



THE GIANT BEAR

THE GIANT BEAR

JUNIOR BOOK STUDY

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General Accommodations and Modifications

Outlined below are some useful learning strategies that may assist those students who struggle with their learning, or demonstrate some difficulty with everyday classroom tasks. Students, teacher and parents must work together to maximize the student's learning potential and to create a positive, productive and successful classroom community.

Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide the student with an area to keep supplies, books, and so on, away from students' work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentation

- **Note:** Remember that we learn in different ways and we cannot expect that all students will respond in the same way to a specific teaching strategy. (Some different learning styles include auditory, visual, kinesthetic, and tactile.)
- Give a structured overview before the lesson.
- Provide verbal and written instruction.
- Establish routines that enable the student to check understanding with a peer.
- Provide frequent repetition of important tasks.

Adaptations to Assignments, Projects, and Tests

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for completion of assignments.
- Provide additional time for reading assignments.
- Provide assistance with note - taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Enable students to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio or video - taped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of class work and / or homework.
- Credit for class participation, effort, and attendance.

Unit Description

This unit is geared towards Grades 4, 5 and 6 junior students. It consists of a series of three lessons focused on *The Giant Bear* by Jose Angutinngurniq. This learning unit seeks to bring the local community into the learning experience, while allowing students to explore Inuit culture and learn the value of Arctic animals. As they participate in reading, writing, oral communication, comprehension, and reflection activities, students will become more knowledgeable about the following topics of study: Arctic Animals and Hunting. The students will explore Arctic animals in regards to their migration patterns, and the effects of climate change, and work in groups to plan their own hunting trip. At the conclusion of the unit, the class will have hosted a community expert and participated in a the planning and implementation of a field study.

Icon Descriptions



READING Students will read assigned passages using a variety of reading strategies.



COMMUNITY INCLUSION Students 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.



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



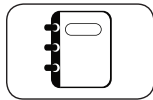
LISTENING Students will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.



WRITING Students will develop their written communication skills through a variety of writing activities.



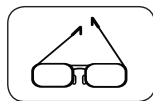
COMPREHENSION ACTIVITIES Students will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.



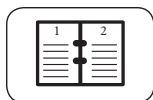
REFLECTION Students will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.



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



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



HANDOUT Handouts accompany many activities throughout the guide. These handouts are to be photocopied and handed out to the students, allowing them to practice and expand on the information they are learning.



VIEWING Students 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.

Reading for Meaning

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Explore their knowledge, discussing the topics of study: Arctic Animals and Hunting.
- Predict what is going to happen in the story based on text features such as title, illustrations, and so on.
- Read *The Giant Bear* using the read - aloud technique.
- Explore new vocabulary presented in the book.
- Create a Web of Courage.

READING

The Giant Bear by Jose Angutinngurniq

HANDOUTS

- Handout 1: Topics of Study
- Handout 2: Predicting
- Handout 3: Web of Courage

MATERIALS

- Chart paper
- Writing materials
- Dictionaries

LEARNING ACTIVITIES

Knowledge and Understanding

1. Topics of Study: Arctic Animals and Hunting



- Explain to students that in the upcoming learning unit, they will read *The Giant Bear* by Jose Angutinngurniq and learn about two topics of study: Arctic Animals, and Hunting.
- Write the term “Arctic Animals” on the board or chart paper. Ask the students to share what they know about Arctic animals. You may want to begin by asking some of the following questions:
 - o What are some Arctic animals?
 - o Why are these animals important?
 - o What makes Arctic animals different from the animals that live in the southern regions of Canada?
- Write the word “Hunting” on the board or chart paper. Ask:
 - 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?
- Ask the students 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 chart paper.
- Distribute **Handout 1: Topics of Study**.
- Using the notes on the board, have the students fill in the columns: What I Know and What I Want to Know.

- Encourage them to add new information to these pages as the unit progresses and they learn more information.

Thinking

1. Pre-Reading Predictions



- Introduce *The Giant Bear* and say to the students, “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 2: Predicting**.
- Inform the students 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 the students to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
 - Direct the students’ attention to the title of the book. Ask students to make predictions based on the title.
 - Ask the students to find the names of the author and illustrator of the book. If any of the students are familiar with their work, ask them to describe it.
 - View the illustrations on the front cover. Ask the students to explain the images they see and predict what the story is about.
 - Read the text on the back cover of the book. Ask the students to predict what is going to happen in the story. Record point-form notes on the board.
 - Tell the students 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 2: Predicting**. Students will choose two of the text features provided and, based on those, write one main prediction.
- Encourage the students to share their predictions before concluding the discussion.

Communication

1. Reading *The Giant Bear*



Pre-Reading

- Read the foreword to the students. After the reading, ask the students if they have heard tales of the nanurluk before, and if they have, to share their stories with the class.
- Go through the pronunciation guide. Learn what the words mean and practice the proper pronunciation.

Reading

- Read *The Giant Bear*, using the read - aloud technique. Read the book aloud as students follow along, displaying the pictures on each page and encouraging comments from the class.
- When the reading is complete, question students on their understanding of the book.

Post-Reading

- Explain to students 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 the students to ask any outstanding questions.

Application

1. Web of Courage



- Discuss the beginning of *The Giant Bear*. Ask students:
 - 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 the students:
 - What behavioural qualities or characteristics does the hunter possess (e.g. bravery, intelligence, resourcefulness, etc.)?
- Say to the students, "The hunter was physically and psychologically strong, and he committed an act of courage to protect himself and his family."
- Distribute **Handout 3: Web of Courage** to each student. Ask students to individually think about the idea of courage and to complete as much of the web as possible.
- Allow a few minutes for students to record their responses and then divide the class into pairs. Tell students 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 the examples of courage discussed above?
- o Is courage demonstrated in large, heroic efforts?
- o Is courage demonstrated in small ways? Explain.
- Allow the students to ask any outstanding questions before concluding the discussion.

Topics of Study

ARCTIC ANIMALS	HUNTING
What I know ...	What I know ...
What I want to know ...	What I want to know ...

Predicting

Generate predictions based on two of the following elements, writing point - form notes in the appropriate boxes. Using clues from both predictions, generate a main prediction in the last box.

Elements	Predictions
Title	
Front Cover	
Back Cover	
Illustrations	
Main Prediction	

Web of Courage

Fill in the Web of Courage below. Use a dictionary to record the definition in the middle box.

	A story or book about courage...	
Words that describe courage...	Definition of courage...	People I know who are courageous...
A time I had courage...	Ways to demonstrate courage...	A time I wish I had courage was...

The Local Community

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Review their reading from the previous lesson.
- Learn the five elements of a folktale.
- Participate in an interview and folktale-sharing session.
- Bring in a guest speaker from the community to expand their knowledge of the two topics of study.
- Plan and attend a field study to further examine the topics of study.
- Perform interviews with a partner about the field study and guest speaker presentation.
- Reflect on the guest speaker and the field study in a journal response.

READING

The Giant Bear by Jose Angutinngurniq

HANDOUTS

- Handout 1: Elements of a Folktale
- Handout 2: Interview

MATERIALS

- Variety of Inuit folktales
- Video or voice recorder (optional)
- Camera (for field study)

LEARNING ACTIVITIES

Knowledge and Understanding

1. Reading Review



- Hold *The Giant Bear* in front of the class and ask students to retell what happened in the story. Make point-form notes on the board.
- When the retelling is complete, answer any outstanding questions they may have.

Thinking

1. Elements of a Folktale



- Remind the students that many versions of the story of the giant bear, or nanurluk, have been shared and retold throughout the Arctic.
- Give students the following explanation of folktales: "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 students to name some of their favourite folktales.
- List the titles on the board or chart paper.
- Tell the students 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*. The elements include the supernatural, problems, solutions, cultural elements, and lessons.
- On page 2 of the handout, students will work in partners to find and read two other folktales, and together locate the elements that are evident in their selections.
- Ask the students if they found any common themes in the various folktales (e.g., fear, courage, survival, etc.). As a class, discuss why these themes are important and what they tell us about traditional Inuit communities and culture.

Communication

1. Community Experts



- This activity will require the students to choose a community member to broaden their knowledge and perspective on the book and the topics of study (Arctic Animals and Hunting).
- To begin the activity, ask the students to brainstorm ways community members can become involved in this book study (e.g., guest speakers, video talks, field visits, etc.).
- Ask them to list any local community members who may be able to provide additional information to help them with this unit (e.g., an elder with a knowledge of traditional Inuit stories, an animal expert, a local hunter, etc.). Record a list on the board or chart paper.
- As a class, select one community member to be a guest speaker and another to guide a field study. The activity can take on the following suggested structure:
- Guest Speaker: The speaker gives a thirty-minute presentation on their area of expertise (Arctic Animals or Hunting). The guest speaker should expect questions from the class and be encouraged to bring in props to assist with the presentation.
- Field Study: The guide brings the students into the community to explore a designated area. The guide will lead a thirty-minute study, allowing the students to explore the area and discover what they have learned by taking pictures, sketching, and taking notes.
- Discuss ways they can contact these community members to invite them to participate in the activity (e.g., telephone conversation, letter-writing, email, etc.), recording ideas on the board or chart paper.
- Divide the class into two groups.
- Assign one group to the guest speaker and the other group to the field-study guide.
- Groups must determine the best way to contact their community member and create the script that will be used to contact them.
- Ask the groups to present their plans and provide feedback and suggestions at this time.
- Each group must select two students to follow through with the plan of action and approach their chosen community member. Explain that they are in charge of communicating with the individual and confirming his or her visit. Provide help along the way to ensure the visit is booked

properly.

- The remaining group members will be responsible for creating a personal biography of the guest, introducing them upon their visit, and ensuring that all necessary materials are in place for their visit.
- Make sure the students are prepared with questions to ask the guest speaker and field - study guide when the time approaches. You may also want to do some research with the students, either on the selected community member or the topic of study that they will be speaking about.

take turns interviewing each other and recording their partners' responses in one of the following ways:

- Videotaping the interview
- Recording the interview through a voice recorder
- Recording the answer in point-form notes in the space provided
- When the students have finished their interview session, invite volunteers to share their interviews with the class.

Application

2. Interviews



- For this activity, students are going to work in partners and interview each other about what they learned during the field study and the guest speaker.
- Students will work together to generate a list of questions.
- Encourage students to ask questions about the topics of study, Arctic Animals and Hunting.
- They can ask each other about the most interesting things they learned, something that surprised them that maybe they didn't know before, and so on.
- Before you assign them to a partner, generate a list of possible questions on the board or chart paper so the students have a few questions to get them started.
- Pair the students accordingly and distribute **Handout 2: Interview** to each individual. Students will work together to come up with nine interview questions and record them in the appropriate spaces. They will

1. Reflection



- Reflect on the presentation given by the guest speaker and the information they gathered during the field study in a class discussion.
- Have the students write a reflection on the presentation and the field study. In their writing, they should reflect on three things they learned from the guest speaker and three things they learned from the field - study guide.
- Discuss reflections as a class.

Elements of a Folktale

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

Supernatural

Problem

Solution

Cultural Element

Lessons

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.

Supernatural	
Problem	
Solution	
Cultural Element	
Lesson	
Supernatural	
Problem	
Solution	
Cultural Element	
Lesson	

Interview

Write your interview questions in the boxes labeled Q and your corresponding answers in the boxes labelled A.

Q	A
Q	A
Q	A

Interview

Write your interview questions in the boxes labeled Q and your corresponding answers in the boxes labelled A.

Q	A
Q	A
Q	A

Interview

Write your interview questions in the boxes labeled Q and your corresponding answers in the boxes labelled A.

Q	A
Q	A
Q	A

Hunting and Climate Change

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Review what has been learned thus far in the unit.
- Perform research on Arctic animals.
- Watch a video about climate change and Arctic animals.
- Create a campaign to spread the word about the effects of climate change on Arctic animals.
- Work in collaborative groups to organize a hunting expedition.
- Write a self-reflection on the unit.

READING

The Giant Bear by Jose Angutinngurniq

HANDOUTS

- Handout 1: Arctic Animals and Climate Change
- Handout 2: Arctic Animals Research
- Handout 3: Hunting Trip Guidelines
- Handout 4: Hunting Trip

MATERIALS

- Research material on Arctic animals
- Computers and the Internet
- Art materials

LEARNING ACTIVITIES

Knowledge and Understanding

1. Review Questions



- What does the word *nanurluk* mean?
- Why did Inuit tell stories about giant bears?
- What are some of the important themes in this folktale?
- What lesson did you learn after reading this folktale?
- What are the five elements of a folktale?
- How do the elements apply to the story of *The Giant Bear*?
- What did you learn from the guest speaker?
- What did you learn on your field trip?
- What have you learned about Arctic animals thus far in the unit?
- What have you learned about hunting thus far in the unit?
- Is there anything about the topics of study that you would like to learn in the following lesson?
- Before concluding the discussion, allow the students to ask any outstanding questions they may have.

Thinking

1. Arctic Animals and Climate Change



- Write the terms "Climate Change" and "Global Warming" on the board or chart paper.

- Tell the students that in pairs, they are going to use the Internet to find one definition for each term.
- Ask for two volunteers to write their definitions on the board.
- Discuss the definitions and allow the students to ask any further questions.
- Say to the students, “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 animal migration patterns, and disruption from other species spreading north and affecting the availability and accessibility of food. Today we are going to watch a short video called ‘A Warmer World for Arctic Animals,’ which addresses the effects of global warming on Arctic animals.” (Video can be found using YouTube or typing the title into Google).
- Distribute **Handout 1: Arctic Animals and Climate Change** and tell the students to fill it in as they watch the video.
- When the video is finished, begin a discussion and have students 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 on humans living in the Arctic regions?

- o What can we do to slow down and help reverse the effects of climate change?

Extension Activity:



- Have the class create a campaign to inform the community about the effects of climate change on Arctic animals, and what they can do to help.
- Students can create posters to display in the local community, record a radio broadcast, use social media to spread the word, write an article to be placed in the local newspaper, and hold a fundraiser to raise money for a chosen charity.

Communication

1. Arctic Animals Research



- Say to the students, “Like all folktales, 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, and so on. The story of the Giant Bear gives readers clues to 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 throughout the year. 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 2: Arctic Animals Research**.
- Tell the students that they are going to select an Arctic animal of their choice and work individually to complete the handout. Students can use books, the Internet, and any other available resources.
- In addition to completing their research handout, students will be required to indicate where their chosen animal is located during each of the four seasons.
- Post four blank maps of Nunavut in the classroom and label them Spring, Summer, Fall, and Winter. Tell the students to use the maps to show where their chosen animal is located during each of the seasons.
- When students have completed their research, provide them with a blank piece of paper to create an educational poster. Explain to the students that they are going to create a visual depiction of their animal in its natural habitat. Students can choose from a drawing, painting, computer printout, or collage. Tell the students that they will write six to ten important facts about their animal around the picture.
- Students 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 the students why their animal moves to different locations throughout the year.
- Ask the students how this movement might have affected the travel patterns of Inuit families.
- Discuss the responses in an active class discussion.

Application

1. Hunting Trip



- Ask the students if any of them have ever been on a hunting trip. If anyone has, ask for volunteers to share where they went, what they were hunting, how many people they went with, and what equipment they needed.
- Tell the students 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 3: Hunting Trip Guidelines**.
- Go through the handout with the students and answer any further questions.
- Say to the students, "You will choose to hunt one of the animals researched earlier 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 4: 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 the students are finished, groups will present their results to the class.
- Combine the 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.

2. Self-Reflection



- Explain to the students 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 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 to your everyday life?

Arctic Animals and Climate Change

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

Arctic Animals Research

ANIMAL	RESEARCH NOTES
Physical Features	
Habitat	
Average Lifespan	
Mating Habits	
Diet	
Migration Patterns	

Hunting Trip Guidelines

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

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 expedition duties to all members
- b) Design an expedition flag
- c) Compile an equipment list

Protocol

- a) Outline the objectives of the expedition
- 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.

Hunting Trip

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

PART I: DESTINATION

Departure Location:

Expected Point of Arrival:

Time Frame:

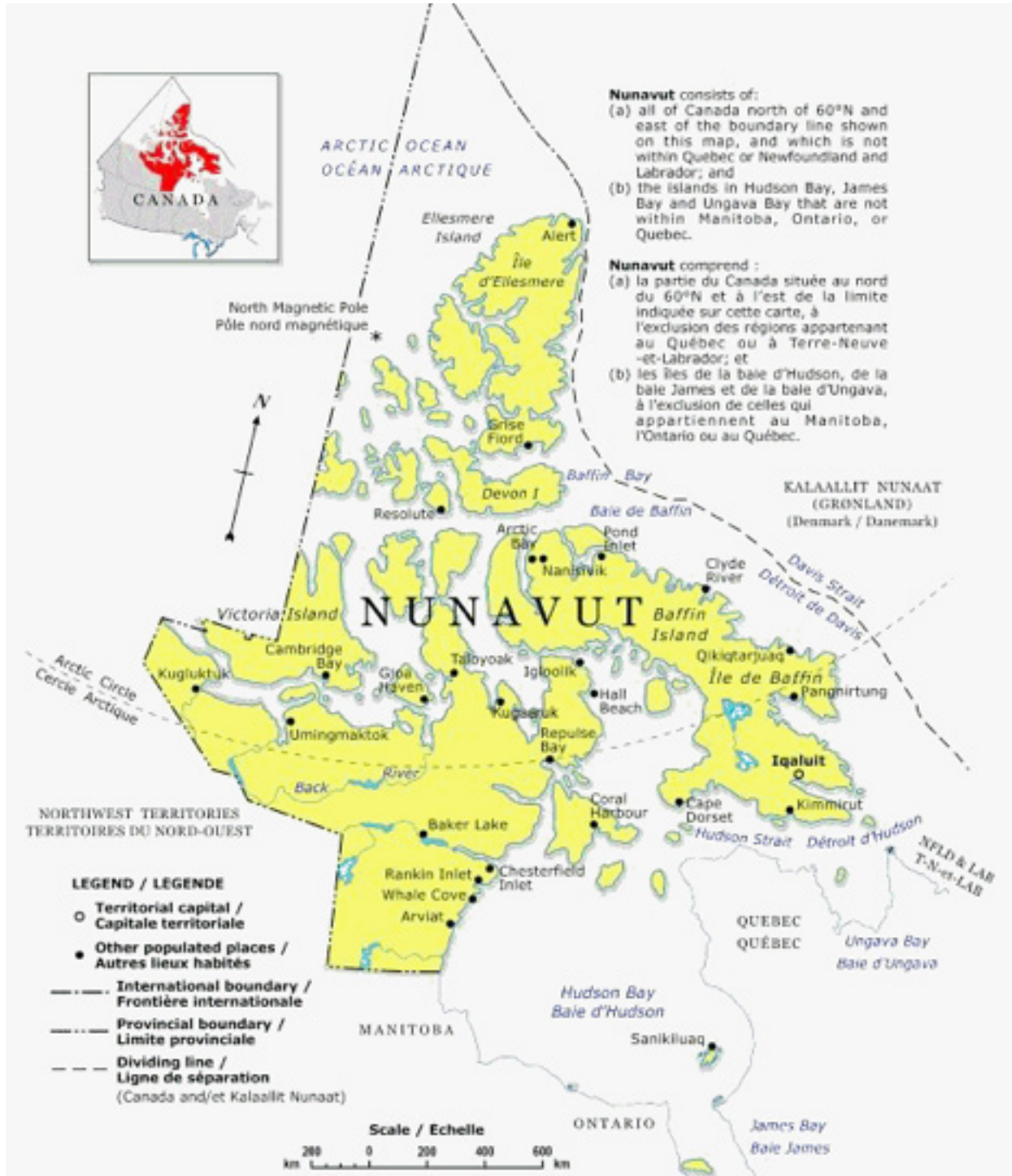
Generate a planned route using the map on page 2. Once you have planned your route, fill in the following information:

Total Distance:

Total Days:

Number of Estimated Stops / Rest Locations:

Hunting Trip



Hunting Trip

PART II: ORGANIZATION

NAME:
DUTIES:

NAME:
DUTIES:

NAME:
DUTIES:

NAME:
DUTIES:

Hunting Trip

PART III: HUNTING FLAG

On a large, blank piece of paper, work with your expedition 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 MATERIALS	TRANSPORTATION	OTHER

Hunting Trip

PART V: PROTOCOL

Outline the objectives of the expedition: What do you hope to learn from your journey across the Canadian Arctic?

OBJECTIVE:

OBJECTIVE:

OBJECTIVE:

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.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 1:		
Topics of Study	2 marks / section	/8
Predicting	2 marks / section	/10
Reading	Participation	/10
Web of Courage	Completion	/10
Lesson 2		
Elements of a Folktale	Part 1: 2 marks / box Part II: 1 mark / section	/20
Community Experts	Participation	/10
Interview	9 marks - questions 9 marks - answers	/18
Reflection	Completion	/5
Lesson 3:		
Review Questions	Participation	/5
Arctic Animals and Climate Change	4 marks / animal	/16
Arctic Animals Research	2 marks / section	/12
Hunting Trip	Part I : 1 mark/ answer /6 Part II: 2 marks / box /8 Part III: Completion /5 Part IV: 2 marks / column /10 Part V: 2 marks / section /6 Part VI: 5 marks / column /10 Part VII: completion /10	/55
Self-Reflection	Completion	/5
Final Mark		/184