

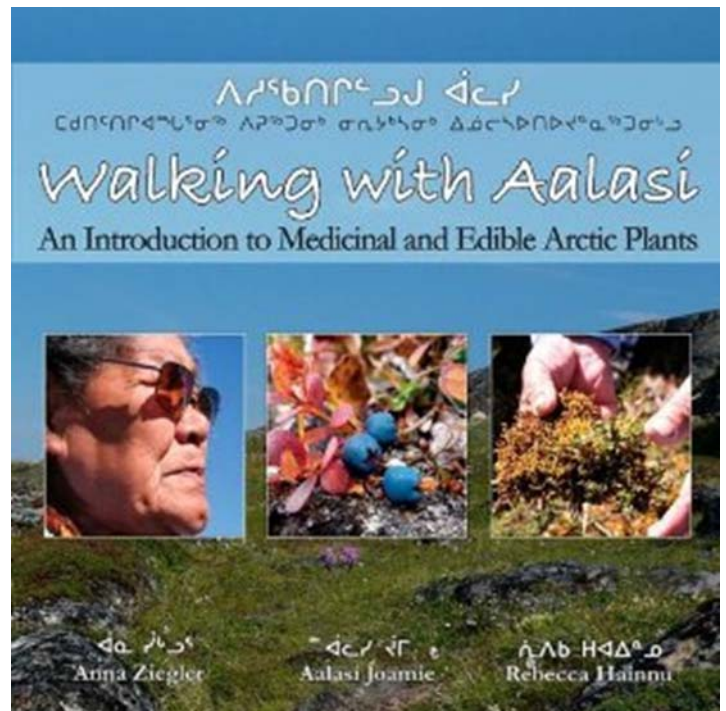
Book Title: *Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants*

Authors: Anna Ziegler, Aalasi Joamie and Rebecca Hainnu

Annotation:

“How can we know who we are” asks Aalasi Joamie, author of this book, “If we don’t know about where we live?”

The place is Nunavut and in this book Aalasi Joamie shares her traditional knowledge about plants in some of the northern regions of Canada. Spectacular photographs, charts as well as written text (in Inuktitut and English) teach about the plants and their uses, but also how the knowledge was learned and passed down. A good resource to show how Indigenous knowledge and western science work together.



Text Set: A walk on the Tundra, Proud to be Inuvialuit, assorted field guides on plants such as Plants of the Western Boreal Forest (Kershaw), The Naturalist’s Guide to the Arctic (Pielou)

Links: <http://www.icogitate.com/~tree/forestType/boreal.forest.taiga.htm>

Projects, Ideas and Activities:

1. Teach how to use a field guide as a guided reading lesson.
2. Make a collage of all the plants we eat using photographs, drawings, seed catalogues, magazines etc.
3. Teach how to draw a magnification of something small (like a plant). Focus on line and detail rather than colour. Teach how to label parts.
4. Go for a walk around your bush area with someone who knows about the plants that grow there.
5. Collect wild mint to make mint tea and share some. Write about it in three different ways-as a field guide with labeled drawing, as a journal entry, as a description of what you did and how the knowledge was given.
6. Using the field guides for different areas, find plants that are from the same family or with similar uses. What is similar about the lettuce we buy in the store and Siuraup Uqaujangit? What is different? Why doesn’t everyone just go outside and collect plants anymore?
7. Compare the information provided on plants in Nunavut with information in multiple texts. Identify the content features that make each effective.
8. Make a documentary on plants in your community.
9. If it is culturally appropriate organize a community project to share some of the knowledge of local plants and create a book for your community that is modeled on Walking with Aalasi.

Walking with Aalasi-Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Four

- ✚ Topic E: Plant Growth and Changes

Science: Grade Seven

- ✚ Unit A: Interactions and Ecosystems and Unit B: Plants for Food and Fibre

Social Studies 2.1 Canada's Dynamic Communities (Inuit)

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.2 Investigate the physical geography of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting specific questions for inquiry.

English Language Arts

3.1 Plan and Focus

- ✚ (K) Make statements about topics under discussion.
- ✚ (2) Relate personal knowledge to ideas and information in oral, print and other media texts.
- ✚ (4) Use organizational pattern of expository texts to understand ideas and information.
- ✚ (8) Experiment with several ways to focus a topic, and select a form appropriate to audience and purpose.

3.3 Organize, Record and Evaluate

- ✚ (6) Use outlines, thought webs and summaries to show relationships among ideas and information and to clarify meaning.
- ✚ (7) Compare, contrast and combine ideas and information from several sources.

3.4 Share and Review

- ✚ (1) Talk about information-gathering experiences by describing what was interesting, valuable or helpful.
- ✚ (3) Organize and share ideas and information on topics to engage familiar audiences.
- ✚ (8) Communicate ideas and information in a variety of oral, print and other media texts, such as interviews, mini lessons and documentaries.

3.4 Respect others and Strengthen Community

- ✚ (1) Share personal experience and family traditions related to oral, print and other media texts.
- ✚ (3) Retell, paraphrase or explain ideas in oral, print and other media texts.
- ✚ (8) Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts.

Art Level One: Expression

- ✚ **Component 10i-(D)** Knowledge gained from study or experimentation can be recorded visually.
- ✚ **Component 10iii-(E)** Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies including –simple camera for documentation.

