



***Umiaqtaalik: Inuit Knowledge* and the Franklin Expedition**



**Department of Education, Government of Nunavut
in collaboration with
The Great Unsolved Mysteries in Canadian History Project**

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Comments and Feedback

We hope that you enjoy teaching this unit and that your students find it engaging and meaningful. If you have suggestions to improve the course or to contribute additional resources or activities, please contact Ken Beardsall (see below) or put them on the *Nunavusiutit* [Wiki](http://nunavusiutit.wikispaces.com/). <http://nunavusiutit.wikispaces.com/>

Please note: The Wiki is password protected; if you are not a member, please send a request through the Wiki at the above address or by e-mail to the address below.

Ken Beardsall
Nunavusiutit Coordinator
Curriculum Services
Department of Education
Box 390 Arviat, Nunavut X0C 0E0
Phone: (867) 857-3067
Fax (867) 857-3090
kbeardsall@gov.nu.ca

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See link for photos of the ships at: [Erebus and Terror](#)

Umiaqtaalik: Inuit Knowledge and the Franklin Expedition

Introduction

The Great Unsolved Mysteries in Canadian History Project

Umiaqtaalik: Inuit Knowledge and the Franklin Expedition features Inuit oral history about the Franklin story that helped searchers find the HMS Erebus in 2014; *Umiaqtaalik* means, “where there is a boat.” The unit also explores Inuit ways of living and perspectives about the land during the Franklin era. Students examine British records about how sailors lived on the ships and hypothesize how the sailors might have lived after they abandoned the ships, drawing conclusions regarding British perspectives about the Arctic. They compare Inuit and British ways of thinking about the land and make inferences for travelling on the land today. The unit also introduces the Inuit principle of *Piliriqatigiingniq*, which emphasizes the importance of working together for a common purpose. This way of thinking and living is essential to surviving and thriving in the Arctic, both in the past and today.

Umiaqtaalik: Inuit Knowledge and the Franklin Expedition is part of a larger educational project, which features a website, [The Franklin Mystery: Life and Death in the Arctic](#). This website is one of 13 websites presented by the “Great Unsolved Mysteries in Canadian History” (GUMICH) project. Each website teaches Canadian history, historical methods and critical reading and thinking skills to help students ‘think like historians’ as they explore primary source and secondary documents about an unusual, unsolved mystery from a different part of Canada. The website is available in English and French on the Home Page of the website.

The project website: [GUMICH](#) provides access to all the mysteries, as well as a ‘Teachers’ section, which includes important background information about the philosophy of the units, foundational ideas, and instructional approaches to teaching history. This material explains the design of the websites and suggests ways to use them in teaching.

The Franklin Mystery (FM) website is available in English or French on the Home Page. It contains the ‘Introduction’ and a section ‘How to Use this Site.’ It is important to read these carefully. Review the section, ‘Teachers,’ on the same page. Register under ‘Support for Teachers’ to access a Teachers’ Guide with lessons. While the sample unit is for a different age group, it shows how GUMICH approaches teaching history and skills related to ‘doing’ history. The ‘Support for Teachers’ section also provides useful background information and resources related to teaching the Franklin story from the perspective of an historian.

There are many references to the FM website in this unit. It provides detailed information about the 1845 Franklin expedition. The section, ‘Franklin’s Last Voyage’ provides information about their journey, which is the focus of Part 1. The ‘Contexts’ section shares information about Inuit life in the Arctic and the lives of the sailors on Franklin ships; this is the focus of Part 2. ‘Searching and Researching’ includes information about Inuit who were involved in some of the expeditions searching for the Franklin ships and the oral history they shared about encounters with his crew, as well as evidence they found left behind from the ships. Although this unit does not include the searches, oral history information in this section is used in Part 3.

The website also includes many useful primary source and secondary resources,¹ such as, oral history stories, photos of artefacts, drawings and paintings, maps, journal/log entries, letters, government documents, magazine and newspaper articles, timelines, etc. related to Inuit and British life at the time, as well as the Franklin story.

One of the popular and proven pedagogical tools incorporated in all of the Canadian Mystery websites are the 'Mystery Quest' (MQ) lessons. These are short lessons that focus on specific aspects of the mystery. The FM website includes five Mystery Quests, two of which are for ages 11-14. One of these, "*Why Did Inuit Survive and Explorers Did Not?*" is adapted as part of Part 2.

It is highly recommended that teachers research the FM website thoroughly before instructing this unit. It is important to be familiar with it in order to help students use it effectively. Resources such as photos, maps, videos, etc. are available

Note: This unit is designed for grade 8 students in Nunavut. Teachers from other educational jurisdictions, and around the world, may access it through a link on the FM website or directly from our own Nunavut Heritage Fairs website <http://www.nunavuthistorica.com/> It will also be available on a memory stick and on the Nunavusiutit wiki site for Nunavut teachers.

There are notes throughout the document about how to adapt the unit for use in other contexts.

Unit Rationale

"The land is so important for us to survive and live on; that's why we treat it as part of ourselves."
Mariano Aupilaarjuk, Uqalurait: An Oral History of Nunavut, MQUP, 2004

Inuit life has been sustained by the opportunities and challenges of the Arctic environment for millennia; the land, sea and sky are the foundation of Inuit ways of knowing, being and doing. In the mid-1840s, seasonal features of the environment influenced all aspects of daily life: beliefs, principles and values that guided behaviour, as well as all practices that enabled Inuit to survive and thrive.

Knowledge and skills related to experience on the land and how to live successfully and sustainably on the land, were passed down from generation to generation of Inuit through oral history. While most elements of daily life in the Arctic have changed since the mid-19th century, the essential relationship between Inuit and the Arctic environment continues. This is eloquently described by Sheila Watt-Cloutier in her recent book, The Right to be Cold.

It is therefore important for students to understand the perspectives and practices of their ancestors in relationship to the land and learn how to apply that heritage of thinking, doing and being in their own lives. Throughout this unit, students learn about the Inuit principle of *Piliriqatigiingniq*: working together for a common purpose, which was pivotal to Inuit survival in the past, and is still today.

The story of the failed 1845 Franklin expedition through the Canadian Arctic illustrates this

umbilical cord between humans and their environment; this story forms the basis of *Umiaqtalik: Inuit Knowledge and the Franklin Expedition*. Most British in the mid-1840s lived on farms and in small village environments, or, in the case of sailors in the British empires' naval fleet, on ships that travelled the world's oceans. The character of these places and spaces generated their ways of thinking about, and living in relation to, the land, sea and sky. The Franklin ships sailed with the best equipment available at the time and sufficient supplies to survive *on board* for three years. The crews never expected to have to survive on Arctic *land*. When forced to abandon their ships, the sailors' experiences and perspectives about land, developed at home, did not prepare them for living in the Arctic. Students learn about Inuit ways of surviving and thriving on the land, relate these to the sailors' experiences trying to survive and consider implications for surviving on the land today.

Unit Themes

Students use primary source and secondary documents to learn basic information about what happened to the Franklin expedition; that story is woven into different parts of the unit. Three other themes are also integrated into the unit.

Theme One is about how humans understand and relate to the environment around them: the land, sea and sky. Students use oral history and primary source/secondary documents to study conditions in the Arctic and Inuit and sailors' lives in the 1840s. They infer what their different ways of living implied about their ways of thinking about the land. They also infer implications of these perspectives for surviving on the land in the Arctic today.

Theme Two is the Inuit principle *Piliriqatigiingniq*. Students consider how Inuit, at the time of the Franklin expedition, lived by this principle, and how use of Inuit oral history and names for the land exemplify it. They explore how contemporary searchers for the Franklin ships demonstrated it, how crews on board Franklin's ships may have lived by it, and infer how practicing it more effectively might have saved the crews once they left the ships. Students also explore the relevance of *Piliriqatigiingniq* in their classroom today.

Theme Three is how history connects aspects of life, and events that took place in the past, to the present. This theme relates to the Historical Thinking Concept (HTC)⁴: Understanding the ethical dimension of historical interpretations: *How can history help us to live in the present?* Students use oral history, and primary source and secondary documents, to analyze the relationship between the past and the present, specifically in terms of:

- how the story of the Franklin expedition continues today
- use of the *Piliriqatigiingniq* principle in the past and the present
- implications of Inuit and British ways of living in the Arctic in the 1840s for surviving on the land in the Arctic today

Unit Overview

Part 1 – What Happened to Franklin? This part introduces students to the story of the Franklin expedition. It answers the questions: *What do we know now about what happened to the Franklin expedition? How do we know this information? Why is it important to Canada today?* It also introduces students to the concept of: *Piliriqatigiingniq*. There are four activities:

- Activity 1: Introducing the Story
- Activity 2: What Do We Know Now?
- Activity 3: Introducing *Piliriqatigiingniq*
- Activity 4: Wrap Up

Part 2 – Why did Inuit survive and the sailors did not? This part uses the Mystery Quest: “*Why Did Inuit Survive and Explorers Did Not?*” and also asks, *What implications do the way Inuit lived in the past and the Franklin story have for travelling successfully on the land today?* It asks students to compare how Inuit made use of the Arctic environment to survive and thrive during the Franklin period to the ways British sailors related to the environment, living on the ships and trying to live on the land when they had to abandon the ships. This provides lessons for today about successful travel on the land. There are three activities:

- Activity 1: Inuit Life Long Ago
- Activity 2: British Sailors’ Life in the Arctic
- Activity 3: Mystery Quest 42

Part 3 – What Inuit oral history teaches us about Franklin? This part answers the questions: *What was the role of oral history in Inuit life in the past? How does Inuit oral history help people today know what happened to the Franklin expedition? How is oral history used today?* It introduces the role of oral history in Inuit life as a means of passing on important information from one generation to the next. Students learn about the role oral history played in discovering the Franklin ship HMS Erebus, and what else we know today about the story of the Franklin expedition from oral history. Students also explore examples of oral history in their own community. There are four activities:

- Activity 1: Introducing Oral History
- Activity 2: How is Oral History Shared?
- Activity 3: What Else We Know from Oral History about Franklin
- Activity 4: Oral History Project

Part 4 – How did Inuit and British name the land? This part also answers the questions: *What do Inuit and British place names tell us about how they viewed the land? What were the consequences of the British view of the Arctic?* It focuses on the area where the end of the Franklin story takes place, King William Island. Students engage in a study of place names on the island from Inuit and British perspectives, draw inferences about the way the two cultures view the land and consider implications for surviving on the land today. They also learn about place names around their own community and the names of their community. There are four activities:

- Activity 1: Gjoa Haven/*Uqsuqtuuq*
- Activity 2: Place Names Close to Home
- Activity 3: Our Community Names
- Activity 4: Unit Wrap Up

This work is carried out using Inuit oral history passed down through generations to Louie Kamookak, who has gathered Inuit oral history about the Franklin expedition, as well as other Inuit Elders, photos/video of traditional Inuit life on the land, primary source documents from the British navy, such as log books, as well as maps, images of artifacts, paintings and secondary resources on the FM website. Students also study relevant contemporary resources, such as video, maps and magazine and newspaper articles, about recent searches for the Franklin ships.

Preparing for Instruction

This section provides helpful information for teaching the unit, such as relevant curriculum. There is also a 'Preparation' section at the beginning of each part with information/tasks required to instruct specific activities.

Background Information for Teachers

'Background Information for Teachers,' at the end of this 'Introduction,' assists teachers with understanding components of the unit. It includes information about the *Nunavusiutit* curriculum, which integrates all aspects of Social Studies for Nunavut schools, and helps explain terminology used in learning outcomes. This section also includes an explanation of the principle *Piliriqatigiingniq*, which permeates this unit. It also provides additional information about oral history and *Inuit Qaujimajatuqangit*. Each part of the unit also includes 'Information for Teachers' with material related to teaching that specific part.

Instructional Time

This unit is allocated 10 hours of instruction - the equivalent of three weeks of 40-minute periods. School schedules vary, so teachers will have to adapt instruction accordingly. More material is included than 10 hours of instruction allows, so it may be necessary to make choices about which activities to teach in order to meet this time allocation. Another approach is to spend more time on this unit and less time on other units, depending on student interests. Cross-curricular instruction can also increase time available. Most activities will be taught in Social Studies periods, but many develop language outcomes, so they can be taught in Language Arts periods; others can be taught in Science, Art or Health. Individual work, such as reading articles and answering questions, planning the commercial, gathering oral history and planning the oral history poster, and researching local place names/community names can be completed as homework.

Working Together

When Inuit lived in small family groups on the land, they knew each member of the extended family very well. Survival depended on knowledge of each other's strengths and how to best to use those strengths. Team work is also essential in 21st century family and community life, schools and workplaces, and for global survival. Many teachers establish 'Home [or base] Groups' as part of creating a positive classroom environment. In order to support a *Piliriqatigiingniq* perspective, consider establishing base groups or Home Groups of 3-5 students (4 works well), if the class does not already use them. The unit suggests using Home Groups to complete many activities to help develop their ability to work together. Individuals also reflect on their own ability to work with others in activities. Students work in

pairs and random groups for other activities. Each activity indicates whether students work in their Home Group, in a pair, in a random group, or individually. All groups should follow 'Community Agreements'⁵ already established for how students work together effectively, or expectations you establish as a class for *Piliriqatigiingniq* in Part 1, Activity 2.

Determine Home Group members carefully, so groups are heterogeneous; consider personalities, literacy skill levels, language competency, different kinds of intelligences, social skills, etc. For more information on creating Home Groups, the resource *TRIBES*, which is available in most Nunavut schools has some good ideas.

The 'Background Information for Teachers' section at the end of the 'Introduction,' includes a **Student Handout Home Groups: Developing *Piliriqatigiingniq*** to use each time they meet to set goals for working together and reviewing improvement. There is also a **Student Handout: *Piliriqatigiingniq* Self-Reflection** for each student to improve his/her ability to work effectively with others. It is important to meet with individuals and Home Groups to review progress. A Wrap-Up activity in Part 4 also addresses this topic. The memory stick that accompanies this unit provides resources, such as posters of Nunavut values and attitudes, to teach *Piliriqatigiingniq*.

How to Use the Franklin Mystery (FM) Website

As already indicated, it is important to review the FM website to become familiar with how it works, the basic story of the Franklin expedition, and the wide variety of resources it contains. View: [How to use site](#).

Students also need to learn how to use the website. Introduce it at the beginning of Part 1, Activity 2. Project the website on the board. Click on the 'How to use this site' section (same as above) under 'Home.' Go through each instruction on the page with students. They will also need time to explore the site individually. Some activities require students to use resources on the website. Follow up and enrichment activities may also involve using the website.

Organizing Student Work

One suggestion is to provide each student with a pocket folder or duo-tang folder (for 3-hole paper) to keep all copies of articles, maps, handouts and work they complete that is not posted on classroom walls (See Part 1). They will need to refer back to previous work in different parts of the unit and handouts completed during activities will be needed for review during student/teacher conferences as part of assessment.

Preparing Instructional Activities

Activities included may need to be adapted for students and what has already been taught in other units or other parts of this unit. The 'Introduction' to each part of the unit lists specific materials, equipment and resources required. Sometimes the list of potential new vocabulary is included in the Introduction; sometimes it is at the beginning of an activity. It is important to read the 'Introduction' ahead of time to determine required preparations.

Curriculum Information for Teachers

Curriculum Connections for Canadian Jurisdictions

Teachers from other jurisdictions should review the junior secondary Social Studies curriculum used by their school to determine where this unit fits and for appropriate outcomes for instruction. These may be similar or different from the outcomes listed below for Nunavut teachers.

Curriculum Connections for Nunavut

The Nunavut Department of Education has researched and developed approaches to education that reflect Inuit perspectives, principles of living, knowledge and pedagogy, as well as 21st century learning expectations. Inuit ways of knowing, being and doing are grouped under the title *Inuit Qaujimajatuqangit*, which refers to Inuit societal values and traditional knowledge that are relevant to life today.⁶ Key elements of this approach follow below. Parts of the unit refer to the following terms:

Inuit Qaujimajatuqangit (IQ) Guiding Principles⁷

The Government of Nunavut mandates government departments to use eight guiding principles, which reflect Inuit societal values, as the framework for delivery of all programs and services. Schools incorporate these principles into classroom instruction through teaching resources, as well as other strategies. This unit incorporates Learning Outcomes related to the first four principles. Posters of the IQ principles are included on the memory stick and include:

- *Piliriqatigiingniq*: working together for a common purpose
- *Pilimmaksarniq*: skills and knowledge acquisition
- *Qanuqtuurnarniq*: being resourceful to solve problems
- *Avatimik Kamattiarniq*: environmental stewardship
- *Inuuqatigiitsiarniq*: showing respect and caring for others
- *Tunnganarniq*: being welcoming, open and inclusive
- *Aajiqatiingniq*: making decisions by consensus
- *Pijitsirniq*: serving others

Nunavut Curriculum Strands⁸

This unit fits within the *Nunavusiutit* strand of study, one of four strands that integrate curriculum content for Nunavut schools. *Nunavusiutit* includes: heritage, culture, history, geography, environmental science, civics, economics, current events and world news; other jurisdictions would call this, 'Social Studies.' The other three strands include:

- *Uqausiliriniq*: communication, language, expressive arts, literacy, critical thinking
- *Iqqaqqaukkaringniq*: mathematics, science, solution seeking, innovation, technology, practical arts, analytical thinking
- *Aulajaaqtut*: physical, social, cultural and emotional wellness, goal setting, volunteering, safety and survival.

Grade 8 Course: *Nuna Uumajjuq* - Land Thinking

Umiqatalik: Inuit Knowledge and the Franklin Expedition, has been developed for grade 8 as part of the Social Studies course *Nuna Uumajjuq - Land Thinking*. This course includes studying *Inuit* traditional knowledge of, and perspectives about, the land, as well as the technology they developed to survive successfully in the past. It also includes how *Inuit*

knowledge and thinking about the land have developed over time, as well as contemporary technology, such as the Geographic Information System (GIS) and the Global Positioning System (GPS). Other units in the course include, *Arctic Peoples and Archaeology* and the *Nunavut Land Claim*. More components are under development.

Unit Learning Outcomes

Learning outcomes are organized according to the following categories used in the *Nunavusiutit* curriculum and framework, as well as relevant IQ principles (listed above):

Knowledge and Understanding

- *Nunaliriniq* – Physical Geography
- *Unikkaat* – Stories
- *Silarjuaq* – The World

Skills and Processes

- *Piliriqatigiingniq* – Social Participation
- *Qanuqtuurnarniq* – Creative and Critical Thinking
- *Pilimmaksarniq* – Managing Information/Ideas
- *Uqausiliriniq* – Communication

Values and Attitudes

- *Nunaliriniq* – Physical Geography
- *Unikkaat* – Stories
- *Avatimik Kamatsiarniq* – Environmental Stewardship

Social Studies Outcomes

The Nunavut grade 8 social Studies curriculum is in a transition phase from the NWT 1993 version to a new Nunavut one which reflects the Nunavut Education Act and the Western and Northern Curriculum Protocol (WNCP) framework. This unit will accommodate some of the student expectations of the 1993 curriculum (The Changing World- Theme 2 *Middle Societies*) as well as the newer outcomes from the draft Nunavut grade 8 Social Studies curriculum. These have been identified in the 'Introduction' for each part of this unit.

Language Development and Critical Thinking Outcomes

The list below includes generic language development and critical thinking learning outcomes from the *EL2 Junior Secondary Handbook for Nunavut Schools*¹⁰ that are taught throughout the unit. The Introduction to each part lists only new/different outcomes specific to that part. Language and critical thinking outcomes are listed under the appropriate IQ principle as part of Skills and Processes.

Skills and Processes

- *Piliriqatigiingniq* – Social Participation
 - Initiate and maintain conversations to exchange information and make contributions to group work
 - Compose responses to questions in a group
 - Respect, support and collaborate with others to organize and accomplish group goals and tasks
- *Qanuqtuurnarniq* – Creative and Critical Thinking
 - Respond personally and critically to experiences and texts
 - Determine the importance and relevance of facts, events and ideas
 - Form tentative understandings, interpretations and positions and consider new perspectives
 - Analyze data, synthesize information and explain how and why things happen
 - Analyze connections between historical and contemporary events

- *Pilimmaksarniq* – Managing Information/Ideas
 - Demonstrate understanding of oral texts and other texts in print, visual and other multi-media forms
 - Organize oral and written information sequentially
- *Uqausiliriniq* – Communication
 - Plan, gather and identify relevant information for research
 - Present information succinctly and effectively

Instructional Approaches and Strategies

Oral History

Inuit have always passed significant information from one generation to another through oral stories and *pisiit* (songs).¹¹ While less prevalent today, oral history continues to be an important means of sharing information about the past. *Inuit* did not have written language until the 1850s, when an early version of Cree syllabics was adapted for *Inuktitut*. The Reverend Edmund Peck used this writing system to translate the New Testament in the 1870s, but it did not become widely known until after the late 1890s, when he translated the four gospels. Literacy in syllabics then spread quickly through missionaries across the Arctic.¹²

The term ‘oral history’ is used today in many different ways. There are similar terms, including, ‘oral tradition’ and ‘collective memory.’¹³ Contemporary magazine and newspaper articles about the Franklin story all use the term ‘oral history’ to describe information passed down by *Inuit* about what happened. In this unit, ‘oral history’ refers to information and stories, passed down from generation to generation.

Some students may not have opportunities to hear oral history today. Part 3 focuses on oral history about the Franklin story, as well as providing opportunities to have Elders, or other community members, share local oral history with students.

Primary Source/Secondary Documents

The FM website contains both primary and secondary source documents. Oral history is the primary source for *Inuit*. Written primary sources provide firsthand evidence about a person, an event or a time period, usually from that time, including journals, legal documents, correspondence, artefacts, audio and video recordings, oral testimony, statistics, etc. Researchers/historians use these items to try to get ‘as close as possible’ to the person or event that took place. Secondary documents are more removed from the actual time or event; they describe, comment on, or interpret the event. These include newspaper/magazine articles or books, usually written after the event. This unit uses both primary source and secondary documents.

Critical Thinking

21st century learning emphasizes the importance of critical thinking.¹⁴ This unit uses the content of the Franklin story to help students learn to examine and analyze information as critical thinkers.

Key purposes of GUMICH mystery units also include teaching students to:

- Be the historians and make their own interpretations of evidence
- learn how to ‘do’ history, and
- think critically about history

As stated in the ‘Foundational Ideas’ section of the ‘Teachers’ area of the GUMICH website, they learn “how to make sense of the world of information that they are confronted with every day.” Students use resources from the FM website, and their teacher, to explore historical events and issues related to the Franklin story, as an example of how historical events connect to the present. See the link: [Foundational ideas](#).

Students *may* be accustomed to instruction that focuses primarily on learning *content*, so instruction focusing on *thinking critically about* content may be new for them. The ‘Foundational Ideas’ section on the GUMICH website identifies four levels of learning related to the goal of helping students use primary source documents, think critically and ‘do’ history.

- This unit combines aspects of different levels, but focuses mostly on *level one*, which exposes students to *listening to, viewing and reading* records of oral history, primary source documents and secondary documents as the “raw materials” that make the time period “come alive.” *Note:* There is a lot of evidence created by Europeans about their views of *Inuit* culture during the Franklin era. Students will engage with some of these sources on the FM website. There are no written sources created independently by *Inuit* about themselves or about the British sailors. What we have from that period is *Inuit oral history*, but recorded by British and American searchers. Photo resources provided in the unit are from a later time period, but *Inuit* life shown was similar to that of the Franklin era.
- The unit also includes aspects of *level two*, which requires students to use the website and other resources to *answer questions* about how *Inuit* and sailors lived at that time.

Activities involve students in listening to, examining and analyzing documents and information individually, in pairs, as well as in groups.

- Finally, the unit also includes introductory aspects of *level three*, in which students explain what happened and *provide evidence* to support what they say and write. They have to make choices and substantiate those choices.¹⁵

Historical Thinking Concepts

The 'Teachers' section of the FM website also introduces 'Key Concepts in Historical Thinking.' View the link: [Key Concepts HTC](#)

Some learning outcomes listed in this unit include HTC and a number (for example, HTC4). These refer to one of the Historical Thinking Concepts developed by Peter Seixas and The Historical Thinking Project.¹⁶ The six concepts are:

1. Historical Significance: How do we decide what is important to learn about the past?
2. Evidence: How do we know what we know about the past?
3. Continuity and Change: How can we make sense of the complex flows of history?
4. Cause and Consequence: Why do events happen and what are their impacts?
5. Historical Perspectives: How can we better understand the peoples of the past?
6. Ethical Dimension: How can history help us to live in the present?

Specific skills related to 'doing history' using historical thinking concepts are not taught explicitly in this unit, but students experience aspects of these ways of thinking in different parts of the unit. If you are familiar with HTCs, you will note activities that embed HTCs in the learning. For example, parts 1, 2 and 4 incorporate aspects of HTC 4: *Why do events happen and what are their impacts?* The MQ in part 2 uses evidence to answer HTC 2: *How do we know what we know about the past?* All parts of the unit incorporate HTC 5: *How can we better understand the peoples of the past*, as well as, HTC 6: *How can history help us to live in the present?* For more information and resources, visit the link: [Historical Thinking](#)

Language and Literacy Development

Note: Words in resources, such as, 'archeology,' retain the original spelling used in the item. The text of the unit italicizes and explains all words in *Inuktitut* languages, but the glossary also defines them.

This unit refers to English/French and *Inuktitut* as languages of instruction, and uses primarily English resources. Instruction in classrooms using French can follow similar approaches, using available French resources from the FM website. The bilingual or trilingual context of classrooms in the north requires a 'language across the curriculum' approach to teaching literacy. This means all classes, for all age levels, teach language and literacy, as well as subject content. Resources, whether written in English, or shared as oral histories by Elders in *Inuktitut* language, introduce new vocabulary. Both first-language students and second-language students, in either English/French or *Inuktitut* language, will need assistance with new concepts and related terminology. It is important to help students understand and use new vocabulary appropriately. Dictionaries should be available in the classroom and students should know how to check words on the computer.

Most schools have a variety of language development resources that include vocabulary and literacy development activities, such as:

- Since oral history has been passed down over generations, it may use vocabulary that is less common today. Ask older fluent community members, or someone on the school staff, to help students with terminology in *Inuktitut* language.
- Identify key words in English/French/*Inuktitut* language in documents and oral histories ahead of time and teach them using synonyms, examples, definitions, illustrations, images, or context clues.
- The Introduction to each part of the unit, and/or each activity, lists possible new English vocabulary from resources, or asks students to identify new words.
- Word Wall: Create wall spaces for each language, where students can post key new words, with synonyms and associated definitions, explanations, examples of how to use the word, context clues, or simple illustrations. Review these regularly.
- Individual Dictionaries: Students can create a section in their unit folder labelled 'Vocabulary' and make their own lists of new words with definitions, antonyms, word clues, illustrations, explanations and sample sentences.
- Word Maps: if there are a number of words related to a main idea, create a word map with the idea in the middle of the page and lines drawn out to key words with explanations under each key word, so students can see how all the words and concepts relate.

On-line Learning

Umiqtaalik: Inuit Knowledge and Franklin Expedition makes use of the FM website as an important part of instruction. The unit includes references to the website; teachers can also find other ways to use it to help students answer their own questions about the FM, and to complete assignments. (See Part 1, Activity 1)

After listening to the website introduction, students can also review how to use it by reading the section on the Home Page called, "How to Use this Site." It explains how the site is organized and how to navigate the site. View the link: [How to use site](#). Classrooms with Smart Boards can access the website on them. Other classes can use classroom computers, portable computer labs, or periods in the school computer lab. Nunavut schools may have limited Internet connections and computer time, so a memory stick is provided with most of the required resources on it.

Another approach is for teachers to print required materials ahead of time (when Internet is more accessible) or display them with a projector. The website does not include resources in *Inuktitut* language, but photographs, maps and images of artefacts can support learning for those students.

Assessment

Nunavut assessment reflects the belief that "students need to participate actively in connecting the learning outcomes from the curriculum to their personal realities."¹⁷ Assessment that reflects this approach emphasizes *formative* assessment *for* learning and *as* learning.¹⁸ Strategies include: student demonstrations/applications of learning in classroom activities, anecdotal records, teacher/student conferences, rubrics for special assignments and student self-reflection. The Nunavut EL2 Junior Secondary Handbook for Nunavut Schools, referenced

above, and the Language Arts *Uqausiliriniq* Grade 8 – Teacher’s Manual,¹⁹ both include extensive information about these assessment approaches.

Assessment does not focus on testing details of dates and events about the Franklin story. The story is the content used to develop understanding of concepts and themes, skills and processes, as well as values and attitudes. Teachers can make anecdotal records when each student presents results of activities throughout the unit. Student/Teacher conferences can also review individual handouts for growth in knowledge, skills and values, as well as major individual assignments from each part of the unit. A sample rubric is provided for assessing these major assignments. Ideally, students and the teacher develop rubrics together, but time restrictions may make that difficult. Teachers can send examples of their rubrics to the *Nunavusiutit* Wiki listed on p. 2.

Regular class activities incorporate many assessment opportunities, such as:

Knowledge and Understanding	Skills and Processes	Values and Attitudes
Content related to new concepts in class presentations in group and individual activities	Demonstrations & presentations of skills and processes in class, group and individual activities	Self-reflection about experiences, views and attitudes in follow-up activities for readings
Content of the Commercial agreeing or disagreeing with the importance of the Franklin story to Canada: Part 1	Demonstration of persuasive writing	
Content of the Letter to SAR explaining lessons learned from the sailors for survival approaches on the land today: Part 2	Efficient and effective communication of key information in Letter to SAR: Part 2	
Content of the Oral History Poster based on story recorded from someone in the community: Part 3	Succinct and effective presentation of Oral History Poster: Part 3	Positive, respectful relationship demonstrated with storyteller & viewers at Poster Fair: Part 3
Content of the Community Names Project on the importance and meaning of <i>Inuit</i> and English names: Part 4	Creative presentation of Community Names project: Part 4	
Content related to use of <i>Piliriqatigiingniq</i> by <i>Inuit</i> and the British	Home Group reflection on growth in use of <i>Piliriqatigiingniq</i> throughout unit	Self-reflection on growth in use of <i>Piliriqatigiingniq</i> throughout unit
Content of final handouts on Relationship to the Environment and Past and Present		Review of final handout on <i>Piliriqatigiingniq</i>

Enrichment Activities

On-the-Land Experiences

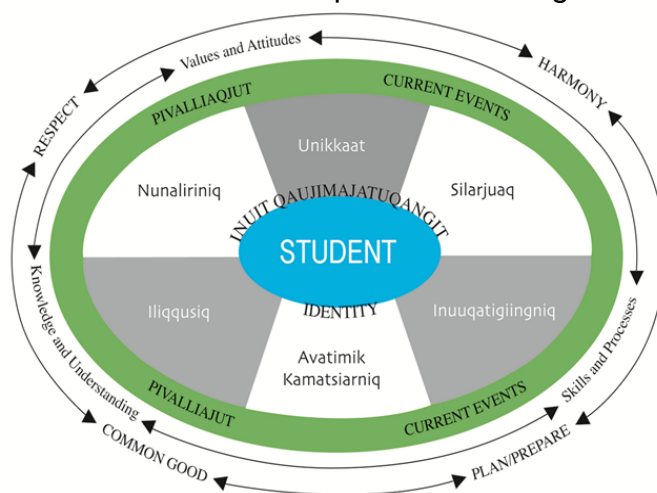
This unit focuses on helping students think about the importance of the land around them, in the past and the present. Understanding the importance of the land and the impact it has on humans can best be developed by taking students out on the land, river, lake or ocean. This is particularly important because some students today may not have many opportunities to travel on the land or water around their communities. Activities might have to be modified depending on the time of year when students are learning this unit. A few of these suggestions are incorporated into parts of the unit; others could be enrichment activities.

- Part 1: Take students out in boats if possible, or to the closest shoreline to watch boats on the water. Ask community members to tell stories relevant to what students are learning about Franklin's ships:
 - ways in which ships today are different from Franklin's ships
 - serious boat accidents caused by bad weather or ice conditions
 - how to manage boats in storms or heavy ice, etc.
- Part 2: Take students to favourite local camping areas to hear stories about how people lived on the land before snowmobiles, ATVs, phones, CB radios, Coleman stoves, GPS, canvas tents, etc. If possible, take them camping overnight using an *iglu* for shelter and a minimum of modern tools and equipment. Do this in late winter or early spring, so they can see what conditions are like at the time of year the Franklin crews were travelling on the land and ice. This could be part of annual Spring Camp activities.
- Part 3: Take students on the land to listen to Elders or community members tell oral stories about places in their area that are significant for survival, such as, places for hunting or trapping certain animals, fishing spots, gathering eggs, caribou trails, etc. Or they could be stories about places where there are dangerous rapids, hidden rocks, or accidents have happened, etc.
- Part 4: Take students on the land to significant local places with Elders or community members to hear stories related to those places and their names.

Background Information for Teachers

Background Information: *Nunavusiutit* Framework²⁰

This framework outlines the concepts and terms used in instruction of this unit that other jurisdictions call Social Studies. Each term is explained following the image of the framework.



The **Student** is at the centre of instruction. Two **core concepts** surround students: Identity and *Inuit Qaujimajatuqangit* (IQ); students are learning who they are (Identity), as well as greater societal expectations of them (IQ). These two concepts are interrelated and should be taught throughout the *Nunavusiutit* curriculum.

Six **content areas** provide a structure for *Nunavusiutit* exploration and are the basis for Learning Competencies²¹ in each grade.

Unikkaat - Stories: This is the study of history. History is all about stories. This replaces *Time, Continuity and Change* from the Western and Northern Canadian Protocol (WNCP) Framework.²² These concepts have always been understood by Inuit in terms of stories, including Inuit oral tradition.

Silarjuaq - The World: We live in Nunavut, but we are also part of a larger world in which everything is connected. This replaces *Global Connections* from the WNCP framework. This change ensures that the term used is a recognized Inuktitut concept. Use of the word 'connections' complicates the Inuktitut term because Inuit assume that there are connections in everything.

Inuuqatigiingniq - Social Interaction: This broad heading includes, among many areas of study, those involving governance, laws, leadership and demographics. It replaces *Power and Authority* because these terms seem to indicate that people need to be controlled; for Inuit, cooperation was the assumed norm.

Avatimik Kamattiarniq - Looking after the Environment. This replaces *Economics and Resources* from the WNCP framework. Everything is a resource, including people and the economy, and everything originates from the environment. This is consistent with sustainability, which Inuit have always practiced.

Iliqqusiq - Culture: Involves studying Inuit culture, but also the cultures of others. It replaces *Culture and Community* from the WNCP. 'Community' is part of *iliqqusiq*, but 'community' is also a major aspect of *Inuuqatigiingniq*, so using it complicates the Inuktitut term.

Nuniliriniq - Physical Geography: Studying the physical environment (What's where? Why there? Why care?) This replaces *The Land: Places and People* from the WNCP framework because understanding the land is such a fundamental aspect of *Inuit Qaujimajatuqangit*.

Pivalliajut - Current Events: Elders say that students should learn about what is happening now. This means linking topics with current events from the media, using *Inuktitut* and *Inuinnaqtun* (Inuit languages). Every lesson should include current events, examined from different perspectives, as called for in the WNCPC framework.

Background Information: *Piliriqatigiingniq*

Nunavut Premier, Peter Taptuna, released the following statement upon the discovery of *Erebus*:

“I would like to congratulate Prime Minister Stephen Harper, Minister Leona Aglukkaq, Parks Canada and the Canadian Coast Guard on their tireless efforts and dedication in finding Franklin’s lost ships. The discovery of one ship marks a turning point in Nunavut’s history.

I would also like to applaud the Nunavut archeology team for their work in locating the heel of the davit and the deck hawse plug on the land. This is a great example of the Inuit societal value of *Piliriqatigiinniq*, working together for a common cause.

Inuit oral history was instrumental in locating the ship and the terrestrial artefacts. This is conclusive evidence that our traditions remain vital in modern times.”

Premier Taptuna mentioned the *Inuit* principle, *Piliriqatigiingniq*: *developing a collaborative relationship or working together for a common purpose*. It is one of the *Inuit Qaujimajatuqangit* guiding principles in Nunavut. *Piliriqatigiingniq* is summarized as follows:

*Working for the common good: Inuit worldview is strongly grounded in social accountability and unity. All individuals have a responsibility to those around them. This includes sharing what they have, serving and caring for others and contributing to the collective well-being through their efforts and activities. Working for the common good is an expectation for all ages and is central to why Inuit were such a successful society. Unity speaks to the importance of collective identity and collaboration across time.*²³

There are expectations in the ancient *Inuit* way of promoting or encouraging *Piliriqatigiingniq*. Traditionally, without collaboration, *Inuit* society could not function effectively. This might, in fact, cause starvation or societal breakdown. Deep rooted values and attitudes of *Piliriqatigiingniq* include behaviours, such as:

- Offering help
- Accepting help
- Working or collaborating together
- Thinking together
- Coming to a consensus or conclusion
- Being respectful in any group collaboration

Piliriqatigiingniq ensured that *Inuit* families successfully survived and thrived. Working together created life-long bonds and a common sense of purpose in daily life. Wherever possible, people worked together in some way, even when a project was being done by an individual, someone was usually there to provide encouragement or help, or someone was there learning from that individual.

Inuit believe that if someone is not willing to participate in *Piliriqatigiingniq*, or puts someone else down for collaborating or helping others, that person could become isolated, will be judged, or gossiped about. As well, that person might be considered unreliable. Other people would probably feel uncomfortable asking that person to help or provide input to resolve an issue.

Children were asked to help in most daily chores: checking the weather, getting ice or water, running errands, bringing food to an Elder, taking care of siblings, carrying items to and from camp, as well as other chores that suited their age. These kinds of chores taught children the value of helping others, as well as learning how to work with others.

Piliriqatigiingniq is the foundation of creating a positive classroom setting. It can be incorporated into any unit, theme or module. The values and attitudes of this principle are essential for students to learn effectively. Many of these values, attitudes and related behavioural expectation are probably already part of your teaching.

A Student Handout for Home Groups is included below to use throughout the unit to assess how well they are collaborating and to set *Piliriqatigiingniq* goals for each time they work together as a group. There is also an individual Student Handout for self-reflection on how well each student is personally demonstrating *Piliriqatigiingniq*, and to help set goals for improvement.

Government of Nunavut Statement by Premier Peter Taptuna



Statement

Premier Taptuna offers congratulations on discovery of Franklin ship and artefacts

September 9, 2014

Iqaluit, NU

Premier Peter Taptuna released the following statement:

"I would like to congratulate Prime Minister Stephen Harper, Minister Leona Aglukkaq, Parks Canada and the Canadian Coast Guard on their tireless efforts and dedication in finding Franklin's lost ships. The discovery of one ship marks a turning point in Nunavut's history.

I would also like to applaud the Nunavut archeology team for their work in locating the heel of the davit and the deck hawse plug on the land. This is a great example of the Inuit societal value of *Piliriqatigiinni*q, working together for a common cause.

Inuit oral history was instrumental in locating the ship and the terrestrial artefacts. This is conclusive evidence that our traditions remain vital in modern times."

Media Contact:

Cate Macleod
Director of Communications
Department of Executive and Intergovernmental Affairs
867-975-6049
cmacleod@gov.nu.ca

Background Information: Geomagnetism

Geomagnetism is the branch of geology that studies the magnetic properties of the earth, or, in other words, the dynamics of the earth's magnetic fields. This relates to how compasses work. Newer technology, such as GPS, uses satellite technology, rather than magnetic fields. But if this technology fails, or does not work on the land, it is important for students to know how to use a compass and how the Arctic context affects magnetic fields.

For more information on the role of the Franklin expedition related to the magnetic pole, see 'Ripple and Ice Jams': 'Towards the North Magnetic Pole' on the website at: [Magnetic Pole](#). For more information on geomagnetism in general, see the link, which includes a section on the 'Magnetic field in the Arctic regions': [Geomagnetism](#). For an image of geomagnetism, see: [Image](#)

Background Information: Oral History

The Nunavut Literacy Council distributes a comprehensive manual about oral history, how to use oral history to teach language and culture, and how to plan an oral history project. It includes examples of projects and detailed information on all aspects of interviewing Elders. *Unipkausivut: Building Language and Literacy Skills Through Oral History* is available in Inuktitut on line at [Unipkausivut](#). While it has been developed for adult learners, it provides very useful information that teachers can adapt for junior and senior secondary students.

Another source of information about oral history is the Nunavut grade 8 *Uqausiliriniq* unit: *Storytelling: A Module on Oral Language and Legends*.²⁴ It includes information about storytelling traditions, as well as many examples of legends. It also suggests how students can share stories using media, reading, non-verbal communication, oral presentations, drama, etc. It should be available in all Nunavut schools offering grade 8.

Background Information: Inuit Perspectives of the Land

The following page from the Northwest Territories' *Inuuqatigiit Curriculum* provides additional information on *Inuit* perspectives of oral history.²⁵

Why Is Oral Tradition Important?

"Before the writing system was introduced in the Canadian Arctic, storytelling was one way in which a small portion of our history was preserved. The elder women were especially noted for their ability to recite Inuit legends in a way that made a person feel as though he were part of that story. Inuit legends, like any other stories, carry with them a lesson or principle to remember, and I believe that this is why they were quite important to our people."

Mark Kalluak
Uqaqta
Dec. 1985

"Oral tradition is never to forget what you were taught."

ISAC
members

Traditionally, Inuit did not have a written language. All of Inuit history, knowledge, values and beliefs were passed on from generation to generation by word of mouth. The information was contained in both songs and stories, repeated to children by their parents and grandparents as they grew.

Knowledge, traditions, stories, legends, myths, songs, beliefs and history were passed on. Often, a family camp would have an elder who was the historian and storyteller. There were also others within the camp who told stories. Stories and songs were shared at special celebrations or during storms, but were also told every day as a way to get children to sleep or behave, or to give instruction in hunting or sewing skills. The storyteller often started by saying, "I will tell it as it was told to me, I will not alter it..." There would often be chants and songs in the story which the listeners got involved with through facial expressions, body language, murmurs of wonder and a great deal of enjoyment.

Some family groups state that one must never change the words of a story, that one must always tell it in the traditional way. But, if a legend with adult content was not appropriate for children, then a simpler version would be told.

Hunting stories were often told in the evenings after a hunt as the men related what happened during the day. Young boys would listen, learning the ways of their fathers and given advice on how to do something better during a hunt. This was important as it helped them see that the observation of a hunt continued in the evenings as it was recalled. The men would also bring up previous hunts or stories of hunts that they had heard. Techniques and strategies were honed not just at the time of the kill.

In families where storytelling was common, the children were more likely to be storytellers. As the lifestyle of the Inuit changed, this chain was broken in some families. There was a period after Inuit moved into larger communities and children started to go to school that the stories were almost forgotten. By telling stories yourself and by having storytellers invited to your classroom, Inuuqatigiit is an excellent way to reintroduce the oral traditions of the Inuit.

Student Handout, Home Groups: Developing *Piliriqatigiingniq*

Use the characteristics from the list developed by the class for these activities.

Date _____ Student Names _____

1. As a group, choose two items from the class chart. First, complete this question individually about how *you* think your *group* worked during the activity you just completed. Then discuss everyone's scores and summarize the results.

	Never		Sometimes		Always
Action _____	1	2	3	4	5

Action _____	1	2	3	4	5
--------------	---	---	---	---	---

As a group, we scored the first action as _____ and the second action as _____.

2. Answer these questions about working towards your goals:

What did our group try to do to meet these two goals?

- 1)
- 2)
- 3)
- 4)

What worked well? Why? (Why did someone mark 'Always'?)

What did not work well? Why? (Why did someone mark 'Sometimes' or 'Never'?)

3. Elders say everything we learn takes practice, patience and persistence. Next time our Home Group meets, we still need to work on the same goal(s): _____ and _____

We will try to do that by... (Check class chart for ideas of things to *do*)

- 1)
- 2)

OR

Next time our Home Group meets we will work on new goal(s): _____ and _____

We will try to do that by... (Check class chart for ideas of things to *do/say*)

- 1)
- 2)
- 3)

Keep this sheet in your Franklin folder to compare with other group reflections.

Student Handout, Self-Reflection - *Piliriqatigiingniq*

Date_____ Name_____

1. When the group has finished their chart, individually choose two items from the chart and rate yourself on how well you practiced them in the last activity.

	Never		Sometimes		Always
Action_____	1	2	3	4	5

Action_____	1	2	3	4	5
-------------	---	---	---	---	---

If you marked 'Sometimes' or 'Always,' put a check mark on things you did to help your group, or finish the sentence. (Check class chart for ideas of things to *do/say*)

- I asked questions to clarify the task.
- I helped my group understand our article.
- I listened respectfully to what people in my group had to say.
- I stayed on task.
- I helped my group complete activities by...
- I offered to...
- I also...
- I felt...

Which items from the class chart will you work on next time? They could be the same or different.

1)

2)

Elders say we all need practice, support and mentoring to learn. If you marked 'Sometimes' or 'Never,' think of someone you might talk to about what you can do to improve.

(Check class chart for ideas of things to *do/say*)

1)

2)

3)

4)

Keep this sheet in your Franklin folder to compare with other self-reflections during the unit and at the end of the unit to show how you have improved. You will also need them for discussion with the teacher about how you are improving.

Part 1: *What happened to the Franklin expedition?*

Purpose:

Part 1 introduces the key questions, *What happened to the Franklin expedition? How do we know this information? Why is it important to Canada today?* It introduces how to assess evidence in primary source and secondary documents that provide basic information about the story of the expedition and the recent discovery of the HMS Erebus. Students explore answers to this question in other parts of the unit as well. It raises the question about why the Franklin expedition is important to Canada and asks students to defend their position on this issue. *Note:* This story is changing rapidly as archaeologists discover more about the HMS Erebus and continue to search for the Terror, so it will be easy to include current events about the story in appropriate parts of the unit as you teach it.

Part 1 also introduces the principle of *Piliriqatigiingniq*. Students consider how recent Franklin search teams demonstrated it, how they have experienced *Piliriqatigiingniq* in their own lives, how it can help them learn effectively in their classroom and how it can help them in the future. Later in the unit they examine how *Inuit* lived by *Piliriqatigiingniq* in the past and how sailors may have demonstrated it in their lives on the ships and on the land.

Preparation

If you have not already done so, read the section on 'Preparation for Instruction' in the 'Introduction.' Review the information about *Piliriqatigiingniq*. It is also important to be familiar with the basics of the Franklin expedition story before teaching Part 1. Start by reading the articles in Activity 1 Student Handouts, viewing the CBC video: *Franklin's Lost Ships*, and the 'Nature of Things' TV show about the expedition. The 'Information for Teachers' section at the end of Part 1, lists additional resources about the expedition. There are many other resources on the FM website and you can also collect materials from other sources.

Create large spaces on classroom walls for posting individual, group and class learning about the unit. Create another space where students can post new vocabulary words and related definitions or explanations throughout the unit.

Learning Outcomes

See the list of specific outcomes for part 1 below. Generic outcomes used throughout the unit from the grade 8 *Nunavusiutit* - Social Studies and junior high *Uqausiliriniq* - Language Development and *Qanuqtuurnnarniq* - Creative and Critical Thinking curricula are listed in the Introduction (See pages 11-12).

Knowledge and Understanding

- *Silarjuaq* – The World
 - Identify societies in the world from which people travelled to the circumpolar world for exploration (Such as, Britain looking for the NWP in the Canadian Arctic)
- *Nunaliriniq* – Physical Geography
 - Demonstrate understanding that interpretations of history change as new information is uncovered or acknowledged (Such as, what discovery of the Franklin ships may tell us about what happened to the crew)
- *Unikkaat* - Stories

- Identify ideas in contemporary life that have their roots in societies in the past (Such as, *Piliriqatigiingniq*, the NWP, geomagnetism)

Skills and Processes

- Qanuqtuurnnarniq - Creative and Critical Thinking Skills and Processes
 - Analyze data, synthesize information and explain how and why events, conditions and actions lead to, or cause, other things to happen (HTC 4)

Values and Attitudes

- Unikkaat – Stories
 - Appreciate some of the knowledge, practices and beliefs that helped Inuit and their ancestors survive (HTC 5)
 - Appreciate the continuity that links the past to the present (HTC 6)

Equipment/Materials

- Chart paper, tape and markers
- 5 x 8 cards and sentence strips²⁶
- Digital and/or print copies of maps and photos
- Atlases
- Computer(s) with Internet access
- Clothesline and clothespins
- Equipment to view video

Resources

- Information for Teachers
 - Additional resources about the Franklin expedition
 - Assessment Rubric
- Articles and Video:
 - *Note:* Government of Nunavut Statement, *Premier Taptuna offers congratulations on discovery of Franklin ship and artefacts* is provided in the 'Background Information for Teachers' section in the 'Introduction.'
 - Postmedia News, [Franklin Shipwreck](#)
 - Lyle Dick, *Franklin's Voyage* (From FM website)
 - Video: CBC TV: [Franklin's Lost Ships](#), 'The Nature of Things,' originally aired on April 9, 2015
 - Video: CBC News: [Reaction to Franklin](#)
 - CBC News: [Discovery of the Erebus](#)
 - ¹The Guardian: [Discovery of the Terror](#)
- Maps
 - Canada and Nunavut showing Northwest Passage (NWP)
 - King William Island
 - Britain
 - Route from England to the Arctic
 - Maps students have to find in activities
- Photos
 - Photo of the HMS Erebus: Activity 1
 - Print copy of the photo of HMS Erebus in Ice: Activity 1

¹ On September 3, 2016 (after the writing of this guide) The Terror was discovered by the Martin Bergman research vessel though the story of Gjoa Haven crew member Sammy Kogvik.

- Photos of contemporary search team activities: Activity 2
- Other items students have to find in activities
- Student Handouts:
 - Student Handout: Part 1, Activity #1: W5 Chart
 - Student Handout: Part 1, Activity #2 (3): Article One, Questions & What We Learned
 - Student Handout: Part 1, Activity #2 (3): Article Two, Questions & What We Learned
 - Student Handout: Part 1, Activity #2 (3): Article Three, Questions & What We Learned
 - Student Handout: Part 1, Activity #3: Think of a Time
 - Student Handout: Part 1, Activity #3: Looks Like/Sounds Like/Feels Like
 - Student Handout: Part 1, Activity #4: Commercial - Sample Rubric

New Vocabulary

Each activity lists potential new vocabulary related to resources used in that activity.

- Article #1:
 - Section 1: flagship, speculation, archaeologists, preserved
 - Section 2: mortars
- Article #2:
 - Section 1: berths, progressed, replenish
 - Section 2: witnessed, provisions, deposited, correspondence, colleagues, advocate, priority, geomagnetic, indicative
 - Section 3: morale, invariably, painted a picture, harmonious, recovered, characterized, sufficiently, declined, apparent, friction, circumstances, automatically, succession, desperate, straits, drawing down
 - Section 4: severe bout, acknowledge, suffering, cramped, quarters, forensic, investigation, remains, concluded, prominent, indicative, impairments, affecting, square with
- Video: touted, scores, life's duty, provoked, threads, validated, fanfare, mixed feelings
- Article #4: solved, authenticity, remotely, Canada's sovereignty, pay tribute, perseverance, painstakingly, "wind in our sails"

Assessment

- Make anecdotal records of individual contributions in different activities.
- Use the sample rubric to assess individual commercials. Share the rubric with students before they start the activity.
- Use conferences to review each student's activity sheets, as well as their commercial.
- Home Group and Individual Self-Reflection on *Piliriqatigiingniq*.

Enrichment

Students who need additional work can answer questions from the Franklin Wall. They can also look up an example of correspondence about planning the Franklin expedition, or searching for it after the expedition disappeared. For example, in section, 'Franklin's Last Voyage,' under section, 'Disappearance,' look up the [letter from Sir James Ross to the Admiralty](#).

Students can read the letter, look at the original, and comment on what they find unusual about

the letter compared to one they would see today (Such as, handwriting, language used, places mentioned on the map, attitude to the 'Lords,' date provided, etc.). They could share the original with the class and report on their reactions.

Students can also research and report to the class about more recent events or issues related to Canadian sovereignty in the Arctic (Such as, the dispute with Denmark over Hans Island in the High Arctic). Other topics include annual Canadian Forces' exercises in the Arctic, involving the Canadian Rangers (a sub-unit of the military involving *Inuit*), or the trips Stephen Harper took as Prime Minister each year to visit the North, or the establishment of the Canadian High Arctic Research Station in Cambridge Bay.

A math activity could involve students in measuring the 30-metre length of the Franklin ships in the gym. They could find out from the FM website how wide the ships were and use pylons and rope to make the whole outline of the ship. They could invite 60-70 students to stand in that space and see how crowded that is. Then they could imagine what life was like in that space (on two levels) for more than two years. They could list the challenges of living and working by *Piliriqatigiingniq* in that space. They might draw similarities to overcrowding in houses in Nunavut today.

Teacher Information

Additional Resources

Franklin Expedition

For more information, see these items on the FM website:

- Lyle Dick, *Exploring the Motivation Behind Franklin's Last Voyage*
- Lyle Dick, [North West Passage](#)

Historical/Recent Searches for Franklin

Visit the following links for more background information about searches for the ships in the years soon after the ships disappeared. These searches are only mentioned in the unit as sources of oral history about Franklin that *Inuit* shared with different searchers. The following list also includes additional information about more recent searches that resulted in finding the HMS Erebus. Students who need enrichment could use these items for research to answer questions.

- Lyle Dick, [The passage](#)
- [Franklin searches to present](#)
- Lyle Dick, [21st Century Searches](#)
- [Interactive: Franklin searches through the years \(CBC timeline of searches 1848-2011\)](#)
- [Franklin searches artefacts](#)
- [Ship pieces](#)
- [CBC Report](#)

Students can use the following items for their Commercial at the end of Part 1:

- [Obsession with Franklin](#)
- [Doomed ship](#)
- [Tagak Curley](#) (against spending money on the search for the ships)

About Geomagnetism

This topic can be taught in science class. Ensure students understand the importance of geomagnetism in relation to early ocean navigation, especially for the British government, “who ruled the seas,” and was interested in mapping every corner of the world. They were just learning about earth’s magnetic fields at the time of the Franklin expedition.

- On the FM website: [Geomagnetism and the Expedition](#)
- What [Geomagnetism](#) is?
- [Image](#) of geomagnetism

Related Stories

See MQ 40, *What is the artist really saying about the Franklin Expedition?* It explains how to “read” a painting. The painting explained is different from the one used in part 1, but the MQ provides helpful suggestions for understanding what artists are trying to say with the way they paint pictures.

Instructional Activities

Activity 1: Introducing the Story

Purpose:

The purpose of this activity is to introduce students to the Franklin expedition story.

New Vocabulary:

Names of places may be new to students.

Steps:

1. **W5 Activity:** Post five large chart papers on what will become the 'Franklin Wall(s).' Label each one with one of these questions: Who? What? Where? When? Why? Divide each chart into two sections: 'What We Know' and 'Want to Know.' (See example on **Student Handout W5**.)

Give each student: **Student Handout: W5 Chart**.

Explain that while they are studying this unit, they will create a wall showing what they know, want to know, and what they learn. Don't tell them the name of the wall yet. They will also record important information and questions on their 'W5 Chart' during this activity. They will post new questions as the unit progresses, as well as finished work showing what they learn.



Post or project this photograph from Canadian Geographic <http://www.canadiangeographic.ca/franklin-expedition/>

Using the W5 questions, ask students what they know about this picture; don't tell them anything yet. Record answers on 5x8 cards (so students can categorize information later) and post them on the 'Know' section of the charts; students record answers on their 'W5 Chart.' If no one knows, explain it is the wreck of the ship HMS Erebus, recently found in the Arctic; they will learn about the original expedition, as well as current information about finding the ship.



Post or project the Northwest Passage Map (above) showing most of North America, Canada and Nunavut. Ask two students to identify Canada and Nunavut on the map. Ask two other students to point out the Atlantic and Pacific Oceans. Ask if anyone knows what the orange line shows. If not, explain this is the water route, now known as the Northwest Passage, from the Atlantic Ocean to the Pacific Ocean. Tell students the passage is important in the story.

Ask if anyone knows more about the story or where the story took place. If not, point to King William Island on this map and explain it is the area where the story took place. Everyone records the two new place names on their 'Where' chart, under 'Know.'

Show this larger map of [King William Island](#) and indicate the location of Queen Maude Gulf. It is the area of water located west and south of the southwestern corner of the island (called the Graham Gore Peninsula), which protrudes farther west than any other part. Explain this is generally where they found the ship. Students record this on their charts. Return to the wall charts. Ask if anyone has thought of anything else they think know about the story and record it. Be careful to screen out incorrect information.



Review the W5 charts to determine how much basic information has been answered about the story. Decide whether to share the following answers, depending on what is already listed on the 'Know' chart. Activity 2 will provide missing information, but there will be other detailed information in Activity 2, so you may want to explain these basics:

- Who: Sir John Franklin and crews
- What: Two ships
- Where: Sailed from Britain to the Canadian Arctic
- When: 1845
- Why: Looking for a northern passage to China

2. Think/Pair/Share Activity: Ask students what they would like to know about the expedition and the search for the ships. Questions will depend on what is already known. (Such as, what happened to the ships? What happened to the crews? What happened to Franklin? How do we know what happened?) Give students time to think of questions individually. Then ask several students to share one question with the class as examples. Record these questions on cards for the 'Want to Know' chart. Ask students to work in pairs to think of W5 questions and record them on their 'W5 Chart.'
3. Burning Questions: Ask each pair to select the two questions they are most interested in answering and share them with the class. Record them on cards and post them on the appropriate wall charts under 'Want to Know.' If students ask similar questions, use check marks each time to indicate strength of interest in that question. Explain that the unit may

not answer every question they have, but students can research questions they want to know more about. Give them time to do this during the unit.

Explain that as they study the unit, they will add new questions to the 'Want to Know' section. They will also post work showing what they have learned. Explain they are creating "Franklin Wall(s)." This will enable everyone to see how knowledge grows about the story. They will learn about both the original expedition and recent searches for the ships. Ask several students to use artistic skills to create large labels: 'Franklin: The Expedition' and 'Franklin: The Search.' Ask several students to (re)organize the 'Know' cards, and the 'Want to Know' cards, and the 'Learned' cards under those two categories.

Review the 'Want to Know' column frequently and relate questions to what they are learning and what they research individually.

Activity 2: What Do We Know Now?

Purpose:

The purpose of this activity is to increase student knowledge of basic information about the Franklin expedition and recent searches for the ships.

New Vocabulary:

Students identify new words in the articles they read. See list below.

Steps:

1. Key Question: *What do we know now about what happened to Franklin?* Write this on a sentence strip and tape it to the top of the 'Franklin' exhibit. Explain that this question will be the focus for learning more about the Franklin expedition and searches; their knowledge of answers to this question will grow as the unit progresses.
2. Introduce the website: Students will have opportunities to use the FM website in this activity, so it is important to introduce it to students. Explain they will use the site to look for materials related to questions they are answering individually from the W5 activity, tasks throughout the unit and enrichment activities. Go to the 'Home Page,' and the section, 'How to use this Site.' Go through all the steps listed. You may need to help students as they start using it. If you do not have access to the website these materials are available on the memory stick.
3. Introduce the term 'evidence': Historians ask how we know what we say about what happened in the past. Many activities ask students to explain how they know what they are saying about an event or a topic, or how they came to a conclusion about an issue/question. They will search for, and review, a lot of materials about the Franklin expedition and related topics to help them do this. These will be resources such as, part of an oral history, a photo of an artefact, information about an event, an item in an article or newspaper story, a journal entry, a ship's log book, etc. They will need to find supporting information when they listen, view or read something. They will need to identify what shows 'proof' for their work, decision, choice, comment, or argument. This involves providing *evidence* for what they say.

Often when *Inuit* share oral history, they use consistent practices to ensure listeners believe what they hear. These include: explaining where and when the storyteller heard the

story and who told it. It is very important that listeners know that the original storyteller was a respected, *reliable* source and someone who would be truthful. Honesty is an extremely important aspect of Inuit Qaujimajatuqangit. To stray from the truth can cause many problems in a family and the community. *Inuit* did not use a writing system until after Franklin's time, so oral history is the only source for information about past *Inuit* life. See the item in 'Background Information for Teachers,' from the *Inuuqatigiit Curriculum*, for more explanation of oral history.

Create a chart with the class, like the one below, about how to decide if what they *listen to*, *view* or *read* is *reliable* information. This is only a preliminary introduction to help students begin to understand how to analyze what they read as 'evidence.' For more information on this topic, see 'Testimony vs. Evidence' on the GUMICH site.

It is important that students understand that everything they listen to, view or read may not be accurate or truthful, and is seldom *all* the information about a topic. Explain that when they listen to something, view something or read something, they should ask themselves and think about the following questions:

- 1) Reliability: Is the information dependable?
 - Who created the item? How do you know?
 - Why was it created? What was speaker's/author's goal or purpose? How do you know?
 - How does the speaker's/author's goal/purpose influence what they said/wrote?
 - Who was the audience they wanted to listen to/read it? How do you know?
 - Who made sure it was preserved for the future? How do you know?
 - What was their purpose in preserving the information?
 - What was the most important information the speaker/author wanted listeners/readers to know?
 - What does the speaker/author use to support that information?
 - What important information does the speaker/author leave out?
 - Does the speaker/author include different perspectives about the information? Why is this important?
 - How do the answers to these questions influence your view of the reliability of the information?
- 2) Relevance: Is the information relevant or important to what you are learning or asking?
- 3) Corroboration: Is there another way you can verify the information?
 - For written evidence, what else could you use to support/negate the information?
 - For oral history, what could you use to support/negate the information? Keep in mind, *Inuit* did not create write oral histories *themselves*, at the time the stories took place.

4. Introduce primary source and secondary sources: Explain that the materials they will look at, from the FM website and from other sources, such as newspapers, magazines or videos today, will be either *primary sources* or *secondary sources*. Primary sources from the past are things such as oral history, artefacts, photos, journal entries, letters, ship logs, etc. from the time, or very close to the time, of the events. Primary sources today could include

videos of events. Secondary sources are items such as, newspaper articles written by someone not directly involved in the event or written at a later date.

5. Story Overview: Show the CBC TV Nature of Things video [*Franklin's Lost Ships*](#), to review the basic Franklin story with students. Ask students to think about the information shared in the video as they watch it and be prepared to give one example of information that they think is reliable and one example of information that may not be reliable. They will need to explain why they think that as well. Review examples of reliability, such as, how do they know what Franklin looks like?

Discuss with the class afterwards the variety of ways in which the video shares information: drama, interviews, actual footage of recent searches, etc. Ask several students to share their examples of information they think is reliable, and what may not be reliable, and their reasons for thinking that way. Record these examples on two charts: Reliable and Not Reliable. Divide students into two groups, one group selects an example from the Reliable chart and the other group chooses an example from the Not Reliable chart. Each group then divides into pairs and assigns several questions from the class chart from activity 3 to each pair, to help the group come to a conclusion about the reliability of their example. They record answers on a chart. They may not be able to answer all the questions and they may find they want to change the initial evaluation. Each group reviews their answers and conclusion with the class. Discuss as a class.

6. Directed Reading Activity: Divide students into six *random* groups. Give each group one of the three articles and the first Student Handout with questions for that article – two groups will read the same article. Explain they will find out more about the story and answer questions. Some students have information about the original Franklin expedition and others have information about recent searches for the ships. After they finish reading the article, they will work with the other group with the same article on activities related to their article.

Handouts for each article called **Article #_ Questions** contain similar directions. Review these directions with the class:

- Read the title; take turns predicting and recording what the article is about.
- Look at the article to see how it has been divided into sections.
- Each student reads the first section of the article and stops:
 - Write down new words and what they may mean from the way the article uses them. Answer questions about that section.
 - When everyone has finished that section, share new words and meanings; look them up if necessary. Then discuss answers to the questions about that section.
- Repeat the same process with each section.
- When the article and questions are done, reread predictions about the topic of the article as a group and change them if needed.

Ask the two groups with the same article to join each other. Each new group completes the **Article #_ What We Learned** handout and activities. Students in each group will work on different activities. Remind them about supporting their work with evidence. Explain that

each new group will need to help each other groups complete some activities with information from their article.

When all groups have completed everything, ask them to share their work: important new information, maps, timeline, list of key people, etc. with the whole class. Make sure they review questions from the wall they have answered. Each group posts their materials on the Franklin Wall(s). Students keep their copies of handouts for future reference and review during teacher conferences.

7. **Key Information:** Make cards for the W5 charts that add the following key information about the expedition, if these items were not covered during group reports. Review questions and ask for evidence from students to support answers:
- Why did the British want to find the NWP? What evidence do we have?
 - What else did they want to accomplish? Why? What evidence is there?

Activity 3: Introducing *Piliriqatigiingniq*

Purpose:

The purpose of this activity is to introduce the principle of *Piliriqatigiingniq*, learn how recent searches for the Franklin ships used it and determine behaviours that demonstrate it in class.

New Vocabulary:

- From the Prime Minister's statement: pay tribute, momentous, perseverance
- From the explanation of *Piliriqatigiingniq*: accountability, unity, collective identity
- From the Premier's statement: heel of the davit, deck hawse plug

Steps:

1. **Search partners:** Explain to students that the Nunavut government was a member of the team that found the ship. There were a number of other partners as well. Read this part of a statement by Prime Minister Harper about the partners involved in the search process:
"I would like to congratulate and pay tribute to all partners involved in this year's momentous Victoria Strait Expedition, including Parks Canada, the Royal Canadian Geographical Society (RCGS), the Arctic Research Foundation (ARF), the Canadian Coast Guard (CCG), the Royal Canadian Navy and the Government of Nunavut. This discovery would not have been possible without their tireless efforts over the years, as well as their commitment, dedication and the perseverance of the many partners and explorers involved."
CBC News: *Franklin ship discovery: Stephen Harper's full statement*
2. **Searchers working together:** Show the following photos from the 'Archives' section of the FM website that illustrate recent search team members working together. These photos are not from the trip that found the HMS Erebus, but they show similar tasks and how search team members have to support each other:
 - Visit link to Peter Metcalfe, et al: [Searching Map](#) of King William Island (2013)
 - Visit link to Jonathan Moore and Clyde Bursey on the MV: "[Martin Bergmann](#)" (2013)
 - Visit link: [Dive Team 1](#) in Mercy Bay (2011)

- Visit link to: [Showing Artefacts](#) Doug Stenton Shows Artefacts... (2011)
- Visit link: [Towfish](#) Ryan Harris and Yves Bertrand set up the Klein 5500 Towfish (2013)

3. **Government support:** Nunavut Premier, Peter Taptuna, made a statement about finding the *HMS Erebus*. He talked about the important *Inuit* principle of *Piliriqatigiingniq*. If students want to know more about the artefacts, ask volunteers to look for information or images on the FM website. Read this part of his statement to students:

“I would also like to applaud the Nunavut archeology team for their work in locating the heel of the davit and the deck hawse plug on the land. This is a great example of the Inuit societal value of *Piliriqatigiingniq*, working together for a common cause.”

Government of Nunavut Statement: *Premier Taptuna offers congratulations on discovery of Franklin ship and artefacts*

4. **Carousel Activity:** Create chart papers ahead of time with one of the five photos at the top and the following questions written on each chart, with space left underneath each question. You may need to make two charts for each photo. Post the charts on a wall with at least one metre of space between each set. (A hallway works well for this activity.)
 - What are the people in the photo doing?
 - Why is this task important to the search for the ships?
 - How are the people in the picture working together?
 - How might other people be helping them “behind the scenes”?
 - What might happen if they did not work together well?

Explain that students will look carefully at the photos that show people working together to complete a task related to the search for the Franklin ships and write answers to each question about the photo. After about 5 minutes, each group will change charts, moving in a clock-wise direction. Explain they will not be finished, but other groups will add to what they write. They will read the answers on the next chart and add to them. Then they will move to the next chart, and so on.

Divide students into five random groups. Assign each group to a chart. Tell them when to move to the next chart. Continue until every group has visited each chart.

Ask volunteers to share something they learned about working together from what they saw in the photos. (Such as, they needed help from people with other skills to complete their task, someone might know something they do not know, and they could die if the team made a mistake.)

5. **Think of A Time Activity:** On chart paper, write the question, *What is Piliriqatigiingniq?* Divide students into pairs. Give students a copy of **Student Handout: Think of a Time**. Use values posters images from the memory stick to show people working together, such as, ‘oneness’ or ‘helping.’

Ask students individually to think of a time when they *observed several people* working on a task together: What were they doing? How did they help each other? Suggest a few examples: repairing a skidoo, building a *qamutik* (sled), putting up a tent, setting up camp, preparing for a hunt, teaching a skill in sports, preparing a feast, etc. Each person writes

down a few key words to remember the experience. Then each student briefly shares the experience they watched with their partner. Each listener records key words. Ask one or two pairs to share their experiences with the class and explain how the people helped each other. Record the experiences and how people worked together on the chart: *What is Piliriqatigiingniq?*

Then ask the partners to think of one of *their own experiences* working together with other people on a task: What did they do? How did they help each other complete the task? Examples could be similar to previous experiences: taking care of siblings, cooking a meal, doing a project at school, practicing a sport, playing music in a band, etc. Each person in the pair briefly shares this experience with their partner and explains how they worked with the other people. Ask one or two pairs to share their experiences with the class, explaining how they worked together with other people. Record how they helped on the *Piliriqatigiingniq* chart.

Next, ask the pairs to talk about, and write down, similarities between their experiences of working with others: How are your experiences similar in the ways you worked together? Such as, an older person was helping younger people, we talked about how to do the task, or, someone who was good at doing a task was helping people who were learning, we had to solve a problem to complete the task, etc. Ask one or two pairs to share how their experiences were similar. Record any new ideas about working together on the *Piliriqatigiingniq* chart.

Finally, ask each pair to talk about how they felt working with others on the task. How did working with others make you feel? They can answer the sentence starters on the handout and add others:

- Helping made me feel... (Needed, useful, good, happy, stressed, unsure, tired, frustrated, etc.)
- It was good or it was difficult to... (Learn from someone else, keep up with everyone, keep working a long time, etc.)
- It... (Was a lot of work, made things easier, was hard to know what everyone expected, etc.)

Ask students randomly to share one example of their feelings, either positive or negative. Explain you will be keeping these ideas in mind as you look at ways to work together well in class.

6. Class Expectations: Remind students that you have been discussing how people live according to *Piliriqatigiingniq*. Read this explanation to the students:

Piliriqatigiingniq: The concept of developing a collaborative relationship or working together for a common purpose

Inuit worldview, working for the common good, is strongly grounded in social accountability and unity. All individuals have a responsibility to those around them. This includes sharing what they have, serving and caring for others and contributing to the collective well-being through their efforts and activities. Working for the common good is an expectation for all ages and is central to why Inuit were such a successful

society. Unity speaks to the importance of collective identity and collaboration across time.

Explain terms such as ‘accountability,’ ‘unity,’ and ‘collective identity.’ Explain that there are ways we can work together that show we are following this principle.

Ask students to work in Home Groups. Give each student a copy of the **Student Handout: Looks Like/Sounds Like/Feels Like**. Suggest an example of characteristics that describe how students would interact, and corresponding actions, speech and feelings *in class*. (See chart below.) Ask students for several examples. Then ask each Home Group to write down suggestions about what they think the characteristics of *Piliriqatigiingniq* are and what those characteristics ‘look like,’ ‘sound like,’ and ‘feel like.’

Characteristics <i>Piliriqatigiingniq</i>	<i>Piliriqatigiingniq</i> Looks Like	<i>Piliriqatigiingniq</i> Sounds Like	<i>Piliriqatigiingniq</i> Feels Like
Offering and accepting help	Sitting and working on something together	“Can I help you?” “That would be great!”	Being useful
Working together	Sharing materials	“How can we do this together?”	Being part of the team
Thinking together	Everyone taking turns	“What do you think?”	Not having to think of everything alone
Agreeing what to do	Everyone giving their suggestions	“I think that is a great idea!”	Having something to contribute
Being respectful	Listening to others	“Let’s make sure everyone has a turn.”	Wanting others to listen to me
Using language of choice	Hearing different languages spoken	“You can say that in Inuktitut and I will help others understand.”	Being able to express myself well

Ask each group to select two people to share one/two examples of ‘Looks Like’/‘Sounds Like’/‘Feels Like’ from their chart with everyone.

Collect the lists from each group. Ask for one volunteer from each group to work together to create one list that represents the common items from all the Home Group lists. Later, share the new list with the class and ask for comments. Work with students to create agreement on a few (only 4 or 5) key characteristics/behaviours/sayings/feelings to make into a classroom *Piliriqatigiingniq* chart. Explain to students that this chart will help everyone follow *Piliriqatigiingniq* during the unit.

Put an envelope with slips of paper on the wall next to the chart. Remind students to ‘catch’ each other using the behaviours on the chart and record who, when and what they saw on the slips of paper. Take time every couple of days for students to read these examples of others showing *Piliriqatigiingniq*.

Activity 4: Wrap Up

Purpose:

The purpose of this activity is to review and summarize important learning in Part 1.

New vocabulary:

Discuss new terms as they arise. Vocabulary in the article is identified above.

Steps:

1. Introduce Persuasive Arguments: Explain that students will be asked in this part of the unit to create a radio commercial that *persuades* or *convinces* listeners either to agree, or disagree, that the Franklin story and search for the missing ships is important to Canada. Students may not be aware of what is involved in persuading someone to do, or not to do, something, or to have, or not to have, a particular point of view. How do they convince them?

Ask students to work in pairs to think of times when someone tried to persuade them to do something or to think a certain way about an issue or a topic. Or it could be a time when they tried to persuade someone of something. In either instance, the persuasion could have worked or not worked. For example, a friend asked them to give them some money, they asked a friend to do their homework for them, the class wanted the teacher not to give them homework on a particular day or let them stay inside at recess time, they didn't want to do something their parents asked them to do, etc. Ask them to describe their experiences to each other and then make a list of what happened, or was said, that was persuasive and what was not. Create a chart on the wall with two columns: What Worked and What Did Not Work. Ask students to give examples of what was done/said that worked to persuade them and what was done/said that did not work.

Using information from the first chart, work with the class to create a second chart that describes and summarizes the *criteria* or *characteristics* that make an argument persuasive:

- The person captures your attention
- The person says something that makes you trust them and what they say
- The person appeals to your emotions in some way
- The person gives you supporting information: facts, evidence or results

Explain they will need to incorporate each of these characteristics in their commercial.

2. Commercial Activity: Give students the article, "*Franklin ship discovery: Stephen Harper's full statement*" to read individually. Explain they know some of the information in it, but some important information might be new. The point of reading the article is to help develop understanding about the importance of the Franklin expedition to Canada. Ask students to follow instructions in **Student Handout: Why is Franklin Important to Canada?** Once they have read the article and identified new words, they work in groups of three to complete the rest of the handout.

When students finish the handout, explain the Commercial assignment. Review **Student Handout: Franklin Commercial** and answer questions. They should complete most of the

work on this task as homework. Explain there are three other articles that may be helpful for this assignment. See Teacher Information for these items and links.

They will record their commercial when it is finished for others to hear. Before the end of the unit, all students should listen to all the commercials. Each student should identify two or three commercials they found most persuasive. They should be ready to explain what made them persuasive:

- how well it incorporated all 4 required components
- the variety of elements in the commercial
- the way they were written or read

Discuss them as a class when everyone has listened to all of them.

Explain you will listen to them as well, using the rubric, and meet with each student to discuss theirs. Give each student a copy of the rubric.

3. Review the final class chart on *Piliriqatigiingniq*. Divide students into Home Groups. Give everyone **Student Handout, Home Groups: Developing *Piliriqatigiingniq***. Ask each student to fill out the first activity; then the group completes the rest. Ask each group to share one or two conclusions. Then give students **Student Handout, Self-Reflection: *Piliriqatigiingniq*** to review individually how they used the principle.
4. Review important learning in Part 1 about *Piliriqatigiingniq*, the Northwest Passage and Geomagnetism by making charts with the class. Help students understand how parts of life important during Franklin's time connect with today.

Piliriqatigiingniq

<u>Questions</u>	<u>Inuit</u>	<u>Others</u>
Who was <i>Piliriqatigiingniq</i> important to in the 1840s ? Why was it an essential part of life long ago? What difference did it make to people's lives?	<i>Inuit</i> living on the land in the Arctic Using it to help make all their equipment/tools for hunting, eating and clothing Enable them to complete tasks more efficiently and effectively	Sailors living on ships To help them complete tasks like raising or lowering the sails To complete tasks safely, more easily and more quickly
Who is <i>Piliriqatigiingniq</i> important to today ? Why is it still an essential part of life today?	<i>Inuit</i> who want to succeed in hunting walruses or whales People living in communities to solve problems	Everyone in our class People searching for ships Work together better Solve problems in class Make dangerous activities like diving successful

The Northwest Passage

<u>Question</u>	<u>Inuit</u>	<u>Others</u>
Who was the NWP important to in the 1840s?	No	Britain
Why was it important to identify the NWP?	NA	Way to sail more directly to China and India

What difference would it make in people's lives?	None until more ships started sailing through	Faster, cheaper way to travel around the world for import/export trading
Who is the NWP important to today?	<i>Inuit</i> in Nunavut, Indigenous people in NWT, Yukon, etc.	Canada, USA, Russia, China, Japan, Europe
What difference would an open NWP make in people's lives?	Water rising from melting ice could threaten communities and wildlife Increased tourism threat to wildlife	Canada/other countries: improve export/import routes

Geomagnetism

<u>Question</u>	<u><i>Inuit</i></u>	<u>Others</u>
Who was geomagnetism important to in the 1840s?	No	British ships sailing on the oceans
Why was it important?	NA	To navigate more accurately to map unknown countries
Who is geomagnetism important to today?	People travelling by skidoo or by boat or ship - if their modern technology does not work they need a compass.	People travelling by boat/ship/car/skidoo or plane – they can use a compass if other technology does not work.
What difference does it make to people's lives?	Possibly better information about their location to get home or for rescue if GPS satellite connection disappears – also if their GPS runs out of battery power	Better information about where they are in a park or in a boat if they do not have good GPS connections with the satellite or their GPS runs out of battery power

Student Handouts

Student Handout: Part 1, Activity #1: W5 Chart

Question	What We Know	Want to Know
Who?		
What?		
Where?		
When?		
Why?		

Student Handout: Part 1, Activity #2: Article One

Franklin shipwreck Canadian team found in Arctic is HMS Erebus, Stephen Harper says



TOM SPEARS, POSTMEDIA NEWS | October 1, 2014 | Last Updated: Oct 1 3:45 PM ET



THE CANADIAN PRESS/Sean Kilpatrick Stephen Harper applauds the find from the Victoria Strait Expedition during the announcement in Ottawa on Tuesday September 9, 2014. The Prime Minister announced Oct. 1 that the ship Canada found in the Arctic is the HMS Erebus.

Section One

The shipwreck Canada found in the Arctic a month ago is HMS Erebus, personal flagship of Capt. Sir John Franklin on his doomed attempt to find the Northwest Passage.

Prime Minister Stephen Harper made the announcement in the House of Commons a little before 3 p.m., ending a month of speculation.

"I'm delighted to confirm that we have identified which ship from the Franklin expedition has been found," Harper told the House of Commons. "It is, in fact, the HMS Erebus."

The wreck is the one Parks Canada's archeologists were most hoping to find. Since it was Franklin's own ship (the other was called Terror), they're hoping it will contain some of his personal effects. The expedition's leader may even have died on the ship.

In particular, they hope the icy waters will have preserved written records — books, charts, ship's logs, or anything else that could hold clues to the lives and deaths of Franklin and his 128 officers and men.

Section Two

The two ships left England in 1845, but were locked in ice in Victoria Strait from 1846 on. Franklin died in the spring of 1847 and in 1848 the 104 surviving men abandoned their ships and tried to walk south to safety. None of them made it.

Erebus is lying in only 11 metres of water and Parks Canada divers were able to explore it in early September. Terror has never been found.

The nearly-identical ships were built strong as “bomb vessels” designed to carry heavy mortars for shelling forts. Solid and iron-plated, they lasted for a couple of years in the ice. But their location has always been a mystery.



National Maritime Museum A 19th century painting by Francois Etienne shows the HMS Erebus in the ice.

See: [Erebus in Ice](#)

Erebus is a little over 30 metres long and had a crew of between 60 and 70 men. Erebus and Terror had already been on successful explorations of Antarctica.

The expedition that found Erebus was the sixth Franklin search since 2008. The wreck lies in Victoria Strait, to the west of King William Island where many of the men's bodies were found.

Student Handout: Part 1, Activity #2: Article One Questions

Franklin shipwreck Canadian team found in Arctic is HMS Erebus, Stephen Harper says

1. Read the title of this article and take turns predicting what the article is about. Write down what you agree might be the main topics in the article. This article could be about:

2. Review the article to see how it has been divided into sections.

3. Read section one individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

4. Answer these questions about section one and discuss them as a group:

- Why did searchers particularly want to find the HMS Erebus?
- What is the importance of items they might find on the ship?
- Why is finding the ship important to Canadians today? To you? Why?

5. Read section two individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

5. Answer these questions about section two and discuss them as a group:

- What evidence is there in the article that the ships should have been successful?

- If the ships were so well built, what might have caused them to get wrecked?
 - Why do you think all the crew died? Is there any evidence in the article?
 - What new questions do you have about the story now?
6. When the article and questions are done, reread your predictions about the topic(s) of the article and change them if needed. Discuss as a group.

Student Handout: Part 1, Activity #2:

What We Learned from Article One

Franklin shipwreck Canadian team found in Arctic is HMS Erebus, Stephen Harper says

Two groups with Article One

Follow- Up Tasks:

1. Painting: HMS “Erebus” in Ice (1846)

- Two students look up the painting on the FM website to see what you can find out about it: [Erebus in Ice](#)
- Read the description under the painting and read what it says in the section, ‘About this type of source.’
- Be prepared to show the painting to the class and share your answers to these questions:
 - Note the date the painting was made. Why do you think the artist painted this picture?
 - What are the men in the painting doing?
 - What message do you think the artist is giving about the ships? How does he do that?
 - How does the painting make you feel? What did the artist do in the painting to make you feel like that? Why did the artist do that?

2. Timeline

- Two students ask the teacher for the clothesline and clothespins. Stretch the clothesline in the classroom so it will not get in people’s way, but is low enough that students can read the cards that will hang on it.
- Go through the article and use markers to print a 5x8 card for information about time or dates in the article. For example: “found in the Arctic a month ago.” What month and date is that? What was found? Make the date a bit larger on the card than the text. Use only a couple of words to explain what happened on each date.
- Find dates on the Franklins wall(s) and create a card for each one. If you have time, ask other groups for important dates and make cards for them too.
- Use the clothespins to hang each card in sequence. Think about how you will hang the items from the 1840s and today to show the passage of time.

3. Key People

- Two people in the group create an experience chart with three columns. (Such as, Stephen Harper; column 1, Prime Minister in column 2; directed Parks Canada to search in column 3.)

Name of person or job	What they do in their job	Role in the Franklin Story

- Go through your article and list the names of people mentioned, their position and how they are involved in the Franklin story on the chart.

- Include people mentioned with jobs, but no personal names, such as divers.
- Check the Franklin wall(s) for any other names and add them to the chart.
- Take the chart to the other two groups and add their key names.

4. Wall Questions/New Information from the article

- Students who finish their first task (above) can check the 'Want to Know' questions on the wall for items to answer with information from this article.
- Make a chart to record questions, answers and evidence to post.
- Make a chart for new information and evidence from the article that you think is important to share, for which there are no questions on the wall.

Wall Questions We Can Answer

Wall Question	What We learned	Evidence to support

Important New Information

Topic	What we learned	Evidence to support

5. Decide how you will share the following items with the class and what evidence you will use to support what you say:

- Tasks completed about the painting, the timeline and the people chart
- Answers to one or two key questions from the wall
- Important new information you learned in the article

Think about how you will present the information. What sequence should you use? How will you share it briefly and effectively so others will listen? How will each person in the group help present? Post the charts on the wall after your presentation.

Record the members of your group in case there are questions related to your topics later:

Names _____

Student Handout: Part 1, Activity #2: Article Two

Franklin's Voyage

Lyle Dick, Research Director, FM Project

See FM website under 'Franklin's Last Voyage,' starting with, 'The Voyage.' Some text on the site has been changed from the following draft version: [Franklin's Voyage](#)

[...] indicates text from the original article omitted

Section One

The Expedition's ships departed their berths at Greenhithe [...] on 21 May 1845. The ships did not sail directly across the Atlantic but first progressed along the east coast of Britain to [...] the Orkney Islands off the north coast of Scotland, where they picked up cattle and replenished supplies of water on their auxiliary ship *Barretto Junior*, before heading out towards the open Atlantic on 3 June 1845. As related by Captain Crozier of the *Terror* in his letter to James Ross, dated 9 July 1845 the party experienced a difficult crossing of the Atlantic characterized by stormy weather and heavy seas.

Section Two

The last stop where the party was witnessed prior to their disappearance was [...] at Disko on Western Greenland. At this place Franklin's men transferred the remaining provisions from its support ship the *Baretto Junior*, sent to carry stores for *Erebus* and *Terror* as far as Greenland, deposited the last collection of correspondence from the crew members to their friends, colleagues and loved ones back in the United Kingdom. [...] Another correspondent was Commander James Fitzjames, sailing with Franklin in the *Erebus*, who while enroute to the Arctic sent two letters to Edward Sabine, chief science advisor to the Admiralty and the principal advocate for the priority of geomagnetic research. These letters (included among the documents of this Mystery) give us a good indication of some of the principal daily activities and priorities of the Franklin party in the early stages of their voyage.

Section Three

Regarding the morale of the men, there is much we do not know. Sir John Franklin's reports back to England invariably painted a picture of harmonious relations among his crew. A note deposited by Franklin in a cylinder dated 30 June 1845 that was later recovered stated that all was "well." with the Expedition. "All well" was also how Franklin characterized the expedition in the spring of 1847, only weeks before his own death was reported on the record that was later found at [...] on King William Island, the last written record of Franklin's party.

However, Captain Francis Crozier's correspondence suggested that his personal dislike for Fitzjames was sufficiently strong that he repeatedly declined Franklin's invitations to join him, Fitzjames and other officers for dinner aboard the *Erebus* (see Crozier's letters among the Mystery documents). As both were senior commanders under Franklin, the apparent friction between them might not have posed a problem for an expedition in normal circumstances. But Franklin's death in June 1847 would have automatically resulted in Crozier's succession to Expedition Commander and Fitzjames to second in command. [...] We also don't know how the crews might have reacted following the abandonment of the ships, when all members were in desperate straits after drawing down their provisions, and exposed to cold Arctic conditions on or near King William Island.

Section Four

Another question is: How healthy were the men on the voyage? During the winter of 1844-45 Franklin experienced a severe bout of influenza, which he acknowledged he was still suffering from even after the Expedition departed in May 1845. In July 1845, at the Whalefish Islands, Greenland, Franklin sent back on the supply ship *Baretto Junior* a seaman who may have been suffering from "consumption," or tuberculosis. The archaeologist Owen Beattie's analysis of the human remains of John Torrington, one of the first Franklin crew members to die and who was buried at Beechey Island in 1846, showed that he too suffered from tuberculosis. Do these facts imply the possible spread of the disease throughout the cramped quarters of the *Erebus* and *Terror* below decks on the ships?

Further, in his forensic investigation of the human remains of Franklin party members, Beattie also concluded that lead poisoning was prominent in the tissues of the deceased men. Was this indicative of more general mental and physical impairments afflicting the party? How do these possibilities square with the two surviving expedition records signed by Franklin – one thrown overboard in 1845 and the other recovered at Victory Point in 1847 – both indicating that all was "well" with the Expedition?

Student Handout: Part 1, Activity #2: Article Two Questions

Franklin's Voyage Two groups with Article Two

1. Read the title of this article and take turns predicting what the article is about. Write down what you agree might be the main topics in the article. This article could be about:

2. Review the article to see how it has been divided into sections.

3. Read section one individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

4. Answer these questions about section one and record them on separate paper:

- What new places are mentioned? Why are they important?
- What new people are involved in this section? Who are they and what is their role?
- What new information about the expedition did you learn?
- What is the main topic of this section? What evidence do you have?

5. Read section two individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

6. Answer these questions about section two and record them:

- Who are the new people in this part of the story? What is their role?
- What new places are mentioned? Where are they?
- What is the main topic of this section? What evidence do you have?

7. Read section three individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

8. Answer these questions about section three and discuss them as a group:

- How do we know what information they put into cylinders?
- How do we know about Franklin's death?
- What is the main topic of this section? What evidence do you have?

9. Read section four individually and then stop.

- Write down key new words and what you think they might mean from the way the article uses them. Discuss as a group. (Use the back of the page for more space.)

New words	My explanation	Group explanation
•		
•		
•		
•		
•		

10. Answer these questions about section four and discuss them as a group:

- What new people are in this section? What are their roles?
- What health issues did sailors have on the ships? Why might these be important to the Franklin story? How do these connect with health problems in Nunavut today?
- What is the main topic of this section? What evidence do you have?
- What new questions do you have from reading the article?

11. When the article and questions are done, reread your prediction about the topic(s) in the article and change them if needed. Discuss as a group.

Student Handout: Part 1, Activity #2:

What We Learned from Article Two

Franklin's Voyage Two Groups with Article Two

Follow Up Tasks

1. Maps

- Two students check an atlas for a map of Britain and find London. Print this map and mark London on it: [Great Britain](#)
- Check the atlas to find the Orkney Islands off Scotland. Mark their location on the Great Britain map.
- Print the following map to show the class and mark the location: Disko Bay in Greenland. *Note:* the map calls the Greenland stop *Qeqertarsuaq*; it is located in the Disko Bay area: [Route from England](#)
- Check the 'Route from England' map to mark Beechey Island, where crewmembers are buried, and King William Island.
- Be prepared to post all the maps and share them with the class and explain the importance of each location to the Franklin journey.

2. Geomagnetism:

- Two students look up the term 'Earth's geomagnetic field' at: [Geomagnetic](#)
- Read the first three paragraphs.
- Decide how to explain briefly to the class what the geomagnetic field is, including that it is used for navigation.
- Be prepared to ask the class these questions (Make sure you have answers!):
 - Why do you think Franklin was interested in geomagnetism?
 - How is geomagnetism important to us today?
 - What technology uses geomagnetism to help us navigate today?
 - When do we need it?

3. Ships

- Two students create a chart to show names and information about the ships in the expedition.
- If you have time, ask other groups to add information from their articles.
- Be prepared to share information about the ships.

Description of ship	Purpose of ship	Evidence to support

4. Wall Questions/New Information

- The rest of the group check the 'Want to Know' questions on the wall for items to answer with information from this article.
- Make a chart to record questions, answers and evidence.
- Make a chart for new information and evidence from the article that you think is important to share, for which there are no questions on the wall.

Wall Questions We Can Answer

Wall Question	What We Learned	Evidence to support

Important New Information

Topic	What We Learned	Evidence to support

5. Decide how you will share the following items with the class and what evidence you will use to support what you say:

- Maps
- Information on geomagnetic field and questions
- Answers to one or two key questions from the wall
- Important new information you learned in the article

Think about how you will present the information.

- What sequence should you use?
- How will you share it briefly and effectively?
- How will everyone help present?

Post the charts on the wall after your presentation.

Record the members of your group in case there are any questions related to these topics later:

Names: _____

Student Handout: Part 1, Activity #2: Video Questions

Reaction to Franklin Find: [Reaction to Franklin](#)

Note: Read the handout. Two groups will watch the video at the same time and take individual notes on questions 1-3. Then separate into two smaller groups to answer questions 3-5.

1. Read the title of the video and predict what the video is about. Write down what you think might be the main idea or topics in the article.

This video is about _____ and _____ and _____.

2. Watch the video and take notes. You may need to watch it several more times as you try to get information to answer all the questions.

3. Try to write down new words you hear as you listen. You can write what you think they might mean from the way the video uses them later. Look them up if needed. (Use the back of the page if needed.) Discuss as a group when you are finished watching.

New words	My explanation	Group explanation
•		

4. Take notes while you watch so you can answer these questions afterwards:

New People:

- What new people are mentioned?
- Who are they and what is their role in the story?
- Why are they important?

Reaction to the Find:

- What negative reaction was there to spending money to find the ships? Why?
- What positive reaction was there to spending money to find the ships? Why?
- What evidence do you have to support each reason you give?

New Information:

- What new information is there on the searches? What evidence do you have?
- What does it mean to, “put Nunavut on the map?” Explain.
- Why would people from around the world be interested? Explain.
- What does it mean that the discovery *validates Inuit*? Explain.

Main Topic:

- What is the main topic of this video? What evidence do you have?
- What new questions do you have after reading the article?

5. When the article and questions are done, reread your prediction about the topic(s) in the article and change them if needed. Discuss as a group.

The video is not about _____; it is about _____ and _____.

Student Handout: Part 1, Activity #2: Video

What We Learned from the Video

Reaction to Franklin Find

Follow Up Tasks

Two groups come back together and divide up the tasks:

1. Maps:

- Two students look for a contemporary map of the coastline of Nunavut from eastern Baffin Island to at least the Yukon/Alaska border.
- Why wasn't this coastline completely mapped during Franklin's time? What evidence do you have to support your reasons?
- How did some of it get mapped after Franklin? How do you know?
- A cruise ship ran aground near Kugluktuk several years ago. Why is it important to map this entire coastline? Why is it easier to map today? Explain.
- Why is Parks Canada mapping the sea floor? What technology do we have today to help with this task? Explain.
- Find a map that shows Britain and Antarctica. Print it and trace the journey the ships would have taken to get to Antarctica from Britain. Explain to the class they had made successful journeys there before the Franklin expedition.
- Be prepared to share the maps with the class and explain the importance of mapping the coastline and how doing that is connected to the Franklin story.
- Explain how mapping the coastline, "puts Nunavut on the map" in a different way from what the Premier meant. Explain what he meant.

2. New People:

- Two students look up Lady Jane Franklin on the FM website under: 'Contexts' and 'Characters.' Find her on the list.
- Read what it says about her. Why is she called a 'character'? There are two meanings for that word. Explain both.
- What were her interests in the expedition?
- How was she involved in searching for the ships and after the searches ended?
- Why do you think she was so determined? Provide evidence if possible.
- Print her picture to show the class.
- Be prepared to explain to the class why she was interested in the expedition and how she was involved.

3. Reaction to Spending the Money:

- Two students make a list of reasons why people in Nunavut might not want to spend money to search for the ships. The video does not really explain, so you will have to think of reasons. Provide evidence if possible. Then ask the teacher for the Tagak Curley article to see what he says. Add his reasons.
- Make another list of reasons why people in Nunavut support spending money to search for the ships. Explain reasons from the video. Add any other reasons. Provide evidence.
- Be prepared to share this information with the class. When you present, do these activities:

- Ask the class to add any negative reasons they can think of to that list.
- Ask them to add any positive reasons they can think of to that list.
- Then ask pairs to talk about the negative and positive reasons.
- Finally, give out small slips of paper and ask everyone in the class to vote. Count the votes and report the results.

4. Explain the comment about the discovery of the ship *validating Inuit* and that students will learn a lot more about this later.

5. Wall Questions

- Two students check the 'Want to Know' questions on the wall for items to answer with information from the video.
- Make a chart to record questions, answers and evidence.

Wall Questions We Can Answer

Wall Question	What We Learned	Evidence to support

6. Decide how you will share the following items with the class and what evidence you will use to support what you say:

- Maps
- New People
- Reaction to Spending the Money
- Wall Questions

Think about how you will present the information:

- What sequence should you use?
- How will you share it briefly and effectively?
- How will everyone help present?

Post the charts on the wall after your presentation.

Record the members of your group in case there are any questions related to these topics later:

Names: _____

Student Handout: Part 1, Activity #3:
Piliriqatigiingniq: Think of a Time

1. Think of a time when *you observed* several people working on a task together.
What were they doing? How did they help each other?
Write down key words to help you remember what happened.
When you and your partner are ready, share this experience with your partner.

2. Now, think of a time when *you worked* with other people on a task. What were you doing?
How did you help each other complete the task?
Write down a few key words to help you remember what happened.
When you and your partner are ready, share this experience with your partner.

3. Listen to your partner tell their experience. Write down key words from your partner's experience while you listen to them share it.

4. With your partner, compare your experiences with helping a group of people complete a task. How are the two experiences similar? Review the words you wrote down in #2 and #3 to help you answer. Write down key similarities:
 -
 -
 -
 -

5. Think of how you felt while you were helping others with the task:

Helping made me feel _____

It was hard to: _____

but it felt good to: _____

Student Handout: Part 1, Activity #4:
***Piliriqatigiingniq*: ‘Looks Like’/‘Sounds Like’/‘Feels Like’**

1. Fill in the left column with characteristics and related actions, speech and feelings in the other three columns for each characteristic.

Piliriqatigiingniq

<i>Piliriqatigiingniq</i> Actions	<i>Piliriqatigiingniq</i> Looks Like...	<i>Piliriqatigiingniq</i> Sounds Like...	<i>Piliriqatigiingniq</i> Feels Like...
Offering help	Paying attention to other students in the group and what they need	“Can I help you?”	It feels good to be to help somebody else.

Student Handout Part 1, Activity #4:

Why is Franklin important to Canada?

"Franklin ship discovery: Stephen Harper's full statement."

Think about everything you have heard and read. Why is the Franklin expedition important to Canada? What do you think? Should it be important or not? Provide as much evidence as you can for each reason.

Why it is important to Canada	Evidence
•	•
My ideas	Evidence
•	•

Read the article individually. Write down key new words and what you think they may mean from the way the article uses them. Find a group of three. Review the new words together. (Use the back for more space.)

New words	My explanation	Group explanation
•	•	•
•	•	•

In your group of three, review and answer the questions below. Use what each of you listed above, material on the walls and other articles.

Whose mystery is it?/Whose historic moment is it?

- What did Harper mean by "...one of Canada's greatest mysteries"?
- Is it Canada's mystery or is it a British mystery? Why?
- Is it a historic moment for Canada or for Britain? Why?
- Provide evidence for your answers.

Canadian Sovereignty

- What is Canadian Arctic Sovereignty?
- What does finding the ship have to do with sovereignty?
- Is sovereignty important or not? Why?
- Provide evidence for your answers.

Importance to Canada

- Why is it gratifying to Harper that a government-led trip found the ship?
- Why is it important to the government of Canada to find the ships?
- Should an event from so long ago be important today? Why or why not?
- Provide evidence for your answers.

Cost

- The project has cost a lot of money. Is it worth it? Why or why not?
- Are there better uses for the money? Yes or no? What are they?

Keep this sheet for use in the next activity.

Student Handout Part 1: Activity #4: Franklin Commercial

Getting ready

Think of a favorite TV commercial. What do you like about it? What don't you like about it? What makes it catch your attention? What makes it keep your attention? What makes it persuasive? How does it appeal to your emotions? How does it end? What do you remember afterwards?

Task:

You work for a company that makes *radio* commercials. Your job is to write a 3-4 minute commercial about why finding Franklin ship *is* or *is not* important to Canada. The commercial will be on national and regional CBC radio, as well as community radio, so everyone in Canada may hear it. Your commercial has to agree or disagree that the project is important and explain why. It has to include one argument from the opposite view and counter it. Since this is a *radio* commercial, it will not have any images in it, so your writing has to be very strong.

1. Planning the commercial: Decide the main audience you want to pay attention to the commercial. This will affect every decision you make about the commercial. For example:

- Everyone in Canada
- Everyone in Nunavut
- *Inuit* Elders in Nunavut
- Youth in Nunavut
- Organizations you want to contribute funding to pay for more ship searches

As you plan, keep in mind that the commercial has to *convince* or *persuade* listeners. How will you write and present it so that it makes points important to your view and to your intended audience, as *strongly* as possible, but *very briefly*? Look at the charts the class made to remind yourself about characteristics you have to include. How will you get and keep the listener's attention? How will you get them to trust what you are saying? How will you appeal to their emotions? What arguments and facts will you use? What will you do to make people remember something from the commercial?

2. Format of the commercial: When you know the audience for your commercial and have started thinking about how to write it strongly, but briefly, consider:

- how you will grab the listeners' attention with the opening and first statement
- how you will get them to trust what you are saying
- what you will say to present your viewpoint on the importance of the story
- what evidence or facts you will present to support your perspective
- what contradictory point you will make and how you will counter it
- how you will appeal to the listeners' emotions
- how you will end the commercial effectively

3. Music: Many commercials use music to help make their arguments. How can you include music to set the tone or reinforce your arguments? You will not actually include music, but

describe what you would do. You can use drumming or throat singing or a tune with no words, playing in the background. Describe this. Or, think of a tune you think is 'catchy.' How can you change the words to fit this topic? Include the name of the song and the new words and how they could be part of your approach to arguments.

4. Preparing your arguments:

Determine Your View: Circle one: My commercial *will agree/disagree* with the importance of the project to Canada.

Using material from the work you just completed, make a list of 3 arguments for why your intended audience should agree the project is important to Canada or should disagree that the project is important:

Arguments to agree	Arguments to disagree

Select 1 reason that contradicts *your* point of view that is relevant to your intended audience:

Choose 2-3 arguments that support your view to use in the commercial that are relevant to your intended audience. For example, if your audience is Elders, you will want to say something about the role of oral history in finding the ships. At least one argument has to relate directly to the contradictory view above. These arguments have to be part of what the ad says through the narrator or guest comments or music (see below).

-
-
-

5. Content: *Make sure* your commercial includes:

- A statement that explains basic information about the Franklin expedition so that your audience will understand what is being discussed, such as, when it took place, the ships disappearing, searches to try to find out what happened, the recent find of a ship, etc. This can only be a sentence or two.
- A statement of your viewpoint and 2-3 arguments to support your perspective. These can be in the form of a question, anecdote, humour, quotation, news headline, etc. These can also be comments that support your view from the narrator or 'important' people that you think would influence your audience. Depending on your intended audience, think of people who are well known, such as Elders, or young people, or the Premier of Nunavut, or important people in Canada, that most listeners would know and would be convinced by. Don't use actual names, but write their comments from their perspective. Introduce them in the commercial as "Well known Nunavut youth leader, (fictional name), says..." or "Famous Canadian, (fictional name), says...."

- A statement from (former) Prime Minister Harper saying why the project is important to Canada. This can support/counter one of your arguments. You can use an actual quote from an article you have read, find something from another article, or make one up that you think sounds like what he would have said.
- A statement from the opposite view to what you are arguing. As above, one way to approach this is to think of someone who often disagrees with popular positions...what would they say? Write this comment from their perspective, with either relevant facts, or appealing to the listeners' emotions in a way that will be convincing to your intended audience. Introduce them, "Well known leader, (name) disagrees, they say... (their comment)." Be sure to include the counter to their argument if it is not already included above.
- Check your commercial to make sure it has all the characteristics listed on the class chart and addresses all the formatting points listed earlier.

Have fun with this but remember to try to make it as convincing as possible!

Student Handout, Part 1, Activity #4: Commercial - Sample Assessment Rubric

Use this rubric to assess the commercial, or adapt it as appropriate for what you taught:

- Evidence of attention to all the tasks listed to *plan* the commercial
- Evidence of inclusion of all *required elements* in the commercial
- How *persuasively* it makes the arguments from the chosen point of view for the intended audience

	In Progress	Satisfactory	Competent	Very Good	Outstanding
Planning of the commercial shows evidence of detailed attention to tasks listed	Very little evidence of planning or attention to detail for most of the tasks listed	Evidence of planning a few of the tasks listed, but only limited attention to detail in most of those tasks	Evidence of planning many of the tasks listed, but only a few show evidence of attention to detail	Evidence of planning most of the tasks listed with evidence of a lot of attention to detail	Evidence of careful and very detailed attention to planning for all but one or two of the tasks listed
The commercial shows evidence of inclusion of all required elements	The commercial has little evidence of inclusion of most of the required elements	The commercial shows evidence of inclusion of only a few required elements	The commercial shows evidence of inclusion of a number of required elements	The commercial shows evidence of inclusion of most of the required elements	The commercial shows evidence of thoughtful and creative inclusion of all but one or two required elements
The commercial makes arguments from the chosen view point that will persuade the intended audience	The commercial makes one argument from the chosen view point, but not very persuasively for the intended audience	The commercial makes a couple of arguments from the chosen view point, but only one is persuasive for the intended audience	The commercial makes arguments from the chosen view point, but could be more persuasive for the intended audience	The commercial makes arguments from the chosen view point that are persuasive for the intended audience	The commercial makes arguments from the chosen view point that are extremely persuasive for the intended audience

Part 2: Inuit and British Living in the Arctic

Purpose:

Part 2 incorporates parts of [Mystery Quest 42](#), *Why did Inuit survive and thrive while the explorers did not?* *Note:* The words ‘and thrive’ have been added because life was much more than survival for *Inuit*. It also asks: *What implications to the way Inuit lived in the past and the Franklin story have for travelling successfully on the land today?* First, students examine environmental conditions in the Arctic at the time of the Franklin expedition and infer opportunities and challenges about living in the Arctic in those conditions. They study how Inuit *made use* of the resources in their environment to enable them to survive and thrive in the Arctic through seasonal opportunities and challenges of snow and ice. They explore how British sailors lived on their ships and the challenges they encountered surviving when they left their ships to travel across the land. They compare how well the two groups were prepared to survive on the land. Finally, students consider the consequences of the sailors not being properly prepared for land travel and infer implications for surviving on the land today.

Preparation

Review ‘Instruction’ in Part 2 below and *Mystery Quest (MQ)42 Teachers’ Notes* to become familiar with expectations related to different activities and how to use the activities with a class. *Please Note:* activities outlined below adapt the MQ because of learning completed in part 1, as well as activities in part 2. Some MQ Activity Sheets are incorporated; some are skipped. Some are used as provided; others are modified. *See details in the chart below.*

Watch the video, “*At the Autumn River Camp Part 2,*” ahead of time, to see what students will learn about environmental conditions and traditional *Inuit* food, clothing, shelter and transportation. Make notes on these topics to use in Activity One. The audio is in Inuktitut, but non-Inuktitut speaking students, or those unfamiliar with the dialect, should be able to learn what they need to know without understanding the conversation. Ask students who speak Inuktitut to help by explaining key points in the conversations for others after viewing the video.

Review the section on the FM website, under ‘Contexts,’ titled, ‘Contact Zone.’ It contains basic information about British sailors’ lifestyles at the time of the Franklin expedition. Depending on computer and Internet accessibility, resources required for students to complete activities may need to be printed ahead of time.

Create a new section of wall where students can post information about Inuit life during the rest of the unit. After this part is completed, ask volunteers to create an attractive label for this display area.

Learning Outcomes

See specific outcomes related to this part of the unit listed below. Generic outcomes used throughout the unit from the grade 8 Social Studies and junior high *Uqausiliriniq* - Language Development and *Qanuqtuurnnarniq* - Creative and Critical Thinking curricula are listed in the Introduction. (See page 12).

Knowledge and Understanding

- Nunaliriniq – Physical Geography
 - Identify environmental conditions in the Arctic in winter that make travel and living on the land difficult (Such as, no trees make it difficult for non-*Inuit* to make fire to keep warm)
 - Give examples of the influence of the natural environment on ways of living and world views (Such as, how *Inuit* view the environment as the *source* of ways to meet their needs)
 - Give examples of ways in which the environment influenced technological development (Such as, how *Inuit* used snow to make shelter)

Skills and Processes

- Qanuqtuurnarniq - Creative and Critical Thinking
 - Analyze data [evidence], synthesize information and explain how and why events, conditions and actions lead to, or cause, other things to happen (HTC 4) (Such as, lack of knowledge of the environment affected sailors' ability to survive)
 - Identify continuity and change in the events of the past and the present day (Such as, how *Inuit* still use survival strategies from the past on the land today)
- Unikkaat – Stories
 - Appreciate some of the knowledge, practices and beliefs that helped *Inuit* and their ancestors survive on the land HTC 5 (Such as, how *Inuit* used animal skins to make clothing)
 - Appreciate the continuity that links the past to the present HTC 6 (Such as, skills for travelling on the land)
- Avatimik Kamatsiarniq – Environmental Stewardship
 - Appreciate the significance of technological achievements in past societies (Such as, figuring out how to make a sled from animal skins)

Equipment/Materials

- Chart paper, tape and markers
- Computer(s) with Internet access
- Equipment to view video
- Print copies of *Images of Inuit Life* photos
- Print copies of photos of evidence of sailors' lives (students find these on the FM website)

Resources

- Video link: [Netsilik](#), "At the Autumn River Camp Part 2"
- *Images of Inuit Life*
- '[Arctic Homeland](#)'
- '[Contact Zone](#)'
- Evidence of sailors' lives on the Evidence list (see Activity 2) and the FM website
- Student Handouts:
 - Student Handout, Part 2, Activity #1: Evidence about *Inuit* Life
 - Mystery Quest Activity sheets 1 and 3
 - Student Handout, Part 2, Activity #2: Evidence about Sailors' Lives
 - Student Handout, Part 2, Activity #2: British Sailors' Lives in the Arctic
 - Student Handout, Part 2, Activity #3: Letter to HTO/S&R
 - Student Handout, Part 2, Activity #3: HTO/S&R Letter – Sample Rubric

- MysteryQuest 42 Support Materials:

Mystery Quest 42 Activities Sheet #_	Instructions for Nunavut Students writing to SAR	Instructions for Students writing the Daily Life letter
Activity Sheet 1: Background information: Arctic conditions.	Key information on this sheet is the chart on conditions. Students will review information about conditions in Activity #1. They can skip other items.	Key information on this sheet is the chart about conditions. Students will review information about conditions in Activity #1. They can skip other items.
Activity Sheet 2: Evidence List	Skip MQ Activity Sheet 2 and instead use Student : Evidence about Sailors' Lives that combines items from the MQ Evidence List about sailors, as well as additional evidence about sailors from the FM website.	Skip MQ Activity Sheet 2. Instead use Student Handout: Evidence about Sailors' Lives that combines items from the MQ Evidence List about sailors, as well as additional evidence about sailors from the FM website.
Activity Sheet 3: Daily Life in the Arctic	Individuals use MQ Activity Sheet 3 to summarize and analyze what they learned about <i>Inuit</i> and sailors' lives.	Individuals use MQ Activity Sheet 3 to summarize and analyze what students learned about <i>Inuit</i> and sailors' lives.
Activity Sheet 4: Letter to SAR Committee or Lessons in Daily Life Letter	Skip MQ Activity Sheet #4 and use Student Handout, Letter to SAR instead. It is adapted from MQ Activity Sheet 4.	Use MQ Activity Sheet 4.
Assessment Rubric	Use the Nunavut Assessment Rubric for the letter	Use MQ 'Assessing the evidence and recommendations to assess the Lessons in Daily Life Letter
Extension	Use Nunavut Enrichment activities.	Use MQ Extension activities.

New Vocabulary:

See activities for lists of potential new vocabulary.

Assessment:

- Make anecdotal records of individual contributions in different activities.
- Share the MQ rubric and use it to assess the Daily life Letter. **OR**
- Share the Nunavut rubric and use it to assess the Letter to the SAR committee.
- Use conferences to review each student's activity sheets, as well as their letter.
- Home Group and Individual Self-Reflection on *Piliriqatigiingniq*.

Enrichment:

Students from other jurisdictions complete suggested MQ Extension activities. Nunavut students can read the last page of *MQ Activity Sheet #1: Background Information* or something from pages 2-4 of *MQ Activity Sheet 2: Evidence list*, to find out more about British perspectives about *Inuit*. They can summarize what they read and answer these questions:

- What do the British comments indicate about the amount of contact they had with *Inuit*?
- What evidence do the British have for their comments?
- How do students feel, as *Inuit* or non-*Inuit* (as applicable), about what the British say?

They can share this work with the class.

Oral History

Part 3 focuses on oral history; other parts of the unit also include components of oral history. But students could interview Elders to gather local oral history about topics related to part 2 listed below. Make sure students have proper recording equipment in working order, know how to use the equipment, have a consent form for Elders to sign (see appendix ii), know how to work with Elders respectfully, and show appropriate appreciation to the Elders for sharing their knowledge. Ask the principal for school procedures related to paying Elders for sharing oral history with students.²⁷ Relevant topics for part 2 include how people used to live on the land and early encounters with outsiders around their area. Information gathered should be shared with the class and kept for use in future years in this course or for other purposes. Students could make books or webpages for either the school or community website, with permission from Elders.

Students could also write from the perspective of an Elder telling a story s/he heard about seeing the Franklin crew on the land. Use these points as a guide for the story:

- The story should begin in the traditional way of recounting a story with “I heard this story from _____” or “*Taissumaniguuq*”: “Long ago, it was said...”
- Include a detailed description of the weather and ice conditions.
- Explain who met the crew and what they were doing.
- What happened with the encounter with the sailors?
- How did they try to help the sailors?
- Did they find something from the ships or on a ship?
- What did they think about what they found?
- Describe what they thought might happen to the crew and why.

Teacher Information

Additional Resources

Kappianaq, G. A. & Nutaraq, C. Oosten, J. & Laugrand, F. (Eds.). (2001). Travelling and Surviving on Our Land, Inuit Perspectives on the 20th Century: Volume 2. Nunavut Arctic College. This includes interviews with Elders about their experiences living and travelling on the land.

Life on the Land

To Inuit, life on the land is, and was, an everyday adventure. Surviving one of the harshest environments on the planet is no small task. Every part of the land offers a key to surviving and thriving. The land itself offered shelter as shelters were built from snow and ice. The stones from the earth were carved into tools, the Qulliq (lamp) and offer a variety of stones from which to build navigational, communication and hunting aids (i.e. Inuksuit). The ground vegetation in the summer months offer berries, herbs for tea and medicinal aids. Animals offer more than the obvious sources of food. Animals offered clothing, blankets and padding for sleeping, bones for tools and games, and so forth. All of the tools for hunting and survival even the tools for building transportation all came from the surrounding land. Inuit are indeed ingenious masters of the land.

The skills for life on the land are still taught to children from birth. Young children accompany their parents as they go out on the land to learn everything from traditional hunting and tracking methods to berry picking and clam digging. Sewing skills are also taught early, as it is still a root part of Inuit culture born out of surviving on the land.

When out on the land many stories were taught to children in order to pass on knowledge. Many were in the form of Inuit legends designed to keep children away from the many possible dangers that accompanied living on the land.

Source: Inuit Cultural Online Resource:

[Life on land](#)

You can learn more about Inuit legends:

[Inuit legends](#)

You can learn more about some of the other aspects of life on the land from watching some of our video podcasts.

Instructional Activities:

Activity 1: *Inuit* Life

Purpose:

The purpose of this activity is to introduce students to Arctic environmental conditions and how *Inuit* lived during the time of the Franklin expedition. They study how *Inuit* used the resources of the environment to meet needs related to one aspect of life, such as shelter, food, clothing or transportation.

New Vocabulary:

- MQ Activity Sheet 1: latitude, tree line, average temperature, classified, precipitation, Canadian Shield, mammals, marine

Steps:

1. Introduction: Introduce the topic for part 2 using the title from the MQ: *Why did Inuit survive and thrive while the explorers did not?* Explain that students learn about conditions in the Arctic and traditional *Inuit* life – how *Inuit* utilized the resources of the land, sea and sky to survive and thrive in the Arctic during the winter. Later they will also learn more about how British sailors lived on board the ships and tried to survive on the land when they abandoned the ships. They will consider the role *Piliriqatigiingniq* played in *Inuit* and sailors' lives. Point out that they will post the information about *Inuit* on the new wall area.
2. Video Activity: Explain they will watch a video, "*At the Autumn River Camp Part 2.*" (Use the link above or check school resources for a copy.) Explain that the video is not from the Franklin era, but shows aspects of living that are similar to *Inuit* life in that time. They will watch to answer several questions:
 - *What Arctic conditions present opportunities and challenges for living?*
 - *How did people in the video use resources from the land to meet their needs for shelter, transportation, food and clothing?*
 - *How did they work together to meet those needs?*

'Place mat' Activity: Before viewing, give students **Student Handout: Evidence about *Inuit* Life**. Explain that while they watch the video, they:

- Record seasonal environmental conditions they see in the video in the middle of their handout under 'Arctic Conditions.' For example: snow and ice covering the land and water, bright sun, lots of rocks, no trees, etc.
- Imagine the challenges for daily living created by these environmental conditions. Suggest examples: What resources are available to make shelter or to cook? Students record challenges on their handout under 'Arctic Conditions.'
- Record what they observe in the video about how people meet their needs for shelter, transportation, food and clothing from opportunities provided by resources from the land in the appropriate boxes around the edge of the paper. For example, what do they use from their environment to make clothes?

- Record what they observe about how people work together to meet their needs under each topic. One example could be the two men working together to make the sled.

At the end of the video, give students a few minutes to record more information. Show the video again, or let students view it themselves, if they want to confirm information, either now or later.

3. *Piliriqatigiingniq* Activity: Divide students into Home Groups. Remind them to follow the class *Piliriqatigiingniq* agreements in their group and review the goal they set the last time they worked together, so they can try to improve the way they work this time.
4. MQ Activity Sheet 1: Ask students in each group to share their answers about the seasonal environmental conditions they observed in the video. Then ask them to share the challenges and opportunities they imagined/observed that Arctic conditions create for living. Ask students to record all their answers about challenges and opportunities on one blank copy of the **Student Handout: Evidence about Inuit Life**.

Next, give out *MQ Activity Sheet 1: Background Information: Arctic Conditions*. Ask students to read *only the chart*. When everyone is finished, explain key vocabulary listed above. Ask for questions and answer them.

Then ask students to use a new blank **Student Handout: Evidence about Inuit Life** to reorganize their video comments about challenging conditions and opportunities under the same topics used in the chart from *MQ Activity Sheet 1*. Add important new information about *winter* Arctic conditions from the MQ chart to their lists. Remind them they should have details from the video and the MQ chart for most of the topics.

Finally, ask them to review what they said about challenges and opportunities created by Arctic conditions. What did they say about challenges? What did they say about opportunities? Add any new ideas they have now. Ask each group to share one/two examples of challenges and opportunities with the class. Keep these sheets for use in other activities. Post them on the new wall area when part 2 is finished.

5. Traditional Inuit Life Activity: Assign one topic to each Home Group: food, clothing, shelter, transportation. Give them **Student Handout: Inuit Life**. Explain they follow the steps listed on the handout to make a chart about one aspect of their topic. Share this example:

Who: *Inuit* **Topic:** *Shelter* **Example:** *Making an iglu* (snow house)

Tools/Equipment/Resources Needed	Source of materials	Skills/Knowledge Needed
Snow knife	Bone and sinew from caribou to make the knife and a stone to sharpen it	Knowledge of how to make a snow knife & skills/experience to make one
The right kind of snow	Snow banks that are deep enough for the size of the blocks and are the right consistency	Know what kind of snow to use and ability to cut, shape and fit the blocks together so the <i>iglu</i> will stand up and the ceiling will not fall down

Explain that some groups might not be able to include a lot of detail for their topic, just from viewing the video. For example, there was not very much information about food in it. Other groups might be able to provide additional information about their topic, such as, how they heat the shelter.

Provide one set of photocopies of the *Images of Inuit Life* for each group.²⁸ Explain that these photos are not from the Franklin era, but they show aspects of life similar to the way *Inuit* lived during that time. Each group will identify photos that relate to the example on their chart and their topic. For instance, they could look for a picture of a snow knife and/or an iglu. They can check on the FM website or use classroom magazines or books about *Inuit* life long ago for other information or pictures of items related to their example and topic.

Finally, ask the groups to review all the information they recorded and the photos they selected to make another chart to answer the questions listed on their handout. Ask each group to share their charts with everyone. Post charts on the *Inuit* wall. Ask students to keep all individual Evidence sheets for reference in other activities.

Activity 2: British Sailors: Life in the Arctic

Purpose:

The purpose of this activity is to introduce students to how British sailors lived on their ships during the Franklin expedition and handled Arctic environmental conditions travelling on the land when they abandoned the ships. They study the resources sailors had to meet one aspect of life, such as shelter, food, clothing or transportation, either on the ships or on the land.

New Vocabulary

Varied, depending on what resources student use from the FM website. Students should identify new vocabulary and determine meanings.

Steps:

1. **Introduction:** Explain to students they will now study how the Franklin sailors lived on their ships, as well as when they abandoned the ships. They will continue to work in Home Groups to answer questions about the sailors' lives, using the same topic from Activity 1. Divide each group in half: several students will study their topic in relation to sailors' lives *on the ship*; the others will study sailors' lives *when they abandoned the ships and travelled on the land*. They will probably use some of the same evidence for both places where the sailors lived.

Explain they may be able to use information from part 1 in their answers, but they will have to research information on the FM website, using links from **Student Handout: Evidence about Sailors' Lives** to consider these questions on **Student Handout: British Sailors: Life in the Arctic**:

- *What Arctic conditions presented opportunities and challenges to the sailors living on ships/on the land?*

- How did sailors meet their needs for shelter, transportation, food and clothing when they lived on the ships/on the land?
- How did they work together on the ship/on the land to fulfill these needs?

Point out there is less information available about the sailors' lives on the land, so they may have to infer some answers from what they can find. For example, how did they eat on the land? Did they take food from the ships? Students can research food they had on the ships.

Note: The painting, 'Abandoning the Vessels 25 April 1848,' provides insight into some of the topics related to living on the land: [Abandoning Vessels](#)
See also, 'They forged the last link with their lives': [Last link](#)

Note: The item, Modified Routine of Duty [HMS Resolute] (1851) might help students think about how the sailors worked together on the ship. Did the sailors follow the rigid hierarchy established on the ship when they were on the land? What can students find out, or infer, about that?

Note: Explain to students that many *Inuit Elders* say you have to have a very strong mind and be very resourceful to survive and thrive on the land. Ask students to review information from part 1 about some sailors having TB and the forensic investigation of the bodies of crew that show they suffered from lead poisoning. How might being sick, cold and hungry have affected their ability to think clearly while travelling overland?

Students draft ideas on the handout and then make a chart for their topic to summarize key aspects of the information they found. They can print copies of photos of artefacts or scenes in paintings or drawings from the website to post on their chart to help explain/provide evidence for their answers. For example,

Who: Sailors	Topic: Shelter	Location: On the Land
Describe their shelter	Source of materials for	Skills and Knowledge Needed
The small boats they took off the ship and pulled gave shelter. They got away from wind under the boat, but not the cold or the snow/ice.	Everything they might need, like wood, nails and hammers to repair a boat, had to be on the ship when they left home. They had to carry it all on the land.	The carpenters had experience and knew how to repair the boats if needed, but they did not know any alternatives for shelter.

Who: Sailors	Topic: Clothing	Location: On the Land
Describe their clothing	Source of materials	Skills and Knowledge
It looks like they wore the same clothes on the ship they wore at home. They were made of cloth that was made at home. We don't know if they had extra clothing with them or extra cloth to make new items. None of it looks very warm.	Only what they had on board the ship and could carry with them on the land, if they had extra clothing. They had no way to replace their clothing once they were on the land.	They knew how to mend their clothing with needles and thread if they got torn and if they brought these items with them from the ship.

Finally, each group will review all the information they recorded and the photos they selected to summarize answers on another chart to the questions listed on their handout.

Note: Students may have to infer answers for the last two questions, but they should try to provide evidence to support what they say.

Ask each group to share their charts with everyone. Post charts on the new wall area. Ask students to keep all individual Evidence sheets for future reference.

2. *Piliriqatigiingniq* Group Review: Ask each Home Group to use the **Student Handout: Developing *Piliriqatigiingniq*** to review how they met or did not meet the goal(s) they set the last time they discussed working together and what they will do differently next time.

Piliriqatigiingniq Self-Reflection: Ask each individual to reflect on how they contributed to the group working together using the **Student Handout: *Piliriqatigiingniq* Self-Reflection**.

Activity 3: MQ #42:

Why did Inuit survive and thrive while the explorers did not?

Purpose:

The purpose of this activity is to identify and compare environmental challenges for *Inuit* and British daily life, and how successfully *Inuit* and the sailors were able to meet their needs for daily living. Students have to provide evidence of their conclusions.

New Vocabulary:

There should not be many new words in this activity.

Steps:

1. MQ Activity Sheet 3: Daily Life in the Arctic: Students in other jurisdictions and in Nunavut receive a copy of this activity sheet. Prepare by reading the introduction to this activity in the *MQ Teacher Notes*, called 'Look for evidence.' Explain students will now compare how *Inuit* lived with how the sailors lived. The task is to complete the sheet individually. Review the importance of using evidence from the charts they just completed or from work completed earlier to support the points they make about each topic. Strong evidence will ensure what they say is convincing. Remind students they can refer to any information on the wall that will help them. Ask volunteers to share one important reason why *Inuit* *did* survive and thrive, such as, they could make warm clothing from animals they could kill for their skins. Ask other volunteers to share one important reason why the sailors *did not* survive, such as, they did not have enough food to eat and did not have skills or tools for hunting.
2. Letter Activity: Give students from other jurisdictions, *MQ Activity Sheet 4: Lesson in daily life letter*. It asks students to make recommendations to the Franklin explorers about what they could learn from *Inuit* about surviving on the land. Students complete this activity individually. Share the *MQ Assessment Rubric* with students before they start, so they know

what is expected. Explain it will be used to assess their letter. Assess each letter and meet with students individually to review their letter using the rubric.

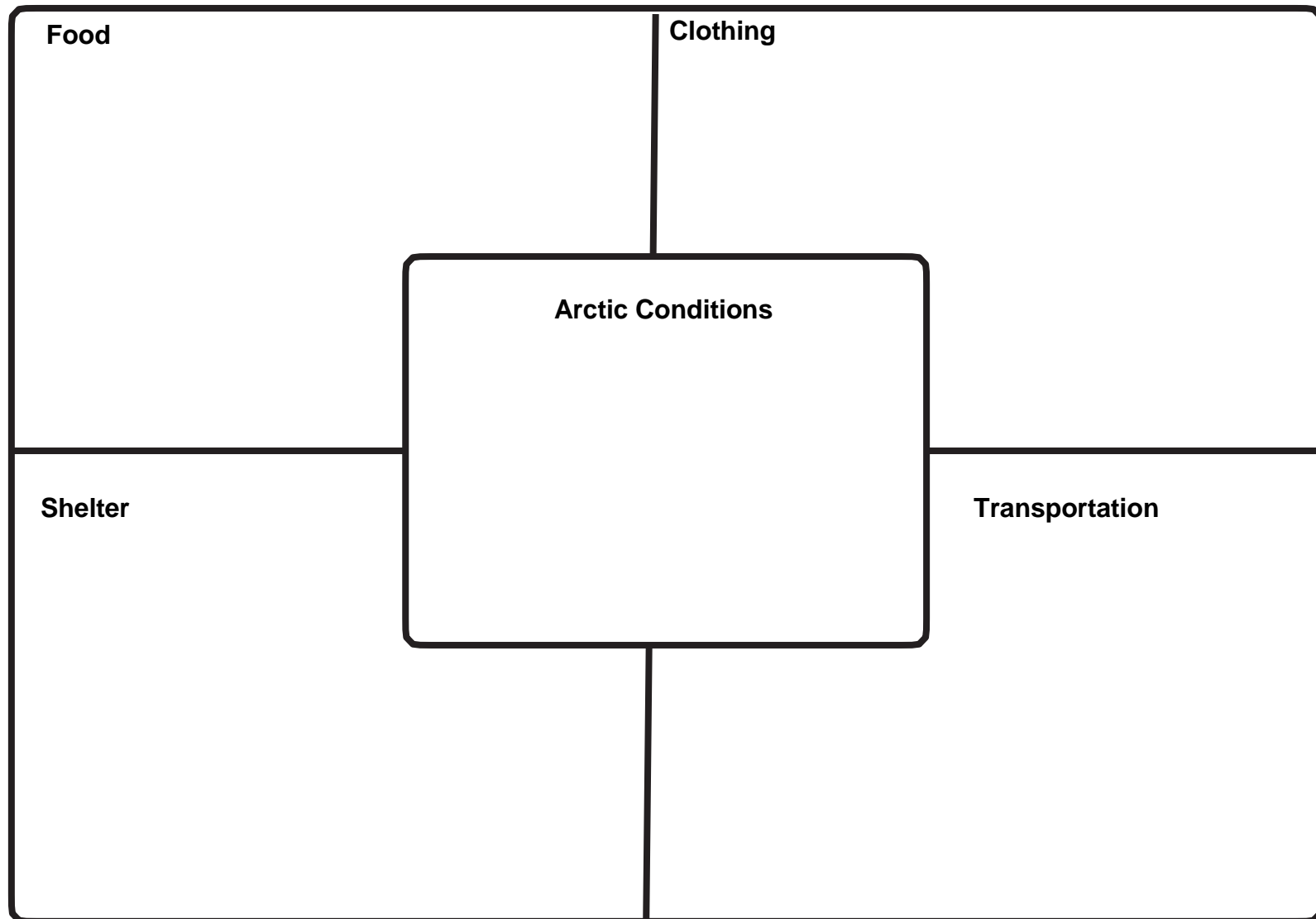
For Nunavut classes an alternative activity would be to invite a member of the local Search and Rescue (SAR) Committee to talk to students about important ways to prepare so they can travel safely on the land today. Explain to the guest ahead of time about the topic of the unit, that students have studied what *Inuit* did to survive and thrive on the land in the past and about British sailors not being well prepared for travelling overland.

For Nunavut classes provide students a copy of **Student Handout: Letter to Search and Rescue Committee**. This revises *MQ Activity Sheet 4* to ask Nunavut students to summarize what they learned in the unit and from the visit by the guest from the Search and Rescue Committee about travelling safely on the land today. Students complete this work individually.

Share Student Handout: Letter to SAR - Sample Assessment Rubric with students so they know what is expected. Explain it will be used to assess their letter. When students are finished, ask pairs to share their letters with each other. Then send them to the guest as a thank you.

Student Handouts

Part 2, Activity #1: Evidence about *Inuit* Life



Student Handout, Part 2: Activity #1: *Inuit* Life **Topic_____**

Review and summarize key points from the video about this topic.

-
-
-
-
-

Choose one key aspect of your topic to describe in detail. This example will illustrate how *Inuit* used resources from their environment to meet one of their needs for living. Use this chart to draft your ideas. Then make a chart like this for the wall.

Tools/Equipment Needed	Source of Materials	Skills/Knowledge Needed

Choose photos from the set of *Images of Inuit Life*, other resources on the FM website, or in your classroom that relate to your topic. Add them to the chart to illustrate/provide evidence for what you write about your topic.

Review all the information you have recorded and the photos you used to summarize answers to these questions on another chart:

- What resources from the environment were used to create tools and equipment, like _____(example) for _____(topic)?
- Describe an example of resourcefulness in the way needs for _____were met.
- Why would *Inuit* have found it strange to hear the land described as harsh or barren?
- How did *Inuit* demonstrate the principle of *Piliriqatigiingniq* in the way they made _____(example) so they could have _____(topic)? Support your answer with evidence from the video, photos, or elsewhere. (You may have to infer this answer.
- Describe an experience your group members have had that show how these approaches to _____(topic) are used today. For example, making an *iglu* with the school.

Put your names on your chart. Be prepared to share your chart and your answers to the questions with the class. Involve everyone in your group in sharing.

Student Handout Part 2, Activity #2: Evidence about Sailors' Lives

View these items from the [MQ Evidence](#) list. Use this information, and information from the work from the video about *Inuit*, to complete Activity #2.

[Life on the Ocean, Representing the Usual Occupations of the Young Officers in the Steerage of a British Frigate at Sea:](#)

[Franklin relics salvaged by McClintock](#)

[Pocket chronometer from the Franklin Expedition](#)

[Modified Routine of Duty \[HMS Resolute\] \(1851\)](#)

Additional evidence for how the sailors lived:

Building ships and providing supplies [London News](#)

[Sea Boot](#)

[Tea Canister](#)

[Portable Cook Stove](#)

[Discovery of boat](#)

[More Relics](#)

[Franklin Relics](#)

Student Handout, Part 2: Activity #2: **British Sailors: Life in the Arctic**

Topic: _____ Location: _____

Review and summarize the challenging conditions information recorded in Activity #1 (think about this in comparison to where they lived at home).

-
-
-
-

Choose one key aspect of your topic and describe the sailors' lives on the ship/on the land in relation to that topic. Use this chart to draft your ideas. Make a chart like this for the wall.

Who: Sailors	Topic: Shelter	Location: On the Land
Describe their	Skills and Knowledge	Source of materials for

Choose photos from the **Evidence** list, other resources on the FM website, or other resources in your classroom that relate to your topic and print them. Add them to the chart to illustrate/provide evidence for what you write about your topic.

Review all the information you have recorded and the photos you used to summarize answers to these questions on another chart:

- How did Arctic conditions in the winter influence the way sailors lived on the ships/on the land in relation to _____(topic)?
- What resources, tools and equipment did they have, such as, _____(example) to use for _____(topic)?
- What is surprising about the resources sailors had to address their need for _____(topic) on the ships?
- What is surprising about the resources sailors had to address their need for _____ (topic) on the land?
- How do you explain the resources they had for living on the ship compared to the resources they had for living on the land?
- How do you think sailors viewed the land? Why? What were the results of their views of the land?
- Sailors had to follow the directions of the officers. Even so, how did they demonstrate the principle of *Piliriqatigiingniq* in the way they completed tasks related to _____ (topic) on the ships/on the land? What evidence do you have?

Put your names on your chart. Be prepared to share your chart and your answers to the questions with the class. Involve everyone in your group in sharing.

Student Handout Part 2, Activity #3:

Sample Letter to Search and Rescue (SAR) Committee

Thank you for coming to visit our class!

As you found out, we have been studying the 1845 Franklin Expedition and what happened to the British sailors when they abandoned their ships and tried to travel overland across King William Island. As you know, they all died.

We found out that conditions in the Arctic can provide opportunities, but also challenges. We learned that the British encountered conditions that were difficult for them, such as:

-
-
-

We also learned that the British had some resources, tools and skills to help them with _____(choose one: food, clothing, shelter or transportation) when they were forced to travel on the land, such as:

-
-
-

We know this because of evidence we studied about their expedition:

Name of source	What evidence it shows

As you know, *Inuit* at the time of the Franklin expedition lived very successfully on the land using the following key equipment, tools and skills related to _____(topic).

-
-
-

We know this because of evidence we studied about how *Inuit* lived at that time:

Name of source	What evidence it shows

Environmental conditions today have changed somewhat, but are similar in many ways to

those in 1845. They can still be challenging!

We are concerned that people who travel on the land today may not be experienced travelers and we have heard sometimes people are not as well prepared as they should be. Some people may assume that because they have new technology, they do not need to know the skills their ancestors used to survive. As you know, all these factors can result in search and rescue events.

We learned some things in our research about lessons *Inuit* followed to survive and thrive successfully on the land in the past. One of those things is how important it is to work together. One way to do that is to ensure people are well prepared, knowledgeable, skilled and use available technology when they travel.

Thank you for explaining that for _____(topic) today, it is important to have the following equipment and tools when we travel on the land:

-
-
-

You mentioned that for _____(topic) today, we should have the following skills *Inuit* have used for years:

-
-
-

You also explained that for travelling on the land today, people need to have, and know how to use, new technology, such as:

-
-
-

When you visited our class, we talked about following *Piliriqatigiingniq* when we travel on the land. I think we can do that today when we travel on the land by...

-
-

Following your advice would help everyone today overcome the challenges the British experienced because...

It would also overcome the challenge of...

Thanks again for helping us with this very important topic!

Sincerely,

(your name)

Student Handout, Part 2, Activity #3: SAR Letter - Sample Assessment Rubric

Use this rubric to assess the Letter to the SAR or adapt it as appropriate for what you taught:

- Identification of evidence to support their conclusions
- Strength of the conclusions/recommendations they offer

	In Progress	Satisfactory	Competent	Very Good	Outstanding
Identifies relevant evidence from selected resources about British travel on the land	Identifies no relevant details in selected resources	Identifies some relevant details, but the most important information is missing	Identifies some relevant details, but important ones are omitted	Identifies the most important details	Identifies many unusual details, including the most important information.
Identifies relevant evidence from selected resources for <i>Inuit</i> life	Identifies no relevant details in selected resources	Identifies some relevant details, but the most important information is missing	Identifies some relevant details, but important ones are omitted	Identifies the most important details	Identifies many unusual details, including the most important information.
Offers appropriate and well thought-out details about lessons learned	Recommendations are not appropriate or well thought out	A few recommendations are appropriate and well thought out	Some recommendations are appropriate and well thought out	Most recommendations are appropriate and well thought out	Almost all recommendations are creative, appropriate and well thought out

Part 2: Activity #1: Images of *Inuit* Life



Image provided by Project Naming. Credit: D.B. Marsh / Library and Archives Canada / e007914451.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada / PA-114673.



Image provided by Project Naming. Credit: Canada Dept. of Interior / Library and Archives Canada / PA-041382.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada / PA-114668



Image provided by Project Naming. Credit: Richard Harrington/
Library and Archives Canada / PA-130111.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada /
PA-146407.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada / PA-176702.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada / PA-204835.



Image provided by Project Naming. Credit: Richard Harrington /
Library and Archives Canada / PA-146346.



Image provided by Project Naming. Credit: Richard Harrington /
Library and Archives Canada / PA-140582.



Project Naming. Credit: Richard Harrington /
Library and Archives Canada / PA-144005.



Image provided by Project Naming. Credit: Richard Harrington /
Library and Archives Canada / PA-144008.



Image provided by Project Naming. Credit: Richard Harrington / Library and Archives Canada / PA-133346.



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Library and Archives Canada / PA-193572.



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Part 3: What *Inuit* oral history teaches us about Franklin?

Purpose:

Part 3 answers the questions: *What Inuit oral history teaches us about Franklin? What was the role of oral history in Inuit life in the past? How does Inuit oral history help people today know what happened to the Franklin expedition? How is oral history used today?* It introduces students to what oral history is and to *Inuit* oral history about the Franklin expedition. Students read an article about how *Inuit* oral history is *being passed on today* about the Franklin story, in the actual place where the story happened. This helps students think about how oral history is shared and why it is important to keep sharing it. They also examine other *Inuit* oral history about the Franklin story to see how *Inuit* were involved and what additional information they provided. Finally, students gather oral history from their community, make a poster about their story, and share it in an Oral History Fair. This activity also helps them understand how oral history is important today and in the future.

Preparation:

The 'Teacher Information' section includes a list of additional resources related to *Inuit Qaujimaqatugangit* and *Inuit* oral history about the Franklin expedition.

Review Activity 1 about oral history and related terminology. View the video or read the CBC news article ahead of time.

Prepare the Jigsaw Activity by making 4-5 print copies of each section of the article to give students. Decide how many print copies of other articles to make for each activity.

One of the main activities in this part requires students to record an example of oral history from someone in the community. See the Nunavut Literacy Council Manual: Unipkausivut listed in part 1 for background information on oral history and step by step procedures for gathering oral history in Nunavut. If you have never taught students to do an oral history project, see also: Our Schools/Ourselves, Winter 2016. This edition features oral history education and explains how all children can collect family oral history.²⁹

Procedures for gathering an oral history story described below follow Nunavut expectations. In other jurisdictions, check with the school office regarding consent and honorarium protocols.

Talk to the principal ahead of time about the project, 'Our Oral History.' Discuss all aspects of the project, including the Oral History Fair, to determine details, such as, where you can hold it in the school. Ask about Nunavut Guidelines for working with Elders. Discuss these guidelines and community procedures with the principal. Ask about consent forms (Teacher Information in part 2 includes a sample), how to provide an honorarium, how to arrange transportation for storytellers to come to the fair, and other important parts of the activity. Create an information sheet for storytellers about the project, using the Student Handout as a guide, and ask the office to have it translated if necessary.

Learning Outcomes:

Specific outcomes related to this part of the unit are listed below. Generic outcomes used throughout the unit from the grade 8 *Nunavusiutit* - Social Studies and junior high *Uqausiliriniq* - Language Development and *Qanuqtuurnnarniq* - Creative and Critical Thinking curricula are listed in the Introduction. (See page 12).

Knowledge and Understanding

- *Nuniliriniq* – Physical Geography
 - Demonstrate understanding that accounts and perspectives of history may differ (Such as, oral history gives information that searchers did not know)
 - Give examples of the exchange of ideas and technologies among societies (Such as, spoons from Franklin ships to *Inuit* and seal meat from *Inuit* to British sailors)

Values and Attitudes

- *Unikkaat* – Stories
 - Appreciate oral traditions and stories as sources of historical understanding (Such as, information about the Franklin ships and crew)
 - Appreciate the continuity that oral history provides to *link* the past to the present (HTC 6) (Such as, how *Inuit* lived on the land in the past is similar to today)
 - Appreciate the knowledge of the past helps to *understand* the world today (HTC 6) (Such as, the ships and crew disappeared so people today are interested in finding the ships now to help determine what happened)

Equipment and Materials

- Chart paper, markers and tape
- 6 copies of CBC article, if it is used in Activity One
- Computer(s) with Internet access
- Equipment to record oral history stories and take photos
- Copies of sections of article *Inuit Qaujimagatuqangit*
- Copies of examples of *Inuit* Testimonies from the FM website

Resources

- Link to video: '[Louie Kamookak Video](#)'

OR

- Link to video: 'Louie Kamookak on Inuit oral history and the Franklin ships' (Click on the image just below)



OR

- If it is not possible to use either video, use the CBC news article: Franklin find proves 'Inuit oral history is strong': Louie Kamookak (hard copy provided)
- Hard copies: Canadian Geographic Article: *Inuit Qaujimagatuqangit*
- Hard copies/Link: [Inuit Testimonies](#) on the FM website

Student Handouts

- Student Handout: Part 3, Activity #1: What is Oral History?
- Student Handout: Part 3, Activity #2: Oral History Project
- Student Handout: Part 3, Activity #2:
Inuit Qaujimajatuqangit Article – Section One
- Student Handout: Part 3, Activity #2:
Inuit Qaujimajatuqangit Article – Section Two
- Student Handout: Part 3, Activity #2:
Inuit Qaujimajatuqangit Article – Section Three
- Student Handout: Part 3, Activity #2:
Inuit Qaujimajatuqangit Article – Section Four
- Student Handout: Part 3, Activity #2:
Inuit Qaujimajatuqangit Article – Section Five
- Student Handout: Part 3, Activity #3: Other *Inuit* Testimonies
- Student Handout: Part 3, Activity #3: Oral History Project – Sample Rubric

New Vocabulary

- Activity One: (identify from resource used)
- Activity Two Article:
 - Section One: stolid, sliver, ephemeral, shards, intrinsic, chronicling, baffling, grisly, salvation, nomadic, quickened
 - Section Two: saunter, exuberant, wit, chastened, inscrutable, invisible, excavated, Victorian, subsequent, cursed, vestiges
 - Section Three: lore, infuses, perplexing, recurring, haunting, dominant, inhospitable, prevails
 - Section Four: Dorset people/*Tuniit*, genetic, vanished, sophisticated, embellished, hallmark, Rasmussen, pilfered, sacrilege
 - Section Five: solemnly, forensic, anthropology, ritualistically, haunting, repetitious, archive, keening, pummeled, exaltation, triumphantly, hoists, haunches
- Activity Three: CBC News Article: reliability, potential, satisfying, testimony, validated, boom to tourism
- Activity Four: There may be *Inuktitut* language vocabulary that requires explanation

Assessment

- Make anecdotal records of individual contributions in different activities.
- Use the sample rubric to assess individual Oral History Posters. Share the rubric with students before they start the activity.
- Use conferences to review each student's activity sheets, as well as their poster.
- Home Group and Individual Self-Reflection on *Piliriqatigiingniq*.

Enrichment

If students have extra time, they can choose another *Inuit* Testimonial from the FM website for a different time period to read and summarize, using the same Student Handout.

Teacher Information

Additional Resources

Inuit Qaujimajatuqangit:

Arnakak, J. (2000, April 25). "Commentary: What is Inuit Qaujimajatuqangit?" *Nunatsiaq News*. See: [Arnakak IQ](#).

Department of Culture, Language, Elders and Youth. (1999, September). "Report from the September *Inuit Qaujimajatuqangit* Workshop," Iqaluit, Nu: Government of Nunavut.

Department of Education, (2007). *Inuit Qaujimajatuqangit: Education Framework for Nunavut Curriculum*, Iqaluit, Nu: Government of Nunavut.

Oral History

See the FM [Teaching Unit](#): "Inuit & Explorers in the Search for Franklin: 'Exhibiting' Voices from the Past." It is intended for older students, but provides helpful background information for teachers on 'Oral History,' 'Oral Primary Sources,' and 'Inuit Oral History' on page 8.

See explanations of, 'History vs. the Past,' and 'Testimony vs. Evidence' on the GUMICH website under '[Key Concepts](#) in Historical Thinking.' These are concepts related to oral history.

See also the Nunavut Literacy Council manual, *Unipkausivut*. Note: students who live with grandparents may be more familiar with oral history. They can act as a resource for others.

Collections of Inuit Oral History

There are many collections of Inuit oral history; these are two recent publications:

Bennett, J. & Rowley, S. (Eds.), (2004). *Uqalurait: An Oral History of Nunavut*. Montreal: McGill-Queen's University Press.

Pelly, D. (2016). *Ukkusiksalik*. Toronto, On: Dundurn. This book shares a collection of oral histories of Elders of the *Ukkusiksalik* area of the *Kivalliq* region of Nunavut.

Resources: Oral History and the Franklin Expedition

FM Website: The [Archive](#) section contains an extensive collection of Inuit Testimony related to the Franklin expedition, particularly the various searches for it in the years after 1848. Students study one item from this collection in this part of the unit.

Other Resources:

Gau, A. (2014, December) "If Any Living Inuk Knew," *Up Here*. pp. 24-38. Detailed overview of the Franklin story with a focus on Louie Kamookak's involvement and knowledge.

Potter, R. (2016, January/February). "Inuit [historians](#) that helped search for Sir John Franklin," *Canadian Geographic*. If you use this article, discuss the comment that *Inuit* "...were not 'historians' in the modern sense." What do students think?

Reader's Theatre Activity

Franklin find proves 'Inuit oral history is strong:' Louie Kamookak

Inuit saw 2 ships near King William Island; 1 was crushed in ice, 1 drifted further south

Source: CBC News North See: [Oral History Strong](#)

[CBC News](#) Posted: Sep 10, 2014 5:17 AM CT Last Updated: Sep 10, 2014 11:21 AM CT



A sea floor scan reveals one of the missing ships from the Franklin Expedition in an image released in Ottawa on Tuesday September 9, 2014. (Parks Canada/Canadian Press)

Narrator

Some in Nunavut are welcoming the discovery of one of Sir John Franklin's ships off King William Island as proof of the reliability of Inuit oral history, and a potential boost for tourism.

Louie Kamookak, a historian in Gjoa Haven, the community closest to the discovery, has spent more than 30 years interviewing elders to collect the stories passed down about the Franklin expedition.

[He sat down with Parks Canada in 2008 before the current search began](#) and provided them with information as to where the ships would likely be found.

Louie

"It's proving the Inuit oral history is very strong."



Gjoa Haven historian Louie Kamookak
(Louie Kamookak/Facebook)

Narrator

The two ships of the Franklin expedition — HMS Erebus and HMS Terror — and their crews disappeared during an ill-fated search for the Northwest Passage in 1846.

Louie

Inuit oral tradition says the two ships appeared on the northwest side of King William Island. One was crushed in ice and the other drifted further south.

It was afloat for two winters before it sank. Elders said there may have been people living on it during the first winter, but there were no signs of people during the second winter.

"For us Inuit it means that oral history is very strong in knowledge, not only for searching for Franklin's ships but also for environment and other issues."

Narrator

Archeologist Dr. Doug Stenton, director of heritage for the Government of Nunavut, was aboard the vessel that made the discovery on Sunday.

Dr. Stenton

The team may not have found the ship 11 metres underwater without Inuit knowledge.

"It's very satisfying to see that testimony of Inuit who shared their knowledge of what happened to the wreck has been validated quite clearly."

Narrator

Author David Woodman agrees. His book *Unravelling the Franklin Mystery* drew on more than a century of Inuit oral testimony.

David Woodman

"The Inuit are validated more than anything else." "All that really happened was it took 200 years for our technology to get good enough to tell us that Inuit were telling us the truth."

Narrator

Nunavut Premier Peter Taptuna also commented.

Premier Taptuna

The search was worth the money spent by the federal government, as it is also providing details of the longest and least-explored coastline in Canada, and may help put Nunavut on the map in other ways with a possible boom in tourism.

"It will be great for tourism, especially in that area." "A lot of books have been written, a lot of history. I'm sure once there's further exploration of the wreck, there will be a lot more exciting things coming out."

Instructional Activities

Activity 1: Introducing Oral History

Purpose:

The purpose of this activity is to introduce students to what oral history *is* and to *Inuit* oral histories about the Franklin expedition.

New Vocabulary:

Identify potential new terms in the resource used in Step 1.

Steps:

1. Introduction: Explain to students they will learn about *Inuit* oral history related to the Franklin expedition and to their own community. Ask students what they think oral history is. Use one of the videos listed above: 'Interview with Louie Kamookak' or 'Louie Kamookak on *Inuit* oral history and the Franklin ships.' to introduce this topic. If Internet is not available, use the article from CBC news listed above: *Franklin find proves 'Inuit oral history is strong: Louie Kamookak*. A print copy is provided in 'Teacher Information.' Make 5 copies for the students who read it to the class.
2. Video/Article Activity: Show students one of the videos. Give them **Student Handout: What is Oral History?** Ask students to write information from the video in appropriate places on the handout while they watch. *Ask them to leave the statement 'What is Oral History...' blank. They will complete it later.* Give students more time to record information after the video. They may want to see it twice if time permits.

Choose/add appropriate questions to answer as a class, depending on video used:

- How did Louie first become interested in the story of Franklin? (Such as, from stories he heard)
- Who told Louie the stories? (Such as, his grandmother and Elders in the community)
- What challenges did Louie face when comparing the stories he heard from his grandmother/others with writings from Franklin searchers? (Such as, to match the places he had heard about in oral history with what the searchers thought)
- How did Louie's knowledge of the land and of *Inuit* oral history help recent searchers? (Such as, he could tell them information from oral stories to indicate where they should search for the ships, using the term, *Umiaqtaalik*)

OR

CBC News Article - Reader's Theatre Activity: If you are using the article, choose five students to read it to the class as Reader's Theatre. One student is the narrator and other students each read a different person who 'speaks' in the article. Each student's part is clearly marked in the article. Give students time to practice before they read to the class.

Explain to students they will listen to an article that shares information about oral history. As they listen to the article, they should take notes under the questions on **Student Handout: What is Oral History?** Ask them to leave the statement 'What is Oral History...' blank. They will complete it later. Add new information to this handout in other activities.

Ask students to read the article out loud twice. Ask the class the first two questions, which they can answer from hearing the article and their notes. Give them an opportunity to talk in pairs about the last four before discussing as a class.

- Where did Louie get the stories? (Such as, from Elders)
- What did Louie learn from oral history about the Franklin expedition? (Such as, where the ships were located at one time, they were floating for 2 winters, there may have been people on them, what happened to them: one crushed, one drifted)
- What does Louie mean by: "It's proving the *Inuit* oral history is very strong"? (Such as, finding one ship in the area where Elders said it would be, shows the stories are true.)
- What do you think David Woodman meant by the statement: "The *Inuit* are validated more than anything else"? (Such as, searchers should have believed the stories that *Inuit* told, *Inuit* stories are truthful, *Inuit* know the land, the ice and the currents, and *Inuit* stories are very old).
- How would oral history be a "boost for tourism?" (Such as, people will come from all over the world to see where the ship was found, people will spend lots of money to come to Gjoa Haven and it will become famous)
- Why is oral history important today? (Such as, it can teach what happened in the past)

3. Think/Pair/Share Activity: What is Oral History? Explain that students may read or hear different terms used in the same way as the term, 'oral history.' Ask what other terms they wrote on their handout ('testimony,' '*Inuit* or oral testimony,' 'oral tradition'). Another term they may hear or read about is 'collective memory.' 'Oral history' is sometimes used to refer to individual life stories and 'collective memory' is used for stories about a group of people. These terms are often used in the same way as 'oral history.'

Using information they have heard so far, and what they wrote on the **Student Handout**, ask students to work in pairs to write a draft explanation or definition of oral history at the bottom of the handout, in response to the statement, "Oral history is..." They should think about:

- Where does the story/information come from? (Such as, from family/group events)
- How is the story/information shared? (Such as, it is told orally as a story or sung)
- What is it about? (Such as, something that happened long ago)
- How does it link the past to today? (Such as, it shares something important from long ago that relates to/informs life today)

Each pair shares something from their definition with the class.

Create a wall chart and record new information from each pair. Review everything recorded as a class and ask students to edit/add to their definition. Ask several students to polish the definition to share with the class. It should be something like: stories about what happened in the past handed down from generation to generation by word of mouth, often in a family,

or, “orally transmitted history of a family, group or nation.”³⁰ They read it to the class and then post it on the wall in the *Inuit* section.

Activity 2: How is Oral History Shared?

Purpose:

The purpose of this activity is for students to learn how oral history about the Franklin story is being shared on the land with youth in places where the stories actually took place. This emphasizes the relevance of oral history today.

New Vocabulary:

Potential new words are listed in ‘Preparation’ above for each section of the article.

Steps:

1. Explain to students they are going to read an article about Franklin oral history and how Louie Kamookak is sharing it today with young people from Gjoa Haven. Tell students the title of the article is *Inuit Qaujimajatuqangit* (IQ).

Brainstorm and record answers to these questions, or explain:

- What is *Inuit Qaujimajatuqangit*? (Such as, *Inuit* traditional knowledge about beliefs, principles, values and ways of living passed down that are relevant today.)
- What do they think the article will be about? (Such as, something from the past.)
- How does this term relate to oral history? (Such as, oral history is also passed down from generation to generation and is about the same kinds of topics.)
- Why is it important to learn about IQ today? (Such as, IQ is the basis of *Inuit* culture and is still relevant to helping students learn what it means to be *Inuit*.)

Return to the chart after the groups have reported on the article in the next activity and add more information about IQ.

1. **Jigsaw Activity:** Divide students into five groups. Number the students in each group from one to five. All the students *with the same number* in these groups leave their group to form a new group. Each new group will read the section of the article marked with their number. Give students the **Student Handout: *Inuit Qaujimajatuqangit* for their section** of the article to complete as a group when they are finished reading. *Emphasize they read only their section.* When everyone is finished reading and doing their handout, they move back into their *original* group. In the original groups, each student, in numerical order, uses their handout to share key information from their section of the article, as well as items marked with **. This will give everyone an overview of important new information in the article.

Discuss the article in terms of these topics:

Piliriqatigiingniq:

- How did their activities on the land demonstrate this principle? (Such as, setting up camp, caribou hunt and feast)

Connecting with the past:

- How did activities on the land help youth connect with, and learn about, traditional *Inuit* life? (Such as, sharing oral history, traditional songs, learning about David growing up on the land)
- What did they learn about oral history? (Such as, it has to be repeated exactly)
- How does oral history help youth understand their world today? (Such as, they can see how aspects of the past still influence their lives today)
- How can oral history help youth connect with the future as well as the past? (Such as, they can think about what is important to continue from the past and the present in the future)

Perspectives about the land:

- How does travel on the land influence the way people think about it? (Such as, experiencing it gives people more knowledge, respect and appreciation for it)
- How did the author see the land differently from Louie and David? (Such as, less positively) Why? (Such as, possibly less direct experience with it)
- Think about youth in your community: How often do most youth travel on the land? When do they go on the land? For what reasons?
- What recommendations do you have for ways to increase opportunities youth have to travel on the land? (Such as, regular school programs on the land)

Ask students to look at their definitions of oral history from their handout in Activity 1 and add new information. Such as, the information has to be repeated in the same way each time. Explain this element of *Inuit* oral history is very important – exact repetition takes the place of something written/printed that stays the same. They can also add other new information under the questions. Add this information to the class definition of oral history on the wall chart.

2. Oral History Project Activity: The description of this activity below is intended for Nunavut classrooms. *Note:* this activity could be included as part of the annual school Heritage Fair. Teachers in other jurisdictions may have to adapt it for their students.

- Explain that each student will gather an oral history story from someone in the community. Each student should ask a different person.
 - Who: Brainstorm with the class the kinds of people they might ask for a story: an Elder in their family, an Elder who is a friend, etc.
 - Topic: The story can be about anything that happened long ago, such as when people in their area first encountered outsiders, how the storyteller lived as a child, a special event in the life of his/her family, an experience from the past about hunting, etc.
 - Completion Date: Give students the date when the story has to be recorded.

Give students a copy of **Student Handout: Oral History Project** and review the steps with them. Key information includes:

- They should start now to find someone, probably an Elder, who is either a family member or a friend, who is willing to share an oral history story.

- They can do the whole project in either *Inuktitut* language or English. If the storyteller speaks a different language, students will need to ask someone to translate.
- Explain students should prepare to record the story and take a picture of the Elder. Find out if anyone needs help with equipment to do this.
- Students will have an information sheet to give the storyteller to explain the project.
- Students will ask the Elder to sign a consent form (see appendix ii) to share their story/video/photo.
- The storyteller will receive an honorarium for sharing their story.
- They will need to listen very carefully and may need to ask questions to clarify what is being said.
- Each student will put their story on a class DVD/Facebook page/website.
- Each student will make a poster to share information about their story in an Oral History Fair for the community. Explain what an Oral History Fair is.
- Share the assessment rubric with students so they know what they need to consider in their work on this project.
- Check in with each student during the following unit activities to see if they have found someone and provide assistance if needed.

Activity 3: What else do we know from oral history about Franklin?

Purpose:

The purpose of this activity is for students to explore other oral history about the Franklin expedition shared by *Inuit* from the surrounding area, who encountered people searching for the ships and crew. They will learn about the way *Inuit* viewed the sailors and how the searchers viewed *Inuit* at that time.

New Vocabulary:

Students will have to identify new terms themselves from the evidence they choose to use.

Steps:

1. *Piliriqatigiingniq* Activity: Divide students into Home Groups. Remind Home Groups to follow the *Piliriqatigiingniq* agreements in their group and review the goal they set the last time they worked together so they can try to improve the way they work this time.
2. Other *Inuit* Testimonies:
Give each Home Group a different testimony. Ask them to read the testimony, identify new vocabulary and answer the questions on **Student Handout: Other *Inuit* Testimonies**. When they are finished, discuss as a class:

Perspectives of each other:

First of all, ask students to think of a time when they travelled somewhere else and how they reacted to new people they met. OR, What do they do/think/feel when they meet someone from a different culture? Such as, they may act shy and be very quiet. They may feel uncertain or even fearful.

Then discuss these questions:

- What struck you about *Inuit* descriptions of the crew? Why? (Such as, they were surprised they were so poorly dressed)
- What struck you about the authors'/searchers' descriptions of *Inuit*? Why? (Such as, they focused on superficial things)
- What struck you about *Inuit* perspectives about the searchers? Why? (Such as, they were very patient with them)
- How do peoples' perspectives of each other change as they get to know each other better? (Such as, we become more relaxed and friendly, focus on more than superficial things)

Exchange of 'technologies':

- What did you learn about the way the crew survived on the land? (Such as, they had a really difficult time)
- What did the crew need from *Inuit* they met? (Such as, mostly food)
- Did the crew make good use of what they were given? Why or Why not? (Such as, not usually - too unfamiliar and they wanted to cook it and couldn't)
- How do you react when you encounter a new food? (Such as, reluctant to try it)
- What were *Inuit* most interested in on the ship? Why? (Such as, metal objects or wood for making equipment and using as tools – wood and metal were not available)

Activity 4: Oral History Project

Purpose:

The purpose of this activity is to give students an opportunity to gather and record and present an oral history story about events related to their family or people who live in their community. This shows how oral history is relevant now and will be in the future.

New Vocabulary:

Ask someone in the school, or from the community, to assist with *Inuktitut* language vocabulary in the oral history that may be traditional and less familiar to students today.

Steps:

1. Sharing oral histories: Decide how to record the stories using DVD/school website/ facebook page/library IPAD, etc. Ask several volunteers to record an Introduction that includes a description of the project, the year the project took place, and the names of the community, school and teacher. It is important to give a copy of the stories to each storyteller and make them available to school and community libraries, local Visitor and Elder Centres, and other appropriate places in the community.

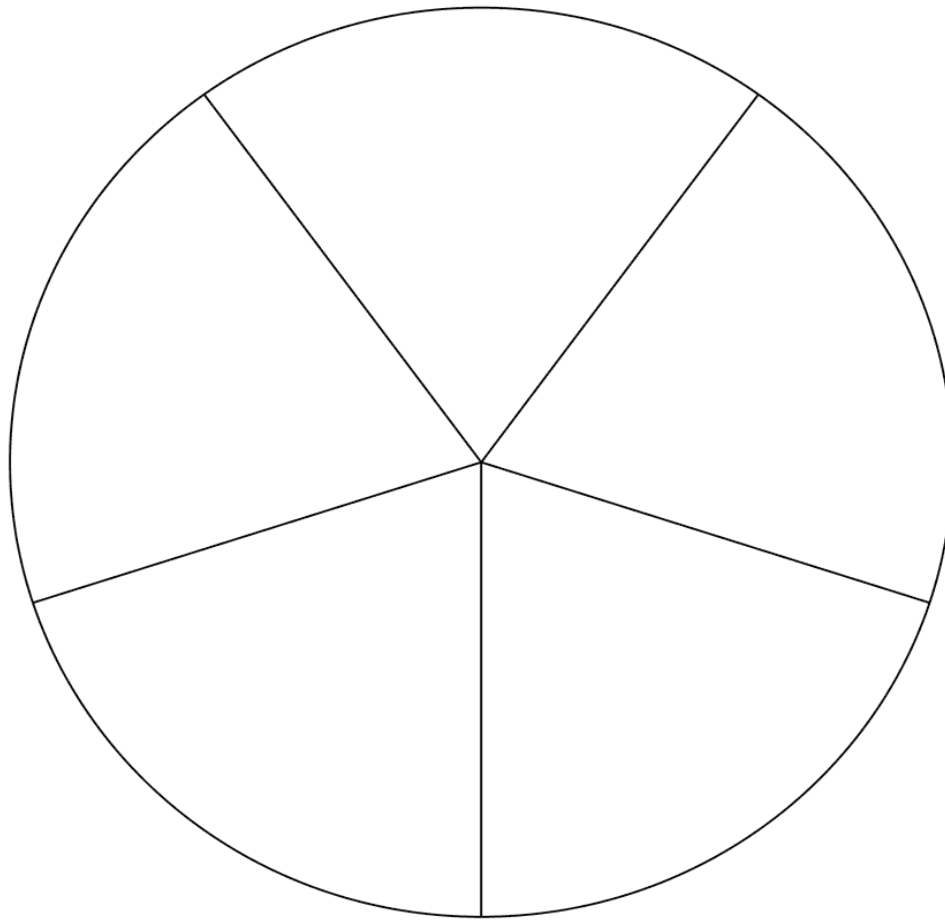
Ask each student to record their story, making sure their name and the storyteller's name are at the beginning of the story. Each student should also record answers to the questions on their handout after the story. Give students opportunities to listen to each other's stories.

2. Oral History Posters: Ask the art teacher to visit the class before students start making their posters to help students consider how to use colour and visual elements to enhance the topic of the story and the presentation of the text from their answers to the questions on **Student Handout: Oral History Project**. Give students time to make their posters at lunch (if that works), after school, or arrange with the art teacher for them to make their posters during art if possible.
3. Oral History Fair: Ask each student to make an invitation for the person who told their story and give it to them ahead of time. Arrange transportation if the storytellers are Elders. Have students announce the fair on local radio to invite community members to attend and give special invitations to people students particularly want to attend, such as family. Ensure the posters are hung with space between them and there are at least two chairs at each poster for the student and the storyteller. Post a list of all the topics of the stories.

Review with students the list of items to think about when explaining their poster to a viewer, such as, why it is important to know these stories today and in the future.

After the fair, review each student's project with them, using the Sample Assessment Rubric.

Student Handouts



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Student Handout: Part 3, Activity #2: Oral History Project

Sample steps

Preparing for Storytelling:

- Talk to family or friends about who might have interesting oral history to share.
- Depending on the language used by the recommended story teller, and your ability in that language, ask someone to help you with translation.
- Talk to the person recommended to see if they have a story they will share.
- Give them the information sheet about the project and explain it to them:
 - Find out *when* and *where* is best for them to meet with you.
 - You would like to record their story and take a picture of them.
 - They will receive an honorarium for helping you.
 - You will try to make sure they are comfortable and have tea.
 - You will take notes while listening.
 - You will ask questions about the story when they are finished.
 - You will share their story with the class.
 - The class will make a record of all the stories and they will get a copy.
 - You will make a poster to share information about the story with the school and the community.
 - You will invite them to come to the school when you share your poster.
- Give them the consent form to sign if they agree.

Storytelling:

- Make sure the storyteller is comfortable.
- Make sure the equipment is working.
- Record the story and take the picture.
- Ask questions* to clarify and to get more information; write down the answers.
- Ask the storyteller if they have any artefacts or maps (evidence) related to their story to share with you.
- If so, ask them to explain the items and take pictures, if they agree.
- Be sure to thank the storyteller!
- Be sure to thank the translator!
- Write notes from the storytelling as soon as possible, so you don't forget.
- Record the story and answers to key questions in class.

*Possible questions about the oral history:

Be prepared to ask the storyteller to answer questions like these; they may not all be relevant and you do not want to tire them out. They will likely want to tell their story first.

- Who told you the story?
- Are they related to you? How?
- Who did they learn the story from?
- How old were they when they first heard it?
- What were the circumstances when they first heard the story? (Such as, in an *iglu* or tent, with family or several families, in the winter or spring, after a hunt, etc.)
- Where does the story take place?

- What would you have asked the original storyteller if you had been there?
- Why is this story important today?
- Anything else you would like to know about this story...

Planning the poster:

Plan how the poster will look so it is attractive and informative.

- What is the title?
- How will you make the poster catch the viewer's eye?
- How will you include the photo and name of the storyteller so they stand out?
- How will you include any pictures of artefacts or other evidence?
- How will you use art or images to represent/enhance the text?
- How will you use space to include the most important information?
- What information or text is most important to have on the poster?
- How will you present the text briefly to answer key questions?

Presenting the poster:

Plan how you will present the poster:

- Even though everyone in the community already knows your storyteller, plan how you will introduce the person *as a storyteller* to people who come to look at your poster.
- How will you make the storyteller comfortable and provide translation if needed?
- What key information will you include in your presentation about the story?
- Include answers to these questions:
 - Why did you pick this person?
 - Why is this story important to you?
 - What have you learned from this story?
 - How does it make you feel to know this story?
 - Why is it important to know this story today?
 - How will you continue to share this story?
- How will you use the poster in your presentation?
- How will you involve the storyteller in your presentation?
- How long will you make the presentation?
- How will you involve viewers in your presentation?
- How will you finish the presentation?
- Plan the sequence of your poster explanation.

Student Handout: Part 3, Activity #2: Inuit Qaujimajatuqangit Article – Section One

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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Read your section of the article and answer the questions with your group. Be prepared to share what happened in this section and your answers to items marked ** with others.

Who was on the boats? Where were they going?

Why were they going there?

**Why is Louie so determined to share what he knows with others?

**Why do you think the youth were interested in going on the trip?

**How is the story of Franklin relevant to their lives today and in the future?

**Why was it important to share oral history with the students *on the land where the story happened*?

**How do you think the students in the story felt about having this opportunity to *experience* oral history on the land? How would you have felt?

Student Handout: Part 3, Activity #2: Inuit Qaujimaqatugangit Article – Section Two

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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Read your section of the article and answer the questions with your group. Be prepared to share what happened in this section and your answers to items marked ** with others.

Why does Louie call it “the land of the dead?”

**Why do you think Louie brought youth out on the land with him?

**How is *experiencing* the land different from just *hearing* about it?

**Why does the author call the land, “the inscrutable Arctic?”

What evidence do they see/use to explain why they think the grave they find is from the Franklin crew?

What evidence do the youth learn from oral history about this being a place where the Franklin men came?

What other evidence do they see that implies Franklin crew were there?

Student Handout: Part 3, Activity #2:

Inuit Qaujimagatuqangit Article – Section Three

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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Read your section of the article and answer the questions with your group. Be prepared to share what happened in this section and your answers to items marked ** with others.

Why does the author say the place is, “where bad spirits roam?”

What evidence is given for using this description?

**Why does the author call the land “inhospitable?” What does this reflect about the author’s perspective of the land? How does it relate to British perspectives?

**The author implies that *Inuit* agree. Do you think *Inuit* agree? Why or why not?

**Do you agree? Why or why not?

**Why does Louie say it is important to be on the land?

**What did David learn about the land growing up there?

How did they use *Piliriqatigiingniq* in setting up camp?

Student Handout: Part 3, Activity #2:

Inuit Qaujimajatuqangit Article – Section Four

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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Read your section of the article and answer the questions with your group. Be prepared to share what happened in this section and your answers to items marked ** with others.

How did Louie learn what he knows about the island and Franklin's crew?

**How does being on the land help youth learn?

What oral history did Louie's great-grandmother pass on to his grandmother?

What did Louie do to help the searchers find the Franklin ship?

**What evidence does the oral history tell us that we cannot get from searchers' journals?

**What is it about *the way Inuit* oral history is told that makes us believe it is true?

Who are the *Tuniit*? Why is it important to know about the *Tuniit* who lived in the Arctic before *Inuit*?

What evidence do we have today of how *Tuniit* lived long ago?

Student Handout: Part 3, Activity #2: *Inuit Qaujimajatuqangit* Article – Section Five

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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Read your section of the article and answer the questions with your group. Be prepared to share what happened in this section and your answers to items marked ** with others.

**How are oral history stories similar to traditional songs?

**What is an archive? How do oral history and songs act as archives for *Inuit*?

**What does the quotation mean: ‘For me, it would never be possible to know what I know today, if I only read the journals of the [European and American] people who went searching.’?”

**How does this experience on the land “act as a bridge from the past to the future” for the youth - with their ancestors *and* - with their own lives that are still ahead of them?

What experience have you had that made you feel connected with the past *and* the future?

Student Handout: Part 3, Activity #3: Other *Inuit* Testimonies

Read the testimony and answer the questions. Be prepared to share with the class.

New Vocabulary (Use the back of the page if you need more space)

New words	My explanation	Group explanation
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1. Make a chart about the information in the testimony. After answering, give examples of words or phrases from the text.

Name of the <i>Inuk</i> :
Name of the Explorer/Researcher:
What part of the Franklin story is this oral history about?

What did <i>Inuit</i> see?	
Where were they?	
How did <i>Inuit</i> describe the crew?	
How did <i>Inuit</i> try to help?	
What did <i>Inuit</i> try to exchange with the crew? How well did that work?	
What new information did <i>Inuit</i> provide to searchers?	

2. Answer the following questions:

What makes oral history believable? (such as, detail)

What struck you about how the searchers describe *Inuit*? Give examples of words they use...

What would you have asked if you had been there?

Student Handout, Part 3, Activity #2: Oral History Project – Sample Assessment Rubric

Use this rubric to assess the Oral History project for:

- Evidence of attention to 5 tasks, including the details, to prepare for storytelling
- Evidence of completing 10 tasks related to the storytelling
- Evidence of attention to 10 tasks to prepare the poster
- Evidence of attention to 10 tasks in presenting the poster at the fair

	In Progress	Satisfactory	Competent	Very Good	Outstanding
Preparation for storytelling shows evidence of attention to tasks	Very little evidence of preparing for most of the tasks	Evidence of preparing for three or four tasks	Evidence of preparing for six or seven tasks	Evidence of preparing most of the tasks	Evidence of careful and creative preparation for most of the tasks
Results of the storytelling show evidence of completing tasks	Very little evidence of completing tasks other than the actual recording	Evidence of completing three or four tasks	Evidence of completing six or seven tasks	Evidence of completing most of the tasks	Evidence of thoughtful and sensitive completion of most of the tasks
Poster preparation shows evidence of planning for artistic and text design tasks	Very little evidence of planning for any aspect of the poster	Evidence of planning for three or four design tasks	Evidence of planning for six or seven design tasks	Evidence of planning for most of the tasks	Evidence of interesting and creative approaches to planning most of the design tasks
Poster presentation shows evidence of careful and detailed attention to tasks	Presentation shows very little evidence of detailed or careful attention to most of the tasks	Presentation shows evidence of attention to three or four tasks with some care and detail	Presentation shows evidence of attention to six or seven tasks with a lot of care and detail	Presentation shows evidence of attention to most of the tasks with great care and detail	Presentation shows evidence of careful and creative attention to detail for most of the tasks

Part 4: How did *Inuit* and British Name the Land?

Purpose:

Part 4 answers the questions: *How did Inuit and British name the land? What do Inuit and British names tell us about how they viewed the land? What were the consequences of the British view of the Arctic?* It introduces different ways that *Inuit* and British named the land in the past and how those names represented their perspectives about the land. Students compare maps with British and *Inuit* place names on King William Island. They study place names in the area around their own community today and how *Inuit* names for the land around their community have been passed down through generations. They also study the names of their community, what they mean and if the name has been changed.

Preparation:

This part of the unit relates specifically to Nunavut. Teachers in other jurisdictions may have to adapt them to their context, or skip to the last activity that reviews the unit. First Nations in Canada and Indigenous peoples around the world also have naming traditions for the environment, so teachers can substitute those customs.

Pages in 'Teacher Information,' about 'Relationship to the Environment,' from *Inuuqatigiit, the Curriculum from the Inuit Perspective*, explain how *Inuit* view the land.³¹

Note: some places around communities may have names in only one language, and, it may be difficult for students to answer some questions because the names are so old, but it is important for students to find that out. Try to get a list, or a print copy of a map of local place names in *Inuktitut* language and English/French, if possible, from the Hunters and Trappers Organization or the hamlet office, so students can see all the place names at the same time. If they do not have one, look up your community on the Inuit Heritage Trust (IHT) site, which has maps in *Inuktitut*, *Inuinnaqtun* (*Kitikmeot* region) and English. However, it is only possible to see one place name at a time on IHT maps. Students will have to be able to access the Internet to use it. *Note:* for communities in the *Kitikmeot* region, the 'Resource' section below includes the *Kitikmeot Atlas Project*. If you can obtain maps showing the land for your community (topographic or aviation maps) you should post these on the wall. Students, school staff, parents and Elders will be able to identify many place names and provide stories and information about them during this unit and throughout the year.

There are 6 steps to access IHT information:

1. Go to the Home Page at [IHT Place Names](#)
2. Under 'Projects,' open 'Place Names.' Under Place Names, click on the language you want to see on the map. For /French, click on the 'Visit the Place Names site.'
3. In the next window, check the box to agree to the statement. Then highlight the box.
4. That will open the 'Place Names' program window. Click on '1. View Named Places in Google My Maps' on the right hand side.
5. That will open the window with the list of all 25 Nunavut communities. (*Note:* some are listed together.) Many community names are in *Inuktitut*.
6. Click on the name of your community.

Invite an Elder or knowledgeable community member to speak to students about local place names. Try to find someone who worked on the IHT maps. The Hunters and Trappers Organization is the best place to ask for a recommendation for a speaker. Follow all the protocols for having a guest from the community in class. (See part 2 above.) Provide an interpreter if needed. If the speaker agrees, ask student volunteers to audio record the presentation for class use and as a school resource in the future.

Ask the visitor ahead of time to come prepared to talk about:

- how they helped identify place names around the community with IHT
- *Inuktitut/Inuinnaqtun* names of several important local land forms/land marks
- why *Inuit* names of those land forms/water bodies are still important today
- the story associated with one of those places and how that name has been passed down
- questions from students

Invite the mayor to come to the student presentations on community names. Explain what students have been studying. Ask the mayor if he or she is willing to answer questions.

Learning Outcomes:

Knowledge and Understanding

- Nunaliriniq – Physical Geography
 - Give examples of the influence of the natural environment on ways of living and world-view (Such as, *Inuit* place names reflect the features of the land)
 - Demonstrate understanding that world-views are shaped by many factors: time and place, culture, language, etc. (Such as, British views about the land may be influenced by their separation from it in their lives in villages at home, or time spent in ships on the ocean)

Values and Attitudes

- Unikkaat – Stories
 - Identify ideas, images, and symbols in contemporary life that have their roots in societies of the past (Such as, British names for places given long ago are still used in Canada today)
 - Provide examples of continuity and change in societies and reasons for each (Such as, when people moved off the land, communities were given names in both languages; some of the names used officially have changed from one language to the other today)
 - Appreciate that knowledge of the past helps to *understand* the world today (HTC 6)(Such as, different *Inuit* dialects in communities today developed in the different areas where they once lived)
 - Appreciate the continuity that *links* the past to the present (HTC 6) (Such as, how oral history has passed down place names)

Equipment and Materials

- Chart paper, tape and markers
- Recording equipment

Resources

- *Inuuqatigiit, the Curriculum from the Inuit Perspective: Relationship to the Environment*, p. 90, 93, 95
- See items listed in Student Handouts
- [Kitikmeot Atlas Project](#): maps of different areas in this region

Student Handouts

- Student Handout: Part 4, Activity #1: IHT Mapping Article

- Student Handout, Part 4, Activity #1: IHT Mapping Article Questions
- Map 1 - King William Island *Inuktitut* Place Names
- Map 2 - King William Island English Place Names
- Map 3 - Blank Map of King William Island
- Student Handout, Part 4, Activity #1: Place Name Comparison Chart
- Student Handout, Part 4, Activity #1: Gjoa Haven *Inuktitut* Spread Sheet
- Student Handout: Part 4, Activity #2: Place Names Close to Home
- Student Handout: Part 4, Activity #3: Our Community Names
- Student Handout: Part 4, Activity #3: Community Names – Sample Rubric
- Student Handout: Part 4, Activity #4: Learning from the Past
- Student Handout: Part 4, Activity #4: Relationship to the Environment
- Student Handout: Part 4, Activity #4: *Piliriqatigiingniq* Review

New Vocabulary

- IHT Article: furthering, mandate, embodied, abundance, keepers, preserve

Assessment

- Make anecdotal records of individual contributions in different activities.
- Use the sample rubric to assess the Community Names project. Share the rubric with students before they start the activity.
- Use conferences to review each student's activity sheets, as well as the Community Names project.
- Students complete the final *Piliriqatigiingniq* Home Group and Self-Reflection activities.

Enrichment

Individual students, or pairs of students, can read the following article, write letters to Louie Kamookak, edit each other's letters and send the letters to him. Louie has been honoured for his oral history work with a ceremonial flag and an *Erebus Award*. Suggest they plan what to write about first, such as, why they are proud of him; it is encouraging for *Inuit* to receive recognition; his research helped find *Erebus*; it is important to *Inuit* that he shared their oral history; they used his example to learn more about *Inuit* place names in their community and how those names have been shared.

Source: Nunatsiaq News Online

[Kamookak honoured](#)

Nunavut collector of oral histories honoured with ceremonial flag

Louie Kamookak recognized for helping to find HMS Erebus
NUNATSIAQ NEWS

The Government of Canada celebrated the 50th anniversary of the national flag Feb.16 by presenting a ceremonial flag to one remarkable Canadian for each of those years — including a celebrated Nunavut historian.

Louie Kamookak of Gjoa Haven received the honour for his lifelong efforts to collect oral histories from Inuit Elders about the disastrous 19th-century Arctic expedition led by Sir John Franklin, a statement issued by Prime Minister Stephen Harper said Feb. 16.

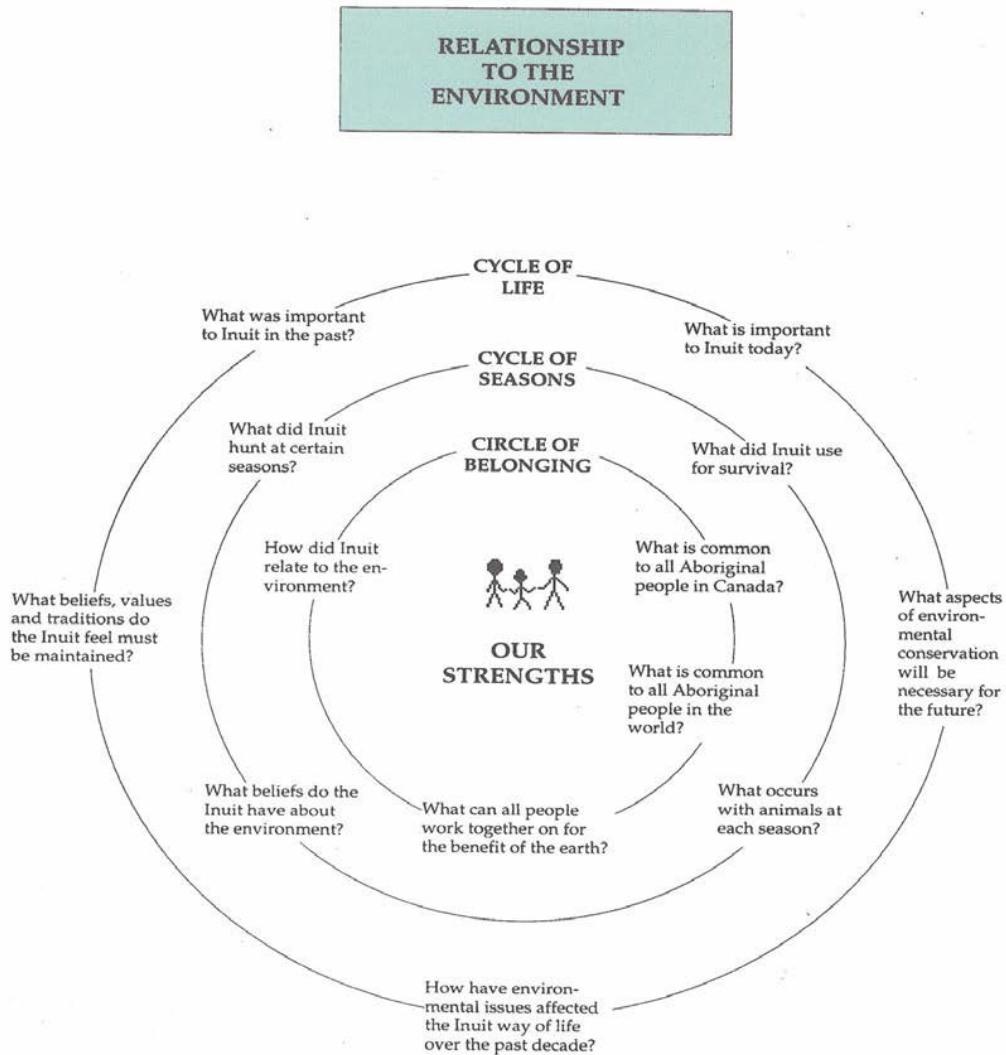
“This research helped lead to the 2014 discovery of one of the expedition’s two ships, HMS Erebus, off King William Island,” the statement said.

The discovery made international headlines last summer and Kamookak — the only Nunavummiut to receive this honour — told *Nunatsiaq News* at the time that *the discovery “proves that Inuit knowledge is very strong today, and it has always been.”*

Teacher Information

Additional Resources

Pages from Inuuqatigiit: The Curriculum from the Inuit Perspective



Land

Rationale : Inuit enjoy being on the land and are brought up to respect the land and be aware of distinctive landmarks. Elders say it is important for young people to be out on the land and to learn to read the land. They are concerned about possible tragedies that could happen because of a lack of survival skills. Elders and parents want the school to reflect this concern. This topic should emphasize landforms and landmarks for finding direction when travelling on the land, and survival skills. Even small children can be taught to be observant. This topic can lead to other topics such as land animals, fish, transportation, weather observation, camping, clothing, festivities and others, depending on what elders want the children to know at their age level.

Values

- Respect for inuksuit and the purpose for which they were built should be taught.
- Always giving care to the land, knowing it is the provider is important.
- Causing harm to the land by being careless or thoughtless was discouraged.
- Appreciation for the many stories, old and new, about the land should continue.
- Showing respect by leaving a gift in certain areas was important to Inuit.

Beliefs

- In some areas, Inuit believe that if a person pushes or knocks over an inuksuk on purpose, the person who made the inuksuk will die.
- The Inuit believe the earth produces eggs. If the earth's egg is broken or damaged, the earth will become very angry, weather will become very bad and deaths will be heard about from everywhere.
- The Inuit believed that if people stayed in one place too long, the land would get "hot", and then sickness, discontent, crime and social breakdown would occur.
- When you arrive at a place you have never been before, briefly walk backwards to ensure you will safely return to where you came from.

Major Understandings

- The land is very important to the Inuit.
- The land can provide everything for survival.
- The land must be treated with respect.
- Knowing the land is a tradition that is as much a part of life now as it was in the past.
- Inuit did not have maps or compasses but knew which direction they were going.
- Maps and compasses have become useful and helpful in today's world.
- Rocks have always been important to Inuit in providing shelter, tools, utensils and as games.

Attitudes

Students will be encouraged to:

- show respect for the land;
- become more observant about the land;
- take part in keeping the land safe;
- understand the importance of landforms or landmarks;
- appreciate how Inuit have learned to read the land to find their way;
- appreciate the beauty of their land;
- use their knowledge to indicate direction.

Land

CYCLE OF LIFE

CYCLE OF SEASONS

CIRCLE OF BELONGING

Grades 7 - 9

Grades 10 - 12

Objectives

Students will:

- learn the names of landmarks or landforms around their area and why they have those names;
- understand why the land is important to the Inuit.

Knowledge and Traditions

- Pointers made of rock or wood were left for others to indicate which direction they went.
- The Inuit learned to live completely off the land; they found everything they needed to live on the land.
- Every type of land has a name and history.
- Inuksuit (plural for inuksuk), cache marks, tent areas and rock shelters are important indications there was good game, maybe a festival gathering spot, or an area to which families would travel.

Key Experiences/Activities

- Find out from Elders and hunters about other landmarks that give clues to people for direction, dangers and animal habitat.
- Find out from the community about dangers that can occur on the land.
- Travel by ski-doo, boat or truck and observe a variety of terrain and landmarks further from the community.
- Have the students use a map to identify local landmarks and landforms.
- Have the students go on a short trip. During this trip, have the students write in their journal how the land makes them feel, what they see and what they know. Have them imagine what their emotions would be if they had to survive on the land with just what they have at that moment.
- Have each student choose a landmark or landform and find out the name and why they have that name. Remind them that there is always history and stories behind each one.

Objectives

Students will:

- develop a habit of telling someone where they will be hunting;
- learn the uses and dangers of the land;
- learn the traditional ways of respecting the land;
- learn to "read" the land, for direction and for signs of animals;
- learn what can harm the land.

Knowledge and Traditions

- Inuit learned to read the land, the sky, and the sea for guidance and direction
- The Inuit learned to live completely off the land; for food, shelter, tools, implements and clothing.
- Inuksuit indicated danger, direction, or migratory routes of animals.
- A small marker was placed near a lake to indicate where there was good fishing.
- Inuit could find which direction to go in even when there was fog or a blizzard by using the skills and knowledge that they learned from others.

Key Experiences/Activities

- Since inuksuit (plural for inuksuk) were made for certain reasons, find out from hunters why inuksuit are placed in your area, also talk about the changing image of inuksuit across the North today.
- Find out from hunters about dangers that can occur when travelling on the land.
- Learn from hunters every necessity that should be taken before going on a trip.
- While on a hunting trip, record, observe or note indications of animals in different terrains.
- Plan a route for a longer trip. This trip can provide an opportunity for students to lead, with guidance. During this trip, combine the traditional and modern way of finding direction. If the opportunity arises, look for signs of a good fishing lake, if there are no signs, perhaps your guide can show the students the traditional way of placing a marker next to a lake with fish.

Arctic connections: Mapping historic Inuit trails online

Matthew Kennedy - June 10, 2014

Source: Dalhousie University: Dal News

See link: [Arctic Connections](#)



Screenshot of the Pan Inuit Trails Atlas. (Claudio Aporta photos)

Inuit have spanned the arctic for hundreds of years and now, for the first time, some of the most important trails and tracks spanning the North American continent can be traced online.

Over the past four years, Claudio Aporta, associate professor in the Marine Affairs Program, has been collaborating with colleagues at Cambridge and Carleton Universities on *The Inuit Pan Arctic Atlas*. The result of their work, released today at paninuittrails.org, is a digital atlas constructed from historical records, accounts, maps, trails and place names that link historic information both relationally and visually on a map.



The atlas provides a unique window into the spatial extent and connectedness of Inuit occupancy, illustrating their historic sovereignty over a large area of Arctic land, sea and ice.

An oral tradition

The importance of trails and place names in the Arctic has often been overlooked. An intricate system of trails has long connected Inuit groups with their neighbours and with resources. For Inuit, trails are used in relation to the seasons, and in a sense act as a social space that provides a rhythmic connection to the animals they hunt.

“The only way of understanding the dynamic of life in the Arctic is looking at these trails,

says Dr. Aporta, (above) principal investigator of the SHHRC funded project, “The Northwest Passage and construction of Inuit pan-Arctic identities.”

Inuit trails span not only land, but sea and ice that change each year. As a result, trails and place names are an integral part of Inuit culture and heritage.

“For the untutored eye, these trails may seem indistinguishable from the surrounding landscapes, but for Inuit, the subtle features and contours are etched into their narratives and storytelling traditions with extraordinary precision,” says Michael Bravo, a co-director on the project and head of Circumpolar History and Public Policy at the University of Cambridge’s Scott Polar Research Institute. (The project’s third co-director, Fraser Taylor, is from Carleton University.)

Many of those trails were recorded through hand-drawn and printed maps, the result of encounters between Inuit and outsiders, but most Inuit trails have been shared from generation to generation for centuries.

“There has always existed a fascination with the Arctic,” says Dr. Aporta. “We often perceive the Arctic to be an empty, harsh place. *The Inuit Pan Arctic Atlas* allows us a different view of the Arctic, one that focuses on the interconnectivity of people and that illustrates historic and geographic connections among Inuit groups across the Arctic.”

Making connections

Traditionally, and even today, Inuit travel has a purpose.

“It could be exploring or visiting, but in many cases, especially when Inuit were living semi-nomadic life, and were not living in settlement, the travelling was mostly connected to availability of food,” says Dr. Aporta. “Inuit travelers would be moving in these trails at one time or another based on the availability of food on land, sea and ice. That is why trails can be thought of as a social space.”

The atlas connects accounts of these travels that were documented, recorded and mapped by explorers and other Arctic travelers. When viewed together, trails like the ones depicted in the atlas show links among Inuit groups that span from Alaska to Greenland.

“The atlas shows us that the sea ice has been a place of home, nourishment and connection for Inuit for generations,” explains Dr. Bravo. “It invites us to question how our own childhood stories and myths have inhibited a true appreciation of the continent we call North America.”

A political landscape

The concept and content of the Pan Inuit Trails Atlas is both a significant and timely contribution to our knowledge of the Inuit presence in the Canadian Arctic. The prominence of Canada’s internal water in political debates has been heightened by an economic landscape transformed by climate change and the global demand for resources.

This has made the task of communicating evidence of Inuit historical presence in the Arctic more important than ever.

“This atlas can be explored as evidence of rich Inuit history in the Canadian Arctic supplementing that offered by other sources such as archaeology and oral history and can be seen as a first step on a project that will include Northern Quebec, Labrador, Alaska, and Greenland,” says Dr. Aporta.

Note: To learn more about Inuit history, *Inuit Tapiriit Kanatami* (the Canadian national Inuit organization) has published *Inuit History and Heritage – 5000 Year Heritage* on their website that you might like to view. See link at [Heritage](#).

Instructional Activities

Activity 1: Gjoa Haven/*Uqsuqtuuq*

Purpose:

The purpose of this activity is to introduce students to the way *Inuit* name places on the land, the importance of this practice for survival, and to compare *Inuit* practices naming the land with British practices.

New Vocabulary:

New vocabulary in the IHT article is listed above.

Steps:

1. Introduction: Remind students that Louie Kamookak has been searching for Franklin for over 30 years on King William Island around Gjoa Haven. He asked people in Gjoa Haven to tell him stories they heard from Elders about the Franklin expedition. Some stories were about where the ships were last seen near the island. Other stories were about artefacts people found, pieces of the ships left on the land, and remains of skeletons. Many stories used *Inuit* place names to describe the locations of the items. Knowing the place names today, through these stories passed down *over more than 150 years*, helped searchers find sites with remnants of Franklin evidence today.

Explain to students that *Inuit* generally relate new knowledge to what is familiar to them, i.e., to home. This is true for most peoples. Tell students they will need to know the *Inuktitut* and English name (if there is one) for 3-5 land forms/land marks and/or water bodies in the area around your community. They will also need to know the locations of those places on the map. If they know names and locations already, they can use those. If they do not know any names, or if they do not know the locations, ask them to check with family or friends to get the information. Give them the date they will need to have this information to use in class.

2. Gjoa Haven's Name: Show or project this picture of Gjoa Haven and explain this is where Louie lives. Read the text to students.



Gjoa Haven / *Uqsuqtuuq*
'Place of plenty blubber'

Source: www.nunavuttourism.com

“The storied community of Gjoa Haven is located on the southeast coast of King William Island at the heart of the Northwest Passage. It is also called '*Uqsuqtuuq*' which means 'place of plenty blubber' in Inuktitut. The English name for this place honours the Norwegian explorer Roald Amundsen who wintered here with his ship the *Gjøa*. He called this place 'the finest little harbour in the world.' In 1906 he was the first European explorer to transit the Northwest Passage. The John Ross expedition of 1829 -1833 had previously visited this region and the ill-fated John Franklin expedition of 1845 perished nearby, so Gjoa Haven is often visited by arctic history buffs. The local Inuit are famous for their historic acts of kindness.”

Think/Pair/Share Activities: Ask students to work in pairs to suggest different reasons why Gjoa Haven might have been given its *Inuktitut* name. Then ask them to think about the differences between the *Inuktitut* and English names. Which name was most useful to people in the past? Why? Which name is most useful today? Why? (They may have the same answer to both questions: the name that describes something about the place is more useful, in both the past and the present, than the name of an explorer's boat.) Post a chart on the wall with two columns: Past/Present. Ask each pair to share answers/reasons for their answers. Tally the support for each name in the past and present and summarize the results on the chart.

3. Inuit Place Names: Remind students that when *Inuit* lived only on the land, as discussed in part 2, knowledge of the seasons, weather, terrain, water bodies, currents and ice formations was essential for survival. Many places where *Inuit* travelled had *Inuktitut/Inuinnaqtun* names: land forms/land marks, coastal areas and water bodies. This is true wherever *Inuit* lived.

Give each student a copy of the *excerpt* from the IHT article: *Mapping traditional place names in Canada's North*, which is **Student Handout: IHT Article, and Student Handout: IHT Questions**. Ask each pair to read the article and answer the questions together. Review answers and explanations as a class. Ask if students want to add/change what they said about using Gjoa Haven's names in the Past/Present in Activity 2.

4. Give each pair one copy of the **Place Names Comparison Chart, Maps #1 (*Inuktitut*) and #2 (English) of King William Island** and two copies of **Student Handout: Comparing Inuit and British Place Names**. Review the tasks outlined on the handout. Ask pairs to try to find the 5 places on each map. Can they tell anything about the geography of each place that relates to the *Inuktitut* name? Ask them to complete the rest of the questions and then share their answers about how *Inuit* and the British think of the land.

Then give each pair a couple of pages from the **Gjoa Haven *Inuktitut* Names Spread Sheet and Blank Map #3 of King William Island**. Explain they should look at the names carefully. What do they notice about the names? (Such as, there are a wide variety of names). Then, as a refresher for understanding latitude and longitude, ask them to choose 5 names and use the latitude and longitude coordinates provided to mark the places on the

blank map. They can label the map with the names or put a number on the location and then write the names with the corresponding number in a list at the bottom of the map.

Activity 2: Place Names Close to Home

Purpose:

The purpose of this activity is to introduce students to place names in *Inuktitut* language and English/French around their own community. They may need to research both *Inuktitut* language names and English/French names of places.

New Vocabulary:

Students may encounter *Inuktitut* language names that they are new to them. Ask someone from the school, or the community, to help students with the older forms of *Inuktitut* language that may be used for place names.

Steps:

1. *Pilirigatigiingniq* Activity: Divide students into Home Groups. Remind students to follow the *Pilirigatigiingniq* agreements in their group and review the goal they set the last time they worked together so they can try to improve the way they work this time. Provide copies of the Home Group handout and individual handout.
2. Community Names: Post/show a map of your community and the area around it. Ask students the *Inuktitut/Inuinnaqtun* and English/French names of their community. Ask if they know what each name means. Ask if they know how/when/why the community was named in all languages. Record what they share on chart paper and keep it for future use. Explain if they do not know much about the names, they will have a chance to learn more.
3. Place Names: Give students **Student Handout: Place Names Close to Home**. Ask them to complete the first activity. When everyone is finished, ask each group to share a couple of the names they put on the map with the class. Repeat with the second activity: each group shares one or two examples of names that were different from the IHT names and why their group thinks they are different. Complete the third activity and share suggested answers.

Explain you are inviting a guest to visit the class to talk about community place names. Ask each group to think of questions they would like to ask the guest about their place names. Such as, How did a particular place get its name? Is the name we know the same or different from the name on the IHT map? Why might that be?

Circulate a chart around the class for each group to record several key questions to ask the visitor. Share the chart with everyone. Choose a few important questions to emphasize with the guest. Decide who will ask each question. Ask for volunteers to greet and welcome the guest, audio record the presentation (with the guest's consent) and thank the guest at the end. Plan for translation if required.

4. Guest presentation: After the presentation, ask students to work in Home Groups to add anything they learned about their place names. They should also list several other new things they learned and what they will remember most from what the visitor said. Ask each group to share one or two they learned and will remember.

Refer back to the chart from Activity 1 and add information the guest shared about why *Inuit* place names are important. Refer back to Activity 2 and add anything students learned about the names of their community.

Activity 3: Our Community Names

Purpose:

The purpose of this activity is to introduce students to the names of their community in *Inuktitut* language and English/French, the history of those names, and anything that has happened to change the name from one language to the other.

New Vocabulary

Students should be familiar with the terms they will use in this activity.

Steps:

1. Research Community Names: This activity is designed for Nunavut, but it may be possible to adapt it for other communities that have more than one name. Give each student a copy of **Student Handout: Our Community Names**. This is an individual activity. It will be assessed using the associated sample rubric. Give students a copy of the rubric and explain it. Explain students will complete their research work outside of class time.

Explain students complete either Activity 1 **OR** Activity 2. In Activity 2, students select either A) or B), whichever is appropriate for the community.

Activity 1 involves researching how the community got its *Inuktitut* language and English/French names. Emphasize the importance of providing evidence to support their work.

Activity 2 is about changing the community name. Explain that many communities have changed their names over the years since the establishment of settlements. *Naujaat* is the most recent example. Students complete Activity 2 A), which involves researching why their community changed its name, if it has done so. **OR** Students complete Activity 2 B), which involves making arguments for why it should/should not change its name.

When everyone is finished, ask students who have completed the same activity to meet together and decide how to present their research to the class. If the groups are too large, divide them into two groups for each topic. Ask them to use a creative way to share their work. They can brainstorm ideas with you: e.g., mock radio interview of Elders talking about the names of the community, role play a meeting of town council to discuss changing the community name, interview by media of mayor to explain why the community changed its

name, etc. Remind them to include the evidence they gathered and to make sure each student is involved in the presentation. Give them time to practice their presentations.

Ask students to save the pages on which they wrote the results of their research to make a book to put in the school library. Ask for volunteers to make the cover, the title page and the table of contents and review with them what to include on each page.

Explain to students the Mayor will be coming to their presentations to listen to their work on community names. Ask for volunteers to welcome the mayor and thank them for coming at the end.

2. Presentation to the Mayor: Review each presentation after the mayor leaves by asking class members to give each other constructive feedback: such as, what worked well, why they enjoyed it, what they learned, how the group demonstrated *Piliriqatigiingniq*, and one way they could improve it the next time.

Activity 4: Unit Wrap Up

Purpose:

The purpose of these activities is to summarize some of the key learning in the unit.

New Vocabulary:

Students should be familiar with the vocabulary in these activities.

Steps:

Review each of the handouts with students on the three main themes in the unit:

1. *Piliriqatigiingniq*

Complete **Student Handout: *Piliriqatigiingniq* Review**

Review Home Group answers as a class when students have completed each part of the handout. Gather suggestions about how to amend the class *Piliriqatigiingniq* chart and ask for volunteers to do that later. Ask several students to share how they improved in their ability to use the principle and one way they personally will work more effectively in groups in the future.

2. Relationship to the Environment

Remind students that in part 2, the class learned about the direct connection between *Inuit* and the land in the past, because survival depended upon knowing the environment. In this activity, students will review what they learned about the importance of *Inuit* relationships to the land in the past and how they are still important today when people live mostly in communities. They will identify what is similar, and what is different, about how *Inuit* related to the environment in the past and how they relate to it in the present. Ask students to complete **Student Handout: Relationship to the Environment**. Review instructions with students.

3. How the Past Helps us Today

Ask students to complete **Student Handout: How the Past Helps us Today**. Review instructions with students.

4. Review Learning about *Inuit* and Franklin

Direct student attention to the 'Franklin' Wall(s). Remind them of the question from the beginning of the unit: *What do we know now about what happened to Franklin?*

Think/Pair/Share Activity: Franklin: What We Learned

Ask students to work in pairs to review two *Burning Questions*, or several unanswered questions from Part 1, that they are interested in, and try to answer them briefly. Ask them to summarize how they know the answers and what evidence they have for their answers. Ask pairs to share their answer to one of the questions they chose. If any students answered questions individually, that the class did not study, ask them to present the most important aspect of what they learned.

Think/Pair/Share Activity: Is It Worth the Cost?

Explain we don't know how much the searches for the Franklin ships have cost the Government of Canada, the Government of Nunavut, and private organizations, but it is a lot of money. Ask pairs to answer:

- Do you think the money is worth it?
- Why or why not?
- What evidence can you use to support your view? (Such as, what we have learned about *Inuit* oral history makes it worth it, mapping the coastline is important, other arguments about why the story is important to Canada.)

Share their answer and reasons with the class.

Think/Pair/Share Activity: *Inuit* Contributions

Direct student attention to the *Inuit* Wall(s). Ask students to think about what they have learned and what they see posted on the walls. Ask them to answer these questions:

- What is the most important thing you learned about *Inuit* and the Franklin story?
- Why is it important to you?
- How is it relevant today?
- What would you still like to know more about?

Ask students to share their answers to the first three questions in groups.

"Landscape of Stories": Explain that a man named David Pelly has worked closely with Elders over many years to record oral histories about different parts of Nunavut. He often camps on the land with them in the places where the stories occurred, while they tell the stories, just like Louie Kamookak did with Franklin oral history with youth from Gjoa Haven on King William Island. David calls what Elders have shared with him, "A Landscape of Stories."³² Think about everything you have learned in this unit about *Inuit* relationships to the land and how they share the past through oral history.

Ask pairs to brainstorm together what they think David means. They should think about the *place name* ‘*Umiaqtalik*’ and how passing that *oral history* down through generations helped find the Erebus. Then ask each student to write a paragraph about what David means by, “A Landscape of Stories.” Ask them to illustrate with examples from what they have learned in the unit. Then have everyone read their writing to someone else in the class. Make their writing into a class book for the school library.

What We Enjoyed and What We Will Remember

Share something that you enjoyed learning as the teacher (Such as, how *Inuit* name places on the land). Ask students what they most enjoyed learning in the unit (Such as, how searchers used information from oral history to help find the HMS Erebus). Ask volunteers to share their answers.

Share the most important thing you will remember in the future (Such as, I will always remember the Elder who talked about...). Ask students what they will remember in the future (Such as, I will remember the story about the place name for...). Ask volunteers to share their answers.

Student Handouts

Student Handout: Part 4, Activity #1: IHT Place Name Project Article

PLACE NAMES

Mapping traditional place names in Canada's North

The staff of the Inuit Heritage Trust is racing across Canada's North to document traditional Inuit place names before much of that knowledge passes on with the elders who hold it. *Canadian Geographic* sits down with lead researcher Lynn Peplinski.

**SOURCE: CANADIAN GEOGRAPHIC
JULY/AUGUST 2013 ISSUE**



Inuit Heritage Trust researchers Lynn Peplinski and Sheila Oolayou display one of their many Inuit place names maps in Peplinski's home. (Photo: Nick Walker)

Lynn Peplinski, traditional place names manager for Nunavut's Inuit Heritage Trust, is racing across Canada's North to document and map as many traditional Inuit place names as she can — before much of that important knowledge passes on with the Elders who hold it. *Canadian Geographic* caught up with Peplinski in Iqaluit to talk about her work furthering the mandate of the IHT, which is to preserve, enrich and protect the Inuit heritage and identity embodied in Nunavut's archeological sites, ethnographic resources and traditional place names.

Canadian Geographic(CG) Can you explain what the Inuit Heritage Trust is?

Lynn Peplinski (LP) The Inuit Heritage Trust is part of the 1993 Nunavut Land Claims Agreement, the largest of such settlements in Canadian history. The only mention of traditional place names in the agreement is Article 33, which is part of what the IHT is responsible for.

CG How did Inuit name these land features?

LP Inuit don't name geographical features for people, the way European explorers did. Out of the thousands of place names that we've recorded, maybe 0.1 per cent were named after a person. Inuit are descriptive as a matter of course: landforms and other features are named for the currents that occur

there, the animals that inhabit the area, the odd shape of an island or a lake. Any place of any significance, like a landmark, will have a descriptive name.

People still sometimes travel to the places that their ancestors went to, and they use the place names that they got from their parents and their grandparents. So they still know that there should be an abundance of caribou, or seals, or fish in a certain area.

CG Have the ways in which Inuit travel and use these names changed?

LP It's only been 50 years or less that people here have been growing up in settlements. In the urban centres like Iqaluit we now have street names, but even those are less than 10 years old.

So what you're seeing now is normal for you, coming up from the South. You're used to this kind of city or town life, but up until recently, "out there" was life. People lived where they could find food, so they'd stay in one place for a while, like in the spring where there's good seal hunting, and they would become familiar with certain routes and the places all along the way.

CG You spoke about Inuit using place names that were passed down orally, from their parents. Why is it so important to map this information?

LP People didn't need maps before, because they went out across the land for months at a time and knew the areas where they travelled and hunted. Now that people live in town, there's nobody reminding you about that lake 120 miles from here. So we need the maps to preserve these names — an inventory of any place of any significance to Inuit.

CG How do you go about collecting this information?

LP Before we go into a community, we get in touch with the hamlet office, and let them know what we're trying to do. And we find out if Elders there are willing to share their knowledge of place names. Usually they're very receptive, and they give us the names of Elders in other areas, because they know that their own knowledge of the land reaches only so far.

It's important to note that not every Elder acts as a keeper of this information. It's the same in our culture — not everyone is a historian. But some people make it their business to remember this stuff. They select themselves as keepers of this knowledge.

Sadly, as the years go by, there are fewer and fewer of these Elders left.

CG Do you have a favourite place or place name?

LP We have one map, of a small part of Nunavut, Clearwater Fiord, which is in Cumberland Sound, the next big inlet heading north up Baffin Island, and in one small area there are 446 names. That means that it was a rich, rich place. Whalers from Europe came there for that reason, but the Inuit were there long before. There was beluga, some narwhal, fishing and caribou and seal hunting — it was very abundant.

One of our favourite places is in this area: *millurialik*, which means "throwing place." There, centuries ago, people would throw rocks from the cliffs above to block beluga from escaping the small inlet. People tried that again recently and gave up. It turns out that it takes a lot of effort. But then people were hungry, and they did what they had to do to eat. This land was their life!

Student Handout, Part 4, Activity #1: IHT Place Name Questions

Read the article, identify new words as you read, and then answer the questions.

Identify new vocabulary:

New words	My explanation	Partner explanation
•		
•		
•		
•		
•		
•		

What is Inuit Heritage Trust? What do they do?

What does the article say about how *Inuit* named places in the past?

What is important about the purpose of traditional Inuit place names?

Why was naming land forms/water bodies essential for life in the past?

How did the way *Inuit* named places help people survive?

How are traditional place names helpful today?

Why is it critical to gather traditional place names now?

What would you say differently now, or add to the chart that the class developed earlier, about which name is most useful for Gjoa Haven in the **Past** and **Present**?

Be prepared to share answers with the class.

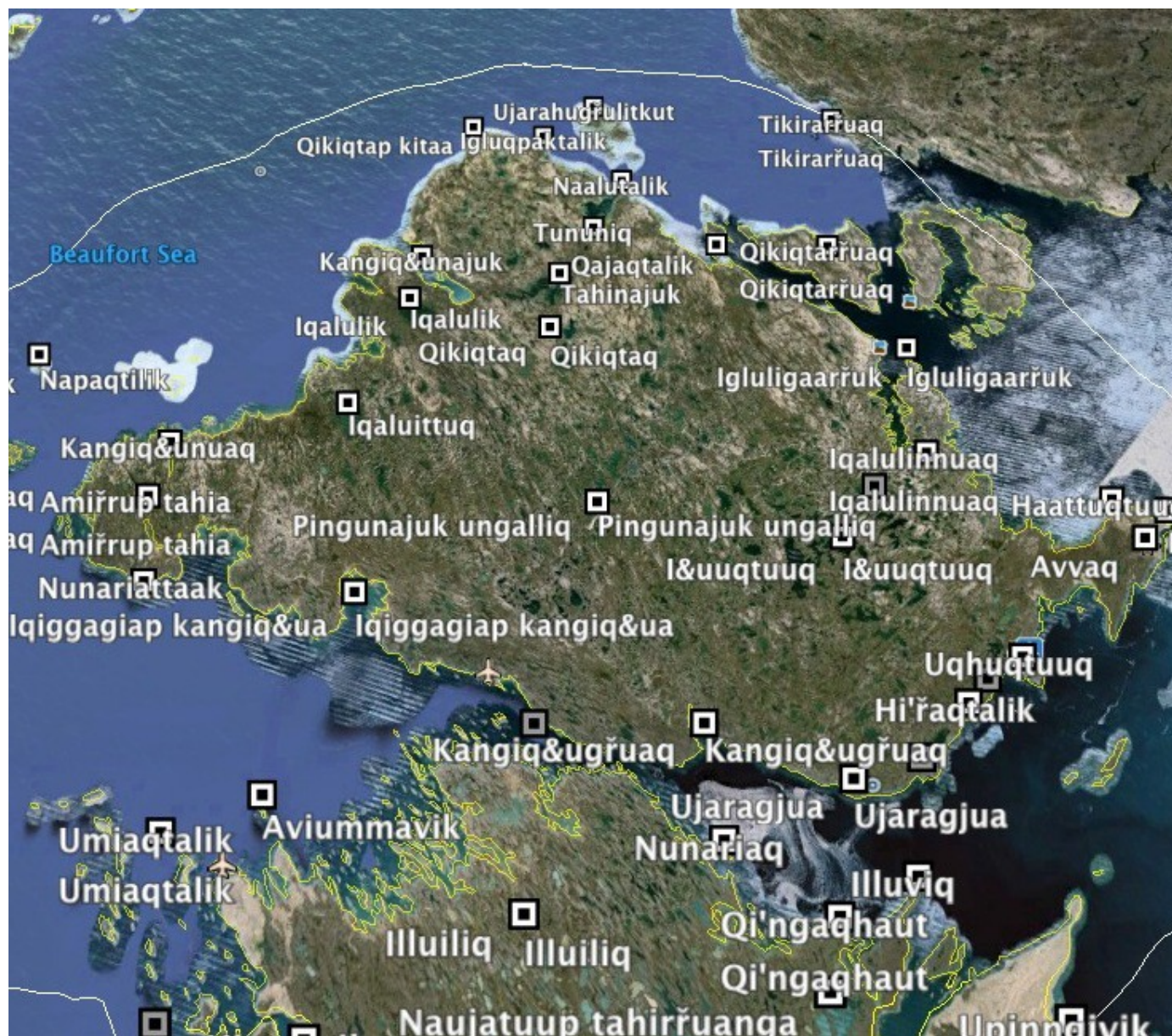
Student Handout: Part 4, Activity #1: Place Name Comparison Chart

Inuktitut	Meaning	English	Meaning	Location Lat./ Long. (N-W)
Kangiq&unajuk	Big Inlet	Collinson Inlet	Narrow Bay named for Franklin searcher Richard Collinson	69.5206933 98.2111744
Iqiggagiap kangiq&ua	Named for the Canada Goose eggs on islands in bay	Washington Bay	Possibly named for Washington D.C.?	68.7979898 98.3264281
Qikiqtaq	Island	King William Island	Named after King William IV in 1830	69.3287282 97.5975201
Umiaqtaalik	Where there is a boat	No Name	n/a	68.4259627 98.877579
No Name	n/a	Victoria Strait	Named after Queen Victoria	69.0000000 100.000000
Uqhuqtuuq	Community Name Has Oil	Gjoa Haven	Where Amundsen anchored ship Gjoa & Community Name	68.6296896 95.8722604
No Name	n/a	Cape Jane Franklin	Point of Land named for Franklin's wife	69.6403000 98.3536500
Illuiliq	The Mainland - from Island Perspective	Adelaide Peninsula	Queen Adelaide wife of King William IV	68.2952362 97.652968

Student Handout: Part 4, Activity #1:

Map 1- King William Island Inuktitut Place Names

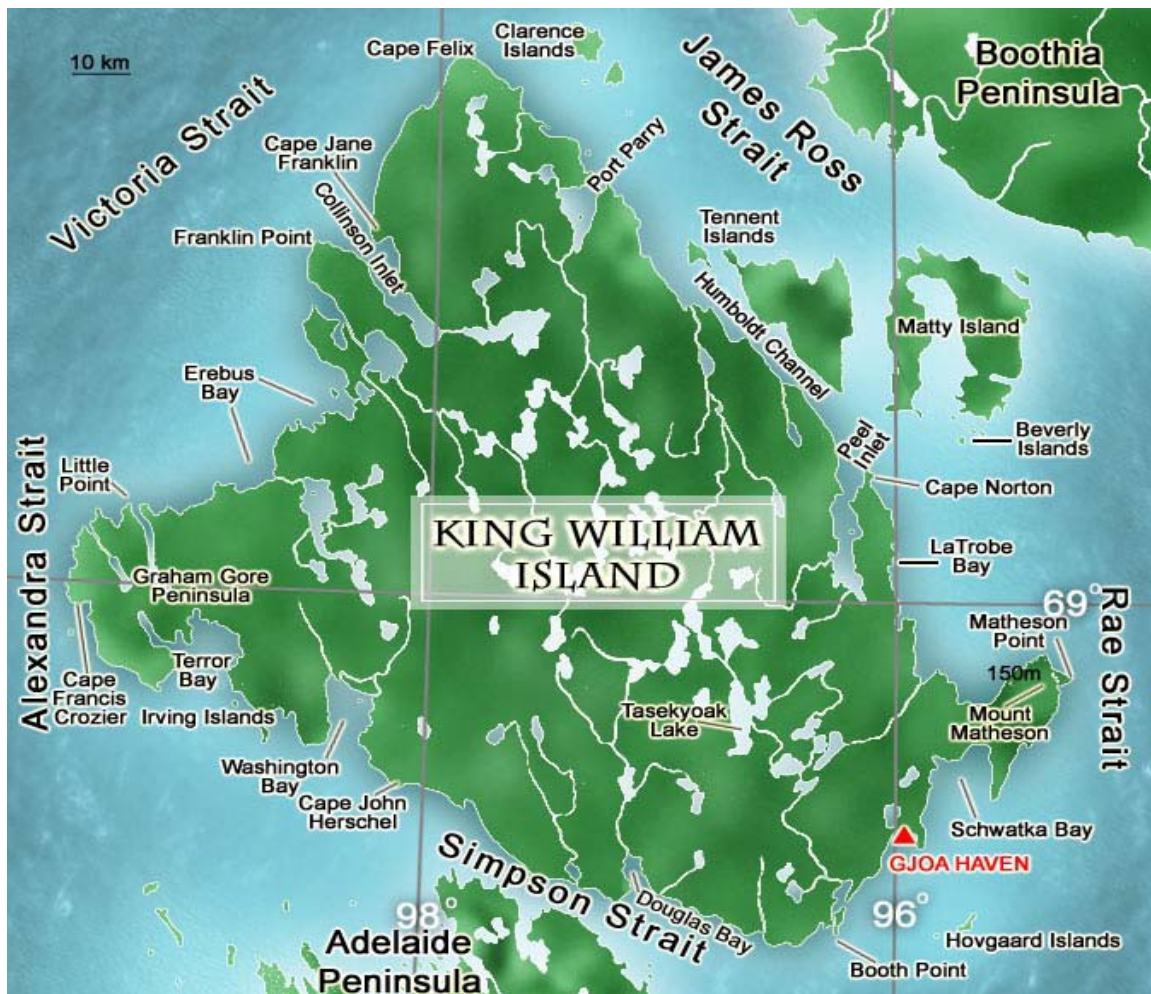
Source - [Inuit Heritage Trust](#)



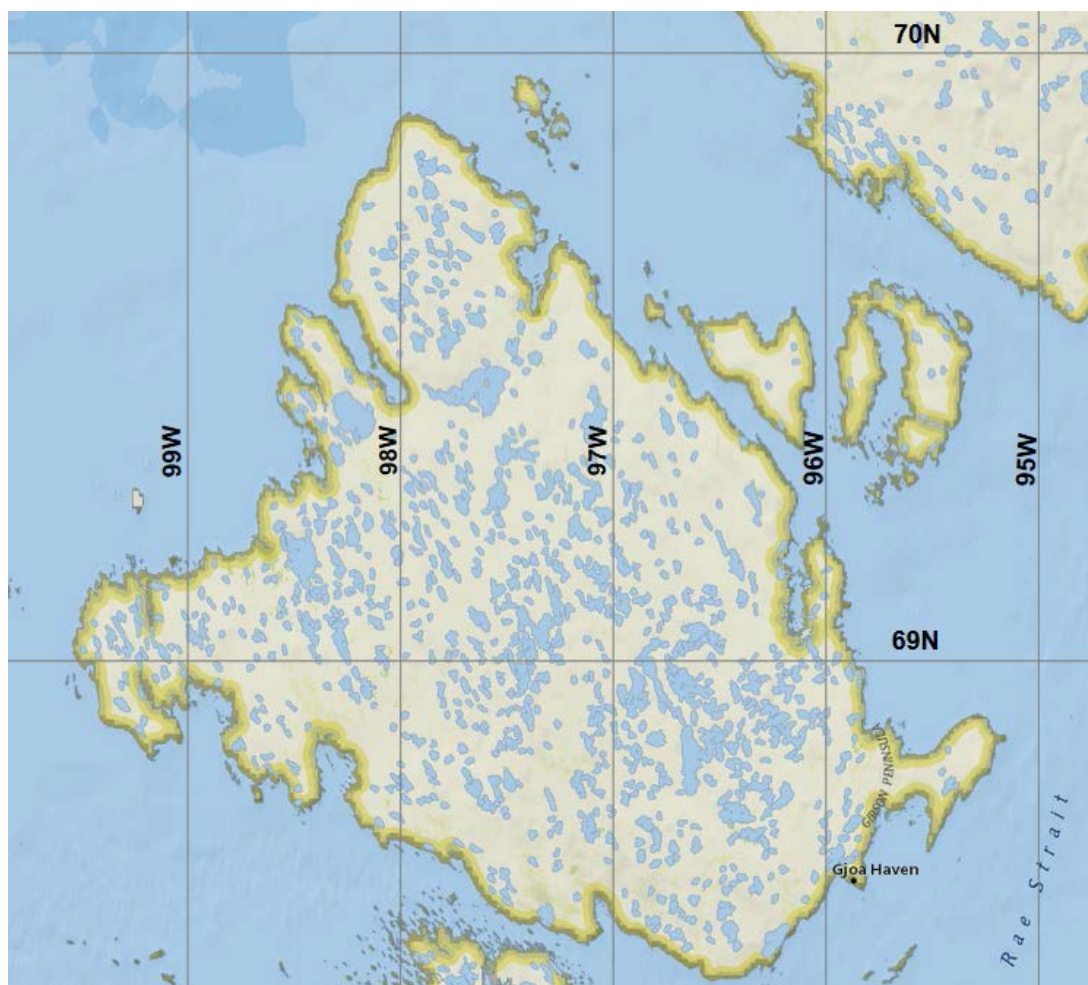
Student Handout: Part 4, Activity #1

Map 2 - King William Island English Place Names

Source: [KWI: English](#)



Student Handout: Part 4, Activity #1:
Map 3 – Blank Map of King William Island
Source: Jean Tong and Angela Alexander - esri Canada



Student Handout, Part 4, Activity # 1: Comparing *Inuit* and British Place Names

You should have a copy of the **Place Names Comparison Chart**, the **Blank Map of King William Island**, and this handout.

1. Look at the Place Names Comparison Chart. Choose 5 *Inuit* place names and the corresponding British names. Answer these questions about those 5 place names:

Inuit Place Names:

- What do the *Inuit* names tell you?
- What factors do *Inuit* use to give place names?
- How would *Inuit* names be helpful to people travelling on the land?
- What do the names tell you about how *Inuit* view the land?

British Place Names:

- What do the British names tell you?
- What factors do British consider to name places?
- How are the British names different from *Inuit* names?
- How would British names be helpful to people travelling on the land?
- What do the names tell you about how the British view the land?

2. Ask for a list of some of the names from the Gjoa Haven Inuktitut Place Name Spread Sheet. Read the names. What do you notice about them? Then choose 5 names and practice using latitude and longitude to mark them on the blank map. Label the map with the names or put a number on the location and then write the names with the corresponding number in a list at the bottom of the map.

Student Handout: Part 4, Activity #2:

Place Names Close to Home

1. Make a list of 5 *Inuktitut/Inuinnaqtun* names for land forms/land marks, water bodies or special places on the land around your community. Find each place on the map. Make a small label for each *Inuktitut* language name, with your names, and tape it on the map where each place is located.
2. Think about each name. Answer these questions about one place you can talk about together or choose different places and answer these questions for both names:

Who told you the name?

What did they tell you about the name and the place?

How did they learn the name?

About how old were you when you first heard about that place?

Have you been there? When?

Why did you go there?

Why do you think the place has that name? What is special about that place?

Do you have a special place near the community? Why is it special?

Can you find that place on your map or on the IHT map?

Share a couple of the names you put on the map with the class, what you learned about one name and why the place might have that name. Keep your page to make a class book of this information.

3. Compare the *Inuktitut* language names you placed on the map with the *Inuktitut* language names for those places from the IHT map of your community. Fill in this chart for each name. Think about why names might be different. (For example, families might have their own names. Or, old names are not being passed down any more.)

Is your place on the IHT map? Yes or no?	Your name for the place	IHT name for the place	Same or Different?	Why might they be different?

Pick one example and share whether your name is similar or different from the IHT name and your ideas about why they might be different with the class.

4. Pick one or two *Inuktitut* language place names from your list and compare them with the English name for the same place on the map. (For example, the name of the river in Iqaluit in English is: Sylvia Grinnell – she was their first teacher. In *Inuktitut*, it is called, *Iqaluit Kuunga* - Iqaluit means fish (plural),’ so the *Inuit* name means: ‘fish river.’
Note: Some places may have a name in only one language.

<i>Inuktitut</i> language name	English name	How are names different?	Why do you think there is a name in only one language?

Explain what these place names tell you about how people think differently about the land:

What would you like to ask someone from the community who knows about the names of the land and water around the community?

5. **Later:** What did you learn from the guest presentation? What will you remember? (Use the back of the paper if you need more space.)

Student Handout: Part 4, Activity #3: Our Community Names

Complete Activity 1 **OR** Activity 2, either A) or B)

Activity 1: Our Community Names

Research your community names on the community website, on other websites, at the library, visitor centre, museum, hamlet office, or by asking Elders, etc. Provide evidence from your research for each answer. If possible take pictures or find pictures of the community to attach to the information, such as community signs, pictures from long ago, and from today. Decide how to present the information to the class and for assessment.

Research: The first two questions may be difficult to answer, but try!

How did the community get its *Inuktitut* language name?

Try to find out when it was named:

Why does it have that name?

How did the community get its English name?

When? From whom?

If the community is named after a person, find out who the person was/is. Why is the community named after that person?

Compare this information with what was recorded in Activity 2. What needs to be corrected or added?

Conclusions:

Which name do you think is most appropriate today? Why?

What evidence do you have from your research to support your reasons?

What evidence can you use from the work on place names?

What questions were you unable to answer? Why?

Select *either* Activity 2 A or Activity 2 B

Activity 2 A: Community Name Change

If your community has changed its name, from the English to the *Inuktitut/Inuinnaqtun* name, find out as much as you can about this change. Look on the community website, visit the library, local visitor centre, museum, hamlet office, or ask Elders, older adults in the community, etc. Provide evidence from your research for your answers. If possible take pictures or find pictures of the community to attach to the information, such as community signs that show the name changes, pictures from long ago, and from today, etc. Decide how you are going to present the information to show others and for assessment.

Research:

When did the community make the change?

How long did it take to make the change? What did they have to do?

What were the reasons for making the change?

What reasons did people have for supporting/opposing the change?

Was it difficult for community members to make the change? Why or why not?

Conclusions:

Do you think it was a good idea to make the change? Why or why not?

What evidence do you have from your research to support your answer?

Provide arguments from the work on *Inuit* place names to support your answer.

What questions do you still have?

Activity 2 B: Community Name Change

If your community still has an English name, visit the community website, local visitor centre, museum, hamlet office, or ask Elders why it has not been changed, or if there has been an effort to change it. Provide evidence from your research for your answers. If possible take pictures or find pictures of the community to attach to the information, such as community signs, pictures from long ago, and from today. Decide how to present the information to the class and for assessment.

Have there been discussions about changing the name? When? What happened?

What reasons did people have for making the change?

What reasons did people have for not making the change?

Ask someone who did research on a community that changed its name for reasons why they did it. List these reasons.

Conclusions:

Do you think the community should change its name? Why or why not?

What evidence do you have from your research to support your answer?

What evidence can you use from the place name work?

What questions do you still have?

Student Handout, Part 4, Activity #3: Community Names – Sample Assessment Rubric

Use this rubric to assess work on community names for either Activity 1 **or** Activity 2, whichever one the student completes:

- offers credible statements that answer the questions
- researches a variety and number of sources for answers
- provides examples to support answers

	In Progress	Satisfactory	Competent	Very Good	Outstanding
Makes credible statements that answer the questions	No credible statements that answer questions	Credible statements that answer several questions	Credible statements that answer five or six questions	Credible statements that answer eight or nine questions	Insightful and credible statements that answer all but one or two questions
Researches a number and variety of sources for answers	Researches one source/kind of information	Researches two sources of information of two different kinds	Researches three sources of information of three different kinds	Researches four or five sources of information of four or five different kinds	Researches six or more sources that are all different kinds of sources
Provides examples to support answers	No examples to support answers	A few examples to support several answers	A number of examples to support five or six answers	A lot of examples to support eight or nine answers	Important and unusual examples that support almost all of the answers

Student Handout: Part 4, Activity #4: Relationship to the Environment

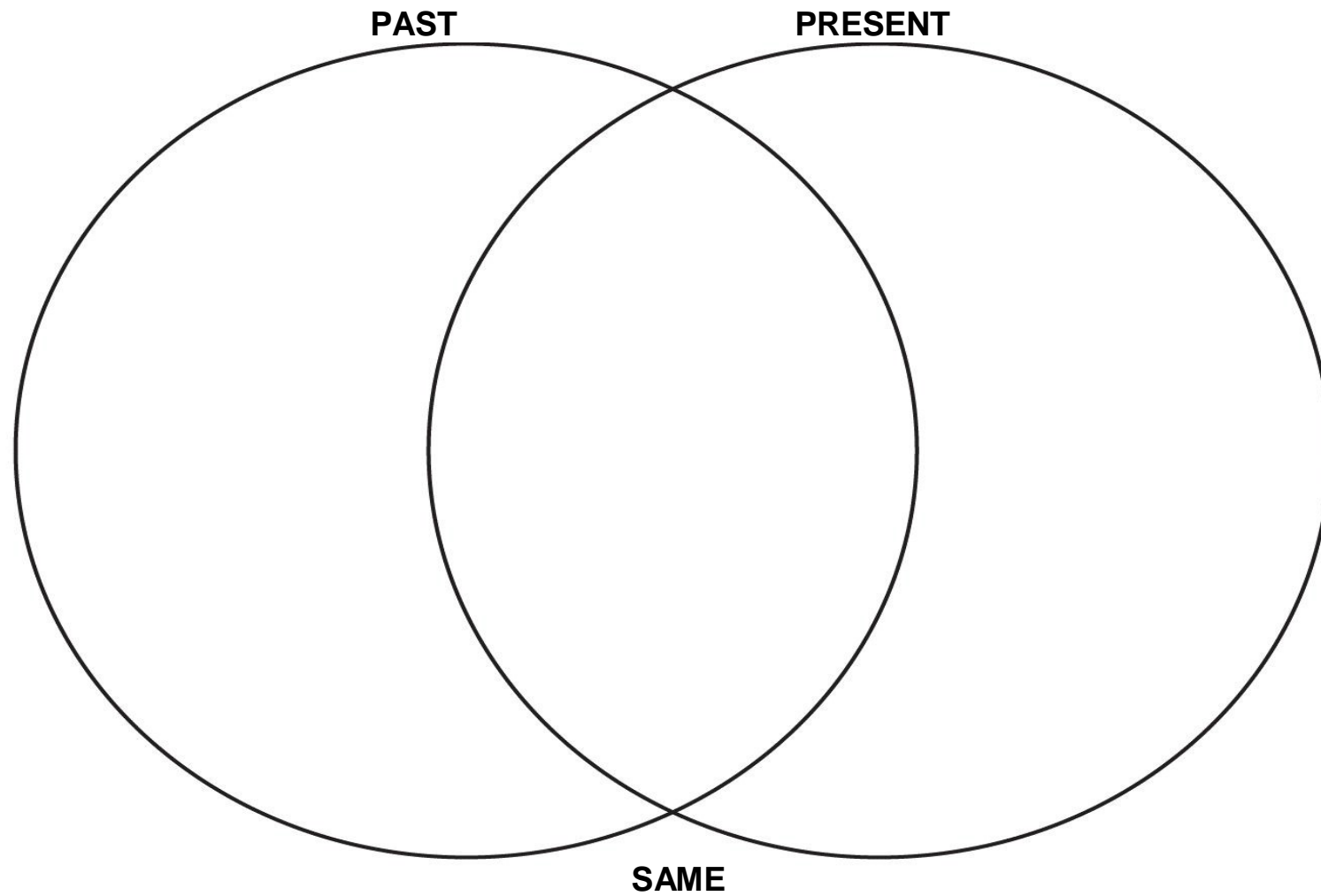
Think about what you learned about how the environment in the past was important to *Inuit* living on the land. Make notes on scratch paper. Think about how the environment in the present is important to *Inuit* living in communities/travelling on the land. Make notes on scratch paper. Review your notes. How is the relationship to the environment in the past and the present different? How is it similar? Make notes on scratch paper.

Use the chart provided to complete this work.

In the circle labeled **Past**, write ways in which the environment was important to *Inuit* living on the land *in the Past*. In the circle labeled **Present**, write ways in which the environment is important to *Inuit* living in communities/travelling on the land *in the Present*. In the middle area, labeled **Same**, where the circles overlap, write how the environment was/is important to *Inuit* in similar ways in both the *Past* and the *Present*.

List the evidence you used to complete your work.

Student Handout: Part 4, Activity #4: Relationship to the Environment



Student Handout: Part 4, Activity #4: *Piliriqatigiingniq* Review

Answer the first two questions as a group and select one student to share each answer with the class:

1. How does passing oral history from generation to generation demonstrate *Piliriqatigiingniq*?
2. How does passing *Inuit* place names from generation to generation demonstrate *Piliriqatigiingniq*?

Answer the next three questions individually and then discuss as a group. Come to a consensus on main points. Select one answer from each of the next three questions and ask someone to share them with the class. Be prepared to explain your suggestion about #4 to the class:

3. What have you learned about what *a group* has to do to work effectively to complete a task?
4. What would you like to add/change on the class chart about what *Piliriqatigiingniq* looks like/sounds like for the future?
5. What will your group work on next time?

As an individual, answer these questions:

1. What did you learn about what *you as an individual* need to do to work effectively with others in a group to complete a task?
2. How did your skills in working with others improve? Give two examples.
3. What will you work on next? Select something to share with the class.

Student Handout: Part 4, Activity #4: Learning from the Past

In the column about the **Past**, list the most important things you have learned during the unit on each topic. In the column about the **Present**, explain how that learning is still important today.

PAST

Information about Franklin

PRESENT

How it is relevant today?



Information about Oral History

How it is relevant today?



Information about *Inuit* Place Names

How it is relevant today?



Why is it important to learn about the past today?
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Appendices

i. *Inuktitut* Language Glossary

This glossary includes terms in *Inuktitut*, which have been italicized throughout the document. Most words are explained in the text; the glossary is provided for ease of checking an individual word. A syllabics chart follows to help with pronunciation of terms.

Iglu: house built of snow

Inuinnaqtun: *Inuktitut* language spoken in the western part of the *Kitikmeot* region

Inuit: plural form meaning, the people

Inuit Qaujimajatuqangit: traditional knowledge, beliefs, principles, attitudes and values and ways of living

Inuit Qaujimajatuqangit Principles:

- *Piliriqatigiingniq*: working together for a common purpose
- *Pilimmaksarniq*: skills and knowledge acquisition
- *Qanuqtuurunnarniq*: being resourceful to solve problems
- *Avatimik Kamatsiarniq*: environmental stewardship
- *Inuuqatigiitsiarniq*: showing respect and caring for others
- *Tunnganarniq*: being welcoming, open and inclusive
- *Aajiqatiingniq*: making decisions by consensus
- *Pijitsirniq*: serving others

Inuk: singular form of *Inuit*: a person

Inuksuit: human form built with stones on the land to signify travel directions or other important information

Inuktitut: *Inuktitut* language spoken throughout most of Nunavut

Inuktitut: Means “like *Inuit*”. Some people are now using this term in connection with the 2 *Inuit* Languages: *Inuktitut* and *Inuinnaqtun*

Inuuqatigiit: one people together

Kitikmeot: western region of Nunavut

Kivalliq: central region of Nunavut

Millurialik: throwing place

Netsilik: people living in Gjoa Haven and in the eastern part of the *Kitikmeot*

Nunaliriniq: physical geography

Nuna Uumajjuq: The land is alive-this is a fundamental principle to understanding the land from an Inuit perspective.

Nunavusiutit: *One of 4 Learning Strands for Nunavut Curriculum*

- *Nunavusiutit*: heritage, culture, history, geography, environmental science, civics, economics, current events and world news
- *Uqausiliriniq*: communication, language, expressive arts, literacy, critical thinking
- *Iqqaqqaukkaringniq*: mathematics, science, solution seeking, innovation, technology, practical arts, analytical thinking
- *Aulajaaqtut*: physical, social, cultural and emotional wellness, goal setting, volunteering, safety and survival.

Piliriqatigiingniq: working together for a common purpose

Pisiit: songs, often sung to accompany drumming

Qamutik: sled used to haul goods behind a dog team or skidoo

Qulliq: carved stone lamp that burned seal oil to light, heat and cook food in an *iglu*

Taissumaniguuq: introduction to a story: “Long ago, it was said...”

Tuniit: A race of people living in the Arctic before Inuit, referred to by archaeologists as Dorset and Thule.

Ukkusiksalik: Wager Bay area in the *Kivalliq* region, encompassing the new national park with the same name

Umiaqtalik: the place where the ship is

Unipkausivut: Our stories

Uqalurait: Snow drifts that look like a tongue and indicate direction of prevailing winds.

Uqsuqtuq: place where there is plenty of blubber

Appendix ii. Elder Consent Form



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Government of Nunavut
Nunavut Kavamat
Gouvernement du Nunavut

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[illegible]
$$\Delta^2 p_{56} \dot{J} < \Delta n^2 L:$$

$\Delta^a p^{ab} j^c \leq \Delta n_C - \Delta p r^a l:$

▷ < 5b.

$C \Delta \supset b \supset \neg \Delta \cap a \cup$

$C \supset b \supset c \quad \Delta \cap C \supset \Delta \cap b \supset \Delta \cap c$

$\Delta \leq 5b$

[illegible]

Media consent

I hereby consent that all photographs, still or video, taken of me as well as recordings made of my voice for Education-Nunavut may be used for the purposes of multi-media promotion (i.e. print, radio, TV and website) and for use in the Nunavut school curriculum.

Name of Person Consenting:

Signature of Person Consenting:

Date:

Name of Witness:

Signature of Witness:

Date:

I understand that if I have any questions with respect to the above-noted release or photographs, I may contact **The Department of Education, (867) 975.5600**, for further details

Inuit Culture

The Inuit Language: Syllabics Chart

i ii u uu a aa							i ii u uu a aa							
	i	ii	u	uu	a	aa		i	ii	u	uu	a	aa	
p t k g m n s/h							p							l
	pi	pii	pu	puu	pa	paa	p	li	lii	lu	luu	la	laa	l
							t							j
	ti	tii	tu	tuu	ta	taa	t	ji	jii	ju	juu	ja	jaa	j
							k							n
	ki	kii	ku	kuu	ka	kaa	k	vi	vii	vu	vuu	va	vaa	n
							g							r
gi	gii	gu	guu	ga	gaa	g	ri	rii	ru	ruu	ra	raa	r	
						m							q	
mi	mii	mu	muu	ma	maa	m	qi	qii	qu	quu	qa	qaa	q	
						n							ng	
ni	nii	nu	nuu	na	naa	n	ng	ngii	ngu	nguu	nga	ngaa	ng	
						s/h							t	
si/hi	sii/hii	su/hu	suu/huu	sa/ha	saa/haa	s/h	ti	tii	tu	tuu	ta	taa	t	

Endnotes

¹ See page 12 for an explanation of primary source and secondary documents.

² Watt-Cloutier, S. (2015). *The Right to Be Cold*, Toronto, On: Penguin.

³ Taba, H., Durkin, M. C., Fraenkel, J. R., & McNaughton, A. H. (1971). *A Teacher's Handbook to Elementary Social Studies: An Inductive Approach*, Boston, MASS: Addison Wesley.

⁴ See page 12 for more information and resources about Historical Thinking Concepts.

⁵ Gibbs, J. (1995). *TRIBES: A New Way of Learning and Being Together*, Cloverdale, Ca: CenterSource Systems, p.99. See also, Gibbs, J. (2001). *Discovering Gifts in Middle School*, Cloverdale, CA: CenterSource Systems.

⁶ Curriculum and School Services. (2007). *Inuit Qaujimajatuqangit: Educational Framework for Nunavut Curriculum*, Iqaluit, NU: Department of Education, Government of Nunavut, p. 20. See also: Arnakak, J. (2000, August 25). "[Commentary: What is Inuit Qaujimajatuqangit?](#)" *Nunatsiaq News*.

⁷ Curriculum and School Services. *Inuit Qaujimajatuqangit*, p. 29-32.

⁸ Ibid., p. 47.

⁹ Curriculum and School Services. (2008). *Nunavusiutit Framework*. Iqaluit: NU: Department of Education, Government of Nunavut.

¹⁰ Curriculum and School Services. (2004). *EL2 Junior Secondary Handbook for Nunavut Schools*. Iqaluit, NU: Department of Education, Government of Nunavut.

¹¹ Nunavut Literacy Council. (2004). *Unipkausivut*. Cambridge Bay: NU.

¹² *Edmund Peck, Syllabics*. (2016). Retrieved from Wikipedia. See: [Edmund Peck](#)

¹³ Freund, A. & Thiessen, A. (2011). *Teaching Oral History in the Manitoba K-12 Classroom: A Teacher's Manual*. Winnipeg, MA: Teaching History Summer Institute and Oral History Centre, University of Winnipeg.

¹⁴ Western and Northern Canadian Protocol. (2011). *Guiding Principles for WNCP Curriculum Framework Projects*. Department of Education, Government of Saskatchewan. See: [Guiding Principles](#)

¹⁵ See 'Educational Philosophy' under 'Foundation Ideas' on the GUMICH website.

¹⁶ Seixas, P. & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto, ON: Nelson Education.

¹⁷ Curriculum and School Services. (2008). *Ilitaunnikuliriniq: Foundation for Dynamic Assessment in Nunavut Schools*. Iqaluit, NU: Department of Education, Government of Nunavut, p. 23.

¹⁸ Ibid., p. 30.

¹⁹ Curriculum and School Services. (2005). *Uqausiliriniq Grade 8 – Teacher's Manual*. Iqaluit, NU: Department of Education, Government of Nunavut, p.18-31.

²⁰ The original text has been edited slightly.

²¹ Nunavut originally used the term 'Learning Competencies' for Outcomes. A learning competency integrates related knowledge, skills and attitudes. This unit uses 'Learning Outcomes' for ease of understanding by teachers from all jurisdictions.

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- ²² At the time the *Nunavusiutit* framework was developed, Nunavut was a partner in the Western and Northern Canadian Protocol for curriculum development. They developed a joint Social Studies curriculum framework that Nunavut adopted. See: [WNCP SS](#)
- ²³ Curriculum and School Services. *Inuit Qaujimajatuqangit*, p. 26.
- ²⁴ Curriculum and School Services (2006). *Storytelling: A Module on Oral Language and Legends*. Iqaluit: NU: Department of Education, Government of Nunavut.
- ²⁵ Department of Education, Culture and Employment. (1996). *Inuuqatigiit: The Curriculum from an Inuit Perspective*. Yellowknife, N.W.T.: Government of the N.W.T., p.19.
- ²⁶ Nunavut Department of Education (2010). Guidelines for Innait Inuksiutilirijiit (Elders)
- ²⁷ Lined sentence strips in white or colours can be purchased from Scholar's Choice at 1-800-265-1095
- ²⁸ *Images of Inuit Life* are from a website called *Project Naming*, which is attempting to identify Inuit portrayed in Library and Archives Canada photo collections. For more information, or to find more photos, see [Project Naming](#).
- ²⁹ See article, Brockmann, B. The Story is Only the Start. *Our Schools/Our Selves*, Winter 2016, p.150-159.
- ³⁰ Freund & Thiessen. *Teaching Oral History*, p. 2.
- ³¹ Department of Education, *Inuuqatigiit*, p. 90, 93, 95.
- ³² Pelly, D. (2016). *Ukkusiksalik*, Toronto, ON: Dundurn, p. 12.

References:

A list of references and links included in the document:

http://www.canadianmysteries.ca/sites/franklin/home/homeIntro_en.htm

<http://canadianmysteries.ca>

<http://www.historicalthinking.ca/>

<http://nunavusiutit.wikispaces.com/>

<http://kitikmeot.gcrc.carleton.ca/index.html>

Nunavut Department of Education: Education Framework for Nunavut Curriculum Inuit Qaujimajatuqangit

Franklin shipwreck Canadian team found in Arctic is HMS, Stephen Harper says: TOM SPEARS,

POSTMEDIA NEWS | October 1, 2014 | Last Updated: Oct 1 3:45 PM ET

<http://news.nationalpost.com/news/canada/franklin-shipwreck-canadian-team-found-in-arctic-is-hms-erebus-stephen-harper-says>

Nunavut's Premier Peter Taptuna released the following statement upon the discovery of *Erebus*: www.gov.nu.ca News releases

<http://www.gjoahaven.com/northwest-passage-historical-park.htm>

<http://www.cbc.ca/news/canada/north/canada-launches-new-arctic-search-for-franklin-s-lost-ships-1.702857>

David Woodman (1991) *Unravelling the FM*. McGill-Queens Press

Canadian Geographic Magazine. July/August, 2013

Canadian Geographic Magazine. December, 2014

Canadian Geographic Magazine. January/February , 2016

Up Here Magazine. December, 2014

Louie Kamookak recognized for helping to find HMS Erebus

NUNATSIQA NEWS

Nunavut February 18, 2015 - 9:02 am

http://www.nunatsiaqonline.ca/stories/article/65674nunavut_collector_of_oral_histories_honoured_with_ceremonial_flag/

<http://www.cbc.ca/news/canada/north/franklin-find-proves-inuit-oral-history-is-strong-louie-kamookak-1.2761362>

<http://www.kitikmeotheritage.ca/research-cultural-programs/kitikmeot-atlas-project/>

<http://arcticbayatlas.ca/index.html>

http://www.arctic.uoguelph.ca/cpe/environments/maps/detailed/islands/king_william.htm

Netsilik Series video "At the Autumn River Camp Part 2"

https://www.nfb.ca/film/at_autumn_river_camp_pt_2

<http://www.dal.ca/news/2014/06/10/arctic-connections--mapping-historic-inuit-trails-online.html>

<https://www.itk.ca/publication/5000-years-inuit-history-and-heritage>

<http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/project->

[naming/Pages/introduction.aspx](#)

[http://www.mysteryquests.ca/quests/42/indexen.html](#)
