

# "GETTING TO KNOW US" VIDEO

## DIGGING IN: FACILITATING DIALOGUE AND ACTION

### KEY THEMES AND TERMS

Reconciliation, Haudenosaunee territory and confederacy, Mohawk Institute Residential School, longhouse, songs of thanksgiving, Great Law of Peace, wampum belt, 1701 Nanfan Treaty, Mohawk ironworkers, Covenant Chain of Peace, Two Row Wampum, Haudenosaunee arts, lacrosse, stereotypes,

### CATALYZING CONNECTIONS

#### DECODING QUESTIONS

- *Description:* What do you see/hear/feel while watching the video?
- *Personal Connection:* How do the stories Rick tells connect to your personal experience?
- *Common Themes:* What are the social issues/themes that emerge from our personal stories? Is there a common issue that is shared among us?
- *Social Analysis:* How did this come to be? What are the historical and social processes that created this situation?
- *Planning for Action:* What can be done? What can I/we do?

#### SPECIFIC QUESTIONS

- This video is presented as a dating game. What did you learn that you did not know before? How would you answer each of the same questions?
- What was the geographic reach of the Iroquois Confederacy historically? How and why has it been reduced?
- "Our ancestors are buried in this land...our memory is connected to our memory." How is this relationship to the land similar to or different from your connection to where you live?
- What impact did the residential schools have on children in the U.S. and Canada?
- How are longhouses different from the homes we live in today?
- How do ceremonies and song connect people to the Earth and to each other? How are those songs different from contemporary music?
- What did the Peacemaker and Hiawatha offer to the confederacy? In what form did they communicate the Great Law of Peace?
- How have the Haudenosaunee defended their treaty and sovereign rights? What strategies have they used?

- How was the historical treaty-making process with colonizers both problematic and healing? What are the meanings of the Two Row Wampum agreement and of the Covenant Chain? What is the status of these treaties today?
- Why did Rick quit being an ironworker? How do the buildings ironworkers construct reflect a deep social contradiction?
- What is the spirit of Haudenosaunee art, what values does it represent, both in the past and in the present?
- How does the Haudenosaunee passport respond to the history of colonization?
- What are the basic ideas of his Haudenosaunee ancestors that Rick would like to recover?

### Hands-On Activities

Rick recalls the songs sung while pounding corn. Ceremonies, songs and stories accompanied all aspects of the food cycle - whether for growing, gathering, hunting or fishing. Do group research on songs that relate to food activities in your area, and practice it together.

In the hunting practices of the Haudenosaunee, nothing of the animal was wasted. If your group includes carnivores, prepare a meal (or two or three) from a whole chicken. See how many different dishes you can make from the animal.

## **INTERGENERATIONAL AND INTERCULTURAL DIALOGUE**

Use the dating game questions from the video to explore the diverse cultural histories within your group, either as dialogues in pairs or in a group circle.

What Indigenous groups live in your territory? What can you learn about its history and food practices? How would they answer Rick's dating game questions?

## **INDIVIDUAL AND COLLECTIVE ACTION**

Many of the core values and practices that Rick presents in this video were brutally attacked, prohibited, and disrupted through a process of cultural genocide led by colonial powers. Research that history in your own context. In Canada, learn about some of the efforts to defend the land and culture (such as the Oka crisis, Idle No More movement, the Truth and Reconciliation Commission, land claims and pipeline protests, etc).

# DIGGING DEEPER: RESOURCES FOR FURTHER RESEARCH AND ACTION

## VIDEOS

Onondaga Historical Association. "The Peacemaker's Journey & The Great Law of Peace." April 28, 2016. Video, 4:12.

<https://www.youtube.com/watch?v=QRzxFULuTz4>.

Six Nations Polytechnic. "Hodinohso:ni Governance & the Great Law of Peace - Conversations in Cultural Fluency #4." January 29, 2016. Video, 39:39.

[https://www.youtube.com/watch?time\\_continue=1&v=0DaNMtVANsA&feature=emb\\_title](https://www.youtube.com/watch?time_continue=1&v=0DaNMtVANsA&feature=emb_title).

Six Nations Polytechnic. "Treaty Relations and Two Row Companion - Conversations in Cultural Fluency #5." January 29, 2016. Video, 36:36.

<https://www.youtube.com/watch?v=OwTljDzodi4>.

Tree Media. "We are the Haudenosaunee." TreeTV / N2K Need to Know. September 10, 2015. Video, 7:07. <https://www.youtube.com/watch?v=2DofTnRhm5o>.

## BOOKS AND ARTICLES

Coates, Ken. *#IIDLENOMORE and the Remaking of Canada*. Regina: University of Regina Press, 2015.

Coulthard, Glen Sean. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, MN: University of Minnesota Press, 2014.

Manuel, Arthur, and Ronald M. Derrickson. *Unsettling Canada: A National Wake-Up Call*. Toronto: Between the Lines, 2015.

Monture, Rick. *We Share Our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River*. Winnipeg: University of Manitoba Press, 2014.

The Kino-nda-niimi Collective. *The Winter We Danced: Voices from the Past, the Future, and the Idle No More Movement*. Winnipeg, MB: ARP Books, 2014.

Truth and Reconciliation Commission of Canada. *A Knock on the Door: The Essential History of Residential Schools*. Winnipeg: University of Manitoba Press in Collaboration with the National Centre for Truth and Reconciliation, 2016.