

L' / The

D'après un conte de /
A story by Mike Burns

ABENAKI

Peuple de l'Aube / People of the Dawn

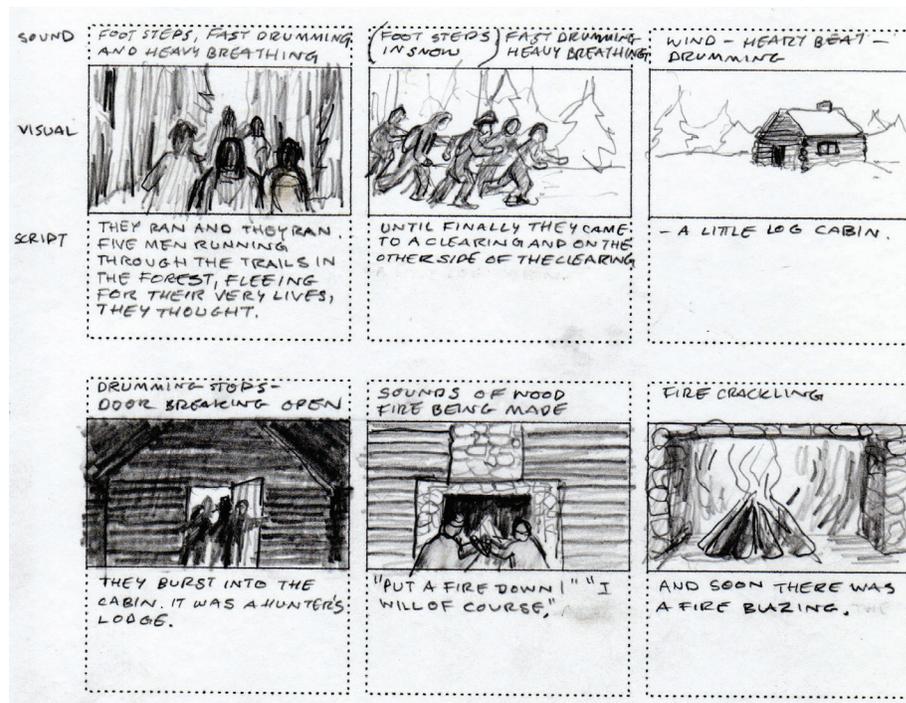
LEARNING
GUIDE

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Objectives

In *The Abenaki*, First Nations character Joe Obomsawin recounts the tragic and moving history of the Abenaki nation. This learning guide is designed to help educators raise awareness about the experiences of this and other First Nations peoples, including their early experiences with colonialism and their continuing struggle for survival.



Before Screening the Video



- 1** What does it mean if you say someone has “local knowledge?”
How can local knowledge be helpful?
- 2** What kinds of things have you learned from a grandparent?
Why is it important to listen to the stories of your grandparents or other elders in your community?
- 3** How do you imagine First Nations people might have reacted to the arrival of the first Europeans?
- 4** What do you know about the First Nations living in your province or territory? Is there more than one First Nations community? Where are these communities located? Are you familiar with any of their traditions?
- 5** Why is it important to have many different cultures in the world? What makes it difficult for certain cultures to survive? What can be done to change this?
- 6** Did your parents or grandparents immigrate to Canada? Do you still carry on traditions from your ancestor’s homeland? Why?



After Screening the Video



1 What were Joe Obomsawin and the other men in the process of doing when they were forced to flee? This historical period when alcohol was illegal was known by what name? Why was this law enacted?

2 Through what activity did Joe Obomsawin learn the trails that helped the men escape? Who did he do this activity with?



3 What were some of the things the European colonists did that negatively affected the Abenaki? What did they bring with them that brought sickness to the First Nations people?

4 Can you describe the traditional annual migration of the Abenaki people before the Europeans arrived? Where did the Abenaki territory extend before the community was forced to relocate north and then onto reserves? The Abenaki travelled using what kind of boat?



5 What were the Abenaki given by the French? Why did the French supply the Abenaki with arms?

6 What did the Abenaki make and sell to earn money once they'd moved north? Where did they go to sell these?

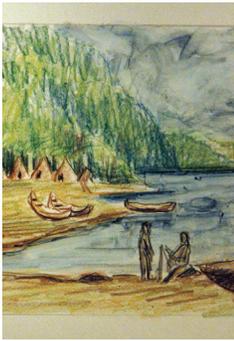




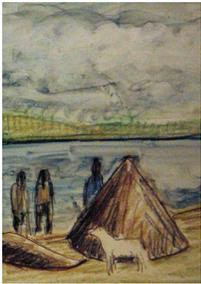
Follow-Up Projects



- 1 Identify a First Nations related historic site or museum in your area. Visit the site and take photos. Show them to your class, describing what is in the photos.



- 2 The canoe was a vital means of transportation for the Abenaki. How were traditional Abenaki canoes made? Why were they made this way? Using whatever materials you have available, build a scale model of this type of canoe. Use the model to describe the construction to the class.



- 3 Choose a First Nations group and draw a series of maps, demonstrating the group's original territory and how it has evolved, ending with a map of where the community is situated today. Present your work to the class.

- 4 Alanis Obomsawin is a world-renowned Abenaki filmmaker who has made more than 20 films about First Nations issues. Screen one of her films online at www.nfb.ca and write a film review that you can present to the class.

- 5 Choose a First Nations community in Canada. Using the internet and books, create a chronology or timeline of this people's history, highlighting important figures and events. Include pre-colonial history.



- 6 Do research on a contemporary First Nations leader—an artist, politician, businessperson, professional, or community leader. Create a biographical profile of this person using words, images and other media, if applicable. Present your profile to the class. If possible, invite the person to your class for a Question and Answer session after your presentation.





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