EDUCATION OUTDOORS NORTHERN ONTARIO

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BY

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Outdoor Education

The rationale behind education outdoors is the possible syntheses between academic performance and a definite cultural millieu:

The major criteria which can act as catalytic agents in achieving this synthesis would be as follows:

a) appreciation of the physical setting of the cultural grouping.

b) functioning within this physical setting so that a supportive life style can be continued or begin to evolve.

c) achieving those skills which are a natural expectation of a traditional hunting/fishing culture.

d) introduction of primarily academic skills which will allow for an analysis of the environment and therefore allow for the continuation of a balanced environment.

e) retain the aesthetic values of the physical setting so that the attitudinal values of the traditional culture/religion is maintained.

f) provide the student with those skills which will provide him with a viable choice as to the possibility of a meaningful life-style based on a combination of "bush" and academic skills.

ᒥᓂ·ᑕ ᐊᓐ ᑭᐢᑭᓂᐊᒪᑐ·ᐃᑲᒥᑯᑊ
ᐱᑕᐯᑯᑊ

·ᐊᓐ·ᐃᑎᒥᑊ ᑭᐢᑭᓂᐊᒪᕿ·ᐃᐣ

ᕿ·ᑲᐣ ᑲ ᐅᒋ ᑭᐢᑭᓂᐊᒪᑲᑲσ·ᐊᑊ ·ᐊᓐ·ᐃᑎᒥᑊ ᐃᑌᕿ ᕿ·ᑲᓐ, ᐁᐅ·ᑲσᒪ ᑭᒋ ᑭ

ᐃᑭᑊ ᑭᒋ ᑭᑐᒋᑲᑌᑭᑦᐣ ᑭᒋ ·ᐃᒋᑕσ·ᐊᑊ ᐃσσ·ᐃᐱᒪᑎᓯ·ᐃᐣ× ᑭᒋ ᐊᓯᒋᑦσᑊ

ᑭᐢᑭᓂᐊᒪᕿ·ᐃσᑊ×

ᐊσᐃ ᒪᑲ ᕿ·ᑲᓐ ᑲ σᑲᓄσᑕ·ᑲᑭ ᕿ ᐅᒋ ·ᐃᒋᑕσ·ᐊᑊ ᐅᒪ ᒥᓯ·ᐁ ᑲ ᐃᔨᓐ·ᑲᑊ

ᐅᑕ ᒪᓯᓐᐃᑲᑌ·ᐊ×

1) ᑭᒋ ᑭᔨᔭ·ᐁᐣᒋᑲᑌᑭᑦᐣ ᐁ ᓐᓐᕿσᒧᓐᓂσ·ᐊᑊ ᐁ ·ᐊᓐᐢᑕσ·ᐊᑭ ᐅᐅ ᐃσσ·ᐃ

ᑐᑕᒧ·ᐃᓐ×

2) ᑭᒋ ᑭ ᐃᐢᑦσᑊ ᒪᑲ ᑲ ᐃᔨ·ᐊᓐᐢᑕσ·ᐊᑊ ᑭᒋ ᐅᒋ ·ᐃᒋᐃᑯᓐσ·ᐊᑊ ᐱᒪᑎ
ᓯ·ᐃσᑊ ᑭᒋ ᐊᑎ ᑕᔨᓄᑦσᑊ ᓄᐢᑕ ᑕᔨᓄ ᒋ ᐊᑎ ᒥᓂᑦσᑊ

3) ᑭᒋ ᐅᒋ ᓀᑭᑦσᒋᑊ ᐊ·ᐊᔨᔭᑊ ᐅᒪ ᑭᒋ ᐃᔨᓀᐃᒋᑊ ᑲ ᐃᔨ ᓀᑕ·ᐁσᑕ·ᑲᑊ
ᐁ ·ᐊσᐃᑲσ·ᐊᑊ ᓄᐢᑕ ᐱᑯ ᐁ σᑦᐸᐃᐟ ᓀᒣᐢ×

4) ᑭᒋ ᑭᑐᒋᑲᑌᑊ ᒪᑲ ᐅᒪ ᑭᐢᑭᓂᐊᒪᕿ·ᐃᐣ ᐊ·ᐊᔨᵕ ᑭᒋ ·ᐃᒋᐃᐟ ᑭᒋᐊᑎ ᐱᒪ
ᑎᓯ·ᐊᕿᐟ ᐅᐟᐃσσ·ᐃ ᐱᒪᑎᓯ·ᐃᐣ ·ᒣᒋ ᐊᐣᑕ ᑲ ᐃᔨ ᐃᑕᐟ σᔨᑲᕻ ᑭᒋ ᐊᑎ
ᑭᐢᕿᐣᑕᑊ ᐱσᵕ ᐁ ᐅᑎᑕᑊ ᑭᒋ ᑕᑯᓀᑊ ᐅᐟᐃσσ·ᐃᐱᒪᑎᓯ·ᐃᐣ×

5) ᑭᒋ ᐅᒋ ᒥᒥᒥσᑲᑌᑊ ᐅᒪ ᑲ ᒥ·ᓀᔨᑊ ᓄᐢᑕ ᑲ ᑭᐢᑌσᑕ·ᑲᑊ ᐃ σσ·ᐃ ᐱᒪᑎ
ᓯ·ᐃᐣ ᐁ ᐊᓯᒋᑦσᑊ ᐊᐅᒥᐁ·ᐃᐣ×

6) ᐅᒪ ᑭᒋ ᐃᔨ ·ᐃᒋᐃᐟ ᐊ·ᐊᔨᵕ ᑲ ᑭᐢᑭᓂᐊᒪᓯᐟ, ᑭᒋ ᐅᒋ ·ᐃᒋᐃᑯᐟ ᑭᒋ ᑭ
ᐢᑫσᑕᑊ ᐁ ᐃᔨᓀ·ᑲσσᑊ ᑭᒋ ᑕᑯᓀᑊ ᐅᐟᐃσσ·ᐊᑎᓯ·ᐃᐣ ᓄᐢᑕ ᒪᑲ ᐊᔨᕻ ᑭᒋ ·
·ᐃᒋᐃᐟ ᐊσᐃ ᕿ·ᑲᓐ ᑲ ᑭᐢᑭᓂᐊᒪᐟ ᐱᒋ ᑭᐢᑭᓂᐊᒪᑐ·ᐃᑲᒥᑯᑊ×

Trapping

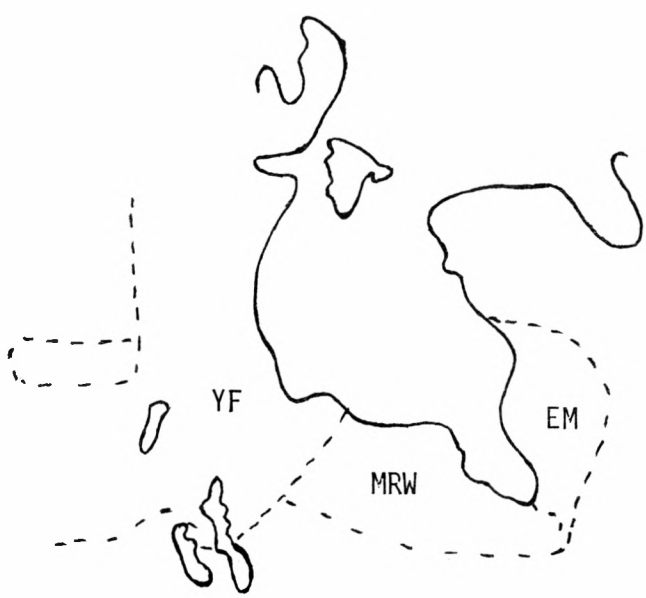
Historical Background

With the coming of the Europeans in the fifteenth century, Indian lifestyles were dramatically changed to meet the new mutual economic expectations.

Prior to this time the Indian had fashioned his utensils from stone, wood, and hide combinations. However, with the coming of the French colonists he was introduced to steel tools. At first a luxury. Later a basic necessity. The need for the various trade items changed the lifestyles of the northern tribes to meet the new demands.

The bands at this point had no alternative but to begin trapping for fur rather than hunting for food. This would of course lead to radical cultural change.

Fur Designations



E.M
Beaver
Marten

MRW
Beaver
Marten
Muskrat
Lynx
Fisher

YF Designations
Badger
Beaver

ᐅᑕᓐᓄ ᑲ ᐃᑕᑐᒋᑲᑌᓄ

ᓂᐢᑕᑉ ᑲ ᐯᒋ ᑕᑯᔪᓇ·ᐊᑯᐸᓀ ᐊᑲᒥ ᑭᒋᑲᒥ·ᐃ ᒪᐣᑌ·ᐊᓄ ᓂᐅᓇᔭ·ᐸ ᒥᑕᑐᒥᑕᓀ
ᐁᐱᐳᓀᑲᓄ , ᐃᓂᓂ·ᐃ ᐱᒪᑎᓗ·ᐃ ᐊᐃᑐᑕᒧ·ᐃᓀ ᑭ ᐊᑎ ᐊᒋᐸᓂ·ᐊ, ᐁᐊᐅᔪᑌ ᒪᓀᒋᒋ
ᒋᑲᓂ·ᐊᓄ ᑭᒋ ᐅᑭᒪᓄ ᐃᑌ9᙭
·ᐁᐯᑲᐦ ·ᐃᓀ ᐃᔪ ᐅᑕᓀᓄ ᐊᓂᒪ ᐃᓂᓂ·ᐊᓄ ᐅᔪᑕᒪᓗᐸᓂᓄ ᑎᐱᓀ·ᐁ ᐅᐟᐊᐸᒋᑕ·ᐃᓂ·ᐊ·ᐊ
ᐊᓗᓂᐅ ᐁ ᐊᐸᒋᐊᒋᓄ ᒥᐢᑎᑯᓂᑭ ᓂᐢᑕ ᒪᑲ ·ᐊᐅᓂᑭᑭᓂ᙭ ᐁᑯ ᒪᑲ ᑲ ᐯᒋ ᑕᑯᔪᓇ·ᐊᑯ
ᐸᓂ ᓂᐢᑕᑉ ᐅᐱᐢᑎ·ᑫᐅ·ᐊᓄ ᑭ·ᐯᑕ·ᐊᓄ ᐱ·ᐊᐱᐢᑯ ᑫ·ᑲᓀ᙭ ᐅᐯᑲᐦ ·ᐃ ᑲ ᐯᑕ·ᐊᑯ
ᐸᓂ ᒪ·ᐊᐧ ᑲ ᒥ·ᓀᔪᓂᓂᑭ ᑐ·ᐊ᙭᙭ ᑭᐯ·ᑲ ᒪᑲ ᐊᓂᒪ ᓀᑫ ·ᒣᒋ ᐱᑯ ᑲ ᓀᑕ·ᐁᐟᑕ·ᑲ
ᓂᓂᑭ᙭
ᐁᑯ ᒪᑲ ᐅᒪ ᑲᑭ ᐊᐅᑕᒥᑐᓀᓂ·ᐊᓄ ᑭᑐᑕᑯ·ᐊᓄ ᐃᓂᓂ·ᐊᓄ ᒥ ᐊᒋᐸᓂᓂᓄ ᐅ ᐱᒪᑎᓗ·ᐃ
ᓂ·ᐊᐤ , ᐅᑌ ᑭ·ᐁᑎᔭᓄ ᑭ ᓀᑭᐯᑲ·ᒪᓄ ᐅᐅ ᑫ·ᑲᓀ᙭
ᐁᑯ ᒪᑲ ᑲ ᐅᑭᒪᑲᓂ·ᐃᒋᓄ ᒧᓀ ·ᐊᐸᐯ ᐅᒋ ᐃᔪ ᒥᓂᑯ·ᐊᓄ ᑭᒋ ·ᐊ·ᐁᓀᐸᑕᑭᓄ ᑕᓂ
·ᐁᓂᐤ ᑫ ·ᐃᒋᐃᑯ·ᐊᐟᐸᔪ᙭
ᐱᑯ ᒪᑲ ᑭ ᐊᑎ ·ᐊ·ᐊᓂᐃᑫ·ᐊᓄ ᐁ ᓀᓀᑕ·ᐁᔪᒋᑫᒋᓄ ᐃᐟᐱ- ·ᐃᓀ ᑭᒋ ᓀᓀᑕᒥᓀᐅᒋᓄ᙭
·ᑲᓂ ᒪᑲ ᐅᒪ ᑲᑭ ᐅᒋ ᐃᑭᓄ ᑭᒋ ᐊᑎ ᐱᑐᔪᓀ·ᑲᓂᓂᐤ ᐅ ᐱᒪᑎᓗ·ᐃᓂ·ᐊᐤ᙭

ᐊᓯ·ᐃᔪ ᐁᔪ ᐊᐃᑕ·ᑲᓄ

Fur Distribution

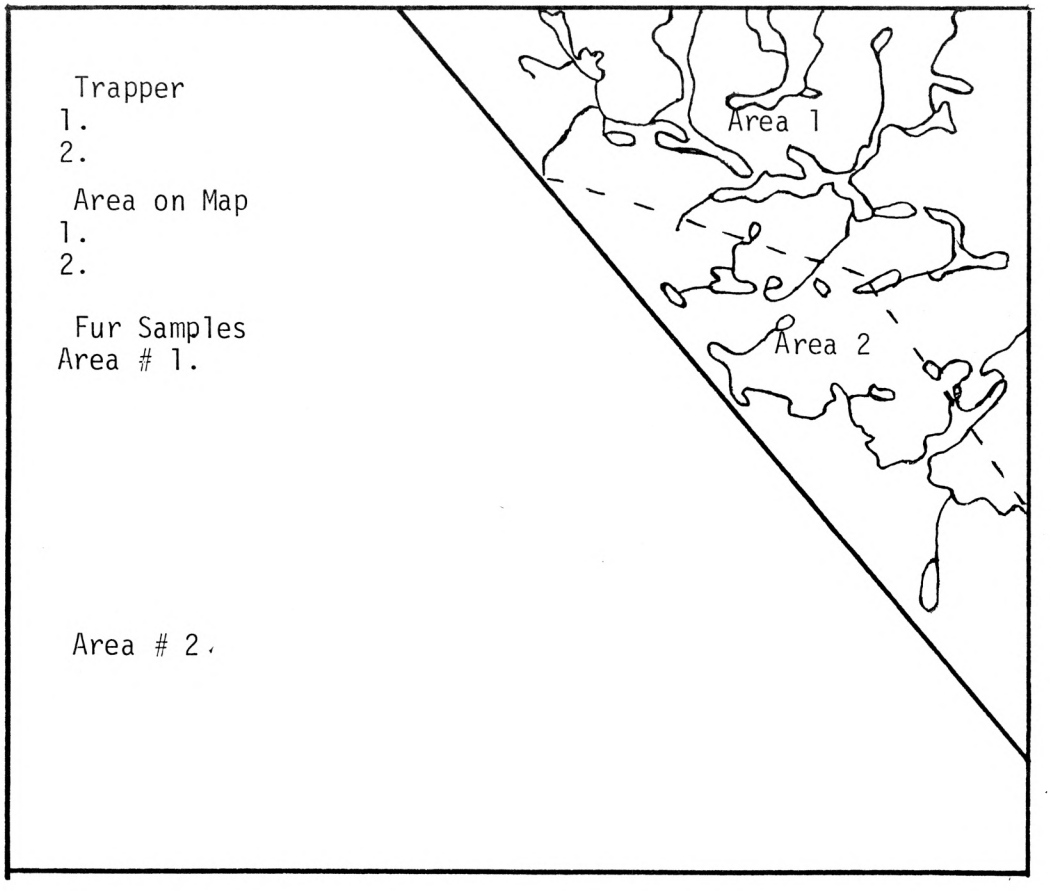
To check the accuracy of the preceding Hudson Bay distribution chart, ask five trappers in the area where:

a) their trap lines are located on this map.

b) the types of furs most commonly found in these areas.

Area Map # 1

This section is due north of the Ghost River in designation YF



area designation is south of the Albany River. S.W. of Sand Cherry I. and Blackbear I.

Map Reference: Ghost River
42 - O
Edition 1

ᐊᓐᑭ ᑲ ᐃᔨ ᓴᒥᓂ·ᐊᓂ·ᐊᑦ ᐊᓯ·ᐃᒃ ᐅᒪ

ᑭᒋ ᓇᓗᑕ·ᐊᐸᒥᑲᑌᑦ ·ᒣᒋ ᑕᒃᑕ ᐊ ᐟᓕᒃᐯ ᓚᑎᓇᓚᕐᓂ ᐊᓐᑭᐃᐅ ᐊᓐᑭ·ᐊᓕᓇ
ᐃᑲᓂᑦ ᐅᓚ ᑲ ᓚᓕᓇᑌᑦ×

ᑲ·ᕐᒋᒥᑦ ᓂᐳᓇᒃ ᐅ ·ᐊᓂᐃᕐᓕ·ᐊᑦ×

1) ᐅ·ᐊᓂᐃᕐ·ᐊᐓᑭ·ᐊ° ᐅᑕ ᓚᓕᓇᐃᑲᑌᓂ°

2) ᕐᑯ ᐊᐸ·ᐃᓂᓂ° ᓚ·ᐊ- ᓚᔨᑲᓂᓂ·ᕐ ᐊᒃᑕ

3)
ᐊᒃᑕ ᑲ ᐃᔨ ·ᐊᓂᐃᑲᓂ·ᐊᑦ 1 ᑲ ᐃᑕᓕᓇᑌᑦ ᑲᓇ·ᐊᐸᑕ

ᐁᑯᑕᓂ ᐅᓚ ᑲᓚᓕᓇᑌᑦ ᑭ·ᐁᑎᓄᑦ ᐃᑌᕐᑲᐟ ᒋᐸᐃᓕᐱᑦ

ᑲ·ᐊᓂᐃᕐᐟ
1-
2-

ᐅᓚ ·ᐊᓂᐃᕐ·ᐊᐓᑭ
1-
2-
ᐯᐸᐓᑭ ᑲ ᐃᔨ ·ᐊᓂᐃᑲᓂ·ᐊᑦ
ᐅᓚ ᐸᐓᑭ 1 ᑲ ᐃᑕᓕᓇᑌᑦ

ᑯᑕᑦ ᐸᐓᑭ 2 ᑲ ᐃᑕᓕᓇᑌᑦ

ᑫ_ᐃᔨ_ᒪᓯᓇᐃᑲᑌᒃ

ᐊᓂᑭ•ᐊᓯᓇᐃᑲᓂᒃ_ᐁᒪᒪ•ᐊᑭᑕᓯᓇᓂ•ᐊᒃ:

ᑫ ᑐᒋᑲᑌᒃ: ᐁ ᐊᕮᒋᑕᓴᐣ ᐊᑭᑕᓯ•ᐃ ᐊᐸᒋᑕ•ᐃᓇ ᐁ ᑕᑎᐸᓂ•ᑲᐊᒪᐣ×

12 ᒪᑲ ᑕᙳᙆ ᐃᓂᐸᓂᑫ ᑭ′ ᐊᑭᑕᓯ•ᐃᐣ ᐯᒪ•ᐊᓯᓇᐊ ᐊᑭᑕᓯ•ᐃᐣ 1 ᐁ ᐊᐸᒋᑕᓴᐣ

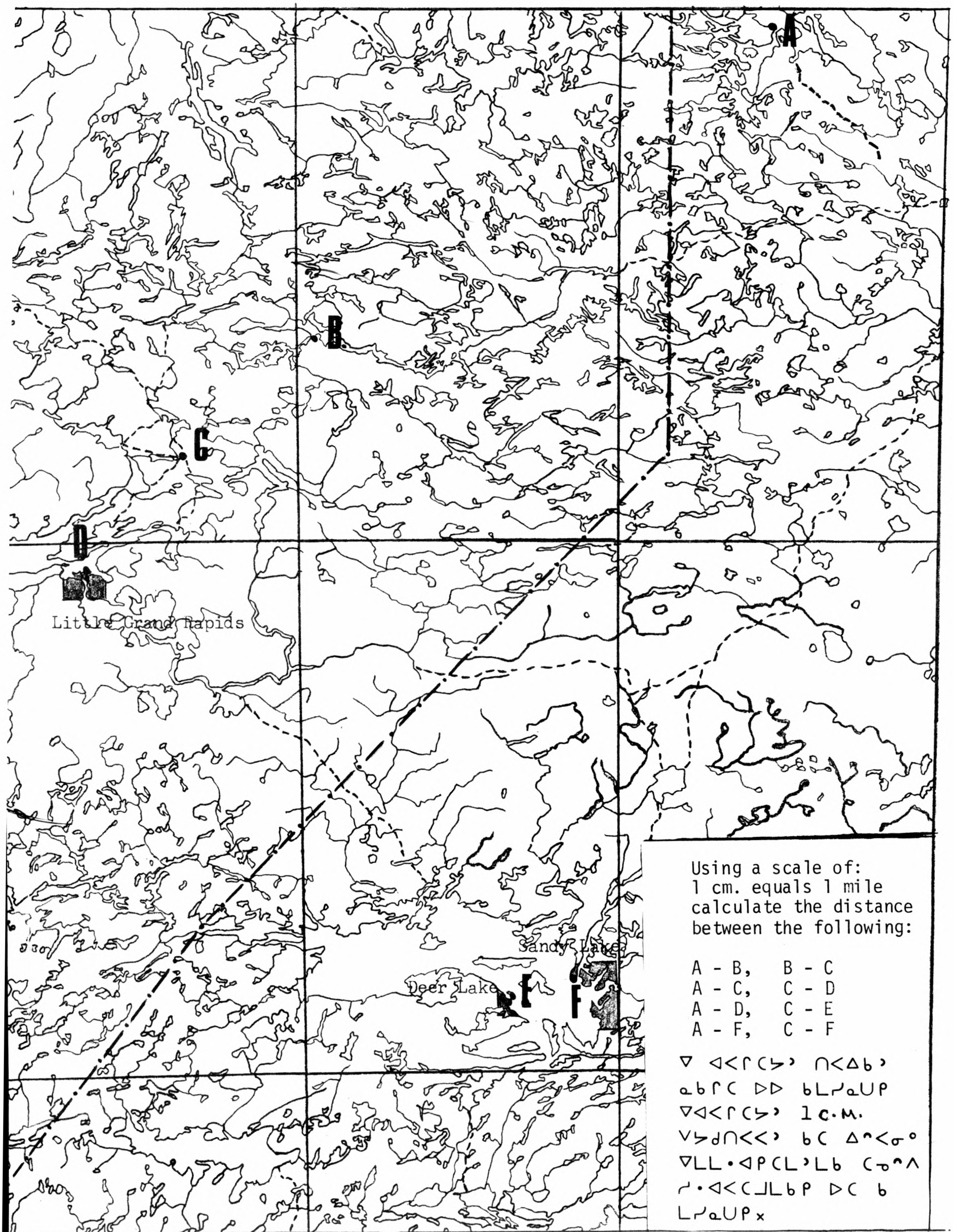
ᒋᑭ ᒥᓄᐸᓂᒃ ᓇᖏ•ᑫ•ᐊᔨ•ᑕ•ᐃᐣ 12 ᑎᐸᐸᐣ ᒋᑭ ᐃᔨ ᓇᖏ•ᑫ•ᐊᔨ•ᑕᐸᓂᒃ

Work Sheet

Map Distance calculations:

Formula: Use your compass or straight edge to find the number of centimetres from point a - b. Let us assume that the length is 12 cm. now simply multiply by 1 to come up with an answer of 12 miles.

Eastern Manitoba and North Western Ontario



Using a scale of:
1 cm. equals 1 mile
calculate the distance
between the following:

A - B, B - C
A - C, C - D
A - D, C - E
A - F, C - F

ᐁ ᐊᐸᒋᑕᔭᐣ ᑎᐸᐃᑲᐣ
ᓇᑲᒋᑕ ᐅᐅ ᑲᒪᓯᓇᑌᑭ
ᐁᐊᐸᒋᑕᔭᐣ 1c.m.
ᐯᔭᑯᑎᐸᐸᐣ ᑲᑕ ᐃᐢᐸᓂᐤ
ᐁᒪᒪᐧᐊᑭᑕᒪᐣᒪᑲ ᑕᓄᐢᐱ
ᓯᐧᐊᐸᑕᒧᒪᑲᑭ ᐅᑕ ᑲ
ᒪᓯᓇᑌᑭx

ᐅᑌ ᑭ·ᐁᑎᓄᐠ ᑭᐢᑭᓄᐊᒪᑫ·ᐃᐣ ᓇᑕ·ᐁᓂᑕ·ᑲᐣ ᑭᒋ ᑭᐢᑫᓂᑕᒧᐃᐟ ᐊ·ᐊᔑᐡ ᑭᒋ ᓇᐃ·ᐊᑫᐟ ᐁ ᐊᐃᑐᑕᒪᓯᐟ ᑲ ᑐᒋᑲᑌᓂᐠ ᐁ ᐱᒪᑎᓯᓇᓂ·ᐊᓂᓂᐠ ᑭᒋ ᑭ ᐅᒋ ᐱᒪᒋᐃᑎᓯᐟ, ᐊᓂᐃ ᑫ·ᑲᓇ ᐅᑕᓇᐠ ᑲᑭ ᐯᒋ ᑐᒋᑲᑌᓂᑭ: ᐁ·ᐊᓂᐃᑲᓂ·ᐊᐠ ᐁᐣᑕᒥ ᓇᐅᓇᓂ·ᐊᐠ ᓃᐢᑕ ᒪᑲ ᐁ ᒪᓄᑲᓯᓇᓂ·ᐊᐠx ᐅᐅ ᒪᑲ ᑭ ᒪᓯᓇᐃᑲᑌ·ᐊ ᑭᒋ ·ᐃᒋᐃᒋᐠ ᐊ·ᐊᔑᔕᐠ ᓂ·ᔕᐢ ᓃᐢᑕ ᓂᔭᓇᓃᐤ ᑲ ᑭᐢᑭᓄᐊᒪᓯᒋᐠx ᑲᑕ ᒥᓃ·ᐊᐠ ᐢᑯᐪ ·ᑲᒥᑎ ᑲ ᐃᑕᒋᐠ ᐅᑭᒪᑲᓇᐠ ᓃᐢᑕ ᐅᑭᒫᑲᓂᔑᔕᐠ, ᑲ ᐃᔑ ᑭᐢᑫᓂᑕᑭᐠ ᑫ ᐅᒋ ·ᐃᒋᐃᑯᓂᐢᐸᐣ ᐅᐅ ᑲᑎ ᐱᒪᑎᓯᓂᒋ ᒥᓇ ᑭᒋ ᐊᑎ ᓄᑯᑕᓂ·ᐊᐠ ᐅᒪ ᑲᔭᐡ ᐃᑐᑕᒧ·ᐃᐣ ᑲ ᑐᒋᑲᑌᑭᐸᐣ ᐁ ᐱᒪᒋᐅᓇᓂ·ᐊᐠx

·ᐊᓂᐃᑫ·ᐃᐣ

ᓇᓇᑕᒥᓇᐅ·ᐃᐣ

Northern Education should take into account those skills which will enable the student to create for himself a viable lifestyle based on those traditional skills; hunting, trapping and providing a basic shelter. The following outline is aimed at students in grades seven and eight. With the co-operation of the local school committee and band council, experienced personnel can be found who can impart to the young these vanishing skills.

Trapping

Hunting

Shelter Construction

ᑫᑐᒋᑲᑌᐠ 2 ᑲ ᐃᑕᓯᓇᑌᐠ

ᐁ ᑭᑲᐧᑫᒋᒪᐟ ᑲ ᐅᑭᒪᐧᐃᐟ ᑲ ᐅᑎᓂᑫᐟ ᐊᔨᐧᐃᓂᓴ; ᐊᓴᐃ ᑲ ᑲᐦᑭᑕᐣ ᑭᒋ
ᑎᑲᑯ ᐧᐃᑕᒪᐣ ᑕᓄᔑᓇᐧᑲᐠ ᐊᔨᐧᐃᐣ ᑲ ᐸᑭᑎᓂᑲᑌᐠ ᓇᓇᑲᐤ ᐁ ᐃᔑ ᐅᑎᓯᐧᐊᑲᓂᐧᐊᐠ

ᐁᑯ ᒪᑲ ᒪᓯᓇᐊ ᐅᐅ ᑫᐧᑲᓇ ᑫ ᑎᑕᑭᑌᐠ ᐊᔨᐧᐃᐣ ᐊᒥᐢᐧᑲᔭᐣ ᐅᑎ᙮

1.

2.

3.

4.

5.

6.

ᐸᔭᑌ ᐧᐃᑕ ᒪᑲ ᐅᐅ ᑲᑎ ᓂᐱᑌᓯᓇᑌᑭ

1. ᒪᐧᐊᐨ ᑲ ᐊᑭᓯᐟ
2. ᑲ ᒥᐡᑭᓯᐟ
3. ᑲ ᐊᔑᐦᑫᑭᓯᐟ

ᒪᓯᓇᐊ ᐧᒣᒋ ᑲ ᐃᑕᑭᒥᐟ ᐅᑕ ᐁ ᒥᓄᔑᔑᐟᐧᐊᔭᐣ

1. ᐊᒥᐢᐠ

2. ᐧᐊᐱᐢᑕᐣ

3. ᓴᐧᑫᔑᐤ

4. ᒪᑫᔑᐤ

5. ᐱᔑᐤ

6. ᒪᐢᐧᑲᔭᐣ

Assignment # 2

After conversation with the Hudson Bay manager, you should be able to explain in detail some relevant factors which relate to the pricing of a pelt.

Indicate the steps you would take to price a beaver pelt.

a)

b)

c)

d)

e)

f)

Explain the following terms:

a) prime pelt

b) blanket size beaver

c) raw-hide

Give the local prices for prime pelts of:

a) Beaver

b) Marten

c) Mink

d) Fox

e) Lynx

f) Bear

ᑫᑐᒋᑲᑌᐠ ᒣ ᑲ ᐃᑕᓯᓇᑌᐠ

ᑭᒋ ᑭᐡᐳᓇᑕᔭᐣ ᐅᒪ ᑲᑭ ᐧᐊᐸᑕᒪᐣ ᑲᐧᑫᒋᒥᐠ ᑭᑲᐧᐃ ᓀᐢᑕ ᐱᑯ ᑯᑯᐦ

ᐁ ᐃᓂᓂᐧᐊᓯᓇᐃᑫᔭᐣ ᒪᑲ ᒪᓯᓇᐊ ᓀᐢᑕ ᐊᔑ- ᐁ ᐧᐁᒥᐢᑎᑯᔑᒧᒪᑲᐠ ᒋ ᒪᓯᓇᐊᒪᐣ

ᐁ ᑐᒋᑲᑌᐠ ᐁ ᐸᑯᓂᐟ ᐊᒥᐢᐠ ᐁ ᔑᑭᐱᒋᑲᓂᐧᐊᐠ ᓀᐢᑕ ᐁ ᐸᐩᑭᓇᑯᐃᐟ ᐧᐊᔭᐣ᙮

ᓀᐢᑕ ᐧᐃᑕ ᑫᐧᑲᓇ ᐧᒣᒋ ᐁᔭᐸᑕᑭ ᐧᒣᒋ ᐧᑕᒋᑲᑌᐠ᙮

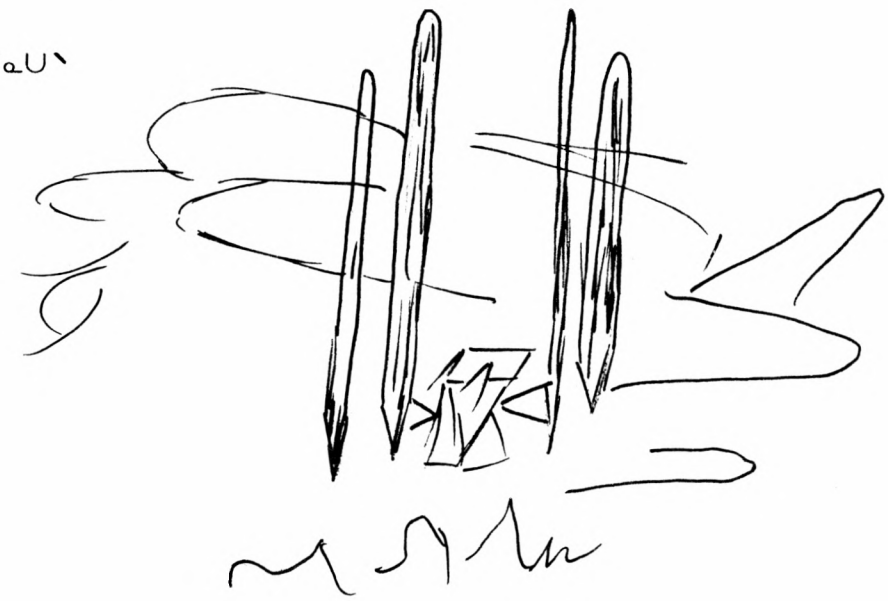
Assignment # 1

To complete this assignment you may have to talk at some length to either your mother and/or grandmother.

Explain in Syllabics and in English exactly how a beaver is skinned, stretched and cleaned. Indicate clearly the tools and methods used.

·◁σΔb› ∇ C^Cσ·◁ᐧ

1 b ΔC⌐aUᐧ



1 b ΔC⌐aUᐧ : ▷L ·Δa σ^Cᑉ ·◁<∩σ·◁σ·◁› L^d·◁σΔb› Vᐳᐧ ⊃·Δb b ΔʃQ·bᐧ ·◁σΔb› b PΔʃ ·Δ<^dσbσ·◁ᐧ ∇◁^Uᐧ , ∇d Lb ·◁a·Δ ∩Γᐧ bVrCCbᐧ ◁Γ^d·Δ^∩ Δʃ ◁^U°×

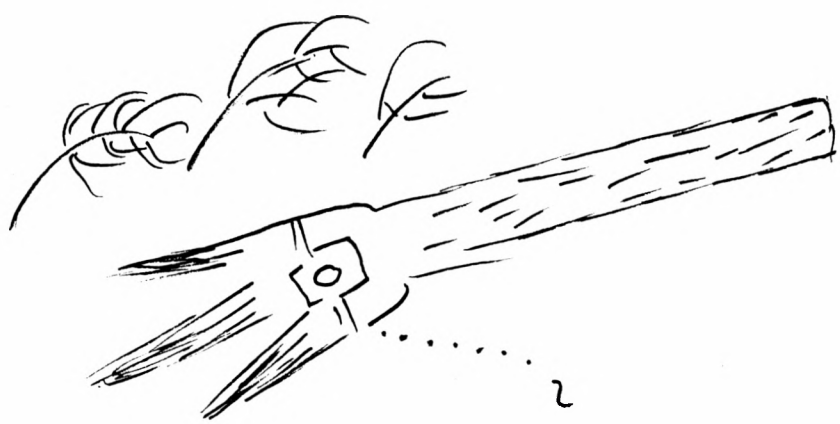
Δ·CΔ9∩C ▷▷

1· L^bΓΔ
2· ◁ʃᵕP
3· σ∧

2 b ΔC⌐aUᐧ Γa ▷L ·◁<∩σ·◁σ·◁› dCᐧ ५b^·bΔb› , ∧⊃ʃa·b›
▷ᓄΔC Δσσ·◁ᐧ ·CCPᐧ
ΔC∧a·b› C∧ᵕd- dCᐧ ५b^·bΔba∩ᐧ Δᵕ∧Γᐧ

Δ·CΔ9∩C C›C 9 ▷r ५b^·b◁L› ·◁σΔb›

1· ·¬r ·◁σΔb›
2· ५b^·bΔb›

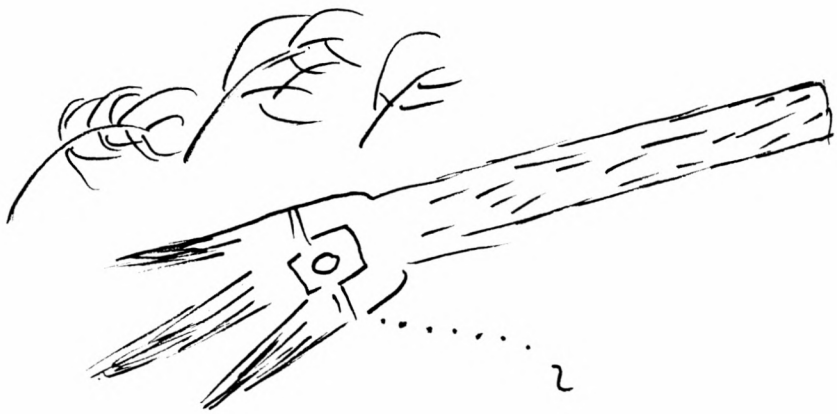


Trap Structure and Use

Figure #1

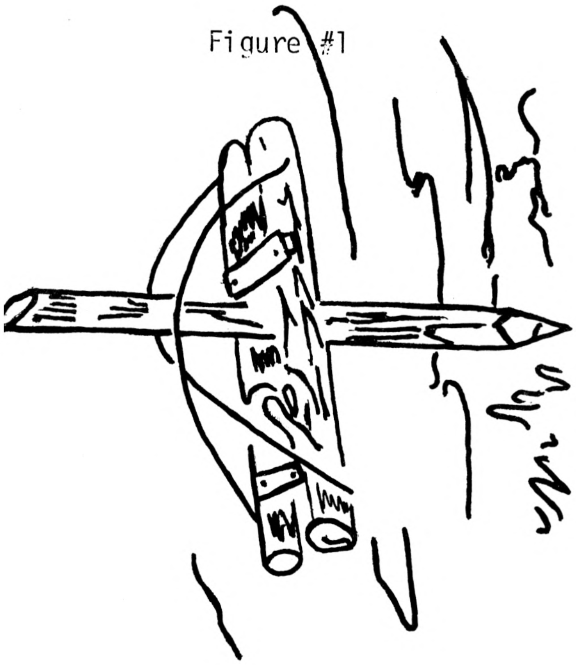
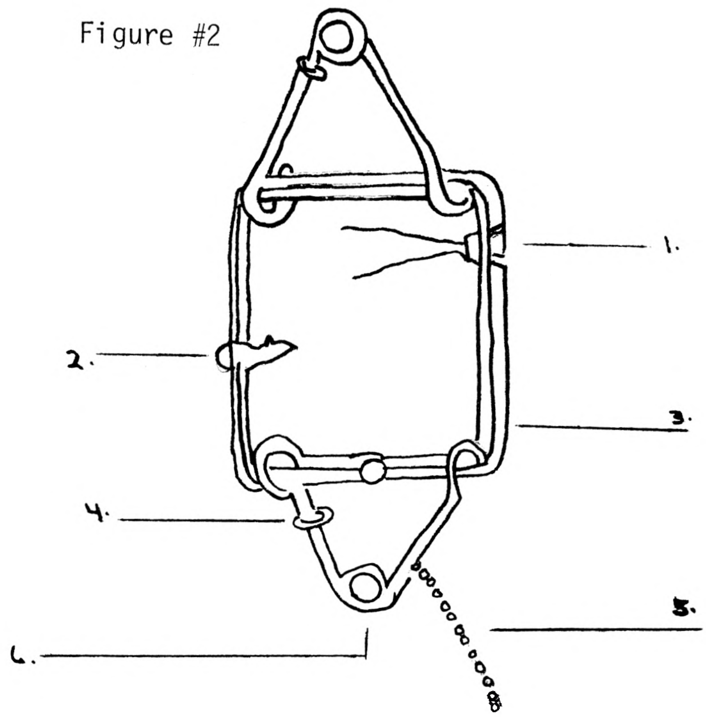
In figure # 1, you are shown a conibear trap within a pole set. It would have to be located at the entrance of a beaver lodge. Indicate the following:

a) Ice cover
b) mud-line
c) water level



In figure # 2 you are shown another pole set, using an Oneida short spring set pan. Indicate how you would anchor a) the trap itself
b) the pole set

ᐧᐊᓂᐃᑲᐣ ᐁᑕᐢᑕᓂᐧᐊᐠ

ᐯᔦᐠ ᑲ ᐃᑕᓯᓇᑌᐠ	ᓂᔓ ᑲᐃᑕᓯᓇᑌᐠ
Figure #1	Figure #2
	

ᐁᐊᐸᒋᑕᓂᐧᐊᐠ ᑕᐸᓯᓇᐃᑲᐣ

1. ᐊᐸᒋ ᑲ ᐧᐊᓂᐃᑫᐟ ᑐᐧᐊ ᑭᒋ ᐧᐃᑕᒪᐢᐠ ᐅᒣᓂᐤ ᐧᐊᓂᐃᑲᓂᓂᐤ ᑭᒋ ᓂᓯᑕᐧᐃᓇᒪᐣ ᐯᔦᐠ ᑲᐃᑕᓯᓇᑌᐠ, ᐊᔑᐨ ᒪᑲ ᑲ ᐃᓂᓂᐧᐃ ᑭᐢᑭᓄᐊᒪᐢᐠ ᑭᒋ ᐃᓂᓂᐧᐊᓯᓇᐃᑲᑌᐠ ᐅᒪ ᐅᑕ ᐁ ᐧᐃᒋᑲᑌᐠx

2. ᐊᓂᒧᑕᒪᐤ ᐅᒣᓂᐤ ᓂᔓ ᑲ ᐃᑕᓯᓇᑌᐠ ᐱᑯ ᐊᐧᐁᓇ ᑲ ᐧᐊᓂᐃᑫᐟ ᑐᐧᐊ ᑲ‘ᐸᓂᐠ ᑲ ᐸᑭᑕᓇᑕᐗᐟ ᓄᐢᑕ ᑯᒋᑕ ᑭᒋ ᒪᓯᓇᐊᒪᐣ ᑲ ᐃᔑ ᐧᐃᑕᒪᐢᐠx

Trap Structure and use

Figure #1

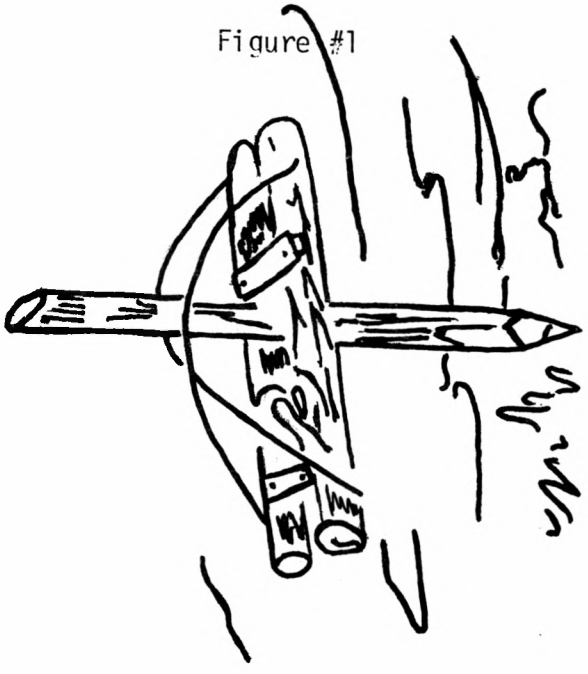


Figure #2

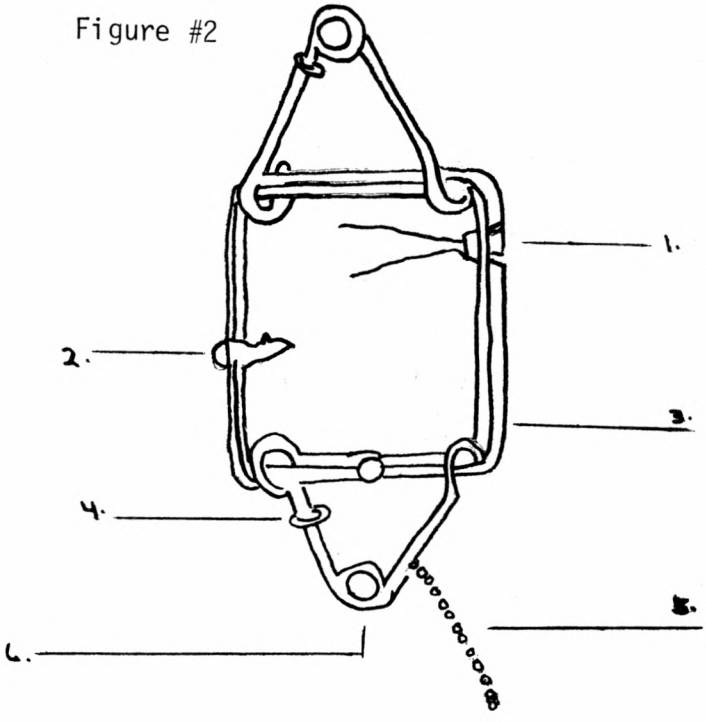


Diagram Use

1. Have any experienced trapper indicate the use of the trap in Figure #1. With the help of your Cree Instructor translate the proper use of the trap into syllabics.
2. Discuss the trap structure in Figure #2 with any trapper or the Hudson Bay manager and attempt to label the work parts.

ᐁ ᐧᐊᓂᐃᑲᓂᐧᐊᐠ ᐧᒣᒋ ᑫ ᑐᒋᑲᑌᑭᐸᐣ

1. ᒧᓇ ᐧᐁᓴ ᐧᐃᐸᐨ ᑕ ᐧᐊᓂᐃᑲᓂᐧᐊᓄᐸᐣ ᐧᐸᒪᓯ ᒥᓄᓯᓯᒋᐠ ᐊᐧᐁᔭᓯᓴᐠ ᐸᑎᒪ
ᐁ ᐊᐸᐃᑲᑌᐠ ᐧᐊᓂᐃᑫᐧᐃᐣ᙮ ᐧᐁᓴ ᐧᐃᐸᐨ ᐁ ᓂᐸᐃᐟ ᐊᐧᐁᔭᓯᐡ ᒧᓀᐡᐧᑲ ᒥᐧᓇᑐᐧᐁᐤ
ᓀᐢᑕ ᒧᓇ ᑭ ᐊᑭᓱᐤ᙮

2. ᑲᑕ ᑲᓇᐧᐊᐸᒋᑲᑌᐸᐣ ᐧᑲᔭᐢᐠ ᑕᐣᑕ ᑫ ᐃᓯ ᐧᐊᓇᐢᑕᓂᐧᐊᑭ ᐧᐊᓂᐃᑲᓇ᙮ ᓀᐢᑕ ᒪᑲ
ᑕ ᓇᓇᑲᑕᐧᐁᐣᒋᑲᑌᐸᐣ ᐁᓯᑕᒋᐠ ᐊᓂᑭ ᐊᐧᐁᔭᓯᓴᐠ ᑲ ᐊᓭᐧᐃᓂᐧᐃᒋᐠ᙮ ᓀᐢᑕ ᒪᑲ
ᑭᒋ ᑲᐧᑫ ᓇᑲᒋᐃᐟ ᐁᑎᐟ ᐊᐧᐁᔭᓯᐡ, ᑕᐣᑕ ᐁᓯ ᑭᒋ ᑕᓯᑫᐟ, ᑕᓂᐢᐱ ᓀᐢᑕ ᑕᐣᑕ
ᐁᓯ ᓄᒋᒋᑫᐟ᙮

3. ᒧᓴᐠ ᑕ ᑭᓴᑲᒥᑌᑲᒋᑲᑌᐸᓂ ᐧᐊᓂᐃᑲᓇ, ᐅᓴᒼ ᐅᐡᑭ ᐧᐊᓂᐃᑲᓇ ᐧᐸᒪᓯ ᐊᐢᑕᓂᐧᐊᑭ
ᐧᐁᓴ ᐸᑭᒋᒪᐧᑲᐣ ᐊᓂᒪ ᐱᒥ ᑲ ᐸᑭᑎᓂᑲᑌᐠ ᐁᑲ ᑫᐅᒋ ᒥᒋᐧᒪᐱᐢᑲᑭ᙮

4. ᒧᓴᐠ ᑕ ᓇᑲᒋᑕᓂᐧᐊᓄᐸᓂ ᐧᐊᓂᐃᑲᓇ ᐧᐸᒪᓯ ᐊᐢᑕᓂᐧᐊᑭ, ᑭᓴᐡᐱᐣ ᐧᑲᔭᐢᐠ ᐁ
ᓯᓇᐧᑲᓄᐧᐊᐧᑫ᙮

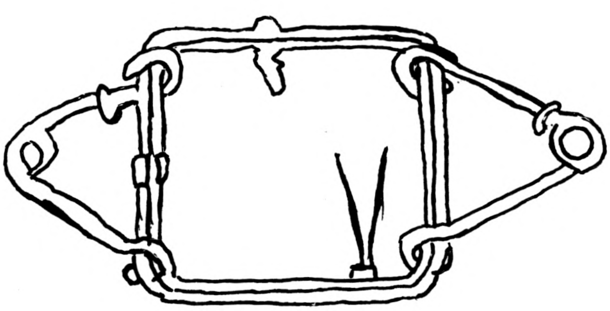
5. ᑕᑭᑲᐢᑎᓴᓂᐧᐊᓄᐸᐣ ᐁᑲ ᓇᐢᐱᐨ ᒋ ᓇᐃᒪᑕᐠ ᐊᐧᐁᔭᓯᐡ᙮

6. ᒧᓇ ᓇᐢᐱᐨ ᑕ ᒪᐡᑲᐧᐊᑭᓂᑲᑌᐤ ᓇᐧᐊᐨ ᐱᑯ ᒋᐧᐊᑫᐧᐊᐢᑌᑎᐠ, ᑭᒋ ᐅᒋ ᐧᐊᑫᐧᐃ
ᑕᑕᐱᐢᑭᐡᑲᐠ᙮

7. ᑕᑐ ᑭᓯᑲᐤ ᐁᑯᓴ ᑕ ᑲᓇᐧᐊᐸᒋᑲᑌᐸᓂ ᑭᓴᐡᐱᐣ ᓇᐃᐸᓂᐠ᙮

8. ᐁᑯ ᒪᑲ ᓀᐢᑕ ᒥᑐᓂ ᑕ ᐸᓭᑭᓇᑯᐊᑲᓂᐧᐊᐣ ᐧᐊᔭᐣ ᐁᓯᐸᑕᓂᐧᐊᐠ

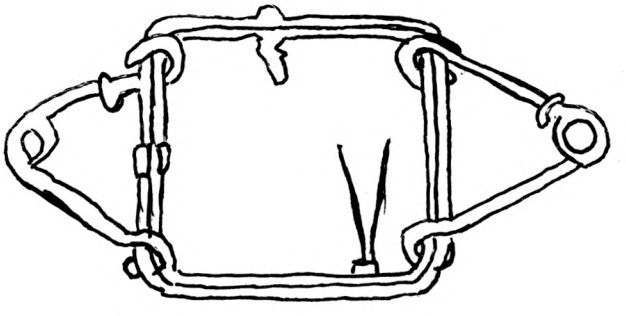
ᑫ ᐃᑕᐢᑌᐠ ᐧᐊᓂᐃᑲᐣ ᐅᒪ ᑲᒪᓱᓇᑌᐠ



Trapping Tips

1. Do not rush the trapping season. Pelts taken before the season opens are not prime and are of little use and value.
2. Check the trapping area carefully. Look for the signs of fur bearing animals. Learn their habits, where they live, and where and when they travel.
3. Always boil the traps to remove the manufacturers's oil prior to setting the traps.
4. Check the traps before setting out. Be sure that they are in good working order.
5. Use gloves to keep sets free of human scent.
6. Do not set the pan too hard, this will neccessitate extra weight to set it off.
7. Check sets regularly.
8. REMEMBER, CLEAN PELTS MEAN MORE MONEY.

Structure of the trap



Sketch is based on "Victor" long spring trap.

ᐁᑯ ᒪᑲ ᒥᓇ ᖃᑲ ·ᐃᓀᑲᑕ ᑭ ᐊᑎ ᐃᑭᐣ ᑭᒋ <ᓀᖁ·ᐃᓂᑐᒋᕀx∨ᓕᑲᓇᕀ ᓴᓀᑕ

ᐅᒥᒪᑯᔪᕀ ᑲ ᐃᑕᓀᑲᓴᐱᒋᕀ ᐊᑎᑯ ᕆᑲᐃᑲᑲᓂᕀ ᑭ ᐃᑕᑕᐱ·ᐊᕀ ᐃᑕ ᑲ ᐃᔪ ᑕ·ᑲᓄ

·ᐊᑯᐸᓀ ᐣᑕᒥᓇᐅ·ᐃᑲᒥ·ᑲ ᖁ ᐃᔪ ᓇᓀᐱᒋ ·ᐊᓇᐱᓇᓂ·ᐊᕀx ᐁᑯᑕᓂ ᒪᑲ ᑲ ᐃᔪ

·ᑕ·ᐊᑯᐸᓀ ᐅᑯ ᐃᓂᓂ·ᐊᕀ ·ᐊᐊᕁ ·ᒣᒋ ᑲ ᐃᔪᑕ·ᑲᕀ ᐊᓄ- ᐊᑎᑯᕆᑲᐃᑲᐣx

ᖁᑐᒥᑲᑌᕀ ᐅᒪ 1 ᑲ ᐃᑕᓗᓇᑌᕀ: ᐊᓀᑭ·ᐊᓗᓇᐃᑲᐣ ᔭ·ᐊᓄᕀ ᐃᑌᖁ ᒪᓂᑐᐸ ,ᓴᓀᑕ

ᓇᑲᐯᐊᓄᕀ ᐃᑌᖁ ᐅᐣᑕᑎᐢx ᐁ ᐊᐸᒥᐊᒥᕀ ᒪᑲ ᑭ ᓂᑭᐃ·ᑲᕀ ᓴᓀᑕ ᐱᑯ ᑭᖁᐅᐊ·ᐊᕀ

ᒥ·ᐃᒥᐃᓀᑭᕀ ᑭᒋ ᒥᓀᑲᒪᐣ ᑕᐣᑕ ᐁᔪ ᑕ·ᑲᑭ ᐅᐅ ᐃᑕ·ᐃᓇ ᐅᑕ ᑲᑎ ᓂᐱᑌᓗᓇᑌᑭ

ᓴᓀᑕ ᐃᑕ ᑲ ᐃᔪ ᐱᒧᑌ·ᐊᑯᐸᓀ ᑲ ᐸᐸ ᐊᒥᐱᒥᒥᕀ ·ᐁᐢᑲ- ᐃᓂᓂ·ᐊᕀ x

ᑲᓇ·ᐊᐸᑕ ᒥ·ᖖᐳᐱᕀ---- ·ᐃᓂᐯᕀᑯᕆᑲᐃᑲᐣ

1)ᒥᓂᓀᑎᑯᕆᑲᐃᑲᐣ
2)ᐅᕀᓀ·ᐸᖁᐟ ·ᐊᓀᑲᐃᑲᐣ
3)ᕆᓀᑲᒥ·ᐊᐣ
4)ᑭᒋ ᒧᑕ·ᑲᐟ
5)·ᐁᐱᓀᑎ·ᖖᐳᵒ
6)ᐊᒥᓀ·ᑲᒥ·ᐃ ᕆᑲᐃᑲᐣ
7)ᑭᒋ ᑕ·ᑲᐟ
8) ᐅᐸᕆᑲᐱᔪᒧ·ᐃᐣ
9)·ᐁᐸᐸᑯ·ᐃᐣ ᐸ·ᐃᓀᑎᕀ
10) ·ᐊᓂ·ᑕ·ᐃᕆᑲᐃᑲᐣ
11)ᑭᒋᐸᑕ·ᑲᐟ
12)·ᓇᖁ·ᐁ ·ᐊᓀᑲᐃᑲᐣ
13) ᑭᖁᒪᓂᑐ·ᐃᕆᑲᐃᑲᐣ
14)ᐯᑌᐣᓀ ᕆᑲᐃᑲᐣ
15)·ᐊᕆᐅ·ᐃᓗᐱᐃ

11 ᐁᐱᓀᑭᒋᑎᕀ

·ᖖᓀᑭ ᐃᓂᓂᒧᑲᑕᒪ·ᐃᕀ ᑭᓂᑭᐃ·ᑲᕀ ᓴᓀᑕ ᐱᑯ ᑭᖁᐅᐊ·ᐊᕀ ᐁ ᐃᑕᐊᒪ·ᐊᒋᕀ

ᒣᓀᑲᓇ·ᐊ ᐅᑕ ᑲ·ᐃᒋᑲᑌᑭx

As time went on a further split in the clans occurred. The Pelican and Little Crane clans moved to the Sandy Lake area where camp was established on a permanent basis. The remaining clan stayed at the approximate present Deer Lake site.

Assignment # 1 Ref. Map-Eastern Manitoba-North western Ont. Using your parents and/or grandparents to help you indicate where the following places on the migration route where located.

i.e. Blood Vein - Lake Winnipeg

1. Island Lake
2. Oxford House
3. Sakewwchewun
4. Kich Mut-ta-kwum
5. Wa-pis-tik-way-you
6. Beaver Kill Lake or Beaver Hill Lake
7. Kichi-ta-Kwum
8. O-pus-sa-ka-pis-se-mmo-win
9. Wa-pa-pa-pa-koo-win rapids
10. Lost Lake
11. Kitchi-mutakum
12. Norway House
13. God's Lake
14. Beren's River
15. Severn River

Part II

Translate your parent's or grandparent's version of the migration into Cree.

∇∩<ᒋᒧᓇσ·◁ᑊ

ᒪ∩b ᐅᑕ ∨ᓴ·bᓴᑊ---ᓇb∨◁ᓄᑊ ᐅᐝᑕ∩ᓯ
--- ◁∩ժ ᓱbΔbσᑊ

b ᑭ∨ᒋ ᐅᒋᒋᑊ ◁ᐝᑕ ◁ᓄ- b ᑕᔆ9ᒋᑊ ∇ ᑭ^ᑭᓄ·◁ᒋ ·◁<∩σ·◁σ·◁ᑊ, bΔᔆ

ᑭ·ᕐσ·◁ᑊ ᓂ^ᑕ ∇ᔆ ∧ᒪ∩ᓭᓇσ·◁ᑊ ·◁<ᒋbUσ° ◁σᑭ Δσσ·◁ᑊ ◁ ᐝᑕ

b ∧ᒪ∩ᓭᒋᑊ, ᓂU ᒪσᑐ< ΔU9 ∇ᑭ ∨ᒋ ᐅᒋ·◁ժ<ᓂ, ᒥ·9ᓴ∧ᑊ,ᒥσ^∩ժ·Δ

ᓱbΔbσᑊ ᓂ^ᑕ ᒥᔆ <·Δ^∩ժᔆᔆᑊx ∇σ^·ᑕ≺b^bᓂᓭᒋᑊ ᒪb ᑭ ᐝᑕ·◁<ᑐ·◁ᑊ

ᐅᒋᒪժᔆᓱᑊ,ᒥ·bᒪbᓱᑊ ᓂ^ᑕ ∨⊂bᓇᑊx
ᐅᑕ ᒪb ◁^ᑭ·◁ᓭᓇΔbσᑊ ·◁<ᑕΔ·◁σ·◁ᐝ bᑭ ∨ᒋ ·◁ᐅᑐUᒋᑊ ᓂ^ᑕ bᑭ
∨ᒋᔆ <∧ᒧUᒋᑊ

ᐅᒪ ᒪb bᒪᓭᓇUᑊ ◁^ᑭ·◁ᓭᓇΔbᐝ ◁∩ σ∧UᓭᓇU·◁:
1) ᓱᐝ∩·ΔᓱbΔbᐝ
2) bᓱ·∇ᐝᑕ·bᑊ ᓱbΔbᐝ
3) ◁∩ժᓱbΔbᐝ
4) ᒥσ^∩ժ·ΔᓱbΔbᐝ
5) ·◁ᓱᐅ·Δᓭ∧Δ

History

Sample Area - Northwestern Ontario

- Deer Lake

Migration patterns

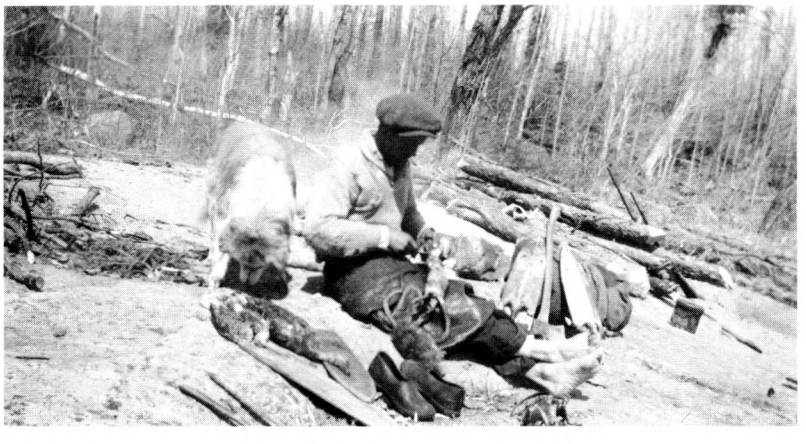
Oral and traditional history indicate that the people of this community originated from present day Manitoba. They moved from existing communities at Blood Vein, Island Lake and Little Grand Rapids. They moved in a tribal group comprised of three clans: Little Cranes, Suckers and Pelicans.

On the map below indicate the probable migration route:

Ref. For the below assignment, refer to the map entitled: Eastern Manitoba and Northwestern Ontario. Your initial reference points are E and F.

On the above map locate the following:

a) Sandy Lake
b) Favorable Lake
c) Deer Lake
d) Island Lake
e) Severn River



ᒥᓐ ᐁ ᑕᐱ ·ᐊᐸᒋᒃᑐᑦ

ᖃᑐᒋᒃᑐᑦ 2 ᒃ ᐃᑕᓯᓐᑦ

·ᐃᑕᒪᖃ ᐅᑯ ᖃᑯ ·ᐊᔪᓐᑦ ᓂᐟᑕ ᑕᓂᔪ ᐊᑐᐟᒃᓂ·ᐊᑦ ᒃ ᒃ·ᖃ ᒃᒋᑎᓂᒃᑐᑦ

ᐊᓯ·ᐃᓕ ᐅᑕ ᒃ ᒪᓕᓐᓈᑌᑭ

Review

Assignment # 2

Identify both the furs and the pelting operations indicated below:

▽ ᑕᐱ ·◁ᐸᒋᖏᑌᓵ

◁ᓴᐃ ᒪᖏ ▽ ᑭ ᑭᐢᑭᓄ◁ᒪᓯᓴᓵ ᐅᒪ ᑭᐢᑭᓄ◁ᒪᕐ·ᐃᓗ x ◁ᓴᐃ ᒪᖏ ᑭ′ ᐃᑌᓂ

ᒥᖏ·ᐃᓐ·◁° ▽ ᑭ ᑭᐢᕐᓂᕐ·ᖏᓵ ◁·▽ᓴᔪᓴᓵ ᖏ ᐱᒪᑎᓯᒋᓵ ᓄᒋᒥᓵ ᐅᑌ ᐃᑌᕐ

ᖏ ᐃᔪᑕᓴᓵ ᑭᓐᓐ°x ▽ᑯ ᒪᖏ ▽ ᑭ ᑭᐢᓴᓗᑕᒧᓵ ᓴᐢᑕ ▽ ᑐᒋᖏᑌᓵ ▽ ·◁ᓂᐃ

ᖏ ᓂ·◁ᓵ ᓴᐢᑕ ◁ᔪ- ▽ᔪᐸᑕᓂ·◁ᓵx

ᕐᑐᒋᖏᑌᓵ ᐅᑕ:

· ᐃᓂᑯᓵ ᐅᑯ ◁·▽ᓴᔪᔪ·◁ᓴᓐᓵ ᐅᑕ ᓂᒋ ᖏ ᒪᓗᓐ·ᐃᔪᑭᓵx

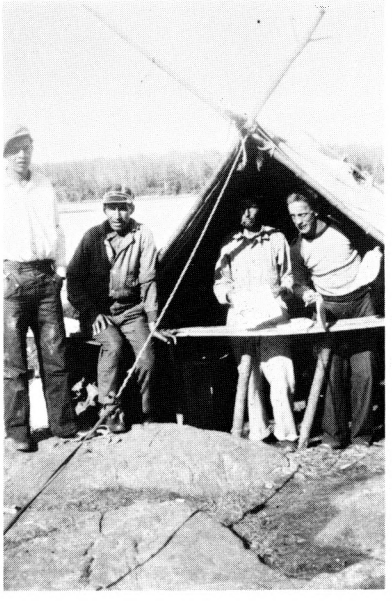
Review

You have now been out on your course and it is hoped that you will now be aware of the animals that are to be found in your immediate area as well as the methods of trapping and pelting them.

Assignment

Identify the furs found Below:

The people of the Deer Lake area where accepted into Treaty in 1910. The basic treaty provisions where quite simple: give control of the land to the government in exchange for a number of benefits. These included $5.00 per family member per year, $15.00 per year for each councillor and $25.00 plus a new suit per year to the chief. In addition there were health and education services for the band which the government would provide.



ᐃᓂᓂᐧᐊᐠ ᐊᐦᑕ ᐊᑎᑯᓭᑲᐃᑲᓂᐠ ᑲ ᐃᑕᐧᐊᑯᐸᓄ ᑭ ᓇᐢᑯᒧᐧᐊᐠ ᓯᓂᔭᓂᑫᐧᐊᔑᓇ ᐃᑲᓂᓂᐤ 1910 ᐁ ᐱᐳᓂᓂᐠ ᐅᐅ ᐊᓯᑕᒪᑫᐧᐃᓇ ᑲᑭ ᐊᓯᑕᒪᒋᐠ ᑭᒋ ᓇᑕᒪᒋᐠ: ᐁ ᒥᓇᒋᐠ ᐅᐟᐊᐢᑭᐧᐊᐤ ᑭᒋ ᐅᑭᒪᐧᐊ,ᒥᐡᑯᐨ ᒪᑲ ᒥᒉᐟ ᐧᐃᒋᐃᑯᔑᐧᐃᓇ ᒋᓇᑕᒪᒋᐠ᙮ ᐊᔑᐨ ᒪᑲ ᓄᓂᔭᐧᓇᑕᐃ ᑕᑐ ᑳᑕᔑᓇᓂᐧᐊᐠ ᐯᔭᑯᑌᐧᐃᔑᐧᐃᑲᐠ ᑕᑐ ᐱᐳᐦ᙮ᓄᐢᑕ ᓄᓂᔭ ᓀᓴᐧᐸᑕᐃ ᐯᐯᔭᐠ ᐅᑭᒪᑲᓂᔑᓴᐠ,ᓄᐢᑕ ᓂᔑᑕᓇ ᓂᔭᓇᐦᐊᑕᐃ ᐧᐃᓇ ᑭᒋ ᐅᑭᒪᑲᐦ ᓄᐢᑕ ᒪᑲ ᐅᐡᑭᓯᑎᓂᐤ᙮ ᐊᔑᐨ ᒪᑲ ᑭᒋ ᐧᐃᒋᐃᒋᐠ ᐁ ᐊᑯᓯᒋᐠ ᓄᐢᑕ ᐊᔑᐨ ᑭᐢᑭ ᓀᐊᒪᑫᐧᐃᓂᓂᐤ ᑕᐧᑕᐸᐠ ᑲ ᐃᔑ ᐊᐱᓇᓂᐧᐊᐠ ᐁ ᐊᔭᐧᐃᐟ ᐅᑭᒪᑲᐦ᙮

Treaty

On page three you will find members of the usual treaty party:

1) Commissioner
2) Provincial delegate
3) General Interpreter
4) R.C.M.P. officer
5) Doctor
6) X - ray technician
7) Dentist

Can you identify any of these people from the pictures on page 3? What clues are provided?

Assignment # 2

Carefully read your copy of Treaty # 9.

1. Do you believe that the terms of the treaty are fair?
2. If so, why

   If not, why?
3. In your opinion have the treaty terms been improved over the years? How?
4. Invite the chief and council to your class to discuss with you changes in the following:

   a) Education
   b) Health services
   c) Housing
   d) Economic Development
   e) Transportation
5. Ask you parents if they feel that the quality of life has improved noticeably in the last fifteen years? If so, how?

ᓭᓂᔭᓂᑫ·ᐃᐣ ᓄᐢᑕ ᐱᑯ ᑎᐸᐊᒪᑫ·ᐃᐣ

3 ᑲᐃᑕᓯᓇᑌᐠ ᑲ ·ᐊᐸᑌᓇ·ᐊᐤ ᑲᑭᑐᒋᑲᑌᐠ ᓂᐢᑕᐦ ᐁᑎᐸᐊᒪᑲᓂ·ᐊᐠ᙮

1)ᑭᒋ ᓭᓂᔭᓂᑭᒪᐤ

2ᐅᐟᐊᑐᐢᑫᓇᑲᓇ ᑲ ᐅᑭᒪᔑᔑ·ᐃᓂᒋ

3)ᑲ ᐃ·ᑌᐢᑕᒪᑫᐟ

4)ᑭᒋ ᐅᑭᐸᐅ·ᐁᓯᐤ ᐊᐞ ᓯ ᐁᐦ ᐱ

5)ᓇᐯᐣᑐᑯᓄᐣ

6)ᑲ ᓴ·ᐸᐸᒋᑫᐟ

7)ᒥᐱᑎ ᐣᑐᑯᓄᐣ

ᑲᑭ ᓂᓯᑕ·ᐃᓇ·ᐊ·ᐊᐠ ᓇ ᐅᑯ ᐊ·ᐁᓂᑲᓇᐠ ᐅᑕ ᑲ·ᐃᓂᒋᐠ ᐅᑯ ᑲ ᒪᓯᓇᐱᐡᑭᔑᑭᐠ
3 ᑲ ᐃᑲᓯᓇᑌᐠ ᑕᓂ ·ᐊᐃ·ᑌᒪᑲᐠ?

ᑫᑐᒋᑲᑌᐠ 2 ᑲ ᐃᑕᓯᓇᑌᐠ:

ᐯᔭᑕᐠ ᐊᔭᒥᑕᐠ ᑲ ᒪᓯᓇᑌᐠ ᓭᓂᔭᓂᑫ·ᐃᐣ 9 ᑲ ᐃᑕᓯᓇᐦᒋᐠ

1) ᑭᑕ·ᐯᑌᐣ ᓇ ᒥᓯ·ᐁ ᑲᐃ·ᑌᒋᐠ ᐟᑎᑎ 9 ᐁ ᑕ·ᐯᒪᑲᓂᓂᐠ?

2) ᑭᓴᐡᐱᐣ ᑎᔭ·ᐯᑕᒧ·ᐊᓄ ᑫ·ᑲᓇ ·ᐃᑕ
ᑭᓴᐡᐱᐣ ᐁᑲ ᑎᔭ·ᐯᑕᒧ·ᐊᓄ ᑫ·ᑲᓇ ·ᐃᑕ
3) ᐁᔑ ᓂᓯᑐᑕᒪᐣ ᒪᑲ ·ᐃᒋᐃᑯᓇᓂ·ᐊᓂᓂ·ᐊ ᓇ ᐅᐅ ᑫ·ᑲᓇ?
ᒪᓯᓇᐃᑫ·ᐃᓇ ᐅᑕᓇᐠ ᐱᐳ·ᓇ ᑲᑭ ᐯᒋ·ᑕᓂ·ᐊᐠ?

4) ᓇᑐᒥᐠ ᑭᒋ ᐅᑭᒪᑲᐣ ᓄᐢᑕ ᐱᑯ ᐅᑭᒪᑲᓂᔑᓴᐠ ᑲ ᐃᔑ ᑭᐢᑭᓄᐊᒪᓯᔭᐣ ᑭᒋ
ᐊᓂᒧᒋᑲᑌᑭ ᑫ·ᑲᓇ ᑕᓄᑌᐣᑕᒧ·ᐊ·ᑫ ·ᐃᓇ·ᐊᐤ ᐅᐅ ᑫ·ᑲᓇ ᐅᑕ ᑲ ᒪᓯᓇᑌᑭ

ᑭᐢᑭᓄᐊᒪᑫ·ᐃᐣ
ᓇᑕᒪᑫ·ᐃᐣ ᐊᑯᓯ·ᐃᓂᐠ ᐃᑌᑫ
·ᐊᐢᑲᐃᑲᓂᑫ·ᐃᐣ
ᓇᑕᒪᑫ·ᐃᓇ ᑭᒋ ᐅᑭᒪᐠ ᐅᒋ
ᐱᒧ·ᐃᑕᓯ·ᐃᐣ
ᑲ·ᑫᒋᒥᐠ ᑭᓂᑭᐃ·ᑲᐠ ᑕᓄᑌᐣᑕᑭᐠ ᑕᓂ ᑲᐃᔑ·ᐃᒋᐃ·ᐁᐸᓂᐠ ᐅᑕᓇᐠ ᐃᑌᑫ ᐊᐢᐱᐣ

15 ᐱᐳᐣ? ᑭᓴᐡᐱᐣ ᒪᑲ ᑲ ᒥᓄᐸᓂ·ᑫ ᑕᓂ ᑲᐃᔑ ᒥᓄᐸᓂᐠ?

Transportation

In the past, there were three basic methods of transportation

a) walking
b) snow-shoeing with or without a dog-team
c) canoe or freighter

Look at the pictures below and indicate the advantages and disadvantages of the dog-team system of transportation.

<u>ᐱᒥᐧᐃᑕᓱᐧᐃᐣ</u>

ᐧᐁᐡᑲᐨ ᐧᐃᓇ ᓂᐢᐧᑕᐸᐠ ᑐᒋᑲᑌᐸᐣ ᐁ ᐱᒥᐧᐃᑕᓱᓇᓂᐧᐊᐠ ᓀᐢᑕ ᐁᐱᐸᐦᐱᒋᓇᓂᐧᐊᐠ

1) ᐁ ᒧᐢᑐᑕᓂᐧᐊᐠ

2) ᐁ ᑭᑲᔭᒪᓂᐧᐊᐠ ᓀᐢᑕ ᐱᑯ ᐊᑎᐧᒪᐠ ᐁ ᐧᐃᑫᐧᐃᒋᐠ

3) ᒋᒪᐣ ᐁ ᐊᐸᑕᐠ ᓀᐢᑕ ᐱᑯ ᓇᐧᐊᐨ ᑲᒥᓴᐠ ᒋᒪᐣ

ᑲᓇᐧᐊᐸᑕ ᐅᐅ ᒐᐸᔑᐡ ᒪᓯᓇᐱᐢᑲᐃᑲᓇ, ᐁᑯ ᒪᑲ ᐧᐃᑕ ᑕᓀᔑᒥᓄᐸᓂᐠ ᓀᐢᑕ ᒪᑲ ᑕᓀᔑ ᐁᑲ ᒥᓄᐸᓂᐠ ᐊᑎᐧᒪᐠ ᐁ ᐱᒥᑕᐸᐃᒋᐠ ᐁᐱᐦᐱᒋᓇᓂᐧᐊᐠ×

Modern Transportation

Indicate, through conversations with a pilot, the approximate capacities for the following air-planes.

a) Cessna 150

b) Cessna 172

c) Cessna 180

d) Cessna 185

e) Beaver

f) Otter

g) Twin Otter

h) DC 3

i) Canso

j) Hercules

How would these airplanes have changed life in the north as far as the following are concerned?

a) Price of freight and subsequent store prices.

b) Transportation for people and materials across the north.

c) Medical services

d) Mail service.

In the answers to the above, attempt to compare the past to the present.

ᐊᓄᖅ ᑲ ᐊᐸᑕᑭ ᐁ ᐱᒥᐧᐱᑕᓂᓂᐧᐊᖅ

ᐊᓂᒍᑕ ᐁᑭ ᐧᐱᒋ ᐊᔾᒥᒪᐟ ᑲ ᒥᓀᐟ ᐧᐁᒥᐢᑎᑯᔨᐤ ,ᑕᓗᐢᐱᒋᐸᓂᑭ ᑲᒥᓀᒪᑲᑭ ᓀᓀᑲᐤ
ᑲ ᐃᐢᐱᒐᑭ ᓗᐢᑕ ᑕᓂᓂᑯᖅ ᐧᐸᓕᑕᓕᒪᑲᑭᓯ

1) ᓴᐢᓀ 150
2) ᓴᐢᓀ 172
3) ᓴᐢᓀ 180
4) ᓴᐢᓀ 185

ᐊᒥᐢᖅ

5) ᐊᒥᐢᖅ
6) ᓂᑭᖅ
7) ᓂᐧᓵ ᐃᓂᑯᖅ ᓂᑭᖅ
8) ᑎ ᓕ 3
9) ᑲᐣᓕ
10) ᐁᖃᑭᵀ

ᑕᓂ ᑲ ᐃᔨ ᐊᒥᐸᓂᖅ ᐱᒪᑎᓕᐧᐃᐣ ᑭᐧᐁᑎᓀᖅ ᑲᒥᓀᒪᑲᖅ ᐁᑐᒥᕿᒪᑲᖅ,ᐱᓂᐣ ᓂᔨᑲ-
ᐅᐅ ᑲᑎ ᓂᐱᑌᓕᓀᑭᑭ ᐁᐢᐸᓂᐃᑯᓀᓂᐧᐊᑭᑭ?

1) ᐁᑕᑭᑌᖅ ᑲ ᐯᓕᑕᓂᐧᐊᖅ ᕿᐧᑲᐣ ᑲᒥᓀᒪᑲᖅ ,ᓄᐢᑕ ᐁᑕᑭᑌᖅ ᕿᐧᑲᐣ ᐧᓵᐱᖅ

2) ᐊᐧᐁᓂᑲᓀᖅ ᐁᐳᓕᒥᖅ ᓄᐢᑕ ᑲ ᐳᓕᑕᓂᐧᐊᑭ ᕿᐧᑲᓀ ᑭᐧᐁᑎᓀᖅ ᐃᔨ?

3) ᐣᑐᑯᓂᓂ ᓀᑕᒪᕿᐧᐃᐣ

4) ᒪᓕᓀᐃᑲᓀ

ᐁᓀᐯᐧᕿᐧᐊᔨᐧᑕᐳᐣ ᒪᑲ ᐊᓂᒍᑕ ᐅᑕᓀᖅ ᑲᑭ ᐯᒥ ᐃᐢᐸᓂᐃᑯᓀᓂᐧᐊᑭᑭ ᐅᐅ ᕿᐧᑲᓀ
ᓄᐢᑕ ᒪᑲ ᐊᓵᐢ ᑲ ᐃᐢᐸᓂᑭᓯ

Transportation

Compare the advantages and disadvantages of the modern snowmobile and the traditional dog-teams under the following headings:

a) Fuel/Food

b) Cost comparison of the above

c) Availability of Fuel/Food

d) Capacity of the team in comparison to the snowmobile in carrying/pulling power.

e) Compare the speed of the snowmobile to that of the team.

f) Compare the conditions in which the snowmobile is able to travel in comparison to the dog-team.

g) Using sections a - f as a basis choose the method of transportation which you would favor.

Realizing that the basic ski-doo now sells for approximately $1,300 dollars and that gasoline prices are in areas reaching the price of $4.00 per gallon, do you think that there is the possibility that the dog-teams may come back to the north?

ᐱᒥ·ᐃᑕᓯ·ᐃᓗ

ᐁᑯ ᒪᑲ ᑲᓇ·ᐊᐸᑕ ᐁᔪᒥᓄᐸᓂᖏ ᓂᐢᑕ ᐁᑲ ᐁᔪ ᒥᓄᐸᓂᖏ ᐊᓄᓵ ᑲ ᐊᐸᑕᑭ ᐁ ᐱᐢ

ᐱᒥᓇᓂ·ᐊᖏ ᐢᑭᑐ·ᐊᖏ ᓂᐢᑕ ᒪᑲ ·ᐁᵕᑲ- ᐅᑕᓇᖏ ᐃᑌᕿ ᐁ ᑲᓇ·ᐊᐸᑕᒪᓗ ᐊᑎ·ᒪᖏ

ᑲ ᐊᐸᒥᐃ·ᑕᐸᓗ ᐅᐅ ᒪᑲ ᒐᐸᔪᵕ ᐁ ᑲᓇ·ᐊᐸᑕᒪᓗ ᐁᐢᐸᓂᐃᑯᓇᓂ·ᐊᑭx

1) ᐱᒥᐃ ᒥᒥᐢ

2) ᐁᑯ ᒪᑲ ᐊᔪ- ᑕᐱᵕᑯ- ᑲᓇ·ᐊᐸᑕ ᐅᑕ ᐃᵕᐱᒥᖏ ᑲᐃ·ᑌᒪᑲᖏ ᐁᐢᐸᓂᐃᑯᓇᓂ·ᐊᑭ

3)ᐁ ᐊᐸᒥᑕᓂ·ᐊᖏ ᐱᒥᐃ ᑲ ᐱᐢᐸᓂ·ᐊᑲᓂ·ᐊᖏ ᓂᐢᑕ ᒪᑲ ᐊᔪ- ᒥᒥᐢ ᑲ ᐊᐸᑕᖏx

4) ᑕᓂᓂᑯᖏ ᐯᒥ·ᐃᑕᒧᓇᓂ·ᐊᖏ ᐁ ᐊᐸᒥᐃᒥᖏ ᐊᑎ·ᒪᖏ ᓂᐢᑕ ᒪᑲ ᐢᑭᑐ ᐁ ᐊᐸᒥᐃᐟ
ᓂᐢᑕ ᐁᐢᐱᑐᑕᓂ·ᐊᖏ

5) ᑕᓂᓂᑯᖏ ·ᐁᑎᑕᖏ ᒪ ᐢᑭᑐ ᐁᐊᐸᒥᐃᐟ ᓂᐢᑕ ᐃᓂᑯᖏ ᑌᑯᔪᑭᖏ ᐊᑎ·ᒪᖏ
ᐁ ᐅᑕᐯᒥᖏx

6)ᓂᐢᑕ ᐊᓂᒍᑕ ᑕᓄᑭ ᐁ ᐊᐸᒥᐃᐟ ᐢᑭᑐ ᐁ ᐱᐢᐱᒥᓇᓂ·ᐊᖏ, ᑲ ᐃᑭᑭᐸᐳ ᓂᐢᑕ
ᐊᑎ·ᒪᖏ ᐁᐅᑕᐸᐃᒥᖏ ᐁᐱᐢᐱᒥᓇᓂ·ᐊᖏ

7) ᐁᑯ ᒪᑲ ᐁ ᓇᓂᐱᑌ·ᐃᑕᒪᓗ ᐅᐅ ᐅᑕ ᑲᒪᓕᓇᑌᑭ 1 ᐅᒥ ᐱᓂᖏ 6 ᑕᓂ·ᐁᓂ
ᐊ·ᐊᓕᑌ ᑭᓇ ᕐᐢᑕᐸᑕᕐᐢᑕᒪᓗ ᐁ ᐱᐢᐱᒥᓂᓗ

ᐁᑯ ᒪᑲ ᐊᔪ- ᐊᑎ ᑲᓇ·ᐊᐸᑕ ᐢᑭᑐ ᑕᓄᑕᑭᓕᐟ ·ᐊᐸᖏ 1,ᗷ00 ᐁ ᐃᑕᑭᓕᐟ
ᓄᐢᑕ ᒪᑲ ᐁᑕᑭᑌᖏ ᐱᒥᐃ ᑲᒣᐢᑎᓂᑲᑌᖏ ᐁᑯ ᒪᑲ ᐊᔪ- ᑲᓇ·ᐊᐸᑕ ᑕᓄᐢᐱᓕᓇ·ᑲᖏ
ᐃᑕ ᑲ ᐃᑐᑌᐸᐳ ᓄᐢᑕ ᑕᓂᓂᑯᖏ ᒥᐸᐢᑎᓇᒪᐳ ᐱᒥᐃ 4;00 ᑲ ᐃᑕᑭᑌᖏ ᐯᓴᑯ ᑎᐸ
ᐃᑲᐳ, ᑭᐟᐃᑌᓂᑌᐳ ᓇ ᒥᓇ ᑭᒥ ᑭ ᐃᑭᑭᐸᐳ ᑭᒥ ᑭ·ᐁᐊᐸᒥᐃᒥᖏ ᐊᑎ·ᒪᖏ ᐁᐱᐢ
ᐱᒥᓇᓂ·ᐊᖏ?x

Transportation

The pictures below show the basic types of transportation available in 1940. What changes have come about.

a) Boats

b) Dog-teams

c) Airplanes

Of what materials is this airplane construction? Of what materials are modern airplanes made?

ᐱᒥ·ᐃᑕᓯ·ᐃᐧ

ᐅᐅ ᒪᓗᓇᐱᖏᑲᐃᑲᓇ ᑲ ·ᐊᐸᑕᒪᐧ ·ᑕᒋᑲᑌᑭᐸᐧ ᐁᐸᐱᐧᒋᓇᓂ·ᐊᐧ 1940 ᐅᑕᓇᐧ

ᐱᐳ·ᓇ ᑕᓂ ᒪᑲ ᑲ ᐃᔪ ᐊᒋᐸᓂᐧ ᐅᒪ

1) ᒋᒪᓇ

2) ᐊᑎ·ᒪᐧ ᐁᐅᑕᐸᐃᒋᐧ

3) ᑲᒪᓇᒪᑲᑭ

ᕿ·ᑲᓇ ᒪᑲ ᐁᖅᐸᑕ·ᑲᐸᐧ ᑭᒋ ᐅᔪᑕᓂ·ᐊᐧ ᑲᒥᓇᒪᑲᐧ?
ᕿ·ᑲᓇ ᐊᓄ- ᐁᖅᐸᑕᑭ ᐁ ᐅᔪᑕᓂ·ᐊᑭ ᑲᒥᓇᒪᑲᑭ?

Housing

Below you will find samples of homes in the 1930's.

ᐁ ·ᐊᑎᑲᐃᑲᓂᑲᓂ·ᐊᑦ

ᐅᑕ ᑭ·ᐊᐸᑌᐣ ᐁᔨᓇ·ᑲᓄ·ᐊᑯᐸᓐ ᑕᔨᕿ·ᐃᓇ ᐅᑕᓇᑦ 1930 ᐱᐳ·ᓇ ᐅᑕᓇᑦ×

Housing

The types of homes which you saw on the preceding page were still in existence and used by most people in Deer Lake as late as 1930. Some of these home types are still used in the bush by such people as trappers, guides and prospectors. However, the average family in Deer Lake has vastly more modern housing.

Compare the traditional and modern homes using the following headings as guides.

	Traditional	Modern
a)	Heating	
b)	Lighting	
c)	Space	
d)	Comfort	
e)	Durability	

ᐁ ᐧᐊᐦᑲᐃᑲᓂᑲᓂᐧᐊᐠ

ᐁᑯ ᒪᑲ ᐅᐅ ᑐᐧᐃ ᑕᔑᑫᐧᐃᑲᒥᐧᑲ ᑲᐧᐊᐸᑕᒪᐣ ᐁ ᒪᓯᓇᐱᐦᑭᑎᑭ ᑭᔮᐱᐨ ᑭ ᐊᐸᒋᑕ ᐧᐊᐠ ᐃᓂᓂᐧᐊᐠ ᐊᑎᑯ ᓵᑲᐃᑲᓂᐠ ᑲ ᐃᑕᒋᐠ 1930 ᐁ ᐱᐳᓇᑲᓂᑭ ᑭ ᔮᐱᐨ ᑕᔑᑕ ᑐᑕᒧᐧᐊᑯᐸᐣ ᐅᐅ ᑐᐧᐃ ᑕᔑᑫᐧᐃᑲᒣᐧᑲ᙮ ᓴᑯᐨ ᒪᑲ ᑭᔮᐱᐨ ᐊᐸᒋᑕᐧᐊᐠ ᐊᓄᐨ ᓄᒋᒥᐠ ᐁᐧᐊᓂᐃᑫᒋᐠ ᓀᐦᑕ ᐱᑯ ᐊᓂᑭ ᑲ ᐧᐃᒉᐧᐊᒋᐠ ᑲ ᐯᒋᐣᑕᒥᓇᐅᓂᒋᓀᐦᑕ ᐱᑯ ᐊᓂᐃ ᑲ ᓄᒋᑕᓂᒋ ᑲ ᓇᓇᑲᒋᑕᓂᒋ ᑫᐧᑲᓇ ᑲᑫᒋᐧᐁ ᑕᐧᑲᓂᓂᑭ ᓄᒋᒥᐠ ᙮ ᓴᑯᐨ ᐧᐃᓇ ᐊᐧᐊᓯᑌ ᒥᒉᑎᐧᐊᐠ ᐊᐧᐁᓂᑲᓇᐠ ᐧᑲᔮᐦᐠ ᐧᐊᐦᑲᐃᑲᓇ ᑲᑕᔑᑲᑐᑕᑭᐠ ᐊᑎᑯ ᓵᑲᐃᑲᓂᐠ ᑲ ᒥᓂᒋᐠ ᑲ ᐅᔑᑕᓂᐧᐊᓂᓂᑭ ᐃᓂᓂᐧᐊᐦᑭᐠ᙮

ᐧᐁ˘ᑲᐨ ᑲᑐᒋᑲᑌᑭᐸᐣ	ᐊᓄᐨ ᑲᑐᒋᑲᑌᐠ
1) ᐁᑯᑕᐧᐊᓂᐧᐊᐠ	________________
2) ᐁᐧᐊᐦᑌᓂᑲᓂᐧᐊᐠ	________________
3) ᐁᐦᐱᒋᑕᐧᐊᐠ	________________
4) ᒉᐧᓇᐱᓇᓂᐧᐊᓄᐧᑫ ᓀᐦᑕ ᐱᑯ ᐁᑭᓯᐧᐊᐠ	________________
5) ᑕᓂᓂᑯᐠ ᐁᐱ˘ᒋᑲᑌᐠ ᑕᔑᑫᐧᐃᐣ	________________

Local Government

With the signing of the treaty in 1910, some changes were brought into the Deer Lake area. Deer Lake was regarded as part of the larger Sandy Lake Band. A council was elected for Deer Lake but it formed part of the Sandy Lake Council. The chief of Sandy Lake was therefore responsible for Sandy Lake, Deer Lake and North Spirit. These three separate communities formed a single band.

In 1978 Deer Lake became an independent band. With this new independence will come reserve status, and a direct control of local affairs through elected representatives.

Assignment

a) Name the present Chief.

b) Name the members of the present council.

c) How long is the term of office for a) Chief
b) Council

Invite as many of the people listed below to your classroom and have them discuss their position in the community.

a) Chief

b) Councillor

c) Band Administrator

d) Band Clerk

e) Social Counsellor

f) Band Special Constable

g) Community Health Worker

<u>ᐱᐠᐸᓂᐃᑎᓯ·ᐃᐣ</u>

ᐁᑯ ᒪᑲ ᐃᐦᐱ ᑲ ᐱᑐᐊᑫᓯᓇᐅᑎᓯᓇᓂ·ᐊᕽ ᐠᑎᑎ 1910 ᐁᐱᐳᕽ, ᐊᑎᐟ ᑫ·ᑲᓇ ᐱᑐᐢ ᑭ ᐊᑎ ᐃᐦᐸᓂ·ᐊ ᐊᐣᑕ ᐊᑎᑯ ᓴᑲᐃᑲᓂᕽ᙮ ᐊᑎᑯ ᓴᑲᐃᑲᐣ ᓴᐣᑎ·ᐃ ᓴᑲᐃᑲᓂᕽ ᐃᓯ ᑎᐯᐣᑕ·ᑲᐢᐸᐣ᙮ ᐁᑯ ᒪᑲ ᑫᑲ ᑭ ᐅᓯᐊᑲᓂ·ᐊ·ᓇᕽ ᐅᑭᒪᑲᓇᕽ ᐊᑎᑯ ᓴᑲᐃᑲᓂᕽ ᓭᑯ- ᒪᑲ ᓴᐣᑎ·ᐃ ᓴᑲᐃᑲᓂᕽ ᐁ̇ ᐃᓯ ᑎᐯᐣᑕᑯᓯᒋᕽ ᐊᐣᓇ ᒪᑲ ᑭᒋ ᐅᑭᒪᑲᐣ ᓴᐣᑎ·ᐃ ᓴᑲᐃᑲᓂᕽ ᑲ ᐅᑭᒪᑲᓂ·ᐃᐟ ᓇᑲᒋᑕᐸᐣ ᐃ ᓂᓂ·ᐊᐦᑭᓂᐤ ᐊᐣᑕ ᐊᑎᑯ ᓴᑲᐃᑲᓂᕽ ᐯᐢᑭᐢ ᓄᐦᑕ ·ᓇᕒᐟ ᒦᐯᑎᐟ ᐃᑌᑫ ᑲᑕ·ᑲᓂᓂᕽ, ᐅᐅ ᑌᑎᐸᐣ ᓂᐦ·ᑕᔭᕽ ᐁ ᐃᓯ ᐊᐱ ᓇᓂ·ᐊᕽ ᒍᒋ ᐯᔭᑯᑕᓂ·ᐊᐢᐸᐣ ᐃᓂᓂ·ᐊᕽ ᐅᐟ ᐅᑭᒪᑲᓇᐱ·ᐃᓂ·ᐊᐤ᙮
1978 ᐁᐱᐳᕽ ᐊᑎᑯ ᓴᑲᐃᑲᐣ ᑭᑎᐯᓂᒥᑎᓯᒪᑲᐣ ᒋᐃᓂᓂ·ᐊᐦᑭ·ᐊᕽ ᓄᐦᑕ ᑭᒋ ᐱᑊᐸᓂ ᐃᑎᓯᒋᕽ ·ᐃᓇ·ᐊᐤ ᑎᐱᓇ·ᐁ ᐁᐅᓯᐊᒋᕽ ᐅᑭᒪᑲᓇ᙮

ᑫᑐᒋᑲᑌᕽ

1) ·ᐃᐣ ᐁᓯᓂᑲᓱᐟ ᐅᑭᒪᑲᐣ ᐅᑕ
2) ·ᐊ·ᐃᓂᕽ ᐅᑭᒪᑲᓂᓯᓭᕽ
3) ᑕᓂᓂᑯᕽ ·ᐁᑭᒪᑲᓂ·ᐃᐃᐟ ᐊ·ᐁᓇ ᓄᐦᑕ ·ᐁᑭᒪᑲᓂᓯᓯ·ᐃᒋᕽ

ᑫᑐᒋᑲᑌᕽ

ᐁᑯ ᒪᑲ ᓇᑐᒥᕽ ᐅᑯ ᑲ ·ᐃᓂᒋᕽ ᒐᐸᓯᐢ ᑭᒋ ·ᐃᒋ ᐊᔭᒥᒥᑐᓇᓂ·ᐊᕽ ᐁ ᐊᓂᒍᒋ

ᑲᑌᕽ ᑲ ᐃᓯ ᑕᓯᑲᓂ·ᐊᕽ ᐃᓂᓂ·ᐊ ᐦᑭᐃ

1) ᐅᑭᒪᑲᐣ

2) ᐅᑭᒪᑲᓂᓯᓭᕽ

3) ᐃᓂᓂ·ᐃᔑᓂᔭᓇ ᑲᐱᑊᐸᓂᐊᐟ

4) ᐅᑭᒪᓯᐢ

5) ᑲ ᓇᓇᑕᒪᑫᐟ ᓄᐦᑕ ᐱᑯ ᑲ·ᐃᒋᐃ·ᐁᐟ

6) ᐅᑭᐸᐅ·ᐁᓯᐤ

7) ᑲ ᓇᑲᒋᑕᐟ ᒥᐢᐊᔭ·ᐃᓂᓂᐤ ᐊᑯᓯ·ᐃᓂᕽ ᐃᑌᑫ

ᑲ ᑭᐧᑫᐢᑲᓯᓇᐃᑫᐤ----ᓯᐢᑌᐡ ᑲᐤᑎᐟ

ᑲ ᒪᓯᓇᐱᐢᑲᐃᑫᐤ ----ᒥᐢᑌᐡ ᓚᐟᑐᑫᐟ

----ᑳᓇᐧᐊᐸᑕ ᑎᐸᒋᒧᐧᐃᒪᓯᓇᐃᑲᓇ

ᑲ ᑎᐸᒋᒧᐤ

ᐢᑎᐱᐟᐢ ᐁ ᑎᐸᑐᑕᐠ ᓴᐟᑎᐧᐃ ᓴᑲᐃᑲᓂᓂᐤ

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