

## Historic Places, People and Events: Project-based Learning

There is substantial research demonstrating that students learn best and are engaged best when the topics they study have meaning to them and an authentic audience with whom to share their knowledge. In northern classrooms we have increasing anecdotal evidence of this as well.

The following essay will describe what project based learning is and why it's a good idea to teach at least some of the curriculum we are responsible for as teachers through project based learning. This is not an 'extra' or an 'add on' to what we are already doing in our classrooms, rather it is a technique used to teach much of the curricular we are responsible for. Several examples of project based learning are given below. See also the Curriculum section of this site to see how the Prince of Wales Northern Heritage Centre's resources (on site and on –line) are linked to specific learning outcomes from Social Studies, Dene Kede, Inuuqatigiit, Northern Studies, and Language Arts curriculum at a variety of grade levels.

### What is 'project-based learning'?

Project-based learning, sometimes called inquiry-based learning or problem-based learning, is “a process where students are involved in their learning, formulate questions, investigate widely and then build new understanding, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.”<sup>1</sup>

In this setting, teachers act more as facilitators rather than lecturers. The teacher's job is to help frame worthwhile questions, to assist in where and how to find out the answers to students questions, to provide clear guidelines and in assessment. People who believe in project based learning state that this type of learning helps to prepare students for the real workplace.

Examples of project-based learning could be;

- To investigate something of interest to them (what was the justice system like in the north prior to the coming of Europeans and the RCMP) and to link it to why and how it might be important to understand this history in today's world.
- To solve a problem (how can a community school set up the beverage container recycling program and run it as a business where profits benefit school groups?)

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<sup>1</sup> **Focus on Inquiry:** A Teacher's Guide to Implementing Inquiry-based Learning, the Crown in Right of Alberta as represented by the Minister of Learning, Alberta Learning and Teaching Resources Branch, Edmonton Alberta, 2004. <http://www.education.alberta.ca/media/313361/focusoninquiry.pdf>

- To help their community make a decision: (which heritage sites in our community should be included on a walking tour?).

Effective project-based learning examples go beyond studying a topic as a researcher. They include an *authentic audience* which means that the information students find needs to be communicated with someone outside their classroom. The students need to be involved in the selection of the topics, the methods of gathering the information and the audience with whom they intend to share their work.

### **Why do project-based learning? :**

Project-based learning is a dynamic approach to teaching in which students explore real-world problems, issues and challenges. According to some of those who have experience with this approach students are inspired to obtain a deeper knowledge of the subjects they're studying. Some research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.<sup>2</sup>

For example, student Stacey Macdonald wrote the following after studying her land claim history,

*I saw in myself and my classmates our huge desire to be inspired by strong pasts and strong people: we need to sing for our leaders; dance for our accomplishments; and take courage from our losses. We learn from all of it, become wiser because of it and gain hope because of it. Only when we understood how much we'd survived were we able to find pride in ourselves, our people and our country.<sup>3</sup>*

According to Jane David<sup>4</sup>, only a few studies have properly measured the effects of project based learning on student achievement, including one 'which showed students in the project-based learning schools significantly outperformed the traditional school students in mathematics skills as well as conceptual and applied knowledge'. Other studies showed that project based learning models reduce anxiety and resulted in more positive attitudes towards learning but she also states that much of this research lacks comparisons with other methods. Jane David outlined some of the challenges of implementing this practice in the classroom including length of class time, ability of the teacher to manage the multiple activities happening in the classroom, access to computers and high- speed internet and collaboration with others which can make it challenging in remote communities. However, Jane David does state that when project-based learning is fully realized it can improve student learning.

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<sup>2</sup> GLEF .George Lucas Educational Foundation. (2001). Project-based learning research. *Edutopia online*. <http://www.edutopia.org/keyword/project-based+learning>.

<sup>3</sup> Macdonald, S. (2008)Staking the Claim. Entheos productions,.

<sup>4</sup> David, Jane L., (2008).What Research Says About Project-Based Learning, Educational Leadership, February.

## **Project-Based Learning and Benchmarks for Historical Thinking:**

Peter Seixas for the Centre For the Study of Historical Consciousness at UBC discusses the importance of ‘historical thinking’ to ensure students are not just memorizing historical facts, but that students are able to learn meaningfully and make connections between what they are learning and their own lives:<sup>5</sup> Especially during the selection of project topics, Seixas’ work would encourage teachers to guide students’ ideas through several filters or ‘benchmarks’. Using these benchmarks will help students build some of the skills important to social studies learning, and will help the projects they build be powerful and meaningful to them. The six Benchmarks are:

- Establish historical significance (why should we care about certain events today),
- Use primary source evidence (how to find, select, contextualize, and interpret sources for a historical argument),
- Identify continuity and change (what has changed and what has remained the same over time)
- Analyze cause and consequence (how and why certain conditions and actions led to others)
- Take historical perspectives (understanding the past with its different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions),
- Understand the moral dimension of historical interpretations (what is to be done today about the legacy of Aboriginal residential schools?)

When researching a project that they’ve chosen within a guided class structure use the above checklist to increase the learning potential of your students.

## **Ensure you find Authentic Audiences**

In any well-designed project based experience there is a relevant purpose for the work. We all invest our energies more when we understand and value the purpose in what we are doing. In, ‘Teaching Essentials’ by Regie Routman,<sup>6</sup> she says that students too often see writing as a ‘school thing’ and typical writing examples from grade four look like second-grade work. However, when told that their persuasive letters were actually going to be mailed, or their project research on reducing carbon footprints would be presented

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<sup>5</sup> Seixas, Peter.(2006). Benchmarks of Historical Thinking: A Framework for Assessment in Canada. Centre for the Study of Historical Consciousness, UBC,

<sup>6</sup> Routman, Regie. (2008). Teaching Essentials. Expecting the Most and Getting the Best from Every Learner, K-8. Reed Elsevier,.

to the school board or their plays would be performed at the school assembly, they are much more likely to take it seriously and to put in their best effort. The power of having an ‘authentic audience’ is a concept much explored in ELA curricula in the NWT as well.

### **Suggestions for Authentic Audiences:**

1. Podcasting: Many students are technologically capable. When they are finished their research, have them put it together as a podcast. Their eyes will light up when they learn their schoolwork can be heard in Apple iTunes, the program that allows them to compile their favorite artists' music.
2. Blogs, You-tube, Face-book and other social networks.
3. Historical Fairs and Science Fairs.
4. Letter to the editor in the paper regarding something they care about.
5. Heritage Committees (see Mildred Hall Mappers below).
6. Amazon ([www.amazon.com](http://www.amazon.com)) to write for a review of a book they just read.
7. A range of Wikis including

[http://www.northernblue.ca/OP/index.php/Welcome\\_to\\_the\\_Encycloportal](http://www.northernblue.ca/OP/index.php/Welcome_to_the_Encycloportal)

When on this site look to the bottom of the page once at Encycloportal and you will see:

MyCanada  
MySchool

These wiki spaces will be a place where students can begin to make their community known to the world—imagine the cross-generational; geographic; demographic; photographic; “narrative” (in an encyclopedic manner) possibilities of such as site.<sup>7</sup>

The following examples of project based learning and are just the beginning of what is possible. They are included here to share what is possible at different grade levels and through different subjects and how the materials available in the Prince of Wales Northern Heritage Centre can support the project.

### **References**

1. David, Jane L. (February,2008). What Research Says About Project-Based Learning, Educational Leadership,.
2. Focus on Inquiry: A Teacher’s Guide to Implementing Inquiry-based Learning, (2004). The Crown in Right of Alberta as represented by the Minister of Learning, Alberta Learning and Teaching Resources Branch, Edmonton Alberta,.

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<sup>7</sup> Blake Wile. (Dec. 2008).Department of Education Culture and Employment, personal communication,.

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7. Mildred Hall School Mappers. (2008). New Eyes,
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10. <http://www.histori.ca/benchmarks/?language=FR&language=EN>

## **Examples of Project-based Learning in the NWT:**

### **1. Historica Fair Projects (appropriate for Grade 2-9, Social Studies, Dene Kede, Inuuqatigiit and ELA):**

The Historica Fairs in the NWT are coordinated by the NWT Heritage Fairs Society and provided an excellent authentic audience so are ideal for project based learning. This volunteer-based organization is dedicated to encouraging young people in the NWT to explore and share the histories of their family or community, as well as the heritage of the people and places of the Northwest Territories. The opportunity to take part in a Historica fair is enriched when students explore a “personal connection” to their heritage.

Historica Fair Projects encourage students to develop good research skills using a variety of sources. Projects are intended to encourage students to pursue topics that have a meaningful connection to their lives. Research that goes beyond the use of books and the Internet is encouraged, and this kind of research may involve other skills such as interviewing, collecting artifacts, photography, etc.<sup>8</sup>

Other than their family and community resources, the Prince of Wales Heritage Centre collection is an ideal place for students to research their projects. This applies for students outside of the capital as well as many of the resources are on line (and much more is being made available).

Because the projects are entered into a fair which is judged by the school, community, regional, territorial or national level there is an authentic audience for students to communicate their project findings.

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<sup>8</sup> Information on Historica Fairs obtained from [http://pwnhc.learnnet.nt.ca/teach/historica/downloads/Document\\_ENG\\_Oct6\\_2008.pdf](http://pwnhc.learnnet.nt.ca/teach/historica/downloads/Document_ENG_Oct6_2008.pdf)

Examples of projects and how the PWNHC could supplement the topic.

### Caribou



Rebecca Sewi from Deline did a project called Caribou, for the 2004-2005 school year. The PWNHC has many artifacts such as caribou skin bags, dolls made from hide and drums just to name a few. The collection could assist a student in studying the history of using caribou for tools, food and clothing.

### Early Girls Education



Isabelle Menacho is from Jean Marie River and her project titled A Girls Early Education. The PWNHC has artifacts to assist Isabelle on in her project including menstrual tubes used by the Tlicho.

### The Times Behind the Signs



Tyler Heals' project called, The Times Behind the Signs gave the history behind the street signs in Yellowknife. He researched who and/or what the streets were named after and why. This project could be repeated for any community that has named their streets and for those that have not students could research the names of their community buildings. The archives could have been used to enrich this project.

## **2. The Mildred Hall School Mappers (Grades 6-8, Social Studies, ELA and Science):**

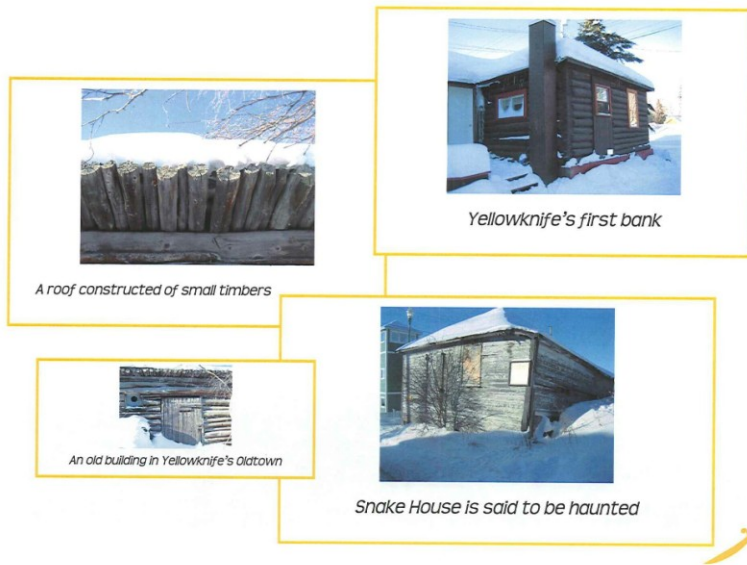
**Goal of the Mapping Project:** The ‘Historical Places Initiative’ was funded by the Yellowknife Heritage Committee which had a goal to encourage students to be involved in and learn about the history of Yellowknife. The students were provided with digital cameras and GPS units to use around the city to take pictures and record what they considered to be historic places of interest. The collected data was then incorporated into the cities heritage map.

**Background on previous project at Mildred Hall:** In 2006-2007 Carson Loftsgard completed a project with his class in which the students worked with a biologist from the Department of Environment and Natural Resources. The entire class worked together on different components of the same project. Together they completed a long term snow monitoring study with a final report. While the majority of students enjoyed that project, Carson felt that because not everyone did he would try something different. He wanted to work with students who were interested. In 2007-2008 rather than working with one particular class he invited students from Grades 6-8 to participate in the project. Many students came out for the initial meeting and from those they had a core group of students to work with. The project still happened during school hours but students could leave their regular classroom to participate. All teachers had to give permission before the project could begin. Kim Hopkins, the Assistant Principal and Rhonda Buckland, a parent volunteer, also helped with the project. Together they set a schedule so that students knew ahead of time when and where they were to be so that they did not miss too much of any one particular subject area.

**Process:** The first thing the group did was have a meeting of interested students. The teachers described the project to the group. Students then decided if they wanted to continue to participate. It was a funded project from a proposal that was written to the heritage committee so the students did not participate in designing the project. From this initial meeting students knew if they were still interested. The teachers did not pressure them to participate and felt that this was a good life lesson; you don’t know if you’ll like a certain job or activity until you try it.

Next the students needed to learn how to use the tools necessary to complete the project. They were trained on how to use a digital camera, a GPS, how to download their information into a computer, how to use the laptop and how the data is used to make maps.

Once they were trained the students and teachers went on tours around the city with their cameras and GPS units. Students took pictures of the things they were interested in learning about and of things they felt had historical significance such as Yellowknife’s first bank and the old snake house.



To report their findings the students decided to write a book titled, New Eyes. In this book they share how they now have ‘new eyes’ with which to view the city. One of the students had the idea to have the book split into two sides. At the beginning of the book, the students explained;

*The left hand pages tell the fictional story of a girl named Kennedy who has a unique experience with Yellowknife’s past. Our main character’s trip back in time helps her to gain a new perspective on how the city grew through its history as a home to the Dene people, to a bustling gold rush town, to the modern city we see today. Kennedy learns an appreciation for her surroundings by seeing its early beginnings.*

*The collection of images and captions on the right side of each page represent the shared experiences of a group of Mildred Hall students who completed a heritage project on Yellowknife’s history. The students that were a part of Mildred Hall School’s Heritage Mapping, group had a very similar experience to our main character, Kennedy. They gained an awareness of the history of the heritage sites they visited and recorded this with the help of GPS technology. It was a perspective altering experience for all involved.*



### 3. Using Photographs and Artifacts to meet curricular goals:

In any subject it is important to connect what you are teaching with students' lives and a teacher's job is to plan how to make the content relevant to their students. Culture based education is one of the guiding principles of the Department of Education Culture and Employment<sup>9</sup>. Culture based education is 'education, which reflects, validates and promotes the values, world views, and languages of the community's cultures'.<sup>10</sup>

Culture based education is more than the incorporation of cultural events and traditional skills into the curriculum. The goal of culture-based education is to support all students through affirmation of their culture. It builds a sense of pride and self-esteem, which is the best gift any teacher can give to his/her students. In the language arts classroom setting, one way to embody culture based education is to use books, articles, poems and other medium in their language arts classes which reflect the culture of the community and where possible use material that is written by people from the region. There is a wealth of material for the language arts teacher to begin at all grades. The attached resource list provides suggestions for novels, non-fiction readers, poems, music and children's literature which are written by northerners. It is not an exhaustive list of northern works, however, each book included was selected as materials from the museum could be used to enhance the learning when using the particular resource.

Once a text has been selected, the Prince of Wales Heritage Centre is an excellent place to extend the learning experience. Students enjoy having objects as a starting point for conversations and thinking; something that can connect them to what they are learning, allow them to wonder and to encourage them to think in new ways. Using primary sources such as artifacts, news paper clippings, audio recordings, maps, paintings or carvings and or photographs is an excellent way to introduce a piece of literature.

For example, when reading the Idaa Trail: In the Steps of Our Ancestors by Wendy Stephenson with a grade 4 class start by doing a 'descriptive pass'. Select a picture from the Idaa Trail section on the PWNHC website such as the one below of a gravesite.



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<sup>9</sup> GNWT, Education Culture and Employment, English Language Arts Curriculum, Draft 2006.

<sup>10</sup> [http://www.newteachersnwt.ca/culture\\_based\\_education.html](http://www.newteachersnwt.ca/culture_based_education.html)

Begin by reminding the students what an adjective is (a word that describes a noun). The students' job is to describe the person or object in the picture. You could require students to repeat what each of their fellow students have stated prior to moving on. This will reinforce what they have learned. For example, students might say 'small grave', 'lonely', 'cared for' or 'Christian' to describe the grave on the Idaa Trail.

When using a photograph, ask them to notice facial expressions, relationships, background, foreground, lighting and dress. What do the photographs tell about the technology, tools, and materials available through time along the Idaa Trail? Have the technologies changed? How? For example, there are many photographs of canoes on the site. Ask students to put them in chronological order or ask them how the technologies have stayed the same.

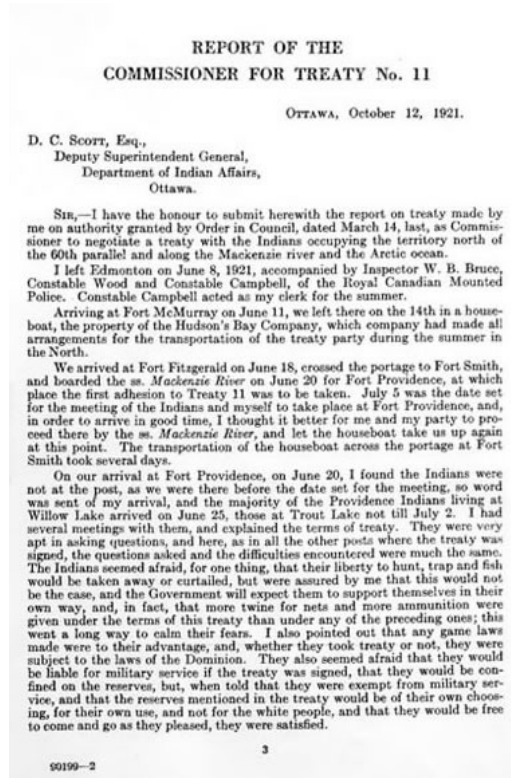


Using artifacts is also a wonderful way to enhance their learning. If visiting the PWNHC is not possible, there are numerous artifacts on line and more to come. Depending on the age of students allow them time to select their own artifact and write how it relates to the literature piece selected. For example, if reading the novel, Tatsea, view the Tlicho artifacts such as the caribou skin bags, menstrual tubes and canoes that are described clearly in the novel.

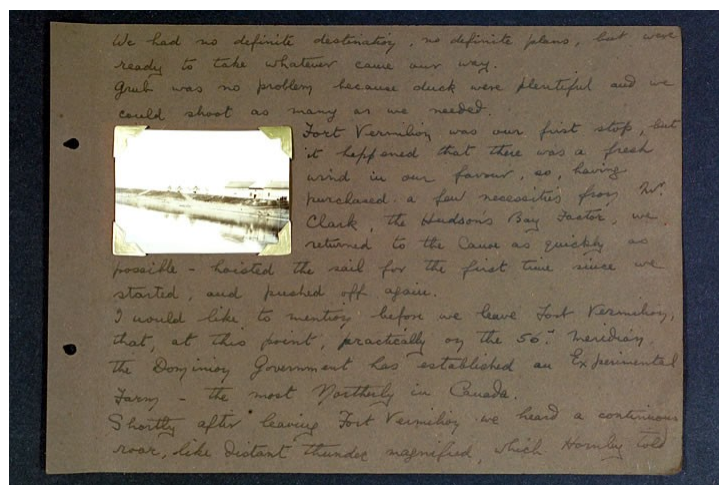
Using an artifact can help students crystallize their understanding of characters and events. Ask students to decide who they want to represent in the novel they are reading and have them choose one object from several that you've collected or required them to collect and for each article have them describe the personal significance of the article, how they used it and where they keep it and why. This is to get them thinking more about their character and setting of the novel.

Another tool is to use object perspectives. Divide the class into small groups of 4-6 students. Hand out an artifact and have them tell a story from the perspective of the artifact. For example, a trading bead from the 1850's would be a great story starter. The 'bead' could describe their travels, whose pockets they're in and where they ended up being used.

Primary source documents such as a transcript or a journal entry can also open up possibilities for students. For example, in Here I Sit, Rene Fumoleau has several poems that deal with land claims and treaties. There are printable documents on the NWT Historical Timeline which students can read to interpret the actual words used at the time.



The journals of Norman Robinson are another excellent example of a primary resource that can be used while teaching. He was a trapper, trader, surveyor and river pilot in the NWT from 1919-1923 and kept an amazing journal including photographs. Students can read through his journal and compare it with life today and how people spoke in the early 1900's.



There are 30,000 images in the online database of the Prince of Wales Heritage Centre. The database displays low-resolution versions of images along with information about them. There are also over 2000 high resolution images available on-line for use by the public. The images provide an unlimited use for classrooms in many subjects.

A set of black and white archival photos from the NWT Archives is available for teachers to use as inspiration for creative writing projects. These photos illustrate the life and times of people in the north.

## **Novels**

1. Idaa Trail: In the Steps of Our Ancestors. Written by Wendy Stephenson and illustrated by Autumn Downey. Toronto, ON: Groundwood Books, 2006. Idaa Trail introduces young readers to the Tlicho way of life through a young boy's journey on a canoe trip along an ancestral trail with his grandparents. This book is perfect for emerging readers with high interest yet simple text. It is a chapter book yet illustrated with beautiful paintings. It also has a teacher's guide and website [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca).
2. Tatsea Written by Armen Wiebe and published by Turnstone Press is a novel set in the 1700's. It's an adventure story, a love story and a story through which you'll discover how people lived around the time of contact with Europeans. A novel study is available at <http://www.arminwiebe.ca/Pages/Tatsea%20Reading%20Guide.doc>.
3. Porcupine and China Dolls by Robert Alexie published by Stoddart (March 2002). This novel is meant only for older readers. The content is adult and can be painful as it deals with the lifetimes of trauma caused by child abuse in residential schools. It is recommended for anyone teaching Aboriginal youth as it may help you understand some of the students in your classroom. To use this book with a class, teachers should get parents permission. Robert Alexie also wrote The Pale Indian.
4. The Lesser Blessed by Richard van Camp. Douglas & McIntyre, 1996.
5. Tracking Triple 7 by Jamie Bastedo, Red Deer Press, 2002. This junior novel book is a story of a bear called Triple Seven, with a tracking collar monitored by a group of biologists, and Benji, a diamond mine owner's son, who becomes a part of this wildlife team. Watching through the eyes of the team how Triple Seven has her cubs and teaches them to get adjusted to the wild is one story. Another story is the growth of Benji, who learns all the new technology involved and comes to appreciate the grizzly.
6. On Thin Ice by Jamie Bastedo, Red Deer Press. Junior high or highschool novel. This is an adventure story about a teenage inuk girl named Ashley struggling with her identity. Climate change is one major theme in the novel. There is a free teacher's guide and has won several awards.
7. Sila's Revenge by Jamie Bastedo, Red Deer Press. This novel is the sequel to On Thin Ice. Ashley has another adventure, this time she travels to New York and

Australia and is a real coming of age story where she finds out that one person can make a difference.

### ***Non-fiction readers***

1. Trapping is My Life by John Tetso Toronto: Peter Martin and Associates, 1970. This is one of the first books published by a Dene. Although out of print, copies can be obtained for reasonable prices through websites such as Abe's books. Trapping is My Life is a series of short stories where John Tetso describes his life, how he traps for beavers, nets fish among many others. His writing is clear and this book is excellent for young readers. Very high interest yet lower reading level.
2. When the World was New written by George Blondin published by Outcrop, the Northern Publishers, c1990. This is George's first book and in it he shares the stories of his people. He describes medicine heroes, hunters and healers and Yamoria, the one who travels. He also shares the Blondin family history.
3. Yamoria the Law Maker written by George Blondin and published by NeWest Press in 1997. This book is a collection of stories focusing on who Yamoria, the great medicine man and who he was and what he did for the Dene.
4. Trail of the Spirit written by George Blondin and published by NeWest Press in 2006 is a collection of true stories. George Blondin explores and explains medicine power.
5. Denendeh: A Dene Celebration with photographs by Rene Fumoleau published by the Dene Nation in 1984 (copies are still available at the Yellowknife Bookcellar). In Denendeh the Dene Nation explains Dene history and culture in their voice. It is a very important book to help anyone understand the diversity of the north.
6. Guts and Glory: The Arctic Skiers Who Challenged the World written by Sally Manning and published by Outcrop in 2006. Guts and Glory is about Shirley and Sharon Firth from Aklavik who represented the north and Canada at four Olympics. It is about their journey, along with other northern skiers. They are true northern heroes.
7. Dehcho, Mom we've been Discovered published by the Dene Cultural Institute. The Dehcho is the Dene name for the big river or the Mackenzie. This short, yet poignant book is very important in helping students understand a view of history from the Dene perspective. As Stephen Kakfwi states on the back, 'Alexander Mackenzie came to our land. He recorded his views on the people, but we'll never know exactly how my people saw him. I know they'd never understand why their river is named after such an insignificant fellow.'
8. Reindeer Days Remembered by Elisa Hart and published by the Inuvialuit Cultural Resource Centre in 2001. This book provides the perspective of reindeer herders and their wives who were part of the Mackenzie reindeer operation from the 1930's to the early 1960's.
9. Trails of our Ancestors: Building a Nation was edited by John B. Zoe, chief executive officer for the Tlicho Nation and published by the Tlicho Government

in 2007. This book shares the history of the Tlicho people and how they have built a nation. It includes beautiful photographs.

10. Gwichya Gwich'in Googwandak: The History and Stories of the Gwichya Gwich'in As Told by the Elders of Tsiigehtchic and written by Michael Heine, Alestine Andre, Ingrid Kritsch and Alma Cardinal. Published by the Gwich'in Social and Cultural Institute in 2001. This book is based on the stories through which the Elders describe the history of the land since the earliest days of the world, and on the Elder's stories of their experiences of life on the land.

### ***Children's Literature (both fiction and non-fiction)***

1. The Legend of Caribou Boy told by John Blondin, illustrated by Ray McSwain and published by Theytus in 2007. This hard cover book is the story of a young boy having trouble sleeping at night. He is being called to fulfill his destiny, a destiny which lives on today. There is a CD included which allows readers to hear and see the Dogrib legend in Dogrib or English.
2. The Old Man with Otter Medicine told by John Blondin, illustrated by Archie Beaverho and published by Theytus in 2007 is a legend that takes place in the winter and people are starving. There are no fish. They must seek the help of a medicine man to save them. This book tells of medicine power and the struggle for survival. There is a CD included which allows readers to hear and see the Tlicho legend in Dogrib or English.
3. Yamozha and His Beaver Wife as told by Vital Thomas illustrated by Archie Beaulieu and published by Theytus in 2007 is a legend where Yamozha forgets his promise to his wife and as a result she turns into a giant beaver. He follows her all over Denedeh but is unable to catch her. This story tells of how this great medicine man shaped the land in the Tlicho region and its surrounding areas into what it is today. There is a CD included which allows readers to hear and see the Dogrib legend in Dogrib or English.
4. We Feel Good Out Here written by Julie-ann Andre and Mindy Willett and published by Fifth House publishers, 2008. This non-fiction reader, illustrated by photographs is Julie-ann's story of her life. She shares her family's story, and the story of her land –Khai luk, the place of winter fish. Through her story you'll learn about her community and the Gwich'in people. It's part of the series called, The Land is Our Storybook.
5. The Delta is My Home written by Tom McLeod and Mindy Willett and published by Fifth House Publishers, 2008. This non-fiction reader, illustrated by photographs is Tom's life story. Tom is an 11 year old storyteller and through his voice you'll learn all about the Delta, duck and muskrat hunting, the cultural mix of Aklavik and much more. The Delta is My Home is part of the series called, The Land is Our Storybook.
6. Living Stories written by Therese Zoe, Philip Zoe and Mindy Willett and published by Fifth House Publishers, 2009. Living Stories is about the Tlicho people, their nation and about how to be 'strong like two people'. Living Stories is part of the series called, The Land is Our Storybook.

7. Fall Fun with my Teachers written by Sheyenne Jumbo and Mindy Willett and published by Fifth House Publishers, 2009. Sheyenne is a 9 year old storyteller and through her voice you learn about her life in Trout Lake where she's taught to make drymeat, hunt, and snare rabbits, make baskets and much more. Through her you'll learn about the region of the Dehcho. Fall Fun with my Teachers asks the reader to broaden their definition of teacher and is part of the series called, The Land is Our Storybook.

### **Other teaching resources:**

1. Great Big Lie by Stephen Kakfwi is a song about the Treaties. It can be found on his CD titled Last Chance Hotel. Arrowmaker and Lazarus Sittichinli are two songs about incredible Dene leaders. They can both be found on his CD titled, In the Walls of His Mind. Visit Mr. Kakfwi's home page at [www.stephenkakfwi.ca](http://www.stephenkakfwi.ca) to order CD's and view the lyrics to his songs. On this site you'll also find his complete biography which is very useful when studying NWT land claim history. Using Stephen's lyrics and his biographies provide another opportunity for a different 'voice' and will enrich student learning.
2. [www.tlichohistory.com](http://www.tlichohistory.com) is an excellent resource for researching the history of landclaims in the NWT. Although it's written with the Tlicho claim in mind, much of the history shared is common to other areas of the NWT.
3. [www.tlicho.ca](http://www.tlicho.ca)
4. [www.denenation.ca](http://www.denenation.ca)
5. Staking the Claim is a three part documentary with accompanying teacher's guide. Four young Inuit travel across the Canadian Arctic to the 4 Inuit land claim regions (Inuvialuit, Nunavut, Nunavik and Nunatsiavut) and learn from, reflect upon and discuss the making of the Inuit landclaims and their current impact on their lives.
6. Your Land Your Future: CD Rom package using the Mackenzie Valley Pipeline as a vehicle to discuss issues of responsibility and management of resources in the NWT.
7. Here I sit: Poetry book by Rene Fumoleau published by Novalis in 2004. Rene's poetry is accessible to audiences as he speaks in a natural voice. His poetry can be used to teach many northern themes including nationalism, leadership and landclaims just to name a few.
8. Magazines such as UpHere and Above and Beyond have many articles which can be used in the classroom.

### **4. Edukits such as 'Threads From the Land'**

The Prince of Wales Northern Heritage Centre provides several edukits teachers can request on loan. These kits can easily be adapted for the basis of project based learning. For example, the kit "Threads From the Land" provides everything needed (and more) for learning about different sewing techniques of each area of the NWT. Simply using the

kit as it would be an excellent classroom tool, however, for it to be project based learning a teacher could ask students;

- To investigate something of interest to them (what types of sewing did my ancestors do?) and to link it to why and how it might be important to understand this history in today's world.
- To solve a problem (how can our community support the local artists to sell their products? Students could photograph people's work, develop a website and make an on-line store which also describes each technique)
- To help their community make a decision: (which sewing best represents our community and why? Students could make a display at the local band office.)

## 5. Dene Kede: Grade 9 Module Four: Self-government

The resource Dene Kede, Grade 9 Module Four: Self Government provides excellent possible project based learning examples. The purpose of the module is to 'give students the Dene perspective with respect to the nature of and need for Self-Government'<sup>11</sup>. It also provides many resources including descriptions of the differences between the major cultural understandings of other Canadians and the Dene. Within the proposed activities the following suggestions are provided;

- Read Alexis Arrowmaker's words asking for the Government to hear the Dene and to negotiate with them.
- Students read the 'analogy' story as a way of beginning to understand the differences between the Dene view of governing themselves and the Canadian view of governing the North.
- Students read Joe Naedzo, George Barnaby and Robert Clement articles and complete the accompanying language development activities
- Students match quotations from Dene regarding self-government, to understandings and concepts of self-government,
- Students study Dene models of Self-government
- Research the Self-government status of the community/tribe
- Research background to negotiations
- Attend a meeting of negotiators or of Band
- Compare concerns of Dene leaders in the past with concerns that might come up in the future
- Have a leader from the community speak to their students about their role in the future

Using Dene Kede suggestions as described would be an excellent classroom tool, however, for it to be project based learning a teacher could ask students;

- To investigate something of interest to them (what does self-government look like in the Tlicho today and what aspects of their agreement could be

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<sup>11</sup> Dene Kede, Grade 9 Module Four: Self Government, GNWT ECE.

incorporated to another area? This would link it to why and how it might be important to understand this history in their world. )

- To solve a problem (how can youth participate effectively in the on-going negotiations?)
- To help their community make a decision: (what should self-government look like in terms of education, health care delivery, justice etc.? How would they choose the leaders?)

The teacher's resource – Nationalism in the North - Exploring Land Claims and Treaties with the Historical Timeline of the NWT provides news paper articles, essays, photographs and primary resources to help students understand the history.