

All true wisdom is only to be found far from the dwelling of man, in great solitudes; and it can only be attained through suffering. Suffering and privation are the only things that can open the mind of man to that which is hidden from his fellows.

Igjugarjuk to Knud Rasmussen¹



¹ Found on the flyleaf of *A Kayak Full of Ghosts*, 1987, L. Millman, Capra Press.

Acknowledgements

We would like to acknowledge the work of the following sources, which greatly influenced the writing of this module:

Inuit Heritage Trust and the project *Taloyoak: Stories of Thunder and Stone*
www.taloyoaknunavut.ca/

Balikci, A., (1970) *The Netsilik Eskimo*. Long Grove, IL: Waveland Press Inc.

Bennett, J. and Rowley, S., (2004) *Uqalurait: An oral history of Nunavut*. Montreal, QC: McGill-Queens University Press.

Laugrand, F. Oosten, J. and Trudel, F., (2000) *Representing Tuurngait*. Iqaluit, NU: Nunavut Arctic College.

These are required resources for this module.

Inuit Heritage Trust and the project *Taloyoak: Stories of Thunder and Stone*
www.taloyoaknunavut.ca/

Balikci, A., (1970) *The Netsilik Eskimo*. Long Grove, IL: Waveland Press Inc.

Isuma Productions. *The Nunavut Series* (videos)

Houston, J. *Nuliajuq: Mother of the Sea beasts* (video)
Diet of Souls (DVD)

Laugrand, F. Oosten, J. and Trudel, F., (2000) *Representing Tuurngait*. Iqaluit, NU: Nunavut Arctic College.

In addition, recommended resources include:

Fossett, R. (2001) *In Order to Live Untroubled: Inuit of the Central Arctic, 1500 to 1940*. Winnipeg, MB: University of Manitoba Press

Wight, D.C., (2000) *Art & Expression of the Netsilik*. Winnipeg, MB: The Winnipeg Art Gallery

National Film Board of Canada: The Netsilik Eskimo Series (videos)
www.der.org/films/netsilik.html

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An Introduction

Thunder and Stone is a multi-discipline module designed to meet the competencies and requirements in Nunavusiutit at the grade 9 level. This module is designed to lay the groundwork for further study in the area of archaeology (initiated in grade 8 through the module *Arctic People and Archaeology*). The module focus is on the beliefs systems of Inuit and the impact on those beliefs by contact with other Inuit groups and European explorers. This module completes the identity spiral for the Junior Secondary level. Students will be able to examine the historical influences that impacted Inuit culture today through an investigation of beliefs, practices, stories and the links of these cultural markers to actual archaeological sites and the interpretation of those sites by elders.

This module was designed to follow the Inuit Heritage Trust project- *Taloyoak: Stories of Thunder and Stone*. The material in the module refers mostly to the *Nattilingmiut*. It should be drawn to the attention of students that in the English version of the module, they will encounter different ways of spelling this term. The preferred spelling follows the ICI Standard Inuktitut version which transliterates to *Nattilingmiut*.

The module consists of five units of study. Educators will need to develop lesson plans from these units in order to meet the specific needs of students. It is expected that language development work should take place in both languages before launching into the units and throughout the actual lesson delivery. For strategies to support L2 language development please refer to *The EL2 Junior Secondary Teacher's Handbook for Nunavut Schools*. This is an excellent resource for teaching at this level and it is highly recommended that all teachers refer to this handbook for suggestions about classroom set-up, management, forming groups, teaching/learning strategies and assessment ideas.

Students will be expected to maintain a portfolio of work for this module. This will include entries that will involve students in on-going self-assessment in their learning log. It is also a source for the educator to monitor and track the process of meaning making for individual students. As self-reflection is critical to personal growth, please ensure that there is ample time for students to complete their learning log reflections and to process ideas through collaboration and open discussion. In addition, they will be required to explore the Inuit Heritage Trust website: *Taloyoak: Stories of Thunder and Stone*. At various times, they will need access to the Internet for this purpose.

There are three core processes, which underpin all Nunavusiutit modules. These processes are inquiry, exploring values and taking social action. In addition, areas of skill development include metacognition, information management and effective knowledge translation/transfer. Competency in these skill areas will be promoted throughout.

The content of the Nunavusiutit strand is developed under five broad themes: culture and heritage; land and relationships; leadership and social organization; time, continuity and change; sustainability. These themes are interwoven throughout the modules and are specifically grounded in Inuit worldview or *Inuit Qaujimaqatuqangit (IQ)*. In addition, at the Junior Secondary level curriculum content is focused on 5 spirals of study which focus on cultural identity, ideologies, contacts, land claims and changing environments.

The Nunavusiutit curriculum links with the Western Canadian Protocol Common Curriculum framework for Social Studies. Cross-references to learning outcomes for this document appear in brackets in the section on Learning Competencies.

Reading Support

Students will encounter some very lengthy readings and difficult language, especially with the archival documents and historical texts. It will be important to provide students with strategies to handle this information before you begin the unit. Many of the readings use older language with strange structural conventions and may be in different dialects. Many will contain vocabulary that the students will be unfamiliar with. Provide students with a set of context clues that they can use to help make meaning from passages. It often helps to read in pairs or small groups so that collaborative meaning making can take place. Encourage students to break down large passages into 2-3 paragraphs and then stop to consider meaning and context, and gain some shared understanding before going on. Often students respond when this activity is framed as a 'meaning making detective challenge'. Give full recognition to the fact that the readings are difficult and will require them to be innovative and collaborative in order to understand the key points that the text is trying conveying to the reader.

You may also decide to use a teacher-directed reading strategy for some documents depending on how well your students may be able to cope with the information. Another strategy is to employ reading buddies, engaging older students to assist with the reading of difficult passages. Instructional strategies, which also support reading, include Directed Reading-Thinking Approach, skimming and scanning for main information, using before, during and after reading strategies and providing lots of contextual support.

Vocabulary development can be enhanced through the use of word walls, word of the day, thematic word lists and personal glossaries. There are many language acquisition games that help to build familiarity and fluency with words. These are helpful to use at the start of a lesson, as review, short time filler or as an energizer throughout the day.

For more information about strategies to support reading, refer to the *EL2 Junior Secondary Teacher's Handbook*, Section 6 Teaching and Assessing Reading.

Rationale

A study of the spirituality of Inuit is essential for students to gain a comprehensive understanding of Inuit identity and culture. It is controversial and sensitive and, for this reason, has been targeted for the end of Junior Secondary. Depending on the levels of understanding and experiences of students in your class, you may need to preface this module with some general discussion about spirituality, belief systems and cultural identity. This module is also designed to link to the grade 8 module *Arctic Peoples and Archaeology* where students gained detailed information about the archaeological process. Students should be expected to interpret and make connections between the collection of oral narratives from elders and specific archaeological evidence supporting traditional knowledge and oral history.

There is a rich source of primary resources about the *Nattilingmiut* contact experience upon which to draw. There are also many secondary source materials available through interaction with the website. These resources provide a framework for students to explore the processes of strategic inquiry and research, and to discover for themselves the importance of critical literacy, analysis, inference and perspective taking in the research process. Through guided interaction with the online information and engaging with the other texts supplied as resource, students should be able to achieve significant skill development in a variety of areas including using technology, defining a process of inquiry, critical literacy, information management and effective communication. Students should be provided with ample time to visit the website and to make the links being developed across the resources. A checklist of these activities and a personal learning log will become part of the assignment requirements for this module.

As well, educators are reminded that students in Nunavut schools are encouraged to negotiate their assignments in order to demonstrate their competency with certain areas of content or skill development in innovative ways that mark personal ownership of the learning process. Students are also expected to be working on the cross-curricular competencies expected for all Nunavut students. For the purposes of this module, particular competencies should be emphasized. Refer to the following section and rubric for evaluation of student growth in these areas. Teachers are expected to provide anecdotal, descriptive feedback to the student based on the comments made on the rubric.

Sample Outline of a Unit with Icon Explanation

Reminder: A unit is **not** a lesson plan. The teacher creates the lesson plan tailored to the students using the elements from the unit.

 <p>Uqausiliriniq Strand Qiaqpaqtiit -The Throat Singers Throat Singers face one another and create a song through passing breath and sound back and forth between each other.</p> <ul style="list-style-type: none"> All about communication, language and relationships with others; literacy, speaking, listening, presenting, reading, creating, viewing, observing, bilingualism. Creativity and artistry are also viewed as ways of communicating. 	<p>Learning Competency <i>The students will...</i> The important things which students will be able to do and demonstrate when they have learned what is presented in this section related to <i>Uqausiliriniq</i> competencies.</p>
 <p>Aulajaaqtut Strand Geese flying in formation In Inuinnaqtun <i>aulajaaqtut</i> is the word used for geese flying in a V formation. They are on a journey with a destination in mind. The symbolism of the flight of geese connotes freedom through the support of others, supported leadership and supported participation. Being in flight also provides an ability to see the big picture from a new perspective.</p> <ul style="list-style-type: none"> All about wellness: mental, social, emotional, spiritual relationships, physical health, intellectual, personal responsibilities, volunteerism, careers, goals, dreams, safety and survival. Developing life long learners who are self-directed and community-directed. 	<p>Learning Competency <i>The students will...</i> The important things which students will be able to do and demonstrate when they have learned what is presented in this section related to <i>Aulajaaqtut</i> competencies</p> <p>Aulajaaqtut competencies listed in:</p> <ul style="list-style-type: none"> Grade 8 <i>NWT Health Curriculum</i> <i>Inuuqatigiit</i> <p>• <i>In development: Aulajaaqtut directions document</i></p>



Iqqaqqaukkaringniq Strand

Sakku - harpoon head

The *sakku* is a piece of Inuit technology that illustrates ingenuity and design. There are many different types of *sakku*, each individually crafted for a specific reason, created with resources at hand.

- All about math, innovation and technology: ways of describing and improving our world, conceptual fields and contexts for development, ethical issues, using processes and procedures, seeking solutions and proposing explanations.

Learning Competency

The students will

The important things which students will be able to do when they have learned what is presented in this section related to *Iqqaqqaukkaringniq* competencies.

Iqqaqqaukkaringniq competencies listed in:

- Grade 8 WNCP Mathematics
- *Inuuqatigiit*



Nunavusiutit Strand

Nanuq - the Polar Bear

The Polar Bear, Nunavut's symbol is a dauntless animal of strength and skills, at ease on the land and in the water.

- All about Nunavut for Nunavummiut: history, geography environmental science-understanding our relationship to the land, survival, political history, economics, circumpolar issues, different world views, global perspectives.

Learning Competency

The students will...

The important things which students will be able to do when they have learned what is presented in this section related to *Nunavusiutit* competencies.

Nunavusiutit competencies listed in:

- *Junior Secondary Social Studies* (1993)
- NWT Dept. of ECE
- Social Studies WNCP.
- *Inuuqatigiit*



Qiaqpaqtiit

The Throat Singers

As Language Development involves vocabulary and communication the Throat Singers, symbol of the *Uqausiliriniq* Strand appears

Language Development lists terminology.

These terms familiarize the teacher with language specific to the unit. Introducing terminology is important for EL2 learners.

 <p>Sannatausivik - Tool Bag A critical piece of clothing necessary for survival. A place to collect all the tools necessary for the task at hand.</p>	<p>Materials A listing of materials and supplies needed to carry out the activities for learning.</p>
 <p>Inuksuk An <i>Inuksuk</i> provides directions. It acts as a landmark. It gives grounding and situates one on the map. The <i>Inuksuk</i> links us to the past and those who have gone before us.</p> <ul style="list-style-type: none"> • The background situates one in the module, making links from what has gone before and what is necessary to continue. 	<p>Background This section outlines information the teacher needs to implement the unit. This could be an overview of connected material, a brief summary of the main section and how it fits with previous units or an explanation of particular strategies used in the unit.</p>
 <p>Tuug - Ice Chisel A tool used to break through the ice.</p>	<p>Opener An activity that engages the student in the topic at hand. This can be in the form of an ice breaker or energizer; something that is active and creates curiosity and interest in what is to come.</p>
 <p>Qimuksiq / Qimuksiraaq Dog Team The dog team moves us from where we are to a new destination. The team must work together for this to happen.</p>	<p>Connector - An activity that connects, identifies and builds on previous learning moving from what students already know towards new concepts, ideas or perspectives, and language. It is particularly important for second language learners to have their experiences, competencies, knowledge and language used as the basis for the school language program. These activities identify the starting point for instruction.</p>

<p style="text-align: center;"><i>Ulu + Aijagaaq</i></p> <p>A woman's knife and a game</p> <p>An <i>ulu</i> is a tool that allows one to cut into the meat. It is sharp and requires practice to be able to use successfully when preparing skins. The <i>aijagaaq</i> - game is engaging, fun and requires skill and practice to be successful. The skills practiced in the game have applications for life and survival.</p>	<p>Activity</p> <p>The activity or the meat of the unit provides students with opportunities to explore new material and language through engaging experiences. Like the <i>aijagaaq</i> it involves practice and skill. The activity has applications and links to real life experiences. The activity introduces new concepts and ideas and related language in concrete, practical ways. This assists EL2 students to comprehend and expand linguistic capacity, both orally and in reading and writing.</p>
<p> ! 5 Ulus & 5 Sakkus on a Drum</p> <p>Bringing together the activity (<i>ulu</i>) with the technology and innovation (<i>sakku</i>) into a circle on the drum head. The drum head, a circular construct has no beginning and no end. There is no one part that is more important than the other. All are part of the whole.</p> <ul style="list-style-type: none"> • By revisiting, reflecting on one's actions, thoughts and beliefs one is able to refine and extend learning to a new level. Including reflection as part of the learning cycle one becomes more innovative, building on strengths and skills with a new and fuller understanding. 	<p>Reflections</p> <p>Research has shown that reflection questions can double the retention of the facts and concepts learned in an academic topic or concept. They ensure that students continue to develop thinking skills and their ability to analyze their own thinking.</p> <p>Reflections (explanations come from <i>TRIBES A New Way of Learning and Being Together</i>, Jeanne Gibbs p. 100-101)</p> <p>Content- Thinking questions are focused on the content of the unit and on the thinking skills that were used in order to work with the content. The content consists of facts, concepts and information.</p> <p>Collaborative/Social questions focus on the interaction that happens within a learning group or any social or societal context and on the collaborative skills that were used.</p> <p>Personal These learning questions focus on what the individual has learned or felt.</p> <p>You need not ask all three types of</p>

	<p>reflection questions after a strategy, but do use at least two of the different types. Base your choice on what you believe will make the content memorable and the learning experience meaningful for the majority of students in the class.</p>
 <p>Tumi Paw track Tracking is a skill that requires practice and observation over time. Knowing how to track means a greater chance of survival.</p>	<p>Follow-Up Activities that link the learning to the environment and the community. The follow up underscores the links and practical applications that give meaning to the knowledge and skills. Follow up activities enable EL2 learners to use the new language and concepts in different contexts. They also encourage students to integrate the language competencies.</p>
 <p>Tupiq Tent A temporary shelter that protects one from the elements.</p>	<p>Classroom Reinforcement Something visual that appears in the local environment and reinforces the work at the time. It is temporary, appearing for the duration of the module.</p>
 <p>Mumiqtuq Drum Dancer Drum dancing is an individual activity where the dancer sings/dances his/her own song. Although it notes an individual song/dance, the dancer is also a part of the community circle and celebration, supported by all the other members of the group.</p>	<p>Accommodating Diversity Provides suggestions for adapting materials and strategies to support specific individual needs of all students. This can involve alternative ways for students to demonstrate learning using multiple intelligences that build on students' areas of strength.</p>
 <p>Sabgut / Naukkuti This is a tool that tests the snow for correct density. It is essential for survival on the land. In order to use it properly, it is necessary to practice</p>	<p>Assessment Assessment is a part of the learning experience/cycle. It involves assessment tools and strategies, practice and observations. It is a collaboration between the teacher and student. It is important as indicated in each module, to assess</p>

with it; testing snow and ice to get the feel and sound of it, and use this information with observations of other elements in the environment that help locate good snow or bad ice.

formatively individual conceptual and linguistic growth throughout each unit. At the end of each unit summative assessment is important.

Student - These are meaningful opportunities for students to assess their own learning, participation and set goals for the future. This may include self assessments, peer assessments, keeping portfolios and journal writing as well as demonstrations of skills or performances.

Teacher - The teacher selects the appropriate assessment tools and strategies. This may involve observation, goal setting, anecdotal records, assignments, portfolios, journals, learning logs, conferences and providing descriptive feedback.

Cross-Curricular Competencies-

1. **Piliriqatigiingniq** - To develop a collaborative relationship and work together the common good

The essential Inuit belief that stresses the importance of the group over the individual should pervade all our teaching. Expectations for students will reflect working for the common good, collaboration, shared leadership and volunteerism. Piliqatigiingniq also sets expectations for supportive behaviour development, strong relationship-building and consensus-building

Key Features of the Competency

- To understand one's place within the group
- To collaborate and advocate for his/herself
- To collaborate and advocate for the group or community
- To form an opinion
- To express judgments in terms of the common good
- To qualify judgments in terms of the common good

2. **Avatimik kamattiarniq**- To support and maintain environmental wellness.

Inuit have with their environment and with the world in which they live. Students will be expected to articulate respect for this mutually interdependent relationship and to demonstrate responsible behaviours that seek to improve and protect the relationship in ways that meet global challenges to environmental wellness.

Key Features of the Competency

- To become aware of the interconnectedness of one's personal dimensions: mental, physical and spiritual
- To become aware of the interconnectedness of ecological dimensions that regulate the systems of nature
- To promote global connections, propelled by movement of goods, people and information in ways that are just and equitable
- To understand how global environmental trends are influenced by human behaviour and changes in local ecosystems.
- To view local and global issues as overlapping spheres of activity in constant and dynamic interplay rather than as opposite ends of a spectrum

3. Pilimmaksarniq- To be empowered and build capacity through knowledge and skills acquisition

Building personal capacity in Inuit ways of knowing and doing are key expectations for students. Demonstrating empowerment to lead a successful and productive life, that is respectful of all, is a powerful end goal of our educational system.

Key Features of the Competency

- To gather information
- To understand information
- To use information for different purposes
- To use information and communication technologies
- To adopt effective work methods
- To analyze one's work and procedure

4. Qanuqtuurungnarniq- To be resourceful and seek solutions through creativity, adaptability, and flexibility

The ability to be resourceful, seek solutions, use resources innovatively and creatively, to demonstrate adaptability and flexibility in response to a rapidly changing world, are strengths all our students should develop. Resourcefulness should be demonstrated in all learning and also thinking that seeks to improve the context in which Inuit live.

Key Features of the Competency

- To use personal resources
- To be adaptable and formulate possible solutions
- To test a solution
- To adopt a flexible approach
- To analyze the components of a situation/problem
- To be creative and make good judgements
- To evaluate the procedure used

5. Aajiqatigiingniq- To cooperate, develop shared understanding to arrive at decisions through consensus

All students are expected to become contributing members of their community and to participate actively in building the strength of Inuit in Nunavut. Being able to think and act collaboratively, to assist with the development of shared understandings, to resolve conflict in consensus-building ways, and to consult respecting various perspectives and worldviews, are expectations that cross all curricula.

Key Features of the Competency

- To be open to his/her surroundings
- To be aware of his/her place among others
- To interact with an open mind
- To contribute to team and community efforts
- To communicate effectively within a group

6. **Pijitsirniq**- To contribute to the common good through serving and leadership
The concept of serving is central to the style of leadership and is the measure of the maturity and wisdom of an Inuk. Key here is the understanding that each person has a contribution to make and is a valued contributor to his/her community. Students will be expected to demonstrate this kind of leadership and commitment to serving the common good.

Key Features of the Competency

- To know one's personal strengths and weaknesses
- To benefit the group through his/her participation
- To assess personal success in terms of group participation
- To become aware of personal, local and global interdependence

Cross-Curricular Competency Rubric

Student: _____ Nunavusiutit: Thunder and Stone

LEVEL A	LEVEL B	LEVEL C	LEVEL D	Level A = Proficient Level B = Confident Level C = Communicative Level D = Transitional
<ul style="list-style-type: none"> • Uses complex reasoning • Articulates issues in meaningful ways to build consensus • Interprets processes into social action • Participates in depth • Interprets information inductively/deductively • Develops well thought out conclusions which are well interpreted for others 	<ul style="list-style-type: none"> • Analyses, compares, classifies • Relates issues appropriately • Applies issues to personal situation • Uses processes effectively • Participates actively and is a good team supporter • Reasons and relates information in several ways • Takes a stand on issues and encourages others to understand that stand 	<ul style="list-style-type: none"> • Accepts information at face value • Is aware of issues, but does not engage personally • Relates theoretically to issues • Follows processes as described • Participates in socially limited ways • Uses information to complete a task • Sees issues as separate from self 	<ul style="list-style-type: none"> • Does not personally relate to the information • Has difficulty grasping issues • Has difficulty following processes • Does not fully participate • Does not use discrimination in selecting information • Unaware of significance of issues • Has difficulty demonstrating personal growth/understanding 	The student
				forms an opinion
				qualifies judgments in terms of the common good
				qualifies judgments in terms of the common good
				becomes aware of the inter-connectedness of one's personal dimensions: mental, physical and spiritual

				understands how global environmental trends are influenced by human behaviour and changes in local ecosystems
				uses information for different purposes
				adopts a flexible approach
				analyzes the components of a situation/problem
				interacts with an open mind
				benefits the group through his/her participation

Title: Thunder and Stone

	Learning Competencies	Strategies
1	<p>The students will engage in discussions about personal and cultural identity and spirituality. (9-V-I-005)</p> <p>The students will demonstrate sensitivity to the emotional and personal aspects of identity. (9-V-I-006)</p> <p>The students will articulate with specific examples the complexity and diversity of the elements of belief systems which contribute to the collective cultural identity. (9-V-I-007)</p> <p>The students will evaluate the source information and relate it to personal experience and contemporary context. (9-S-015)</p>	<ul style="list-style-type: none"> • Small group work • Placemats • Reading pairs • Jigsaws • Discussion groups • T-charts • Stand up, sit down • Building definitions • Reflections • Website investigations
2	<p>The students will analyze the factors that shape identity. (9-K-I-007)</p> <p>The students will give examples of historical tension in relationships between social groups and make associations to possible causes. (9-K-CC-012)</p> <p>The students will demonstrate a knowledge and awareness of the association between traditional beliefs and issues related to culture. (9-K-CC-017)</p> <p>The students will evaluate and articulate how competing interests and needs have shaped cultural changes amongst Inuit. (9-K-L-028)</p>	<ul style="list-style-type: none"> • Activity centres • Comparative analysis • Reflective viewing • Research • Creative responses • Linking learning • Mind maps • Predicting • Inferring
3	<p>The students will demonstrate an awareness of the importance of place and place names. (9-K-L-030)</p> <p>The students will demonstrate an awareness of the traditional significance of the Inuit relationship to their environment. (9-K-L-027)</p> <p>The student will demonstrate knowledge of the responsibilities of Inuit as environmental caregivers. (9-K-L-029A)</p> <p>The students will analyze causes and contributing factors to historical events. (9-S-018)</p> <p>The students will use a variety of information sources and technologies to make meanings. (9-S-027)</p>	<ul style="list-style-type: none"> • Point of view • Interviews • Representations
4	<p>The students will provide analysis of empowerment issues and the use of cultural controls in traditional Inuit society. (9-K-P-052)</p> <p>The students will communicate examples of conflict and cooperation in Inuit society. (9-K-E-055)</p> <p>The students will appreciate the complexity of spiritual identity and practices. (9-V-I-007)</p> <p>The students will persuasively express informed and reasoned opinions. (9-S-009)</p>	

5	<p>The students will present information and ideas using oral, visual, material, print or electronic media. (9-s-011)</p> <p>The students will consider historical contexts and circumstances of past events and demonstrate the links with contexts today. (9-S-019)</p> <p>The students will negotiate consensus within group contexts. (9-S-003)</p> <p>The students will select the appropriate technological tools to accomplish tasks. (9-S-028)</p>	
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