



ALL MY RELATIONS: WORLDVIEWS OF INDIGENOUS PEOPLES IN CANADA

WORKSHEET #1

STUDENT NAME: _____

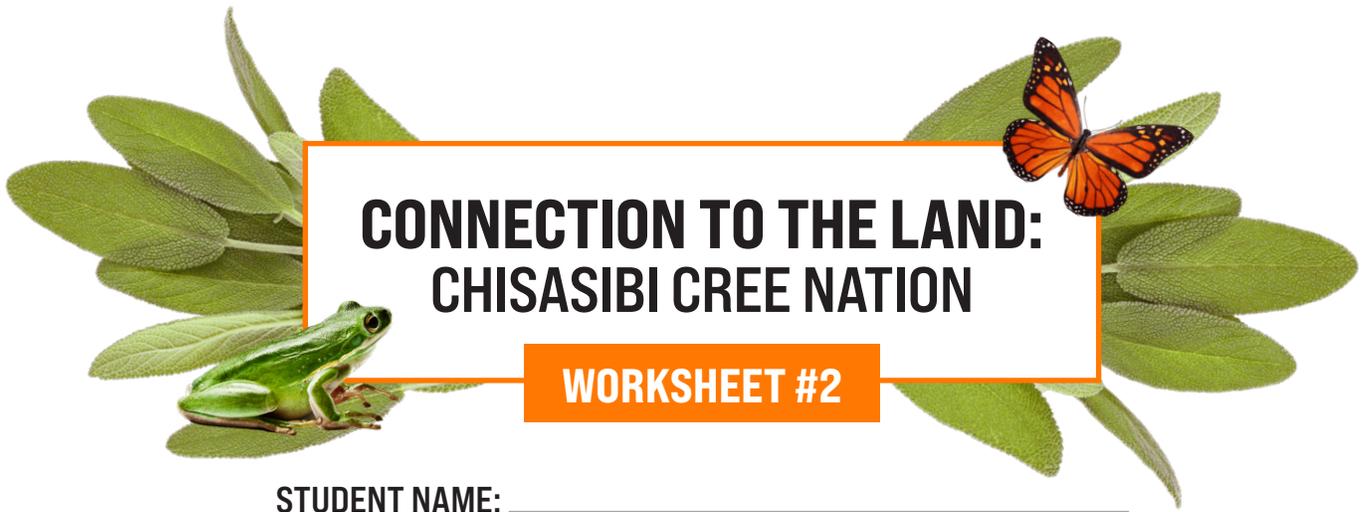
Define the following terms. It's okay if you aren't sure of their meaning—simply write what you think they mean based on what you know right now.

WORLDVIEW:



ALL MY RELATIONS:





STUDENT NAME: _____

As you read the article “[Connection to the Land](#)” by Jamie Pashagumskum, consider the following questions. After you finish reading, record your answers, making reference to the article as well as other experiences that contribute to your understanding.

1 What do you notice about the description of life before the Chisasibi Cree moved to the mainland?

2 Did the Chisasibi maintain a close relationship with family and community prior to the move? How do you know this? How were these relationships impacted by the move? What do you think caused these changes?

3 Do you think that the age of the person would be a factor in how they were impacted? Why? What if they were born after the move?



4 The author’s grandfather, David Pashagumskum, said, “Take care of this land, and this land will take care of you.” Why do you think the author included that statement in the article? What do you think this has to do with worldview?

5 Have you experienced anything like this? What do you think it would feel like to have to change your life in this way?

6 Do you think this move made life better or worse? Explain.

TAKEAWAY:

What did you learn that you can apply to other situations and learning? Summarize this in one sentence.





COMMUNITY ACTIVIST JUDY DA SILVA: ADVOCATING FOR THE LAND AND WATER

WORKSHEET #3

STUDENT NAME: _____

KEY TERMS:

ADVOCATE: _____

ADVOCACY: _____

CATALYST: _____

RESOURCE EXTRACTION: _____

As you listen to the [interview](#) with Judy Da Silva, consider the following questions. After you finish listening, record your answers, making reference to the interview as well as other experiences that contribute to your understanding.

1 What were the problems that the Anishinaabeg (people) of Asubpeeschoseewagong (a-sub-pee-cho-see-wuh-gong) / Grassy Narrows experienced?

2 What did the Anishinaabeg do about these problems?



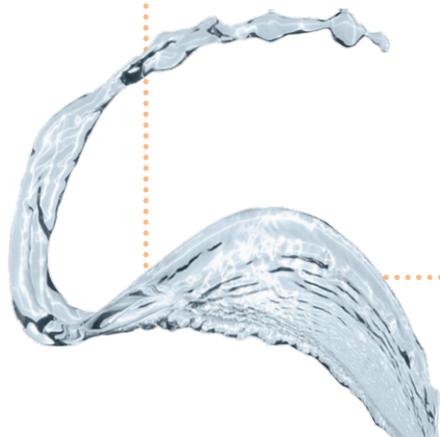
3 What is a “catalyst”? How were the youth a catalyst for community action?

4 What was the impact of the actions that the Anishinaabeg took against resource extraction?

5 Does this interview give you any clues about the Anishinaabeg’s relationship with the land?

TAKEAWAY:

What did you learn that you can apply to other situations and learning? Summarize this in one sentence.





INAAKNIGEWIN

WORKSHEET #4

STUDENT NAME: _____



KEY TERMS:

INAAKNIGEWIN: _____

As you watch the [video](#) about inaa knigewin, consider the following questions. After you finish watching, record your answers, making reference to the video as well as other experiences that contribute to your understanding.

1 What do you think Isaac Murdoch meant when he said: “everything gives everything to everything, all the time”?

2 What do you think Isaac Murdoch meant when he said: “instead of inaa knigewin being a rights-based approach to governance, it’s a responsibility-based approach to our environment and to each other”?



3 Do you see the same attitude toward the environment in mainstream Canadian culture (industry, government, etc.)? What questions might you ask of someone to find out? How do you think this is connected to the worldview that they learned?

4 Does this add to your understanding of Anishinaabe / Indigenous cultural views of the world? Explain what has changed for you and compare/contrast your old vs. new understanding.

TAKEAWAY:

What did you learn that you can apply to other situations and learning? Summarize this in one sentence.





CONNECTION TO WATER AND LAND: ALL OUR RELATIONS

WORKSHEET #5

STUDENT NAME: _____

KEY TERMS:

SAGE | CEDAR | TOBACCO | SWEETGRASS

These are commonly referred to as the four sacred medicines. Most First Nations in Canada use these medicines in traditional practices and ceremonies. Although each Nation will have their own ways of doing so, the respect given is shared across Nations.

The following three videos connect to the deeply personal nature of relationships that Indigenous peoples have with the land and water. Answer the questions below after you have watched all the videos. Note that these answers and any additional notes you wish to make about the videos will be useful for the culminating activity as well.

- [Water is Life by Shannon Paul](#)
- [Kim Debassige talks about the Land](#)
- [N'we Jinan Artists – "ALL OF MY RELATIONS" // Lennox Island, PEI](#)

1 What common threads or concepts do you see in the three videos?

2 What did you find unique about each one?

3 Do you see where the creator(s) are connecting to their own understanding of the world, culture, and their relationships with land and water?

4 What message is the creator sharing with viewers?

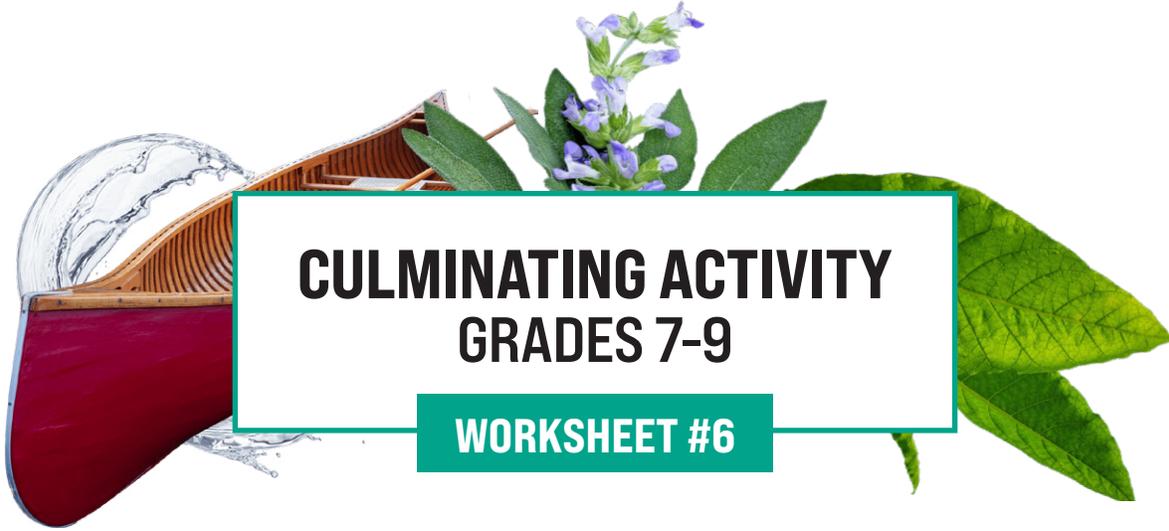
5 How does this change your understanding of Indigenous worldview?

6 How does this change your understanding of “All my relations”?

ADDITIONAL NOTES:

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CULMINATING ACTIVITY GRADES 7-9

WORKSHEET #6

STUDENT NAME: _____

PART A

Write your own updated definitions for the following terms:

WORLDVIEW:

Large empty rectangular area with a dotted orange border for writing the definition of 'WORLDVIEW'.

ALL MY RELATIONS:

Large empty rectangular area with a dotted orange border for writing the definition of 'ALL MY RELATIONS'.



PART B

You will create a visual art piece, video, or pamphlet that communicates the story of your learning. The following points need to be taken into consideration when developing your piece:

- Who is the audience? Who are you communicating with? Make sure you use words and images that they will understand, adding necessary details in order to achieve this.
- Compare your knowledge at the beginning and end of this unit: What did you learn? How did that change your understanding? Did you have any misconceptions that were corrected through your learning? Including these points helps the viewer to “see” your learning.
- How do you think the knowledge you gained throughout this learning journey will impact your understanding of the history and lives of Indigenous peoples going forward? Will it change your relationships with Indigenous peoples? Will it change the actions that you take regarding the issues we’ve discussed? Your work should communicate this.
- Remember to cite all the resources that you use (including any people you make reference to).

Note: If you have chosen to create a visual arts piece, please include an [artist statement](#) that clarifies the concepts expressed or implied in your work. Brainstorm some ideas in the space below.





CULMINATING ACTIVITY GRADES 10-12

WORKSHEET #6

STUDENT NAME: _____

PART A: WORLDVIEWS AND VALUES

You will create a summary showing the different values that Indigenous worldviews and Western worldviews hold. This can be through a table, visual piece, or other format that clearly displays the differences. You may refer back to the [“Indigenous Worldviews vs Western Worldviews”](#) blog post from Indigenous Corporate Training as necessary.

Use the space below to brainstorm some ideas.

Large empty space for brainstorming ideas, enclosed by a dotted orange border.



PART B: GRAND COUNCIL TREATY 3 GUIDANCE TO PROTECT LAND, WATER, AND RESOURCES

BACKGROUND INFORMATION

Q: WHAT IS GRAND COUNCIL TREATY 3?

Grand Council Treaty 3 (GCT3) is the traditional government of the Anishinaabe nation in Treaty 3 territory.

Q: WHAT IS THE MANDATE (MISSION) OF GRAND COUNCIL TREATY 3?

Its overall mission is “the protection, preservation and enhancement of Treaty and Aboriginal rights” (from GCT3’s “[Our Nation](#)” page).

Part of this goal is achieved through the Zhaagima Waabo, also known as the Territorial Planning Unit (TPU). Here is the Council’s statement for the TPU:

“Guided by **Manito Aki Inakonigaawin**, and recognizing the significance of Treaty #3’s connection to the land, the Territorial Planning Unit works with Treaty #3 Leadership to protect the lands, waters, and resources within the 55,000 square miles that make up the Treaty #3 Territory” (from GCT3’s “[Territorial Planning Unit](#)” page).

Q: WHAT IS MANITO AKI INAKONIGAAWIN?

Manito Aki Inakonigaawin (MAI): “Mai is the sacred resource law of the nation. This is a customary law that has governed our people since time immemorial and is based on our responsibility to ensure that the land, the people, and the future is protected” (from GCT3’s “[Territorial Planning Unit](#)” page).



STEP ONE

Start by examining Grand Council Treaty 3’s [Nuclear 101 Guidebook](#). As you read the document, focus on how the information contained within it connects to Manito Aki Inakonigaawin (MAI). Pay attention to the text features and organization of the guidebook. Notice the use of plain language and the simplicity of the “decision-making” model.

How does this guidebook make the decision-making process more accessible to people?

STEP TWO

You will create a visual art piece, video, or pamphlet that communicates the story of your learning and how it relates to your understanding and analysis of the *Guidebook*.

Note: If you are creating a visual art piece, you should include a short [artist statement](#) to clarify the message expressed or implied in your work.



Use the following questions and prompts to shape your work:

- Who is the audience? Who are you communicating with? Make sure you use words and images that they will understand, adding necessary details in order to achieve this.
- Compare your knowledge at the beginning and end of this unit: What did you learn? How did that change your understanding? Did you have any misconceptions that were corrected through your learning? Including these points helps the viewer to “see” your learning.
- How could the *Nuclear 101 Guidebook* be used to make decisions to protect the land, the people, and the future?
- Do the values reflected in the *Guidebook* benefit everyone, or just Indigenous peoples?
- How do you think the knowledge you gained throughout this learning journey will impact your understanding of the history and lives of Indigenous peoples going forward? Will it change your relationships with Indigenous peoples? Will it change the attitudes and actions that you take in the future regarding the issues we’ve studied?
- Remember to cite all sources that you use (including any people you make reference to).

Record some ideas in the space below.

