



Date: \_\_\_\_\_

## 'Colonialism Evades Ontario's Education System' in: 'Spirit of the Island: Manitoulin's People' (Gathering Three)



### Civics

#### Origin

Wikwemikong Unceded Territory, Manitoulin Island; The traditional territory of the Métis, Mississauga, and Anishinaabek - Treaty 20; Organization: Pallas Educational Consulting Ontario

#### Learning Level / Grade

# 12

Also: 10, 11, Youth (up to age 30), Post-Secondary, Professional Development/Continuing Education



## 50 mins

#### Related Subjects

History, Indigenous Language, Social Studies, Indigenous Ways of Knowing & Being, Careers, Literacy and Literature

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:*

This Lesson Plan and video series originates in Wikwemikong Unceded Territory, Manitoulin Island, Ontario. It has been developed in the traditional territories of the Métis, Mississauga, and Anishinaabek - Treaty 20.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

- develop a deepening awareness of learning environments that support diversity;
- analyze how issues of colonialism have impacted Indigenous people;
- explore different learning and teaching methods in relation to student success.

### LIST OF ACTIVITIES

1. Read the Full Text and Watch the Video
2. Personal Inquiry
3. Reading Discussion
4. 'Aptitude Test'

### MATERIALS

- Full Text of essay by H. McFarlane "Colonialism Evades Ontario's Education System"
- Full text of key supplemental material for Gathering Three
- Video (1 of 2): 'Colonialism Evades Ontario's Education System' - Gathering Three
- Video (2 of 2): 'Colonialism Evades Ontario's Education System' - Gathering Three
- English and Anishinaabemowin Transcription of the Second Video-Gathering Three
- Four Directions Education Model
- Lesson Plan/Activity Guide-Gathering Three
- Supplies: flip chart paper, markers, tape
- Four Directions Education Model
- Supplies: Reading Discussion Guideline (completed by each student), flip chart paper, markers, tape
- Four Directions Education Model
- Handout: Aptitude Test
- Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings
- 'Fair Exam' political cartoon

- Four Directions Education Model

## DESCRIPTION

This lesson plan is part of a series of four Gatherings shared with NCCIE from the book '*Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics*'. There are thirteen Gatherings in the book, which is available in English, Anishinaabemowin, and French at [www.pallasedu.com](http://www.pallasedu.com)

'Gathering' is used as opposed to 'chapters' to reflect intergenerational learning and personal connections.

Topics explored in this lesson plan (Gathering Three) are listed below, with the timing of the topic in the videos, which include closed captioning:

*Video 1 of 2 (reading by contributor Hanah McFarlane):*

- Treaty Responsibilities (0:33)
- Resistance (2:52)
- Revitalization (4:11)
- Indigenous Knowledge in the Ontario Curriculum (6:00)
- Assessment and Achievement (8:18)
- Recommendations for Anti-Colonial Pedagogy (9:29)

*Video 2 of 2 (excerpts from supplemental, academic material in Gathering Three):*

- Conflict in Education (0:13)
- Hierarchical Educational Paradigm (0:22)
- Holistic Education (4:30)

This lesson plan includes information and a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor is encouraged to read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this lesson plan, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

## TEACHERS' GUIDE

### Background/Foundational Information

- Welcome!

*Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics* is written in response to Canada's Truth and Reconciliation Commission's 'Calls to Action.' The book and related video series are applicable for advanced secondary school, college, early university, and professional development for organizations and boards of education (please visit [www.pallasedu.com](http://www.pallasedu.com) for more information about the book).

As important as content is so are the languages of delivery, thus the book is published in three volumes: English, French, and Anishinaabemowin (formatted for language learning). This series of four lesson plans are provided in English with Anishinaabemowin translations.

For each lesson plan in this series, you will find:

- The full written text of the 'Gathering' (i.e., chapter) from the book.
- A video recording with selected excerpts from the full 'Gathering' (this video allows learners to hear the language and is particularly useful for language classes). The original contributor of the story tells their own experience, followed by the author of the book and an Elder alternately reading in English and Anishinaabemowin.
- A written version of the excerpts shared in the video (in both English and Anishinaabemowin). This text allows learners to see the language in writing and is particularly useful for language classes.
- The 'Lesson Plan/Activity Guidebook' that contains all the handouts and documents needed for the lesson (plus additional helpful background information).

Although the stories are set on Manitoulin Island, Ontario the content is relevant on a national level across Canada.

Before you deliver these lesson plans, please watch the video, 'For Instructors: Introduction to the Video Series' (found in the 'Where can I find additional information?' section). This introductory video provides instructors with a general overview of what you will see in each lesson plan's video and how it may augment your students' and/or workshop participants' learning experience. You are also encouraged to view the specific video that is part of each lesson plan prior to the class/workshop to see how it may complement your learning objectives, especially in language classes.

Another resource to review before delivering this lesson is the 'Lesson Plan/Activity Guidebook', which includes practical suggestions on how to use the text and videos in the classroom or for professional development. This resource also includes handout templates for you to use and adapt for students/participants to gain deeper insights and understandings of the complex issues addressed.

The content is organized in 'Gatherings' (explained below) that provide you, the instructor, options to choose which topic(s) best corresponds with your planning and purpose, as you are the best judge of your own classroom and workshop needs.

### *Orality and Holistic Learning*

Each lesson plan in this series is referred to as a 'Gathering', which supports the oral tradition of Indigenous education that is based on Elders, parents/guardians/family members, community members, and children gathering to learn from and with each other. The stories are not interrupted, and the listener can become part of the storyteller's experience when left alone with the author's words speaking to them personally; the lesson can then be absorbed.

### *Using the Book and Video Series*

The videos for Gatherings Two, Three, Nine, and Thirteen contain excerpts from each Gathering in the book. The timing of the various topics discussed in the video are listed in the 'Description' above as well as in the 'Lesson Plan/Activity Guidebook', making it easy for the instructor to choose what to focus on, be it: i) specific content under a heading within a Gathering; ii) an entire Gathering; or iii) the video playlist of all four Gatherings.

### *More Information about the Book*

The organizational structure of the book follows a pattern of content grouped by:

1. The story: each story or poem is told through the personal experience of the contributor
2. Student Center: following the story of personal experience, the Student Center includes:
  - inspirational quotes (affords the student/participant personal reflection time)
  - learning outcomes (provide focus for both the instructor and students/participants)
  - personal inquiry questions (an introspective time that can be combined with group discussion, and can also be used for research and essay topics or contexts for role play)

- 'Author's Notes' (provide the academic research relating to the stories/poems)

**3. Resources:** This section documents the research of each Gathering, and also provides recommended resources to encourage learners and instructors in their own research.

For more information, please visit: [www.pallasedu.com](http://www.pallasedu.com).

## ACTIVITIES

## 1 - Read the Full Text and Watch the Video

**Purpose**

This activity provides learners with background information, from which they can complete the other activities for this Gathering. The two required readings and videos include the full text of 1) an essay (entitled 'Colonialism Evades Ontario's Education System') written by Hanah McFarlane and 2) key supplemental, academic 'notes' written by Rhonda L. Paulsen.

**Time:** 60 mins

**Activity Instructions**

To be able to complete the other activities in this lesson, learners are instructed to read the full text found in the following two attachments:

- Full Text of essay by H. McFarlane-'Colonialism Evades Ontario's Education System'-Gathering Three
- Full Text of key supplemental material for Gathering Three

Both of these documents are in the 'Materials' section below. The accompanying videos and the video transcription are available for language learners and others interested in hearing and seeing the written form of the language (closed captioning is included).

1. Read the full text for Gathering Three. The full text is contained in two documents. These required readings can be assigned as homework in preparation for the ensuing activities in this lesson.
2. Two videos supplement this Gathering. The first is a reading (in English) of an academic essay by the author of the essay; the second video is of some excerpts being read out loud in both English and Anishinaabemowin from the supplemental, academic material of the Gathering. If you and your students are interested in hearing the language, you can watch the second video, which features both English and Anishinaabemowin.
3. Optional for language learners: the excerpts that are read out loud in the second video are written in the attachment entitled, 'English and Anishinaabemowin Transcription of Second Video-Gathering Three.'

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

**Materials**

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Full Text of essay by H. McFarlane "Colonialism Evades Ontario's Education System"	File (Full Text of essay by H. McFarlane-'Colonialism Evades Ontario's Education System'-Gathering Three.pdf) 
Reading this essay, as well as the second 'full text' document in this Gathering, prior to watching the videos and doing the activities provides valuable information to the learners that will enable them to complete the other activities in this lesson.	

Resource Title	Type
<b>Full text of key supplemental material for Gathering Three</b>	File (Full Text of key supplemental material for Gathering Three.pdf) 
This second 'full text' document also provides key information that, in addition to reading the full essay by Hanah McFarlane, will provide important information to enable learners to complete the other activities in this lesson.	
<b>Video (1 of 2): 'Colonialism Evades Ontario's Education System' - Gathering Three</b>	Youtube
In this video, the contributor, Hanah McFarlane, reads her paper that was published in <i>Spirit of the Island - Manitoulin's People</i> . (14 minutes)	
<b>Video (2 of 2): 'Colonialism Evades Ontario's Education System' - Gathering Three</b>	Youtube
In this video, excerpts from the supplementary, academic material in Gathering Three are read in English and then in Anishinaabemowin. The excerpts focus on: i) conflict in education; ii) the 'hierarchical educational paradigm' diagram; and iii) holistic education. (8:08 minutes)	
<b>English and Anishinaabemowin Transcription of the Second Video-Gathering Three</b>	File (English and Anishinaabemowin Transcription of the Second Video-Gathering Three.pdf) 
This is the written text of the excerpts read out loud in the second video (in both English and Anishinaabemowin).	

## TEACHING NOTES

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## 2 - Personal Inquiry

### Purpose

*Personal Inquiry* questions, found in the accompanying 'Lesson Plan/Activity Guide' (pages 6-7), provides opportunity for personal reflection.

**Time:** 10 mins

### Activity Instructions

The accompanying 'Lesson Plan/Activity Guide' (attached below in the 'Materials' section) contains all the necessary resources and forms for each activity in this lesson. Also, the 'Lesson Plan/Activity Guide' contains information for the educator/instructor to read so you can consider different ways to augment the learning experience. It is recommended that the educator/instructor read through the entire document.

Information for this activity, *Personal Inquiry*, begins on page 6. The quote on page 7 and the corresponding image are intended to provide inspiration and can be displayed for learners to view during this personal reflection time, encouraging thoughtful introspection.

The *Personal Inquiry* questions are shared with learners who are given time (either in class or for homework) to reflect on the reading.

### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Lesson Plan/Activity Guide-Gathering Three</b>	File (LP Activity Guide G3.pdf) 
The 'Lesson Plan/Activity Guide' includes information on holistic learning as well as the activities in this Gathering. All forms/templates for handouts and instructions are included in this guide, providing learners the opportunity to articulate and express their knowledge and understanding.	
<b>Supplies: flip chart paper, markers, tape</b>	Supplies 

## TEACHING NOTES

### 3 - Reading Discussion

#### Purpose

The purpose of this activity is to assist learners in reflective and analytical reading and listening, as well as for personal review to retain the information long-term (and, if a student, for test preparation).

**Time:** 20 mins

#### Activity Instructions

It is recommended that the educator read page 8 of the 'Lesson Plan/Activity Guide,' which provides additional information for the discussion activity. The 'Discussion Guideline' is found on page 9. If you, as the educator, would like to add or change questions, you can adapt this form for your group of learners. Learners are asked to complete the form at the beginning of class or as homework, and then the group can have a discussion so that everyone can learn from each other.

The discussion can be as a whole group or in small groups, reconvening as a whole to share as a class. Notes are taken on flip chart, which is displayed around the room for everyone to read.

The form on page 8 can be used in a variety of ways. For example, it can be used at the end of a unit of study (if focusing on material under a heading from the video) and/or at the completion of a class or workshop (if using an entire Gathering video or the video series).

#### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

#### ... in the following ways:

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

#### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: Reading Discussion Guideline (completed by each student), flip chart paper, markers, tape	Supplies 📄

## TEACHING NOTES

## 4 - 'Aptitude Test'

### Purpose

This exercise provides the learner with the experience of being assessed, and labeled according to that assessment, based on their achievement levels from a test containing content that they most likely have never been taught or exposed to in everyday life.

Emphasis is on how experiences can affect our concepts of identity (self and other).

**Time:** 50 mins

### Activity Instructions

The 'Aptitude Test' is a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor can read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this exercise, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.

To prepare, the instructor can read pages 10-13 of the 'Lesson Plan/Activity Guide.'

- The instructor enters a role-play of being very formal and strict; handing out the test (see p. 12) by placing it face down in front of each student/participant; directing learners to not talk or leave their seats; periodically announcing the time to put pressure on completing the test; and having no interaction with the learners during the test (this is explained prior to starting).
- When the test time has run out (determined by the instructor based on available time), pens are put down immediately and learners give their tests to the person next to them.
- The instructor reads out each question, asks for volunteers to offer answers, then provides the 'correct' answer (see p. 13 in the 'Lesson Plan/Activity Guide'); the learners grade answers as 'correct' or 'not correct', i.e. no subjectivity or leeway. During this time, the learning environment can return to a relaxed atmosphere that helps with debriefing the exercise – there are bound to be laughs.
- Post-exercise discussion questions can include: "How did this make you feel?"; "Was your confidence shaken?"; "What were your emotions?"; "Did you think it was a fair test?"; "Are you comfortable with having your ability/aptitude assessed and labelled based on your test results?"
- Please do not convert to technology; emphasis is on cursive writing and personal inter-action.

### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

Activities included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Handout: Aptitude Test</b>	Supplies 📄
This is on page 12 of the 'Lesson Plan/Activity Guide.' Answers are on page 13 (background information for this activity is on pages 10-11).	
<b>Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings</b>	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 📄
Information for the teacher to read prior to delivering this lesson.	

Resource Title	Type
'Fair Exam' political cartoon	<a href="#">Link</a> 
The 'Lesson Plan/Activity Guide' makes note of this political cartoon on page 10.	

**TEACHING NOTES** 

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## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

The accompanying 'Lesson Plan/Activity Guide' includes the author's 'Four Directions Educational Model' that addresses assessment from an Indigenous perspective, i.e. holism in education. Educators can observe the students 'living' their learning, i.e. through the learner's i) engagement; ii) participation; iii) requirements completed; iv) attitude for self-care and the care of others and our environment; and v) evidence of achieving the learning outcomes.

Self-Reflection worksheets (in the 'Lesson Plan/Activity Guide') that students complete assist in the assessment and achievement of learning outcomes.

Resource Title	Type
<b>Four Directions Education Model</b>	File (Four Directions Education Model.pdf) 
<p>The 'Four Learning Styles' chart (below) aligns personal learning styles with the four realms of being - spiritual, emotional, physical, and intellectual - depicted in the 'Four Directions Education Model' also on this page, which demonstrates our connection to each other, our environment, and ourselves. <i>Please use this material respectfully.</i> If you have any questions, please contact the Project Lead for this Gathering, Dr. Rhonda L. Paulsen, pallasedu@hotmail.com. Miigwech!</p>	

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics / Ezhi-minidoowang Minis: Minidoo-wining Bemaadizijig ~ Wiin E-zhi-kendaang gaa-zhiwebizid nji Anishinaabewid-Gaa-bi-daajig gaa-bi-zhi-giigdoowaad / L'esprit de l'île : le peuple de Manitoulin Expériences personnelles d'Autochtones – Dynamique historique du colonisateur</b>	<a href="#">Link</a> 
<p>This is a resource set with textbook and accompanying instructor's guidebook with background information, notes on Indigenous education and learning styles/assessment, activities and related forms, plus a calendar of Indigenous events to which educators can align their planning. For more information, visit <a href="http://www.pallasedu.com">www.pallasedu.com</a> by clicking on the link.</p>	
<b>For Instructors: 'Introduction to the Video Series' (4 minutes)</b>	<a href="#">Link</a> 
<ul style="list-style-type: none"> <li>- This video describes how best to use the video playlist of four Gatherings. The accompanying document of the video text can be used with or without viewing the videos.</li> <li>- These videos (Gatherings Two, Three, Nine, and Thirteen) do not need to be used in sequence but are designed to be flexible for delivery in order to meet the exact needs of the classroom or professional development workshop.</li> <li>- Topics included in each video are easily identified under headings, and the timing in the videos is clearly stated in both the Lesson Plan/Activity Guidebook and at the beginning of each video.</li> <li>- Suggested options for how to use this playlist: i) selecting snap shots from the videos by targeting specific subject matter using the headings, e.g. Identity, Residential School System, 60's Scoop, etc.; ii) selecting to use the entire Gathering video; or iii) selecting to use the entire play list, which would be applicable for Unit Plans or 1-2 day professional development workshops. <i>Miigwech!</i></li> </ul>	
<b>Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings</b>	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 
<p>Information for the teacher to read prior to delivering this lesson.</p>	

**HOLISM AND ALL OUR RELATIONS**

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
English and Anishinaabemowin.
<b>Relationship with family, ancestors</b>
Intergenerational learning is supported by engaging family and community members, as well as seeking guidance, support, and inclusion with Elders and Knowledge Holders.
<b>Connections are made with everyday life</b>
Introspective reflection time helps the learner to absorb the information personally, process the meaning embedded in the data that is not necessarily on the surface, and explore the variables behind the Activity questions. Connections are made with everyday life.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
<b>Intergenerational learning with Elders/Knowledge Holders</b>
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
Holism - reflecting ethical values: Learners are encouraged to i) draw connections between the various components of the lesson; ii) relate the content to everyday life in a positive sense; iii) recognize each person in the group as a whole person with their own experience and identity; iv) reflect on relationships with one another and Creation.
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
Learners are encouraged to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.
<b>Personal reflection time (connecting with thoughts and feelings)</b>
Personal reflection time is provided in each lesson (see the 'Lesson Plan/Activity Guide' for details).

## OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Ontario Yes

Stream: Academic, General

## RELATED LESSON PLANS

- 'Sacred Water' in: 'Spirit of the Island: Manitoulin's People' (Gathering Thirteen)
- 'Forgotten Children' in: 'Spirit of the Island: Manitoulin's People' (Gathering Nine)
- 'A Survivor's Story' in: 'Spirit of the Island: Manitoulin's People' (Gathering Two)

## CONTRIBUTORS

Name	Role/Job Title	Place
Dr. Rhonda L. Paulsen	Project Lead - conceptual design; author	Warsaw
Dr. Shirley I. Williams-Pheasant, Elder	Anishinaabemowin translator; content consultant, Masters in Environmental Studies	Wikwemikong
Hanah H. McFarlane	Personal Story Contributor	Douro-Dummer
Evan Brockest	videographer	Douro-Dummer
Daniel Wood-Salomon	videographer	Sault Ste. Marie
Bruce McFarlane	Closed Captioning - Anishinaabemowin	Douro-Dummer

## QUESTIONS/MORE DETAILS

For Questions contact: Rhonda Paulsen ([pallasedu@hotmail.com](mailto:pallasedu@hotmail.com)) for more information.