

Unit: Nunavik yesterday vs. Nunavik today

Time frame for completion: 2 weeks

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time
- ✓ To recognize the main changes in the organization of a society and its territory

Assessment criteria

- ✓ Locate Nunavik on a map
- ✓ Know the boundaries of Nunavik
- ✓ Know the cardinal points
- ✓ Recognize the chronological order
- ✓ Use of chronological markers
- ✓ Locate the tree line on the Nunavik map
- ✓ Know the definition of "permafrost"
- ✓ Know the words "sedentary" and "nomadic"
- ✓ Know the different events that led to the settling process of the Nunavik population
- ✓ Be able to explain the reason behind the James Bay and Northern Quebec Agreement (JBNQA)
- ✓ Reading a time line

Culminating task

- ✓ Ask students to do a small sketch (in teams) to demonstrate why their lifestyle is changing (settling process of the population).

Overview of lessons				
Topic 1: Yesterday's Nunavik	Topic 2: Significant events	Topic 3: The Nunavik territory		
<ul style="list-style-type: none"> - The nomadic way of life - The migration with animals - The tents and igloos - The activities of the past 	<ul style="list-style-type: none"> - The explorers - The whalers - The missionaries - The Hudson Bay Company - James Bay and Northern Quebec Agreement - Situate the events on a time line 	<ul style="list-style-type: none"> - Nunavik on a map - The boundaries of Nunavik - Where are the communities located and why - Nunavik climate - Permafrost - Results of the permafrost <ul style="list-style-type: none"> ✓ House on stilts ✓ No water system - The tree line 		

Cross-curricular				
Arts:	Math:	Science:	Language:	Others:
	<ul style="list-style-type: none"> - Time line - Time measurement with weeks, months and years 	<ul style="list-style-type: none"> - Use of a compass 		<ul style="list-style-type: none"> -Invite an elder to talk about when he was a child

Competencies

- ✓ To construct his/her representation of space, time and society (C1)

Objectives

- ✓ To explore places here and elsewhere, from the past and the present
- ✓ To orient himself/herself in space and time
- ✓ To recognize some characteristics of the social organization of a group
- ✓ To refer to aspects of everyday life here, from the past and the present

Assessment criteria

- ✓ Locate the community on a map of Nunavik and know its name
- ✓ Know the rivers of the community
- ✓ Know the points of interest of the landscape
- ✓ Recognize the landscape at different seasons
- ✓ Know the vocabulary related to the community's trades and services
- ✓ Know the vocabulary related to the community's buildings
- ✓ Know the names of clothing specific to Inuit culture
- ✓ Know the activities done in your community
- ✓ Know the means of transportation used in your community

Culminating task

- ✓ Make a small community book (individual, small group or large group) either on paper or with the *Book Creator* application on iPads. You can include trades, buildings, landscape features, pictures of students, activities to do, means of transportation, etc. Then, you can send your book to Education Services and it can be redistributed to other schools in Nunavik to provide information on the different communities.

Overview of lessons				
Topic 1: The territory of my community	Topic 2: The people of my community	Topic 3: The culture of my community		
<ul style="list-style-type: none"> - Locate the community on the Nunavik map - Meaning of the name of the community in English - Population - Rivers - Landscape -Vegetation -Points of interest -Animals - Change in the territory according to the seasons 	<ul style="list-style-type: none"> - Names of the community's trades - Names of the services and buildings in the community - Where the services are located - The community's points of interest related to the services and buildings 	<ul style="list-style-type: none"> - Clothing - Activities - Tools used to do the different activities - Music <ul style="list-style-type: none"> ✓ Musicians ✓ Instruments used - Arts <ul style="list-style-type: none"> ✓ Art techniques used ✓ The artists - Means of transportation 		

Cross-curricular				
Arts:	Math:	Science:	Language:	Others:
<ul style="list-style-type: none"> - Learn more about the artists in the community - Learn different techniques related to Inuit art (sculpture, printing, etc.) 	<ul style="list-style-type: none"> - Work on the census concept - Conduct a census for the school's classes 	<ul style="list-style-type: none"> - Magnetism (Northern Lights) - How do polar animals survive the cold? - Experience on the ice pack - Experiments on the states of water 	<ul style="list-style-type: none"> -Ask students to introduce people from the community who are important to them. - Discussion using images from the past and the present 	<ul style="list-style-type: none"> - Take a walk and take pictures of the different reliefs of the community -Identify the important aspects of the community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 6 communities (Kangiqualujjuaq, Kuujjuaq, Tasiujaq, Aupaluk, Kangirsuk, Quaqtaq) in Ungava Bay
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the rivers, landscapes and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Make a poster on Ungava Bay communities to be able to make comparisons. You can divide your students into small groups and each group has a different community or each team has an aspect (transportation, animals, economic activities, etc.) for all communities.

Overview of lessons				
Topic 1: Territory	Topic 2: Economic activities	Topic 3: Cultural realities		
<ul style="list-style-type: none"> - Locate the community on the Nunavik map - Meaning of the name of the community in English - Population - Landscapes - Rivers -Vegetation - Points of interest of the community <p>*To be seen for each community in Ungava Bay</p>	<ul style="list-style-type: none"> - Know the economic activities of the community (or around the community) <ul style="list-style-type: none"> - Fishing - Gathering - Hunting - Mines - Parks <p>*To be seen for each community in Ungava Bay</p>	<ul style="list-style-type: none"> - Languages spoken - Food and diet - Clothing - Entertainment - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle <p>*To be seen for each community in Ungava Bay</p>		

Cross-curricular				
Arts: <ul style="list-style-type: none"> - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.) 	Math: <ul style="list-style-type: none"> - Make a band chart (or other) with community populations 	Science: <ul style="list-style-type: none"> - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage 	Language: <ul style="list-style-type: none"> - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community 	Others: <ul style="list-style-type: none"> -Identify the important aspects of the community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Unit: the communities of Hudson Strait

Time frame for completion: 6 weeks

(Approximately 2 weeks per community)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 3 communities (Ivujivik, Salluit, Kangiqsujaq) in Hudson Strait
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (Rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the Rivers, reliefs and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Ask each student to choose a community in Hudson Strait and compare it to their own community.

Overview of lessons				
Topic 1: territory	Topic 2: Economic activities	Topic 3: Cultural realities		
<ul style="list-style-type: none"> - Locate the community on the Nunavik map - Meaning of the name of the community in French - Population - Landscapes - Rivers -Vegetation - Points of interest of the community <p>*To be seen for each community in Hudson Strait</p>	<ul style="list-style-type: none"> - Know the economic activities of the community (or around the community) <ul style="list-style-type: none"> - Fishing - Gathering - Hunting - Mines - Parks <p>*To be seen for each community in Hudson Strait</p>	<ul style="list-style-type: none"> - Languages spoken - Food and diet - Clothing - Entertainments - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle <p>*To be seen for each community in Hudson Strait</p>		

Cross-curricular				
Arts: <ul style="list-style-type: none"> - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.) 	Math: <ul style="list-style-type: none"> - Make a band chart (or other) with community populations 	Science: <ul style="list-style-type: none"> - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage 	Language: <ul style="list-style-type: none"> - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community 	Others: <ul style="list-style-type: none"> -Identify the important aspects each community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Unit: the Hudson Bay communities

Time frame for completion: 10 weeks

(Approximately 2 weeks per community)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 5 communities (Kuujuaraapik, Umiujaq, Inukjuak, Puvirnituq, Akulivik) in Hudson Bay
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (Rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the Rivers, reliefs and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Have each student make a pamphlet about the community of their choice in Hudson Bay. They must include aspects seen in class (animals, economic activities, population, means of transportation, arts, clothing, food, etc.). Students can then present their pamphlet to the group.

Overview of lessons				
Topic 1: territory	Topic 2: Economic activities	Topic 3: Cultural realities		
<ul style="list-style-type: none"> - Locate the community on the Nunavik map - Meaning of the name of the community in French - Population - Relief - Rivers -Vegetation - Points of interest of the community <p>*To be seen for each community in Hudson Bay</p>	<ul style="list-style-type: none"> - Know the economic activities of the community (or around the community) <ul style="list-style-type: none"> - Fishing - Gathering - Hunting - Mines - Parks <p>*To be seen for each community in Hudson Bay</p>	<ul style="list-style-type: none"> - Languages spoken - Food and diet - Clothing - Entertainments - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle <p>*To be seen for each community in Hudson Bay</p>		

Cross-curricular				
Arts: <ul style="list-style-type: none"> - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.) 	Math: <ul style="list-style-type: none"> - Make a band chart (or other) with community populations 	Science: <ul style="list-style-type: none"> - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage 	Language: <ul style="list-style-type: none"> - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community 	Others: <ul style="list-style-type: none"> -Identify the important aspects each community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections of continuity with the present
- ✓ To situate a society and its territory in space and at two points in time

Assessment criteria

- ✓ Know the cultural realities: entertainment, arts, customs, legends
- ✓ Recognize Inuit artifacts
- ✓ Know the traditions that persist
- ✓ Know the tools that are still used today
- ✓ Recognize and explain the differences between past and present Nunavik using old photographs and elders' stories
- ✓ Know the differences and similarities in the activities carried out by the people of Nunavik yesterday and today

Culminating task

- ✓ Writing a legend that takes into account a phenomenon to explain a traditional activity or a northern animal. If writing a legend is too difficult for your group of students, you can take an existing legend and put it on as a play or ask your students to tell a legend seen in class using puppets or a shadows theatre.
- ✓ Assemble a small research using documents, posters and videos already seen on Nunavik. You can see an example called a tiered book in the "Resources" folder.

Overview of lessons

<p>Topic 1: The legends</p>	<p>Topic 2: Comparison between yesterday and today</p>			
<ul style="list-style-type: none"> - What are legends for? - precautions - explain a phenomenon - Tell or watch videos of several legends - Compare different versions of some legends 	<ul style="list-style-type: none"> - Clothing - Activities - Tools used - Means of transportation - Houses 			

Cross-curricular

<p>Arts: - Legends through arts</p>	<p>Math:</p>	<p>Science:</p>	<p>Language: - Fill out a reading sheet after reading a legend in a large group</p>	<p>Others:</p>
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