# Background Support

* Aboriginal peoples have traditionally seen themselves as just one part of Creation and believe that they are responsible for ensuring the continuation of all that is. There are Aboriginal teachings that suggest people need to make decisions with future generations in mind, such as the seventh generation teachings of the Anishnaabe. In this light, the people of Kitchenuhmaykoosib Inninuwug (KI) see themselves as stewards of the land in their territory. Although the land in question is provincial crown land, Aboriginal nations were treatied with the understanding that they would have access to crown land for the continuation of their traditional lifestyle which, in this case, includes hunting, trapping, and fishing.
* The KI reserve, on Big Trout Lake in northwestern Ontario, is part of Treaty 9, which was established in 1905. Members of the KI community signed in 1929.

More information on this treaty and the signatory nations can be found online at  http://www.ainc-inac.gc.ca/eng/1100100028859  http://www.pathoftheelders.com/history

# Before

Make a list of things that you would fight to protect. Explain briefly why these things are worth fighting for.

* If students seem to be having trouble thinking of things, brainstorm as a class to get them started. After brainstorming, students could record their own lists. They could explain in a paragraph or discuss in small groups why the things are worth fighting to protect.
* Teachers could extend students' thinking by asking them to think of the various ways people can fight to protect the things they value. What would they be prepared to do to fight for the things on their list? Would they ever break the law? Why or why not?

# During

1. As you read these two selections, think about what else you would like to know about Kitchenuhmaykoosib Inninuwug (Kl), the govemment, and the mining company, Platinex.

* Have students jot down the questions that arise as they read each selection.
* Create a list of questions as a class, and allow students to answer one another's questions as much as possible. Are there any questions that they cannot answer based on the selections? Students may wish to research additional information to answer these questions.

2, As you read these selections, create a timeline ofthe events in the conflict between the leaders of Kl and Platinex.

* When students are finished, ask them which selection made it easier to create a timeline. Why?
* How did creating the timelines help them understand the selections?

Selection Support: Protect Our Land: A Youth... MHR Custom 185