

River Journey

The *River Journey* website introduces elementary school students to the Berger Inquiry, which held hearings in the Northwest Territories from 1974 to 1977. The website is accompanied by an Archive of photos and sound clips from the Berger Inquiry. Both can be found here: <http://www.pwnhc.ca/research/berger/index.asp>

In June of 2011, the Dehcho Divisional Education Council invited four people who had travelled with Judge Berger – Michael Jackson, Elizabeth Hardisty, Peter Gorrie and Drew Ann Wake – to give workshops about the Berger Inquiry in nine schools in the Dehcho. Each was asked to bring memorabilia from the time: photographs, newspaper clippings and audio tapes.

Two other experts went along. Photographer Linda MacCannell brought still cameras and delivered the Photo Walk workshop. Felix Isiah brought a video camera and sound equipment so students could shoot interviews.

This website views the Berger Inquiry through the eyes of Michael Jackson, a law professor who spent three years organizing community hearings in towns and villages across the north.

- In the *River Journey 1975* section of the website, Mr. Jackson describes the hearings in the communities of the Dehcho region and introduces eight residents of the communities who addressed the Judge.
- In the *River Journey 2011* section of the website, today's students photograph and interview elders who spoke to Judge Berger in 1975.
- The *Workshops* section of the website illustrates four lessons given during Michael Jackson's 2011 visit to schools in the Dehcho. The workshops give step-by-step instructions for creating wildlife maps, photographs, soundscapes and a press conference.

Students from across the north are encouraged to conduct their own research projects and submit the completed work to Brian Jaffray at the Dehcho Divisional Education Council here.

The best work will be added to the website. We look forward to hearing from you!

CURRICULUM MATCHES

This website can be integrated across the curriculum from grades 1 to 6.

- The historic photographs of communities can be used to complement Community Studies in Grades 1 to Grade 3.
- Teachers can use the speeches of Michel Landry (Fort Providence) and Philip Simba (Kakisa Lake) as resource when teaching Grade 4 History: Life Long Ago.
- The website can be used for Grade 5 and 6 classes for Environment and Social Studies, when students explore the issue of who makes the decisions about land use in the north.
- The website has a strong connection to English Language Arts. Teachers can use the eight speeches from Dene elders to explore the techniques use by persuasive speakers.

LEARNING OBJECTIVES

1. Students will demonstrate an understanding of the goals of the Berger Inquiry and the important innovation of holding Community hearings with northern residents.
2. Through class discussion, students will explore eight Dene values described in speeches to the Berger Inquiry: Caring for the land, Respect for wildlife, Endurance, Peace, Sharing, Observing the Cycle of Life, Independence, and Self-reliance.
3. Students will demonstrate an ability to collect photographs and research from the Education Archive to create a personal project on the Berger Inquiry.

LESSON #1: INTRODUCTION

The Introduction is a slide show that explains the important role played by Chief George Kodakin of Deline during the preliminary hearings of the Berger Inquiry. The chief suggested that the Judge visit Dene communities in order to understand more about the traditional way of life.

Special Counsel Michael Jackson took Chief Kodakin's suggestion and spent six months living in Deline. During his stay he developed a plan for taking the Community hearings to every village in the NWT. The Community hearing strategy has since been adopted by nations around the world.

The slide presentation concludes with eight slides that show key speeches given in eight villages of the Dehcho. Each describes a traditional value that is linked to life on the land. The speakers feared that these values might be lost if their hunting and trapping way of life was interrupted by pipeline construction.

Questions:

What did Chief Kodakin suggest to Michael Jackson?

What did Michael Jackson learn when he lived for six months in Deline?

Did it make a difference to hold hearings in each community in the north?

What values did the Dene elders explain to Judge Berger?

WORKSHEET: RIVER JOURNEY 1975

Listen to Michael Jackson's introduction to each community in the Dehcho. Write one sentence about the traditional value described in each speech.

1. Fort Simpson:

Who spoke in Fort Simpson? Which traditional value did he describe?

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2. Wrigley:

Who spoke in Wrigley? Which traditional value did she describe?

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3. Nahanni Butte:

Who spoke in Nahanni Butte? Which traditional value did she describe?

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4. Trout Lake:

Who spoke in Trout Lake? Which traditional value did she describe?

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5. Fort Liard:

Who spoke in Fort Liard? Which traditional value did he describe?

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6. Jean Marie River:

Who spoke in Jean Marie River? Which traditional value did he describe?

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7. Fort Providence:

Who spoke in Fort Providence? Which traditional value did he describe?

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8. Kakisa Lake:

Who spoke in Kakisa Lake? Which traditional value did he describe?

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Question:

How did these speeches help Judge Berger understand the Dene way of life?

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WORKSHEET: RIVER JOURNEY 2011

Click on River Journey 2011 and click on each community to see student projects. Compare the speeches to Judge Berger with the work of students in 2011. Are the values describe in the speeches still important today?

1. Fort Simpson:

What does the map created by Fort Simpson students illustrate?

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2. Wrigley:

What did you learn about hunting moose?

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What did you learn about hunting beaver?

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Name three plants that can be used as medicine:

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3. Nahanni Butte:

How many signs of animals did you see in the student photos?

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4. Trout Lake:

How are students in Trout Lake following the words of Edward Jumbo today?

.....

5. Fort Liard:

What is the message from students in Fort Liard?

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6. Fort Providence:

What did you learn from the students' interview with Patrick Scott?

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7. What did you learn from the students' interview with Thomas Berger?

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8. Kakisa Lake:

How are students in Kakisa Lake following the words of Philip Simba today?

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Conclusion:

Are the values expressed in the speeches to Judge Berger important to you?
Why?

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Which of these values do you use in your life? How?

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RESEARCH

Teachers may wish to engage students in creating their own projects about the Berger Inquiry. The Education Archive will assist you in finding historic photographs, audio clips, newspaper articles and the 90-minut *Inquiry Film*.
<http://www.pwnhc.ca/research/berger/index.asp>

In the future, we hope to add the transcripts from each of the Berger Inquiry Community hearings so students will be able to read speeches made by family members.