use as an ointment to reduce swelling; herbal brew of lichen is good for breathing problems

## Chapter 4: Sliding Hill





## Chapter 5: Komoola Portage

### Chapter 5: Komoola Portage





## Chapter 5: Komoola Portage

### For Instructors

Throughout the journey along the trail, the grandparents demonstrate ways of showing respect to people, the animals, and the land. These suggested activities will give the learners an opportunity to think about traditions, ceremonies, and rituals in their own family, community and culture.

### Curriculum Links:

ALBE Social Studies 110 - 120

- Identify prior knowledge of the region's history and culture
- Describe methods used by people to record their history

ALBE English 120

- Independently and with others summarizes and uses personal knowledge of a topic to determine information needs and formulates questions to guide research

### Suggested Learning Activities:

1. Give learners the handout, 'What are Values and Traditions?' Divide learners into pairs and ask them to think of traditions and values in their families /culture and share them with their partners. Give an example from your own family. Share with the larger group.
2. **Respect:** Respect is very important in Aboriginal cultures and it is important to always treat people, animals and the land with respect and to use respect in our daily lives.
  - Write, "Respect is..." on a flipchart. Ask the group to brainstorm what respect is. Write the answers on the flipchart or have learners write their responses on Post-It notes and put on the flipchart.
  - Ask each learner to share a time in their lives when they were young and learned about respect. Who taught them? What did they learn? Ask



## Chapter 5: Komoola Portage

learners to share their stories with the group. How could you use this story of respect today?

- Talk about some ways that respect is shown to Elders, family, children, the land, their culture. How has that changed from the way it was long ago?
3. Give learners, or have them research print, online, and local resources for, information on a local Aboriginal ritual associated with resource use (e.g., respect for the land, safe journey, offering to the river, hunting ritual). Have learners in groups read and discuss together why they think this ritual occurs. Have a spokesperson for each group report back on the group's ideas. Discuss these in a whole-class setting. (The local cultural centre can be a valuable resource for this activity.)
  4. Discuss with the learners the types of traditions they practice with their family. Are there traditions they used to practice but don't any longer? Why? Are keeping your traditions and cultures alive a good or bad thing to do? Why?

### Suggested Resources:

- Dene Kede Curriculum
- Legends and Stories from the Past by George Blondin, available online at [http://siksik.learnnet.nt.ca/02%20k\\_12/index.html](http://siksik.learnnet.nt.ca/02%20k_12/index.html) under Culture Based Education
- PWNHC website has legends online
- *Yamoozha Wegodi - Enihl*, Dogrib Reader Series, Dogrib Community Services Board, Rae-Edzo, NT. ISBN: 1-896790-31-3



## Chapter 5: Komoola Portage

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- muffled
- sheepishly
- balanced
- wander
- adjust
- relatives
- exchanged
- embarrassed
- anxious
- impatient

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### Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

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| h | j | j | a | n | x | i | o | u | s | p |
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- muffled
- sheepishly
- balanced
- wander
- adjust
- relatives
- exchanged
- embarrassed
- anxious
- impatient





### Chapter Questions

1. Describe the offering that Etseh makes to the lake? Why did he do this?
2. Using what you've learned from the story, your own experience, and research, what should you do when you are travelling on a big lake in open water?
3. What changes have you noticed in John up to this point in the story?
4. If you were choosing a trail for a portage, what type of portage would you choose? Explain why this would or would not be a good choice? What advice would you give to someone who is doing a portage for the first time?
5. From what you know of John, do you think that he would be able to survive if he was lost in the bush? At the beginning of the journey? At the end of the journey?

### Journal Writing

On the last trip across the portage, you lose your way. What would you do? Have you ever been in a similar situation? What did you do?

Pretend you are John. Write a letter home to your parents, telling them what has happened since you left Rae.

### In- Depth

What do you think your immediate reaction would be if you got lost in the bush? Research survival strategies/skills that you could use if you were lost.

### What Are Traditions and Values?



#### What are traditions?

- Unwritten beliefs, facts or behaviours that are handed down from generation to generation
- Often centre around important family or community events like births, deaths, weddings, religious events, cultural events
- Often take place when families are closer to each other

**Traditions in my family:**



#### What are values?

- Qualities we think are important for our children and ourselves
- Values are often found in traditions. For example: respect for Elders is seen in children when they are quiet when an Elder is speaking

**Important values in my family:**



**Changing Cultures – Changing Values**

Our culture and situation are always changing. Our values and traditions sometimes change along with the situations.



Think about how your culture and situation have changed from the time of your grandparents or great-grandparents. What values are the same? What values are different?

| Values that are different | Values that are the same |
|---------------------------|--------------------------|
|                           |                          |





### Ways We Learn Our Values, Traditions and Culture from Our Parents and Elders

- Values and traditions are very important to all families. Parents and Elders hope that their children will learn important cultural and family values from their teachings and hope that their children will include many of their traditions in their lives when they become adults.
- We also know how important it is for children to feel comfortable and be successful in different settings. Parents hope that their children are able to find a happy balance between the two cultures so that they can feel good about themselves.



Work in small groups and talk about ways that you are learning about your culture and traditions from your family and Elders in your community. Write down your ideas and then share them with the larger group.

#### **1. Modeling**

#### **2. Talking to your parents**

#### **3. Listening**

#### **4. Starting new traditions**



### Ways We Teach Our Values, Traditions and Culture to Our Children

1. Values and traditions are very important to all families. We all hope that our children will learn important cultural and family values from our teachings and we hope that they will include many of our traditions in their lives when they become adults.
2. We also know how important it is for our children to feel comfortable and be successful in different settings. We hope that they are able to find a happy balance between the two cultures so that they can feel good about themselves.
3. Work in small groups and talk about ways that you are teaching your children about your culture and traditions. Write down your ideas and then share them with the larger group.



#### **1. Modeling**

#### **2. Talking to your children**

#### **3. Rewarding your children**

#### **4. Listening**

#### **5. Starting new traditions**



### Traditional Ceremonies and Rituals

As you travel along the Idaa Trail and stop at the various sites, keep track of the traditional ceremonies and rituals used at various times and occasions.

| Site                      | Ritual or Ceremony |
|---------------------------|--------------------|
| Leaving Rae               |                    |
| Bea Lake                  |                    |
| Village beside Nidzii     |                    |
| Sliding Hill              |                    |
| Komoola Portage           |                    |
| Hook Place/<br>Grave Site |                    |
| Blood Rock                |                    |
| Fence Narrows             |                    |
| Arriving at Hottah Lake   |                    |

What other ceremonies or rituals are used in your community?  
Describe what is done and when the ritual is used.

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## Chapter 6: Hook Place / Grave Site





## Chapter 6: Hook Place / Grave Site

### For Instructors

Hook Place is a place where the family discovers a fish cache and the children learn about how they caught fish before the modern fishing rod. In these activities, learners will use local, print, and online resources to learn how to make a traditional technology, construct a model, and a pamphlet with details on how to make it.

### Curriculum Links:

ALBE English 120

- Write simple descriptive, narrative, and expository paragraphs with main ideas and related details.

ALBE Social Studies 110 – 120

- List local and natural resources and identify their personal and commercial uses.
- Name a minimum of three examples of traditional technologies and how they illustrate adaptation to the environment.

### Suggested Learning Activities:

- Have learners research local resources to learn how to make traditional technologies. Have them use resources gathered from museums, print, online and local Elders and other resource people.
- Have learners construct replicas of traditional technologies. Provide natural resources (e.g., wood, fish bones, fibre lashing, birch or willow strips, sharpened stone or bone), and instructions for making small items such as fish hooks, small fish nets, baskets, hide scrapers, and so on. When the objects are complete, have learners demonstrate their use. Discuss the



## Chapter 6: Hook Place / Grave Site

cultural and environmental implications of making the technologies compared to buying the manufactured objects.

- Have students create two and three-dimensional patterns after studying examples of traditional Aboriginal structures or technologies (e.g., trappers cabins, food caches, fish traps) then construct a model or replica.
  - Fish cache - *dechi*
  - Fish hooks
  - Fish net
  - Drying rack
  - Stickfish - *ligotse*
- Have the learners do an expository writing piece describing the steps in detail of how to make one of the traditional technologies. Have them make this into a pamphlet, with photos, drawings, and details on how to make the item.
- Descriptive writing: Have the learners look at a photograph from this site and brainstorm the words to describe the information taken in by the senses (sight, smell, taste, touch, sound). Have the learners write a paragraph or short piece using the words/images they have described.
- Family ties are very important in Aboriginal culture. Use the family tree provided or have learners create their own family tree and have them trace their family tree as well as find out the background of their relatives. Have them go back as far as they can, recording parents, siblings, grandparents, aunts, uncles, and cousins.



## Chapter 6: Hook Place / Grave Site

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- cache
- stickfish
- structure
- lure
- dangling
- *dechi*
- inspected
- *ligotse*
- tackle
- charred

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### Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

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- cache
- stickfish
- structure
- lure
- dangling
- *dechi*
- inspected
- *ligotse*
- tackle
- charred



### Chapter Questions

1. What did John find on his early morning walk?
2. Explain how the Dogrib built a *dechi* and what it was used for.
3. What did people use to fish before the modern fishing rod?
4. The family comes upon a gravesite on their trip. Retell the story of the person buried there and what she asked of people who visited her.
5. In choosing a campsite, what is important to keep in mind?
6. What did Etseh ask Madelaine for as he was praying at her gravesite?

### Journal Writing

Write about a time that you've been out fishing. What type of fish did you catch? How did you catch it? Is fishing easier now than it was in the past? Why? What has changed?

### In-Depth Exploration

- Find out more about traditional Dogrib gravesites and how the customs changed with the coming of Europeans to the North.



### Persona Poem

A persona poem is a structured 8-line biographical poem.

Kate.....  
tall, funny, happy, smart  
sister of drooly baby Danny  
who loves music, books and Skittles  
who is afraid of rollercoasters, spiders and heights  
who wants to see Latin America, summer, and the end of poverty  
resident of the little blue house  
.....Kate

- Here is an example of a persona poem.

**Line 1:** first name/nickname of the person in the poem (Kate)

**Line 2:** 4 adjectives describing the person (tall, funny, happy, smart)

**Line 3:** X of Y formula, describing an important relationship to the person (sister of drooly baby Danny)

**Line 4:** 3 things s/he loves (who loves music, books and Skittles)

**Line 5:** 3 things that scare her/him (who is afraid of rollercoasters)

**Line 6:** 3 things s/he wants to see (Latin America, summer, and the end of poverty)

**Line 7:** resident of...+ place/time/concept (resident of the little blue house)

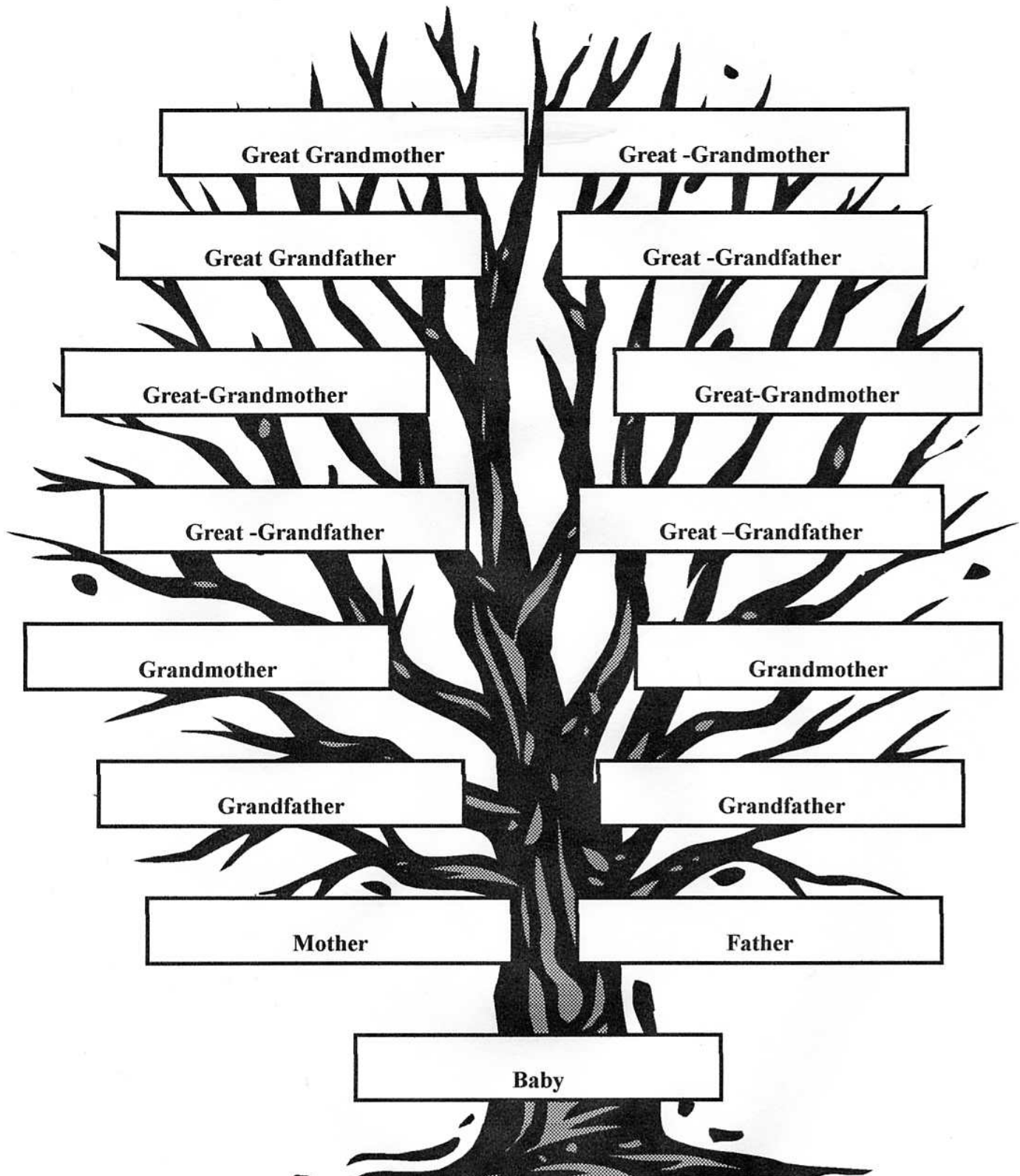
**Line 8:** first name/nickname of the person in the poem (Kate)

➤ Write a persona poem for Madelaine. You will have to make up some of the information if you don't know it.

➤ Write a persona poem about yourself.



## Your Family Tree





## Chapter 7: Blood Rock





## Chapter 7: Blood Rock

### For Instructors

Legends and storytelling are very important in Aboriginal cultures. They have been used for generations as a way to pass on history and as a tool to teach traditions, values and rituals.

### Curriculum Links:

ALBE Social Studies 110 – 120

- Describe methods used by people to record their history
- Demonstrate a general knowledge of prehistory leading up to contact with Europeans

ALBE English 110 – 120

- Identify the topic, main characters, retell main points of text
- Participate in a variety of shared and independent reading activities using a variety of texts

### Suggested Learning Activities:

- Provide learners with information on (or have them research/ talk to elders) local Aboriginal rituals associated with resource use (hunting rituals, birch bark stripping). Have the learners discuss together why they think this ritual was used.
- Have the learners retell Yamozha's story about his grandfather at Blood Rock or of Yamozha at Sliding Hill by creating a skit and performing it for others.
- Invite an Elder to share legends, myths, and stories from the local area with the learners. Have the learners record the stories and draw pictures or create sculptures to illustrate the legend.
- Have the learners create a myth, with illustrations, to retell the Legend of Yamozha or one that they have been told by elders.



## Chapter 7: Blood Rock

- Have groups of learners choose a myth or legend and make up a skit to dramatize it. Have the learners share these skits with classmates, school children, or during an open house.
- Storytelling teaches important lessons about life and lets learners use their imaginations. Have the learners create and tell their own legend/story. Have each person choose a “Teaching Card” and write a story about it. Think up a story that will teach a lesson about the card or make up your own.
- Storytelling teaches important lessons about life and lets learners use their imaginations. Have the learners create and tell their own legend/story. Have each person choose a “Teaching Card” and write a story about it. Think up a story that will teach a lesson about the card or make up your own.
  - Title: \_\_\_\_\_
  - What lesson does the story teach?
  - Who is in the story? Two or three people or animals.
  - What qualities do the people or animals have? For example: “The Raven is very clever and teases.”
  - Here is a sample pattern for a story.
  - Long ago there lived \_\_\_\_\_. His/Her name was \_\_\_\_\_.  
He/She was very \_\_\_\_\_. One day, (an event) happened \_\_\_\_\_.  
Because of this, there was (an outcome) and (this is where the teaching comes in)...

### Suggested Resources:

- *Legends and Stories from the Past* by George Blondin, available online at [http://siksik.learnnet.nt.ca/02%20k\\_12/index.html](http://siksik.learnnet.nt.ca/02%20k_12/index.html)



## Chapter 7: Blood Rock

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- tumpline
- boughs
- Yamoza
- pouch
- pinch
- bundle
- gear
- mischievous
- spear
- munching

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### Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

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| h | k | g | p | s | b | o | u | g | h | s |

- tumpline
- boughs
- Yamozha
- pouch
- pinch
- bundle
- gear
- mischievous
- spear
- munching





### Chapter Questions

1. What does Etseh do with the moose ears and why does he do it?
2. Shooting a moose is the easy part. The hard work comes after that as the family spends a number of days working on the moose. Explain the steps that the family takes in preparing the moose.
3. Describe what Etseh tells the grandchildren to do if they encounter a bear.
4. Why did John have a difficult time getting to sleep that night?
5. Retell the story of Yamozah and Blood Rock. What do people do when they visit Blood Rock? What does it tell them?
6. Etseh finds a pile of rocks on the way back to the canoes. What were the rocks used for?

### Journal Writing

On the journey on the Idaa Trail, the family encounters bear tracks and Etseh tells the grandchildren what they should do if they encounter a bear. Have you ever had an encounter with a bear or been told by Elders what you should do if you do? Write about this.

### In-Depth Exploration

Using the in-depth side of the Idaa Trail, find out more about making stone tools. What techniques were used to make stone tools? What kinds of tools were made and what were they used for?



### Storytelling

Legends and storytelling are very important in Aboriginal cultures. They have been used for generations as a way to pass on history and as a tool to teach traditions, values and rituals. Storytelling teaches important lessons about life and also lets us use our imaginations.

Create and tell your own legend/story. Choose one of the 'Teaching Cards' and write a legend/story about it. Think up a story that will teach a lesson about the card or make up your own.

Remember to include the following:

1. Title: \_\_\_\_\_
2. What lesson does the story teach?
3. Who is in the story? Two or three people or animals.
4. What qualities do the people or animals have? For example:  
'The Raven is very clever and teases.'

Here is a sample pattern for a story.

Long ago there lived \_\_\_\_\_.

His/Her name was \_\_\_\_\_.

He/She was very \_\_\_\_\_.

One day, (an event) happened\_\_\_\_\_.

Because of this, there was (an outcome) and (this is where the teaching comes in)...



## Storytelling

### Teachings

- Photocopy this page and cut out the cards with the lesson or teaching.
- Give one card to each group and have them make up a story to teach the lesson.

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| Don't be greedy.                  | Don't make fun of others.         |
| The strong should help the weak.  | Don't be boastful.                |
| Be creative!<br>Make up your own. | Be creative!<br>Make up your own. |



## Chapter 8: Fence Narrows





## Chapter 8: Fence Narrows

### For Instructors

In this chapter of the story, the grandparents explain how caribou fences were built and used by people in the past. They were used for spring hunting and everyone worked together to ensure a successful hunt.

### Curriculum Links:

ALBE Science 110 – 120

- Describe how we use traditional knowledge in day-to-day life given the northern environment
- Describe characteristics of living and non-living things
- Describe adaptations of northern animals to their environmental conditions
- Describe relations among animals: individuals and populations, predator/prey
- Demonstrate knowledge of the following aspects applicable to your region: use of land by man, animal life, etc.
- Demonstrate knowledge of caribou hunting methods and use of caribou for food, shelter, and clothing

### Suggested Learning Activities:

- **Photo Activity:** This activity can be done individually or in small groups. Have the learners look at a picture and after studying it carefully describe it in detail and then make up a story about the picture. Use the pictures supplied or have each learner choose and print a favourite picture from the Idaa Trail to use as a prompt for their personal story.
- **Caribou Fence Simulation:** Divide the class into 4 groups – 3 scouts, 12 hunters, a group of other family members and a group of caribou. Students can re-enact the construction of the caribou fence (using stumps and trees) and the actual hunt: the scouts being posted at the highest point watching for caribou, the hunters hiding and waiting to ambush the caribou and the





## Chapter 8: Fence Narrows

family members waiting at camp to do the work of processing the meat and hides back at camp. Why was it necessary for everyone to work together?

- Divide the class into 4 groups. If it is possible, invite an elder to the class to assist with this activity. Each group will be assigned one part of the caribou and must make a presentation to the rest of the class as to how this part would be processed and how it would be used. The 4 groups would be: caribou meat, caribou hide, caribou bones and antlers, other parts of caribou.
- Many tourists come to the North. They often know very little about our land, animals and people. Set up a mock interview or conversation with a tourist and a northerner. Themes for the conversations could be: 1) What is a caribou? 2) How did people use to hunt caribou in the past? 3) How do they hunt caribou now? 4) Why did they hunt caribou? 5) How did they use caribou?

### Suggested Resources:

- Dept. of Resources, Wildlife & Economic Development
- *A Way Of Life*, Ed Hall, Dept. of Resources, Wildlife & Economic Development (1986)
- *People and Caribou*. Ed Hall, RWED. People & caribou in the Northwest Territories / Ed Hall, editor. Yellowknife, NT: Department of Renewable Resources, c1989. ISBN: 077087181x



## Chapter 8: Fence Narrows

### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- clearing
- narrows
- attention
- signalled
- canvas
- brow
- proudly
- barrenlands
- ambush
- figure

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### Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

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- clearing
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### Chapter Questions

1. What does Etseh find in the sand behind the tents?
2. What changes have taken place in the grandchildren since the start of the journey? How are the grandparents, Etsi and Etseh, feeling about these changes?
3. Describe the two things that the family finds at the Fence Narrows site. Explain what Etseh tells the children about the items and why he wants to leave them at the site.
4. Etseh describes how the Dogrib hunted caribou at Fence Narrows. Explain how this was done. Describe the roles of the men/boys/women/girls.
5. Why do you think the fence used by the Dogrib was so successful in enabling the hunters to shoot caribou?
6. Why were the caribou so important to the survival of the Dogrib? List as many uses for and items that are made from caribou that you can.
7. Describe what happened when people were introduced to the first canvas tents.

### Journal Writing

Etsi and Etseh have experienced many changes in their lives- going from living on the land to living in the community. What changes have you seen over the course of your life? Use the mind map to brainstorm and show how things have changed from when you were young to your life today. How do you feel about these changes?





### In-Depth Exploration

Research the process of making a caribou hide lodge. Explain how caribou hides were tanned, sewn, and how the lodge was designed and constructed. Use the information in the in-depth side of the Idaa Trail.

### Photo/Drawing Activity

Do this activity individually or in small groups. You may use the drawing provided or choose and print one from the Idaa Trail.

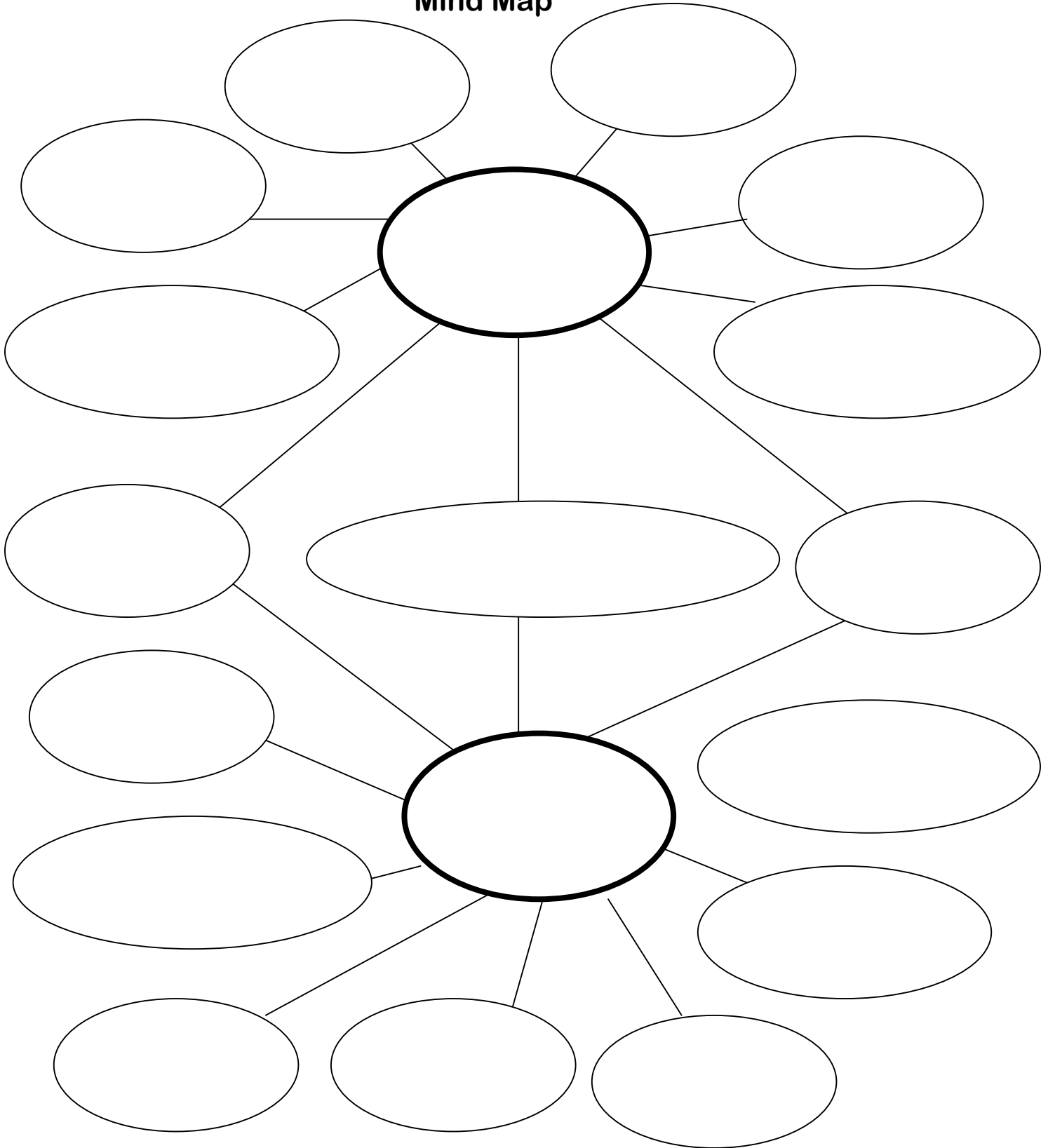
- Look at the photos/drawings. After studying them, choose one to write about.
  - What does this photo/drawing say to you?
  - Why do you like the photo/drawing?
  - What did this photo/drawing made you feel?
- Write a story using the photo/drawing as a prompt.







**Mind Map**



## Chapter 8: Fence Narrows



## Chapter 9: Arriving at Hottah Lake





## Chapter 9: Arriving at Hottah Lake

### For Instructors

Now that you have completed the Idaa Trail and the learners have heard about all the adventures that took place on the trip from Rae to Hottah Lake, learners will write about their own experiences and stories from past – travel on the land or to other communities.

### Curriculum Links:

ALBE English 110 – 120

- Participate in group and individual activities to generate ideas for writing
- Make and record connections between personal experiences, prior knowledge and a variety of reading, viewing, and listening materials and/or activities
- Write narratives with a beginning, middle, and end

### Suggested Learning Activities:

- Think of all the stories, legends, rituals and traditional knowledge you have learned about life on the land as you travelled up the Idaa Trail. Do a Venn diagram (two partially overlapping circles) showing the differences and similarities between what life was like when Etsi and Etseh were young compared to life today and then do a diamante poem using the information. You could also do this for traditional and modern life.
- Have learners complete a Venn Diagram and diamante poem comparing Elders and youth.
- Have the learners write a personal story about a past experience while traveling on the land with their family. 110 Level learners can use the language experience approach (LEA), which is explained on the attached sheet. Encourage the learners to do drawings or use photos to go along with their story.





## Chapter 9: Arriving at Hottah Lake

- Have learners investigate tea dances and their significance using information on the PWNHC website: Original recordings, made in 1962, can be heard in their online exhibit  
<http://pwnhc.learnnet.nt.ca/exhibits/teadance/teadance.html>
- Celebrate the end of your virtual journey by holding a traditional feast with your learners. Invite community members, have learners share their research findings during the project.
- **Traditional Knowledge Poster Series:** Have learners, in groups of two or three, choose an aspect of traditional knowledge, and make a poster depicting traditional knowledge and technologies used by northern people.
  - Ask the question: “What types of things did northern people make/create/do to make their lives easier?”

The following categories could be used:

- clothing
- cooking
- transportation
- hunting and fishing
- shelter
- medicines
- Have learners research the topic, including interviewing Elders in the community. Have them include drawings, pictures, photos, diagrams, and written descriptions to highlight their research.
- Hold an open house featuring the poster series or have learners display the poster series in the local library, school, or business to present findings of their research and answer questions from the public.



### Language Experience Approach (LEA)

The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. In this approach, the learner dictates a story that then becomes the basis for a number of reading, writing, and vocabulary development activities. The learners own words and stories become the basis for learning activities. LEA can be done as a group writing activity as well as part of classroom or community-based projects.

### Steps for Language Experience Story

1. Explain the process and that you will assist them by being their scribe.
2. Decide on a topic. The topic for this activity will be a personal experience while traveling on the land. Topics should be based on the learner's or whole group experiences and knowledge. Photos are also helpful in promoting ideas.
3. Pre-writing: Discuss the topic to help the learner generate, select and organize ideas. Ask questions to prompt ideas, flow, etc. (What happened next? How did you feel? Keep notes on the ideas, then review them and have the learner decide where to begin, what goes in the middle and how to end the story.
4. Dictating and Scribing: Ask the learner to dictate the story to you. Write down exactly as told by the learner. Don't worry about errors in grammar or sentence structure. Repeat each word as you print it. This will help the learner see the match between oral and printed words. Explain capital letters, punctuation, and the concept of a sentence.
5. Revising: Read the story back to the learner. Ask if he/she would like to add any ideas or make changes. Have the learner dictate the revisions. You can help the learner form complete sentences by asking, "Does that sound right?" This helps to explain the differences between oral and written forms of language.

The final product can be used to help develop reading comprehension, word analysis and vocabulary development skills. Keep a collection of language experience stories to share with learners.





### Chapter 9: Arriving at Hottah Lake

#### Vocabulary

- Some of the words in this chapter may be unfamiliar to you. Try to find the meaning of each word by using a dictionary or through group discussion. Add any other words you like to the list.

- exploring
- imagining
- Sahtu
- Dene
- silence
- chuckled
- Slavey
- Dogrib
- rhythm
- celebrated

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## Word Search

- Circle the vocabulary words in the word search below. The words may go down, across, or diagonally. Check them off the list as you find them.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| t | s | c | l | e | h | s | u | s | h | p |
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| d | u | p | a | r | c | h | d | e | n | e |
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| s | a | h | t | u | i | w | r | g | g | s |
| p | t | q | l | y | l | h | t | q | y | n |

- exploring
- imagining
- Sahtu
- Dene
- silence
- chuckled
- Slavey
- Dogrib
- rhythm
- celebrated







### Chapter Questions

1. Describe the route people took from Hottah Lake to get to Fort Norman to trade in the old days?
2. What is the present day name of Fort Norman?
3. Where are the Sahtu Dene from and what language do they speak?
4. Where did the Sahtu Dene and Dogrib meet each year and what did they do together? What did the two groups do to celebrate the end of a successful time together?

### Journal Writing

Your journey on the Idaa Trail is now over. Describe what you liked the most? The least? What did you learn along the way?

Which of the characters in the story did you like the best? Why? What do you think will happen to each of the characters after the story ends?

### In-Depth Exploration

Throughout the journey on the Idaa Trail, you have learned about traditional knowledge, technology, and practices used by the Dogrib. Research one aspect of traditional knowledge and create a poster depicting the information. (See attached sheet.)



### Traditional Knowledge Poster Series

- Work in groups of two or three. Pick an aspect of traditional knowledge and make a poster showing the traditional knowledge and technologies used by northern people.

Ask the question:

**What types of things did northern people make/create/do to make their lives easier?**

- Choose one of the following topics to research.
  - Clothing
  - Cooking
  - Transportation
  - Hunting And Fishing
  - Shelter
  - Medicines
- Research the topic and include the following to highlight your research:
  - Written descriptions
  - Interviews with Elders in the community
  - Drawings
  - Photos
  - Diagrams
  - Bibliography
- At the end of your project, you can present your research findings and answer questions from the public by:
  - Holding an open house featuring the poster series or
  - Displaying the poster series in the local library, school, or business.



### Changes

#### Venn Diagram

Think of all the stories, legends, rituals and traditional knowledge you have learned about life on the land as you travelled up the Idaa Trail. Think about all the changes that have taken place since Etsi and Etseh were young and travelled on the Idaa Trail.

- Do a Venn diagram (two partially overlapping circles) showing the differences and similarities between what life was like for Etsi and Etseh when they were young and what it is like for them now.

#### Diamante Poem

- Once you have completed the Venn diagram, use the information to write a diamante poem life today and in the old days.

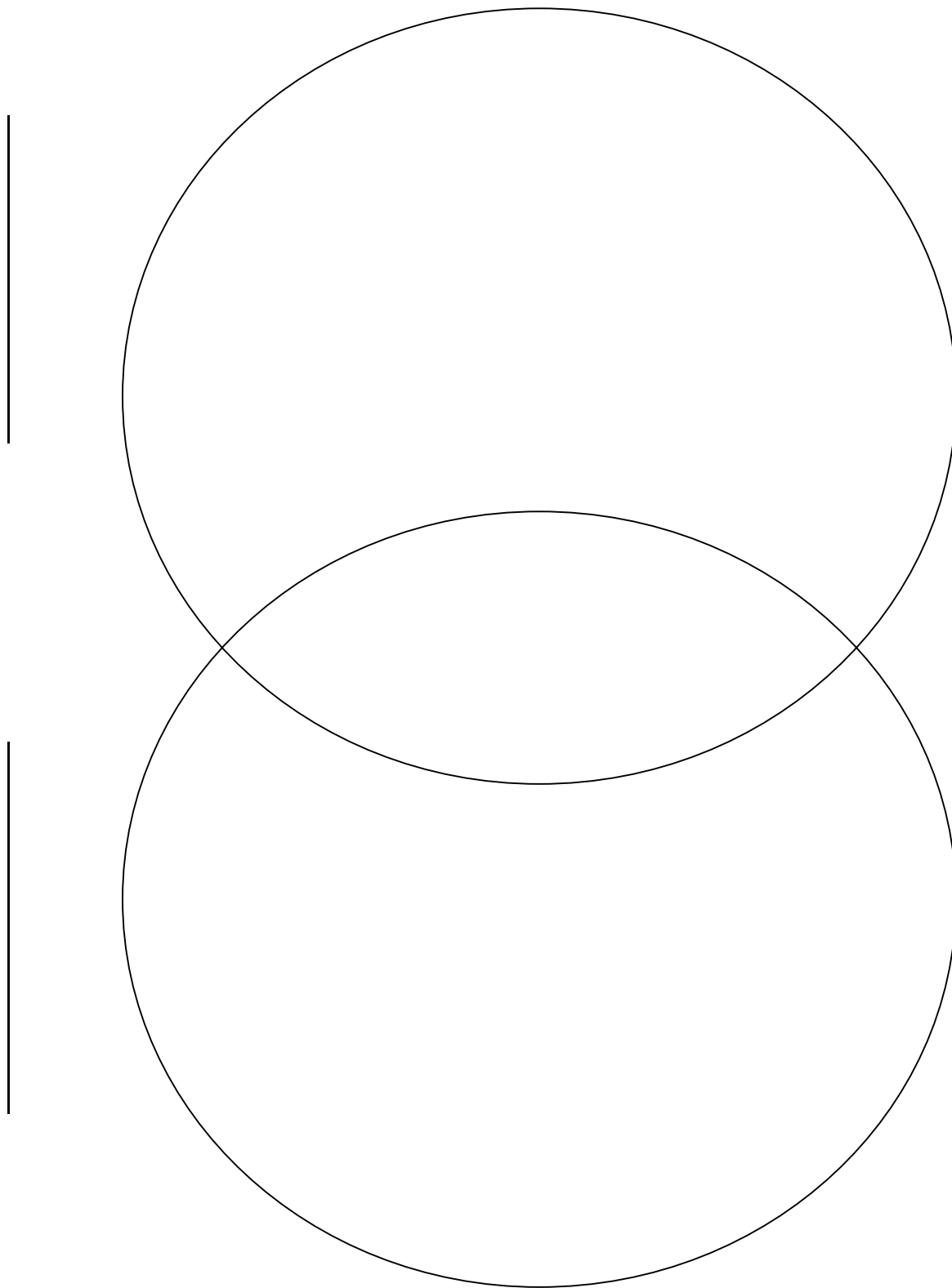
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### Elders and Youth

- Think of the differences and similarities between the Elders and youth. Do a Venn diagram and then a diamante poem comparing the two.



## Venn Diagram





### Diamante Poem

Diamante poems are diamond shaped poems with 7 lines. They are usually written to compare two vastly different things by analyzing both. To complete a diamante poem, you have to understand three parts of speech – nouns, verbs, and adjectives.

Here is how you would do a diamante poem comparing ‘A’ and ‘B’:

**Line 1:** one noun - A

**Line 2:** two adjectives - A

**Line 3:** three verbs ending in ‘ing’ - A

**Line 4:** two nouns for A and two nouns for B

**Line 5:** three verbs ending in ‘ing’ – B

**Line 6:** two adjectives – B

**Line 7:** one noun - B

Here is an example of a diamante comparing a teenager and an adult:

### Teenager-Adult

Teenager  
Rowdy, loud  
Fooling, joking, playing  
Immature, young, old, sophisticated  
Working, writing, talking  
Serious, mature  
Adult



## Diamante Poem

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### Appendix 1: Internet Resources

#### Prince of Wales Northern Heritage Centre

##### Yellowknife Fort Journal

A birch bark journal kept by a fur trader in 1802.

<http://pwnhc.learnnet.nt.ca/exhibits/nv/ykfort.htm>

##### Deline/ Fort Franklin

A fort established by Franklin in 1825

<http://pwnhc.learnnet.nt.ca/exhibits/nv/deline.htm>

##### Dogrib Tea Dance

Original recordings, made in 1962, can be heard in our online exhibit

<http://pwnhc.learnnet.nt.ca/exhibits/teadance/teadance.html>

##### Caribou Skin Lodge Project

Find out about the Caribou Skin Lodge Project, a story which began over a century ago <http://pwnhc.learnnet.nt.ca/exhibits/lodge/lodgeproject.html>

##### Photos Online

The NWT Archives photographic database currently has 20,000 images. The database displays low-resolution versions of images along with information about them. Prints and high-resolution digital files may be ordered using the Order button on the search results pages. A [detailed price list](#) and [ordering instructions](#) are available. These on-line images are intended for reference use and the quality is limited for technical reasons.

One of the reasons for developing this database was for use in the schools in the NWT. Additional information on how schools can access our photographs is [available here](#). <http://pwnhc.learnnet.nt.ca/databases/photodb.htm>

## Appendix 1: Internet Resources



### Place Names Database

The Geographic Names Database contains information on more than 11,000 official names for geographic features (lakes, mountains, rivers etc.) and populated places in Canada's Northwest Territories.

<http://pwnhc.learnnet.nt.ca/databases/geodb.htm>

### Geographic place names

Community Data by region and Traditional Community Names and meanings <http://pwnhc.learnnet.nt.ca/exhibits/activities/geog1.htm>

### Legends

The Dene Log and the Legend of Yamoria

<http://pwnhc.learnnet.nt.ca/exhibits/activities/legends1.htm>

### Deh Cho Board Game

Introduce your students to Alexander Mackenzie's expedition as well as the people, flora and fauna or the Deh Cho by playing the [Deh Cho Board Game](http://pwnhc.learnnet.nt.ca/exhibits/activities/game.htm). <http://pwnhc.learnnet.nt.ca/exhibits/activities/game.htm>

### Oral Traditions Manual

<http://www.pwnhc.ca/research/otm/otm.htm>

### Languages Commissioner of the NWT

<http://www.gov.nt.ca/langcom/home.htm>

### Language Map of the NWT

This site has a map of the Northwest Territories. When you select a community on the map by clicking your mouse over a community name, information about the population's home languages - the language spoken most often at home - and mother tongues - the first language learned at home in childhood and still understood - will pop up on the screen in the form of two pie charts. This





## Appendix 1: Internet Resources

information will help you understand the diversity of the languages spoken in the NWT. <http://www.gov.nt.ca/langcom/map.htm>

### Animals on the Loose!

Games where you can learn how to say the numbers in all the official languages in the NWT. <http://www.gov.nt.ca/langcom/game.htm>

### Audio Samples

Hear audio samples of each Aboriginal language spoken in the NWT at <http://www.gov.nt.ca/langcom/audio.htm>

### Bureau of Statistics: Northwest Territories 2002 - By the Numbers

<http://www.stats.gov.nt.ca/Statinfo/Generalstats/bythenumbers/2002/2002btns.html>

### Government of the NWT

#### NWT Map and History

Click on the community names on this map and it will link you to information and a brief history of each community.

<http://www.assembly.gov.nt.ca/VisitorInfo/NWTMapandHistory/index.html>

#### Official Symbols of the NWT

<http://www.assembly.gov.nt.ca/VisitorInfo/Symbols/index.html>

#### Dene Cultural Institute

<http://www.deneculture.org/>

## Appendix 1: Internet Resources



### NWT Regions:

[http://www.gov.nt.ca/RWED/parks/wheres\\_nwt/northwest\\_territories\\_regions.htm](http://www.gov.nt.ca/RWED/parks/wheres_nwt/northwest_territories_regions.htm)

### Cultures of the Northwest Territories

[http://www.gov.nt.ca/RWED/parks/education/k\\_o/nwt\\_cultures.htm](http://www.gov.nt.ca/RWED/parks/education/k_o/nwt_cultures.htm)

### Exploration, the Fur Trade and Hudson's Bay Company

Here you will find four comprehensive lesson plans and two lists of ideas for presentations, reports and essays. Lesson plans on Early Canadiana Online include detailed instructions for educators, including objectives, suggested criteria for evaluation, procedural instruction for classroom use, and student worksheets.

[http://www.canadiana.org/hbc/education/intro\\_e.html](http://www.canadiana.org/hbc/education/intro_e.html)