



# THE GIANT BEAR

## Book Study

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Innarnut Ilinniarniq



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Nunavut  
Arctic College

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Innarnut Ilinniarniq

#### **Explanation of Logo**

The Innarnut Ilinniarniq logo is inspired by the ingenuity and creativity of a traditional fishing lure crafted by respected Elder Mariano Aupilaarjuk for use in his teachings. According to Aupilaarjuk, the lure draws fish to the fisherman in a way they would not be drawn on their own. He notes that our great ancestors were the inventors of the lure, which became a survival tool with which they could feed their families. This fishing lure is important, both as a tool and as a symbol, because it brought many fish to those who may have otherwise gone hungry.

Widely recognized and honoured for his wisdom and teachings of traditional knowledge, Aupilaarjuk provides inspiration to adult learners: “We have to begin thinking about where Inuit have come from and where we are going to go in the future...we have to start reviving ourselves again.” (Perspectives in Traditional Law, pages 34-35)

# The Giant Bear

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Innarnut Ilinniarniq



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Nunavut  
Arctic College



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This is the first in a series of four sessions focused on The Giant Bear. In this session, learners will be introduced to the topics of study: Hunting and Survival, Courage, and Arctic Animals. Learners will explore their prior knowledge of the topics through an active teacher-led discussion and examine survival in traditional and modern Inuit communities. Learners will complete a language activity on paragraph writing, be introduced to The Giant Bear, make pre-reading predictions, and create an educational poster to display their research of a chosen Arctic animal.

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In the second of a series of four sessions on The Giant Bear, learners will continue their exploration of the topics of study. Learners will use the guided reading technique to read The Giant Bear and complete a comprehension activity exploring the elements of a folktale. Learners will participate in an activity exploring the effects of climate change on Arctic animals and complete a language activity on report writing. Learners will prepare for a guest speaker who will come into the classroom in Session Four and finish the session with an activity about the concept of courage.

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In the third of a series of four sessions on The Giant Bear, learners will review what they have learned thus far in the unit through an active teacher-led discussion. Learners will complete a comprehension activity that explores character perspectives in The Giant Bear and continue their language activities, which will focus on editing. Learners will create a plaque honouring someone from the community who has demonstrated an act of courage, and finish the session by reflecting in their journals.

Session 4 . . . . . 51

In the fourth of a series of four sessions on The Giant Bear, learners will complete their study of Hunting and Survival, Courage, and Arctic Animals. Learners will host a guest speaker who will come in to talk about survival and hunting techniques and will use their knowledge to plan a hunting trip. Learners will explore mythical creatures found in Inuit folktales and use real - life events to write a folktale of their own. To conclude the session, learners will reflect on the unit in their journals.

# Introduction

The *Uqalimaarummaq Reader* series is a unique resource development initiative directed towards supporting adult educators and adult learners in Nunavut. The resource combines the educational goals of the Adult Basic Education programs of Nunavut Arctic College, and the experience and skills of Nunavut Arctic College staff members, with culturally relevant publications created by Inhabit Media Inc. and other publishers focused on the North and northern issues.

The Adult Basic Education program is an essential part of Nunavut Arctic College's programs. The program includes six levels of study, ranging from basic literacy (110) to course work at the Grade 12 level (150-160). It offers opportunities for students to upgrade their existing literacy skills in both Inuktitut and English in a variety of subject areas.

The Government of Canada's Canadian Northern Economic Development Agency provided funding for this publication through the Adult Basic Education Program Enhancement project. The purpose of the initiative is to enhance northern colleges' capacity to provide sustained adult education programming and improve the socio-economic well-being of northern residents through improved Adult Basic Education services, and as a consequence improve the ability of adult learners to take advantage of the opportunities provided in the growing economic sectors in Nunavut.

Inhabit Media Inc. is an Inuit-owned publishing company that aims to promote and preserve the stories, knowledge, and talent of northern Canada. They promote research in Inuit mythology and the traditional Inuit knowledge of Nunavummiut. Their authors, storytellers, and artists bring this knowledge to life in publications that are steeped in Inuit traditions. Inhabit Media Inc. is assisting in the development of these resources to engage learners in northern Canada in a literacy program that is culturally relevant, supports cultural literacy, and promotes the acquisition of basic literacy skills.

Inhabit Media Inc. and Nunavut Arctic College have partnered to help bring quality, Northern-focused education to learners of the Adult Basic Education (ABE) program. The *Uqalimaarummaq Reader* series was created in accordance with ABE standards and provides instructional support to adult educators delivering this program.

*The Giant Bear* is the sixth in the *Uqalimaarummaq Reader* series. This learning resource uses the publication *The Giant Bear* by Jose Angutinnurniq as the basic textbook, and provides information and activities to help adult educators teach the text in Inuktitut and English. The manual has detailed learning activities, instructor notes, and handouts to help adult learners strengthen their skills in reading, writing, and oral communication.

The Adult Basic Education program and the *Uqalimaarummaq Reader* series aim to develop advanced learners who are prepared for entry-level positions in a variety of fields, and who are equipped for continuing education at the post-secondary level.



# ***The Giant Bear* Book Study**

## **Unit Description**

This unit consists of a series of four sessions on *The Giant Bear* by Jose Angutinngurniq. This book study seeks to explore some of the differences between modern life and Inuit traditions. Learners will participate in a variety of reading, writing, research, oral communication, community inclusion, and creative writing activities that will expand their knowledge on the following topics of study: Hunting and Survival, Courage, and Arctic Animals.

Over the course of the unit, learners will examine traditional and modern - day survival skills, complete a research project on Arctic animals, participate in a series of activities exploring the theme of courage, and create their own folktale. They will engage in a series of language activities involving paragraph writing, report writing, and editing, in order to improve and strengthen their writing skills. Learners will emerge from this unit with a greater understanding of the three topics of study and the role each topic plays in traditional Inuit culture.

# ICON DESCRIPTIONS

## Reading

- Learners will read assigned passages using a variety of reading strategies.

## Vocabulary

- Through organized activities, learners will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.

## Oral Communication

- Learners will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.

## Listening

- Learners will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.

## Writing

- Learners will develop their written communication skills through the following activities: sentence development, graphic organizers, journal writing, reflections, report writing, short answers, research, and creative writing tasks.

## Comprehension Activities

- Learners will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.

## Language Skills

- Using organized activities, handouts, and examples from the text, learners will develop their language skills in a sequential progression.

## Reflection

- Learners will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.

## Visual Depictions

- Learners will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.

## Viewing

- Learners will examine and interpret a variety of forms of work (e.g. films, art, work created by peers, etc.) and respond to these elements in writing, oral presentations, and group discussions.

## Community Inclusion

- Learners will extend the walls of the classroom, incorporating community perspectives and examples from their neighbourhood into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.

## Technology

- Learners will use different forms of technology to broaden their learning, create assigned work, and demonstrate their understanding of the material at hand.

## Field Study

- Learners will venture into the community to research and gain hands-on experience.

## Global Perspectives

- Learners will look outside of their classroom and community to explore other cultures, beliefs, and important issues affecting the global community.

## Research Skills

- Learners will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.

## Evaluation

- At the conclusion of each unit, evaluation techniques will be suggested to allow instructors to informally assess learners' understanding and abilities.

## Handout

- Handouts, which include exercises designed to enhance each unit, accompany many activities throughout the guide. These handouts are to be photocopied and handed out to learners, allowing them to practice and deepen their understanding of what they are learning.

# BOOK STUDY

## *The Giant Bear*

### SESSION 1

#### Objective

This is the first in a series of four sessions focused on *The Giant Bear* by Jose Angutinngurniq. In this session, learners will be introduced to the unit and work to achieve the following objectives:

- Explore prior knowledge of the topics of study: Hunting and Survival, Courage, and Arctic Animals, and participate in active discussions.
- Begin a series of predictive reading activities to familiarize learners with the story of *The Giant Bear*.
- Complete a compare - and - contrast activity exploring traditional and modern methods of survival.
- Begin a series of language activities on paragraph writing.
- Take part in a research activity that explores Arctic animals.

#### Reading

- *The Giant Bear* by Jose Angutinngurniq

#### Handouts

- Handout 1: Topics of Study
- Handout 2: Survival
- Handout 3: Modern vs. Traditional Methods of Survival
- Handout 4: Paragraph Organization
- Handout 5: Research
- Handout 6: Predicting





## Activity 1: Writing

### Topics of Study: Hunting and Survival, Courage, and Arctic Animals

- Explain to learners that the upcoming unit will be a study of *The Giant Bear*, a publication of a traditional story as told by an elder. Throughout the unit, they will be exploring three topics of study: Hunting and Survival, Courage, and Arctic Animals.

- **Instructor Note:** Learners will learn about the topics of study in the following ways:

- **Hunting and Survival:** Learners will learn about the concept of survival by examining the themes in *The Giant Bear* and other Inuit folktales. Learners will understand the difference between physical and psychological survival and take part in an activity comparing survival in modern and traditional Inuit communities. To broaden learners' knowledge, they will invite a guest speaker to talk about survival and hunting techniques, and plan a hunting expedition.
- **Courage:** Learners will learn about courage through the characters in *The Giant Bear* and the behavioural qualities they possess. Learners will explore the theme of courage in traditional folktales and build on their knowledge through the creation of a Web of Courage and a Wall of Fame.
- **Arctic Animals:** Learners will begin their study of Arctic animals by participating in a research activity and creating an educational poster about a chosen animal. They will continue to build on their knowledge through an activity that examines how climate change is affecting Arctic animals and their habitats. Learners will write a report to present their knowledge of Arctic animals.
- Write the words "Hunting" and "Survival" on the board. Ask learners to individually think about the terms. Ask for volunteers to share what they know about hunting and survival. You may want to begin by asking some of the following questions:
  - o How many of you have been hunting?
  - o How old were you when you first went hunting?

- o What different animals have you hunted?
- o How would you describe survival?
- o What are important things that we as humans need to survive?
- Write the term “Arctic Animals” on the board.
- Ask the learners,
  - o What are important Arctic animals?
  - o Why are these animals important?
  - o How are Arctic animals different from animals living in the southern regions of Canada?
- Ask learners if there is anything they would like to learn about each topic that was not mentioned during the discussion. Record answers on the board or on chart paper.
- Distribute **Handout 1: Topics of Study**.
- Using the notes on the board, have learners fill in the columns: What I Know and What I Want to Know.
- Discuss completed handouts as a class.



## Activity 2: Writing Survival

- Say to the learners, “Survival is an important theme in *The Giant Bear* and has been a theme of many stories throughout the history of literature. From a hero overcoming a ferocious monster, to an accident victim surviving a snowmobile crash, a cancer patient beating the odds, or a homeless child overcoming adversity, stories of survival can uplift the spirit and inspire others. For all humans, survival is a big part of our everyday lives.”
- Ask the learners to take out their journals. Explain that they will have five minutes to answer the following question: What does the word survival mean to you?
- When journal writing is completed, have the learners work in pairs to share and discuss their responses. When the pairs are done, open the discussion up to the whole class, while recording learners’ answers on the board or chart paper.



### Activity 3: Reading

#### Physical and Psychological Survival

- Say to the learners, “Although we may not always be fighting for our lives, we often feel like we have to survive, whether it be a test, a social situation, or a work situation. While it is important to survive physically, being psychologically strong is equally important and is sometimes overlooked. The characters in *The Giant Bear*, and the characters in many of the stories we hear and read, demonstrate great physical and psychological survival skills. In real life, we may not have to defeat a giant bear or a scary monster, but we often have to be emotionally strong in order to survive life events such as a difficult boss, a fight with a friend, or the loss of a loved one. You are going to work in groups of four and five to complete the next activity.”
- Distribute **Handout 2: Survival**.
- Explain to the learners that for this activity they are going to make a list of what they need to survive both physically (to stay alive) and psychologically (to stay mentally strong).
- Think of the first few points together as a class. Under the first heading, “Physical Survival,” ask the class: “What is one thing that we as humans could not live without?” Some possible answers might include food, water, or shelter. Tell learners to record answers on the handout.
- Under the next heading, “Psychological Survival,” ask the learners, “What is one thing that helps keep you strong, or something that makes you feel courageous (e.g., confidence, self respect, etc.):?”
- Tell the learners to record answers on page 2 of the handout.
- Following the discussion, tell the groups that they will have five minutes to continue filling in their lists.
- When the groups are finished, invite each group to present their results to the class.
- Following the presentations, tell the learners that psychological survival can be a bit more complicated. Ask the learners:
  - How do we come to have confidence and self-respect? Record learners’ answers on the board or chart paper.
- Finish the discussion by telling learners they will continue to explore the concept of survival in the next lesson.



## Activity 4: Writing

### Modern vs. Traditional Methods of Survival

- Say to the learners, “People all over the world require food and shelter to stay alive.” Ask:
  - What did traditional Inuit communities use for shelter and how did they acquire food?
  - What has changed?
  - What has stayed the same?
- Distribute **Handout 3: Modern vs. Traditional Methods of Survival.**
- Read through the handout with the class and model the first section with the learners. Allow learners to ask any last questions before beginning the handout.
- In partners, ask learners to use point-form notes to compare the differences and similarities between traditional and modern methods of survival in the Arctic.
- Discuss responses in an active class discussion.
- Ask learners whether they believe surviving in the Arctic has become easier or more difficult. Discuss responses as a class.



## Activity 5: Language

### Paragraph Writing

- Explain to learners that over the course of this unit, they will be learning how to write a formal report. Explain that for this language activity they are going to begin the process by learning how to write a paragraph.
- Tell learners that there are three parts to a paragraph.
  - Topic Sentence: The first sentence in the paragraph. It introduces the main idea and generates interest.
  - Supporting Details: Sentences following the body of the paragraph. They give details and support the main idea of the paragraph.
  - Conclusion: The last sentence in the paragraph. It restates the main idea and concludes the thought. It leads readers to the next paragraph.
- Distribute **Handout 4: Paragraph Organization.**
- As a class, discuss paragraph ideas. Encourage learners to write about one of the topics of study: Survival, Courage, or Arctic Animals.



- Ask learners to select a topic for their paragraph and complete Part I on the handout, recording their ideas.
- Using their list, ask learners to complete Part II of the handout, generating their topic sentence, supporting ideas, and concluding sentence.
- Ask learners to share their writing with a partner. Partners must offer feedback on how the paragraphs can be improved.
- Using their handout, ask learners to create a good copy of their paragraph in their journals. Review completed paragraphs as a class.



## **Activity 6: Research**

### **Arctic Animals**

- Say to the learners, “Like all traditional stories, the story of *The Giant Bear* reflects the life and realities of people from long ago. Often these stories have been exaggerated over time, but folktales are always filled with truth about people, the environment, relationships, etc. The story of *The Giant Bear* gives readers a clue of the relationship between Inuit and animals, and it demonstrates the courage and ingenuity needed to survive the harsh conditions of the Arctic. In the past, there were so many things hunters had to understand to survive. Almost all of the animals that were hunted moved or migrated. Often these movement patterns were influenced by the seasons. In this class you are going to participate in a research activity on a chosen Arctic animal. Through this activity, you will gain a deeper understanding and appreciation of the animals that inhabit the Arctic region.”
- Distribute **Handout 5: Research**.
- Explain to learners that they are going to choose an Arctic animal and work individually to complete the handout. Learners can use books, the Internet, and any other available resources, such as a hunter they know, or their own past knowledge and experience as hunters.
- Tell learners that in addition to completing their research handout, they will be required to indicate where their chosen animal is located during each of the four seasons.
- Post four blank maps of Nunavut (or their region around the community) in

the classroom and label them Spring, Summer, Fall, and Winter. Tell learners to use the maps to show where their chosen animal is located during each of the seasons.

- When learners have completed their research, provide them with a blank piece of paper to create an educational poster. (approximately 8" x 10"). Explain to learners that they are going to create a visual depiction of their animal in its natural habitat. Learners can choose from a drawing, painting, computer printout, or collage. Tell learners that they will write six to ten important facts about their animal around the picture.
- Learners will present their research posters to the class and point out where their animal is located in each of the four seasons on the class maps.
- After each presentation, ask learners why their animal moves to different locations throughout the year.
- Ask the learners how this movement might have affected the travel patterns of Inuit families.
- Discuss responses in an active class discussion.



## Activity 7: Writing

### Pre-Reading Predictions

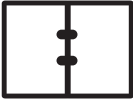
- Introduce *The Giant Bear* and say to the learners, “Many versions of the giant bear, or nanurluk, have been shared and retold throughout the vast Arctic region. In the book *The Giant Bear*, storyteller Jose Angutinngurniq retells his version of the story and one hunter’s courageous effort to defeat the nanurluk and protect his family. Before we read the book, it is important to understand that effective readers make predictions. Each text holds clues and effective readers combine these clues with their own background knowledge to make reasonable predictions. By making predictions, readers have the ability to think actively. Good readers are active readers. Today we are going to be active readers!”
- Distribute **Handout 6: Predicting**.
- Inform learners that when making predictions, they should use what they already know from experience as well as any new information they get from the book.
- Explain that they will use the features of the book (e.g., title, author, illustrator,

front cover, back cover, and illustrations) to help make predictions.

- Before allowing learners to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
  - o Direct learners' attention to the title of the book. Ask learners to make predictions based on the title.
  - o Ask learners to find the names of the author and illustrator of the book. If any of the learners are familiar with their work, ask them to describe it.
  - o View the illustrations on the front cover. Ask learners to explain the images they see and predict what the story is about.
  - o Read the text on the back cover of the book. Ask the learners to predict what is going to happen in the story. Record point-form notes on the board.
  - o Tell learners to flip through the pages of the book and view the illustrations. Ask them to express any reactions or comments they may have. Record point-form notes on the board.
- Together, pairs must complete **Handout 5: Predicting**. Learners will choose two of the text features provided and based on those, write one main prediction.
- Encourage learners to share their predictions before concluding the discussion.

Handout 1

# Topics of Study



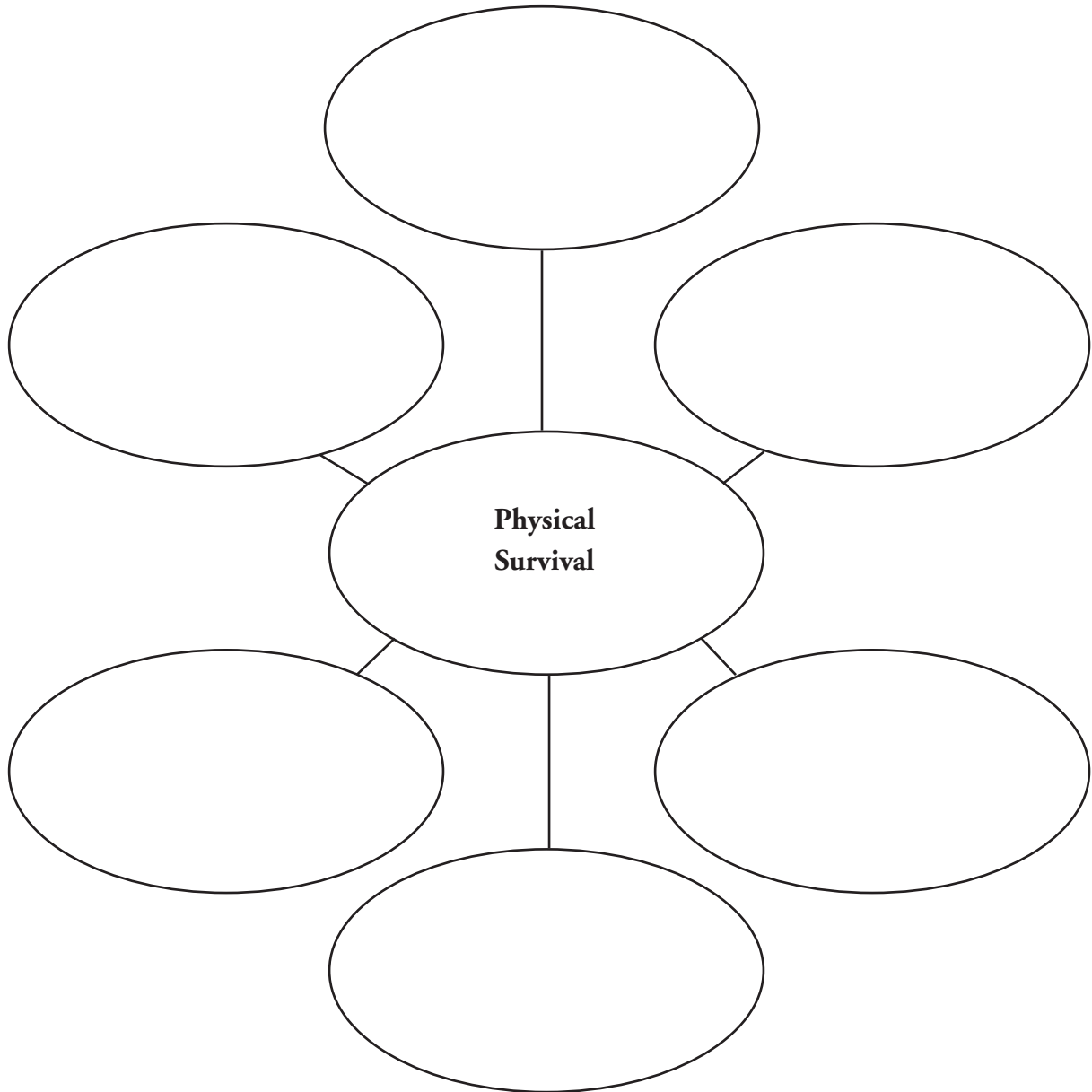
Hunting and Survival	Courage	Arctic Animals
What I know...	What I know...	What I know...
What I want to know...	What I want to know...	What I want to know...



## Handout 2

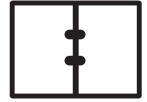
# Survival

**Part I:** With a partner, fill in as many of the spaces as possible.

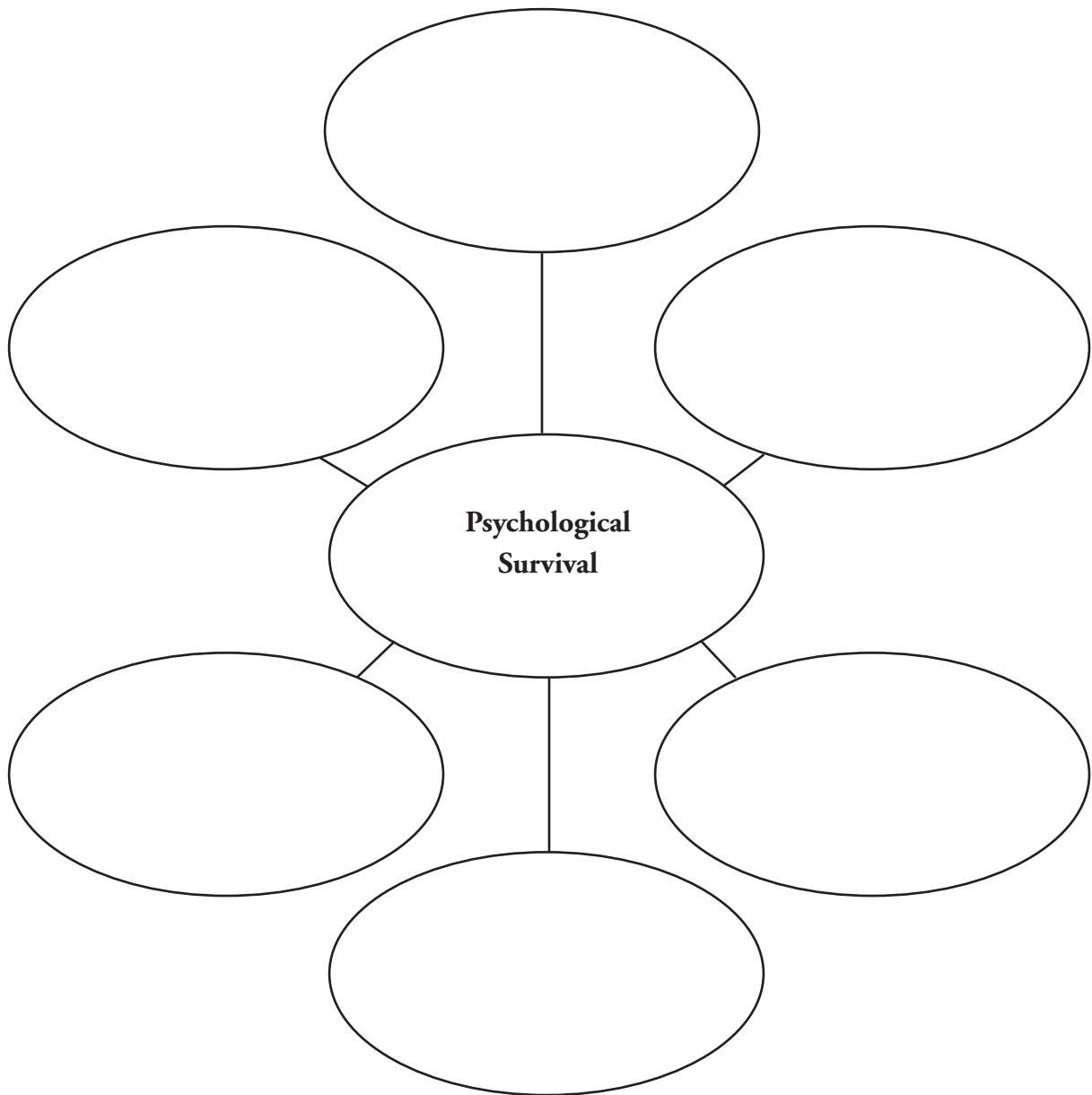


## Handout 2

# Survival



**Part I:** With a partner, fill in as many of the spaces as possible.





### Handout 3

## Modern vs. Traditional Methods of Survival

Survival is dependent on the ability to adapt to both environmental and social conditions. Traditionally, survival in the Arctic meant using the land for shelter, food, clothing, and transportation. Today, the influence of Southern culture has changed many of the traditional Inuit ways of life. With your partner, fill in the following, comparing the similarities and differences between traditional and modern methods of survival. The first one will be completed as a class.

### Modern vs. Traditional Dwelling

**Traditional:** Summer: Tent (tupik); Winter: Snow Hut (iglu)

**Modern:** House (illuvut)

Similarities	Differences

# Modern vs. Traditional Methods of Survival



## Modern vs. Traditional Hunting and Food

**Traditional:** Diet mainly meat from various animals like caribou, walrus, seal, whale.

**Modern:** Food bought at the local grocery store, or shipped from the South. Most Inuit still eat traditional foods, they are just caught differently.

Similarities	Differences

## Modern vs. Traditional Clothing

**Traditional:** Fur clothing, homemade by women, sewn with sinew needles made of bone.

**Modern:** Mainly clothes bought from a store. Inuit still make traditional clothes but usually use modern materials, such as duffel and cotton.

Similarities	Differences





### Handout 3

## Modern vs. Traditional Methods of Survival

### Modern vs. Traditional Transportation

**Traditional:** Qamautiik (sleds), Umiak (boats), Kayak

**Modern:** Snowmobiles, ATV's, automobiles, trucks, speedboats, and motorized canoes.

Similarities	Differences

### Modern vs. Traditional Education

**Traditional:** Inuit Children would learn through observation and imitation.

**Modern:** Inuit children attend schools in their own communities.

Similarities	Differences



Paragraph Ideas

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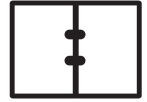
## Handout 5

# Research

<b>Animal</b>	
<b>Physical Features</b>	
<b>Habitat</b>	
<b>Average Lifespan</b>	
<b>Mating Habits</b>	
<b>Diet</b>	
<b>Migration Patterns</b>	

Handout 6

# Predicting



ELEMENTS	PREDICTIONS
Title	
Front Cover	
Back Cover	
Illustrations	
Prior Knowledge	
Main Prediction	

## BOOK STUDY

# *The Giant Bear*

## SESSION 2

### Objective

This is the second in a series of four sessions on *The Giant Bear*. In this session, learners will work through the following objectives:

- Read *The Giant Bear* using the guided reading technique.
- Begin a series of comprehension activities, starting with Elements of a Folktale.
- Plan and prepare for a guest speaker who will discuss survival and hunting techniques.
- Continue a series of language activities on report writing.
- Complete an activity exploring the effects of climate change on Arctic animals.
- Develop a deeper understanding of courage through the creation of a Web of Courage.

### Reading

- *The Giant Bear* by Jose Angutinngurniq

### Handouts

- Handout 1: Elements of a Folktale
- Handout 2: Bear Hunting
- Handout 3: Climate Change and Arctic Animals
- Handout 4: Report Writing
- Handout 5: Web of Courage



## Learning Activities

### Activity 1: Reading



#### Guided Reading



##### Pre-Reading



- Review learners' predictions from the previous session (Session 1, Handout 4: Predicting) and allow the class to make any further predictions.
- Read the foreword aloud to the learners.
- **Note:** There is sophisticated vocabulary in the foreword. You may wish to make a list of difficult words on the board and ask the learners to look each of them up in the dictionary.

##### Reading

- Divide the class into guided reading groups. In groups of four or five, learners will sit in a circle and take turns reading one page from *The Giant Bear*.
- This process continues until the book is finished.
- Monitor the progress of each group and assist when necessary.

##### Post-Reading

- Explain to learners that good readers make predictions and revise them based on information from the story.
- Reflect on the book together, answering the following suggested questions:
  - Which of my predictions were right?
  - What information from the book tells me that I am correct?
  - What were the main ideas?
  - What connections can I make to the text?
  - What are the important themes in this folktale?
  - What lessons does this folktale teach?
  - Have you encountered this folktale before? If so, who told it to you and when?
- Before concluding the discussion, allow learners to ask any outstanding questions.



## Activity 2: Comprehension



### Elements of a Folktale



- Remind learners that many versions of the story of the giant bear, or nanurluk, have been shared and retold throughout the Arctic.
- Say to the learners, “Folktales are stories that come from all over the world and were traditionally handed down orally by storytellers in various cultures. They are usually about ordinary characters in their ordinary lives, and tell about something extraordinary that happens to them. Many folktales also involve magic or the supernatural.”
- Ask the learners:
  - What are your favourite folktales? Do you have any favourites that you were told or heard?
- Invite learners to discuss folktales and share any of their favorite stories that they were told as a child.
- Ask learners to brainstorm any famous or well-known folktales, listing the story titles on the board or chart paper.
- Remind the learners that folktales also include some famous books/movies, including *Snow White*, *Cinderella*, and many of the well-known Disney stories.
- Explain to learners that most folktales present a similar set of elements.
- Distribute **Handout 1: Elements of a Folktale**. As a class, fill in the handout describing the elements presented in *The Giant Bear*. Elements include the supernatural, problems, solutions, cultural elements, and morals.
- Instruct learners to turn to page 2 of the handout. Tell learners that with a partner, they will find and read two folktales (from other cultures they may know of and/or contemporary folktales, e.g., Disney), and together locate the elements of the folktale that are evident in their selections. Learners should be prepared to share their work with the class.
- Following the presentations, ask learners if they noticed any common themes in the various folktales. Common themes may include fear, courage, survival, and so forth.
- As a class, discuss why these themes are important and what they tell us about traditional Inuit communities and culture.



## Activity 3: Community Inclusion

### Community Experts



- Say to the learners “Because we are studying the book *The Giant Bear*, it is only fitting that we read a passage about bear hunting from the Netsilik Eskimos by the great Arctic explorer Knud Rasmussen.”



- Before reading, ask the learners:



- Who in this class has encountered a bear?
- If you haven't, do you know anyone who has?



- Describe your experience and what it is like to hunt such a feared and powerful animal.



- Distribute **Handout 2: Bear Hunting** and ask learners to follow the text while you read.
- In partners, ask learners to discuss why hunting is an activity that incorporates all three topics of study: Survival, Courage, and Arctic Animals. Invite partners to share their ideas with the class.
- Explain to learners that they will be involving the community in this unit to broaden their knowledge and perspective on the book and the topics of study (Hunting and Survival, Courage, and Arctic Animals).
- Explain to the learners that they are going to be inviting a guest speaker into the classroom to give a presentation on hunting and hunting techniques.
- Encourage learners to brainstorm a list of topics they would like to learn about hunting (e.g., equipment, techniques, animals, effects of climate change, etc.).
- Ask learners to list any local community members who may be able to participate in the unit as a guest speaker. Encourage them to think of people who may be experts on some of these topics.
- The expectations of the guest speaker are as follows:
  - The guest speaker will give a presentation on their area of expertise, in this case, hunting. Presentation lengths may vary. This can be discussed with the presenter ahead of time. They should expect questions from the class and be encouraged to bring in props to assist with the presentation.
- As a class, discuss ways they can contact community members to participate in



the unit (e.g., telephone conversation, email, etc.). Record answers on the board or chart paper.

- Next, discuss what should be said to the community member (e.g., date and time of visit, length of visit, materials needed, details about the unit of study, etc.), recording ideas on the board or chart paper. Is an honorarium available? Speak to the instructor about this.
- Choose one or two class members who will be responsible for creating a personal bio of the guest, introducing them when they arrive, and making sure all necessary materials are in place for their visit.
- Invite a guest speaker into the class for session four.



## **Activity 4: Viewing**

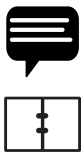


### **Arctic Animals and the Effects of Climate Change**



- Write the terms “Climate Change” and “Global Warming” on the board or chart paper.
- Tell the learners that in pairs, they are going to use the Internet to find one definition for each term.
- When the definitions are complete, bring them together as a class and ask the learners to share their findings.
- Ask for two volunteers to write their definitions on the board.
- Discuss the definitions and allow the learners to ask any further questions.
- Say to the learners, “Climate change has been noticeably visible in the Arctic regions of the world. Evidence that climate change is taking place has been well documented by scientists studying the Arctic environment. Some of this evidence includes thinner and retreating glaciers, reduction in sea ice cover and thickness, disruption in snow and rainfall patterns, disruption of migration patterns, and disruption from other species spreading north and impacting the availability and accessibility of food. Today we are going to watch a short video called ‘A Warmer World for Arctic Animals’ that addresses the effects of global warming on Arctic Animals.”
- Distribute **Handout 3: Climate Change and Arctic Animals** and tell learners to fill it in as they watch the video. (Note: The video can be found easily online by typing in the title into Google or YouTube).
- When the video is finished, begin a discussion and have learners share their answers.

- Some possible discussion questions might include:
  - o Did anything in the video surprise you?
  - o Which animal do you think is the most threatened and why?
  - o What effect does climate change have for humans living in the Arctic regions?
  - o What can we do to slow down and help reverse the effects of climate change?
- **Instructor Note:** There is so much great material on this subject. Some additional suggested resources include:
  - o The Sea Ice Project
  - o The documentary titled “People of a Feather”
  - o Other current research with Elders from the community
  - o Sikuatlas.ca



## Activity 5: Language Report Writing

- Explain to learners that they are going to use what they know about paragraph writing to create a report based on the video they watched about climate change and Arctic animals. Review **Session 1, Handout 2: Paragraph Writing** and address any further questions the learners may have.
- Ask the learners: What is the purpose of writing a report?
- One potential answer is that the purpose of writing a report is to share information in an organized manner or to formally inform the public about a given topic.
- Tell the learners that they will be using the point-form notes from the Video Handout to write the report. Ask them to take out **Session 2, Handout 3: Climate Change and Arctic Animals**.
- Distribute **Handout 4: Report Writing**.
- Go through each section of the handout and model the process for the learners. Discuss the importance of report organization, explaining to learners that a report consists of an introduction and conclusion and a series of body paragraphs that present the information.

- Explain to the learners that they are going to follow the instructions on the handout to write the body paragraphs of their report using the point-form notes collected throughout the video on climate change and Arctic animals.
- When the learners are finished, bring them back together as a class. Model writing an introduction and conclusion for the learners.
- Answer any questions and tell the learners to write their introductions and conclusions on their handouts.



## Activity 6: Writing

### Web of Courage



- Discuss the beginning of *The Giant Bear*. Ask learners:
  - What did the hunter do when he found a nanurluk living so close to his family's camp? Record answers on the board.
- Ask the class to imagine they were the hunter. Ask:
  - Would you respond the same way? Why or why not?
  - Continue the discussion by asking learners:
- What behavioural qualities or characteristics does the hunter possess(e.g., bravery, intelligence, resourcefulness, etc.)?
- Say to the learners, "The hunter was physically and psychologically strong, and he committed an act of courage to protect himself and his family."
- Distribute **Handout 5: Web of Courage** to each learner. Ask learners to individually think about the idea of courage and to complete as much of the web as possible.
- Allow a few minutes for learners to record their responses and then divide the class into pairs. Tell learners to compare their responses and assist one another in completing their individual webs.
- Conduct a class discussion using some of the following questions as a guide:
  - o In what ways do people demonstrate courage in the stories you have heard or read?
  - o In what ways do people you know demonstrate courage?
  - o In what ways are these demonstrations of courage similar or different from one another?

- o How do these examples compare to examples of courage discussed above?
  - o Is courage displayed in large heroic efforts?
  - o Is courage demonstrated in small ways? Explain.
- Inform learners that they will be creating a Wall of Courage in session three. Ask them to start thinking about someone they know from the community who has demonstrated an act of courage.
- **Instructor Note:** Google “Nunavut Commissioner Bravery Awards.” Go through some of the examples with the class to give the learners some ideas.



## Handout 1

# Elements of a Folktale

**Part I:** Fill in each section of the handout, using evidence from *The Giant Bear*.

**SUPERNATURAL**

**PROBLEM**

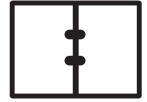
**SOLUTION**

**CULTURAL ELEMENT**

**MORAL**

Handout 1

# Elements of a Folktale



**Part II:** With a partner, select and read two folktales and complete the following chart. Be prepared to discuss your handout with the class.

<b>Supernatural</b>	
<b>Problem</b>	
<b>Solution</b>	
<b>Cultural Element</b>	
<b>Moral</b>	

<b>Supernatural</b>	
<b>Problem</b>	
<b>Solution</b>	
<b>Cultural Element</b>	
<b>Moral</b>	



## Handout 2

# Bear Hunting

### AN INUIT STUDIES READER-VOLUME TWO: THE NETSILIK ESKIMOS

(p. 183)

[Bear hunting]

And finally there were bears, which seem to have been hunted with much greater zeal than nowadays. Still, they never went out for the sole purpose of hunting bear as they do for instance in North Greenland, the reason being that they were not dog-drivers in the same sense as in other Eskimo regions, for even those who had dogs usually had to run or walk. Consequently, bear hunts were mostly quite accidental. Sometimes when out sealing at the breathing holes a bear track would be found, and, if fresh, the hunter started out to trail it with his dogs on the leash and armed solely with his sealing harpoon. The pursuit went at a run and might last whole days; and when at last he had caught up with the bear, and the dog – or only rarely dogs – had rounded it up, the fight started with the harpoon alone; in former times especially, when one only had horn harpoons and not the long, slender heads of round iron of to-day, it was a dangerous and difficult venture. In any case it was a fight at close quarters, often resulting in scratches, if not wounds and broken bones that set their mark upon the hunter for life.

While I was in the district I did not meet a single person with clothing of bear skin, but it seems to have been very common during Ross' stay, for not only did they use bear-skin trousers as in North-Greenland, but the great bear hunters often seemed to have considered it an honour to have a coat, trousers and footwear of this material. It was heavy and stiff, but looked very impressive. Bears were most numerous on the coasts round Itsuartorfik and the hunting places on the ice north and northwest of Matty Island and King William's Land, and on Ukjulik itself.

# Climate Change and Arctic Animals



As you watch the video, write down the issues that each animal faces as a result of climate change.

## **POLAR BEAR**

## **WALRUS**

## **ARCTIC FOX**

## **BELUGA WHALE**





## Handout 4

# Report Writing

### Paragraph 1

**Topic Sentence:**

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---

---

### Supporting Ideas

Idea 1:

---

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Idea 2:

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Idea 3:

---

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**Concluding Sentence:**

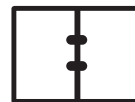
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Handout 4

# Report Writing



## Paragraph 2

**Topic Sentence:**

---

---

---

**Supporting Ideas**

Idea 1:

---

---

---

Idea 2:

---

---

---

Idea 3:

---

---

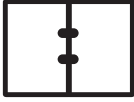
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**Concluding Sentence:**

---

---

---



## Handout 4

# Report Writing

### Paragraph 3

**Topic Sentence:**

---

---

---

### Supporting Ideas

Idea 1:

---

---

---

Idea 2:

---

---

---

Idea 3:

---

---

---

**Concluding Sentence:**

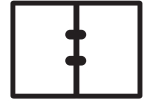
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## Handout 4

# Report Writing



Write the introduction and conclusion to complete your report.

**Use the following guidelines to write the introduction:**

What are you going to talk about?

What are you trying to do with your topic (your direction)?

What are you going to cover (and what you are not, if need be)?

Background information necessary to their understanding.

**Introduction:** This report explores...

---

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**Use the following guidelines to write the conclusion:**

Link it to the rest of your report.

Highlight the significant elements from your report (from both parts).

Draw out the main points you want to make about the topic.

Avoid introducing new material.

**Conclusion:**

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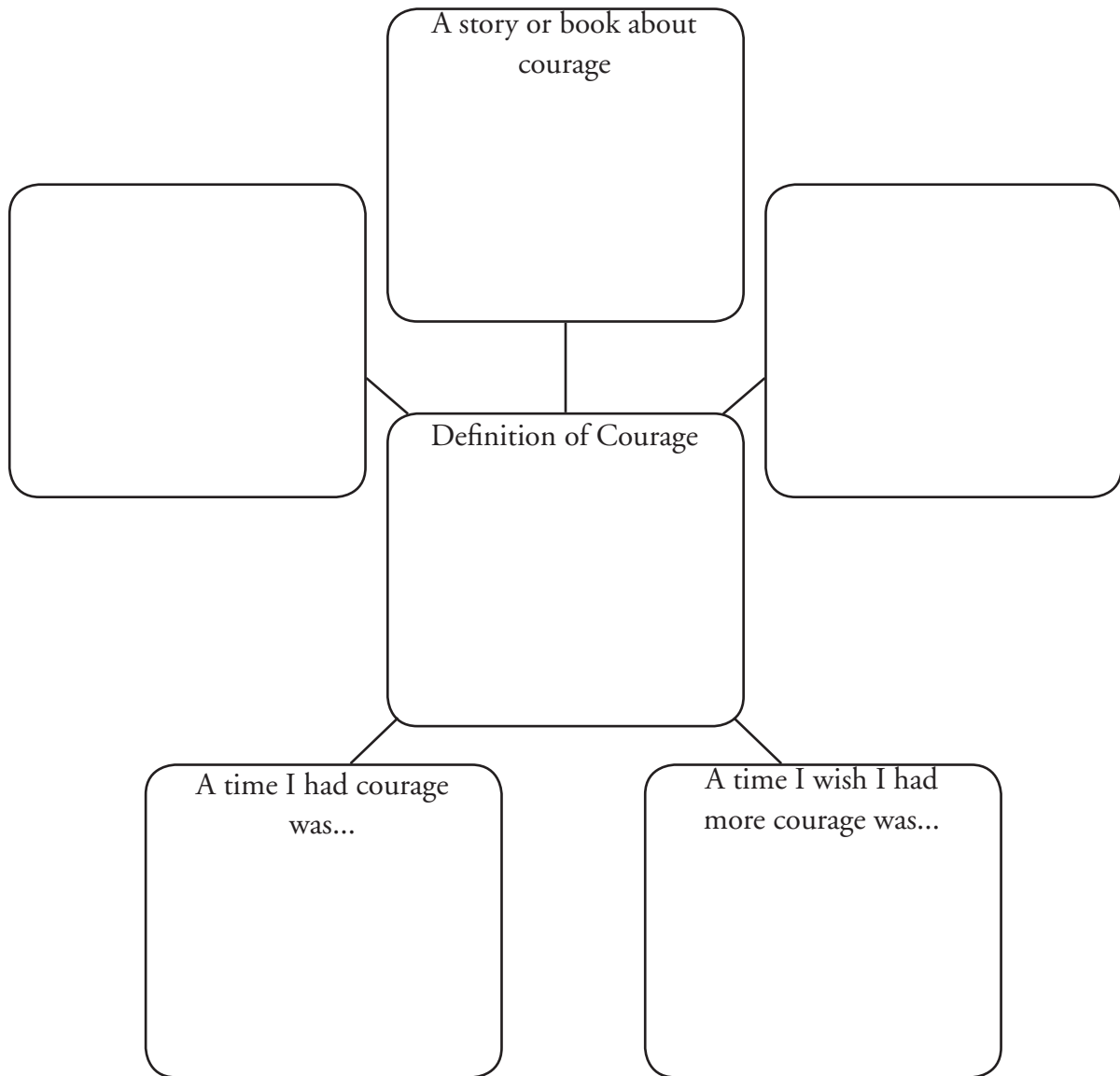
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## Handout 5

# Web of Courage



BOOK STUDY

# *The Giant Bear*

## SESSION 3

### Objective

This is the third in a series of four sessions on *The Giant Bear*. In this session, learners will work through the following objectives:

- Review and consolidate learners' understanding of the material through a teacher-led discussion and review questions.
- Continue a series of language activities on editing.
- Explore the concept of courage through the creation of a Wall of Fame.
- Reflect on learning through independent journal writing.

### Reading

- *The Giant Bear* by Jose Angutinngurniq

### Handouts

- Handout 1: Peer Editing Checklist



## Activity 1: Oral Communication

### Review Questions



- Review what has been learned thus far in the unit through an active class discussion. The following list provides suggested questions to help guide the discussion.
- **Instructor Note:** You may also administer these questions in a written test format.
  - o What have you learned about survival thus far in the unit?
  - o What is the difference between physical and psychological survival?
  - o How are physical and psychological survival skills related?
  - o What were important methods of survival in traditional Inuit communities?
  - o What are important methods of survival in modern Inuit communities?
  - o What have you learned about courage thus far in the unit?
  - o How was courage presented in *The Giant Bear*?
  - o What are the five common elements of a folktale?
  - o How are these elements presented in *The Giant Bear*?
  - o What have you learned about Arctic animals thus far in the unit?
  - o How does climate change affect Arctic animals? Does this affect hunting in Nunavut? Why?
  - o What is the relationship between humans, animals, and the earth in Inuit culture?
  - o Aside from food, what other uses do Inuit have for animals?
  - o Have any of the topics in this unit interested you and inspired you to do further research?
- Before concluding this discussion, allow learners to ask any outstanding questions they may have.



## Activity 2: Comprehension

### Journal Writing: Character Perspective

- Ask learners to take out their journals.
- Write “First-Person” on the board and ask the class if they know what the term means.
- Choose a first person narrative book to use as an example. Read one page from the book and explain to the class that a first-person narrative is a story told by one character. This means that the events from the story are told from their perspective.
- Using examples from the book, show learners that a first person narrator will refer to himself or herself as “I” and/or “we” and will reveal his/her opinions, thoughts, and feelings as events happen. The perspective of the other characters is not given, merely observations of their actions.
- Remind learners that folktales often leave out detailed descriptions of the characters’ thoughts and feelings, as they are often simple and straightforward.
- Ask the class if *The Giant Bear* is written in first person.
- Ensure that the learners understand that *The Giant Bear* is NOT written in first person, but rather in third person (from the perspective of the narrator/ storyteller).
- Say to the class, “For this activity, you will learn how to write in the first person. Each of you will choose one page from the book and rewrite it from the perspective of the hunter. Your writing will follow the same structure as the story, but you will change the language to first person, revealing details of the character’s thoughts and feelings.”
- Work through a few example sentences from *The Giant Bear*.
- Ask learners to brainstorm the character’s thoughts and feelings. Encourage learners to think about the themes of survival and courage in their writing.
- Allow learners to begin writing.
- When the stories are finished, ask learners to swap stories with one of their peers. Partners will provide constructive and positive feedback about each other’s writing.





### Activity 3: Language Editing



- Explain to learners that all writing requires, re-reading, revision, and editing. Ask the class if they know what editing means.
- As a class, brainstorm a list of things to look for in the editing process (e.g., proper use of capitals and punctuation, grammar, sentence structure, vocabulary, sequence, etc.).
- Explain to learners that there are three important steps to remember when you are peer editing another learner's writing.
  - o Step 1: Overview of the paper's strengths (the characteristics we look for in a strong piece of writing).
  - o Step 2: Suggestions.
  - o Step 3: Corrections.
- Distribute **Handout 1: Peer Editing Checklist**.
- Using a piece of written work (from a past learner), demonstrate the editing process for the class using the peer editing checklist. Answer any remaining questions the learners may have.
- Explain to learners that they are going to be peer editing the reports they wrote on climate change and Arctic animals. Tell learners that they are to exchange their work with a partner and complete **Handout 1: Peer Editing Checklist**. (Note: If it is a small class, they can be done collectively as a group.)
- When the learners are finished, ask them to create a good copy of their reports on the computer, making the necessary corrections.
- Collect learners' reports and combine them into a book titled "Arctic Animals."



### Activity 4: Writing Wall of Fame



- As a class, reflect on the Web of Courage exercise. Discuss the qualities that make someone courageous and the different ways people demonstrate acts of courage.
- Write the word "HERO" on the board or chart paper. Ask the learners if they would describe the hunter from *The Giant Bear* as a hero. Why or why not? Ask the learners to identify any words or characteristics that describe a hero, recording answers throughout the discussion.

- Ask the class the following suggested questions:
  - o Does someone have to look like a superhero to be described as a hero?
  - o Are there different types of heroes? Who are they?
  - o Who are your personal heroes? Why?
- Say to the learners, “A hero/heroine is often described as a person who is a positive role model for others in the community and is anyone who makes a difference in the lives of others. For this activity you are going to be creating a classroom wall of courage. You will be creating a plaque honouring your personal hero or a person you believe exemplifies courage. The person should be someone you know or someone from the local community. Your plaque should include, but will not be limited to the following: A
  - o A picture or photo of the individual
  - o A summary of the individual’s accomplishments
  - o An explanation as to why this person exemplifies courage
- You will have the freedom to be creative in the design of the plaque.
- Learners should be ready to present their plaques in a one- to two-minute oral presentation.
- When the presentations are complete, collect the plaques and display them on the classroom Wall of Courage.



## Activity 5: Reflection

### Journal Writing



- Explain to learners that they are going to respond to each statement by writing a few sentences that explain if they agree or disagree. Statements include:
  - o Everyone is capable of courage. I agree/disagree because...
  - o Courage means doing the right thing, even when it is the difficult thing. I agree/disagree because...
  - o Courage is something that only extraordinary people can demonstrate. I agree/disagree because...
- When the learners are done, discuss responses as a class.



## Handout 1

# Peer Editing Checklist

Ask a classmate to read what you have written. Check off the box next to each question and write a brief comment that will help them improve their work. Underlining and changes are permitted if done in pencil.

Is the main idea clear, with a sense of purpose?	Y	N	
Is the information placed in logical order?			
Is there enough supporting evidence?			
Does the writer stay on topic?			
Is the word choice appropriate?			
Does each sentence begin with a capital letter?			
Is each sentence a complete thought?			
Are there any spelling errors? Please underline them.			
Are there any words that should be capitalized?			
Are quotation marks used correctly?			
Is the written text well organized on paper?			

<b>Comments</b>

## BOOK STUDY

# *The Giant Bear*

## SESSION 4

### Objective

This is the fourth and final session on *The Giant Bear*. In this session, learners will work to achieve the following objectives:

- Host a guest speaker to talk about survival and hunting in the Arctic.
- Plan a hunting trip. (**Note:** Make sure you inform the students that this is just a planning activity.)
- Use their knowledge of folktales to write one of their own.
- Create a visual depiction of their written folktale.
- Reflect on the unit in a journal response.

### Reading

- *The Giant Bear* by Jose Angutinngurniq

### Handouts

- Handout 1: Hunting Trip Guidelines
- Handout 2: Hunting Trip
- Handout 3: Character Creation
- Handout 4: Story Map
- Handout 5: What I Learned



## Activity 1: Community Inclusion

### Guest Speaker



- Explain to learners that to continue their study of Hunting and Survival, they will be hosting their chosen guest speaker. Encourage learners to develop a series of questions to ask at the conclusion of the presentation.
- Ask the class to ensure that all of the materials are prepared for the presentation. Choose two volunteers to invite the guest speaker into the classroom and introduce them, providing a general summary of the speaker's background and expertise (e.g., name, profession, experience, awards, etc.).
- Allow the guest speaker to begin their presentation.
- When the presentation is complete, allow learners to question the guest speaker.
- Formally thank the guest speaker for attending the class. At this time, you may want to present them with a card or a small thank-you gift.
- Invite the learners to discuss and reflect on the presentation and what they learned. Ask if they learned anything new about hunting and if any of the topics presented piqued their interest and inspired them to do further research. As a class, discuss the benefits of learning from a knowledgeable member of the community.



## Activity 2: Writing

### Hunting Trip



- Ask the learners if any of them have ever been on a hunting trip. If they have, ask for volunteers to share where they went, what they were hunting, how many people they went with, and what equipment they needed.
- Explain to learners that they are going to research and use the knowledge they have gained throughout the unit to plan a hunting trip.
- Divide the learners into groups of four.
- Distribute **Handout 1: Hunting Trip Guidelines**.
- Go through the handout with the learners and answer any further questions.
- Say to the learners, "You will choose to hunt one of the animals researched in Session One and look at the class maps to identify where that animal is located during the different seasons to plan where and when your trip will take place."

- Distribute **Handout 2: Hunting Trip** and say, “You will be given multiple class periods to complete the activity. Use the Internet, books, and information collected throughout the unit to fill in each section of the handout.”
- When learners are finished, groups will present their results to the class.
- Combine Hunting Trip handouts and display them throughout the classroom or combine them into a book titled “Hunting Trip.”

### Extension Activity: Hunting Diary

- Option 1: You have just reached your destination. Write an account in your diary. How do you feel? What was it like getting there? What was your biggest obstacle? What did you learn?
- Option 2: In your diary, write a weekly account of your trip. Include information on weather conditions, successes and failures, and any other important information. Include at least three diary entries.



## Activity 3: Visual Depictions

### Character Creation



- Say to the learners, “As you have discovered throughout this unit, many folktales involve human relationships with animals and the supernatural.”
- Ask the class to brainstorm a list of other significant creatures found in Inuit folktales and mythology.
- Distribute **Handout 3: Character Creation**.
- Tell the learners, “for the next activity you will be asked to write your own folktale. You will be asked to draw inspiration from a real-life event, either something that has happened to you or to someone you know. For this activity, the first step is to create your own supernatural creature.”
- As a class, review the handout and answer any questions the learners may have.
- When the learners are finished, bring them together as a class and invite them to share their folktale creatures.



## Activity 4: Writing Folktale Writing



- Say to the class, “We are going to hold a classroom storytelling session. I am going to ask for volunteers to come up to the front of the class to share any folktales that you have been told over the years or have read on your own. To begin the session, I am going to tell you one of my favourite folktales.”
- After you have shared your folktale, tell the class where you heard the folktale, why it is your favourite, and who it told it to you. Ask the class volunteers the same questions when they have finished sharing their stories and give the rest of the class time to ask any questions that they may have.
- When the storytelling session is finished, tell learners that they are going to write a folktale of their own using the knowledge they have gained throughout the unit. Remind learners that they will be drawing inspiration from real-life events. Ask learners to take out **Session 4, Handout 3: Character Creation**.
- Explain to learners that there are a lot of important ideas that go into creating a good folktale.
- Ask the learners, “What types of powerful phenomenon in the natural world could be used and explained by a folktale?” (eg., Storm, Sea Ice etc.) Record their list on the board or chart paper.
- Distribute **Handout 4: Story Map**.
- Give learners time to plan out their story on the story map and share their ideas with a partner. Ask learners to use their story map handouts to complete the rough draft in their journals.
- When learners are done, ask them to peer edit each other’s work with a partner. Give the learners time to discuss their work with their partners and make any necessary corrections.
- Explain to learners that they will be writing a good copy of their folktale on the computer.



## Activity 5: Visual Depiction Story Cover

- Distribute blank paper and drawing utensils.
- Ask learners to imagine that their folktale story is going to be made into a book and sold in a bookstore. Ask them to brainstorm what images and text would be on the cover of these books.
- Tell learners to create the front cover for their book.
- Tell learners to combine their book cover and their folktale stories to complete the folktale writing activity.

### Extension Activity: Storytelling Session

- Invite an audience into the classroom for a storytelling session and have the learners share their personal folktales with the other class.



## Activity 6: Writing What I Learned ...



- Explain to learners that in **Session 1, Activity 1: Topics of Study**, they completed a handout on which they wrote what they know and what they want to know about the three topics of study: Hunting and Survival, Courage, and Arctic Animals.
- Distribute **Handout 5: What I Learned**.
- With a partner, tell learners to fill in the chart describing the most important things they learned throughout the unit.
- When the learners are finished, bring them together as a group and discuss their responses.
- Ask the learners if there was anything they wrote in the “What I Want to Learn Column” from Session One that was not covered throughout the unit.
- With the learners’ responses, compile a list of topics to use for further investigation.





## **Activity 7: Reflection**

### **Self-Reflection**



- Explain to learners that to conclude the unit, they are going to answer the following questions in their journals:
  - o What is something you learned during this unit that you think you will remember for the rest of your life?
  - o What is something that you accomplished during the unit that you are proud of?
  - o What was the most challenging thing for you in this unit?
  - o What is something that was hard for you at the beginning of the unit, but is easier now?
  - o What are three of the most important things you learned in this unit?
  - o How can you take what you have learned in this unit and apply it in your everyday life?



## **Evaluation**

- Throughout the unit, learners will be evaluated in the following ways:
- Observation—assess learners’ reading abilities through observations during the guided reading process.
- Assess learners’ understanding of paragraph writing and language skills by evaluating their written reports.
- Assess learners’ ability to perform research by collecting and evaluating their research assignments for quality and completeness.
- Assess learners’ oral communication skills throughout the unit by administering participation marks.
- Evaluate learners’ understanding of the three topics of study through continuous observations of their willingness to participate in class discussions, and the overall quality of work produced.
- Evaluate learners’ knowledge of Inuit folktales by assessing their self-written folktales, including their ability to be creative and incorporate the appropriate elements.

## Handout 1

# Hunting Trip Guidelines



You are part of a team planning a Hunting Trip in the Canadian Arctic. You will need to prepare for your trip carefully. Use the following guidelines to make sure you are ready to embark on your hunting trip.

### **Destination**

- a) Establish travelling mode, point of departure, and expected point of arrival
- b) Generate a planned route
- c) Estimate a time frame

### **Organization**

- a) Assign hunting trip duties to all members
- b) Design a flag
- c) Compile an equipment list

### **Protocol**

- a) Outline the objectives of the trip
- b) Discuss anticipated risks in the Arctic and how to minimize them

### **Research**

- a) Research the animal/s that you will be hunting, and the plants and climate (or any other relevant topic) of the selected Arctic site using books or the Internet.



## Handout 2

# Hunting Trip

Using the Internet, books, journals, and other research material, complete the following handout pages to successfully plan your hunting trip.

### **PART I: DESTINATION**

Departure Location:

---

Expected Point of Arrival:

---

Time Frame:

---

Generate a planned route using the map on page two. Once you have planned your route, fill in the following information.

Total Distance:

---

Total Days:

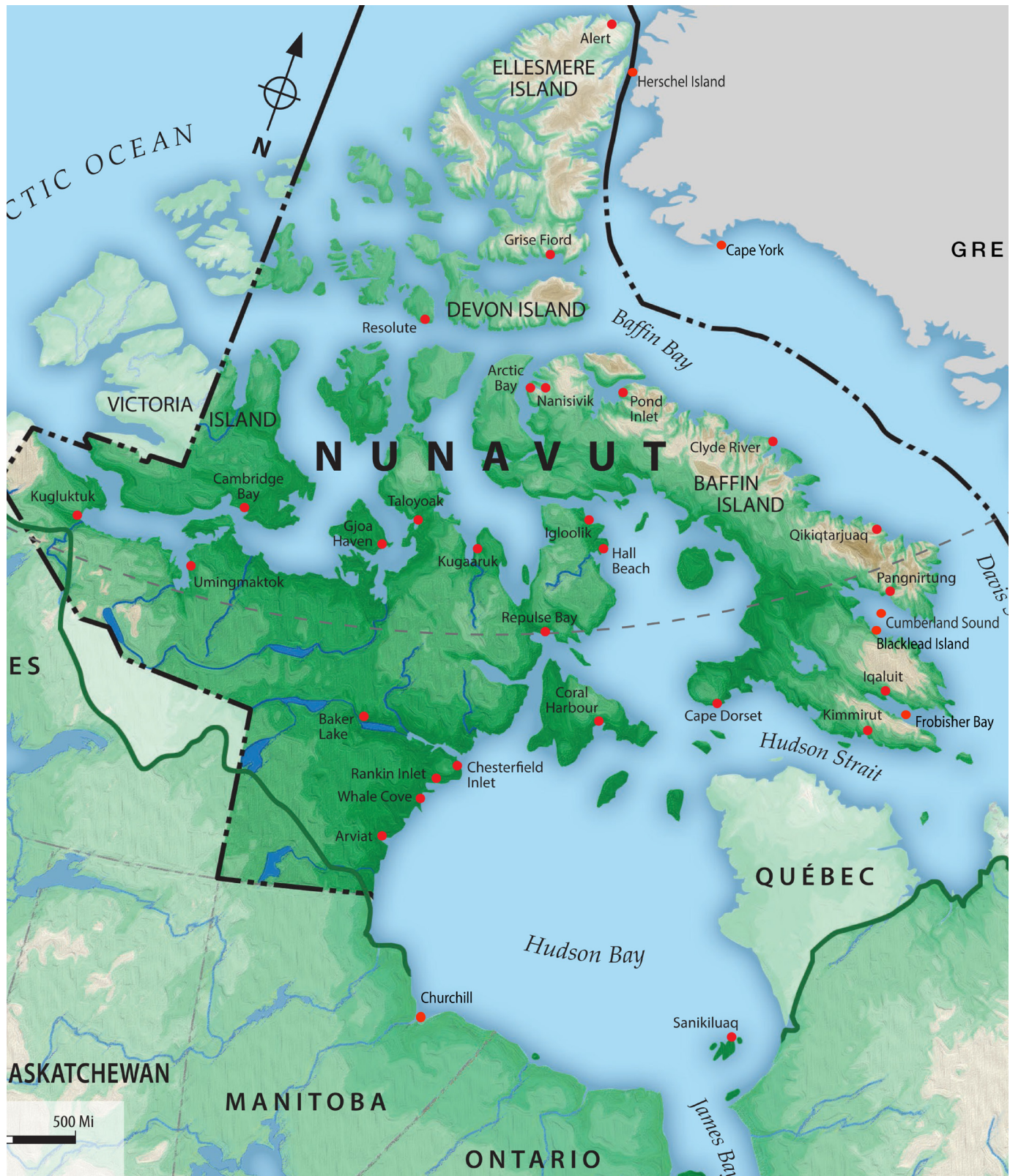
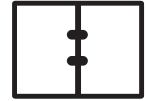
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Number of Estimated Stops / Rest Locations:

---

## Handout 2

# Hunting Trip





## Handout 2

# Hunting Trip

### PART II: ORGANIZATION

Name:

Duties:

Name:

Duties:

Name:

Duties:

Name:

Duties:

## Handout 2

# Hunting Trip



### PART III: HUNTING FLAG

On a large, blank piece of paper, work with your team to design a flag. You may use paint, coloured paper, and any other available art materials.

### PART IV: EQUIPMENT

Use the following chart to compile a list of equipment.

Clothing	Food	Research Material	Transportation	Other



## Handout 2

# Hunting Trip

### PART V: PROTOCOL

Outline the objectives of the trip: What do you hope to learn?

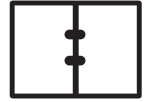
#### OBJECTIVE 1:


#### OBJECTIVE 2:


#### OBJECTIVE 3:


Handout 2

# Hunting Trip



**PART VI:** In the space provided, make a list of the possible risks you may encounter in the Arctic and how you plan to prevent or minimize them.

POSSIBLE RISKS	RISK PREVENTION
1.	
2.	
3.	
4.	
5.	
6.	
7.	





## Handout 2

# Hunting Trip

### PART VII: RESEARCH

Research the animals, plants, and climate (or any other relevant topic) of the selected Arctic site using books or the Internet. You may use the following chart to record your answers. Use your team's objectives to form your subtopics. If you require more space, print out two copies of the chart or use a ruler to create one of your own.

SUBTOPIC	POINT-FORM NOTES
Ex. Common animals found in the area	- Polar Bear, Seal, Fish

## Handout 3

# Character Creation



Use the following handout to create your folktale character/creature.

<b>Character/Creature Name:</b>
<b>Illustration:</b>

In the space provided, write a brief description of your folktale creature. Include information about its appearance, its behaviour, and its supernatural powers.

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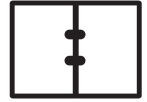
## Handout 4

# Story Map

<b>Elements</b>	<b>Name of Folktale:</b>
<b>Main character(s), with short description</b>	
<b>Secondary characters, with short description</b>	
<b>Setting</b>	
<b>Problem / Solutions</b>	
<b>Conclusion / Outcome</b>	
<b>Moral, Lesson, or Value</b>	

Handout 5

# What I Learned



WHAT I LEARNED		
Hunting and Survival	Courage	Arctic Animals