

Inuit Lesson Plan

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Description:

This activity introduces the Inuit people in Nunavut, Canada, and the inuksuk symbol they have used over the years. This lesson was developed from resources offered by presenters at the 2007 *STUDY CANADA Summer Institute* such as the Seattle Times' Newspapers in Education supplement titled, *O Canada, The True North Strong and Free!* written by Tina Storer, material compiled by Nadine Fabbi, and curriculum material from Dr. John Kilbourne. Students will be shown Nunavut's location on a map, and be given a brief outline of the history of the Inuit people and a description of how they live today. Students will experience first-hand some of the games, their alphabet, and making an inuksuk of their own. The Inuksuk Book by M. Wallace, will be used for the Language Arts portion.

Grade Levels:

Suitable for Grades 4-6

Subjects:

Social Studies/Language Arts

Duration:

Two 45 minute sessions

Goal:

This goal is to learn an understanding and history of the Inuit people and how it compares to our culture for Social Studies. This will carry over into Language Arts by focusing on their inuksuk symbol and its meaning through literature.

Objectives:

The students will:

- Locate Nunavut on a map
- Compare the Inuit culture to ours
- Identify Inuksuk symbol and its uses both past and present

Standards:

This lesson meets district requirements regarding: "Assist students in the areas of Social Studies and Language Arts in developing the desire and skills to become lifelong, independent learners and responsible global citizens in an ever-changing society.

Background Information:

Before the lesson, students will have examined the geography of Canada and its provinces.

Materials:

- Overhead projector
- Overhead of Canada and its provinces and pictures of procedures to play Inuit games.
(obtained from www.athropolis.com/news-upload/11-data/)
- Literature book for each student: Wallace, M. (1999). The Inuksuk Book, New York: Firefly Books.
- Stones (various sizes), glue, etc., to make each inuksuk as described in above book.
- *Seattle Times*' Newspapers in Education program: seattletimes.com/nie and seattlepi.com/nie
- For more historical information: Bowers, V. (1999). Wow Canada, Toronto: Owl Books.

Procedures:

1. Present map of Canada on overhead to show location of Nunavut and its isolation from the majority of Canadians. (How would that affect the way they live?)
2. Give brief history of Inuit, using student guide of Aboriginal Peoples of Canada(Seattle Times), up to the present when they became their own territory in 1999.
3. Compare their way of life to ours. (What are the benefits? the hardships?) For last part of class, show several games on the overhead. Pair up students to try them out for fun!
4. For LA class: Introduce The Inuksuk Book, and read passages together which describe the symbol and the various ways it was used: direction, warnings, hunting, etc. Lots of colorful photographs and beautiful silk paintings of various inuksuk styles and uses.
5. Final project will be to make their own inuksuk and write their name in the Inuit alphabet. (Both the instructions and the alphabet are given in the book). May need an extra session to complete.

Evaluation/Assessment:

Students will finish project and state a "suitable" place for their inuksuk and why, using meaning of the symbol as their guide. They can be further tested on location of Nunavut, and compare Inuit culture to ours.

Possible Extension:

For Language Arts, each student will choose a novel from the following list related to the people of Northern Canada, and make an oral and/or visual presentation of the story. (i.e, poster, diorama, skit, etc.)

Novels:

Lost in the Barrens (F. Mowat)

Napachee (R. Feagan)

The Screech Owls' Northern Adventure (R. MacGregor)

Call of the Wild (J. London)

An Inuk Boy Becomes a Hunter (J. Igloliorte)