



NORTHERN STUDIES 10

MODULE 3: NORTHERN ECONOMY



Northwest Territories Education, Culture and Employment

ACKNOWLEDGEMENTS

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We particularly thank several groups that were instrumental in the development of the resource including:

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I believe in years to come we will look back at this moment, with its combination of strategic initiatives, and see it as a turning point in the success of our youth and our territory. The next ten years will be very exciting as improvements in our education system start to take root.

*Honourable Jackson Lafferty
Minister, Education, Culture and Employment
ECE, Education Renewal and Innovation Framework:
Directions for Change, 2013.*

MODULE 3: NORTHERN ECONOMY

Welcome to the third module of Grade 10 Northern Studies, *Northern Economy*.

The Module Components

Guided Inquiry – This module consists of 10 activities, 9 of which are teacher-led and called Guided Inquiry. The Guided Inquiry activities explore the essential question, *'To what extent did the Berger Inquiry change the North?'* and make up approximately 16 hours of class time.

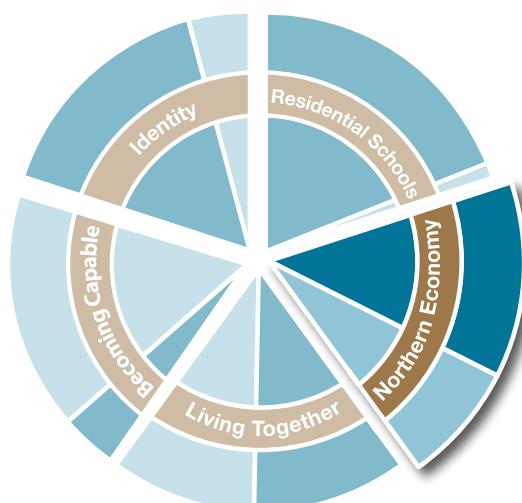
This guided inquiry is designed to help students and teachers investigate this particular economic topic from the NWT's recent past which has impacted our present in order to prepare students to complete their own inquiries.

Student-Led Inquiry – The module also includes a 9 hour student-led inquiry which asks students to choose from a series of 'essential questions'. Activity 2 of the teacher led inquiry introduces the student-led inquiry so that students have time to think about what they might like to explore more deeply.

By looking at the political, economic, historical and cultural factors which came together during the Berger Inquiry, students will begin to understand the multiple factors at play in any form of resource development and the Northern economy. Students are also encouraged to engage in their community and seek local sources of information. In several of the activities, quotes by Northerners and interviews with local leaders give students access to primary, Northern sources.

Activity 10: *Connecting with Your Community* also has students going directly to people in their community to find information. Accessing local sources of knowledge is an important part of preparing students for their own student-led inquiries into one of the three following essential questions:

1. Which example best represents how resource development should be done in the NWT?
2. What issues need to be considered regarding harvesting caribou and who should be able to make these decisions?
3. What is the best way to make a living in the North today?



NORTHERN ECONOMY RESOURCES

All the materials you will need to teach the Northern Economy Module are found in the course binder and the Northern Economy DVD.

Materials and Resource List:



- Northern Economy binder with copies of all the activities and related resources including:
 - ~ Activity 1: *What's Up with Berger?*
Laminated Images
 - ~ Activity 3: *Worth a Thousand Words*
Laminated Images
 - ~ Activity 4: *Getting to know the Players - Powerful Speakers*
Laminated Images
- Northern Economy DVD (which has all the video and audio files as well as PowerPoints)
- Protected Areas Strategy Map (with annual report booklet)
- NWT Map – large map (was shipped out to schools previously)
- DVD called, *Caribou and People: A Shared Future* (not shown in photo)
(a Student-Led Inquiry resource option)

For optimal video performance and for future use, it is recommended that you copy the DVD to your computer.

Copy Instructions:

1. Load the DVD and open the DVD folder.
2. Drag and drop the folder titled, *NS Module 3: Northern Economy*, on to your hard drive.
3. Open the folder and click on the *Start* file to launch the application.

Individual files may be copied on multiple workstations for student use.

WHY THE BERGER INQUIRY?

In order to explore the *Northern Economy* module, students will be led through a guided inquiry on the Berger Inquiry. The Berger Inquiry was an investigation by the Federal Government into the proposed construction of a Mackenzie Valley Pipeline in the 1970s. The Berger Inquiry is used as a means to explore the Northern Economy because so many important events and people converged during the Inquiry. Some of the key reasons for choosing the Berger Inquiry include:

- The Inquiry gave Northern people from every community in the NWT a chance to speak and be recorded;
- The Inquiry was held during the early days of television in the NWT;
- The Inquiry was the first time CBC broadcast television in Aboriginal Languages;
- The 1960s and 1970s were a time of profound growth for Aboriginal and environmental groups;
- The Berger Inquiry was fundamental in changing the ground rules that industry operated under in the North, in Canada, and in fact around the world;
- The Berger Inquiry created a meaningful dialogue between Southern and Northern Canada;
- Many of the most influential political leaders of the NWT today began their political careers during the Berger Inquiry;
- The Berger Inquiry was one of the first times the Canadian Government listened to Aboriginal people's complaints stemming back to the signing of Treaty 8 and 11;
- Much of the archival material relating to the Berger Inquiry is available for students, and many 'living archives' are available in communities to share their knowledge of these events; and,
- The issues and proposed pipeline project debated in the Berger Inquiry continue to shape decisions in the NWT and Canada today.

For these reasons and others, the Berger Inquiry is an excellent place to begin an investigation of the *Northern Economy*. The guided inquiry is designed to take students from what they know now and take them to a point where they are ready to undertake their own student-led inquiry.

Summary of Activities including Learning Objective and Suggested Time

Activity	Time*	Learning Objective
Activity 1: What's up with Berger?	60	Students will be introduced to a critical issue in Northern history, the Berger Inquiry, through historical photographs.
Activity 2: Student Led Inquiry	540	Students will use the skills and knowledge they are acquiring during the guided inquiry to assist their own student-led-inquiry. They will further develop their critical thinking, research, and communication skills. They will select an appropriate means of presenting their learning to an authentic audience.
Activity 3: Worth a Thousand Words	180	Students will understand how the Northern economy has both changed over time and retained many roots from the distant past. Students will further develop their historical thinking skill, <i>Continuity and Change</i> and will use primary source images to practice this skill.
Activity 4: Getting to Know the Players	90	Students will gain a better understanding of the importance of the Berger Inquiry in shaping the social, political, economic and cultural development of the North. Students will practice their skills in developing criteria and making reasoned judgements based on evidence.
Activity 5: Tweet a Response	60	Students will be able to summarize two opposing views of the proposed pipeline which will demonstrate their understanding of the issues.
Activity 6: Connecting with Your Community	90	Students will interview a community member to develop a deeper understanding of the value of local knowledge and primary sources. Students will demonstrate their growing understanding of the historical and contemporary importance of the Berger Inquiry by presenting their learning to an authentic audience.
Activity 7: Victors and Victims	90	Students will demonstrate their understanding of the recommendations of the Berger Inquiry and the impacts on Northerners as a means of helping them to evaluate resource development today. They will practice their skills in decision making and building consensus.
Activity 8: Where to Develop? What to Protect?	120	Students will demonstrate their use of the historical thinking skill, <i>Cause and Consequence</i> by exploring the connection between current protected areas and the recommendations in the Berger report.
Activity 9: Looking Backward, Looking Forward	90	Students will further develop their historical thinking skills, <i>Continuity and Change</i> , as they explore the views of political leaders and how/if their ideas evolved over time.
Activity 10: The Dilemma	90	The students will take and defend a position using evidence regarding difficult choices between resource development and protection of land.
Assessment Option	90	Students will summarize their learning from the teacher-led inquiry by answering the essential question, <i>To what extent did the Berger Inquiry change the North?</i>
Total	25 (hr)	

ASSESSMENT SUGGESTIONS

In this module's guided inquiry, students will see and hear different perspectives of and approaches to the use of land and to our northern economy. At the time of Berger, the NWT was transitioning from a 'bush' or land-based economy to a wage economy. That change has accelerated since the time of Berger and has had profound effects on the choices we make around the economy and as a society. Students will be encouraged to think about how the Berger Inquiry of the 1970s has shaped the way we think about resource development today.

In each activity, possible assessment activities are listed. They represent a variety of ways students can demonstrate their learning. As always, it is best to share criteria and expectations with your students ahead of time, and the role they will play in assessing their own work.

A suggested summative assessment is given in the form of a question. Students are simply asked, *How did the Berger Inquiry change the North?* There are no right or wrong answers but students are expected to demonstrate their learning from the module. They have choice in the type of response they want to give but through their response they need to synthesize what they've learned through all 10 guided inquiry activities.

At the beginning of the module share with students the final summative assessment activity including the question, *How did the Berger Inquiry change the North?* so that throughout the module they can be noting ideas that they might want to use for formulating their answer. Students should be involved in writing the rubric for their summative assessment.

Literacy is an essential skill common to all disciplines. Reflective of this, the Northern Studies curriculum includes a number of communications skills. Teachers may choose to identify specific skills within this area that will be targeted on particular assignments. For example, in the final assessment suggestion for this module teachers may identify that effective organization and correct sentence structure will be assessed within the outcome of "compose, revise and edit a range of different forms of text" for that text composition. Additionally, there is value in coordinating with language arts teachers to consider whether Northern Studies assignments could be evaluated as created texts in students' ELA classes. This is a way that you may go deep with student's assignments.

THE BERGER INQUIRY

HISTORICAL BACKGROUND



Credit: CP Press

Teacher Backgrounder

A name that could have been given to the new Northern Studies 10 course is '*Northern Homeland*'; a name taken from Judge Tom Berger's 1975 Final Report on his inquiry into a proposed oil/gas pipeline through the Mackenzie Valley. That the whole course could have this title, reflects the importance of the Berger Inquiry in our recent Northern history.

Although the three-year inquiry was important in its own right, the Inquiry can only take on its true significance if seen as a part of a greater social movement around how we, as Northern people, make decisions. The Berger Inquiry is often called the first time southern Canada listened to the North. It is also an important part of the emergence of modern Dene, Inuvialuit and Métis politics in the North.

The events of the Berger Inquiry remain relevant today and this backgrounder and guided inquiry are designed to help your students explore the Berger Inquiry in its historical and current contexts as well as exploring the influence it continues to have today. Ultimately, the question driving this inquiry is:

To what extent did the Berger Inquiry change the North?

The Discovery of Resources and Treaty 8

The traditional economy of what is now the Northwest Territories sustained the peoples of the North for thousands of years. Despite many hardships, a robust trading economy existed in the North. The Berger Inquiry is, in many ways, the culmination of 200 years of changes brought about by the coming of a new, non-traditional wage economy to this part of North America. The fur trade had relied on traditional skills and the traditional economy of Aboriginal peoples, but the advent of Delta whaling, the Yukon Gold Rush and the 'discovery' of oil in the Sahtu began to substantially change the nature of the North's economy and challenge the traditional economy.

The idea of a 'sustainable' economy is inherent in traditional Aboriginal practice. The Dene and Inuvialuit did not take any more game than the land would support. Although there were frequently hardships and starvation, the people and the land lived in relative balance and harmony. The development of the railroad in southern Canada brought some of the first small changes to the NWT. The difficult route over the waterways of Canada from Montreal to Edmonton was made significantly easier by the completion of a rail link. Further, the road from Edmonton to Athabasca Landing was improved in the late 1880s to such an extent that wagons were able to carry goods to the entrance of the Mackenzie watershed. This more efficient transportation system meant that the old monopoly of the Hudson's Bay Company was broken and independent traders were free to trade in the North country. This increased competition meant higher fur prices for the Dene and Métis and a period of relative wealth resulted. However, the higher prices also attracted non-Aboriginal traders from the south; a fact that greatly concerned the Dene and Métis.¹

1. Fumoleau, R. *As Long As this Land Shall Last*, p. 29, 2004.

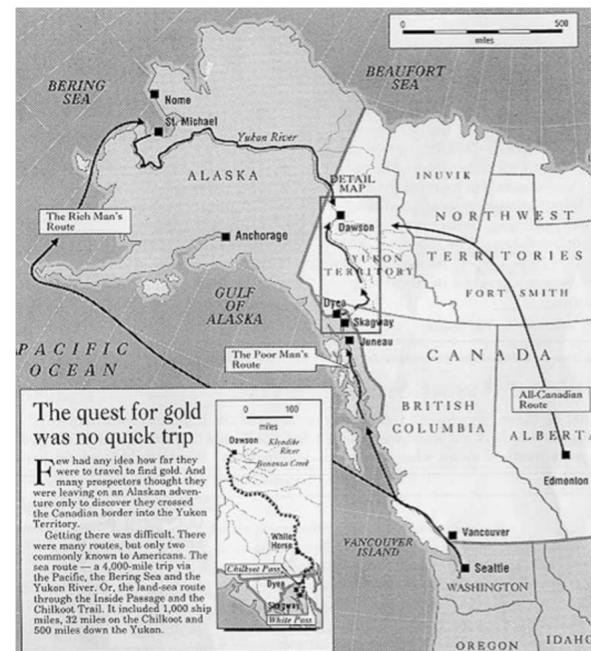
Although the opening of the Athabasca region to more southerners resulted in a better understanding of the hardships the people of the North often endured, the Canadian government felt no obligation to a people it did not have a formal agreement with. The transition from a traditional economy to a fur trade economy, from first contact through the 19th century, had caused a dependence on trade goods and severe hardships in the winter for those who were committed to living near the fur posts. Although many individuals petitioned the government to offer aid, without a formal agreement the government provided little assistance. Two events: the discovery of oil, near what's now called Norman Wells, in industrial quantities in the late 1880s and the Yukon Gold Rush in 1897, spurred the government to finally negotiate a treaty in the North.

In his book, *As Long As This Land Shall Last*, René Fumoleau explores the historical precedents and actual signings of both Treaty 8 & 11 (the treaties which cover the NWT excluding the land of the Inuvialuit, who never took treaty with the government) and records the findings of the Geological and Natural History Survey of Canada in 1887-8,

"Petroleum – The Devonian rocks throughout the Mackenzie Valley are nearly everywhere more or less petrolierous and over large areas afford promising indications of the presence of oil in workable quantities. The rocks in several places around the western arm of Great Slave Lake are charged with bituminous matter, and on the north shore tar exudes from the surface and forms springs and ponds at several points. The tar from these springs is used by fur traders and others in the country for pitching boats and canoes, and they report that a pool when exhausted quickly renews itself. In descending the Mackenzie, bituminous limestones were noticed at the 'Rock by the River Side' [Fort Wrigley], at Bear Rock [Fort Norman], at the Ramparts [Fort Good Hope], and at numerous other places. Near Fort Good Hope several

tar springs exist, and it is from these that the Hudson's Bay Company now obtains their principal supply of pitch.

The possible oil country along the Mackenzie valley is thus seen to be almost co-extensive with that of the valley itself. Its remoteness from the present centres of population and its situation north of the still unworked Athabasca and Peace River oil field will probably delay its development for some years to come, but this is only a question of time. The oil fields of Pennsylvania and at Baku already show signs of exhaustion, and as they decline the oil field of northern Canada will have a corresponding rise in value."



Credit: Seattle Post-Intelligencer

The presence of such oil reserves gave the government reason to reconsider the value of the North. Further, the rush in 1897 of prospectors looking to reach the Klondike via the Mackenzie River system put additional pressure on the government to make an agreement with Northerners.

In 1897, the Klondike Gold Rush into the Yukon was creating a mad dash into the northern territories. Although most gold seekers chose the more famous Skagway/

Dyea route over the Chilkoot Pass, more than 860 prospectors had reached Fort Smith by the end of 1898.² These men were determined to travel down the Mackenzie River and over the mountains into the goldfields of the Yukon. However, the news that gold had been discovered on the north shore of Great Slave Lake convinced many of the gold rushers to stay in the NWT and stake claims. Again, the presence of valuable minerals and the invasion into Dene and Métis territory by southerners convinced the federal government to finally make treaty.

For the Dene and Métis, Treaty 8 was a document fraught with danger. Both the Dene and Métis made it clear that they did not want a treaty like Treaty 6, where they would be forced to live on reserved land. Instead, the Dene and Métis asked for specific clauses that would protect their right to fish and hunt and move as they had always done.

These promises were made by the treaty commissioners, but they did not appear in the final written draft of the treaty.³ Further, the arrival of non-Aboriginal people had brought with it changes which made the Dene and Métis uncomfortable. The increase in liquor traffic had introduced a new and damaging trade item and the use of poison baits by non-Aboriginal trappers greatly disturbed the Dene. North West Mounted Police Inspector Jarvis wrote in 1897 that,

"Indians complained bitterly of the use of the poison put out by White men and Half-breed trappers with whom they are unable to compete, and think it hard that people who are not owners of the country are allowed to rob them of their living."⁴

It was under these changes and threats from the outside world that the Dene, Métis and Canadian Government negotiated Treaty 8.

Treaty 11

The story of Treaty 11 follows the same pattern as Treaty 8. The Canadian government saw no benefit in negotiating a treaty for the land north of Great Slave Lake until oil was discovered at the present site of Norman Wells on August 25, 1920. (Note: The Dene had always known the oil was there and used it to waterproof their boats and birch pots). The oil strike caused great excitement in Canada and some newspapers reported the discovery of 'the biggest oil field in the world!' The government soon recognized the position they were in,

"The non-treaty Indians north of Slave Lake and on Liard river number about 3,500. The recent discoveries of oil at Norman have been made on lands virtually belonging to those tribes. Until treaty has been made with them, the right of the Mining Lands and Yukon Branch to dispose of these oil resources is open to debate. Chiefs of these tribes are aware of their position and claim that until the government makes treaty with them they should not be expected to observe our game laws or to part with their oil lands."⁵



Medal presented to Chief Monfwi, who signed Treaty 11 at Fort Rae on August 22, 1921, on behalf of the Tlicho.

Photo by Tessa Macintosh.

3. Students will investigate treaties and land claims more fully in module 4 of Northern Studies called, *Living Together*. The greater point here is that the Berger Inquiry must be seen as a reaction to a long series of development projects in which no benefit and no consultation was made with Aboriginal people.

4. As Long As This Land Shall Last. Rene Fumoleau, p. 52.

5. Ibid. p. 159

The motivation of the government was clear, but for the Dene and Métis the issues were more complicated. Although they desired protection from incoming trappers and miners, the Dene and Métis were wary of signing a treaty. In the end, the word of the missionaries and North West Mounted Police (NWMP) convinced them to sign a friendship treaty. The following is a transcript that illustrates some of their feelings,

Noel Sotchia: While the White man is within our land, we expect help from him in times of need and vice versa. We are to live with the White man peacefully side by side as brothers, either one is not to start trouble for the other since we are brothers.... When the Indian is in troubled time, they are to help us and vice versa and if White people are in trouble they are to be helped.

Jimmy Bruneau: We made an agreement, but land was never mentioned...a person must be crazy to accept five dollars to give up his land...It was never mentioned that there will be such things as reserves in the future, nor that the treaty was against land.

*Jonas Lafferty: Monfwi said: "[Bishop Breynat] if you weren't a man of God, if you didn't work in His name, I wouldn't say yes. But God sent you to us. I cannot say no. But there will be no restrictions with our land.*⁶

The language of the preceding quotes demonstrates how the ultimate failure of the treaties was guaranteed. The Canadian government believed that it had successfully negotiated the extinguishment of Aboriginal title to all the lands (excluding Inuvialuit territory) in the NWT and the Dene and Métis believed they had simply signed friendship and mutual aid treaties. This failure to understand clearly the meaning of Treaty 8 & 11 led to many frustrations during the years between 1921 (Treaty 11) and the Berger Inquiry in 1975 and arguably to this present day.

Northern Development from 1921 – 1975

Although the government had promised to protect the Dene and Métis and ensure their land was left as it had always been, the reality was that non-Aboriginal trappers were moving north. Alexandre King and James Balsillie spoke at Fort Resolution in 1972 about the old days,

Alexandre King: White trappers spoiled the country. Had too many traps, 600, 500, like that. Us Natives, well my brother had 35 and that was the most any had, most had 18, 19, 20, like that.

James Balsillie: Every slough, off the Slave River had a white trapper. They would come in and just clean out the slough of muskrats. They would leave nothing for seed. They would kill every beaver in every lodge they found. Then they would get the hell out of the country. The Indians weren't like that; they weren't getting rich, they were living off the land and knew that they had to be a little bit careful anyway.⁷

The cost to the environment of over-trapping was serious and the government responded by creating game sanctuaries where even the Dene and Métis could not hunt or trap. This closing of traditional territory incensed the Dene and Métis. The creation of Wood Buffalo National Park in 1922 further increased the unease of Aboriginal people; especially the Métis who were excluded from hunting and fishing within the park boundaries.

6. Ibid 194-5

7. Ibid p. 240

Perhaps the greatest tragedy for the Dene, Métis and Inuvialuit came as a direct result of all the newcomers in their territory – the arrival of the influenza epidemic in 1928. Previous outbreaks of tuberculosis and influenza had caused widespread suffering, but the summer of 1928 proved a disaster. At the same time, exploration and development was bringing more and more strangers onto the land. The expansion of prospecting in the North was mostly due to improved transportation. The oil discoveries in the North had created a well-run fleet of steamers and motor boats which could promise a return trip from Edmonton to the end of the Mackenzie River in 35 days. The advent of bush planes also meant that prospectors could access land which had previously only been available to the Dene, Métis and Inuvialuit. In the summer of 1929-30, some 640 mining claims were staked at Pine Point. In the fall of 1930, Punch Dickens piloted Gilbert Labine to Great Bear Lake, where he discovered pitchblende. This discovery became Port Radium and the uranium mine founded there proved to be the richest in the world at the time.

In 1933, gold was discovered at Yellowknife and a new gold rush was on. By 1937, there were over 400 registered prospectors working in the Mackenzie District. "For the first time, the mineral production of the Northwest Territories surpassed fur production in value. Yet by 1939, not one native person was employed in mining or prospecting."⁸

The years following the treaties brought many development projects to the North. Oil and gas discoveries in the Beaufort Delta brought drill rigs and workers to the coast. The creation of East 3 or Inuvik in 1953 brought more government and more controls to the people of the Delta. Yellowknife and its gold mines also continued to grow. Other mines exploiting such minerals as zinc, lead and tungsten were to follow.



Credit: Finnie/NWT Archives/N-1979-063-0081

The consequence of this industrial activity was to further create distrust between the Dene, Métis and Inuvialuit and the Canadian government. What many Aboriginal people of the NWT had seen as a friendship treaty appeared to them as a series of disasters and broken promises. For some, the coming of the Territorial Government in 1967 was a further affront to Aboriginal peoples who had always maintained their own political systems throughout the North. In the end, the Berger Inquiry must be seen as the first major opportunity for Aboriginal people to address the issues they saw arising from their relationship with the Crown. The sense of grievance and the fact that the Crown had failed to live up to the promises made in 1899 and 1921 are evident in many of the voices speaking before the Berger Inquiry in 1975.

8. Ibid. p. 263

The Proposed Arctic Gas and Oil Pipeline

By the late 1960s, the extent of the oil and gas deposits in the North was becoming clear. Development at Prudhoe Bay in Alaska, oil production at Norman Wells and exploration in the Delta had revealed a great wealth in oil and gas. During the 1970s, a looming energy crisis convinced industry that the time to develop these resources had come. Two pipeline projects were proposed to the Canadian government. Canadian Arctic Gas Pipeline Ltd. proposed an ambitious pipeline which would stretch from Prudhoe Bay in Alaska, across the Yukon, through the Mackenzie Delta and down the Mackenzie River. Foothills Pipeline Ltd. proposed a shorter, all-Canadian route which would ship gas from the Mackenzie Delta down the Mackenzie Valley and into southern markets. Either project would create the largest and most expensive privately-funded project in Canadian history. The scope of such a project and the outcry from Aboriginal and environmental groups convinced the federal government to commission an inquiry into the project. On March 21, 1974, the inquiry into the Mackenzie Valley Pipeline was commissioned and Justice Tom Berger was chosen to lead the investigation.

The Berger Inquiry was not the first public inquiry in Canada and the federal government had used the public inquiry as a method for making decisions. Some of the more important inquiries in the time preceding Berger include:

- The Massey Commission - Royal Commission on National Development of the Arts, Letters and Sciences (1949-51)

- The Hall Commission - Royal Commission on Health Services (1961-64)
- Royal Commission on Bilingualism and Biculturalism (1963-67)
- Royal Commission on the Status of Women (1967-70)

The purpose of these public inquiries was to gather information and make recommendations to the federal government. Generally speaking, these commissions held hearings in major centres where invited experts would come to talk before the inquiry. What makes the Berger Inquiry unique is the way that Justice Berger conducted his inquiry. First, Mr. Berger quickly decided that to effectively complete his task he would need to visit as many northern communities as possible. Second, he recommended that Aboriginal and environmental groups be given funding so that they could participate on an equal footing to the pipeline companies. Finally, Berger recommended that the CBC provide Aboriginal language broadcasting of the Inquiry so that the people of the North could be kept up to date and informed about the inquiry. These changes were seen as radical in their day, but they have since become common practice for all public processes around resource development.⁹ This, in fact is one of the long-term impacts of the Berger Inquiry.

You Have Heard Us Talk to Ourselves

The Berger Inquiry lasted two and a half years and cost \$5.3 million dollars. The inquiry produced over 40,000 pages of text and evidence and the report created by the commission was widely read and considered an important social document. *Northern Homeland, Northern Frontier* made important recommendations to the federal government. These included:

- No pipeline should ever be constructed across the Northern Yukon.
- The caribou calving grounds in the northern Yukon should be protected through the creation of parks.
- No pipeline should be built down the Mackenzie Valley until land claims were settled.
- A moratorium on building a pipeline of 10 years should be instituted to give the government and Aboriginal groups' time to negotiate land claims.
- Northerners should benefit economically from development.

These important findings were a victory for the Aboriginal groups who had fought development. In organizing themselves, the Dene, Métis and Inuvialuit had created a strong generation of leaders and powerful new political organizations. Many of the political leaders of the North over the past generation come from the pool of people who spoke during the Berger Inquiry and organized their communities into a political movement.

The public inquiry into the Mackenzie Valley Pipeline led by Justice Tom Berger is often seen as a moment when one person, Tom Berger, made a decision which changed the way Canadians develop resources in the North. In truth, the Berger Inquiry was about much more than one man who chose to listen; it was about what Northerners said to one another. The arrival of Aboriginal language broadcasting and the route of the inquiry allowed people from all over the North to talk to one another through Justice Berger. The 1970s were a time when Northerners began to take control of northern development and Aboriginal people began to demand more control over their lives. This process is still occurring today and the issues of the Berger Inquiry are still very much around us.

Teaching the Berger Inquiry

It is within this historical context that the Berger Inquiry was chosen as a topic of inquiry for Module 3: *Northern Economy*. The inquiry was always about more than whether or not to build a pipeline. It was very much about who owns the land and whether promises made in the past had been kept. That the Berger Inquiry has any relevance for today's students might be illustrated by the burgeoning opposition to such pipelines as the Keystone XL project in the United States and the Alberta to Kitimat Northern Gateway Project. Even the Mackenzie Valley Gas Pipeline has resurfaced as an important contemporary issue for the Northern economy. Ultimately, there are larger conversations that must take place about the role of major resource extraction projects in a Northern economy, but there is no question that the Berger Inquiry has played a pivotal role in shaping the conversations we have as Northern people.

9. The Canadian Environmental Assessment Agency provides funding for individuals and affected groups as well as mandating that public hearings be held within local areas affected by development.

An Industry Primer

These very brief descriptions of the four industry areas discussed in Activity 3 are given to create some context. A very good and detailed account of all industries in the NWT can be found on the GNWT Industry, Tourism and Investment website.

Transportation



Credit: Jackson/NWT Archives/N-1979-004-0148

Living in the North today, we often take for granted that supplies, materials and medicines can be quickly and easily moved between communities, work sites and bush camps. But the evolution of our modern transportation infrastructure is not very old. In traditional times, goods, materials and people were moved by boat, by foot and by dog team. Well-worn trails crossed the land we now call the NWT, and trade routes were well established. The fur traders took advantage of these traditional routes, but the volume and type of material that they were moving was often very different. The first steamships appeared in the NWT at the turn of the 20th century with airplanes and helicopters following later. Today, transportation and logistical planning is a major industry in the NWT, and with a small population spread out over a great distance, it is an industry which will continue to play an important role in the future.

Mining



Credit: Busse/NWT Archives/N-1979-052-3134

The existence of copper and other minerals was well known to the people of the North since the world was new. Samuel Hearne asked to be guided to the 'coppermines' in the 1700s after hearing Northerners speak about the riches. The modern mineral rush into the NWT, however, did not start in earnest until the great Klondike gold rush in the late 1800s. During that time, people from all over the world rushed into the North in search of gold and other minerals. Some of these prospectors stayed in the NWT and discovered gold, lead, zinc, copper and other deposits. In the 1930s, pitchblende (uranium) was found on the east shore of Great Bear Lake. Entire communities boomed around mineral strikes and the industry has brought people from all over the world into the NWT. The great diamond rush of the 1990s brought a new generation of miners North and employed many. The search for minerals continues and mining will continue to be a major part of the NWT's economy.

This is a list of some mines in the Northwest Territories and includes both operating and closed mines. Wikipedia.org has entries on all the mines listed with their particular history. The PWNHC has entries on Pine Point, Eldorado, and the diamond mines.

Mine	Mineral	Region	Owner	Dates
Beaulieu	Gold	Tlicho		1947
Burwash	Gold	Yellowknife		1935-6
Camlaren	Gold	Yellowknife		1937/1980
Cantung	Tungsten		North American Tungsten	1962-8 & 2002-12
Colomac	Gold	Yellowknife	Royal Oak Mines	1990-7
Con	Gold	Yellowknife	Cominco	1938-2003
Diavik	Diamonds	Tlicho	Harry Winston Mines	2001-
Discovery	Gold	Yellowknife		1950-69
Echo Bay	Silver	Sahtu	Echo Bay Mines	1964-75
Ekati	Diamonds	Tlicho	BHP	1998-
Eldorado	Radium, Uranium	Sahtu	Eldorado Mines	1933-40
Gahcho Kue	Diamonds	Tlicho	DeBeers	2013
Giant	Gold	Yellowknife	Falconbridge	1948-2004
Negus	Gold	Yellowknife		1939-52
Outpost Island	Gold, Tungsten			1941-2 & 1951-2
Pine Point	Lead, Zinc	South Slave		1964-88
Ptarmigan and Tom	Gold	Yellowknife	Treminco	1985-97
Rayrock	Uranium	Tlicho		1957-9
Ruth	Gold	Yellowknife		1942 & 1959
Salmita	Gold	Tlicho		1983-7
Snap Lake	Diamonds	Tlicho	DeBeers	2008-
Thompson Lundmark	Gold	Yellowknife		1941-3 & 1947-9
Tundra	Gold	Tlicho		1964-8

Oil and Gas



Credit: Canada Dept. of Interior/NWT Archives/G-1979-001-023

This Northern Studies module focusses on the Berger Inquiry and the proposed gas pipeline from the Mackenzie Delta to Alberta. Although the pipeline was not built at the time of Berger, the importance of oil and gas exploration and production continues. A pipeline from Norman Wells to Alberta continues to send oil southward, while development and exploration in the Delta and the Dehcho continue. New extraction techniques like fracking may unlock even more gas deposits and the warming climate may make high arctic oil exploration more viable. As world supplies of oil and gas diminish, the strategic importance of oil and gas from Canada's North will likely continue to grow.

Hunting and Trapping



Credit: A. Guest/NWT Archives/N-1979-067-0032

The importance of trapping to the early history of Canada cannot be overstated. The trade in beaver, marten, fox and other fur bearing animals was the mainstay of the Northern economy for generations. Although the fur industry has fallen on comparatively hard times recently, the importance of trapping in many communities remains vital. Further, trapping is an economically viable way to maintain the important traditional skills of the North. The beadwork and cloth making skills that accompanied trapping are also important parts of the Northern economy.

Resources for Backgrounder and Guided Inquiry

1. <http://caid.ca/BergerV1let.pdf>

This pdf version of the first 30 pages of Judge Berger's findings contains his 'Letter to the Minister'. The letter is an excellent summary of the main points of the Inquiry and clearly shows how this inquiry into a single oil/gas pipeline is linked to the much larger issues of 'how' development must be done in the North for any project.

2. http://archives.cbc.ca/society/native_issues/topics/295/

The CBC has over 30 different archival objects, in both television and radio, dealing with the Berger Inquiry.

3. **Stories Told: Stories and images from the Berger Inquiry by Patrick Scott.**

This locally-produced book provides quotes and excerpts from the community forums.

4. <http://www.cbc.ca/news/canada/story/2012/01/10/f-northern-gateway-pipeline.html>

The Northern Gateway pipeline from Edmonton to the BC coast is a current debate which echoes many of the concerns and arguments from the Berger Inquiry. Students and teachers can use this emerging conflict as a means of bringing Berger into the 21st century. Of particular interest might be the government's claims that the approval process for industrial development has been hijacked by 'foreign, radical environmentalists'? Have things swung too far since Berger?

5. <http://www.cbc.ca/ideas/episodes/2011/12/08/mr-justice-berger-1/>

'Ideas' with Paul Kennedy looks at the life and times of Justice Tom Berger – a very good background look at Justice Berger.

6. <http://www.youtube.com/watch?v=tNsp7Of0j4Q&feature=related>

A really good short video summarizing the challenges of the Keystone XL Pipeline.

7. <http://www.youtube.com/watch?NR=1&feature=fvwp&v=-nrCzUvgGOA>

A pro-development news outlet takes on environmental activities in Canada.

8. <http://www.youtube.com/watch?v=ozmOQqRw0j4>

Stop the Pipeline video.

9. <http://www.theglobeandmail.com/news/politics/the-northern-gateway-pipeline-politics-and-the-law/article2296877/>

An article from former NewsNorth reporter Nathan Vanderklippe in the Globe and Mail about the legal and constitutional challenges presented by the Northern Gateway Pipeline. You can see that the issues in the Berger Inquiry are still being wrestled with. Also, there are good links on this page to some of the people opposing the pipeline (a conservative businessman, a mountain biker and a family doctor).

10. <http://transcanada.com/#>

An interactive map of current and proposed pipelines from TransCanada Pipelines.

11. <http://www.northerngateway.ca/news-and-media/what-s-new-at-northern-gateway/enbridge-northern-gateway-regulatory-review-video/>

A public statement by Enbridge regarding the regulatory process.

12. <http://www.northerngateway.ca/project-details/project-at-a-glance/>

Enbridge's website on the Northern Gateway Pipeline with videos from engineers and senior administrators talking about regulatory process, safety and technical aspects of the project.

13. <http://www.iti.gov.nt.ca/>

For details on the history of industries in the NWT and their relative contribution to the economy.

ACTIVITY 1

WHAT'S UP WITH BERGER?

Learning Objective

Students will be introduced to a critical issue in Northern history, the Berger Inquiry, through historical photographs.

Time

60 minutes + homework if not finished handout

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Mine the Image	S.7.a	
What's up with Berger?	S.9.b	3.9

Preparation and Materials List

- Read, *Berger Inquiry Teacher Backgrounder* found at front end of the module.
- Construct a 'Berger Inquiry Bulletin Board' by making a large title and placing the 10 laminated images from this activity on the board. They are in the folder marked, *What's up with Berger?*. Place the picture of Berger as the central image.
- Photocopy a class set of the Student Handout, *What's up with Berger?* which includes the thumbnails of images all mixed up.
- Gather enough 'stickies' or paper and tape and glue for each student
- **Note:** There is a teacher answer key for, *What's up with Berger?* with the photos matched properly.
All files and photos are on the DVD if originals get lost.
- Use the PowerPoint: *What's up with Berger?* to use as a discussion tool for when students have completed their assignment.

Possible Assessment Activities

- Student reflection on 'Mine' the Image
- *What's Up with Berger?* – image matching activity

Making the Connection for the Teacher

Many of the major changes or consequences of the Berger Inquiry are represented by at least one of the 10 images that accompany this activity, and each image is also linked to issues facing the NWT today. By looking at the political, economic, historical and cultural factors which came together during the Berger Inquiry, students will begin to understand the multiple factors at play in current resource development and the Northern economy.



Justice Berger requested that the CBC broadcast the Inquiry consultations in Aboriginal languages so that people could understand what was being discussed. Programming in Aboriginal languages that we have today began during the Berger Inquiry.

GNWT archives, N-1979-051-0463s

Steps

'Mine' the Image (30 min)

1. To introduce the Northern Economy module, refer students to the Berger Inquiry bulletin board you have prepared. Tell them that you will be using this board to refer back to the central themes throughout the rest of the activities in the module.
2. To assess prior knowledge, take the image of Justice Tom Berger off the bulletin board and pass it around the class (or project it from the first slide in the PowerPoint). Ask students what information they can gather from the image. Ask questions such as:
 - When do you think this image was taken?
 - Where do you think this image was taken?
 - Do the men know each other?
 - Who do you think these men are?
 - What are they doing?
 - What else can you deduce (tell) from the image?For each of these questions, ask for evidence from the photograph (rather than accepting 'I just think so!'), or background knowledge they possess that supports their answers.

The students may be able to deduce that one man is Dene and the other non-Aboriginal. They are in a community with trees and it's a black and white photo so probably about thirty years ago and in a more southern NWT location. They are talking with each other so they at least know each other but maybe not that well. The critical thinking and observation skills that help us analyze this photograph will be further developed in later activities.

3. Put the image back on the bulletin board without filling in all the information about who Justice Berger is.
4. Handout 3-5 'stickies' to each student.
5. Invite the students to view all of the images on the bulletin board. Depending on the size of your class you may want them to go look at the images in smaller groups rather than one large group. Give them a few minutes to look at the images on their own, without speaking to anyone.
6. Ask them to write on each of their stickies one thing they have 'deduced' from the collage of images about what the general theme of the collection is. Possible answers may include; *life long ago, Dene people involved in meetings, the pictures are from the North, oil and gas issues, Aboriginal organizations, wildlife...*
7. Ask them to put the stickies up on the board.
8. When all students have used all their stickies, try to summarize what they have been able to deduce as a class. Make categories on the board and place each of the stickies that seem to cluster under those categories.



The proposed route for the Mackenzie Valley Gas Pipeline.

Produced by the surveys and mapping branch, Department of Energy, Mines and Resources, 1977.

What's up with Berger? (30 min)

1. Hand out the Student Handout, 'What's up with Berger?' and the Thumbnail images. Each student should complete this handout on their own by cutting out the image and gluing it on to their paper where the image matches the text.
2. As an option, ask students to hand in their paper for assessment.
3. Have a class discussion by going through the images using the PowerPoint: *What's up with Berger?* Ask students if they can recall how the image relates to the Berger Inquiry without looking back at their answer sheets.
4. Tell your class that over the next 9 activities they will be learning how each image deals with issues that are still affecting people in the North right now. Return the images to the bulletin board.



Many people spoke to Justice Berger up and down the valley.

GNWT archives, N-1995-002-4198.

What's Up with Berger? Student Copy

Cut out each of the 10 image thumbnails and glue them next to the appropriate text.

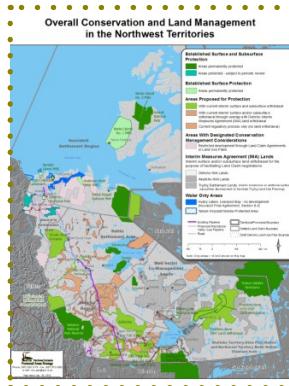
	IMAGE
<p>Tom Berger visiting a community. How should we find out what the people think?</p> <p>This image introduces Justice Thomas Berger. He was appointed by the Prime Minister to hold an 'Inquiry' into whether or not the government should allow a natural gas pipeline to be built from the Beaufort Sea to Alberta. Berger consulted the people of the NWT and the gas companies in a different way than had been done before. He went out to all the NWT communities and met with people where they lived instead of inviting a few representatives to come and present to him in Yellowknife or Ottawa. In this image Berger is visiting with Jim Antoine near Trout Lake.</p>	
<p>Oil and Gas (Then and Now). Who should control the oil?</p> <p>The Berger Inquiry came about because of oil and gas development and a proposed oil/gas pipeline that would be built from the Arctic Ocean and down into the Mackenzie Valley. The Dene who lived in the area we now know as Norman Wells had known that oil and gas existed there for many generations. In the early 20th century, various companies and the government of Canada began to develop these deposits on a large scale. People who lived in the area weren't asked what they thought of this development, and weren't hired for any of the jobs that were being created. Today oil and gas exploration and development are two of the biggest parts of the NWT's economy. (2 images)</p>	
<p>Aboriginal Language Broadcasting. Who needs to know?</p> <p>Justice Berger requested that the CBC broadcast the Inquiry consultations in Aboriginal languages so that people could understand what was being discussed. Programming in Aboriginal languages that we have today began during the Berger Inquiry.</p>	

<p>Respondents Testifying. Whose voices should count?</p> <p>In many ways, the importance of the Berger Inquiry was that it gave Northern peoples a chance to speak out to the government and to each other – often for the first time. These testimonies were recorded.</p>	
<p>Protected Areas Map. Should resource development be allowed to happen anywhere and everywhere?</p> <p>The Berger Inquiry recommended that some areas of the NWT, Yukon and Alaska be set aside as protected areas where no or limited development should be considered. This map shows how many areas have now been protected.</p>	
<p>Land Claims Collage. Who owns the land?</p> <p>The Berger Inquiry recommended that no pipeline be built until land claims in the NWT were settled. This collage represents some claims that have been settled since the time of Berger.</p>	
<p>The Pipeline Map. Follow the route from north to south to see the proposed route.</p> <p>This map shows the proposed routes for the Mackenzie Valley Gas Pipeline that was being considered. It shows that many communities in the NWT would be affected by the proposed pipeline.</p>	

<p>Aboriginal Organizations Collage. Who speaks for the people of the North?</p> <p>The Berger Inquiry was an important opportunity for Aboriginal political organizations that were just starting to emerge. Many important northern political leaders in recent years first became active during the Berger Inquiry.</p>	
<p>Diamond Mine. Who should benefit from the riches of the land?</p> <p>This image represents current resource development practice in the NWT. Since the time of Berger, much has changed for Aboriginal groups, environmental groups and industry. How and when resources get developed is different now than it was in the 1970's. One of the themes of this module is that all Northern people can be part of meaningful decisions around resource development. Berger also recommended that no pipeline be built until Northern peoples could benefit. This has impacted what Northern peoples are being taught in schools and what sorts of training programs and hiring practices now exist.</p>	
<p>Caribou. How do we balance development and caring for the land?</p> <p>Much that was said at the Berger Inquiry was about protecting animals and protecting important hunting, fishing and trapping areas. This image is meant to represent the importance of healthy land to the Northern economy.</p>	

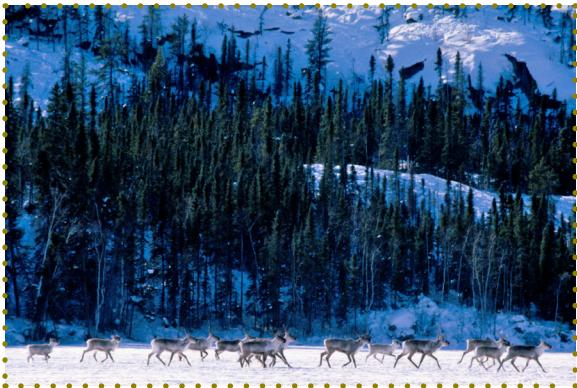
What's Up with Berger?

Thumbnail images



What's Up with Berger?

Thumbnail images



Original Logo of the Indian Brotherhood of the Northwest Territories



Gwich'in Tribal Council



ΔΔΔ CAAS ba.CT



NWT Metis Nation



Tlicho First Nations



What's Up with Berger? Teacher Answer Key

Cut out each of the 10 image thumbnails and glue them next to the appropriate text.

	IMAGE
<p>Tom Berger visiting a community. How should we find out what the people think?</p> <p>This image introduces Justice Thomas Berger. He was appointed by the Prime Minister to hold an 'Inquiry' into whether or not the government should allow a natural gas pipeline to be built from the Beaufort Sea to Alberta. Berger consulted the people of the NWT and the gas companies in a different way than had been done before. He went out to all the NWT communities and met with people where they lived instead of inviting a few representatives to come and present to him in Yellowknife or Ottawa. In this image Berger is visiting with Jim Antoine near Trout Lake.</p>	
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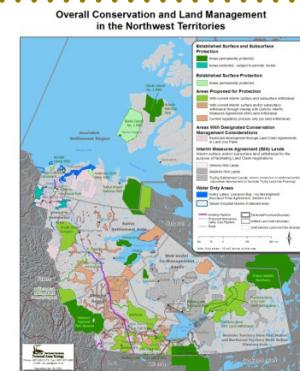
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Protected Areas Map. Should resource development be allowed to happen anywhere and everywhere?

The Berger Inquiry recommended that some areas of the NWT, Yukon and Alaska be set aside as protected areas where no or limited development should be considered. This map shows how many areas have now been protected.



Land Claims Collage. Who owns the land?

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<p>Caribou. How do we balance development and caring for the land?</p> <p>Much that was said at the Berger Inquiry was about protecting animals and protecting important hunting, fishing and trapping areas. This image is meant to represent the importance of healthy land to the Northern economy.</p>	

ACTIVITY 2

STUDENT-LED INQUIRY

Learning Objective

Students will use the skills and knowledge they are acquiring during the guided inquiry to assist their own student-led-inquiry. They will further develop their critical thinking, research, and communication skills. They will select an appropriate means of presenting their learning to an authentic audience.

» **NOTE: We are introducing the Student Led Inquiry here in order to give students time to think about which question they are most interested in researching.**

Time

9 hours

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Introduction to Student-Led Inquiry	S.4.a, S.8.d	
Developing Criteria	S.7.j	
Researching the Question	S.3.a,b,c,d,e, and f	3.1,3.3
Preparing My Answer	S.3.g, S.6.a,b, S.7.e	3.2,3.5,3.7,3.8, 3.9
Presenting	S.4.a,S.5.a,b,d,e, S.7.d	

Possible Assessment Activities

- Completion of Student-Led Inquiry, including student reflection

Preparation and Materials List

- Hand out: Northern Economy Student-Led Inquiry - *'What does a healthy Northern economy look like?'*



Mining is a very important part of the NWT economy today.

BHP Diamond Mines, Moath Point Lake NWT, 2000.
Tessa Macintosh Photo

Making the Connection for the Teacher

The Guided Inquiry will teach your class about the Northern economy through the lens of the Berger Inquiry. In the Student-Led Inquiry, students will investigate one of three questions related to the Northern economy today. The guided inquiry deals with resistance to large scale development by the Dene and Inuvialuit and is historical in nature. Students are encouraged to think about the current Northern economy in ways which are similar and different from Berger. The 'learning lens' for this Student-Led Inquiry is, *'What does a healthy Northern economy look like?'* Northern Studies students are not far removed from taking their place in the Northern economy and as such, they are encouraged to look at how they can successfully participate in the economy.

In this activity the teacher is to act as a facilitator; assisting students when needed but requiring students to complete their own original work. It is important that students start thinking about their inquiry project early in this module and that realistic work plans are created. Students should choose their question to investigate early enough to allow time to gather all the materials they will need and arrange interviews or other forms of research as required. Students who interview community members must be aware of the requirement to get signed consent forms prior to beginning those interviews. Each potential question is supplied with resources to help the teacher and students. Students are also encouraged to find additional sources of information.

» **NOTE:** Since this is the 3rd module of the course, students should be taking more responsibility for their learning. This is one of the goals of Northern Studies 10. If a student or group of students develops their own inquiry question and can defend how the question explores a significant aspect of the Northern economy this is to be encouraged. Many of the activities from the first two modules will be useful including, *how to do an interview* and *how to ask a good question*, *timeline task sheets* etc.

Steps

Introduction to Student-Led Inquiry (30 min)

1. Tell students that because this is not their first Student-Led Inquiry you are expecting they will be a little more independent. They will continue to be practicing skills that will assist with their practicum in Module 5: *Becoming Capable*.
2. Tell them that the total amount of class time for this activity is 9 in-class hours.
3. Distribute and review the Student Handout, *Student-Led-Inquiry – What does a healthy Northern economy look like?* with the class, discussing each of the questions, possible resources and any ideas students might have.
4. Supply any of the Student Handouts from Activity 1 that they might find useful such as the *Tasks* sheet or *Interview checklist*.
5. As a class, discuss the timeline for when the selected inquiry, materials list for research, types of presentation etc. are due.
6. Let students know that again, they will be presenting their results to their peers and an audience of their choosing, such as a community member(s).

Developing Criteria (60 min)

1. After the agreed upon date for selecting the inquiry question, provide time for students to develop the criteria specific to their question.
2. You may want to have students work in groups. Each group would be made up of students who selected the same question.
3. Remind students that they only need 4 or 5 criteria and not an exhaustive list.
4. Use the task sheet from Activity 1 for due dates and comments to help keep students on track.

Researching the question (240 min)

1. Remind students that there is no right answer to any of the questions.
2. Decide as a class when they should have all their research complete (most likely after you've done Activity 8).
3. Students should discuss with the teacher a timeline or list of materials which they will need to prepare for their inquiry (this will ensure that each student is aware of the work required for their inquiry).
4. Ideally, part of their research would include interviewing at least one person from their family or another community member by asking them their selected question.

Preparing My Answer and Presentation (180 min)

1. Once each student has developed their criteria and researched the question, they need to prepare their answer. Decide ahead of time on an appropriate means of communication. Students may wish to submit it as a short written piece or they may wish to make a poster or PowerPoint (among other options.) Ideally their method of communication would be different from the one they used in the other modules to broaden their presentation skills.
2. Ensure that part of the process of preparing the answer includes self and peer editing of their work as well as time for practicing.

Presenting (120 min)

1. Each student needs to select who to present to. This could be done as a class presentation or one-on-one with the teacher or to another group from the community including at a town council meeting, a parent night or at the Elders hall. Select a date ahead of time. The presentations don't need to be long.
2. When they have completed their presentations their final task is to reflect and evaluate their own work and hand in all their materials.

STUDENT LED-INQUIRY-

'What does a healthy Northern economy look like?'

You will find three possible questions to explore. None have an easy 'yes' or 'no' answer. Since the questions invite many different responses, you should bring your own thoughts and experiences to the project – the only right answer or position is one that you have thought deeply about and can defend.

Student-Led Inquiry Questions (Choose One)

1. Which example best represents how resource development should be done in the NWT?

Gold, oil, fur, gas, diamonds, fish, caribou, rare earth minerals, tungsten, forests, uranium, fresh water; the NWT contains many valuable renewable and non-renewable resources. The past and future economies of the NWT rely on developing these resources. There is evidence in both the past and the present of development which has been done well and development which has been done poorly. When we think about the environmental legacy of the Giant Mine in Yellowknife or Port Radium on Great Bear, we are left to wonder if there could not have been a better way to safely develop that

resource. Today's mines, by comparison, seem to be much more concerned with leaving a cleaner environment behind them. Other renewable industries include; hunting and trapping, forestry, education, green energy projects and fishing. These may provide the opportunity to create industries which are sustainable over long periods of time. This essential question is intended to have you investigate some of the things that make up the 'right' way to do resource development.

Resources:

Search for any of the following:

- Diavik
- Ekati
- Fortune Minerals
- Inuvialuit Regional Corporation
- GNWT Industry Tourism and Investment (ITI)

- Ecology North
- Prince of Wales Northern Heritage Centre
- Enbridge
- Mackenzie Valley Land and Water Board

2. What issues need to be considered regarding harvesting caribou and who should be able to make these decisions?

Caribou have always been one of the most important resources in the NWT. The caribou have fed, clothed and sustained the people of the North for millennia. The caribou population crisis, which began around 2008, therefore, is an important issue for all Northern people. Caribou do not respect borders and the fact that they move over vast territories means that any management plan will involve many levels of governments, even across different territories. Because so many groups and individuals are involved in caribou management, studying

their management will allow you to see how the economy of the North functions and all the various groups who have a stake in the Northern economy. Ultimately, who is allowed to harvest caribou is a decision that involves many levels of government and many groups of people. Although the focus is on caribou, students will learn about the players involved in any northern resource development decision making and appreciate how difficult these decisions are.

Resources:

- *Caribou and People: A Shared Future* (DVD in Northern Economy package)
- Hunters and Trappers Association
- Local Hunters and Trappers,
- Department of Environment and Natural Resources

3. What is the best way to make a living in the North?

As a young person in the NWT, you will soon need to decide what you want to do to make a living. There are a number of potential directions in which your working life could take you. In this inquiry, you are being asked to think about what is the 'best' way of making a living in the North and to think about, 'what does it mean to be wealthy?' Is the most important thing making lots of money? Is the best thing to work outdoors? Do you want to stay in your community or do you want to travel widely

within the North, Southern Canada or beyond? Do you want to be your own boss? Should the industry you choose be sustainable or is adventure the most important thing? There is no right or wrong, but this question relies on you doing research on the opportunities around you. An important aspect of assessing the answer is the quality of the screening and evaluation you show in deciding -which is the 'best' way to make a living in the North? Which criteria did you use to make your decision?

Resources:

- Search for any of the following:
- Jobs North
 - UpHere Business
 - Department of Industry, Tourism and Investment
 - Local community members
 - *The Land Is...* (found on DVD in Activity 10)
 - *What Does it Mean to be Wealthy?* Chart
 - Any job they are interested in

What does it Mean to be Wealthy?

Define what it means to be wealthy for you.	What examples of 'wealthy' people can you think of?	What examples in the Northern economy can you think of that allow people to be wealthy?

ACTIVITY 3

WORTH A THOUSAND WORDS

Learning Objective

Students will understand how the Northern economy has both changed over time and retained many roots from the distant past. Students will further develop their historical thinking skill, *Continuity and Change* and will use primary source images to practice this skill.

Time

180 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Explain the Image	S.8.a	3.2
Worth a Thousand Words	S.3.c and 3	3.2,3.4
Continuity and Change	S.3.e, S.7.c,S.9.b	3.2,3.4,3.5
Thinking Critically about Change	S.1.a,S.2.c,S.3.b, S.5.a,c,S.7.c,d	3.4,3.7,3.8



Possible Assessment Ideas

- *Explain the Image* – handout
- *Continuity and Change* – handout
- *Thinking Critically about Change* – handout
- Reflection on selection of change with the greatest impact

Preparation and Materials List

- Photocopy a class set of the Student Handout called, *Explain the Image*.
- Have ready the ten images titled; *Worth a Thousand Words* (these images are also available on the Northern Economy DVD to print in case they are lost).
- Cut the *Photo Descriptors* that go with each image into strips.
- Photocopy a class set of Student Handout, *Continuity and Change*.
- Access to www.pwnhc.ca NWT History Timeline and Hi-Res photo gallery.
- Photocopy a class set of the Student Handout, *Thinking Critically about Change*.
- Read, *An Industry Primer*, found in the Teacher Backgrounder if you need more details on the industries discussed (mining, transportation, government).

Diamond driller surface drilling at Hottah Lake with hand-held drilling machine.

Busse/NWT Archives/ N-1979-052-3134.

Making the Connection for the Teacher

The Berger Inquiry occurred at a time of rapid change for people of the North. Emerging technologies, new economic activities and the transition from a traditional to a wage economy were all present in the mid-1900s. At the same time, there were significant aspects of the Northern economy such as hunting, trapping and fishing that remained essentially the same as they had been for many years. This learning activity helps students gain a sense of how things were changing during the Berger era, how they have continued to change since then, and how we are connected to many of these things, whether they have changed substantially or not.

Students develop an important historical thinking skill – *Continuity and Change* – through a series of photographs and other digital assets from the Prince of Wales Northern Heritage Centre Hi-Resolution online photo gallery (<http://www.pwnhc.ca/databases/photogallery.asp>) and the online History Timeline (<http://pwnhc.learnnet.nt.ca/timeline/index.asp>) which they had practice using in the *Identity* Module. These represent some of the earliest photographs of resource development and the evolving transportation systems in the NWT.



Panning for gold, 1922.

Jackson/NWT Archives/N-1979-004-0173

Steps

Modeling how to, 'Explain the Image' (15 min)

In this activity, you will model how to 'mine' a photograph by using the Oil and Gas images from the bulletin board you created in Activity 1.

1. Using the images of, 'Oil and Gas' from the Berger Bulletin Board ask students, 'What do the two images represent?' (Note: Another copy of these two images is part of the *Worth a Thousand Words* collection').
2. Ask students, 'What do you know about oil and gas in the NWT?' Ask them to respond, thinking both historically and in the context of the NWT today.
3. Tell them that the Berger Inquiry only happened because people outside the North wanted access to the rich resources within the North.
4. Inform students that they will be looking back in time to the decades before the Berger Inquiry. To understand the impact the Berger Inquiry had on the North they need to understand what was going on prior to these events. Students will be investigating these themes using historical images.

Worth A Thousand Words (45 min)

1. Hand out *Explain the Image* and go through it so they understand what is expected of them. To model what you expect, use the Oil and Gas images and discuss what might be written in each column of the handout.
2. Divide the students into groups (with a minimum of 2 in each group). Depending on class numbers, each group will receive one or more image. Distribute the nine images from the *Worth a Thousand Words* envelope.
3. Have students look at the historical photo they have received and come up with key observations, filling in as much of the *Explain the Image* handout as they can.
4. Ask each group to take turns sharing with the rest of the class what they think is happening in their image(s). Ask them to place the images on the floor or along the board after they've discussed their image.
5. Cut the *Photo Descriptors* into strips and distribute to different students in the class. Have each student read out their descriptor and have the students work as a class to match the descriptors to the images.
6. Have students use the appropriate photo descriptor to go back and 'mine' the images again with the new information they have. With the descriptors they should be able add more details to their handout, *Explain the Image*.



Chevron Drill Rig, Mackenzie Delta, 2004.

Tessa Macintosh Photo



Norman Wells, Imperial Oil Company Well No. 3 at Camp "C" location, 1925.

Canada, Dept of Interior/NWT Archives/ G-1979-001-0232

Ideas from Teachers

I had the students add the new information in a different colour so that they could refer back to what they could tell about the image before and after the written information.

Northern Studies Teacher

Continuity and Change – Industry (60 min)

The next step of this activity is to get the students to think about how the mining industry has stayed the same and changed over time. This activity will be a model for the next activity.

1. Hand out copies of, *Continuity and Change*.
2. Provide access to the Prince of Wales NWT History timeline. If this is the first time students will have used this timeline, go to the Identity Module, Activity 8, and have them do the Timeline Scavenger hunt first.
3. The assignment asks students to think about how the mining industry has changed and stayed the same over time.

Critical Thinking about Industries in the NWT (60 min)

1. Redistribute the images (excluding the image of Paying Treaty money since it does not fit the activity) to each student or group of students. They do not need to have the same image from *Worth a Thousand Words*.
2. Hand out a copy of *Thinking Critically about Change*. For the industry in their image they should find information on the NWT History Timeline to answer the questions.
3. Conclude the activity by asking students to come to a group decision about which of the changes has had the biggest impact on life in the NWT today. This could be given as a written or oral assignment.

» **Note:** If students are having difficulties finding the different timeline links you can help them by providing the following information

Transportation – 1700s (Northern Metis), 1789 (Mackenzie's Journey), 1880s (A Northern Transportation Revolution), 1900 (Johnny Berens – River Boat Pilot), 1921 (Aviation Comes North), 1924 (NWT and Yukon Radio System), 1929 ('Wop' May), 1934 (NTCL), 1959 (Highway and From Dogs to Snowmobiles), 1972 (Anik 1), 1981 (MooseSkin Boat Project)

Mining – 1926 (Ted Nagle and the Pine Point Discovery), 1930s (From Furs to Mines), 1930 (Eldorado Mine), 1932 (Mining Towns), 1934 ('Yellowknife' Johnny Baker), 1935 (Geological Survey of Canada), 1991 (Discovery of Diamonds), 2003 (The End of Gold Mines)

Oil and Gas – 1920 (Discovery of Oil), 1921 (Aviation comes North), 1942 (Canol Project), 1974 (Berger Inquiry)

Trapping – 1783 (The Northwest Company), 1800 (Trading Chiefs), 1866 (Free Traders), 1871 (Emperor Firth), 1889 (Beaufort Sea Whaling), 1890 (The Trade in Muskox Robes), 1920 (Inuvialuit Schooners), 1922 (White Fox Trade), 1935 (Reindeer Herding)

Ideas from Teachers

I provided newspapers and *UpHere* and *Above and Beyond* magazines to help students find one current image of their assigned industry in modern times. These were helpful prompts for students when they presented their findings to the rest of the class of what has stayed the same and what has changed.

Northern Studies Teacher



THE H.B.CO'S. STEAMER "WRIGLEY" AT THE JUNCTION OF THE
MACKENZIE AND LIARD RIVERS, 1200 MILES NORTH OF EDMONTON.

Photo by C.W. MATHERS, Edmonton.

The H.B. Co. steamer "Wrigley" at the junction of the Mackenzie and Liard Rivers, 1200 miles north of Edmonton, Fort Simpson 1901.

C.W. Mathers/NWT Archives/N-1979-058-0008

Explain the Image

Image: _____

Name: _____

	Sample Prompts	Observations	Possible Inferences
WHO is in the image?	What role or occupation? What status? If several people, are they related?		
WHAT are the people doing?	What actions? What objects are used? What is the focus of attention?		
WHERE does the image take place?	In what region? In what setting? What is the terrain? Are there landmarks?		
WHEN did the action in the image take place?	What time of day? What time of year? What year or decade? What historical period?		
WHY is the action happening?	What reason might there be for the actions? Does the broader context suggest a purpose? What might happen next?		
SUMMARY			

Criteria for informative explanation

- Accurate and relevant observations
- Plausible and imaginative inferences
- Detailed and fully developed explanation

Used with permission from 'Explain the Image' by the Critical Thinking Consortium.

Photo Descriptors

Matt Berry and Frank Hartley with load of white fox fur destined for New York City markets.
Canalaska Fur Co., early 1930s.

Credit: Edm. Air Museum Ctte./NWT Archives/ N-1979-003-0170

Family presenting credentials at treaty – Lac La Martre – ND.

Credit: NWT Archives/Busse/N-1979-052-1796.

Norman Wells

Imperial Oil Company Well No. 3 at Camp "C" location. 1925

Credit: Canada Dept of Interior/NWT Archives/ G-1979-001-0232

Chevron Drill Rig, Mackenzie Delta, 2004.

Credit: Tessa Macintosh

Port Radium

Sacks of pitchblende concentrate awaiting shipment at Port Radium, Echo Bay, Great Bear Lake. 1939

Credit: Finnie/NWT Archives/N-1979-063-0081

Fort Simpson

The H.B. Co. steamer "Wrigley" at the junction of the Mackenzie and Liard Rivers, 1200 miles north of Edmonton. [Fort Simpson 1901]

Credit: C.W. Mathers/NWT Archives/N-1979-058-0008

Lamson & Hubbard Canadian Co. Ltd. building with skins hanging out to dry. Post 5 of L.&H. Co. Ltd. [R.H. Kidaton manager]. This is what the raw fur looks like. This collection includes one silver fox, several cross foxes, marten and mink. ca. 1900-1925

Credit: A. Guest/NWT Archives/N-1979-067-0032

Fort Smith

Imperial Oil Company "Junker" First aeroplane, Fort Smith July 1922. [Junker F-13, known as the "Vic".]

Credit: Jackson/NWT Archives/N-1979-004-0148

Diamond driller surface drilling at Hottah Lake with hand-held drilling machine.

Credit: Busse/NWT Archives/ N-1979-052-3134.

Panning for gold in the Northland, 1922.

Credit: Jackson/NWT Archives/N-1979-004-0173

Continuity and Change

In this activity you will investigate the mining industry from the late 1800s to the present day. Go to www.pwnhc.ca and select the NWT Timeline. Choose the '1900-1924' date range. Within this date range, choose 1926 (Ted Nagle and the Pine Point Discovery).

1. What image represents 'The Pine Point Discovery' on the Timeline?

2. According to the text of 'The Pine Point Discovery', who discovered the rocks (galena) on the south shore of Great Slave Lake? Did they receive any compensation for the discovery?

3. How had the Dene and Métis been using the resource at Ile du Mort?

4. According to the text, what needed to happen in order to make a mine at Pine Point viable in the 1960s?

Click on the date 1930's 'From Furs to Mines'.

5. What does the title 'From Furs to Mines' mean?

6. What evidence does the text use to show that mining has become more important to the economy of the NWT than trapping?

7. Find two other vignettes related to mining from the 1925-49 section of the timeline and list them here.

Click on the date 1991 'Discovery of Diamonds' on the Timeline.

8. According to the text and maps, where are the diamond-mines in the NWT located?

9. Who discovered diamonds in the NWT?

Click on 1992 'Giant Mine Explosion'

10. What happened on September 18, 1992 at the Giant Gold Mine in Yellowknife?

11. Who was convicted for the Giant Mine Explosion?

Click on 2003 'The End of Gold Mines'

The environmental legacy of Giant Mine is often called the greatest environmental disaster in Canada. After the owner of the mine went bankrupt, the Canadian Government became responsible for the clean-up. The Giant Mine legacy changed the way mining is conducted in Canada, requiring mining companies to put aside money for clean-up even before a mine begins.

12. After reading through the timeline list three things that have changed and three that have stayed the same in the economy of the NWT throughout history?

Three things that have stayed the same:

A.

B.

C.

Three things that have changed:

A.

B.

C.

Continuity and Change – Teacher Answer Key

1. What image represents 'The Pine Point Discovery' on the Timeline? **Pine Point's original headframe.**
2. According to the text of 'The Pine Point Discovery', who discovered the rocks (galena) on the south shore of Great Slave Lake? Did they receive any compensation for her discovery? **A group of Dene brought galena to Edward Nagle in 1898. They received no compensation for this discovery.**
3. How had the Dene and Métis been using the resource at Ile du Mort? **They melted down lead to make musket balls.**
4. According to the text, what needed to happen in order to make a mine at Pine Point viable in the 1960's? **The price of lead and zinc needed to increase. A rail link needed to be built to Hay River and infrastructure such as roads needed to be built to the mine area.**

Click on the date 1930's 'From Furs to Mines'.

5. What does the title 'From Furs to Mines' mean? **The economy of the NWT was transitioning from the fur trade to a mining and resource extraction economy. While people still trap more money is added to the economy from mining by the early part of the 1900s.**
6. What evidence does the text use to show that mining has become more important to the economy of the NWT than trapping? **For every dollar earned in trapping in the NWT today, the mining industry accounts for \$2000.**
7. Find two other vignettes related to mining from the 1925-49 section of the timeline? **1930 (Eldorado Mine), 1932 (Mining Towns), 1934 (Yellowknife Johnny Baker), 1935 (Geological Survey of Canada), 1941 (Outpost Island Mine), 1947 (Beaulieu Mine Bubble)**

Click on the date 1991 'Discovery of Diamonds' on the Timeline.

8. According to the text and maps, where are the diamond mines in the NWT located? **Northeast of Yellowknife, near Lac des Gras.**
9. Who discovered diamonds in the NWT? **Charles Fipke and Stewart Blusson**

Click on 1992 'Giant Mine Explosion'

10. What happened on September 18, 1992 at the Giant Gold Mine in Yellowknife? **A group of nine replacement miners were killed in an explosion underground at the Giant Mine in Yellowknife. There was an ongoing strike at the time.**
11. Who was convicted for the Giant Mine Explosion? **Roger Warren**

Click on 2003 'The End of Gold Mines'

12. The environmental legacy of Giant Mine is often called the greatest environmental disaster in Canada. After the owner of the mine went bankrupt, the Canadian Government became responsible for the clean-up. The Giant Mine legacy changed the way mining is conducted in Canada, requiring mining companies to put aside money for clean-up even before a mine begins.

Mining is clearly an essential part of the NWT's current and future economy. Encourage students to think about the environmental legacy of mining in the past, the current practices of the modern mining industry and their own hopes for good, safe, high paying jobs in the North as well as the importance of healthy land.

Answers will vary for final questions.

Thinking Critically about Change

Your assigned image represents a particular industry from the NWT. All of the industries have entries about their historical and contemporary impacts in the NWT History Timeline. Use the image and the industry it represents to answer each of the following:

1. List three things that have changed significantly in the industry pictured since the time the photograph was taken.

2. List three things that have stayed relatively the same in the industry pictured since the time the photograph was taken.

3. Is this industry a more or less important part of the economy today than it was when the image was taken?

4. What changes do you think have been positive for the NWT? Defend your answer.

5. What changes have been negative for the NWT? Defend your answer.

ACTIVITY 4

GETTING TO KNOW THE PLAYERS

Learning Objective

Students will gain a better understanding of the importance of the Berger Inquiry in shaping the social, political, economic and cultural development of the North. Students will practice their skills in developing criteria and making reasoned judgements based on evidence.

Time

90 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Audio file	S.3.c,e,S.7.a,e	3.3
Powerful Speakers	S.1.a,S.3.c, S.7.j, S.8.h	3.3
Where are the Powerful Speakers From?	S.9.b	3.3

Possible Assessment Activities

- T-chart matching audio notes with images
- Selection and defense of most powerful speaker or quote
- Identification of powerful elements of quote

Making the Connection for the Teacher

As you have read in the Teacher Backgrounder, the Berger Inquiry itself was important because of the opportunity it gave for Northern peoples to give testimony and speak out about grievances reaching back in time to the signing of Treaty 8 and 11.

In this activity students will be introduced to Justice Berger and his role in the Inquiry. More importantly, Berger will be placed alongside Northern people who testified before him at the Inquiry. Students will have the opportunity to create criteria for judging between these testimonials; an important skill in critical thinking. Students will engage in two separate activities which will introduce and give background about the Berger Inquiry.

Preparation and Materials List

- Create two work stations.
 - ~ Station one: A listening station where students can listen to the 'Ideas' Audio file from the CBC Archives (on the DVD...start at 24:39 and listen for 20 min).
- Also need *What's Up with Berger?* images from Activity 1, blank paper, pens
 - ~ Station two: A reading station where students read quotes associated with images.
- Images: *Powerful Speakers*
- NWT Floor Map

Note: You may want to download the audio file on students' personal players.



Deline 07-68 Great Bear Lake - George Kodakin

NWT Archives/Rene Fumoleau fonds/N-1995-002: 0757

Steps

Audio file and Powerful Speakers (90 min- 45 minutes each station)

1. Divide the class into two groups.

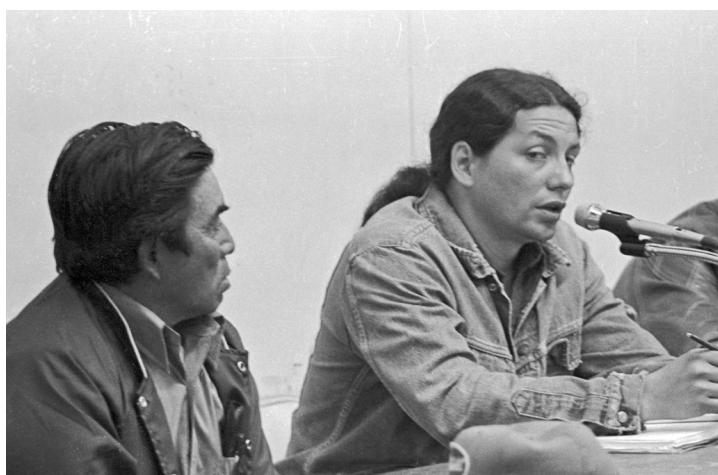
Instructions for Station 1: Audio file

2. Have students from group 1 start at Station one. Have them listen to the audio file starting at the 24:39 minute mark. The clip they will listen to is 20 minutes long and focuses on the Royal Commission which Mr. Berger led into the proposed oil and gas pipeline through the NWT.
3. Provide the images from Activity 1, *What's up with Berger?* (from the Bulletin board) at this station.

4. Ask students to listen to the audio file as a group with the images available for all to see.
5. When they have a match between what they are hearing with one of the images they should press pause.
6. Provide blank paper at the station and have the students make a t-chart on the paper. They should write the word audio and the word image on either side of the T. As they listen to the file they should fill in the T-chart.

T-Chart Example

Audio	Image
Tom Berger says in his interview that he went North to ask how to conduct his inquiry and was told he needed to fund Aboriginal and environmental groups. Mr. Berger wrote the terms and conditions on the back of an envelope and gave them to Jean Chretien, who then agreed to fund groups like the Indian Brotherhood of the NWT.	This story relates to the Berger Inquiry image #8 which shows Aboriginal political organizations.
Mr. Berger thought there was a need to broadcast the hearings in all the Aboriginal languages and approached the CBC to do just that.	This story relates to the Berger Inquiry image showing an Aboriginal woman (Sarah Gardlund) broadcasting.
Etc.	



Fort Norman [Tulita] - 08-78 Dene National Assembly - George Erasmus, George Blondin

NWT Archives/Rene Fumoleau fonds/N-1998-051: 1668

Instructions for Station 2: Powerful Speakers

This station contains 11 images of Northerners who testified at the Berger Inquiry and one image of an oil and gas pipeline representative. On the back of each image are quotes from the inquiry made by these individuals.

1. Ask students to develop criteria to answer the question, 'What makes a powerful statement or speaker?'
2. Have students agree on the key criteria they are going to use to judge the speakers. Have them write these criteria down on a chart paper or the whiteboard. Try to keep the list fairly short (3 or 4 is great). Some possible criteria they might develop to evaluate what makes a powerful speaker could be:
 - Make listener see information in a new light;
 - Evoked an emotional response in the listener;
 - Used words or images in a way that connected to listener;
 - Influential – make listener possibly change attitude; or,
 - Inspirational – encourage listener to want to know more and become involved.
3. Once they have developed the criteria for a powerful speaker, provide the *Powerful Speakers* images with associated quotes. Ask them to read each quote as a group and discuss any vocabulary or issues that they may need help with or clarification about.
4. The students then judge the quotes based on their criteria to determine which person/quote is the most 'powerful'. They might not all choose the same one and that is okay. The important part is that they can defend their decision based on the criteria established.
5. Students will travel between the two stations and complete both activities.
6. When both groups have completed both activities bring the class back as a full group. Ask students to share their t-chart and their criteria for powerful speakers.

Extension: Where are the Powerful Speakers From? (30 min)

1. Ask students who have finished their work to put the floor map of the NWT together. (By now the students might be able to do this without the reference map).
2. As a summary of what was learned in this activity, gather the images from Station Two and have student volunteers place them appropriately on the NWT floor map where each speaker was from, or where they were at the time they said their quote.
3. Ask all students to discuss what is powerful about each speaker's quote regardless of whether they thought the speaker was the most powerful or not.

» **Note:** Certain words the speakers use may provide a good opportunity for class discussions about terminology used to define people and about 'historical' language. The speakers in this activity use terms such as 'Indian' and 'whiteman'. This was normal language in the 1970s. This might evoke emotions in some students and a discussion on how we generalize and or stereotype others might be appropriate. You may also want to take the time to talk about the quotes and their relevance today. What may still be the same and what may have changed?

Powerful Speakers

"I am sure it is becoming clear to you, Mr. Berger as it is very clear to me that it is an important and special thing to be Indian. Being an Indian means being able to understand and live with this world in a very special way. It means living with the land, with the animals, birds and fish as though they were your sisters and brother. It means saying the land is an old friend and an old friend that your father knew, your grandfather knew, indeed your people have always known.... we see our land as much, much more than the white man sees it...Bit by bit the white man has tried to take these things away from us. Now the time is here that we must say 'no more'. At stake is the survival of our Indian nation."

Richard Neryssoo
Fort McPherson

"In 1921, the Treaty was signed between Chief Monfwi and the Government of Canada. After the Treaty was signed, the people were forced to give up their land, surrender their land and they did not know this, and after they give up their land, the people of the South explore our country, just started mining but the people were busy hunting year round but they not too busy looking what foreign people are doing in their country."

Chief Charlie Charlo
Fort Rae

"[Mr. Berger] you have been with us for over two years now. I think you have come, you have entered the Dene Nation at a crucial time, at a time when we have just been – we have been... reassessing the kind of future that we want for ourselves....You have heard us talk to ourselves. Young people have talked to old people. Old people have talked to young people. The Inquiry has been a process in which we have been decolonizing ourselves. Our struggle is for self-determination. We want to be in charge of our lives and our future."

George Erasmus
Fort Rae



Fort Norman [Tulita] - 08-78 Dene National Assembly - Richard Neryssoo, Hyacinthe Andre, Caroline Carmichael, William Neryssoo, Charlie Snowshoe, Lazarus Sittinchile, David Huskey, Elizabeth Greenland.

NWT Archives/Rene Fumoleau fonds/N-1998-051: 1598



Tulita 08-78- Dene National Assembly - Charlie Charlo

NWT Archives/Rene Fumoleau fonds/N-1995-002: 1636



Fort Norman [Tulita] - 08-78 Dene National Assembly - George Erasmus, George Blondin

NWT Archives/Rene Fumoleau fonds/N-1998-051: 1668

"In 1921, at the Treaty, the Government people brought some money, I guess that's Treaty money, at the same time, they made a law for the Native people and themselves. Until today, the Native people still stand by that law. And the law that the government made for the whole people was that as long as the sun rises and the river flows [we will not be restricted from our way of life], I guess you know those two statements very well.

The law that the Government made, it still stands for the native people. But it seems that the government who made the law hasn't kept the law. There will – have the land settlement first before any major development. There will be no pipeline without land settlement."

Chief George Kodakin
Deline

"I think there is room for all kinds of people in the north and I pay tribute to the people who have come from the south and have given me the opportunity and the education to learn and to be able to sit here today and to say what I have to. I think it is a really great thing that they did. But it is time that we take things into our hands and are able to control what we want in the north."

Ethel Blondin-Andrews
Tuktoyaktuk

"Today we are in a situation where we are being overrun by developers and governments. Our land and its resources are being exploited for a handful of people who control the multinational corporations. These people profit while the majority of us, whether we are white or natives, are kept powerless. Still large-scale developments such as the pipeline are being planned, and our basic rights as the original owners of this land have not been settled....We must have the right to decide not only when development will occur, but what kinds of development will take place, and for the benefit of whom. We are saying we have the right to determine our own lives. This right derives from the fact that we were here first."

Robert Andre
Tsiigetchic



Deline 07-68 Great Bear Lake - George Kodakin

NWT Archives/Rene Fumoleau fonds/N-1995-002: 0757



Yellowknife - 07-87 Denendeh Seminar - Latham Island - Ethel Blondin

NWT Archives/Rene Fumoleau fonds/N-1998-051: 0916



[Portrait of Robert Andre.]

NWT Archives/James Jerome fonds/N-1987-017: 3254

"I was here coincidentally when Mr. Morrison of the Department of Indian Affairs was here with two other government people to get the community's approval for an application for a land use permit from Cadillac [Mine] or not, he really can't say because his is a messenger, and the permit was issued from the Department of Indian Affairs in Ottawa about six years ago, which I guess was an exploration permit. Now the Cadillac Mine was interested in doing further work, further exploration so they asked for a land permit because the land use regulations was enacted only a few years ago...There was no way that the exploration could be stopped. However, Mr. Morrison promised to see the boss at Cadillac Mine about [responsible development]."

Phoebe Nahanni
Nahanni Butte

"A lot of people seem to wonder why the Eskimo or the people don't take the white man's word at face value any more...Well, from my point of view it goes way back, right back to when the Eskimo first seen the white man. Most of them were whalers and the whaler wasn't very nice to the Eskimo. He just took all the whales they could get and never mind the results. Who is paying for it now? The Eskimo. There's a quota on how many whales he can kill now.

Then next following the whalers the white traders and the white trappers. The white traders took them for every cent they could get. You know the stories in every history book where they had a pile of fur as high as your gun. Those things were not fair. The native lived with it, damn well had to get that gun to make a life easier for himself.

Then came the oil companies. First the seismographic outfits...plough up their land in the summertime, plough up their traps in the wintertime. What you going to do about it? The cat [tractor] is bigger than your skidoo or dog team, you know.

You took everything and gave them nothing. You took all the fur, took all the whales, killed all the polar bear with aircraft and everything, and put a quota on top of that so we can't have polar bear when we feel like it anymore. All that we pay for."

Vince Steen
Tuktoyuktuk



Yellowknife 04-76- Berger Inquiry - Phoebe Nahanni
NWT Archives/Micheal Jackson/N-1995-002: 4198



Yellowknife 01-82 - Constitutional Conference 1982 - George Braden, Vince Steen
NWT Archives/Rene Fumoleau fonds/N-1995-002: 4296

"Mr. Berger, the Federal Government may be richer and more powerful than we are, but their reality is only one way of looking at the world. Because of their riches and power, in co-operation with the riches and power of oil and pipeline companies, they have been able to force their reality on many other people. But we, too, have our reality, our Dene reality. It is just as real and important and factual to us as the Federal Government's reality is to them.

The Federal Government is claiming our land as theirs and us Dene people as Canadian citizens. It took oil and gold to make it realize, after years of neglect, that we were worth something after all. We were worth something as occupants of valuable land, at least."

Steve Kakfwi
Fort Good Hope

"Another thing I would like to bring up, like the wire laying around. When the Seismic crews come around and blasts holes, they leave wire. They say they clean it up, but it isn't. There is lots of blasting wire laying around. [Edwards had brought in a caribou head strangled by wire.] And then they damaged the lakes. One time I used to trap, but there's no rats, and then the creeks, the fish, there is no fish. They dam up the creeks; they don't clean it up after they cross. That is why we would like to talk about our land."

George Edwards
Aklavik

"By rights in the minds of all the Dene people this land still belongs to the Indian people. This land still belongs to the Dene people. This is still our land. How come all these people are coming on our land without even telling us what they're going to do on this land?"

Chief Jim Antione
Fort Simpson



Fort Good Hope 07-80 - Dene National Assembly --
Stephen Kakfwi

NWT Archives/Rene Fumoleau fonds/N-1995-002: 6532

news of the north

II undeliverable, return to Box 6x, Yellowknife, N.W.T., Canada

Wednesday, April 9, 1975 31st



George Edwards displays the head of a caribou he shot near Sachs Harbour. The caribou had become tightly entangled in wire left behind by oil company crews conducting seismic tests.



Fort Good Hope 07-80 - Dene National Assembly --
Stephen Kakfwi

NWT Archives/Rene Fumoleau fonds/N-1995-002: 6532

"Supplies of energy from the Western Provinces are now inadequate to meet all our current requirements. In the coming years, our projected trade will have Canadians paying 20 billion dollars a year in imported energy. Paying for these expensive imports will affect the material well being of all Canadians. These expenses can be reduced only by producing more energy from our own resources. Natural gas from the Mackenzie Delta, transported by the proposed Arctic Gas Pipeline, can provide the largest increase in domestic energy supplies at the lowest cost."

Vern Horte
Canadian Pipelines Ltd.



*Fort Good Hope 07-80 - Dene National Assembly --
Stephen Kakfwi*

NWT Archives/Rene Fumoleau fonds/N-1995-002: 6532

ACTIVITY 5

TWEET A RESPONSE

Learning Objective

Students will be able to summarize two opposing views of the proposed pipeline which will demonstrate their understanding of the issues .

Time

60 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Tweet a Response	S.3.e, S.5.a,f	3.1,3.5,3.10

Possible Assessment Activities

- *Tweet a Response* assignment

Preparation and Materials List

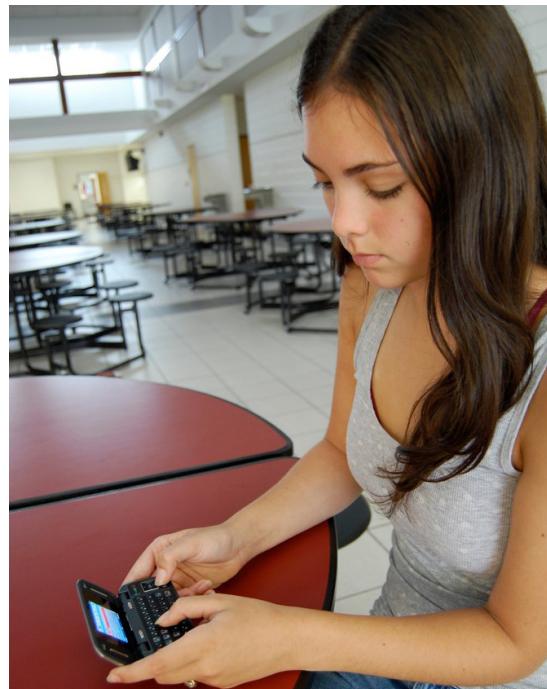
- Photocopy a class set of the Student Handout, *Tweet a Response*
- Ready the video, 'My Nation will Stop Your Pipeline' (CBC Archives – 5:48 min)
- Ready the video, 'The Oil Companies Make their Pitch' (CBC Archives – 2:47 min)

Photo of student using cellphone.

Made available for sharing in Flickr under a **Creative Commons Attribution 2.0 Generic** license by Beth and Christian.

Making the Connection for the Teacher

This activity is designed to have students make clear summaries for and against the Mackenzie Oil and Gas Pipeline as it was presented in the 1970s. Their summaries will be in the form of two 140-character 'tweets' outlining the opposing pipeline positions at the Berger Inquiry. Students will watch the 6 minute video, *My Nation will Stop the Pipeline*, which is a speech by Frank T'seleie from Fort Good Hope. His speech is one of the most famous in the NWT. It has been used in English classes as an example of powerful speeches. If time permits, ask students, what is it about this speech that makes it 'powerful'? Refer back to the criteria developed in the earlier activity. Students will then watch a second (3 minute) video called *The Gas Companies Make their Pitch* to prepare their second tweet.



Steps

Tweet a Response (60 min)

1. Ask students if they know what a 'tweet' is.
[A tweet is a 140 character message – not words but characters – spaces also count as characters]. To make a clearly communicated tweet the author has to be brief and yet get across their message.
2. Hand out a copy of, *Tweet a Response* to each student.
3. Tell them that they will be viewing two short videos, each from differing perspectives on the 1970s proposed oil/gas pipeline. For each video they need to 'tweet' a response which is essentially a summary of the main points of the video. The hash tags *#northernenergynow* and *#stopthepipeline* are used to show which point of view is to be expressed. You may ask students to come up with alternate hash tags if time permits.
4. If possible, have students hand in their responses on their phones. Give them the option of using texting language ('u' instead of 'you').
5. Have students post their tweets up on the board (without their name). Ask students to read through all the summaries and select which one did the best job of summarizing each video. Permanently post the chosen tweets up with the Berger images on the bulletin board.

» **NOTE:** Although experience with Twitter will help, students do not need to understand Twitter to complete this assignment. The point is to do a summary, not an actual tweet.

Tweet a Response

Name: _____

You have just watched two video clips. Your task is to create a 'tweet' from each point of view. Using no more than 140-characters, you must summarize the arguments for and the arguments against the pipeline presented to the Berger Inquiry.

#northernenergynow

#stopthepipeline

tweet/twēt/

A post or status update which is less than 140-characters long associated with Twitter.

ACTIVITY 6

CONNECTING TO MY COMMUNITY

Learning Objective

Students will interview a community member to develop a deeper understanding of the value of local knowledge and primary sources. Students will demonstrate their growing understanding of the historical and contemporary importance of the Berger Inquiry by presenting their learning to an authentic audience.

Time

150 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Find a Berger Memory	S.3.b,c,g,S.5.c	3.3
Connecting with My Community	S.1.a,S.2.b, S.4.a,S.7.j,S.8.d	3.1

Preparation and Materials List

- Photocopy a class set of the Student Handout, *Find a Berger Memory*.
- Photocopy the *Media Release* form as needed.
- Contact the Prince Of Wales Northern Heritage Centre (Website and Multimedia Coordinator) to confirm if the best Berger Memory voted by your class can be uploaded to the online repository.
- Paper for students to make their 'quote cards'.

Possible Assessment Activities

- Completing an interview
- Presentation of Berger Memory



Chelsea Migwi interviewing Elder in Behchoko.

Tessa Macintosh Photo

Making the Connection for the Teacher

Students will be bringing back a memory of the Berger Inquiry from their community. Having an authentic audience for these memories may be key to the students' engagement. Some avenues for an authentic audience include organizing a community event or making a bulletin board at the local grocery store where the memories are shared.

In the Student-Led Inquiry, students are encouraged to engage with their community to locate and assess information. This smaller project within the guided inquiry is an opportunity for students to practice going out into the community to get a piece of information and report back to class.

Ideas from Teachers

I used this as one of their summative assessment assignments. They got really into it because they made many connections with their families. It was really easy and only took most of my students a short conversation with one of their family members to get their 'memory'.

Northern Studies Teacher

Prince of Wales Northern Heritage Centre
Yellowknife, Northwest Territories, Canada

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NWT Archaeological Reports
NWT Historic Sites
Northern Athapaskan Artifacts from the National Museums of Scotland
Places We Take Care Of: Sahtu Report
NWT Community Names Map
Northern Vignettes
Online Video Library

Home - Researchers - The Berger Inquiry Educational Resource Archive SHARE

INQUIRY
Berger Inquiry Educational Resource Archive

 Photo Collections  Speeches & Interviews  Inquiry Film  Newspaper Clippings  River Journey

About the Berger Inquiry Educational Resource Archive

Students can also find many 'Berger Memories' on the Prince of Wales Northern Heritage Site.

Steps

Find a Berger Memory (60 min)

1. Hand out a copy of, *Find a Berger Memory* to each student. Discuss the assignment as a full class. Ensure that they know what their responsibilities are and give some ideas on how they might begin. Encourage them to start the assignment as soon as possible. Agree as a group on a date for submission.
2. Have students check out the Berger Inquiry Educational Resource Archive on the Prince of Wales site. There are many interesting historical photos, speeches, newspaper clippings and a film and even an interactive challenge called, *River Journey*. Give students time to browse through the archival material and find one interesting item that they can share with their classmates alongside the memory gathered from a community member.
3. As an option, allow videotaping, photographing or voice recording of the person they are interviewing. Ensure they have the appropriate permission forms signed. Students may want to collect more than one memory and make a photo/quote collage. The interviews students do don't need to be long or comprehensive. Simply asking a family member and recording a few sentences is acceptable.

» **NOTE:** The Prince of Wales Northern Heritage Centre is continuously developing and adding to the online repository on the Berger Inquiry. If the proper media release forms were filled out, select the most powerful memories and submit it to the museum to be included into the repository. This authentic audience should interest your 'researchers'.

Connecting to My Community (90 min)

1. Agree as a class when and how the presentations of the Berger Memories will be shared. Ideally, there will be some connection with the community.
2. Give time for students to prepare their presentation following the method agreed upon by the class. Did they take an image of the person? Did they record their voice or use video? Did they write out what the person said in a transcript format? Do they have a media release form signed by the person/people they recorded? There are many images available on the Prince of Wales website in the specific Berger Educational Resource Archive. These photos and audio files are available to use and many are searchable by community.
3. Conference with each student to offer advice on how they can make their presentation informative and entertaining.
4. When ready, have each student take 5-15 minutes to share what they have learned. Allow time for any questions from classmates.

OR

5. Ask students to create a 'quote card' and add their quote to the quotes from Activity 4: *Getting to Know the Players*.
6. Keep these to share with students in subsequent years.
7. Organize a community event where the quotes are displayed for members of the public to view what was said and potentially add their voice to those gathered.
8. Ask students which one of the memories was the most 'powerful', using similar criteria established for the powerful speakers in the Activity 4.
9. As a full class, facilitate a conversation about how the community feels about the Berger Inquiry and about Berger generally. Was there a positive, negative or indifferent view? What is similar and what is different about all of the memories?

Find a Berger Memory

One of the important goals in Northern Studies is for you to engage with the 'experts' on different topics from your community. In this assignment, you are given the task of finding a person who remembers the Berger Inquiry and is willing to share a memory. Remember, the Berger Inquiry took place in the early 1970s, so anyone who can remember that event must be in their late 40s, 50s or older. You may also be able to find a story about the Berger Inquiry that has been passed on to someone younger. If you are having difficulty starting a conversation, you might want to use some of these 'Berger Story Starters':

We are talking about the Berger Inquiry in our Northern Studies class and our teacher says it was a really important thing for the North. Do you think the Berger Inquiry was important? Why or why not?

We are learning about the Berger Inquiry in our Northern Studies class and have learned that Berger visited almost every community in the North. Can you tell me something about the time Berger came here or to a nearby community?

We are talking about the Berger Inquiry in our Northern Studies class and have heard some of the things the people said to Justice Berger. Can you tell me anything that was said from this community?

You will be asked to share your memory with the rest of your class and will be assessed on your presentation. To make your presentation more interesting, choose one of the following:

- Record and edit your interview using a digital audio recorder;
 - Video tape your interview;
 - Take a photo and make a PowerPoint or poster presentation with the text and associated image; or,
 - Include one archival piece from the Prince of Wales Northern Heritage Centre in your presentation.
- See example below:

Aklavik people ask Berger to save their way of life

By Peter Gorrie

Even after Berger

meetings all over the North, many people in Aklavik don't want the Mackenzie Valley gas pipeline.

They have seen the damage

done to the land in the

Mackenzie Delta. And they

want no part of it.

"It will destroy the land and their

way of life," says Danny

Gordon, 47, a member of

the Aklavik First Nation.

At the first community

hearing, it was something of

an experiment to see if the

message it conveyed to Judge

Berger was clear, in the end it

resulted in a hearing.

There were problems with the

physical condition of the

hearing that frightened some

people in the community.

As expected, they told him

about their trapping life

hunters and trappers; the houses

they live in; the way they live

the way they travel and the

first encounters with the white

man. Most simply read

Judge Berger heard from 30

people including some from outside the hamlet of Aklavik.

As expected, they told him

about their trapping life

hunters and trappers; the houses

they live in; the way they live

the way they travel and the

first encounters with the white

man. Most simply read

the oil companies want to

development work that has taken

place in the area.

"The last four years there

has been a lot of development

in the area," said 64 year old

Frank Mairi, 64, a member of

the Aklavik First Nation.

"When they blast, it does hurt

the muskrat," said 64 year old

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the Aklavik First Nation.

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GOVERNMENT OF THE NORTHWEST TERRITORIES – CONSENT FORM

Name: _____

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I hereby give the Department of Education, Culture and Employment (the "Department"), Government of the Northwest Territories (the "GNWT"), permission to record and/or reproduce my

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I acknowledge I have read and understood the contents of this form, and have been given full opportunity to discuss the implications of this consent of my own free will and my decision is not based upon representations or advice by representatives of the Department.

I hereby give my consent, dated this _____ day of _____, 20 ____.

Signature of subject: _____

Signature of Parent or Guardian if subject is under age 19: _____

Print Name: _____

ACTIVITY 7

VICTORS AND VICTIMS

Learning Objective

Students will demonstrate their understanding of the recommendations of the Berger Inquiry and the impacts on Northerners as a means of helping them to evaluate resource development today. They will practice their skills in decision making and building consensus.

Time

90 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Berger Report is Released	S.3.e, S.7.f,	3.3,3.7
Victors and Victims	S.7.i,	3.1,3.5,3.9
Building Consensus	S.1.a,b, S.5.a,b	3.5, 3.7

Possible Assessment Activities

- *The Berger Report is Released* – handout
- *Victors and Victims* – handout
- Building Consensus – participation in *Vote with your Feet*

Preparation and Materials List

- Photocopy a class set of the Student Handout, *Berger Report is Released*
 - ~ Teacher answer key is provided.
- Prepare the following videos;
 - ~ The '*Berger Report is Released*' (2:26)
 - ~ '*Victors and Victims*' (12:48)
- Photocopy a class set of the Student Handout, *Victors and Victims*
- Prepare the masking tape on the floor for a '*Vote with Your Feet*' activity.



Many people spoke about the importance of caribou during the Berger Inquiry.

Tessa Macintosh

Making the Connection for the Teacher

We are studying the Berger Inquiry because it brought about important changes in the North, including the political mobilization of environmental and Aboriginal groups and the dialogue created between Northern and Southern Canada. The Berger Inquiry also created important legacies and choices for the people of the North. This activity is an opportunity for students to look at the recommendations and findings of the Berger Report through the eyes of those who experienced them first hand and to think about how these recommendations influenced the contemporary NWT.

Students will watch media clips in order to identify how the findings and recommendations of the Berger Inquiry Final Report affected people in the NWT. The teacher may want to spend some time talking about how to define a *victor* and a *victim* and whether it is possible to create a process for resource development that allows all people in the North, and perhaps all Canadians, to be victors.

Link with Student-Led Inquiry

Ask students to think about any development in the NWT today (Deh Cho Bridge, Fortune Minerals, Diamond mines, hydroelectric lines, Beaufort Sea exploration, fracking, wood pellets or 'biofuel' etc.). The GNWT, Industry, Tourism and Investment website has descriptions of many NWT industries. As a link to their SLI, ask students to learn a bit about their chosen development. Who are the victims and victors in their chosen development project? Ask students what could be done to have more victors. Does there always have to be victims with any development?



Fort Norman [Tulita] - 08-78 Dene National Assembly - Richard Nerysoo, Hyacinthe Andre, Caroline Carmichael, William Nerysoo, Charlie Snowshoe, Lazarus Sittichinli, David Huskey, Elizabeth Greenland.

NWT Archives/Rene Fumoleau fonds/N-1998-051: 1598

Steps

Berger Report is Released (20 min)

1. Distribute the Student Handout, *Berger Report is Released* to each student.
2. Play the short video, *Berger Report is Released* (2:25 min). Pause and restart as often as needed to ensure students are able to fill in their sheet with the details of each recommendation.
3. Have students fill in the recommendations with their reasoning on which recommendation was the most important on their handout.

Victors and Victims (30 min)

1. Distribute the Student Handout, *Victors and Victims* to each student.
2. Play the video, *Victors and Victims* (12:48) and have students complete the handout.

Building Consensus (40 min)

1. When students have filled in both of the handouts, encourage discussion and the practice of their group consensus building skills by doing a `vote with your feet` activity.
2. To do so, place a long piece of masking tape across the length of the classroom right onto the floor. At one end, make a number one (*biggest victor*) and the other make a number ten (*biggest victim*). Ask the class, *Who was the biggest victim and who the biggest victor?*
3. Ask students to place each of the names or groups that they identified as *victors* and *victims* along the line. Ask them to do this as individuals first.
4. Their group task is to work together until they agree on the placement of each victor and victim in response to the question. In having to agree, they'll need to defend their position, persuade others to agree with them, and also listen and compromise on their own responses and possibly change their positions. There is no right or wrong answer.
5. Have a class discussion on who they empathize with the most. Why?
6. If time permits, have a further class discussion by asking – *'Is it possible to create a process for resource development that allows all people in the North, and perhaps Canada to be victors? Why or why not?'*

The Berger Report is Released

Watch to the video clip, *The Berger Report is Released*. Identify at least three recommendations of Justice Berger in his report and explain why he made these recommendations.

Recommendation	Reason
1	
2	
3	
Other...	

From the list of recommendations, which one do you think was/is the most important? Defend your reasoning.

The Berger Report is Released

Answer Key

Recommendation	Reason
1 No pipeline to be built until Aboriginal Land Claims are settled (for at least 10 years)	Allow all Northerners to understand the ground rules for development, to settle land claims and to prepare for development
2 No pipeline built along the northern coast of the Yukon A protected zone in the western Mackenzie Delta for the beluga whales	Protect the caribou calving grounds Protect beluga whales Development to be forbidden in this protected area
3 Northerners should be the prime beneficiaries of any resource development	Ensure that Northerners benefit from development – this is our home and the benefits should be for the people here, including jobs and resource revenue. (modernization of fishing and trapping)
Other... Search for oil and gas should slow down A body of experts be formed in the North	Until new methods are found to prevent and clean up spills 'Body' should have enough knowledge to assess the environmental impact of development

Answers will vary.

Victors and Victims

In the television report, the reporter says that he wants to hear from the 'Victors and Victims' of the Berger Inquiry. To do this, the reporter traveled through the NWT during the summer after the Berger Report was released. Who is identified as a 'victor' and who is identified as a 'victim'? What did they feel they have lost or gained.

Victor	What was gained?

Victim	What was Lost

ACTIVITY 8

WHERE TO DEVELOP? WHAT TO PROTECT?

Learning Objective

Students will demonstrate their use of the historical thinking skill, *Cause and Consequence* by exploring the connection between current protected areas and the recommendations in the Berger report.

Time

120 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Where to Develop, What to Protect?	S.7.f,i	3.1, 3.5 ,3.6 , 3.7
Locating Protected Places on the Floor Map	S.9.a,a	3.7
Extension	S.3.a,S.9.c	



Possible Assessment Activities

- Use of floor map as communication tool
- *Where to Develop, What to Protect* handout

Preparation and Materials List

- Photocopy a class set of the Student Handout, *Where to Develop, What to Protect*?
- Have ready the two videos,
~*Protecting our Special Places* (8:16 min)
~*Thaidene Nene: Land of our Ancestors* (1:51 min)
- NWT Floor map
- Have ready to project, the PowerPoint: *Protected Areas*
- Have ready the *Protected Areas Strategy* maps (provided in your kit)
- Have ready the *Protected Areas Strategy* 'Pop-Up' Map (located on Northern Studies DVD)

Tuktut Nogait National Park

Jean Marc, Perigaud/Alamy

Making the Connection for the Teacher

In Activity 6: *Victors and Victims*, students learned that the Berger Inquiry made important recommendations about protecting a variety of species and wild spaces. In particular Justice Berger, was concerned about the future of the caribou. The process for protecting spaces is community-driven and there are people working today to ensure that some places are protected ahead of development. Prior to any decisions being made, a full geological study is done on the area so everyone is aware of the possible economic impact should a particular area be protected from development (imagine if the current diamond mines were in a protected area). In this activity students will be introduced to some contemporary efforts to designate important spaces as protected areas.

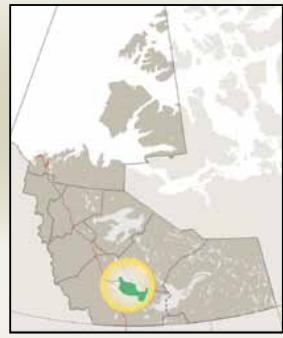
Understanding that there are areas which have always been considered important should help students understand some of the feelings which were expressed during the hearings for the Proposed Mackenzie Valley Pipeline. By looking at maps of proposed and currently protected areas as well as a map showing the resources on the land which may provide economic prosperity, students will be asked to think about some difficult issues. Connecting the desire of Berger respondents to protect the land with what has been protected and what has not been is an important element of this activity. Having students thinking about whether or not the land has the same value when fewer people are living off of it is one possible challenging question for them to consider.

**Northwest Territories
PROTECTED AREAS
STRATEGY** 

"The land takes care of us, we take care of the land"



Edéhzhíe
Candidate National Wildlife Area



Edéhzhíe (eh-day-shae), includes the Horn Plateau, Horn River, Mills Lake and Willowlake River. The Edéhzhíe Working Group's recommended boundary is 14,250 km².

Have your students check out the website www.nwtpas.ca.

Steps

Where to Develop, What to Protect? (60 min)

1. Hand out a copy of the Student Handout, *Where to Develop, What to Protect?*
2. Have students watch the videos,
 - *Protecting our Special Places* (8 min) and
 - *Thaidene Nene: The Land of our Ancestors* (2 min).
3. As they are watching both videos, ask them to fill in any answers that they can on their worksheet.

Locating Protected Places on the Floor Map (60 min)

1. Invite a student who has finished their work to put the NWT floor map together. Since this is the third module, they should be able to do this without a reference map.
2. Hand out copies of the Protected Areas Strategy (PAS) map found in the annual report supplied with the binder. If you don't have enough maps you can use the 'pop-up' PAS map on the Module 3: *Northern Economy* DVD.
3. Project the images from the PowerPoint: *Protected Areas*. As each image is projected have a volunteer student place the name of the protected area on the floor map using their PAS map as a reference. (Students can simply write the name of the protected area on a card or piece of paper).
4. Ask the student placing the name to identify something special about the area (ie. geography, human use, wildlife etc.).
5. For more information about these places visit, <http://www.nwtpas.ca>. The site includes images and information about each site.

Ideas from Teachers

I had my students go to the NWT PAS site and check out their interactive map too. It was cool because you can click on a button and the map will refresh itself to show a protected area from land claims or a protected area from the Federal Government and they also have a lot of great pictures of what each place looks like.

Northern Studies Teacher

(An example of one projected area fact sheet is provided on page 91).

Extension

On the Northern Economy DVD, there is a link to the Canadian Arctic Resources Committee (CARC) Google Earth resource. This resource functions much like NWT Geomatics, except that it takes advantage of Google Earth. If you have a computer which has Google Earth, you can use the CARC program to see many of the features and layers of the other GIS programs with satellite imagery as the base. Take some time to play around with the program and personalize it by adding pins and images from your own community and area. Share this with your students and provide extension options for students who are interested in mapping. Google Earth is a very useful tool where bandwidth issues don't interfere too much.

Possible Option for Student-Led Inquiry

Time permitting, have students investigate the status of protected areas work in their region or community. They may be aware of an area they believe should be protected. Students could prepare a letter to the territorial or Aboriginal government or prepare a presentation to the local community council presenting their argument for a certain area to be protected.

Alternatively, some students may wish to advocate for a particular industry in their area. Have them research the mineral or resource and state why developing this resource would be good for their community.

Students can also explore the Protected Areas Strategy website at www.nwtpas.ca for more information, photos, maps and videos. There are some excellent ideas and resources in the Education section of the website (<http://www.nwtpas.ca/education-lessonplan.asp>).

Where to Develop, What to Protect?

All the maps, photos and videos in this activity inform you about the NWT Protected Areas Strategy and the potential resource(s) that may be extracted on or near those areas. Using the maps, videos and photos distributed, answer the following questions:

1. Describe at least three reasons the Elders want to protect special places.

2. Raymond Taniton says,

'If there's no protection, there will be development. If there is development, the stories of the land will go with it.'

- A What do you think he means when he says the stories of the land will 'go' if there is development?

- B Do you agree with him? Why or why not?

3. Name three existing protected areas in the NWT. What is being protected in each of them?

Protected Area Name	What is being Protected

4. Which existing protected area is closest to your home? _____

a. What is special about that place?

5. In the video, *Thaidene Nene, The Land of Our Ancestors*, Gloria Enzoe narrates with images. Summarize her message below.

6. In your community, list any three jobs that are related to natural resource development?

7. Which industrial or non-renewable resource is within or closest to the protected area closest to your home?

8. What does a community give up when an area is declared 'protected'? What is gained?

9. What should/could communities and decision makers do to find a balance?

"The land takes care of us, we take care of the land"



Ts'ude niline Tu'eyeta Candidate Area



Ts'ude niline Tu'eyeta (Tsoo-den-ee-len Too-yuh-ta), or Ramparts River and Wetlands is approximately 15,000 km² of prime northern boreal forest. It is a rich cultural area that lies west of the Mackenzie River and the community of Fort Good Hope.

Importance of Ts'ude niline Tu'eyeta

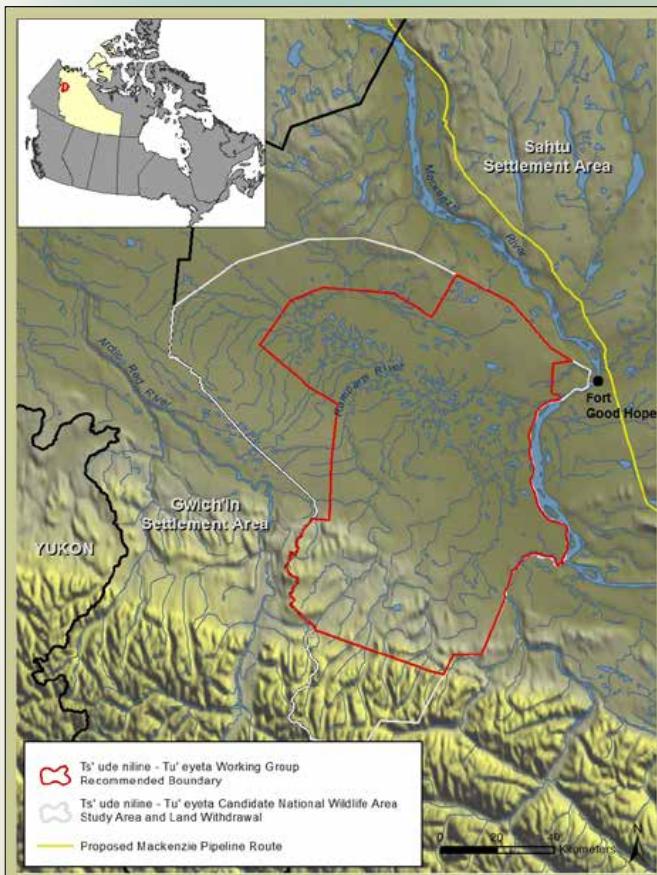
- Ts'ude niline Tu'eyeta is a sacred place and harvesting area of the Fort Good Hope Dene and Métis.
- For generations, it has been used for trapping, hunting, fishing, and camping. The area has many archaeological, burial and historic sites.
- The Ramparts River watershed is a critical wetland that filters millions of gallons of water per day. As a key migratory bird terrestrial habitat site, the wetlands provide excellent nesting, brood rearing and staging habitat for ducks, geese and loons. Six species at risk – peregrine falcon, grizzly bear, mountain caribou, wolverine, short-eared owl, and boreal woodland caribou – are also found within the Ts'ude niline Tu'eyeta Candidate National Wildlife Area.

Status

- The Canadian Wildlife Service, Environment Canada is sponsoring Ts'ude niline Tu'eyeta as a candidate National Wildlife Area.
- The Ts'ude niline Tu'eyeta Working Group finalized their Working Group Report in March 2012. The report includes recommendations on the boundary, land administration and management regime.
- The recommended boundary is approximately 10,100 km² and includes the areas of highest ecological and cultural importance. The entire Ts'ude niline Tu'eyeta study area (approximately 15,000 km²) is protected by an interim land withdrawal until November 2015.
- In April 2013, the K'asho Got'ine Lands Corporation submitted a letter to Environment Canada requesting the establishment of Ts'ude niline Tu'eyeta as a National Wildlife Area under the *Canada Wildlife Act*. The Working Group Report formed the basis of the request.



Ts'ude niline Tu'eyeta



Ts'ude niline Tu'eyeta Vision Statement

Ts'ude niline Tu'eyeta is a beautiful and spiritual place where wildlife is abundant. It is a place where younger generations learn about their culture and history. It has provided for the people and supported the traditions and way of life of the K'asho Got'ine Dene and Métis. Ts'ude niline Tu'eyeta is a place protected from the impacts and long term effects of industrial development; where wildlife and their habitats are healthy; where Dene and Métis can hunt, fish and trap and live on the land as they have for generations; where sacred places and burial sites are preserved. The Ts'ude niline Tu'eyeta National Wildlife Area will be managed to ensure the natural and cultural values of the area are protected and preserved for the benefit of future generations.

Next Steps

- The Government of Canada is currently reviewing the proposal to establish the Ts'ude niline Tu'eyeta National Wildlife Area.

Existing third party rights are respected under the PAS. The establishment of a protected area through the PAS is subject to approval by a number of parties, including the Government of Canada.



For more information, please contact the PAS Secretariat.

Phone: 867-920-3179 Fax: 867-873-4229
Email: nwt_pas@gov.nt.ca Web: www.nwtpas.ca

ACTIVITY 9

LOOKING BACKWARD, LOOKING FORWARD

Learning Objective

Students will further develop their historical thinking skills, *Continuity and Change*, as they explore the views of political leaders and how/if their ideas evolved over time.

Time

60 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Berger, 25 Years Later	S.1.a, S.7.c,d,f,S.8.a,c	3.2, 3.3, 3.4, 3.5, 3.8, 3.9

Possible Assessment Activities

- *Berger, 25 Years Later* - handout

Preparation and Materials List

- Photocopy a class set of the Student Handout, *Berger, 25 Years Later*
- Have ready the Video: *25 Years After Berger* (CBC TV, 21:19) from the Northern Economy DVD

Making the Connection for the Teacher

Students will listen to Northern leaders, some of whose quotes they read during Activity 4: *Getting to Know the Players*. In these more modern clips, the leaders speak about the contemporary context of resource development and reflect on their roles as leaders during the time of Berger and what they think today. Ask students to think about what has changed and what has remained the same in the debate. In historical thinking language, this is called, 'Continuity and Change' and these are concepts that are important to explore with students as they develop deeper understanding of how some things that may seem to them to be from long ago have changed dramatically, and others look essentially similar to their own experience today. (See Historical Thinking Skills – <http://historicalthinking.ca>).



Stuart Hodgson (right) was Commissioner of the Northwest Territories during the time of the Berger Inquiry. Here he is speaking with former Commissioner Tony Whitford during the 20th Anniversary of the Legislative Assembly building.

Credit: Legislative Assembly of the NWT

Steps

Berger, 25 Years Later (30 min)

1. Hand out a copy of the Student Handout, *Berger, 25 Years Later*.
2. Have all students watch the video, *Berger, 25 Years Later* (21:19 min).
3. Ask students to complete their handout.

Ideas from Teachers

Stories like the one from Deline remind us why people wanted to talk to Justice Berger. I shared the story with my students. There is a documentary film called, *Village of Widows*, (which may be obtained from Lindum Films www.lidum@cogeco.ca) and tells a fuller story.

In 1930, prospectors found pitchblende radium and uranium at Great Bear Lake. The uranium ore from Great Bear Lake went to the Manhattan Project to make atomic bombs along with other uranium supplied by the Belgian Congo. Two of these bombs destroyed Hiroshima and Nagasaki. When the mine closed, a large amount of radioactive tailings were left behind at the mine site. Many people from the community were employed by the mine as ore carriers. Many people who worked with the material, and their family members, have died from cancer. Some people from Deline went to the peace ceremonies at Hiroshima in 1998 on the anniversary of the bombing. The first ore carriers of the uranium that went into the bomb met with the first people on whom the atomic bomb was dropped. As Bella Modeste put it, "We Dene people are a good people. We hope that blame won't be put on us because we had no knowledge about all that".



(<http://www.deline.ca/culture-and-community/deline-stories/uranium/>)

Sacks of pitchblende concentrate awaiting shipment at Port Radium, Echo Bay, Great Bear Lake, 1939.

Finnie/NWT Archives/N-1979-063-0801

Berger, 25 Years Later

1. According to the CBC news story, '*Berger, 25 Years Later*', what has changed since the Berger Inquiry?

2. According the CBC news story, what has stayed the same since Berger?

3. If you were to make a choice today – what would it be – to build the pipeline or not build the pipeline? Defend your position.

ACTIVITY 10

THE DILEMMA

Learning Objective

The students will take and defend a position using evidence regarding difficult choices between resource development and protection of land.

Time

90 min + homework

Curricular Link

Outcomes that should be addressed through this activity include:

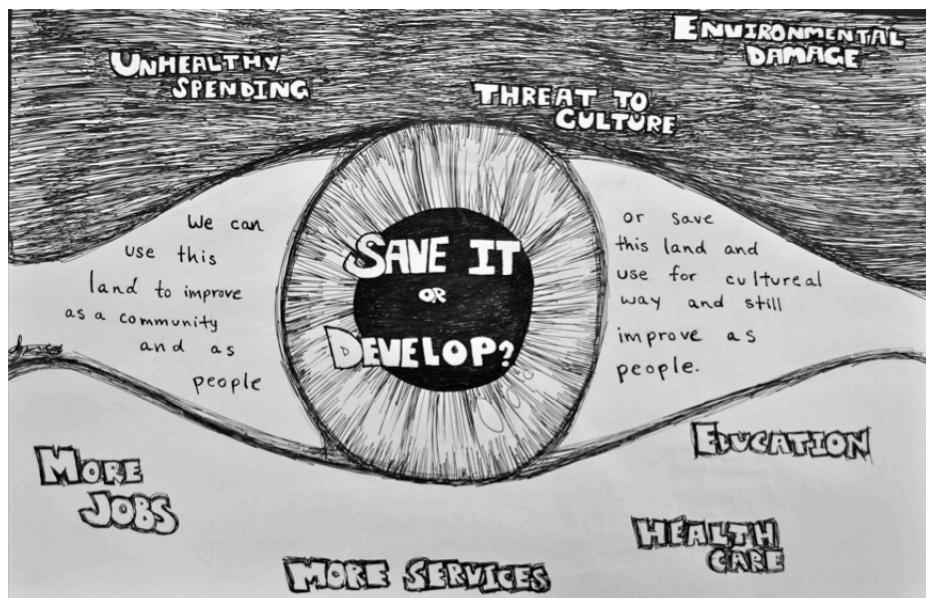
Component	Skills Outcome	Module Outcome
Differing Perspectives	S.1.a, S.7.a,b,d, S.8,f, S.9.a	3.2, 3.3, 3.6, 3.7, 3.9
Vote with Your Feet	S.1.a, S.5.a, S.7.d	3.8

Possible Assessment Activities

- Student Handout- *Differing Perspectives*
- Reflection on *Vote with Your Feet*

Preparation and Materials List

- Photocopy a class set of the handout, *Differing Perspectives*
- Have ready the audio clip, *Alestine Andre Speaks to Judge Berger* (17:34)
- Photocopy and have ready copies of the booklet, *The Land Is...* found on the DVD (or project on screen and read together as class)
- Prepare the *Vote with Your Feet* materials



Grade 10 Northern Studies' student poster representing 'The dilemma'.

Making the Connection for the Teacher

The discussions around resource development did not end with the Berger Inquiry. Many of the decisions and controversies from the 1970's are ongoing and there are many different, legitimate views that can be taken. By participating in a 'Vote with your Feet' activity, students will be asked to take a position and either defend it or perhaps be persuaded to change their mind.

Ideas from Teachers

The Vote with Your Feet worked really well when I started with the questions suggested. The girls, in particular, got mad at the idea of them not being allowed to hunt. I found I was able to move them back and forth along the line when I gave more, or fewer details. This prep work helped and the students really started having good conversations.

Northern Studies Teacher



Alestine Andre.

Tessa Macintosh

Steps

Differing Perspectives (60 min)

1. Hand out a copy of the Student Handout, *Differing Perspectives* to each student.
2. Listen to the audio clip, *Alestine Andre Speaks to Judge Berger* (17:34 min).
3. Next, hand out a copy of booklet, *The Land Is*. If you run out of the copies provided it can be viewed on the Northern Economy DVD. Ask students to complete the reflection after reviewing. When they have finished ask them to put the answer sheet to the side.

Vote with Your Feet (30 min)

1. Complete a 'Vote with your Feet' activity to facilitate discussion (see instructions provided).
2. Ask students to return to their answer from *Differing Perspectives*. If anything they've learned from the other students has changed their mind they can add to or change their response. This assignment should be handed in as an edited reflective response.

» **NOTE:** The statements are written to encourage discussion. They are purposefully designed to be a bit provocative. Some of the statements may prompt strong opinions. That's the point - we want them to be able to express what they think and to be able to defend their thinking yet be able to listen and respect what other people think, even if they disagree with them.

Differing Perspectives

You are about to use audio and print material to investigate different perspectives on developing the North's oil and gas resources. The first is an audio recording of Alestine Andre during the time of the Berger Inquiry. Alestine Andre has been a consistent voice for the protection of the land and an advocate for Aboriginal control of resources.

The second resource you will investigate is a publication by the Canadian Association of Petroleum Producers called, 'The Land Is...' This resource gives several Northerners the chance to talk about their hopes around oil and gas resource development today.

1. After reading the booklet and listening to Alestine Andre, summarize the similarities and differences of the perspectives shared.
2. Which speaker(s) do you most agree with and why? In your response to this question share some of your own thoughts about what the land means to you.

Vote with Your Feet

Goal

Students will articulate where they stand on different issues in regards to resource development and land protection.

Materials

- List of statements

Procedure

1. Clear the desks and tables away from the centre of the room. Tape a piece of masking tape or other tape to the floor that is approximately 5 m -8 m long. At one end of the tape put a number 1 on the floor (can use masking tape, taped to the floor to write the numbers). At the other end of the tape line put a number 10.
2. Tell the students that you are going to read out a statement and they need to stand on the tape approximately where they stand on the issue. For example, if they 100% agree with the statement, they would go stand on number 10. If they completely disagree with the statement, they would go stand at the number 1. If they agree or disagree but less strongly and can see room for other opinions they can stand somewhere else along the line. If statements start with, "to what extent", 10 means to the full extent and 1 means not at all.
3. Read out the first statement. Ask students to stand on the line depending on what they think of the issue.
4. Either facilitate a discussion on where they are standing and ask them why, or just go on to the next statement and discuss afterwards. Sometimes students will move the second time around after they hear other people's opinions. They should be encouraged to do so.
5. Start with questions that don't have anything to do with resource development so that they understand what they are supposed to do. For example, to get them started ask...
 - ~ 'Girls should never be allowed to hunt'....or something like that ...just to get a reaction out of them.
 - ~ 'Schools should be able to make rules about what students wear' ...most likely they will all quickly move down to the 1.
 - ~ 'The government should be able to control what you eat'.... Most will likely still all disagree.
 - ~ 'The government should be able to control where people smoke'.... Some might disagree but many will agree that no smoking rules are important – they move to the spot on the line that corresponds to how strongly they support or oppose the statement.
 - ~ 'The government should be able to enforce people wearing seat-belts, helmets etc'.... Again, there might be some controversy.
 - ~ 'Many northern people are overweight and the GNWT spends a vast amount of money on health issues.... Go back to the 'government should be able to control what you eat' statement'.... See if anyone now thinks that there might be room for laws here. It's interesting to note that when this has been done many people will start to think about the role of government and laws in controlling behaviour.

Try and refine the statements to get them to move back and forth along the line once they have more information. These are just examples of what you might ask them.

1. It is important to have meaningful work and good paying jobs.
2. Large scale industrial developments can be created to work in harmony with the natural world.
3. Today development is done very environmentally so there is no need to worry. We should open up all lands in the NWT for development.
4. Some damage to the environment/lands is expected and worth the risk so we should open up all lands in the NWT for development.
5. All benefits from industrial development should be kept for the nearest community in the NWT.
6. All benefits from industrial development should be shared amongst all residents of the NWT.
7. Industrial development anywhere in Canada should benefit all Canadians.
8. Aboriginal ownership is essential in industrial development in the NWT.
9. Aboriginal involvement is essential in industrial development in the NWT.
10. Sustainability should be the most important consideration in development.
11. People were happier and healthier in the past.
12. People will be happier and healthier in the future.
13. Only Aboriginal governments should be allowed to determine which development projects can go forward in the NWT.
14. Only the Territorial Government should be allowed to determine which development projects can go forward in the NWT.
15. Only the Federal Government should be allowed to determine which development projects can go forward in the NWT.
16. Big companies like, Imperial Oil and Diavik, work hard to make sure they improve the lives of Northern people.
17. Life would have been better in the North if the Berger Inquiry had allowed the pipeline to be built.
18. People today do not spend enough time on the land.
19. More industry would mean the end of the NWT as we know it.
20. We should all go back to living on the land.

Add others as you see fit...

ASSESSMENT

Learning Objective

Students will summarize their learning from the teacher-led inquiry by answering the essential question, *To what extent did the Berger Inquiry change the North?*

Time

60 min

Curricular Link

Outcomes that should be addressed through this activity include:

Component	Skills Outcome	Module Outcome
Summative Assessment	S.5 a,f, S.7.e, S.8.h	3.1,3,4,5,6,7,9

Preparation and Materials List

- Photocopy a class set of the handout - *Summative Assessment*
- Have ready the video, *Thunder in Our Voices* (30min)

Possible Assessment Activities

- Student Handout - *Summative Assessment*

Making the Connection for the Teacher

Take time to develop the rubric with your students so that they know what you're looking for in the reflective response to the question, *'To what extent did the Berger Inquiry change the North?'* In their answer, they should bring in their learning from each of the 10 activities. They may choose to write a letter, essay, speech or other form of communication as long as they are demonstrating their learning. Ideally you shared this summative assessment with them early on in the module so that they are now prepared to synthesize everything in one class period.



Former premiers during the celebration of the 20th Anniversary of the Legislative Assembly, several of whom became politically active during the Berger Inquiry.

Credit: NWT Legislative Assembly

Steps

1. Decide if students are completing this summative assessment as a test or if the assessment options could include a photo essay, documentary video, newspaper advertisement, poster, PowerPoint or other method. If it is project based decide if peer and teacher edits are permissible.
2. If it is a test you'll need to also decide if they are allowed support materials such as notes they've taken in class or if they need to complete the test without supports.
3. No matter which method of assessment, provide time for students to prepare and ensure they know ahead of time what the expectations are and how much time they are allotted.
4. Hand out copies of the Student Handout, *Summative Assessment*.
5. Have all students watch the video *Thunder in Our Voices* (30min).

SUMMATIVE ASSESSMENT

In this module, you have completed many activities and heard many 'voices' dealing with the Berger Inquiry. You have 'met' many of the Northerners who listened to and responded to Justice Berger.

Answer the following question; *to what extent did the Berger Inquiry change the North?*

Select one of the following formats:

- A letter to your grandchildren, or
- A speech you would have said to Justice Berger at a hearing in 1974, or
- A letter to Justice Berger today, or
- A newspaper article.

Think about everything you learned in this entire module as you write your assignment.

Consider the following:

- How did the Berger inquiry develop a "level playing field"?
- Who spoke at the Berger Inquiry and what did they say? Include all viewpoints.
- How did the inquiry change Canada's approach to media and broadcasting?
- What recommendations did Justice Berger make in his report? What was the most important?
- How did those recommendations impact the North then and how do those recommendations impact the North now? Consider what has been achieved since the Berger Inquiry.
- What impact did learning about the Berger Inquiry have on you?