



Date: _____

The Teachings of the Caribou

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.:

Today, we are remembering the journey of Naskapi people for last millennia. We are grateful to the elders and all members of Naskapi Nation of Kawawachikamach for sharing their knowledge included in this activity.

LEARNING OUTCOMES

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

1. Identify main changes related to Naskapis' relation to territory since the creation of Kawawachikamach and make comparisons with Québec society during that period.
2. Realize the importance of the caribou for Naskapis in their history and appreciate the impact the decline of caribou herds has had on Naskapi identity.

LIST OF ACTIVITIES

1. The Teachings of the Caribou

MATERIALS

- Remembering Our Roots: Naskapi History, Language, Culture and Traditions
- Equipment: Video Recording Devices
- Supplies: caribou hide, tools, and other materials
- Worksheet: Venn Diagram
- Renouer avec nos origines : histoire, langue, culture et traditions des Naskapis
- Diagramme de Venn

History

Origin

Naskapi Nation of
Kawawachikamach / Jimmy
Sandy Memorial School
Naskapis
Québec

Learning Level / Grade

10

Also: 5, 6, 6, 5

 **200 mins**

Related Subjects

Social Studies, Indigenous
Ways of Knowing & Being,
Indigenous Language, On-the-
Land

DESCRIPTION

- This lesson plan is part of a series that includes four different lesson plans relating to Naskapi history from a Naskapi perspective. These lesson plans have been designed to spread over one school year, with the objective for students to make links between each lesson. All four lesson plans are found together in the document, *Remembering Our Roots: Naskapi History, Language, Culture and Traditions*, in the “Activities” section below.
- If intending to fit all four lessons in one school year, this activity will take place in January. Due to the temperature at this time of year, it would be best to do it in the morning (3 periods).
- A permanent tent (or shaputuan) to learn would be set up. Naskapi teachings involve steps of demonstration, practice, and animation, making this challenging to do inside a classroom.
- Students go in the permanent tent (or shaputuan) to learn from Elders how to create clothes or other items with caribou skins (according to Elders’ choice).
- When creating these items, students also learn about the importance of caribou in the Naskapi culture from past to present. Elders will make links to recent history concerning caribou hunting in the Naskapi territory.
- It is recommended that the school add extra morning sessions after this first lesson, as teachings around the caribou take time in different steps.
- Since there is a decline of the George River caribou herd, these teachings need to be recorded for future resources and use at the school. It is important that the school take the necessary steps (including following cultural protocols) to have staff record as much as possible during the teachings.

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
- Connections are made with everyday life
- 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)
- Relationship with the land

TEACHERS' GUIDE

Background/Foundational Information

- For **Cycle 3 (Grades 5-6)**, the teacher needs to examine the content of the course concerning land use (agriculture and industry) in Québec society around 1980.
- For **Secondary IV (Grade 10)**, the teacher needs to examine content of the course concerning resource exploitation in Québec society from 1980 to our times.
- For both **Cycle 3 (Grades 5-6)** and **Secondary IV (Grade 10)**, the teacher needs to examine Naskapi history since 1984 to present.
 - He/she can refer to *A History of the Naskapis of Schefferville* book, written by Alan Cooke and produced by Naskapi Development Corporation, available for purchase online: <http://www.lulu.com/spotlight/naskapi>.
 - He/she can refer to *Atiikw-Our Caribou Stories* (2016), written by Naskapi Nation of Kawawachikamach.
 - He/she can ask the Curriculum Office at Jimmy Sandy Memorial School for other material available.
- References below to “Competencies” and “Elements of Assessment” are found in the Social Sciences subject area of the Québec Education Program (QEP). The QEP is available online for Grades 5 and 6 at:

<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/social-sciences/geography-history-and-citizenship-education/>.

And for Grade 10 at:

<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/social-sciences/history-of-quebec-and-canada/>.

Links with Québec Education Program

The activity is related to the *Geography, History and Citizenship Education* course for Cycle 3 (Grades 5-6), and *History of Québec and Canada* course for Secondary IV (Grade 10).

- **Cycle 3 (Grades 5-6):** The activity focuses on Competency 1 (To understand the organization of a society in its territory), in these components:
 - Establishment of the geographic and historical contexts of the society.
 - Making connections between assets and limitations of the territory and the organization of the society (e.g., assets can be strengths or opportunities).
- **Secondary IV (Grade 10):** The activity focuses on Competency 1 (Characterizes the period from 1980 to our times), in these components:
 - Establishes historical facts
 - Considers geographical features
- Following cultural protocols, the teacher needs to invite at least two Elders who know Naskapi caribou stories and how to create items (e.g., clothing, crafts, etc.) from caribou for the specific crafting activity chosen.
 - A lot of stories told by Naskapi Elder John Peastitute can be found in books published by Naskapi Development Corporation. For example, the book *Wapimakuch ka-nuchahakinuch – A Whale Hunt and other stories*, includes the story “Caribou Hunt.” It is available online for purchase at: <http://www.lulu.com/spotlight/naskapi>.
- The teacher needs to obtain caribou skins and other material needed for the crafting activities (to be determined with Elders) in sufficient numbers for Elders and students.
- The teacher needs to have access to the permanent tent (or shaputuan).
- The teacher needs access to a video camera and obtains the permissions from students and their parents as well as from the Elders or Knowledge Holders to record them.

ACTIVITIES

1 - The Teachings of the Caribou

Purpose

At the end of the activity, students can identify main changes related to Naskapis' relation to territory since the creation of Kawawachikamach and make comparisons with Québec society during that period. They should also realize the importance of the caribou for Naskapis in their history in order to understand the influence of the actual decline of caribou herds on Naskapi identity.

Time: 205 mins

Activity Instructions**Preparation phase**

1. At least four weeks before the activity, Elders inform the teacher what specific craft/activity will be taught to students.
 - a. Depending on the Elders' choice, the teacher can, for example, prepare material (with the help of Elders) to be shown to students in three states: the original caribou parts, a semi-finished product, and a finished product.
 - b. For example, the activity can be related to the creation of a specific part of caribou skin jacket, as explained in the book, *To Please the Caribou*, published by Royal Museum of Ontario in 1992. Other examples that may be easier for students to produce would be to make caribou pemmican or specific tools with caribou bones.
 - c. Elders must be asked what materials they have on hand to demonstrate these teachings. A good two weeks should be given to an Elder to prepare. If they do not have any materials, the school's Cultural Teacher should be informed so that he/she can put materials aside for these teaching opportunities (and so that they can be given to the Elders so that they may prepare for the lesson).
2. At least two weeks before the activity, Elders inform teacher what stories will be taught to students. Their stories can relate to the importance of caribou in Naskapi history.
 - a. A lot of stories told by Naskapi Elder John Peastitute can be found in books published by Naskapi Development Corporation (<http://www.lulu.com/shop/search.ep?contributorid=1170252>). For example, the book *Wapimakuch ka-nuchahakinuch – A Whale Hunt and other stories* includes the story "Caribou Hunt." It is available online for purchase at: <http://www.lulu.com/shop/john-peastitute/a-whale-hunt-and-other-stories-sc/paperback/product-24278322.html>.
3. Elders also identify for the teacher some words that can be difficult to understand for students, in relation to language connected to life on the land.
4. In Preparation for the activity/lesson, a permanent tent (or other outdoor shelter that can be used) should be set up.
5. Before starting the activity, teacher reads this Acknowledgement statement: "*Today, we are remembering the journey of Naskapi people for last millennia. We are grateful to the elders and all members of Naskapi Nation of Kawawachikamach for sharing their knowledge included in this activity.*"
6. Students and their teacher meet in class at 8:35 AM, and the teacher gives the first instructions: students will go to the permanent tent or shaputuan (or other outdoor shelter) to learn from Elders how to make items from caribou and the importance of caribou in Naskapi culture and history.
7. When arriving at the permanent tent or shaputuan (or other outdoor shelter), students and their teacher are welcomed by the Elders. The teacher asks the students to listen to the instructions given by Elders on how to make items from caribou and be attentive to their stories and teachings about caribou in Naskapi culture and history.

Realization phase

1. During the first period (about 75 minutes), Elders give an introduction about the importance of caribou in Naskapi culture and history, and tell students some stories (to be determined by them) concerning caribou hunting and uses of the caribou in Naskapi culture past to present.
2. Since there has been so many changes to the migration of the caribou, it is important for students to listen attentively. Elders will be encouraged to speak of the changes they experience today (most recent) and talk about the history and life preceding 1984 in their explanations.
3. During the second period (about 75 minutes), Elders work with caribou skins (parts to be determined) while

explaining to students how to do the same with their own caribou skins parts.

4. Naskapi teachings involve a process of demonstration, practice, and animation. It is encouraged that at least one Elder does the demonstration and another Elder helps students with their creations as needed.
5. During the activity, the teacher, an Elder or another adult member of the community serves as translator for students when needed, on a one-on-one basis.
6. At the end of the second period, students walk with their teacher back to school. It is important for the school to add extra morning sessions after this first lesson, as teachings around the caribou take time in different steps.

Integration phase

1. During the next class, for 50 minutes, teacher and students take part in a talking circle concerning their learnings with the Elders.
2. At the end of the discussion (for 10 minutes), teacher asks a question:
 - Cycle 3 (Grades 5-6) students answer one question concerning land use (agriculture and industry) in Québec society around 1980.
 - For Secondary IV (Grade 10) students, the question is related to Resource exploitation (related to Environmental concerns) in Québec society in the period from 1980 to our times.
3. With the help of the students, teacher fills in a Venn Diagram graphic organizer with the information shared by the students.

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:

This activity can connect with spiritual learners by the relationship developed with Elders, and by stories on-the-land related to caribou.

This activity can connect with physical learners by their participation in crafting activities with caribou.

This activity can connect with intellectual learners by developing a chronological perspective of the historical events told by Elders.

This activity can connect with emotional learners by reflecting on their feelings while listening and hearing about their ancestors' traditions. They can also connect by their contact with caribou.

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
Remembering Our Roots: Naskapi History, Language, Culture and Traditions	File (Naskapi History, Language, Culture and Traditions.pdf) 📄
<p>This document contains all four lesson plans in the series, which teach Naskapi history from a Naskapi perspective. These activities are conceived to be spread over one school year, with the objective for students to make links between each activity. Each activity focuses on specific competencies included in Social Sciences subject area of the Québec Education Program (QEP). The activities concern Geography, History and Citizenship Education course for Elementary Cycle 3 (Grades 5 and 6), and History of Québec and Canada course for Secondary IV (Grade 10). These choices are related to the historical periods covered by the QEP, including the period from 1800 to now for Elementary Cycle 3 (Grades 5 and 6), and the period from 1840 to now for Secondary IV (Grade 10).</p>	
Equipment: Video Recording Devices	Supplies 📦
<p>The teacher needs to ask for consent to be video-recorded (or audio-recorded) from the Elders or Knowledge Holders who will be working with the caribou skins and telling stories. The teacher will then need to arrange for recording equipment, microphones (e.g., lapel microphones), etc.</p>	

Resource Title	Type
Supplies: caribou hide, tools, and other materials	Supplies 📋
The teacher will need to arrange for enough caribou hide, tools, and other required materials for the Elder(s) as well as for the students.	
Worksheet: Venn Diagram	File (Venn Diagram Worksheet.docx) 📄
This worksheet is for the 'Integration Phase' of the activity.	
Renouer avec nos origines : histoire, langue, culture et traditions des Naskapis	File (Histoire, langue, culture et traditions des Naskapis.pdf) 📄
Activités pédagogiques pour les élèves du troisième cycle du primaire (5 ^e et 6 ^e années) et de quatrième secondaire (10 ^e année)	
Diagramme de Venn	File (Diagramme de Venn.docx) 📄

TEACHING NOTES

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.

Each lesson respects a progression of learning in accordance with a Naskapi on-the-land pedagogy. What this means is that the same teachings can be taught for different ages, and it is up to the learner to interpret these teachings since learning takes place over time. This also implies teachings can be different each time, considering they spontaneously happen.

The teacher can use the reflection activities included in the "Integration Phase" as part of the assessment process. In addition, the teacher can refer to the "Elements of Assessment" section in the document, *Remembering Our Roots: Naskapi History, Language, Culture and Traditions, Activity 3 - The Teachings of the Caribou*.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
Naskapi Nation of Kawawachikamach Website	Link 
Québec Education Program - Geography, History and Citizenship Education	Link 
Quebec curriculum (Ministry of Education and Higher Education) in Geography, History and Citizenship Education for Grades 5 and 6.	
Québec Education Program - History of Québec and Canada	Link 
Quebec curriculum (Ministry of Education and Higher Education) in History of Québec and Canada for Secondary IV (Grade 10).	
Naskapi books	Link 
A list of books published by the Naskapi Development Corporation.	
Remembering Our Roots: Naskapi History, Language, Culture and Traditions	File (Naskapi History, Language, Culture and Traditions.pdf) 
This document contains all four lesson plans in the series, which teach Naskapi history from a Naskapi perspective. These activities are conceived to be spread over one school year, with the objective for students to make links between each activity. Each activity focuses on specific competencies included in Social Sciences subject area of the Québec Education Program (QEP). The activities concern Geography, History and Citizenship Education course for Elementary Cycle 3 (Grades 5 and 6), and History of Québec and Canada course for Secondary IV (Grade 10). These choices are related to the historical periods covered by the QEP, including the period from 1800 to now for Elementary Cycle 3 (Grades 5 and 6), and the period from 1840 to now for Secondary IV (Grade 10).	
Renouer avec nos origines : histoire, langue, culture et traditions des Naskapis	File (Histoire, langue, culture et traditions des Naskapis.pdf) 
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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:

Relationship with the land
Students go in the tent (or shaputuan) or other outdoor shelter and have access to caribou that were hunted on-the-land.
Participatory and experiential learning activities
Language and Culture
Elders tell their stories in Naskapi to students.
Relationship with family, ancestors
Students learn to work with caribou and with Elders of the community and listen to their stories.
Connections are made with everyday life
Students can learn new words in Naskapi by listening to Elders' stories. They can also develop their skills with crafting activities. They can understand why and how their own community was built.
Intergenerational learning with Elders/Knowledge Holders
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
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
Students show respect to the Elders when they are telling their stories and being good listeners. They show respect to their classmates when it is time to ask questions to Elders. They are also asked to speak truthfully during the talking circle at the end of the activity.
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
Knowledge of their history will encourage students to develop a better understanding of their identity as Naskapis.
Personal reflection time (connecting with thoughts and feelings)
During the talking circle, students can reflect on what they have learned as well as their thoughts and feelings.

OTHER DETAILS

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

Stream: General, Academic

RELATED LESSON PLANS

- Les enseignements du caribou
- Our Land as a Learning Space
- Se souvenir du long cheminement de nos ancêtres
- Notre territoire comme espace d'apprentissage
- Installation dans un nouveau territoire
- Settling into New Territory
- Remembering the Journey of our Ancestors

CONTRIBUTORS

Name	Role/Job Title	Place
Alma Chemaganish	Elder	Kawawachikamac h
Samson Chescappio	Elder	Kawawachikamac h
Andrew Einish	Elder	Kawawachikamac h
Maggie Einish	Elder	Kawawachikamac h
Matthew Mameanskum	Elder	Kawawachikamac h
Minnie Mameanskum	Elder	Kawawachikamac h
Moses Mameanskum	Elder	Kawawachikamac h
Agnes McKenzie	Elder	Kawawachikamac h
Steven Nabinacaboo	Elder	Kawawachikamac h
Maggie Pashene	Elder	Kawawachikamac h
Nottie Sandy	Elder	Kawawachikamac h
Ida Shecanapish	Elder	Kawawachikamac h
Susan Shecanapish	Elder	Kawawachikamac h
David Swappie	Elder	Kawawachikamac h
Susan Swappie	Elder	Kawawachikamac h
Joseph Whelan	Principal at Jimmy Sandy Memorial School	Kawawachikamac h
Shannon Uniam	Vice-principal at Jimmy Sandy Memorial School	Kawawachikamac h
Chantale Basque	Teacher at Jimmy Sandy Memorial School	Kawawachikamac h
Denis Drolet	Teacher at Jimmy Sandy Memorial School	Kawawachikamac h

Jessica Nason	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Susan Nabinacaboo	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Nathan Uniam	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Alec Rowsell	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Maggie Sandy	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Gloria Sandy	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Seasi Swappie-Losier	Teacher at Jimmy Sandy Memorial School	Kawawachikamach
Jessica Nattawappio	Curriculum Office employee at Jimmy Sandy Memorial School	Kawawachikamach
Yang Wang	Librarian at Jimmy Sandy Memorial School	Kawawachikamach
Shayne McKenzie-Vollant	Teacher assistant at Jimmy Sandy Memorial School	Kawawachikamach
Silas Nabinacaboo	Translator at Naskapi Development Corporation	Kawawachikamach
Loretta Robinson	Naskapi educator	Québec
Jill Leslie Goldberg	Naskapi Liaison Director	Central Québec School Board
Annie Pilote	Regional leader (Québec)	National Centre for Collaboration in Indigenous Education (NCCIE)
Jean-Luc Ratel	Regional curriculum developer (Québec)	National Centre for Collaboration in Indigenous Education (NCCIE)

QUESTIONS/MORE DETAILS

For Questions contact: **Annie Pilote** (annie.pilote@fse.ulaval.ca) for more information.