



Date: _____

Settling into New Territory

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 some factors explaining Naskapis' migration near Schefferville area, before the creation of Kawawachikamach.
2. Explain the main changes related to Naskapi culture during the arrival at John Lake and Matimekosh and make comparisons with Québec society for that period.

LIST OF ACTIVITIES

1. Settling into New Territory

MATERIALS

- Remembering Our Roots: Naskapi History, Language, Culture and Traditions
- Interview Questions Template
- Equipment: Digital Recording Devices
- Renouer avec nos origines : histoire, langue, culture et traditions des Naskapis

History

Origin

Naskapi Nation of
Kawawachikamach / Jimmy
Sandy Memorial School
Naskapis
Québec

Learning Level / Grade

10

Also: 5, 6, 6, 5

 **250 mins**

Related Subjects

Social Studies, Indigenous
Ways of Knowing & Being

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 second activity can take place in October. Otherwise, you can choose what time is best for your class. This activity will be done in two phases: gathering of information through interviews and sharing the information through producing some sort of document.
- The interviews should take about two school periods to conduct. Each student will conduct interviews with community members.
- The people invited to be interviewed are community members who remember life in John Lake and Matimekosh, before the creation of Kawawachikamach (1956-1984). This is a time period that is important for the Naskapi people as it was the first time they will have settled into one location.
- After the interviews, students will participate in a talking circle, in class with their teacher, to share what they learned from their interviews and establish comparisons with the present situation. The teacher can use this time to quickly assess the students’ sharing as it can be used as a part of their mark.
- The second phase will be to transcribe the interviews in order to publish in a book format or pamphlet. The aim is for these documents to be made available in the school library and can be used to produce new didactic materials for teachers.

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 Québec economic activity around 1900's.
- For **Secondary IV (Grade 10)**, the teacher needs to examine the content of the course concerning governance of First Nations and Inuit Peoples in Canadian history during the period 1896-1945.
- For both **Cycle 3 (Grades 5-6)** and **Secondary IV (Grade 10)**, the teacher needs to examine Naskapi history for the period 1916-1948.
 - 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 ask the Naskapi Curriculum Office at Jimmy Sandy Memorial School for any other materials 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 : <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/social-sciences/>

[geography-history-and-citizenship-education/](http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/social-sciences/history-of-quebec-and-canada/). 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 highlights *Geography, History and Citizenship Education* courses for Cycle 3, and a *History of Québec and Canada* course for Secondary IV (Grade 10).

- **Cycle 3 (Grades 5-6):** The activity focuses on Competency 2 (To interpret change in a society and its territory), in these components:
 - To situate a society and its territory in space and at two points in time.
 - To recognize the main societal changes in the organization and its territory.
- **Secondary IV (Grade 10):** The activity focuses on Competency 1 (Characterizes the period from 1896-1945), in these components:
 - Establishes historical facts.
 - Considers geographical features.

Other Important Background Information

- The teacher and students need to identify community members who lived in John Lake and Matimekosh when Naskapis settled there.
- The school will need to provide a sufficient number of audio recorders (one per student). iPads and laptops can also be used.
- The teacher needs access to a video camera and obtain the permissions from students and their parents to record them.
- Students need access to specific places to conduct the interviews in the school.
- After the activity itself, the school will need:
 - Transcriptionists to transcribe the interviews.
 - A writer to publish a book based on these transcriptions.
 - Naskapi Development Corporation can be a resource for publishing books.
 - Access to the school library for the deposit of the book.
 - There could be a contest where the top 3 stories can be chosen to be published by a publisher.

ACTIVITIES

1 - Settling into New Territory

Purpose

At the end of the activity, students can identify some factors explaining Naskapis' migration near Schefferville area, before the creation of Kawawachikamach, with the analysis of the interviews with elders. They can also explain the main changes related to Naskapi culture during the arrival at John Lake and Matimekosh and do comparisons with Québec society for that period.

Time: 250 mins

Activity Instructions**Preparation phase**

1. At least three weeks before the activity, the teacher and students identify some Elders who could be interviewed by students.
2. At least two weeks before the activity, the teacher and other school staff (if needed) ask identified Elders if they are interested in participating in interviews with students (following any applicable cultural protocols).
3. Before starting the activity, the 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."*
4. The teacher will form small teams (two to three people).
5. Students will be asked to identify a community member who lived in John Lake (1956-1972) or Matimekosh (1972-1984) during the period preceding the creation of Kawawachikamach (1984). For example, they may have their own family members who can be interviewed.
6. The idea is that students are encouraged to contact the person to ask him/her if he/she would like to answer a few questions concerning life in that period (following any applicable protocols).
7. Since several interviews will be conducted during the week, it would be easier to provide 3-4 different times/dates where the adult can come to the school.
8. Identify several places in the school where the interviews can take place.
9. Each interview should only take about 30 minutes for Cycle 3 (Grades 5-6) and 45 minutes for Secondary IV (Grade 10).

Realization phase

1. As a class, students will brainstorm questions they may ask the adult being interviewed. 8-10 questions will be chosen that will be asked for every interview.
2. A worksheet will be created by the teacher in order to keep students attentive and engaged during the interview (an 'Interview Questions Template' is attached in the Materials section below). The teacher will remind the students to quickly jot down some notes during the interview based on what the Elder is sharing.
3. With the dates/times chosen for the interviews, the group conducting the interview welcomes the interviewee at the door. Students bring the interviewee to the location of where the interview can be conducted.
4. The teacher quickly reminds the students the instructions: they will interview community members about the period when Naskapis were at John Lake (1956-1972) and Matimekosh (1972-1984).
5. Teacher sets the audio recorder for the interview. There will be specific questions given by the teacher and 1-2 others defined by each team. The option of sharing more during the interview by the community member will be considered, too.

Integration phase

1. Once all the interviews are conducted, the teacher organizes a talking circle with students (50 minutes) where they are asked to share and comment what community members told them concerning the period at John Lake and Matimekosh.
2. During the talking circle, the teacher organizes a video recording of the discussions, with permission previously obtained from students and their parents.
3. After the talking circle (for 10 minutes), the teacher asks students a question:
 - Cycle 3 (Grades 5-6) students answer one question related to construction of hydroelectric power stations in Québec society around 1980.
 - For Secondary IV (Grade 10) students, the question is related to Land Claims and political demands (concerning self-determination of Indigenous nations) in Québec society for the period 1945-1980.

4. In the second phase, all the materials collected during the interviews will be transcribed by community members and published in a book to be accessible at the school library. It can also be used to produce didactic materials at school, and more generally for publications concerning Naskapi history.

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.

This activity can connect with physical learners by the use of recorders during Elders' interviews.

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 and history.

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) 📄
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).	
Interview Questions Template	File (Interview Questions Template.docx) 📄
The teacher can use this template to finalize the list of questions students will ask during interviews with Elders or other community members.	
Equipment: Digital Recording Devices	Supplies 📦
The teacher will need to supply either digital recording devices or tape recorders. Another option is that, if students have smart phones, the recording app can be used to record the interviews. After each interview, the recording should be uploaded from the smart phone or other digital recording device to a computer to save and back up the interview.	
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)	

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 2 - Settling into New Territory*.

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
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) 
Activités pédagogiques pour les élèves du troisième cycle du primaire (5 ^e et 6 ^e années) et de quatrième secondaire (10 ^e année)	

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
The activity is conceived to be indoors, but students learn about Naskapi migrations across the land.
Participatory and experiential learning activities
Language and Culture
Elders do their interviews with students in Naskapi.
Relationship with family, ancestors
Students conduct interviews with Elders of the community, some of whom may be their relatives.
Connections are made with everyday life
Students can learn new words in Naskapi by interviewing Elders. They can also better relate to Matimekosh and John Lake, two places very close to their community.
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

Stream: General, Academic

RELATED LESSON PLANS

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

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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