



Date: _____

Remembering the Journey of our Ancestors

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 from Fort Chimo to Fort McKenzie.
2. Describe some elements of traditional life and culture for that period and make comparisons with Québec society.

LIST OF ACTIVITIES

1. Remembering the Journey of our Ancestors

MATERIALS

- Remembering Our Roots: Naskapi History, Language, Culture and Traditions
- 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, 5, 6



205 mins

Related Subjects

Social Studies, Indigenous
Ways of Knowing & Being,
Indigenous Language

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 first activity can take place in September. Otherwise, you can choose what time is best for your class. During the morning (including three school periods of one hour), one or more Elders are invited to share stories (in Naskapi) of life and culture during the period when Naskapis lived in and around Fort McKenzie (1916-1948). There is much to be gained by seeking the soul of peoples in their languages and build relationship between sharing stories and listening.
- The specific elements to be covered during the presentation will depend on what Elders share, reminding us to respect their knowledge. Students are expected to prepare specific questions for assessment purposes. As a class, they decide which questions are to be asked. The teacher may assign certain students to ask the questions to the Elder. If the activity can take place outside under a shelter of some sort, the teacher can make those plans. The Naskapi People, for example, use a permanent tent, or shaputuan. If one is accessible to the school or community, the activity can take place there.

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/>.
 - 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

- Teacher and students need to identify and contact Elders who have lived at Fort McKenzie or have stories to share concerning life at Fort McKenzie.
 - A lot of stories told by Naskapi Elder John Peastitute can be found in books published by Naskapi Development Corporation. For example, the book *Iskwachiwatinisuch – Caught in a Blizzard and other stories* includes the story “John Peastitute Killed a lot of Foxes”. It is available online for purchase: <http://www.lulu.com/spotlight/naskapi>
- Teacher can access photographs of people and activities covered by that period.
 - He/she can ask Naskapi Curriculum Office at Jimmy Sandy Memorial School for material available.
- Teacher needs access to a screen (smartboard or projector and canvas) to project photographs.
- Teacher needs at least one object related to a traditional Naskapi activity (for example, trapping and hunting).
 - He/she can ask Naskapi Curriculum Office at Jimmy Sandy Memorial School for other material available.
- Access to a permanent tent (or shaputuan) or other outdoor shelter.

ACTIVITIES

1 - Remembering the Journey of our Ancestors

Purpose

At the end of the activity, students should be able to identify some factors explaining Naskapis' migration from Fort Chimo to Fort McKenzie. They should also be able to describe some elements of traditional life and culture for that period and make comparisons with Québec society.

Time: 205 mins

Activity Instructions**Preparation phase**

- At least two weeks before the activity, the teacher will inform the Elders of the opportunity to share stories with the class. These stories can focus on learnings related to how to survive and activities in the woods (for example, hunting and cooking).
 - A lot of stories told by Naskapi Elder John Peastitute can be found in books published by Naskapi Development Corporation (<http://www.lulu.com/spotlight/naskapi>). For example, the book *Iskwachiwatinisuch – Caught in a Blizzard and other stories* includes the story "John Peastitute Killed a lot of Foxes". It is available online for purchase: <http://www.lulu.com/shop/john-peastitute/caught-in-a-blizzard-and-other-stories-sc/paperback/product-23302294.html>
- 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.
- Since Jimmy Sandy Memorial School is working on documenting history, the Naskapi Curriculum Office should be informed of the time and date of this sharing. Members of the Office can bring the necessary equipment to document these discussions.
- 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."*
- Students from the class and their teacher meet at school early and walk to the permanent tent. Elders will be asked to meet at the tent at for example, 9:00 AM (or whatever time you have arranged). During the time, students will prepare the tent by setting up chairs and tables, placing pictures on the table. Students welcome the Elders in Naskapi.
- The teacher gives simple instructions to students:
 - They have to listen to the stories told by the Elders
 - They can ask questions to Elders (in an interactive mode)
 - They will have to share at the end of the activity something they learned and how it can be related to the present period.

Realization phase

- Using pictures as prompts, the Elders tell their stories concerning the period at Fort McKenzie for 60 minutes.
- During the presentation of the stories, the teacher, an Elder or another adult member of the community, serves as translator for students when needed, on a one-on-one basis.
- Students will ask specific questions for 20 minutes.
- Teacher should also allow time for tea and cookies with the Elders.

Integration phase

Upon returning to the classroom, the teacher asks students to answer one question.

- For Cycle 3: According to what the Elders have shared, what were economic activities in Naskapi society around 1900s?
 - If the class has covered economic activities in Québec society around 1900s, the teacher can use a Venn Diagram to compare and contrast Naskapi with Québec societies during this time.
- For Secondary IV students, the question should be related to governance of First Nations and Inuit Peoples in Canada's history during the period 1896-1945.

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 experiencing time outdoors in the tent.

This activity can connect with physical learners by the use of photographs during Elders' stories.

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.

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).	
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 1 - Remembering the Journey of Our Ancestors.

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) 📄
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
Students go in a tent (or shaputuan) and learn about Naskapi migrations.
Participatory and experiential learning activities
Language and Culture
Elders can tell their stories to students in Naskapi with translators. Alternatively, if they are sharing their stories in English, they can include some words in their language.
Relationship with family, ancestors
Students listen to stories from Elders of the community.
Connections are made with everyday life
Students can learn new words in Naskapi by listening to Elders' stories. They can also discover the permanent tent (or shaputuan) in 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)
Students are asked to reflect on their thoughts and feelings and share during the talking circle.

OTHER DETAILS

Stream: General, Academic

RELATED LESSON PLANS

- Se souvenir du long cheminement de nos ancêtres
- Settling into New Territory
- The Teachings of the Caribou
- Our Land as a Learning Space
- Installation dans un nouveau territoire
- Les enseignements du caribou
- Notre territoire comme espace d'apprentissage
- Bison Unit: Lesson 1
- Bison Unit: Lesson 4

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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