

## TEACHABLE BOOKS

# Indigenous Voices: Inuit Culture, Lifestyle, and Traditions

By Melanie Mulcaster

**GRADE LEVEL:** Junior (4-6)

**THEME:** Indigenous Voices

**SUB-THEMES:**

Indigenous Heritage and Cultures,  
Families, Identity/Self-Esteem/  
Confidence, Survival

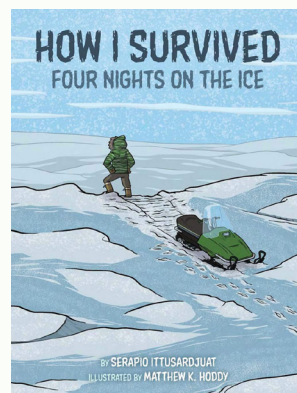
Heat Energy and Conservation

## LEARNING FOCUS

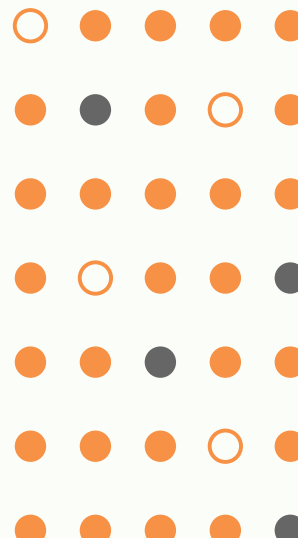
In this learning experience students will:

- Learn from a wide variety and range of media texts from diverse cultures
- Learn how to understand texts by connecting the ideas in them to our own knowledge, experience and insights, to other familiar texts and to the world around us
- Learn to assess the benefits of technologies and strategies that reduce heat loss in the arctic
- Learn to use a variety of forms (e.g. oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

## FEATURED BOOK



*How I Survived: Four Nights on the Ice*  
by Serapio Ittusardjuat, illustrated by  
Matthew K. Hoddy (Inhabit Media,  
2020)



## LEARNING EXPERIENCE

### MINDS ON PROVOCATION

Use copyright-friendly resources such as [Pixabay](#), [Unsplash](#) or [Pics4Learning](#) to find an image of the Canadian Arctic.

Begin by asking students to use one word to describe the environment shown. Responses can be collected on sticky notes and posted to a whiteboard/blackboard, or collected using virtual tools like [Jamboard](#) or [Padlet](#).

Pose these questions to the class: If you were stranded in this environment for four days, what would be your biggest concern to ensure survival against the elements? More importantly, what would you need in order to survive?

After students have finished brainstorming, ask: How might you rank the list of items from most important to least? (More information on how to use a ranking ladder as an instructional strategy and/or other graphic organizers can be accessed [here](#).)

### READ, PLAN, AND PRACTICE

#### Before Reading:

Have students explore the “Before Reading” section of the linked [choice grid](#) for “How I Survived.”

Before actually reading the text, ask students to make predictions about the title. What might the author have done in order to survive four nights on the ice?

#### During Reading:

If possible, share the story using a document camera for better viewing.

As the text is being read aloud, pause the story at key points where the author discloses strategies he used in order to keep himself warm and alive. Record strategies on a physical or virtual document.

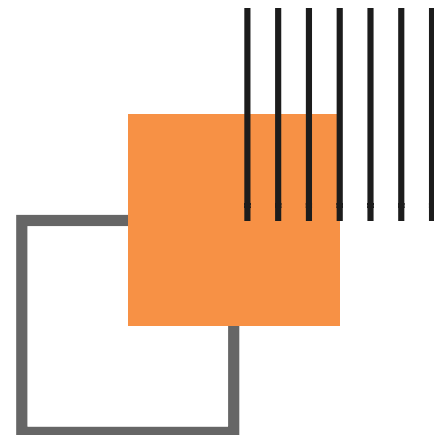
Have students additionally record any questions, terms or references that they may be unfamiliar with for further research.

#### After Reading:

As a group, what questions about the reading arose? Curate class thinking on a document.

As a class, review strategies the author used to survive. If you were to rank which were the most effective for his survival, how might they be ranked? (More information on how to use this instructional strategy and other graphic organizers can be accessed [here](#).)

Have students explore the “After Reading - Additional Research” section of the [choice grid](#) to help answer any inquiries they might have. What other research might students find to add to the choice grid in order to extend the inquiry?





## MAKE, TINKER, AND MODIFY

How might you survive four nights on the ice?

Students are encouraged to create a promotional or public service text that explains how they or others might survive four nights on the ice.

Options could include: sketchnote or infographic, poem or dramatic presentation, slide presentation, video presentation, audio podcast/song or recording. Here are some [Creative Tools for Making and Sharing](#) for more ideas.

## REFLECT AND CONNECT

What did you find interesting about this learning? Have you changed any ideas you used to have on this subject?

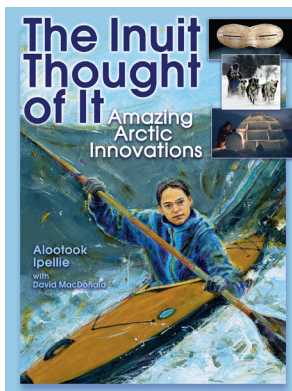
What questions or connections might you still have?

What is one thing you want people to notice or know about your learning artifact?

How and where else might this learning be amplified? Who else could benefit from this learning?

## ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THESE SUB-THEMES

### BOOK



*The Inuit Thought of It: Amazing Arctic Innovations* by Alootook Ipellie and David MacDonald (Annick Press, 2007)

### BOOK LISTS

- [Inuit Book List](#) (Concordia University of Edmonton)
- [20 books to read for Nunavut's 20th anniversary](#) (CBC Books)

### ADAPTATIONS FOR THIS LESSON

This learning experience could be adapted for use in online learning environments. Use virtual collaborative tools to curate and collate thinking (i.e. Jamboard, Google Docs and Slides). The choice grid was created using Google Slides. For more information on how to create choice grids, please see the linked YouTube [playlist](#) (credit: Tina Zita, Teacher-Librarian, Aylesbury Public School).

### MORE RESOURCES

- [Ranking ladder template](#)
- [Who are the Inuit?](#) (Elementary Teachers' Federation of Ontario, 2020)
- [Making Read-Alouds Purposeful](#) (Canadian School Libraries Journal, 2020) – Deborah McCallum discusses the potential of designing learning experiences to connect informational texts with narrative texts to build content knowledge and vocabulary in authentic and engaging ways.