




Book Title: *The Inuit Thought of It: Amazing Arctic Innovations*

Authors: Alootook Ipellie with David MacDonald

Annotation: *The Inuit Thought of It* explores more than 40 ideas crucial to survival of the Inuit. From items familiar to us today like kayaks and parkas to inventive concepts that shaped their lives including bone games and the iconic Inuksuk this book celebrates the creativity of a remarkably resourceful people. While describing the traditional and contemporary ways of the Inuit, this book gives an opportunity to understand the survival techniques of the Inuit. It also provides a vast amount of cultural information to the reader through photographs of both past and present.

Concepts at a Glance:

-  Culture, traditional knowledge
-  Physical geography of Canada
-  Innovation and invention

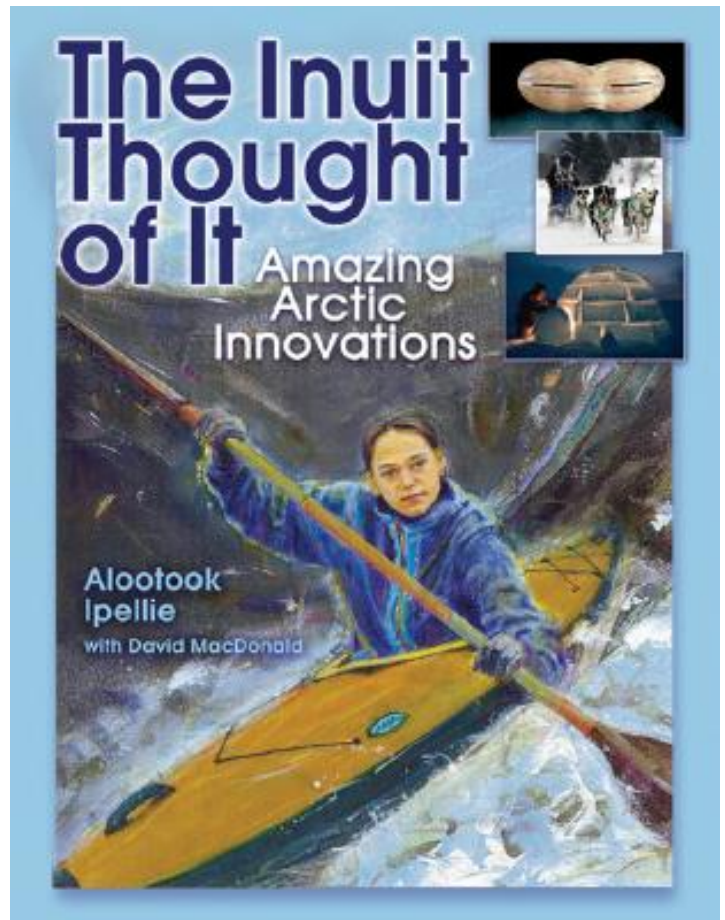
Text Set on Inuksuk: Tukiliit: The Stone People

Who Lived in the Wind, The Inuksuk: Guide to the North, Inuksuit, The Inuksuk Book, Inuksuk Journey

Text set on the Arctic: The North, Arctic, Northern Industries, Sun at Midnight: Amazing Arctic Climate, The Northern Environment, and Plants and Animals of the North , Walking with Aalasi, I wait and wait.

Projects, Ideas and Activities:

1. Over multiple days read portions of this book out loud so students become used to how non-fiction sounds and is organized. Questions to keep asking during this process:
 - a. How have Inuit inventions and innovations influenced others?
 - b. Why did the Inuit need to be innovative?
2. Have every student choose one innovation described. Provide categories for the students to become “experts” in. e.g. origins, problem it solved, materials used, who used it, examples of it are used today and so forth
3. Construct a model of your innovation.
4. Teach how to organize information onto posters. This would include skills such as:
 - a. Using text features such as titles, pictures, headings, labels, diagrams
 - b. Assessing to see if the amount of gathered information is appropriate to purpose
5. Read *I wait and wait* by the same author and discuss:
 - a. What is the difference in the language and information shared?
 - b. Why would an author choose to use poetry? What messages do they convey through poetry that they do not in informational writing?
 - c. Which do you prefer and why?
 - d. What is the advantage and disadvantage of each genre?



Inuit Thought of It: Curricular Links

Social Studies General Outcomes.

- ✚ **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.
- ✚ **5.2** *Histories and Stories of the Ways of Life in Canada* Demonstrate an understanding of the people and the stories of Canada and their ways of life over time.

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.

Science

Topic 2.B Boats and Buoyancy

- ✚ **2.7** Construct objects that will float on and move through the water, and evaluate various designs for watercraft.

Topic 4.B Wheels and Levers

- ✚ **4.6** Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

Topic 8.D Mechanical Systems

- ✚ **8.1** Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time.
- ✚ **8.4** Analyze the social and environmental contexts of science and technology, as they apply to the development of mechanical devices.

Fine Arts – Art (based on the model they created)

Level One - Reflection

- ✚ **1B.** Natural forms are related to the environment from which they originate.
- ✚ **2A.** Designed objects serve specific purposes.
- ✚ **3C.** An artwork tells something about its subject matter and the artist who made it.

Level Two - Expression : Component 10 iii: Sculpture

- ✚ Continue to make 2 and 3 dimensional objects.
- ✚ Continue to explore the modeling possibilities.
- ✚ Explore wood relief using fastening techniques such as nailing and glueing...
- ✚ Explore the possibilities of simple wire sculpture...