





Book Title: *Inuit Still*

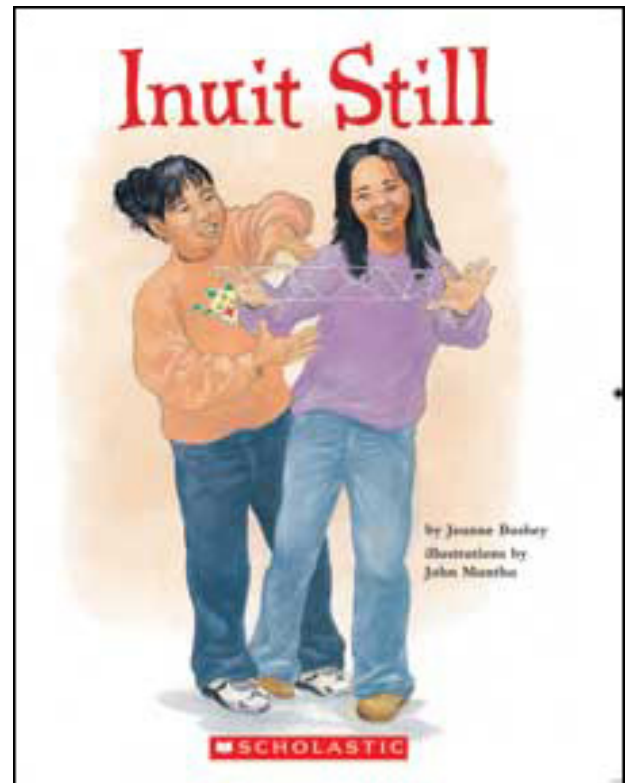
Author: Jeanne Bushey

Illustrator: John Mantha

Annotation: Naomi, a young Inuk girl, shares her story of living in a modern Inuit community while wearing traditional clothing, playing traditional games and going out on the land. Glimpses of life in the past and how traditions, culture and language have been carried forward are shared. This book is a wonderful demonstration of bi-cultural competency.

Concepts at a Glance:

-  identity
-  traditional knowledge
-  Modern
-  Bi-cultural competency



Links on string games: <http://www.alyson.org/figures/index.html>

Text Set on the Inuit people: Proud to be Inuvialuit, I live in the North, People of the North, Inuksuk Journey, Art of the old Ways, Walking with Aalasi, I shall wait and wait.

Text set for an author study: Sled Dog for Moshi, Orphans in the Sky, The Polar Bear's Gift

Projects, Ideas and Activities:

1. Use for guided reading instruction.
2. What ties to the past are evident in Naomi's life?
3. C
reate a Venn diagram of Modern and Traditional Inuit life.
4. O
n a map, locate Naomi's home community, Iqaluit, Nunavut. What can you learn about this community?
5. H
ow is Naomi's life similar to yours? How is it different?
6. O
n the front cover you see string games. Follow the link above to learn different string games and play them with a partner.
7. T
each a string game to a younger student.

8.

Read other books about Inuit people. What is common to all the stories?

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Inuit Still: Curricular Links

Social Studies General Outcomes

- ✚ **K.1 *I am Unique*/K.1.3** Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: How do culture and language contribute to my unique identity.
- ✚ **1.2 *Moving Forward with the Past: My Family, My History, My Community*/1.2.1** Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
- ✚ **2.2 *Canada's Dynamic Communities*** demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Social Studies Skills and processes

- ✚ Develop skills of critical thinking and creative thinking
- ✚ Develop skills of historical thinking

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching

English Language Arts

2.2 Respond to texts

- ✚ (2) Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.
- ✚ (3) Summarize the main idea of individual oral, print and other media texts.
- ✚ (3) Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references.

3.2 Select and process

- ✚ (2) Use given categories and specific questions to find information...
- ✚ (3) Locate answers to questions and extract appropriate and significant information from