Lesson on theJames Bay Northern Quebec Agreement

Curriculum connection: Narrative texts are one of the oldest forms for recording and making sense of human experience, as well as articulating the world of imagination.

Levels: Secondary 3 to 5

Items in exhibit to focus on: James Bay Northern Quebec Agreement

Class Time: 1-2 periods

Suggested materials: Students will need notebooks, pens or pencils, and access to Library or Computers to research the James Bay Northern Quebec Agreement (JBNQA).

Objective: To understand the main points of the JBNQA and the reason for the negotiations to create this document. To learn about the people who were behind the creation of this agreement.

Introduction to Lesson: Recall your visit to Aanischaaukamikw and recall seeing the JBNQA. The following are guiding questions for duration of this unit. What was this document? Why is it so important? What was included in the agreement? Who were the important players in developing this agreement? What was the hope that this agreement would bring to the people of EeyouIstchee? Students should have a chance to brainstorm these questions to see if they can recall some of this information from the tour.

Student Centred: Go to a research facility (library or computer lab) and have students try to answer these questions and come up with 3 other questions that they can ask about the JBNQA as they work through their research.

After learning more about the JBNQA, students should choose a player in the creation of the JBNQA and write a memoir about the days leading up to the signing of the Agreement. The focus should from the perspective of the chosen player in the creation of the JBNQA.

Once rough drafts have been written, have students peer edit their work and write a copy of their memoir in a final draft. Remember, in 1974, computers were not easily accessible, therefore this assignment should be hand written.

Concluding Activity: Once all memoirs have been written they should be posted in the classroom where all students have a chance to read them. Once this has been done, there should be a class discussion on what was written (content of the memoir) with comments focusing on how people might have felt leading up to the signing of the JBNQA.

Suggested Marking Criteria:

	Level 4	Level 3	Level 2	Level 1
Writing Process	-Student was able to write clearly and concisely with an abundance of detail. -Student was able to follow the pattern of a memoir beyond expectations. /10	-Student wrote clearly, and included lots of details. -Student was able to follow the pattern of a memoir. /8	-Student wrote a memoir, sometimes unclearly, with some detail. -Student somewhat followed the pattern of a memoir. /6	-Student partially wrote a memoir that was unclear, and did not include much detail. -There was little resemblance of the pattern of a memoir. /4
Editing	-Student actively participated in peer editing, taking and giving an abundance of suggestions in a constructive manner. /5	-Student participated in peer editing, taking and giving some suggestions in a constructive manner. /4	-Little participation in peer editing session, giving and taking few suggestions. /3	-Little to no participation in peer editing session. /3
Class Discussion	-Student actively shared their feelings and ideas about others memoirs in a polite and constructive manner while focusing on facts. /5	-Student shared their feelings and ideas about others memoirs in a polite and constructive manner while using facts in their contributions. /4	-Student partially shared their feeling and ideas, while not focusing on facts. /3	-Student did not contribute to a meaningful discussion. /2