

Migration: A Way of life for the Innu of Labrador for Thousands of Years

Lesson Overview:

This lesson is to introduce students to the idea of **migration** by integrating the link between migration and Canada's Aboriginal peoples. In this case, students will be studying the Innu People of Quebec and Labrador. The Innu have been living in Quebec and Labrador for thousands of years and have migrated over their land for all of that time. Today, migrations still occur but it is not like it was in the "old" days. Most of the Innu today live seasonally in the country and reside in communities in Quebec and in two communities: **Sheshatshiu (Shet a Shee)** and **Natuashish (Nat wa Shish)** in Labrador for the remainder of the year.

Grade Level:

Grades 9-12

Newfoundland and Labrador, Nova Scotia, Prince Edward Island Grade 9 Social Studies, "**Atlantic Canada in the Global Community**"

Newfoundland and Labrador, Grade 10-12: Canadian Geography, and World Geography.

Time Required:

This lesson can be completed in two one-hour periods. One class should be used for outlining the subject matter: giving the definitions, exploring the geographic area through maps, and discussion. In the second class, students should move to a computer lab and look at the website that supports the Innu culture and deals with family migrations. The link students should go to for this lesson is: http://www.innustories.ca/1300_e.php

The website is called "**tipatshimuna**" which in **Innu-Aimun** (the language spoke by most Innu today) means stories. It has a wealth of information about the Innu.

Curriculum Connection (Province and course):

Atlantic Provinces Education Foundation Curriculum for Social Studies

General Curriculum Outcomes

People, Place, and Environment General Curriculum Outcome:

Students will be expected to demonstrate an understanding of the interactions among people, places and the environment.

Although this lesson is meant for use in Grades 9-12, and with modifications, Grades 7 and 8, in Newfoundland and Labrador, it is suitable for use in all Atlantic Provinces or any jurisdiction with compatible outcomes.

Link to Canadian National Geography Standards

Essential Element #4: Human Systems

- Population characteristics by world regions, country and regions within countries
- Impact of human migration
- Convergence and divergence of cultures

Essential Element #5: Environment and Society

- World patterns of resource distribution and utilization
- Environmental Issues
- Use and sustainability of resources

Geographic Skill #1: Asking Geographic Questions

Students could easily pose questions such as, “Why were the Innu in a specific place at a specific time?” Most times the answer to that question is found in the time of year and what sorts of food they were eating.

- Plan and organize a geographic research project.

Geographic Skill #2: Acquiring Geographic Information

If students want to find out why the Innu were living inland in winter, they would need access to sources that would lead them to finding the answer. They would also need to find out what sorts of food the Innu traditionally ate at that time of the year.

- Systematically locate and gather geographic information from a variety of sources.

Geographic Skill #3: Organizing Geographic Information

After finding out that the caribou run through this area in winter, and that the traditional fishing grounds are frozen solid, students would have organized themselves to find out that the caribou only come by this way in winter, that the caribou are a mainstay for the Innu, that several feasts surrounding the caribou occur during winter and that finally caribou determined if you survived or not in years gone by. The caribou were essential to the survival of the Innu in the past.

- Select and design appropriate forms of graphs, diagrams, tables and charts to organize geographic information.
- Use a variety of media to develop and organize integrated summaries of geographic information

Link to Statistics Canada data source:

- **Statistics Canada** Website, www.statcan.ca: **Community Profiles** for Davis Inlet, NL and Sheshatshiu, NL

Additional Resources, Materials and Equipment Required:

- Computers and/or Computer Lab with Internet connection.
- Census data of the community profiles for Davis Inlet**, NL and Sheshatshiu NL

**Since Natuashish is a new community into which the population of Davis Inlet had been relocated, data for Natuashish is not available at this time.

- Student worksheets (attached)

Main Objective:

In this lesson, it is intended that the student learn what a migration is, examine the migration of the Pasteen family or the Pun family, both traditional Innu families, and compare that to their own lives.

Learning Outcomes:

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

- Identify the Innu communities of Labrador
- Explain why and how the Innu are involved in migrations
- Explain what a migration is
- Understand a different way of life
- Understand some of the foods eaten traditionally by the Innu
- Understand how to read census data found in **Community Profiles**

The Lesson:**Definitions:**

Migration will be defined as the movement of people or animals from one place or another. Migration can be small scale, moving from one neighbourhood to a new one, or can be large scale, when one move from one place (St. John's) to a place great distances away (Vancouver).

The migration of the Innu can be described largely as small scale. They move with the caribou, their main food source, and back to their homes in the country or the towns of Sheshatshui or Natuashish.

	Teacher Activity	Student Activity
Introduction	<p>Teacher will present the topic by inquiring of students what they already know about Labrador aboriginal communities.</p> <p>The teacher will show students 5 different pictures: 1. A caribou, 2. A tent, 3. A canoe, 4. A bow and arrow, 5. A spear. (All found on the Innu Website).</p> <p>Teacher will pose the question "For what are these 5 things needed?"</p> <p>Brainstorm with students to come to realization that these are the essential elements of the migration of the Innu</p> <p>To familiarize students with Census Data, teacher will help students work through the student worksheet, which compares Labrador's two Innu communities.</p>	<p>Brainstorming and discussion.</p> <p>Completion of worksheet comparing the two Innu communities of Davis Inlet and Sheshashui</p>
Lesson Development	<p>Students encouraged to define migration.</p> <p>Lead students to distinguish that there are both human and animal migrations and that migrations can be both large and small.</p> <p>Reintroduce background about the Innu people as described earlier in the lesson.</p> <p>Introduce the task that students will perform</p> <p>Give students website so they can, if they want too, become familiar with it. Website is www.innustories.ca</p>	<p>Formulate a definition of migration.</p> <p>Organize approach for next class.</p> <p>Ask questions that they may have and jot down website to look at while at home</p>
Conclusion	<p>The lesson will conclude with a class presentation session of what they have learned of the migratory characteristics of aboriginal communities and the two case studies in particular.</p> <p>The activity may be extended to investigate the migrations of other aboriginal groups, the Inuit, the Mi'kmaq, the Algonquin, etc.</p>	<p>Student will take the lead in this class</p> <p>They are to use the website to do the assigned work on comparing and contrasting the migration of the Pun or Pasteen families. (Teacher may choose one or the other or even both!)</p> <p>Students should be able to complete the assignment in one class. If not, instruct them to use and look at the website during the class and complete the assignment at home.</p>

Lesson Extension:

Teacher may want to keep with the theme of the Innu. In an attempt to illustrate how migrations can be interrupted, have students look at the role that low-level flying has had on the caribou and their traditional grazing areas AND how this has impacted the Innu.

Teachers can also contact the two Innu schools in Labrador and set up a writing session with classes at those schools. This would be more applicable to younger grades but could also work with older students. The schools are Peenamin Mackenzie in Sheshatshui and Mushuau Innu Natuashish School in Natuashish.

Contact Information:

Mr. Brad Jones, Teacher, Mushuau Innu Natuashish School

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If a teacher decided to investigate low level flying, there is a **National Film Board** movie entitled **“*Hunters and Bombers*”**. This video, NFB ID # 113C9190130 is about 55 minutes in length and is available directly from the National Film Board and costs about 50 dollars. It may also be available from programming staff within your school board or division.

The book **“*Natissinan*”** by Marie Wadden, 2001, Douglas and McIntyre, ISBN# 1550548956, is a great resource which outlines the plight of the Innu in their fight to protect their homeland.

Assessment of Student Learning:

Evaluation of worksheets

Students are expected to write an essay about migrations that they have taken in their lives. Things that should be discussed could include foods eaten, what the experience felt like, was it enjoyable, was the student afraid, was it a common experience or was it a first time experience, etc. These writings should be collected and marked by the teacher.

Another form of assessment, for visual learners, would be to get students to map the route of the Pasteen or Pun Family and for each stop along their journey, have students draw pictures of what they think is happening. For example, show pictures of the Pasteen family patriarch as he skins a caribou or the women cooking near the tent. This shows an understanding of the text and illustrates it visually. This “collage” can be displayed to show the students of the school other cultures and lifestyles that may seem totally foreign.

Modifications for the high school grades can be achieved by increasing the level/amount of inquiry in the integration of a research paper related to the topic.

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Teacher Copy

Using the **Community Profiles** from **Statistics Canada**, go to “2001 Census Aboriginal Community Profile”
<http://www12.statcan.ca/english/Profil01ab/PlaceSearchForm1.cfm> and retrieve data for the two Innu towns of Sheshashui and Davit Inlet. We cannot use Natuashish for this activity because it didn't exist when they did the 2001 census. At that time, the people of Natuashish were living 19 kilometers away in Davis Inlet and moved there in 2002.
 Answer the following questions using the data from **Statistics Canada**. (Note: Spellings of Sheshatshiu may vary. The spelling on Statistics Canada website is Sheshatshit)

Questions	Sheshatshit	Davis Inlet
Population (2001)	1134	580
Population (1996)	1018	386
What was the change in population?	+11.4%	+50.3%
What is the population under age 20	$145+325+135 = 605$	$70+180+55 = 305$
What percentage of the total population does this represent?	$606/1134 = 53\%$	$305/580 = 53\%$
What percent of the total population speak English as its first language?	$165/1130 = 14\%$	$60/580 = 10\%$
What percent of the total population have an Aboriginal (First Nations) Identity?	$1075/1130 = 95\%$	$545/580 = 94\%$
What percent of the population are Catholic and Protestant?	$995+105 = 1100$ $1100/1130 = 97\%$	$515 + 50 = 565$ $565/580 = 97\%$
In the age group 15-19, what percent of teens are attending school full time?	$35/60 = 58\%$	$0/20 = 0$
How many people, older than 15 have an income?	550	305
What is the EMPLOYMENT rate?	30%	43.9%

How many people are actually working in each town?	$30\% (.30) \times 1130 = 339$	$43.9\% (.439) \times 580 = 255$
What is the total number of dwellings (homes) in each town?	220	130
Approximately how many people live in each house?	$1130/220 = 5.1$	$580/130 = 4.46$
What is the value of the houses in each town?	\$39,351	\$59,145

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Student Worksheet

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