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## Introduction

As an Innu people, we wish to present *Nitassinan Journey: Our Innu Stories - A Teaching and Learning Resource for Intermediate Social Studies* to help students and teachers embrace part of our experience as an integral part of the province's history and culture. We are a distinct population that has undergone massive changes in the past fifty years as we work to reconcile our roles and values with the national and global contexts. Such a transition is no easy activity and yet, despite the challenges, we are asserting our right to live as Innu and formulate new approaches to resource development in Labrador. Innu Nation, an elected body promoting the interests of all our people in Labrador, has progressed in negotiations with government to establish ownership of traditional lands, nurture successful Innu businesses and partnerships with non-Innu, and negotiate employment opportunities as we participate in resource-based industries. Since 1997, when Innu and both levels of government signed a framework agreement for the settlement of land claims, Innu Nation has been preparing for the eventuality of self-government.

## Rationale

Our history as Innu became intertwined with the history of European settlement and the growth of the province. Since Canada is a multicultural nation, we believe that students need to be exposed to the cultural diversity within our province and nation, both in historical and contemporary contexts. Government policies and resource developments affected us in different ways than they affected the mainstream population. For students to appreciate that their province has, from the beginning, been multicultural, it is important that we bring unique Innu perspectives, where appropriate, to selected outcomes articulated in the curriculum.

The omission of an Innu perspective of the province's history may contribute to a lack of understanding for and appreciation of contemporary issues that we encounter. For example, how our people see developments such as Churchill Falls is not the same as the beneficiaries in other parts of the province see them. The anticipated settlement of Innu land claims necessitates the inclusion of indigenous people's aspirations, values and knowledge in future resource developments. By learning about our history and culture, the non-Innu population will be better prepared to appreciate diversity in the province and, more specifically, the story of Innu life on the land.

## Thematic Framework

During their study of *Nitassinan Journey: Our Innu Stories*, students will take a "journey" with the Pasteen and Pun Families (to represent the Innu people whose descendants live in Natuashish and Sheshatshiu respectively) during the period when Innu traditionally traveled between the interior and the coast. Before their settlement into permanent communities, such as Sheshatshiu and Natuashish (resettled from Davis Inlet), Innu had long engaged in annual activities and migration patterns essential to their life on the land in the territory referred to as *Nitassinan*, which means "our land." This territory, which did not have defined political borders, covers much of present-day Quebec and Labrador.

Innu life on the land and movement across it was done without current technologies, such as motorized vehicles, compasses, global positioning devices, two-way radios, or cell phones. In contrast to Innu use of these devices today, their predecessors used ingeniously developed traditional strategies for using the "gifts" of the *Nitassinan*.

We present four themes, or units, to facilitate students' study of *Nitassinan Journey: Our Innu Stories*. The four themes are based on a constructivist approach to teaching and learning.

### 1. People and Place

Knowledge of the location of Innu communities and territorial extent, physical features, climate, flora and fauna of Innu lands are fundamental to an understanding and appreciation of how we lived successfully on the land.

### 2. Living on the Land

In response to the challenges and opportunities afforded by the natural environment, we successfully developed strategies for living on the land and moving about on it.

### 3. Human Interaction

As a self-reliant people, we engaged in a complex network of interactions, within Innu family structures and society, and with other cultural groups, to contribute to our way of life on the land.

### 4. Expressions of Culture

Life on the land and human interactions found expression in the material and non-material culture of our people. As is the case for other Aboriginal groups, however, we are now faced with the challenge of ensuring the survival of our culture and language for future generations.

Although the journeys of the Pasteen and Pun families and accompanying pieces presented in the web site [www.tipatshimuna.ca](http://www.tipatshimuna.ca), *Innu Stories from the Land*, contain much of the content students need to complete these themes, references to other resources, where appropriate, will be provided in the teacher material.

## Specific Curriculum Outcomes (SCOs)

The teaching and learning units in *Nitassinan Journey: Our Innu Stories* support the following social studies curriculum outcomes articulated in the Grade 8 Newfoundland and Labrador History course. Some outcomes are given a primary focus, whereas the treatment of others is more implicit. This resource can also be used with the Grade 7 and 9 social studies curriculum. Some specific curriculum outcomes at these grade levels speak to topics related to Aboriginal People (See appendix 1).

- 1.1.5 Explain that history is open to interpretation
- 2.1.1 Define the terms Innu, Inuit, Labrador Métis and Mi'kmaq.
- 2.1.2 Identify the areas occupied by Aboriginal groups.
- 2.3.1 Describe the impact of the physical environment and climate on how people made a living.
- 2.3.13 Infer how commercial trapping affected the lifestyles of Labradorians.
- 2.3.14 Examine the impact of European organizations (e.g., Moravian Mission, Hudson's Bay Company) on Labrador communities.
- 2.3.19 Evaluate how economic activities found social and cultural expression in Newfoundland and Labrador.
- 2.5.2 Examine the food ways of the 19th century.
- 2.5.8 Relate social and economic activities to times of the year.
- 2.5.10 Compare lifestyles of the 19th century.
- 4.5.10 Identify the basic issues related to Aboriginal land claims in the province.
- 4.5.11 Evaluate the impact of non-Aboriginal activities on Aboriginal peoples.
- 4.5.14 Evaluate what is meant by a Newfoundland and Labrador identity.

## Structural Overview

The material for each theme consists of two components: teacher commentary and student exercises. The teacher material provides a brief introduction, a list of the relevant specific curriculum outcomes, a list of resources, and specific classroom-related commentary for each student exercise.

The student material for each theme consists of learning goals drawn from the specific curriculum outcomes and a set of activities and supporting graphic organizers to help students organize their responses.

## Introductory Lesson: What Do You Know About Us?

*Teacher's Note: This lesson is designed as a pre-assessment of student knowledge. The issue of stereotyping may arise when students explain what they know. Therefore, this lesson addresses the importance of identifying sources of information and understanding their inherent limitations/biases. For example, media reports often highlight stories that have a negative focus. While it is important for people to be aware of these events, it is equally important that they understand that these stories do not reflect the lives of entire populations or the entire life of any individual.*

By the end of this lesson, students will be able to:

- Identify the Innu as one of the province's Aboriginal peoples
- Explain what they know about the Innu
- Identify Innu and non-Innu sources of information
- Identify common areas of interest among students in Innu history and culture

**SCO:** 1.1.5 Explain that history is open to interpretation.  
4.5.14 Evaluate what is meant by a Newfoundland and Labrador identity.

### 1) Belonging: Who we are...

Ask students to think of all the places in which the ancestors of Newfoundlanders and Labradorians were born.

Use a chart to record the places of origin. Point out that the only people in the province whose entire ancestry is rooted in Newfoundland and Labrador are the Aboriginal peoples: the Inuit, the Innu and the Mi'kmaq (who originally came from Nova Scotia, New Brunswick and eastern Quebec). Explain that Aboriginal refers to the earliest inhabitants of any land.

The term Aboriginal refers to three distinct groups: First Nations, Inuit and Métis. First Nations is used when referring to Aboriginal peoples formerly known as Indians. (The term Indian is still used with reference to the Indian Act.) The Inuit are the Aboriginal peoples who tend to live in the far north. The Métis are Aboriginal peoples who are descendants of the intermarriage of First Nations and settlers, or Inuit and settlers.



## 2) What do you know about us?

Explain that the students will be concentrating on one of the province's first peoples, the Innu.

Organize students to complete a think-pair-share to explore what they know about the Innu, and to identify where they learned this information:

- Location
- Language
- Lifestyle
- Travel
- Traditions
- Myths/Legends
- History
- Technology

Explain that they will have the opportunity to expand upon their knowledge as they study Innu history.

The think-pair-share structure may be described as follows:

- Each student independently thinks about the question
- Each student then pairs up with another student
- A student in each pair then shares her or his work with her or his partner.  
Each partner may ask questions of clarification, or seek additional information.

## 3) How do you know?

Create a classroom chart to record the students' knowledge. As students present their ideas, ask each to identify the source of their information.

If appropriate, discuss with students how different sources (or limited sources) may shape our understandings... and sometimes provide us with an incomplete knowledge of particular topics or issues.

Brainstorm to identify additional sources that might provide them with more information about the Innu: books, magazines, newspapers, museums, videos, media programs, reports, Internet, Innu organizations, guest speakers, etc. Explain the value of using multiple sources of information.

## 4) What more do you want to know?

Ask each student to make a list of what they would like to learn about the Innu. Ask them to identify sources that they believe are most likely to provide them with the information they want. Ask them to identify sources they believe will enable them to hear / read the Innu telling their own stories.

Discuss the practicality of using the various sources of information they have listed. Students who cannot visit a museum which has Innu collections can use the World Wide Web to tour a virtual museum.

## 5) Conclusion

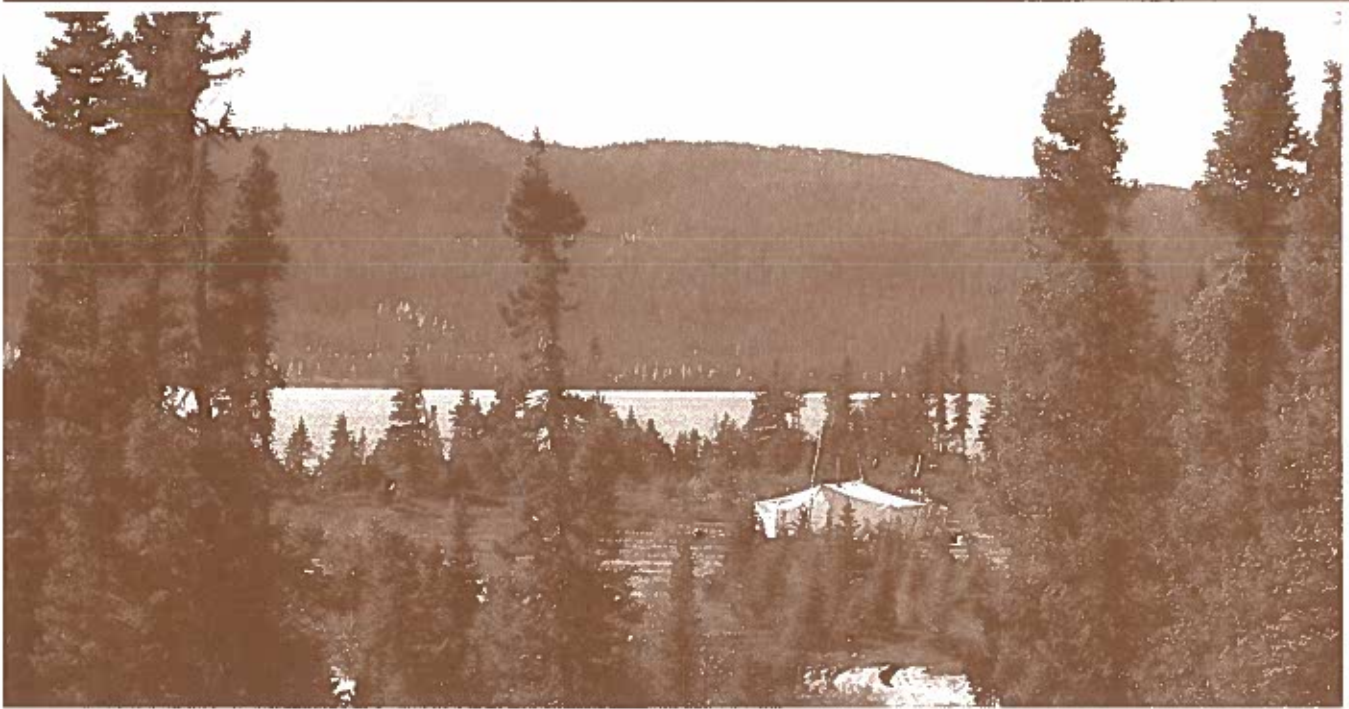
Inform students that throughout this series of units the class will be taking a "journey" on which they will learn more about the Innu and answer the questions they posed.

Explain that the Innu traditionally travelled between the interior and the coast, including Upper Lake Melville and as far as the North Shore of Quebec. This is an important part of Innu life.

The students are going to visit some places of significance and, on their journey, they will learn how the Innu of today respect their past as they establish their place in the global community.



# UNIT 1



## People and Place



## UNIT 1 T

### Introduction

Before European settlement of North America, Innu lived on the vast stretch of land covering most of Labrador and eastern Quebec. Innu call the territory Nitassinan, which means “our land”. There were no borders to Nitassinan as the Innu did not define their territory with borders. Rivers, lakes, mountains and places all have Innu names but most people in the province know these by other names. For example, the Mishta\_shipu is better known by non-Innu as the Churchill River. Many Innu still use the original names of the rivers and lakes their ancestors gave them thousands of years ago.

In this unit, students explore the location of Innu lands and the characteristics of the natural environment. This background is essential to an understanding of who the Innu are and an appreciation of their ingenuity in meeting challenges of Nitassinan.

By engaging in the activities in this unit, students will achieve the following:

- Define the terms Innu, Inuit and Labrador Métis (2.1.1)
- Identify the areas occupied by Aboriginal groups (2.1.2)
- Describe the impact of the physical environment and climate on how people make a living (2.3.1)

### Resources

“Welcome to Nitassinan” (with map, photos, and climographs) (Student resources and appendices)

“Stories from the Land” ([www.tipatshimuna.ca](http://www.tipatshimuna.ca))

- Travel Route 1
- Travel Route 2

Google Earth

The following commentary provides the purpose of each student activity and suggests how it may find expression in the classroom.

### Activity 1

This exercise asks students to activate their prior learning. Students are prompted to think about how the local environment influences how they live by linking elements of their material culture to such conditions as climate, vegetation, water forms and landscape. This completion of the chart may be assigned as independent work. After a large group discussion to explore student responses, students can develop their photo-essays.

### Activity 2

This activity helps students to acquire knowledge about the absolute and relative location of two Innu lands within Nitassinan, namely Sheshatshiu and Natuashish. Also suggest that they utilize Google Earth or Google Maps to determine their absolute locations. As an independent strategy, ask students to record their findings in the chart provided and then to write a sentence to describe their relative locations.

### Activity 3

In this activity, students will acquire an understanding of how the physical features, namely landforms and water forms of Sheshatshiu and Natuashish, may be compared. Ask students to independently complete the Venn diagram to identify the features in each area and identify those that are common to both. Invite responses from the class and, through discussion, develop a Venn diagram on chart paper for future reference.

# People and Place

# UNIT 1 T

## People and Place

### Activity 4

Activity 4 will enable students to acquire knowledge about the climate of Nitassinan. The references to climactic conditions in the journey narratives, along with the climograph, will provide evidence that students can use to develop inquiry skills that test an idea (see statements in the first column of the T-chart) through the use of evidence. Ask students to search for evidence for each statement and record their responses on chart paper. Lead a class discussion to summarize student findings.

### Activity 5

In this activity, students will acquire knowledge of how the natural vegetation in Sheshatshiu region may be compared with that in the Natuashish region. Although both areas have common vegetation, trees in the Natuashish area which is commonly referred to as the "Barren Grounds" tend to be sparser and concentrated in naturally sheltered locations such as river valleys. Ask students to independently complete the chart to compare the vegetation in each area.

### Activity 6

This activity invites students to independently research animal adaptation in Nitassinan. A collaborative teaching and learning strategy is suggested for this activity; more specifically, the cooperative learning method known as think-pair-share can be used. The teacher may find it helpful to have a list of animals to choose and/or assign from to ensure that there are pairs for the next part of the activity.

### Activity 7

This activity helps students to understand and use knowledge about activities related to the physical environment of Nitassinan. Students are asked to develop a poster about the physical environment of Nitassinan; the activity will require three roles:

- c** - the writing of content
- i** - collecting images
- d** - and design and layout

This collaborative teaching and learning strategy relies upon the use of a cooperative learning method, the jigsaw structure. The following structure is described in more detail for the student.

#### Example of the jigsaw structure for a group of 9 students

Three home groups ( <i>topic assigned</i> )	<b>cid</b>	<b>cid</b>	<b>cid</b>
Three expert groups ( <i>study and discussion</i> )	<b>ccc</b>	<b>iii</b>	<b>ddd</b>
Back to home groups ( <i>peer tutoring and checking</i> )	<b>cid</b>	<b>cid</b>	<b>cid</b>

In each home group setting, every student agrees to become an "expert" on one of the roles needed to complete the poster. After students have read the text and viewed artifacts in this mini-exhibit, ask them to make jot-notes of their findings and then discuss their ideas with the corresponding expert from other home groups. Then, he or she goes back to the original home group to complete the poster.

### Activity 8

This activity requires reflection on previous work in the unit. The development of an oral presentation is guided by a checklist; the oral report may be developed as an independent activity, but a collaborative flavour may be added as students ask questions of the speaker and seek clarification.





### Learning Objectives

By the end of Unit 1, you will be able to

- identify Innu as one of the province's Aboriginal groups
- describe the location and extent of the territory of Nitassinan
- describe the main features of physical geography and climate of Nitassinan
- examine the major species of flora and fauna found in Nitassinan

### Student Activities

1) There are two ways to show the location of a place. One way is to use a numerical reference to indicate its absolute location (e.g., 54°N 58°W to represent latitude and longitude; 25 Spruce Street). A second way is to use a sentence with place names to tell where a place is in relation to another place, to indicate its relative location. (e.g., Happy Valley-Goose Bay is located at the mouth of the Hamilton River; or Happy Valley-Goose Bay is 292 kilometers east of Churchill Falls). The following organizer will help you recall what you know about the concept of location.

#### Absolute and Relative Location

Place	Absolute Location	Relative Location
Your school		
Your community		
A friend's house		

2. Use your understanding of absolute and relative location to determine where Innu lands are found. Record your information in the following chart.

#### Absolute and Relative Location

Sheshatshiu	Location	Natuashish
	Absolute	
	Relative	

## UNIT 1 S

# People and Place

### Physical Features in Nitassinan

Physical Features in Sheshatshiu	Physical Features in Natuashish

### climatic Conditions: Supporting Statements with Evidence

Statement	Supporting Evidence
Winters in Nitassinan are long and cold.	
Summers are short and cool.	
There is a high temperature range between winter and summer.	



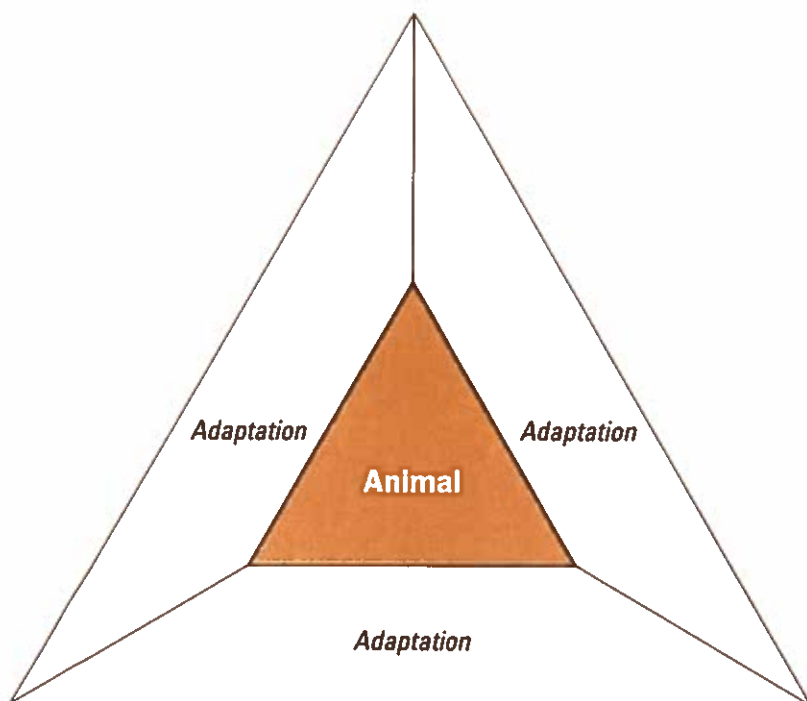
5. Complete the following chart to describe the natural vegetation, or flora, found in Nitassinan.

#### Natural Vegetation

Sheshatshiu	Criteria	Natuashish
	Berries	
	Tree species	
	Height of trees	
	Density of forest cover	

6. Conduct research on the Internet for an animal that inhabits Nitassinan to determine how it has adapted to the climate there. After you have made jot-notes from your research, organize your information in the following chart.

#### Animal Adaptations to Climate Conditions



Select a partner who has featured the animal you did and share your findings with each other. As your partner is sharing, listen carefully and ask questions if there is something you do not understand, or if you need more information.

## UNIT 1 S

# People and Place

# UNIT 1 S

7. Engage in a jigsaw group to develop a poster to illustrate the physical environment of Nitassinan. Here are the steps you need to follow.

## The Physical Environment of Nitassinan: A Jigsaw Structure

Step	Activities
Form home group	Partner with two classmates to form a home group of three individuals. Each person will undertake an activity needed to complete a poster: writing of content, collecting images and designing/layout of poster.
Form expert group	Find another classmate who has the same role. Brainstorm about how to complete your activity. You may wish to make jot-notes for reference in the next step.
Go back to home group	Refer to your jot-notes and share the ideas with your two partners in your home group. Clarify ideas and answer questions where necessary. Then, listen carefully as each of your two partners shares his or her ideas. The ideas that have been collected and shared about content, images and design/layout may now be developed into a poster as a group activity.

8. In this activity you will prepare and deliver an oral presentation to the class describing why the natural conditions of Nitassinan would make it an interesting place for a tourist to visit. Use the following checklist to help you prepare your presentation.

## Preparing an Oral Presentation

Criteria	Yes (✓)	No (✓)
<i>Beginning</i>		
Is my introduction strong and engaging?		
Is my position on this topic clear?		
<i>Middle</i>		
Am I providing arguments to support my claim?		
Are my arguments supported by examples?		
Are my arguments and examples arranged logically to point toward my conclusion?		
<i>End</i>		
Does my conclusion capture the strength of my argument?		
Am I clear about the significance of my topic?		
<i>Delivery</i>		
Am I using language appropriate to the topic?		
Am I using conversation (e.g., tone, intonation, expression, and voice) appropriate to my audience?		

## UNIT 2



# Living on the Land



# Living on the Land

## UNIT 2 T

### Introduction

Given the examination in Unit 1 of challenges posed by the natural environment in Nitassinan, students will now explore selected aspects of the Innu relationship with it. Landforms, water forms, climate, vegetation and animal life shaped how Innu lived on the land and developed specialized strategies for doing so. In turn, life on the land and the need to travel across it necessitated tools, clothing, shelters, and means of transportation. In turn, life on the land and the need to travel across it necessitated a seasonal round of activities, which, combined with the full range of Innu responses, point to complex and ingenious strategies for an enduring society in Nitassinan. To accentuate this perspective, students are encouraged to reflect on how capable their family would be in successfully living on the land as Innu did.

By engaging in the activities in this unit, students will achieve the following:

- Describe the impact of the physical environment and climate on how people made a living (2.3.1)
- Examine foodways of the 19th century (2.5.2)
- Relate social and economic activity to times of the year (2.5.8)

### Resources

"Welcome to Nitassinan" (with map, photos, and climographs) (Student resources and appendices)

"Stories from the Land" ([www.tipatshimuna.ca](http://www.tipatshimuna.ca))

- Travel Route 1
- Travel Route 2
- Talented Youth (stories)

The following commentary describes the purpose of each student activity and how it may find expression in the classroom.

### Activity 1

This exercise asks students to activate their prior learning. Students are prompted to think about how the local environment influences how they live by linking elements of their material culture to such conditions as climate, vegetation, water forms and landscape. The completion of the chart may be assigned as independent work. After a large group discussion to explore student responses, students can develop their photo-essays.

### Activity 2

Activity 2 helps students to acquire very basic knowledge about how Innu used gifts from the environment to satisfy needs and wants. Students will explore what the Innu used to procure food, make clothing, erect a shelter or make a tool. The key question provided and the E-diagram relate to food, but other key questions may be developed to broaden students' knowledge of other uses of natural resources.

For example,

What materials were used to make winter clothing?

How did an Innu shelter reflect local vegetation and animal life?

What materials were used to make snowshoes (or select another tool/implement)?

Assign the key question and completion of the E-diagram as independent work.



## UNIT 2 T

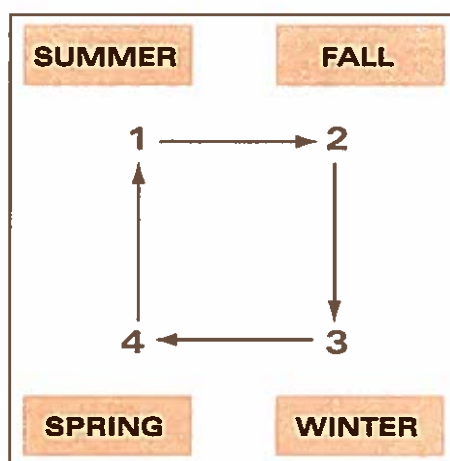
# Living on the Land

### Activity 3

This activity helps students to acquire knowledge of how Innu traditional activities reflected a seasonal round.

Ask students to individually complete the chart "Seasonal Round of Innu Activities" to identify activities that Innu engaged in by season. Facilitate a four-corners cooperative learning structure for students to engage in peer tutoring:

- Label each corner of the classroom as summer, fall, winter or spring.
- Divide students into four groups - one for each season.
- Have students go to the corner of the classroom labelled with their assigned season.
- Each group selects a "tutor" who will remain at this position during the rotation.
- Ask the remaining students to move to the next corner where a peer will tutor them on the activities that were conducted during that season. The peer tutor may include additional information, such as the tools and materials used, importance of the activity and which family members conducted the activity.



### Activity 4

This activity enables students to enhance their understanding of the influence of the challenges of the natural environment and Innu responses to them. Three challenges are listed and students are expected to identify one more, and then add all four to the oblique line of the fish-bone organizer. Then ask students to think about the range of Innu activities they have studied and link them to an environmental challenge; the activities may be entered on the horizontal lines. The determination of the relevancy of information to an idea is an example of an inquiry process. Ask students to complete the fish-bone organizer as an independent strategy.

### Activity 5

Students are asked to reflect on what they have learned in this unit, particularly on how Innu successfully lived on the land. The Innu story reflects a highly developed set of strategies and network of social interactions that helped them successfully meet challenges of Nitassinan. The intent of this activity is for the student to appreciate the ingenuity of Innu responses to their environment. In a panel discussion, then, students are asked to explore their thoughts on how well a contemporary non-Innu group, namely their family, could live on the land as the Innu did with traditional tools/implements.

A panel discussion is a structured process for dealing with a question or issue before an audience. A group of four to seven students are each allocated a specific amount of time to give her or his response to the question. The student who acts as moderator facilitates an exchange of ideas among the panelists, after which the audience is invited to ask questions and seek clarification. Before setting up the panel, ensure students are adequately prepared by reviewing what they have learned in Units 1 and 2. The panel discussion preparation form should be assigned as independent work.

# Living on the Land

## UNIT 2 S

### Learning Objectives

By the end of Unit 2, you will be able to

- explain how the physical environment of Nitassinan affected how Innu lived on the land

### Student Activities

- 1) Use photos from print sources and/or from the Internet to develop a photo-essay that illustrates the influence of the natural environment (e.g., climate, vegetation, soils, landscape) on foods, clothing and shelter common to your area. The following chart is offered to guide your ideas and selection of photos.

#### Influences of the Natural Environment on How I Live

Need	Influence
Food	<ul style="list-style-type: none"> <li>• Some foods come from the sea.</li> <li>•</li> <li>•</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>• Clothing changes with the seasons.</li> <li>•</li> <li>•</li> </ul>
Shelter	<ul style="list-style-type: none"> <li>• Building materials give protection from climate.</li> <li>•</li> <li>•</li> </ul>

- 2) Innu satisfied many of their basic needs by using natural resources, or gifts of the land. Select a need, such as food, clothing, shelter or tools, and identify materials used from the natural environment to meet that need. Develop a key question for your choice. For example, what did Innu use from their natural environment for food? Then, write your responses to the key question in the following E-diagram.

#### Key Question

#### Responses

--	--

- 3) Many Innu activities on the land were conducted during specific times of the year. The following chart provides a list of activities; place a check mark (✓) in the appropriate space to indicate the season in which the activity was mainly conducted.



### Seasonal Round of Innu Activities

Activity on the Land	SEASON (✓)			
	Summer	Fall	Winter	Spring
Berry picking				
Canoe building				
Caribou hunting				
Cleaning caribou hides				
Drying caribou meat				
Ice fishing				
Living in the bush				
Living near the trading post				
Meeting with the missionary				
Migrating to the coast				
Snowshoe making				
Wearing snow goggles				

## UNIT 2 S

# Living on the Land

4) In the harsh conditions of Nitassinan, Innu faced many challenges. They developed specialized responses to each challenge as they lived on the land and moved about on it. Complete the following fish-bone organizer to identify four environmental challenges and Innu responses to each one. Several examples are provided to guide your thoughts as you come up with others.

### Examples of Environmental Challenges

- Nitassinan is criss-crossed by many swift rivers.
- Winters are cold and snowy.
- Caribou migrated across the land in predictable patterns.

*Can you think of how Innu responded to these conditions?*

	Challenge	Innu Response
Title <div></div>		



## UNIT 2 S

# Living on the Land

5) Engage in a panel discussion about the following question:

*What would my family have to know to successfully live on the land in a natural environment similar to Nitassinan?*

To prepare for the panel, complete the following chart:

### Panel Discussion: Preparation Chart

Question:

Skills needed to survive:

Skills my family members already have:

Skills my family members do not have (if any):

Conclusion:



## UNIT 3



# Human Interactions



## UNIT 3 T

# Human Interactions

### Introduction

Although challenges of Nitassinan shaped the nature of Innu traditional activities on the land, it also had an impact on how they interacted with each other and with other groups. Living on the land and moving across it often involved members of the extended family because the nuclear family would be more limited in its capacity to conduct the extensive and specialized range of activities required for survival. In addition to the extended family arrangement, Innu interacted with other groups to provide certain commodities (e.g., furs) in return for items they could not produce for themselves (e.g., food items such as tea and flour).

An integral part of interaction in Innu society was story-telling. Stories were vital to Innu survival since they passed on essential information about the location of caribou herds, dangers of the hunt and other aspects of life on the land that were essential to the preservation of Innu culture. Story-telling was entertaining as well, so it is not surprising that a great many Innu stories are extremely funny.

The preservation of Innu culture for future generations is dependent on the induction of children into the culture. To this end, games played an important role since they had a strong life-skills dimension. With their emphasis on physical development and skills needed to live on the land as adults, games were more than leisure activities.

At the end of this unit, students are encouraged to reflect upon how they would have to adjust if they were to live in Innu society. How would their food, shelter, transportation, family interactions and leisure activities change?

By engaging in the activities in this unit, students will achieve the following:

- Examine the impact of European organizations on Labrador communities (2.3.14)
- Examine food ways of the 19th century (2.5.2)
- Relate social and economic activity to times of the year (2.5.8)

### Resources

"Welcome to Nitassinan" (with map, photos, and climographs) (Student resources and appendices)

"Stories from the Land" ([www.tipatshimuna.ca](http://www.tipatshimuna.ca))

- Travel Route 1
- Travel Route 2
- Talented Youth (stories)

"Innu Nation" web site

Innu History and Culture (for Innu Stories)

The following commentary provides the purpose of each student activity and how it may find expression in the classroom.

### Activity 1

The purpose of this activity is to help students to activate prior learning. The knowledge, skills and attitudes learned are largely through direct interaction with others. The web diagram provides a structure for identifying groups who affect personal development and how they do so. This activity may be assigned as independent work, but a large group discussion will provide students an opportunity to challenge and/or support each other's ideas. The discussion may be recorded as a class web diagram on chart paper.



## UNIT 3 T

# Human Interactions

### Activity 2

This activity helps students to acquire knowledge about how Innu families used a division of labour around activities that involved the use of resources and the provision of services. The T-chart inventories many of these activities and students are expected to determine who performed which roles: adult males, adult females, male children, or female children. Students are then expected to extend this knowledge into understanding why Innu often lived on the land and moved about as extended families. The extended family arrangement helped ensure survival in a harsh environment because a greater range of activities could be carried out.

### Activity 3

This activity focuses on the concept of interaction among Innu and other groups and why this interaction was necessary. It is important for students to understand that although Innu needed to interact with other groups, it was not a one-sided situation. Other groups needed to interact with Innu as well. The need for two-way interaction is reflected in the first two questions posed to students. The third question relates to the dynamics or processes involved in the interaction.

To address the three questions, students may engage in a “fish-bowl” cooperative learning structure. Just as someone who looks into a fish tank to observe what the tropical fish are doing, some students may learn by observing other students who are discussing an issue, solving a problem, or analyzing an issue. Ask for students to volunteer to be “fish” or “observers” (try to ensure about a 1:2 ratio respectively). The roles of “fish” and observers are described below:

#### Fish-bowl Structure: Student Roles

“Fish”	Observers
<ul style="list-style-type: none"><li>• Stay on track</li><li>• Be prepared</li><li>• Respond to questions</li><li>• Defend positions</li><li>• Be open to new ideas</li><li>• Demonstrate knowledge</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively</li><li>• Ask insightful questions</li><li>• Seek clarification</li><li>• Challenge positions</li><li>• Encourage new ideas</li></ul>

### Activity 4

This activity is designed to help students understand the purposes of Innu stories. To guide their thinking, students are provided the following statement:

*Innu stories served no purpose other than to entertain.*

An organizer is provided to help guide students’ inquiry and to structure their paragraphs.

Assign this activity as independent and indirect strategies. Then, select a student piece of writing and lead a discussion to invite other students to support and/or add to it from the ideas they wrote.

### Activity 5

In this activity, students will explore the educational value of games in Innu culture. First, ask students to select a local game and then pose the following question to them:

*What does (select a game) teach us?*

## UNIT 3 T

# Human Interactions

*(Teacher's note: Include games played in the past for both groups and today for both groups. Otherwise, it is not a fair comparison. Today's Innu youth play basketball, video games and hockey, too.)*

On chart paper, list all ideas that students come up with in a brainstorming session. Guide them through a discussion to see patterns in their responses to arrive at a classification system, with categories such as dexterity, socialization, physical strength, entertainment and attitudes.

Assign the organizer "Games and Child Development" as independent work.

### Activity 6

This activity requires students to make and play an Innu game, the Pin Game. The Pin Game can be made from either caribou bones and thongs or from spruce boughs and thongs. As well as being fun, it also helps Innu children to develop their hand-eye coordination. When made of bones, it is more challenging.

### Activity 7

This activity requires students to use their understanding of Innu life and interactions on the land to reflect on how traditional Innu culture compares with their own. The comparison chart focuses the attention of students on food ways, shelter, transportation, family relationships and leisure activities in the two cultures, and asks them to identify a major adjustment and its cause. Ask students to divide into pairs and share their conclusions.

The adjustment may vary from one student to another. For example, a student may identify food ways as a major adjustment in that the procurement and preparation of food in traditional Innu culture involved a complex set of labour-intensive activities compared to what is needed to obtain and prepare a food item in a contemporary consumer-oriented society. A student may focus on food variety in the two cultures, or on the nutritional value of some contemporary processed foods compared to the emphasis on food obtained through hunting and gathering in Innu culture.

From this activity, students should learn to appreciate how Innu made successful use of resources provided by Nitassinan to obtain food, build shelters, move across the land, interact with each other and engage in leisure activities.

### Activity 8

This activity requires students to reflect upon knowledge previously acquired in this unit. As an independent activity, students are asked to provide a reflective journal response entry as a work sample. Students will select a learning experience (e.g., why Innu used an extended family arrangement to live on the land, why interactions with others were an important part of Innu life, the purpose of stories, or the purpose of games). Ask students to write their selection in the column, "Learning Event." Provide them with sample lead-ins on chart paper to help them write their reflections.

### Reflective Response Journal Entries

Cuing Questions for a Reflective Response Journal Entry	Sample Lead-Ins
What do you think of this?	I find that ...
What were your feelings when you read (heard, experienced, discovered) that ...?	I think that ...
	I like (don't like) ...
	The most confusing part is when ...
	My favourite part is when ...
	If I could, I would change ...
	I agree that ... because ...



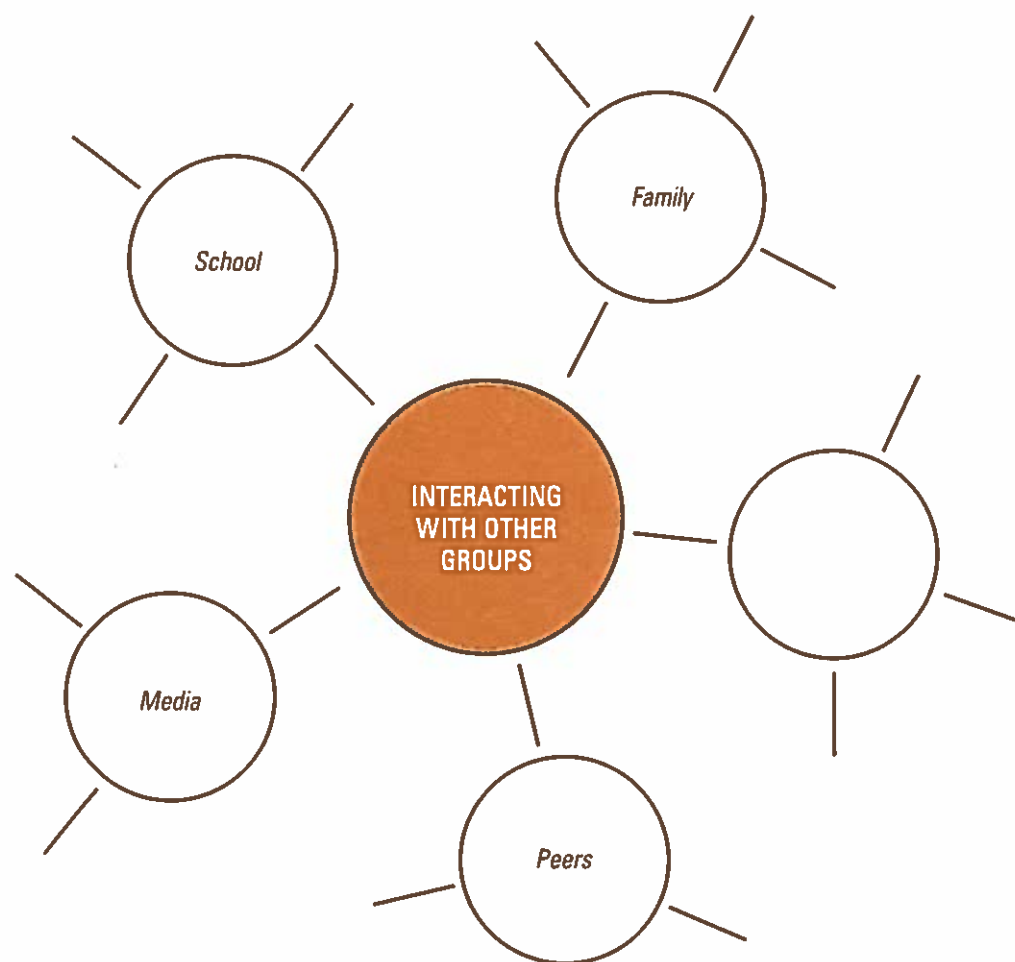
### Learning Objectives

By the end of Unit 3, you will be able to

- describe how trapping influenced Innu way of life
- examine how Innu were influenced by European settlers

### Student Activities

1) As a member of society, you interact with other individuals and groups to learn new ideas. Complete the following web diagram to identify how four groups influence your personal development. You may extend the diagram to include other groups.



## UNIT 3 S

# Human Interactions



# UNIT 3 S

## Human Interactions

- 2) Each individual in the Innu family was usually assigned a role that was important to survival in the challenging environment of Nitassinan. In the following chart, identify family members (e.g., adult females, female children, adult males, male children) who usually carried out each activity listed.

### Division of Labour in Innu Family

Activities	Who Performed the Activity
Building shelters	
Cleaning beaver and caribou skins	
Cleaning the shelters	
Cooking food	
Conducting business at the trading post	
Drying caribou meat	
Getting small trees for snowshoe frames	
Hunting caribou	
Hunting grouse	
Making canoes	
Making caribou-hide coats	
Making tea dolls	
Making fish spears	
Picking berries	
Playing the drum	
Poling the canoe through rapids	
Repairing snowshoes	
Splitting firewood	
Telling stories	
Innu lived off the land and moved across it as extended families because ...	

- 3) Although Innu were very self-reliant, they still interacted with other peoples to meet certain needs.

Engage in a "fish-bowl" cooperative learning group to respond to the following questions:

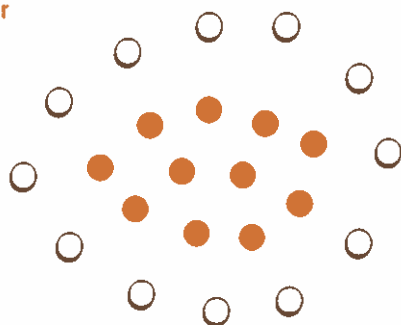
- Why did Innu interact with outside groups?
- Why were other groups interested in interacting with Innu?
- How did Innu make contact with these groups?



## UNIT 3 S

In the “fish-bowl” structure, there are two learning groups: the “fish” (●) and the “observers” (○). The fish will discuss the questions as the observers listen and record what is being said. The observers are also given the opportunity to clarify ideas and add more information, if necessary, to what the fish said. The following diagram is an illustration of how the two groups may be organized.

### Fish-Bowl Organizer



- 4) Story-telling was an important part of how Innu interacted with each other. Write a short paragraph to describe the purpose of stories. As a beginning point, think about the following statement:

*Innu stories served no purpose other than to entertain.*

The following organizer will help you structure your paragraph.

### How to Organize an Inquiry Paragraph

Place Your Paragraph Here

#### Title

Provide a phrase that summarizes the main idea of your paragraph. After you have written your paragraph, you may wish to edit your title.

#### Beginning

Write a thesis statement to make a claim or take a position.

#### Middle

Present evidence to support your thesis. Argue against any contrary evidence. Use examples that support the evidence. Arrange the evidence and examples to point toward a conclusion.

#### End

Affirm the original thesis and why it is significant. Or, revise your thesis in the light of the evidence you found.

## Human Interactions

## UNIT 3 S

# Human Interactions

5) In Innu society, participation in games was a key part of children's development. In the following chart, describe the games that children played and its importance to their development into adult roles. Then, think about the place of games in your community. Include games played in the past for both groups and today for both groups.

### Games and Child Development

My Community	Innu Society
Games Played	
Purpose of Games	

6) In this activity, you are going to make and play an Innu game, the Pin Game. This game can be made from either caribou bones and thongs or from spruce boughs and thongs. As well as being fun, it also helps Innu children develop their hand-eye coordination. When made of bones, it is more challenging.

#### Construction:

- Step 1** Put the thickest and straightest bough aside. Gather the rest of the boughs in one hand, with the thicker part of the boughs at the bottom. Tightly tie the bottom with one end of the thong (or twine).
- Step 2** Weave each twig in between the stems to left or right, depending on the way the twig is bent, creating a cup. The diameter of the inside of the cup should be 3.5 cm.
- Step 3** Trim the top of the cup 6.5 cm from the thong.
- Step 4** Remove twigs from the bough that has not been used. Clip it off about 12 cm from the bottom. Tie the loose end of the thong tightly around the middle.



#### Playing the Pin Game

**Object of the game** - to get the cup to rest on top of the pin

**Directions** - Hold the single bough in one hand. The "cup" will hang down. Flick your lower arm so that the cup will go forward and upward. As the cup descends, it should land on the bough you are holding, *i.e. the pin*.



- 7) Assume that you were to live with an Innu family. Think about the activities in which you would likely be engaged as you, with the family, move about and live on the land. Complete the following chart to examine how your lifestyle in Innu context would compare with your lifestyle today. What do you think would be a major adjustment for you to make? How does this compare with the adjustment that a classmate has identified?

### Comparing Lifestyles

Innu Context	Criteria	Your Present Context
	Food ways	
	Shelter	
	Transportation	
	Family interaction	
	Leisure activities	

A major adjustment for me would be (identify the adjustment) because ...

- 8) Write a reflective journal entry in response to something you have learned in this unit. The following journal entry sheet may be used.

### Human Interactions: Reflective Response Journal Entries

Learning Event	My Response
<i>Identify the learning experience upon which you are reflecting. Your teacher will suggest some lead-in phrases to get you started.</i>	

## UNIT 3 S

# Human Interactions

## UNIT 4



# Expressions of Culture





## Introduction

The challenges of the land, responses to these challenges and human interactions converge and become expressed in Innu culture. As in any society, Innu culture has material and non-material elements. On the material side, materials and methods used to produce clothing, shelter and tools reflect the influences of water forms, climate, vegetation and animal life. These influences are reflected in the analysis of any element of material culture, the construction of tools and the rendering of art. Innu myths/legends, non-material elements of culture, were also tied to the land and life on it.

An examination of culture also requires a discussion of how it gets passed on to future generations. Integral to this examination is an understanding and appreciation of the role of key persons (e.g., cultural agents) who take on the responsibility of transmitting culture to future generations. To conclude the unit, then, students are invited to reflect upon the potential impact of a changing Innu culture upon Innu identity. How will changing ties to the land, human interactions and expressions of culture affect how Innu view themselves?

*Teacher's note: Although young Innu are beginning to speak in English more often in their homes and communities, more than 80 per cent of the Innu speak Innu-aimun. This is a rare and wonderful thing. Most Aboriginals have lost their languages.*

*Innu-aimun is a member of the Algonquin language family. Some words are shared by all Algonquin-speaking peoples in North America. Although the Innu have a common language, the Sheshatshiu Innu and Mushuau Innu sometimes find each other hard to understand. That's because they speak different dialects. "Dialects" are like the children of a main language. Some of the words and expressions are different, or they are pronounced differently. The Innu of Natuashish and Kawawachikamach in Quebec speak the "Naskapi" dialect. The Innu of Sheshatshiu speak a "Montagnais" dialect. Today, efforts are being made to implement a common spelling system so that the Mushuau Innu and the Sheshatshiu Innu will be able to communicate more easily with each other and with Innu based in Quebec by way of the written word.*

*Innu-aimun was an oral language traditionally, and it was not until the arrival of Jesuit missionaries in Quebec in the 1600s that a writing system was developed. Therefore, the Roman alphabet that was introduced by the Jesuits is relatively new to the Innu. It was taught in the summer months when the Innu visited coastal trading posts and missions. It was taught in a more formal way in the schools after the Innu settled in government-built communities in the 1950s and 60s. However, the writing system was based on sounds (phonetics) rather than on Innu grammar, which meant that spellings would vary from one dialect to another.*

*Although schools in the two Innu communities in Labrador are teaching Innu-aimun in the primary grades, most subjects are still taught in the English language by teachers who do not speak Innu-aimun. Although some Innu assist the English-speaking teachers in the classroom, a recent study by Memorial University of Newfoundland found that many Innu youth are still struggling with the English language, particularly with writing skills, and that this prompts many to drop out of school, some as early as the elementary level.*

*The Innu band councils are working hard to record the history and stories on paper. In cooperation with linguists from the university, they are transposing their oral language into written form. The university is also working with Innu teachers and teacher aides to develop materials for the schools. These materials - books, lesson plans, etc. - will be about Innu life and they will be written in Innu-aimun.*

*After settlement, the importance of knowledge and skills required to live on the land started to decline.<sup>1</sup> In the schools, even the language of the Innu was discouraged. This may have had a detrimental effect on youth's respect for Elders and for their own identity as Innu. Respect for the land suffered because the Innu no longer spent as much time interacting with wildlife, forests and plants.*

## UNIT 4 T

# Expressions of Culture

<sup>1</sup> At a rhetorical level, many Sheshatshiu Innu will say that land-based knowledge and skills are still valued. The situation in Natuashish is different due to the fact that participation rates in hunting, fishing, and travelling on the land are still quite high. In Sheshatshiu the importance of country-based land use activities was shown by the active involvement in the Outpost Program each fall and spring, a point you address below. Real declines in Program participation started in the mid-1990s.

## UNIT 4 T

# Expressions of Culture

Many Innu had converted to Roman Catholicism before settlement. The Roman Catholic church contributed to the erosion of Innu culture because missionaries actively discouraged the traditional religion of the Innu, which is based on respect for animal masters. Schools reinforced Christian beliefs at the expense of traditional spiritualism. However, the Innu continued to follow their traditional religious beliefs and practices, particularly after they had left the trading posts and missions when they were far away from the eyes of the missionaries.

By the late 1960s, the Innu realized the need to “heal” their communities by reconnecting with their culture and the land. From this realization came the quest to establish ownership of traditional land through a land claims agreement. Every step that the Innu have taken toward that goal has been a struggle. Proving land use to justify the claim was complicated because the Innu had to rely primarily on oral history. There were few written records to document the travel routes. However, the map ([www.innu.ca](http://www.innu.ca)) of land use shows that the Innu travelled and hunted extensively.

Starting in the mid-1970s, the Innu attempted to reinforce their hunting-based culture by establishing outpost programs which funded family travel to and from remote camps each fall and spring. Also during this period, the federal and provincial governments agreed to negotiate land claims with the Labrador Innu. Government objectives included meeting their legal obligations to Aboriginal people in Canada and the need to create stable conditions for economic development in Labrador. Innu objectives included the establishment of a permanent land base and a significant measure of control over their lives.

From the perspective of the Innu, the industrial harvesting of Labrador forests threatened the ecology of their land by damaging wildlife habitats. Through negotiation, in 2001 the Innu Nation reached an agreement with the provincial government to co-manage the forests.

Various NATO air forces, based at Goose Bay, conducted military flight training over the land where the Innu hunted and camped. The Innu, concerned about the effects of low-flying jet noise,<sup>2</sup> on wildlife and mental health, protested vigorously until some areas were excluded from flight paths.

In 1998 the Innu demonstrated at a news conference in Churchill Falls by the Province and Quebec over their exclusion from negotiations concerning hydro-electric development on the Churchill River. Labrador Innu subsequently started negotiations with the Province and concluded a tentative agreement related to hydro-electric development and land claims in 2008, subject to ratification by both parties.

Like their Inuit neighbours, the Innu wish to share in the benefits of development on their territory so that current and future generations will achieve a significant measure of control over their lands and resources as well as meaningful and healthy lifestyles. When Inco began to develop the Voisey’s Bay nickel mine in 2002, the company took the initiative to negotiate benefits with the Innu and Inuit. It agreed to pay compensation and to provide training and employment for Aboriginal peoples. This was the first time the Innu had been included in development plans.

In recent years, both levels of government have demonstrated a constructive approach to the aspirations of Aboriginal peoples. In 1997, the provincial and federal governments signed an agreement with the Innu Nation outlining the process they would use to achieve a land claims settlement (the Inuit have already negotiated a land claims agreement, culminating in the creation of Nunatsiavut). In 2003, after years of despair in Davis Inlet, the Mushuau Innu moved to the new community of Natuashish. This relocation was financed and supported by both the federal and provincial governments.<sup>3</sup>

<sup>2</sup> None of this flying was a supersonic speeds.

<sup>3</sup> Financed almost entirely by the federal government.



## UNIT 4 T

# Expressions of Culture

*Education and justice are among issues that the Innu believe will only be resolved through self-government. With respect to education, the Innu have long argued that the knowledge that youth gain from their experiences on the land and from their Elders should receive credit, and that schools in Innu communities should include more content about Innu life. The administration of justice based on the adversarial system is a contentious issue among the Innu, and it has provoked confrontation with justice officials in the past. One such confrontation took place in the former village of Davis Inlet in 1993, when the Innu forced the justice officials to leave the community. The traditional Innu concept of justice is based on restoring good relationships.<sup>4</sup> Often, what is seen as a criminal act by people in mainstream society is seen by the Innu as a sign of poor health.*

*Today, some Innu maintain traditional lives, especially while on the land, and some are combining both cultures with considerable success. Many, however, are unhappily caught between cultures. Recent efforts by the Innu to affirm their language, culture and rights to the land aim to restore the traditional relationships and values important to healthy lives. At the same time, the Innu culture is as dynamic as any other. The Innu use the same modern technologies as non-Innu and they are generating business and employment opportunities in many sectors of the economy while still pursuing traditional ways of life.*

*The Innu are grappling with the effects of previous policies, which may have been well-intentioned but have been proven to be misguided. The elected bodies such as the band councils and the Innu Natio are developing and implementing strategies to heal the wounds and create a promising future for Innu youth. Reconstructing life is a monumental task that will take generations. In this context, striking a balance between tradition and modernity will be a greater challenge in the long term.*

By engaging in the activities in this unit, students will achieve the following:

- Evaluate how economic activities found social and cultural expression in Newfoundland and Labrador (2.3.19)

### Resources

"Welcome to Nitassinan" (with map, photos, and climographs) (Student resources and appendices)

"Stories from the Land" web site ([www.tipatshimuna.ca](http://www.tipatshimuna.ca))

- Travel Route 1
- Travel Route 2
- Talented Youth (stories)
- Exhibit Gallery (examples of material culture)

Artists' Statements (pieces of art)

"Innu Nation" web site

Innu History and Culture (for Making Things, Doing Things - Skills and Crafts)

The following commentary provides the purpose of each student activity and how it may find expression in the classroom.

### Activity 1

The purpose of this activity is to help students to activate prior learning. The focus is on the identification of material and non-material elements of local culture. Assign the chart as an independent exercise.

<sup>4</sup> The proposition that traditional concepts of justice are based on restoring good relationships is romantic. In fact, extremely deviant behaviour would have been dealt with by ostracism and even execution. Other form of social control were exercised routinely including gossip, sarcasm, innuendo, etc. For example, people were executed if they were thought to have committed cannibalism (usually during periods of famine). Henriksen witnessed the exclusion of a family from the hunting group in 1966-68 because of the parasitical, sponging behaviour of the male family head.

## UNIT 4 T

# Expressions of Culture

### Activity 2

Activity 2 helps students acquire knowledge of elements of Innu culture. Students are expected to develop their own list of cultural elements in column one of the chart and classify them as either material or non-material. The chart may be completed collaboratively through the use of a think-pair-share cooperative learning structure. The think-pair-share structure may be described as follows:

- Each student independently thinks about the task: What are some of the elements of Innu culture (column one)? Which elements are material and which are non-material? The student then completes the chart.
- Each student then pairs up with a partner to compare the chart, "Elements of Innu Culture".
- A student in each pair then shares her or his work with her or his partner. Each partner may ask questions of clarification about the classification.

It would be useful to develop a classroom inventory of Innu cultural elements. As students share their findings through large group feedback, develop a classification chart on chart paper.

### Activity 3

Activity 3 asks students to explore how influences of the natural environment are reflected in the material and non-material culture of Innu. Four environmental influences are listed in the chart:

- W** - water forms
- C** - climate
- V** - vegetation
- A** - animal life

The jigsaw cooperative learning structure may be used to help students to complete this activity. Assign a student role to correspond to each environmental influence. The following structure is described in more detail for the student.

#### Example of the jigsaw structure for a group of 16 students

Four home groups ( <i>topic assigned</i> )	<b>wcva</b>	<b>wcva</b>	<b>wcva</b>	<b>wcva</b>
Four expert groups ( <i>study and discussion</i> )	<b>www</b>	<b>vvv</b>	<b>ccc</b>	<b>aaa</b>
Back to home groups ( <i>peer tutoring and checking</i> )	<b>wcva</b>	<b>wcva</b>	<b>wcva</b>	<b>wcva</b>

In each home group setting, each student agrees to become an "expert" on how one of the environmental influences - water forms (w), climate (c), vegetation (v) or animal life (a) - are reflected in the material and non-material culture of Innu. After students have read text and viewed artifacts in this mini-exhibit, ask them to make jot-notes of their findings and then discuss their ideas with the corresponding expert from other home groups. Then, he or she goes back to the original home group to share his or her knowledge, and to listen to the three remaining partners as they share their knowledge.

As an independent task, ask each student to complete her or his chart.

### Activity 4

This activity engages students in an analysis of an Innu tool. The questions in the chart will facilitate students' understanding of the construction and use of a tool and how its construction relates to the environment (e.g., materials from caribou and small trees are used to construct snowshoes).





## UNIT 4 T

# Expressions of Culture

Conduct a large group discussion to review the elements of material culture completed in Activity 2. Ensure that pairs of students select the same element of material culture. The cooperative learning structure, formulate-share-listen-create, may be used to complete the activity. This cooperative structure consists of the following steps:

- **Formulate a response independently.** Each student independently completes Innu "Tool/Implement Analysis Sheet".
  - **Share the response with a partner.** Each student shares her or his answers to the five questions in the chart with her or his partner.
  - **Listen carefully to the partner's response.** Each student listens/reads her or his analysis and notes similarities and differences with the responses he or she developed.
  - **Create a new answer.** The two partners then complete a new "Tool/Implement Analysis Sheet".
- As an added feature, one of the partners may share the common answer with the whole class.

### Activity 5

This activity requires students to use their knowledge of art and of Innu life on the land to analyze a piece of Innu art. To begin this activity, conduct a mini-lesson on a piece of local art with particular reference to the artist's craft. The four levels of questions in "How to Critique a Piece of Art" may be used. With reference to a piece of Innu art, guide a large-class discussion and ask students to record information on a blank chart similar to the critique sheet.

During the discussion stage, ask students not to complete two questions: "How does this piece of art make you feel?" and "Would you like to have this piece of art in your home? Why or why not?" Instead, assign these questions as independent work. (To find examples of Innu art, use [www.tipatshimuna.ca](http://www.tipatshimuna.ca) or [www.therooms.ca](http://www.therooms.ca))

### Activity 6

Activity 6 focuses on the purpose of stories in Innu culture. Explain to students that the Innu used gathering places such as the mouth of Tshenuamiu - shipu (Kenamu River) to exchange stories, discuss important issues, and celebrate life, although story-telling could occur virtually anywhere, especially around the stove or hearth during the long winter evenings. Story-telling was very important because the Innu did not use writing to record information of their history and culture. Instead, they committed everything to memory.

Innu stories can be categorized into two groups - *atanukan* and *tipatshimun*. *Atanukan* is a story from mythic time when humans and animals could communicate with one another, when the world was created, giant animals and other beings roamed the world, and cultural heroes such as Tshakapesh, Kaianiuet and the trickster, Kuekuatsheu, carried out their various exploits. Cultural values and moral lessons concerning appropriate behaviour are embedded in many of these stories. In contrast, *Tipatshimuna* relate eye-witness accounts or stories based on the experiences of contemporary Innu or their immediate ancestors. While all Innu tell stories (story-telling is culturally universal), Elders have the primary responsibility for telling *atanukan*.

In a brainstorming session, pose the following question:

*What is the purpose of story-telling in your culture?*

List the ideas on chart paper. Look for similarities and differences in the responses and reduce the list. Provide students with the chart, "Analyzing Innu *atanukan*/*tipatshimun*," and compare the purposes listed there to the list they generated. The list in the chart may be revised or extended.

Assign the sheet to pairs of students for completion.

## UNIT 4 T

# Expressions of Culture

### Activity 7

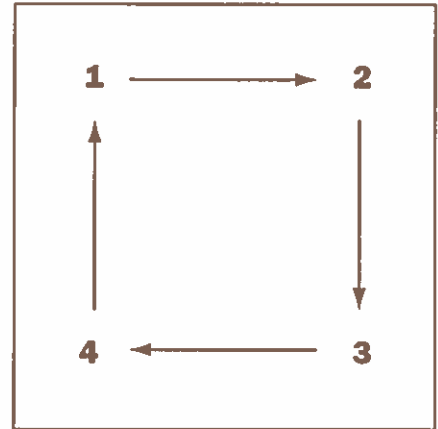
This activity requires students to examine how Innu attempted to pass on their culture to future generations. As an independent task, ask students to complete the chart, "Transmission of Innu Culture". A roundtable cooperative learning structure then may be used to facilitate further work on this theme. The following steps are recommended:

- Divide the class into groups of four.
- Each student in a group is assigned an element of culture.

### Roundtable Task Assignment

Student	Cultural Element
1	Attitudes and values
2	Clothing
3	Hunting methods
4	Transportation methods

- Give each student a sheet of chart paper and a coloured marker (a different colour for each student).
- Each student, for her or his element of culture, identifies who passed on knowledge of this element and how he/she/they did it.
- The sheet is then passed on to the next student who makes comments (corrects misinformation and/or adds information).
- The sheet rotates through the next two students for their comments and arrives back to the original writer.
- The use of coloured markers provides an easy way to monitor the quality of each student's work.



### Activity 8

This is a culminating activity that requires students to reflect upon much of their learning in Units 1-4 and bring it to a more contemporary context. Any society, faced with change, encounters the challenge of how to preserve its identity. This challenge is one that is faced by Innu today as their ties to the land become more tenuous. Settlement in permanent communities, compulsory education, environmental impacts of Churchill Falls and Voisey's Bay developments, and employment opportunities in resource development are only some of the influences that are affecting Innu society.

Students are asked to think about the impact of how a changing culture could affect how Innu identify themselves as a people. The chart, "Challenges to Traditional Innu Way of Life," has students identify changes for aspects of Innu culture (e.g., clothing, education, foods, entertainment, shelter, tools and transportation), and the impact on how the Innu lived. For example, education has changed from training in the family through engaged experience to learning in the classroom; the impact is a lack of skills necessary for Innu youth to live on the land.

After students have completed the chart, they are asked to develop a position about how the impacts of these changes could affect Innu identity as a people. How essential are ties to the land in this identity, or the retention of expressions of material and non-material culture? This will be a challenging exercise, but students should be encouraged to think about this issue.

Assign this activity as independent work.





## UNIT 4 S

### Learning Objectives

By the end of Unit 4, you will be able to

- identify elements of Innu culture
- examine how Innu culture has been transmitted through time
- analyze how Innu culture is expressed in the form of tools and art

### Student Activities

1) Culture may be expressed in two ways. Material culture consists of objects that we see around us, such as clothing, tools, computers, DVDs and cars. Non-material culture includes intangible elements such as laws, personal relationships, attitudes, values, religious practices and music. Use the following organizer to classify elements of your culture as either material or non-material.

#### Elements of My Culture

Elements	Material (✓)	Non-material (✓)
Birthday		
DVD player		
Family barbecue		
Hockey game		
Place of worship		
Pool table		
Rap song		
Respect		
School building		

2) Select elements of Innu culture and classify them as either material or non-material.

#### Elements of Innu Culture

Elements	Material (✓)	Non-material (✓)
----------	--------------	------------------

Select a partner and share your charts with each other. As your partner is sharing, listen carefully and ask questions if there is something you do not understand, or if you need more information.

## Expressions of Culture



## UNIT 4 S

# Expressions of Culture

3) Nitassinan posed a range of opportunities and challenges for Innu as they lived on the land. As a result, the physical environment in which Innu lived influenced how they expressed their culture. After you engage in a jigsaw group learning arrangement, complete the following chart to illustrate how the physical environment is reflected in the material and non-material elements of Innu culture.

### Influence of Environment on Innu Culture

Effect on Material Culture	Environment	Effect on Non-material Culture
	Water forms	
	Climate	
	Vegetation	
	Animal life	

4) Innu used a variety of specialized tools and implements to live on and move about on the land. Select a tool or implement and use the following analysis sheet to examine it.

### Innu Tool/Implement Analysis Sheet

Question	Response
How was the object made?	
Who constructed it?	
How and when was it used?	
Who mainly used it and why?	
How does its construction relate to the natural environment?	

Find a partner who analyzed the same implement/tool and share your answers to the questions. Then, come to an agreement on new answers to the questions and write them on a new analysis sheet.



5) Write a brief critique of a piece of Innu art. The following chart provides you with a set of questions to guide your work; you may wish to add other ideas. Write your notes in the response section of the chart and use these notes to write the critique.

### How to Critique a Piece of Art

Questions	Response
<b>1. What it is about ...</b> What title did the artist give this piece? Who created this work of art? When and where? What is depicted? What objects (e.g., people, animals, shelters, vegetation, landforms, tools and clothing) do you see? Describe the tactile qualities - surface, texture, and colours	<b>1. What it is about ...</b>
<b>2. Looking at the parts ...</b> How are the objects arranged? Are they organized in a certain way? What materials and tools did the artist use? Is there balance in the painting? Are some aspects (e.g., objects, people) exaggerated?	<b>2. Looking at the parts ...</b>
<b>3. What it means ...</b> What do you think this art is about? What title would you give it? Do you think the organization of the objects, use of colour and the selection of medium are effective? What is the artist trying to say? Does the place and time in which it was created relate to its meaning? How does this piece of art make you feel? Why?	<b>3. What it means ...</b>
<b>4. What I think of it ...</b> Do you think this artist is successful in getting a message across? If you were to create a similar piece of art, what would you do differently? Would you describe it as weak, good or excellent? Would you like to have this piece of art in your home? Why or why not? If you were to create a similar piece of art, what would you do differently?	<b>4. What I think of it ...</b>

## UNIT 4 S

# Expressions of Culture



## UNIT 4 S

# Expressions of Culture

- 6) *Atanukan* and *tipatshimun* make up an important part of Innu culture. Select a *atanukan* or *tipatshimun* and complete the following chart to identify its main purposes and provide evidence to support each purpose selected.

### Analyzing Atanukan/Tipatshimun

Purposes	Check (✓)	Evidence
To tell a story		
To entertain		
To teach history		
To teach life skills		
To provide information about an individual		
To teach morals and values		

- 7) A society finds ways to pass elements of its culture on to future generations. To do this, some members of society act as cultural agents to preserve culture for the benefit of future generations. For each cultural element in the following chart, identify in column two who was passing on knowledge about the cultural elements listed in column one, and explain in column three how he/she/they did it.

### Transmission of Innu Culture

Elements of Culture	Cultural Agents	Example
Attitudes and values		
Clothing styles		
Hunting methods		
Means of transportation		

Engage in a roundtable cooperative learning group to share your findings and to get reactions to them.

- 8) When the government of Newfoundland and Labrador made education and school attendance compulsory in the 1950s and 1960s, Innu began to settle in permanent communities. With permanent settlement came many changes that are eroding the traditional way of life for Innu. The following chart lists some of the areas in which Innu culture has changed. List some of the impacts that you think these changes had, and will continue to have, on Innu culture.

### Challenges to the Traditional Innu Way of Life

Area of Change	What Changed	Impact on Traditional Way of Life
Clothing		
Education		
Foods		
Entertainment		



### Challenges to the Traditional Innu Way of Life (cont'd)

Area of Change	What Changed	Impact on Traditional Way of Life
Shelter		
Tools		
Transportation		

Write a brief essay in which you develop a position on the following statement::

*Cultural changes that Innu are experiencing will result in the erosion of their identity as a people.*

The following organizer will help you structure your essay.

#### How to Organize an Inquiry Essay

## Tips

##### **Title**

Provide a phrase that summarizes the main idea of your essay. After you have written your essay, you may wish to edit your title.

##### **Beginning**

Write a thesis statement to make a claim or take a position.

##### **Middle**

Present evidence to support your thesis. Argue against any contrary evidence. Use examples that support the evidence. Arrange the evidence and examples to point toward a conclusion

##### **End**

Affirm the original thesis and why it is significant. Or, revise your thesis in the light of the evidence you found.

Place Your Essay Here

## UNIT 4 S

# Expressions of Culture

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## Useful Web Sites

- |   |  |
|---|--|
| <a href="http://www.aboriginalcanada.gc.ca">www.aboriginalcanada.gc.ca</a> (Canadian Aboriginal Portal) | <a href="http://www.therooms.ca">www.therooms.ca</a> (The Rooms museum)              |
| <a href="http://www.aicn-inac.gc.ca">www.aicn-inac.gc.ca</a> (Indian and Northern Affairs Canada)       | <a href="http://www.tipatshimuna.ca">www.tipatshimuna.ca</a> (Innu virtual museum)   |
| <a href="http://www.heritage.nf.ca">www.heritage.nf.ca</a> (Newfoundland and Labrador heritage site)    | <a href="http://www.turtleisland.org">www.turtleisland.org</a> (Aboriginal portal)   |
| <a href="http://www.innu.ca">www.innu.ca</a> (Innu Nation)  | <a href="http://www.innuplaces.ca">www.innuplaces.ca</a> (Labrador Innu Place names) |
| <a href="http://www.nfb.ca">www.nfb.ca</a> (National Film Board of Canada)                              | <a href="http://www.innu-aimun.ca">www.innu-aimun.ca</a> (Innu Language information) |



# RESOURCES T



## A suggested abridged study of Nitassinan Journey: Our Innu Stories

It is highly recommended that the four themes be completed in their entirety since they provide a comprehensive study of key specific curriculum outcomes in the curriculum guide for Grade 8 Newfoundland and Labrador History. Should demands on instructional time restrict a comprehensive study of the four themes, however, the following chart suggests an alternate approach.

### A suggested abridged study of Nitassinan Journey: Our Innu Stories

Unit	Activity	Description
1. People and Place	2	Absolute and relative location (Innu lands)
	3	Physical features
	4	climactic conditions
	5	Natural vegetation
2. Living on the Land	2	Innu use of natural environment to meet basic needs
	4	Innu responses to challenges of environment
3. Human Interaction	2	Division of labour in Innu family
	3	Why interactions occurred between Innu and other groups
	4	Story-telling as an integral part of Innu culture
	5	Importance of games to Innu child development
4. Expressions of Culture	2	Elements of Innu culture
	3	Influence of physical environment on material and non-material culture
	4 or 5	Analysis of a tool/implement or How to critique Innu art
	8 from Unit 3	Reflecting on something learned about Innu life



## Holistic Scoring Rubric: Collaborative Learning

### RESOURCES T

#### Assessing Collaborative Group Participation

Proficiency Level	Traits
<b>5</b> <b>Outstanding</b>	<ul style="list-style-type: none"><li>• Outstanding ability to contribute toward achievement of the group activity.</li><li>• Outstanding appreciation for the feelings and learning needs of group members.</li><li>• Very eager to carry out his/her assigned activity(s) in the group.</li><li>• Brings outstanding knowledge and skills about the topic.</li><li>• Very eager to encourage others to contribute to the group activities.</li></ul>
<b>4</b> <b>Strong</b>	<ul style="list-style-type: none"><li>• Strong ability to contribute toward achievement of the group activity.</li><li>• Strong appreciation for the feelings and learning needs of group members.</li><li>• Eager to carry out his/her assigned activity(s) in the group.</li><li>• Brings strong knowledge and skills about the topic.</li><li>• Eager to encourage others to contribute to the group activities.</li></ul>
<b>3</b> <b>Adequate</b>	<ul style="list-style-type: none"><li>• Adequate ability to contribute toward achievement of the group activity.</li><li>• Adequate appreciation for the feelings and learning needs of group members.</li><li>• Inclined to carry out his/her assigned activity(s) in the group.</li><li>• Brings adequate knowledge and skills about the topic.</li><li>• Inclined to encourage others to contribute to the group activities.</li></ul>
<b>2</b> <b>Limited</b>	<ul style="list-style-type: none"><li>• Limited ability to contribute toward achievement of the group activity.</li><li>• Limited appreciation for the feelings and learning needs of group members.</li><li>• Inclined, when prompted, to carry out his/her assigned activity(s) in the group.</li><li>• Brings limited knowledge and skills about the topic.</li><li>• Inclined, when prompted, to encourage others to contribute to the group activities.</li></ul>
<b>1</b> <b>Very Limited</b>	<ul style="list-style-type: none"><li>• Very limited ability to contribute toward achievement of the group activity.</li><li>• Very limited appreciation for the feelings and learning needs of group members.</li><li>• Reluctant to carry out his/her assigned activity(s) in the group.</li><li>• Brings very limited knowledge and skills about the topic.</li><li>• Reluctant to encourage others to contribute to the group activities.</li></ul>

## Holistic Scoring Rubric: Speaking

### Holistic Speaking Rubric

Proficiency Level	Traits
<b>5</b> <b>Outstanding</b>	<ul style="list-style-type: none"> <li>• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>• Outstanding ability to connect ideas (e.g., with clarity and supporting details)</li> <li>• Consistent use of language appropriate to the activity (e.g., word choice)</li> <li>• Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>
<b>4</b> <b>Strong</b>	<ul style="list-style-type: none"> <li>• Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>• Strong ability to connect ideas (e.g., with clarity and supporting details)</li> <li>• Usual use of language appropriate to the activity (e.g., word choice)</li> <li>• Usual use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>
<b>3</b> <b>Adequate</b>	<ul style="list-style-type: none"> <li>• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>• Sufficient ability to connect ideas (e.g., with clarity and supporting details)</li> <li>• Frequent use of language appropriate to the activity (e.g., word choice)</li> <li>• Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>
<b>2</b> <b>Limited</b>	<ul style="list-style-type: none"> <li>• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information)</li> <li>• Limited ability to connect ideas (e.g., with clarity and supporting details)</li> <li>• Limited use of language appropriate to the activity (e.g., word choice)</li> <li>• Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>
<b>1</b> <b>Very Limited</b>	<ul style="list-style-type: none"> <li>• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information)</li> <li>• Very limited ability to connect ideas (e.g., with clarity and supporting details)</li> <li>• Language not appropriate to the activity (e.g., word choice)</li> <li>• Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>



## Holistic Scoring Rubric: Writing

## RESOURCES T

### Holistic Writing Rubric

Proficiency Level	Traits
<b>5</b> <b>Outstanding</b>	<ul style="list-style-type: none"><li>• Outstanding content which is clear and strongly focused</li><li>• Compelling and seamless organization</li><li>• Easy flow and rhythm with complex and varied sentence construction</li><li>• Expressive, sincere, engaging voice which always brings the subject to life</li><li>• Consistent use of words and expressions that are powerful, vivid and precise</li><li>• Outstanding grasp of standard writing conventions</li></ul>
<b>4</b> <b>Strong</b>	<ul style="list-style-type: none"><li>• Strong content which is clear and focused</li><li>• Purposeful and coherent organization</li><li>• Consistent flow and rhythm with varied sentence construction</li><li>• Expressive, sincere, engaging voice which often brings the subject to life</li><li>• Frequent use of words and expressions that are often vivid and precise</li><li>• Strong grasp of standard writing conventions</li></ul>
<b>3</b> <b>Adequate</b>	<ul style="list-style-type: none"><li>• Adequate content which is generally clear and focused</li><li>• Predictable organization which is generally coherent and purposeful</li><li>• Some flow, rhythm and variation in sentence construction which tends to be mechanical</li><li>• A sincere voice which occasionally brings the subject to life</li><li>• Predominant use of words and expressions that are general and functional</li><li>• Good grasp of standard writing conventions, with few errors that do not affect readability</li></ul>
<b>2</b> <b>Limited</b>	<ul style="list-style-type: none"><li>• Limited content which is somewhat unclear, but does have a discernible focus</li><li>• Weak and inconsistent organization</li><li>• Little flow, rhythm and variation in sentence construction</li><li>• Limited ability to use an expressive voice that brings the subject to life</li><li>• Use of words that are rarely clear and precise</li><li>• Frequent errors in standard writing conventions which are beginning to affect readability</li></ul>
<b>1</b> <b>Very Limited</b>	<ul style="list-style-type: none"><li>• Very limited content which lacks clarity and focus</li><li>• Awkward and disjointed organization</li><li>• Lack of flow and rhythm with awkward, incomplete sentences which makes the writing difficult to follow</li><li>• Lack of an apparent voice to bring the subject to life</li><li>• Words and expressions that lack clarity and are ineffective</li><li>• Frequent errors in standard writing that seriously affect readability</li></ul>

## Examples of Assessment Unit 1

### People and Place: Rating Scale

Student Name:

Assessment Date:

Performance criteria	Circle the appropriate value to indicate proficiency level				
<i>This student has the ability to ...</i>					
retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5
1 Very Limited      2 Limited      3 Adequate      4 Strong      5 Outstanding					

### People and Place: Checklist

Student Name:

Assessment Date:

Performance criteria	Check appropriate category	
<i>This student has demonstrated an understanding of ...</i>	Yes (✓)	No (✓)
the absolute and relative location and territorial extent of Nitassinan		
physical features of Nitassinan		
climactic conditions of Nitassinan		
major species of flora and fauna		





## Examples of Assessment Unit 2

## RESOURCES T

### Living on the Land: Rating Scale

Student Name: \_\_\_\_\_

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

Performance criteria	Circle the appropriate value to indicate proficiency level				
----------------------	--	--	--	--	--

*This student has the ability to ...*

retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5

1 Very Limited      2 Limited      3 Adequate      4 Strong      5 Outstanding

### Anecdotal Recording Form

Student Name: \_\_\_\_\_

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

Learning Event: \_\_\_\_\_

NOTES

#### Observations

*Note your observations of the panelist performance.*

Is/are the opening remark(s) appropriate?

Is the panelist's position clear?

Are supporting arguments and examples sufficiently supportive of the stated position?

Is the panelist expressing her or his thoughts about it, and stating agreements/disagreements with what he or she found?

Does the panelist effectively respond to questions from the audience?

Is the panelist's language and conversation style appropriate to the audience?

#### Strengths

*Note strong points in the student's response.*

#### Needs

*Note weaknesses or deficiencies in the student's response.*

#### Next steps

*Decide what you need to do next in the way of review, feedback and provision of future learning experiences for the student to build upon strengths and to remediate weaknesses.*

## Examples of Assessment Unit 3

### Human Interactions: Rating Scale

Student Name: \_\_\_\_\_

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

Performance criteria	Circle the appropriate value to indicate proficiency level				
<i>This student has the ability to ...</i>					
retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5
1 Very Limited      2 Limited      3 Adequate      4 Strong      5 Outstanding					

### Human Interactions: Checklist

Student Name: \_\_\_\_\_

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

Performance criteria	Check appropriate category	
<i>This student has demonstrated an understanding of ...</i>	Yes (✓)	No (✓)
roles performed by members of Innu family		
why Innu lived on the land and moved about as extended families		
why interactions occurred between Innu and other groups		
the purposes of stories in Innu culture		
how games formed an important part of child development		



### Anecdotal Recording Form

Student Name:

Date:

Learning Event:

#### NOTES

#### **Observations**

*Note what you see in the student's journal entry.*

Are appropriate lead-ins used?

Is the student merely summarizing what he or she read or is he or she reflecting upon it?

Is the student expressing what he or she learned for the first time, describing her or his thoughts about it, trying to clarify what was difficult and how it was resolved, and stating agreements/disagreements with what he or she found?

#### **Strengths**

*Note strong points in the student's response.*

#### **Needs**

*Note weaknesses or deficiencies in the student's response.*

#### **Next steps**

*Decide what you need to do next in the way of review, feedback and provision of future learning experiences for the student to build upon strengths and to remediate weaknesses.*

## RESOURCES T

## Examples of Assessment Unit 4

**Expressions of Culture: Rating Scale**

Student Name:

Assessment Date:

Performance criteria

Circle the appropriate value to indicate proficiency level

*This student has the ability to ...*

retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5

**1 Very Limited****2 Limited****3 Adequate****4 Strong****5 Outstanding****Expressions of Culture: Checklist**

Student Name:

Assessment Date:

Performance criteria

Check appropriate category

*This student has demonstrated an understanding of ...*

Yes (✓)

No (✓)

- how a culture is expressed
- environmental influences on how a culture is expressed
- how to analyze an Innu tool/implement
- how to critique a piece of Innu art
- the role of stories as an expression of culture
- the role of cultural agents in transmitting culture
- what affects a group's identity as a people

# RESOURCES S



### Welcome to Nitassinan

Nitassinan is the area of Labrador and eastern Quebec where Innu lived for thousands of years before Europeans came to the land mass now called North America. Nitassinan, in Innu language, means "our land." Innu shared the land with other living creatures, plants, minerals and the spirit world.

Until the latter half of the twentieth century Innu travelled great distances in search of caribou. Caribou was their main source of food and represented a spiritual connection to the land. They also fished, trapped, hunted small game, and gathered berries and medicinal plants. Innu used the resources of the forest to create shelters and different types of transportation.

The two Innu groups in Labrador are the Mushuau<sup>1</sup> and the Sheshatshiu<sup>2</sup>. The Mushuau hunted mainly on the barrens in the northern region of Nitassinan and spent summers on the northern coast, where they shared land with the Inuit. The Sheshatshiu hunted in the mountainous and forested southern regions of Nitassinan. Both groups hunted the George River caribou herd. The Sheshatshiu also hunted the smaller Mealy Mountain and Red Wine herds.

Innu travelled to the interior in the fall. They returned to the coastal areas or to the shores of large lakes in the summer to reunite as a community. Innu used different resources based on the time of year. In the winter they hunted caribou and trapped small game. In the summer they fished and collected different types of vegetation and wildlife to use for food and medicine. In this way Innu practised a traditional economy in which they used the resources of the land to satisfy their needs and wants.

Once Europeans began setting up trading posts, Innu spent more time trapping fur-bearing animals, which they traded for European goods. Some of these goods included sugar, flour, guns and ammunition. In the southern regions of Nitassinan, some Europeans set up their own trap lines and declared ownership of the land the Innu used for trapping. As property ownership was a foreign concept to Innu, this resulted in conflict between trappers and Innu.

Innu used canoes for travelling, but they also walked. In the course of a year, Innu walked several hundreds of kilometres with their belongings. Later, the Mushuau adopted the Inuit practice of using dog teams to pull komatiks. The use of dog teams made its way to the Sheshatshiu, but dog teams never became as common in the south as they were in the north.

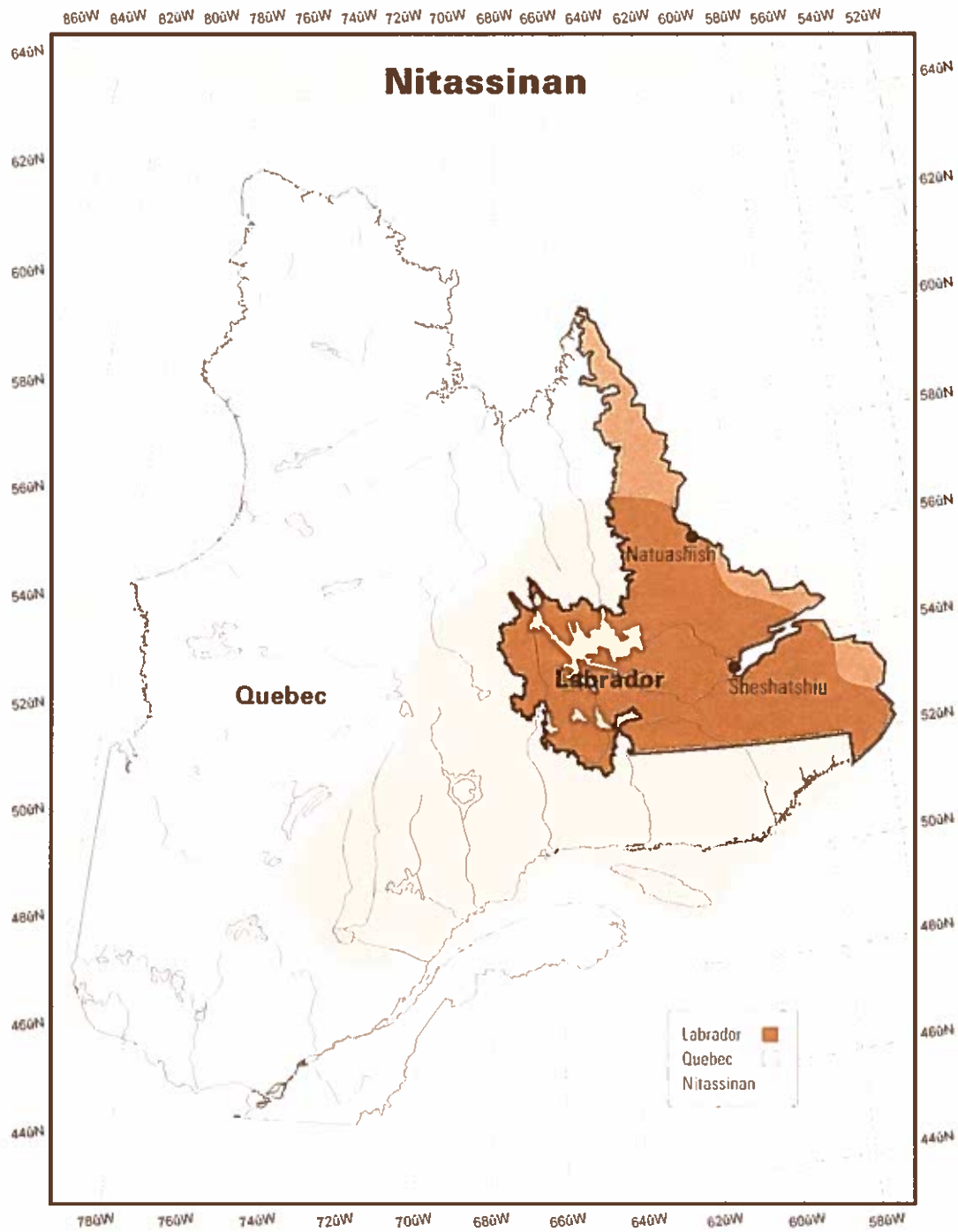
The practice of a traditional economy is a life of hard work. Many indigenous peoples, such as Innu, lived in sustainable communities for thousands of years. At times, however, Innu would have faced significant challenges, such as when the caribou hunt failed. At those times, Innu skilfully used other resources to sustain themselves. However, when diseases were introduced to Labrador by Europeans, such as measles and tuberculosis, it was more difficult for Innu to address these health issues.

When the provincial government established compulsory education for Innu children in the 1950s, Innu were forced to settle in permanent communities. The Innu living in southern Nitassinan settled permanently in Sheshatshiu, on the south shore of North West River opposite a trading post. The Mushuau settled permanently on an island in Davis Inlet. Because there was no bridge connecting the island to the mainland, the Mushuau were cut off from their traditional hunting areas for months at a time. In 2003, the Mushuau moved to the mainland location of Natuashish. Although today's Innu live in permanent settlements, many still travel inland for weeks or even months at a time.

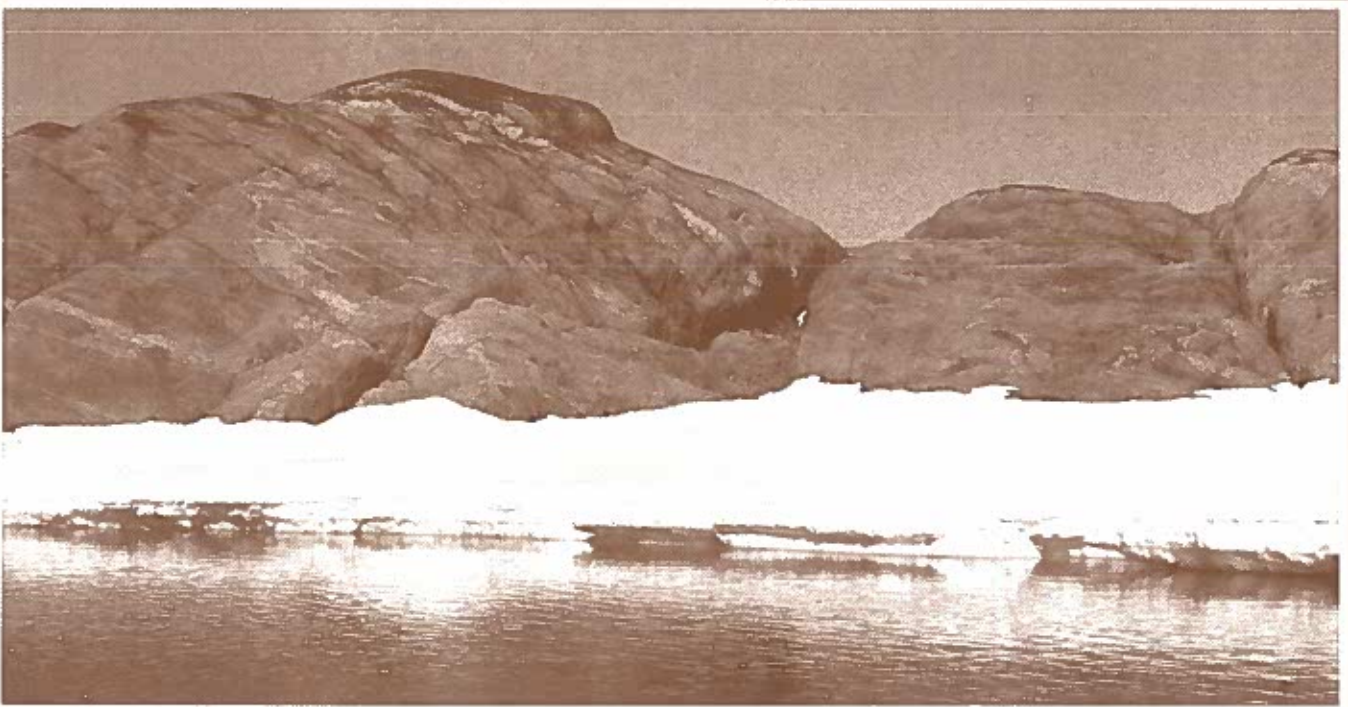
<sup>1</sup> The Mushuau live in Natuashish. Prior to 2003 the Mushuau lived in Davis Inlet.

<sup>2</sup> The Sheshatshiu live in Sheshatshiu.





# WORKSHEETS | S



1) Absolute and Relative Location		
Place	Absolute Location	Relative Location
Your school		
Your community		
A friend's house		

2) Absolute and Relative Location

Location	Natuashish	
	Sheshatshiu	
Absolute		
Relative		

**Physical Features in Nitassinan**

Physical Features in Sheshatshiu	Physical Features in Natuashish
Similarities	

Climactic Conditions: Supporting Statements with Evidence

Statement	Supporting Evidence
Winters in Nitassinan are long and cold.	
Summers are short and cool.	
There is a high temperature range between winter and summer.	



Natural Vegetation		
Sheshatshiu	Criteria	Natuashish
	Berries	
	Tree species	
	Height of trees	
	Density of forest cover	

# Worksheets from pages 11 & 15

## Preparing an Oral Presentation

Criteria	Yes (✓)	No (✓)
<i>Beginning</i>		
Is my introduction strong and engaging?		
Is my position on this topic clear?		
<i>Middle</i>		
Am I providing arguments to support my claim?		
Are my arguments supported by examples?		
Are my arguments and examples arranged logically to point toward my conclusion?		
<i>End</i>		
Does my conclusion capture the strength of my argument?		
Am I clear about the significance of my topic?		
<i>Delivery</i>		
Am I using language appropriate to the topic?		
Am I using conversation (e.g., tone, intonation, expression, and voice) appropriate to my audience?		

## Influences of the Natural Environment on How I Live

Need	Influence
Food	• Some foods come from the sea.
	•
	•
Clothing	• Clothing changes with the seasons.
	•
	•
Shelter	• Building materials give protection from climate.
	•
	•



Seasonal Round of Innu Activities

Activity on the Land	SEASON (✓)			
	Summer	Fall	Winter	Spring
Berry picking				
Canoe building				
Caribou hunting				
Cleaning caribou hides				
Drying caribou meat				
Ice fishing				
Living in the bush				
Living near the trading post				
Meeting with the missionary				
Migrating to the coast				
Snowshoe making				
Wearing snow goggles				

## How did the Innu respond to Environmental Challenges

**Title**

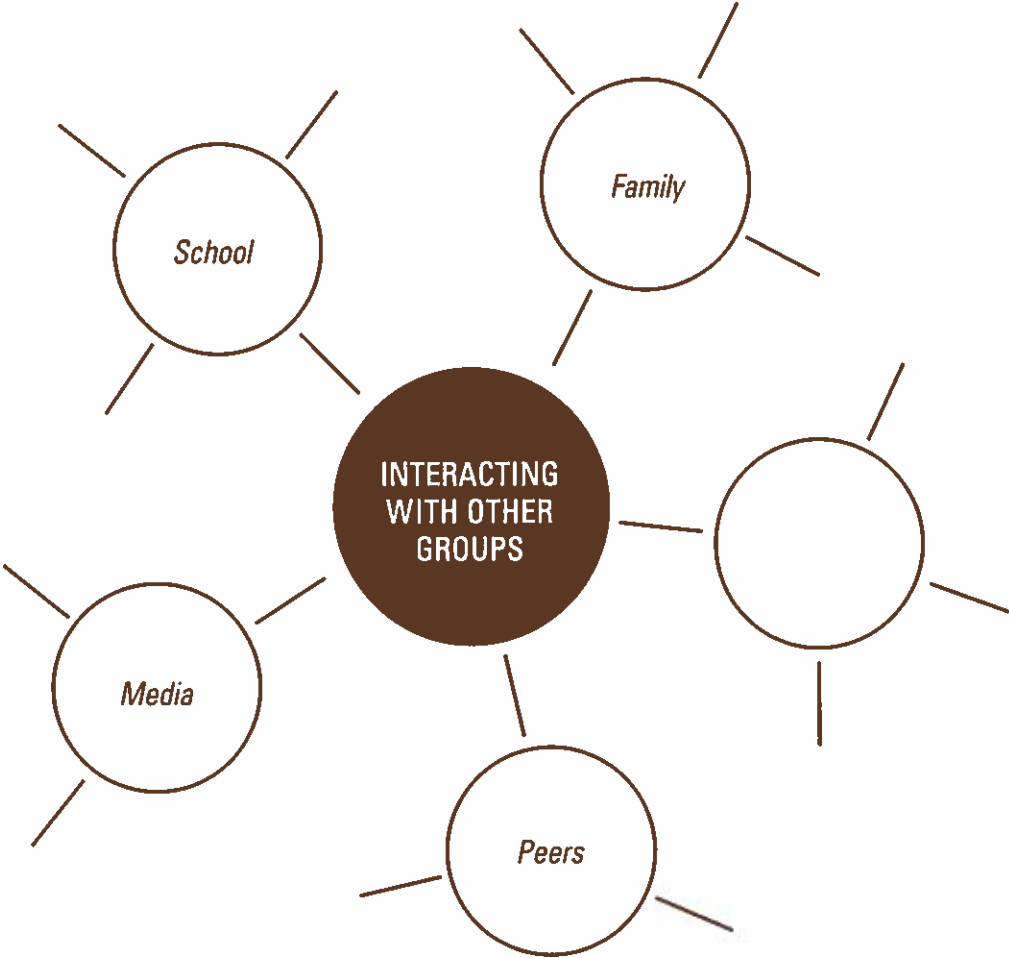
**Challenge**

**Innu Response**

Panel Discussion: Preparation Chart

Question:				
Skills needed to survive:				
Skills my family members already have:				
Skills my family members do not have (if any):				
Conclusion:				





Division of Labour in Innu Family

Activities	Who Performed the Activity
Building shelters	
Cleaning beaver and caribou skins	
Cleaning the shelters	
Cooking food	
Conducting business at the trading post	
Drying caribou meat	
Getting small trees for snowshoe frames	
Hunting caribou	
Hunting grouse	
Making canoes	
Making caribou-hide coats	
Making tea dolls	
Making fish spears	
Picking berries	
Playing the drum	
Poling the canoe through rapids	
Repairing snowshoes	
Splitting firewood	
Telling stories	
Innu lived off the land and moved across it as extended families because ...	

## How to Organize an Inquiry Paragraph

Place Your Paragraph Here

### ***Title***

Provide a phrase that summarizes the main idea of your paragraph. After you have written your paragraph, you may wish to edit your title.

### ***Beginning***

Write a thesis statement to make a claim or take a position.

### ***Middle***

Present evidence to support your thesis. Argue against any contrary evidence. Use examples that support the evidence. Arrange the evidence and examples to point toward a conclusion.

### ***End***

Affirm the original thesis and why it is significant. Or, revise your thesis in the light of the evidence you found.

Games and Child Development

My Community

Innu Society

Games Played

Purpose of Games

Comparing Lifestyles		Innu Context	Criteria	Your Present Context
			Food ways	
			Shelter	
			Transportation	
			Family interaction	
			Leisure activities	
		A major adjustment for me would be (identify the adjustment) because ...		

Human Interactions: Reflective Response Journal Entries

Learning Event	My Response
<i>Identify the learning experience upon which you are reflecting.</i>	<i>Your teacher will suggest some lead-in phrases to get you started.</i>



## Worksheets from page 34

### Elements of My Culture

Elements	Material (✓)	Non-material (✓)
Birthday		
DVD player		
Family barbecue		
Hockey game		
Place of worship		
Pool table		
Rap song		
Respect		
School building		

### Elements of Innu Culture

Elements	Material (✓)	Non-material (✓)

Influence of Environment on Innu Culture

Effect on Material Culture	Environment	Effect on Non-material Culture
	Water forms	
	Climate	
	Vegetation	
	Animal life	

**Innu Tool/Implement Analysis Sheet**

Question	Response
How was the object made?	
Who constructed it?	
How and when was it used?	
Who mainly used it and why?	
How does its construction relate to the natural environment?	

## How to Critique a Piece of Art

Questions	Response
<p><b>1. What it is about ...</b></p> <p>What title did the artist give this piece?</p> <p>Who created this work of art?</p> <p>When and where?</p> <p>What is depicted?</p> <p>What objects (e.g., people, animals, shelters, vegetation, landforms, tools and clothing) do you see?</p> <p>Describe the tactile qualities - surface, texture, and colours</p>	<p><b>1. What it is about ...</b></p>
<p><b>2 Looking at the parts ...</b></p> <p>How are the objects arranged?</p> <p>Are they organized in a certain way?</p> <p>What materials and tools did the artist use?</p> <p>Is there balance in the painting?</p> <p>Are some aspects (e.g., objects, people) exaggerated?</p>	<p><b>2 Looking at the parts ...</b></p>
<p><b>3 What it means ...</b></p> <p>What do you think this art is about?</p> <p>What title would you give it?</p> <p>Do you think the organization of the objects, use of colour and the selection of medium are effective?</p> <p>What is the artist trying to say?</p> <p>Does the place and time in which it was created relate to its meaning?</p> <p>How does this piece of art make you feel? Why?</p>	<p><b>3 What it means ...</b></p>
<p><b>4. What I think of it ...</b></p> <p>Do you think this artist is successful in getting a message across?</p> <p>If you were to create a similar piece of art, what would you do differently?</p> <p>Would you describe it as weak, good or excellent?</p> <p>Would you like to have this piece of art in your home? Why or why not?</p> <p>If you were to create a similar piece of art, what would you do differently?</p>	<p><b>4. What I think of it ...</b></p>

Analyzing Innu Myths/Legends		
Purposes	Check (✓)	Evidence
To tell a story		
To entertain		
To teach history		
To teach life skills		
To provide information about an individual		
To teach morals and values		

Transmission of Innu Culture

Elements of Culture	Cultural Agents	Example
Attitudes and values		
Clothing styles		
Hunting methods		
Means of transportation		



Challenges to the Traditional Innu Way of Life

Area of Change	What Changed	Impact on Traditional Way of Life
Clothing		
Education		
Foods		
Entertainment		
Shelter		
Tools		
Transportation		

How to Organize an Inquiry Essay

Place Your Essay Here

**Title**

Provide a phrase that summarizes the main idea of your essay. After you have written your essay, you may wish to edit your title.

**Beginning**

Write a thesis statement to make a claim or take a position.

**Middle**

Present evidence to support your thesis. Argue against any contrary evidence. Use examples that support the evidence. Arrange the evidence and examples to point toward a conclusion

**End**

Affirm the original thesis and why it is significant. Or, revise your thesis in the light of the evidence you found.

# Unit 1 Assessment Charts

## People and Place: Rating Scale

Student Name:

Assessment Date:

Performance criteria

Circle the appropriate value to indicate proficiency level

*This student has the ability to ...*

retrieve basic information

1

2

3

4

5

demonstrate basic understanding by comparing and contrasting

1

2

3

4

5

demonstrate more complex understanding by supporting generalizations with evidence

1

2

3

4

5

use knowledge to generate questions and possible answers to them

1

2

3

4

5

**1 Very Limited**

**2 Limited**

**3 Adequate**

**4 Strong**

**5 Outstanding**

## People and Place: Checklist

Student Name:

Assessment Date:

Performance criteria

Check appropriate category

*This student has demonstrated an understanding of ...*

Yes (✓)

No (✓)

the absolute and relative location and territorial extent of Nitassinan

physical features of Nitassinan

climactic conditions of Nitassinan

major species of flora and fauna

# Unit 2 Assessment Charts

## Living on the Land: Rating Scale

Student Name:

Assessment Date:

Performance criteria	Circle the appropriate value to indicate proficiency level				
<i>This student has the ability to ...</i>					
retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5
1 Very Limited	2 Limited	3 Adequate	4 Strong	5 Outstanding	

# Unit 2 Assessment Charts

## Anecdotal Recording Form

Student Name:

Date:

Learning Event:

NOTES

### Observations

*Note your observations of the panelist performance.*

Is/are the opening remark(s) appropriate?

Is the panelist's position clear?

Are supporting arguments and examples sufficiently supportive of the stated position?

Is the panelist expressing her or his thoughts about it, and stating agreements/disagreements with what he or she found?

Does the panelist effectively respond to questions from the audience?

Is the panelist's language and conversation style appropriate to the audience?

### Strengths

*Note strong points in the student's response.*

### Needs

*Note weaknesses or deficiencies in the student's response.*

### Next steps

*Decide what you need to do next in the way of review, feedback and provision of future learning experiences for the student to build upon strengths and to remediate weaknesses.*

# Unit 3 Assessment Charts

## Human Interactions: Rating Scale

Student Name:

Assessment Date:

Performance criteria	Circle the appropriate value to indicate proficiency level				
<i>This student has the ability to ...</i>					
retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5
<b>1 Very Limited</b>	<b>2 Limited</b>	<b>3 Adequate</b>	<b>4 Strong</b>	<b>5 Outstanding</b>	

## Human Interactions: Checklist

Student Name:

Assessment Date:

Performance criteria	Check appropriate category	
<i>This student has demonstrated an understanding of ...</i>	Yes (✓)	No (✓)
roles performed by members of Innu family		
why Innu lived on the land and moved about as extended families		
why interactions occurred between Innu and other groups		
the purposes of stories in Innu culture		
how games formed an important part of child development		

# Unit 3 Assessment Charts

## Anecdotal Recording Form

Student Name:

Date:

Learning Event:

NOTES

### Observations

*Note what you see in the student's journal entry.*

Are appropriate lead-ins used?

Is the student merely summarizing what he or she read or is he or she reflecting upon it?

Is the student expressing what he or she learned for the first time, describing her or his thoughts about it, trying to clarify what was difficult and how it was resolved, and stating agreements/disagreements with what he or she found?

### Strengths

*Note strong points in the student's response.*

### Needs

*Note weaknesses or deficiencies in the student's response.*

### Next steps

*Decide what you need to do next in the way of review, feedback and provision of future learning experiences for the student to build upon strengths and to remediate weaknesses.*



# Unit 4 Assessment Charts

## Expressions of Culture: Rating Scale

Student Name:

Assessment Date:

Performance criteria	Circle the appropriate value to indicate proficiency level				
<i>This student has the ability to ...</i>					
retrieve basic information	1	2	3	4	5
demonstrate basic understanding by comparing and contrasting	1	2	3	4	5
demonstrate more complex understanding by supporting generalizations with evidence	1	2	3	4	5
use knowledge to generate questions and possible answers to them	1	2	3	4	5
<b>1 Very Limited</b>	<b>2 Limited</b>	<b>3 Adequate</b>	<b>4 Strong</b>	<b>5 Outstanding</b>	

## Expressions of Culture: Checklist

Student Name:

Assessment Date:

Performance criteria	Check appropriate category	
<i>This student has demonstrated an understanding of ...</i>	Yes (✓)	No (✓)
how a culture is expressed		
environmental influences on how a culture is expressed		
how to analyze an Innu tool/implement		
how to critique a piece of Innu art		
the role of stories as an expression of culture		
the role of cultural agents in transmitting culture		
what affects a group's identity as a people		

# APPENDICES



## Appendix 1 Specific Curriculum Outcomes

Sample of Specific Curriculum Outcomes from the grade 7 social studies curriculum that can be supported by the teaching and learning activities in *Nitassinan Journey: Our Innu Stories*.

### Students will be expected to

- 7.3.1 Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians
- 7.4.1 Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various people and regions
- 7.4.3 Analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period (1870s-1880s)
- 7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20<sup>th</sup> century
- 7.7.1 Portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920

Sample of Specific Curriculum Outcomes from the grade 9 social studies curriculum that can be supported by the teaching and learning activities in *Nitassinan Journey: Our Innu Stories*.

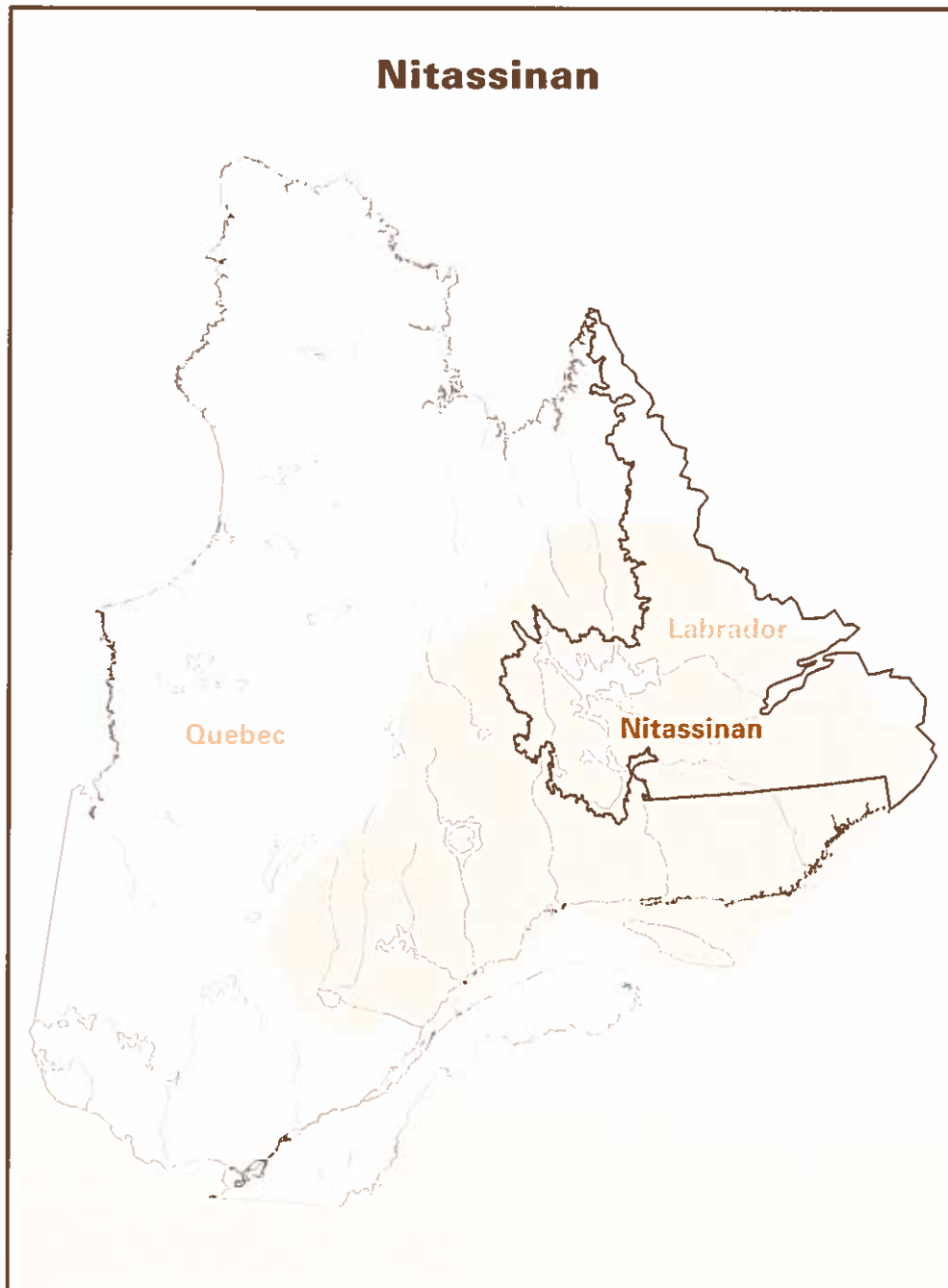
### The student will be expected to

- 1.4 Link human activity to the natural resources of the Atlantic region
- 1.5 Identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day
- 2.1 Examine and develop a general concept of culture
- 2.4 Demonstrate an understanding of the nature of cultural, ethnic, and linguistic groups in Atlantic Canada
- 2.6 Demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada
- 2.7 Demonstrate an understanding of the local and global forces that cause cultures to constantly change



## Appendix 2 Map of Nitassinan

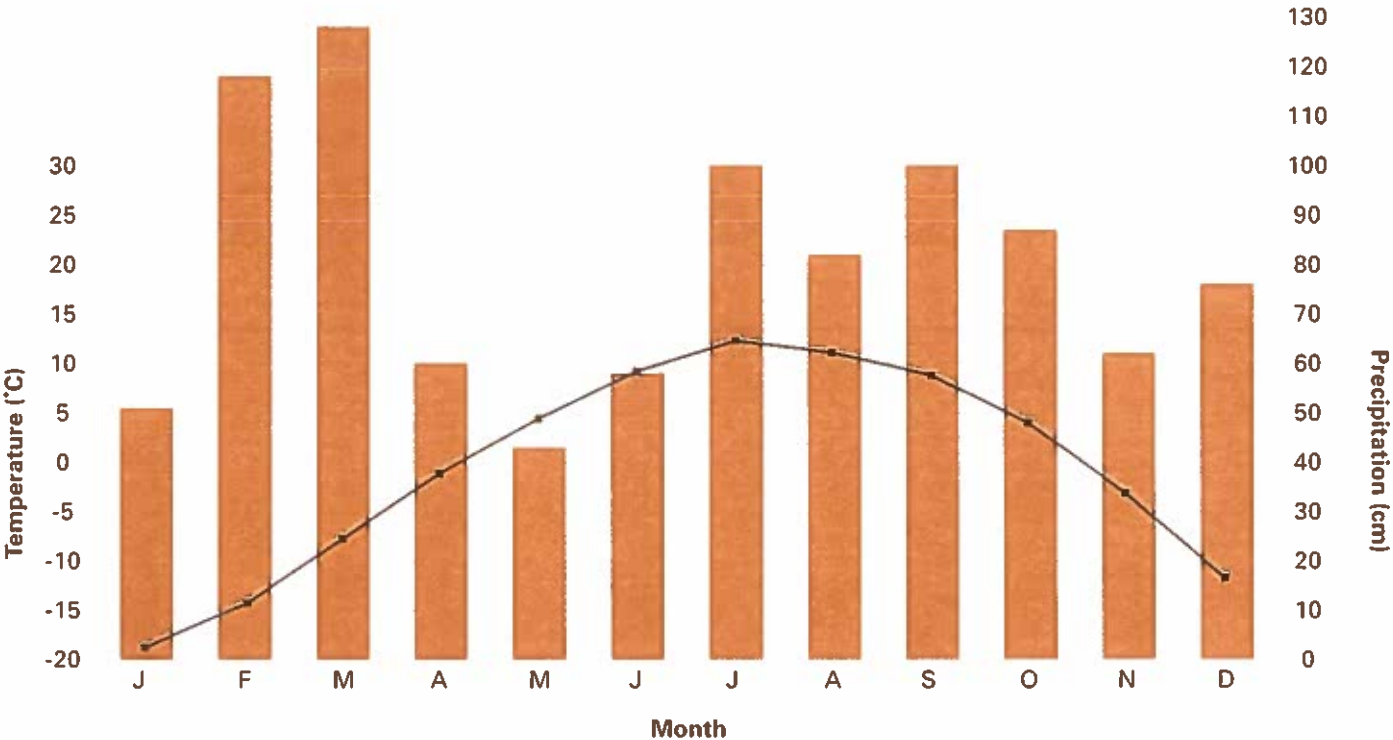
## APPENDICES



# APPENDICES

## Appendix 3 Climographs

Climograph for Northern Nitassinan  
Source: *Environment Canada*



Month	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (°C)	-18.7	-14.2	-7.7	-1.0	4.4	9.2	12.3	11.1	8.8	4.0	-3.1	-11.7
Precipitation (cm)	51	118	128	60	43	58	100	82	100	87	62	76

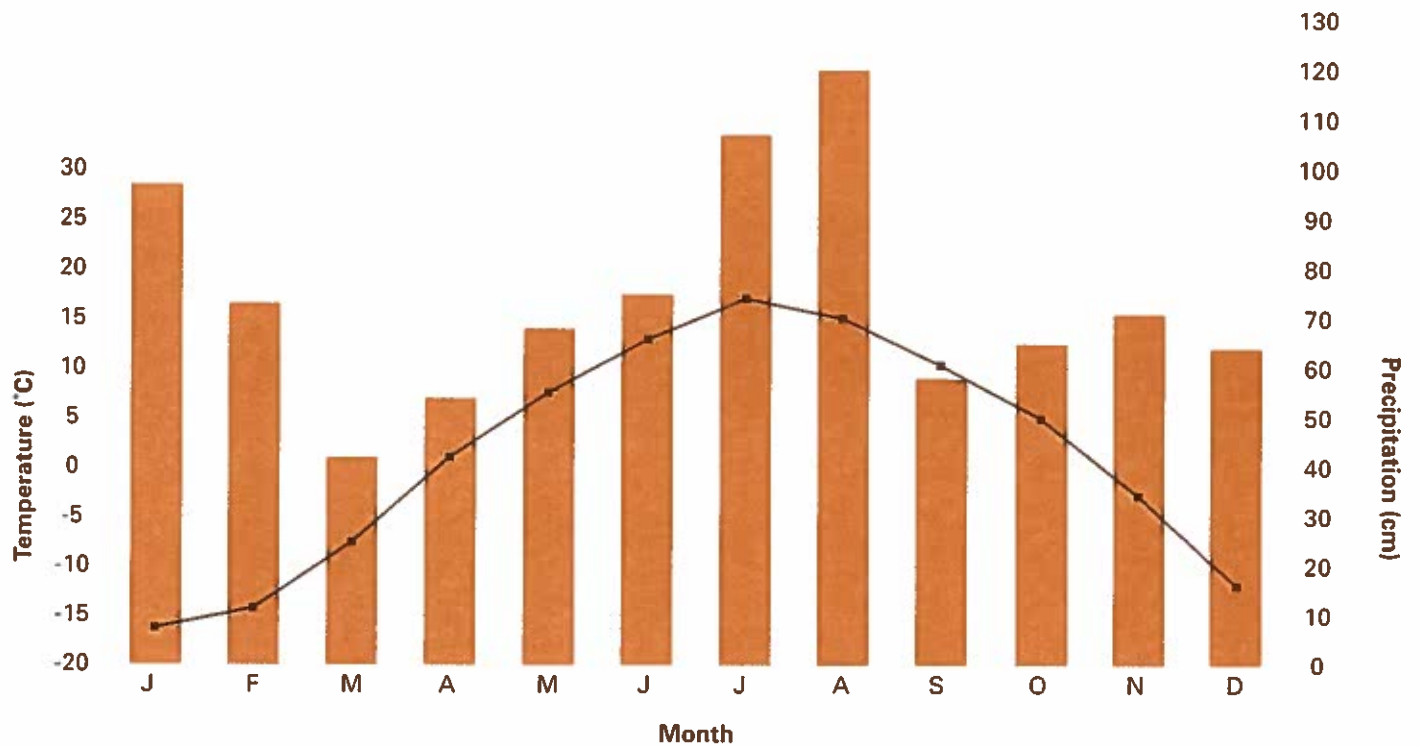


## Appendix 3 Climographs

## APPENDICES

### Climograph for Southern Nitassinan

Source: Environment Canada



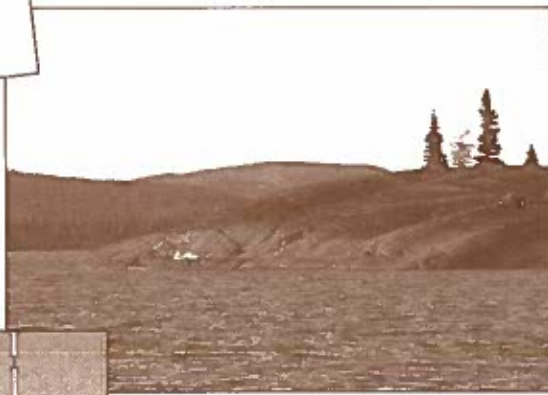
Month	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (°C)	-16.3	-14.3	-7.6	1.0	7.5	12.9	17.0	15.0	10.3	4.9	-2.9	-12.0
Precipitation (cm)	97	73	42	54	68	75	107	120	58	65	71	64





## APPENDICES

### Appendix 4 Photographs







## Appendix 4 Photographs

## APPENDICES





## APPENDICES

### Appendix 4 Photographs

