

# A Reserve Community

## INTRODUCTION

A Reserve Community is designed to supplement Saskatchewan Education's Grade Two Social Studies curriculum for classroom studies about the family and the community.

The nucleus of this unit is a story, Cody's Community. The story includes the concepts of identity, location, tradition, responsibility, transportation, occupation, community services and political structure.

## UNIT OBJECTIVES

Students will understand that:

1. Other communities differ from our own.
2. A reserve is a community of First Nation's families.
3. A reserve provides services to its residents.
4. A reserve has a political structure.
5. Maps provide us with the location of Saskatchewan's reserves.
6. Reserves have a history.
7. Elders can tell us about the history of our community.
8. Elders are the knowledge and wisdom of a Native community.
9. Each reserve community has its own language and traditions.

The creators of this publication have chosen a child hanging onto a balloon, to guide us on a journey through a Dene community. What figure can your class use in your illustrations, to guide the reader through your community?

OPTIONAL STUDIES

1. Find out more about the traditional importance of the pow-wow and the dances.

Resource: Wolfe, A. The Gift of the Grass Dance. In Wolfe, A. *Earth Elder Stories*. Saskatoon, SK: Fifth House Publishers.

2. For more information and statistics of Canadian Native reserves, contact The Department of Indian Affairs and Northern Development. Most material is free of charge. See *Optional Resources* for the address.

3. Involve students in a research activity. Write a letter to the Saskatchewan Archives Board for information on:

- reserve histories
- famous Chiefs

The Saskatchewan Archives charges for the retrieval and photocopying of historical literature/documents. See *Optional Resources* for the address.

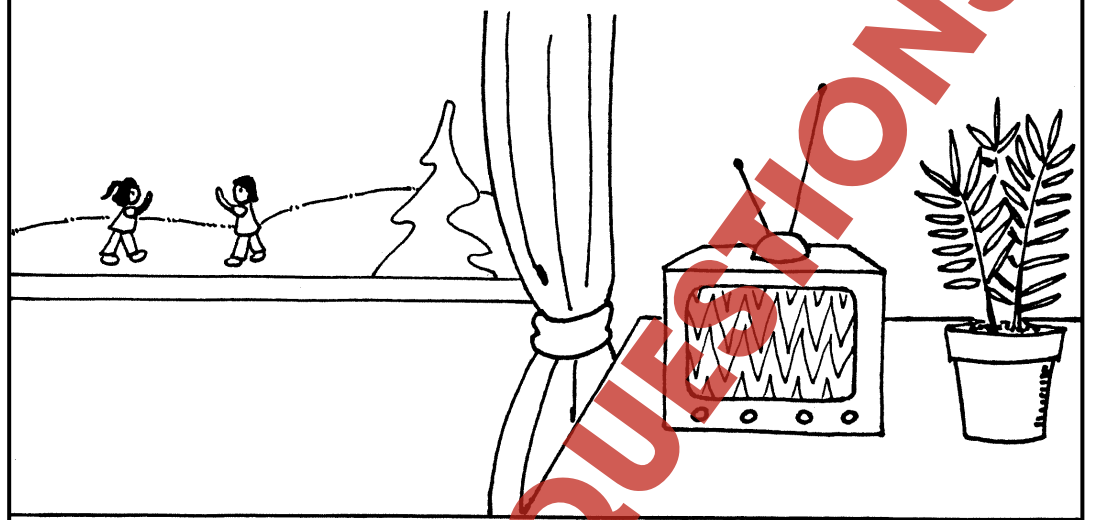
4. CLASS PENPAL ACTIVITY  
Contact the Education Director for a local Tribal Council, asking for names and addresses of teachers, who might be willing to start a penpal program for the year.

5. Invite a Native Hoop Dance Troupe to your school to perform.

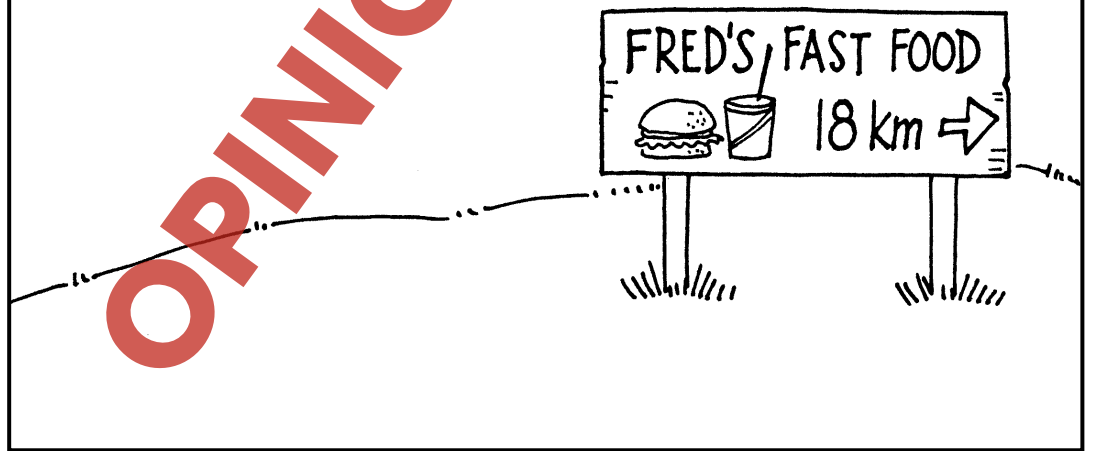
6. Invite a Native storyteller to your class.

7. Why not visit a reserve school? Contact the Band Office of a reserve close to your community.

Some reserves only have 2 channels on the TV. The children use their imaginations for play. How's your imagination? See File Folder # \_\_\_\_.



There are no fast food restaurants in a reserve community. Would you miss fast food if you lived on a reserve? Why or why not?



Name \_\_\_\_\_

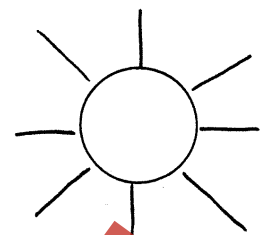
Oh my gosh!  
There's no TV!  
No video games!  
Just you and ME!

What could you do with a friend besides watch TV or play video games? Use your imagination to think of five things you could do with a friend, indoors or outdoors.

My friend and I could.....

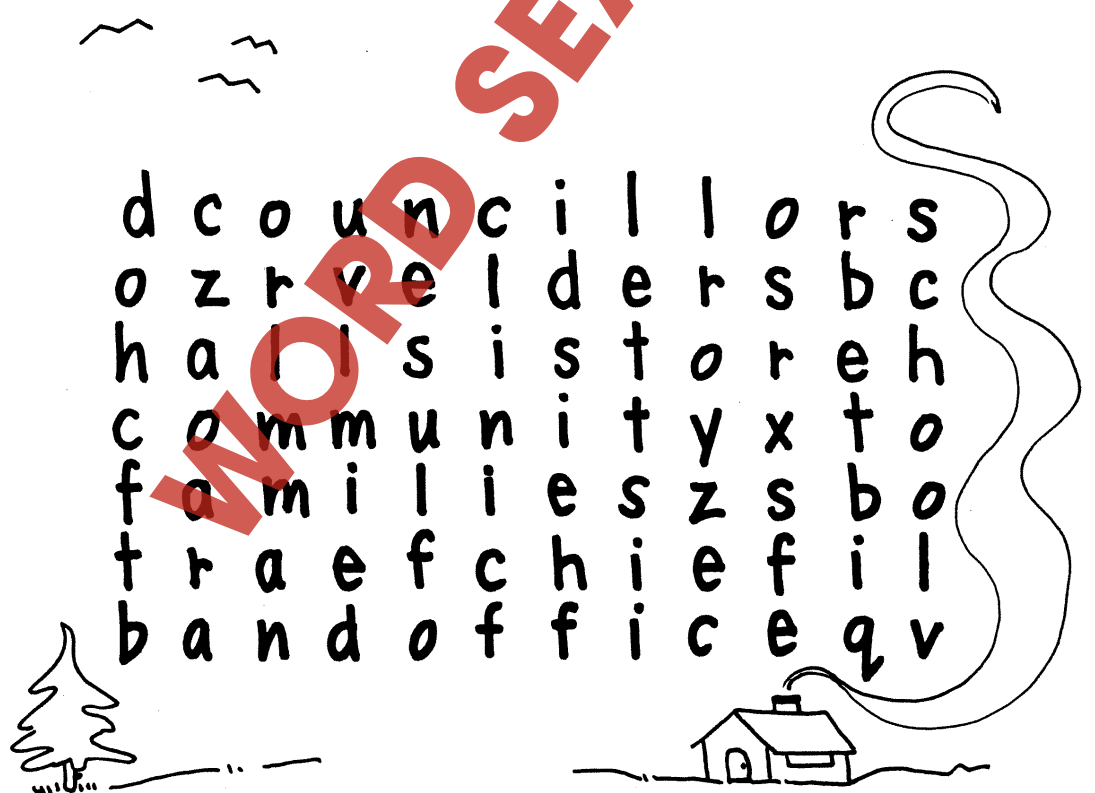
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Draw a picture of you and your friend.



Can you find the list of words in this scramble of letters. Circle each word in the puzzle as you find it, then cross it off on the list.

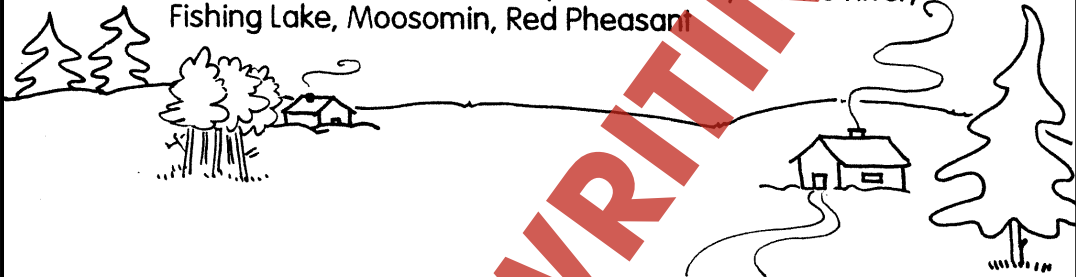
Councillors, Elders, store, community, Chief, school, hall, families, Band Office, clinic



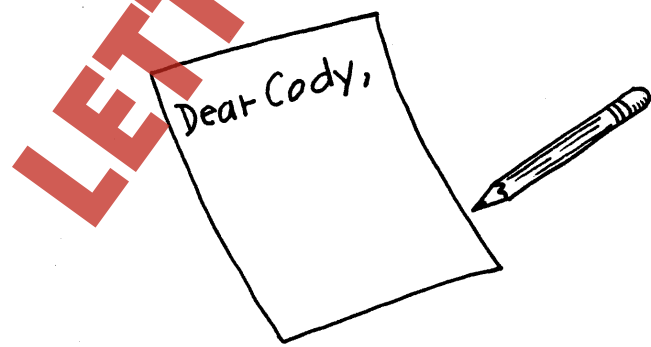
You will find names of reserves in Saskatchewan.

1. Can you rewrite the list in alphabetical order?
2. Can you guess which reserves have been named after a Chief?  
Draw a circle around those names.

Mistawasis, Poundmaker, Kinistin, Standing Buffalo, One Arrow, Wood Mountain, Pelican Lake, Buffalo River, Fishing Lake, Moosomin, Red Pheasant



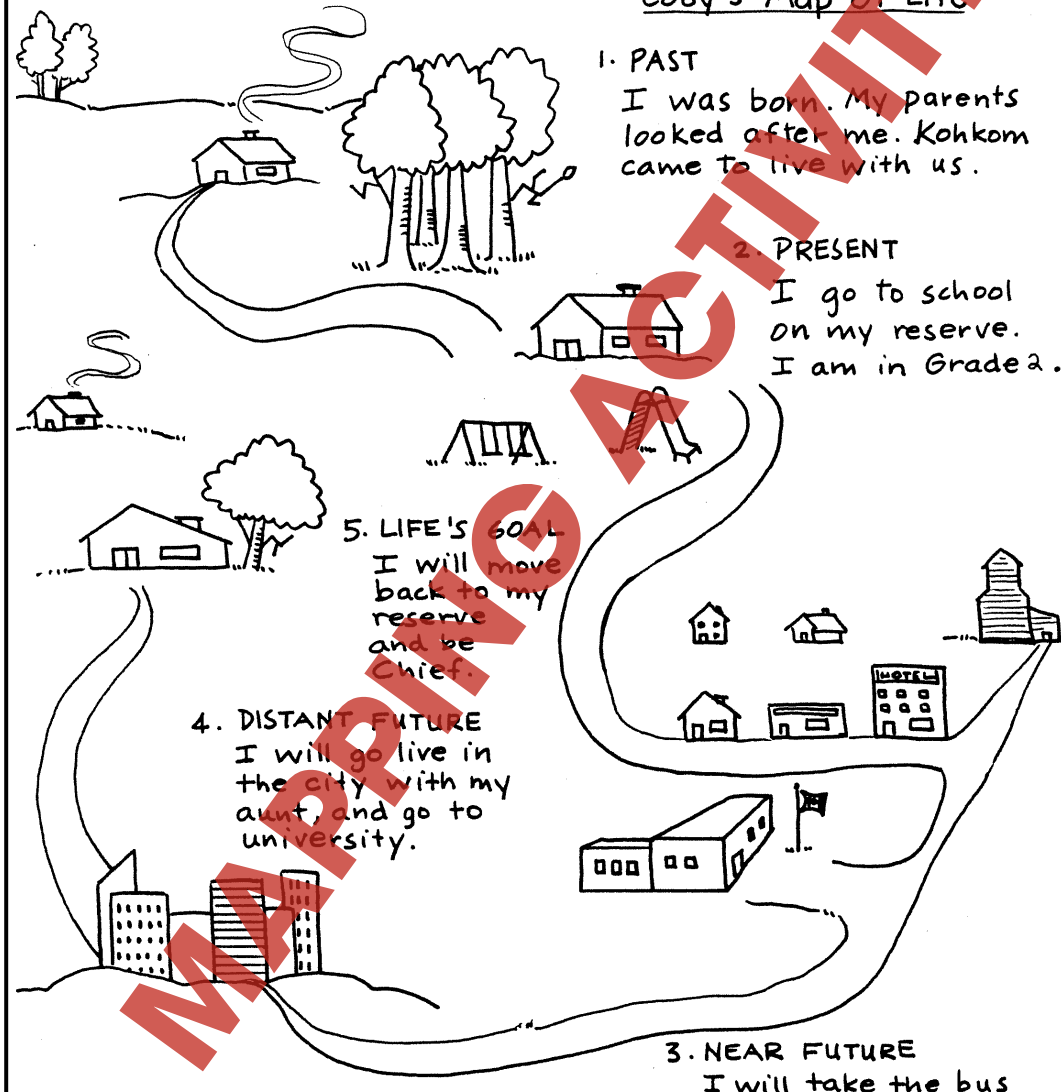
Write Cody an imaginary letter! Tell Cody about your community and about yourself. Ask Cody at least five questions about his community.



Cody has made a map of his life. He has included his past, the present, what he will do in the near future and what he will do in the distant future. Cody's map makes a circle back home to his reserve. Can you make a map of your life? Include the past, the present, the near future, the distant future and your life's goal.

### Cody's Map of Life

1. PAST  
I was born. My parents looked after me. Kohkom came to live with us.
2. PRESENT  
I go to school on my reserve. I am in Grade 2.
3. NEAR FUTURE  
I will take the bus to town when I am in Grade 9, to go to school.
4. DISTANT FUTURE  
I will go live in the city with my aunt, and go to university.
5. LIFE'S GOAL  
I will move back to my reserve and be Chief.



See File Folder # \_\_\_\_ for a map activity. Can you find the locations of different places on Cody's reserve?



In the story, Cody's Community, what community services are provided on Cody's reserve? Make a list in your Centre Book.

In the story, Cody's Community, how is Cody's community the same as your own? Copy the sentence in your Centre Book with your answer.

Cody and I have many of the same things in our community. We both have .....



### Pow-wows

Most Indian children, living on reserves or in the city have experienced a pow-wow celebration.

A pow-wow is a cultural celebration.

Pow-wows usually begin during the Victoria holiday in May and continue through to Labour Day. People travel from all parts of the country to go to a pow-wow.

Dancers of any age group may dance, dressed in traditional costume. The traditional dress was buckskin decorated with quillwork or beads. Today, more lightweight fabrics are used for the dresses. The women wear shawls. The men wear costumes decorated with beads and feathers. The dancers dance to win trophies and prizes.

Every pow-wow has drummers and singers. They are an important part of the opening and closing ceremonies and the dancing between. The drummers and singers trade off, so they don't get too tired. Pow-wows go on from early in the morning until late at night. Sometimes they last for several days.

Resource:  
Bear, G. (1976) The Indian Family. Saskatchewan Indian Cultural College, Curriculum Studies and Research, Federation of Saskatchewan Indians.

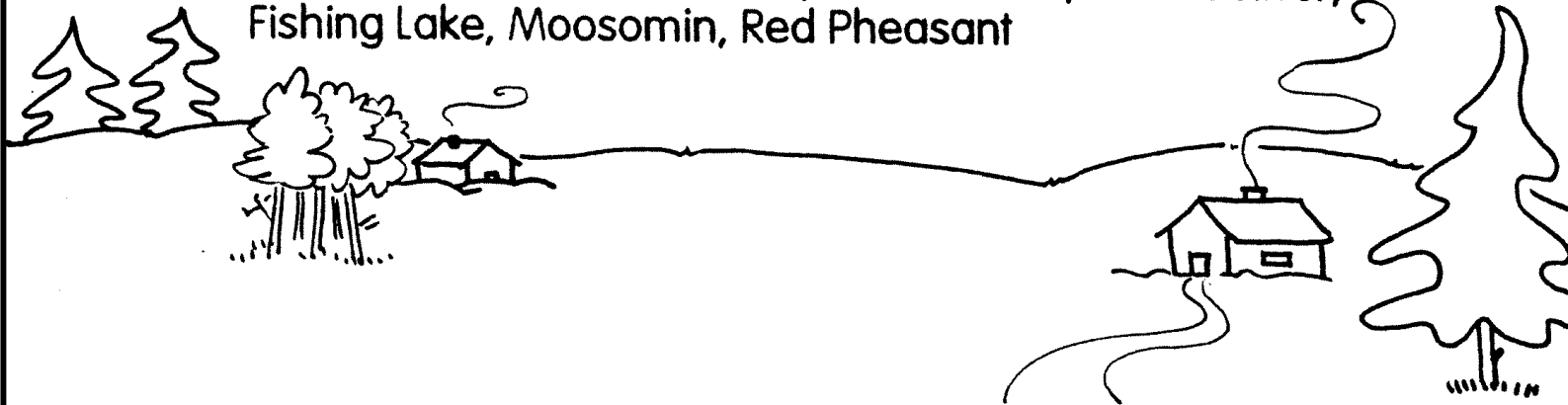


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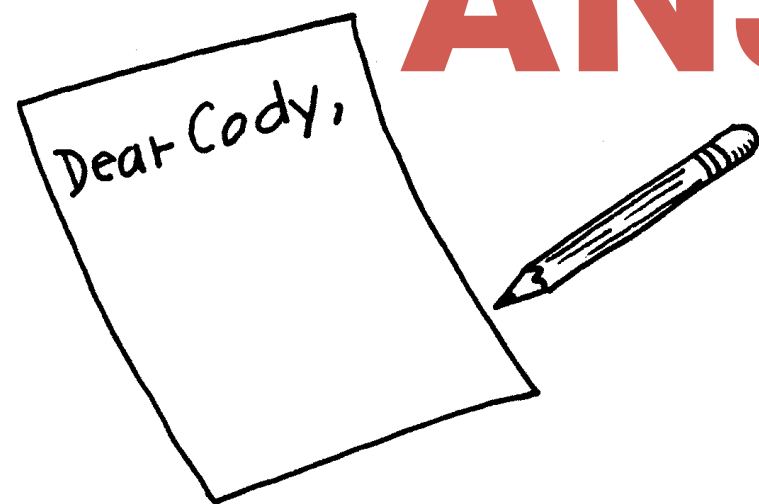
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One Arrow, Wood Mountain, Pelican Lake, Buffalo River,  
Fishing Lake, Moosomin, Red Pheasant



Write Cody an imaginary letter ! Tell Cody about your community and about yourself. Ask Cody at least five questions about his community.



# ANSWER KEY

**ANSWER KEY:**  
Alphabetical Order:  
Buffalo River  
Fishing Lake  
Kinistin  
Mistawasis  
Moosomin  
One Arrow  
Pelican Lake  
Poundmaker  
Red Pheasant  
Standing Buffalo

Reserves named after a Chief are :  
Mistawasis, Poundmaker, Standing Buffalo, Kinistin, One Arrow, Red Pheasant.