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NANUK NARRATIVES

IKIMALIQ

GRADE:

K - 12

LESSON 1: SOMETIMES INUIT HUNT NANUK AND SOMETIMES NANUK HUNT INUIT

Lesson Activity

1. In the video at 2 minutes 56 seconds, Ikimaliq says: "Sometimes Inuit hunt nanuk, and sometimes nanuk hunt Inuit". Have a discussion about the concept of mutual respect and interdependence between humans and nature in the Arctic.

Note: The concept of mutual respect and interdependence between humans and nature in the Arctic emphasizes the idea that Indigenous communities, like the Inuit, have a deep cultural connection to the land and wildlife around them. It signifies a harmonious relationship where humans rely on the natural environment for survival while also understanding the importance of preserving and respecting it for future generations. This mutual respect acknowledges the interconnectedness of all living beings and the critical role that humans play in maintaining the balance of the ecosystem.

2. Ask students to create a drawing that illustrates the bond and connection between the Inuit and polar bears.

3. Encourage students to consider elements such as shared habitat, mutual understanding, cooperation, and respect in their artwork.

4. After completing their drawings, have the students share their artwork with the class and discuss the themes of coexistence, balance, and mutual survival portrayed in their illustrations.

LESSON 2: THE MYTH OF THE POLAR BEAR MOTHER: A WRITING ACTIVITY

Introduction: Introduce the concept of hibernation among polar bears in autumn and emergence as a mother in spring, highlighting the parallels to human pregnancy and the nurturing roles of mothers. This concept is mentioned in the video.

Lesson Activity:

1. Prior to the lesson, introduce/re-introduce the word myth. A myth is a traditional story that explains how things in the world came to be, often involving gods, goddesses, or supernatural beings. Myths are not true stories but are passed down through generations to teach important lessons, explain natural phenomena, or explore cultural beliefs and values. They often feature heroes, monsters, magical creatures, and epic adventures that capture the imagination and creativity of listeners.
2. Discuss the characteristics of polar bear hibernation and the emergence of polar bear mothers in spring, linking these behaviors to the themes of renewal, survival, and nurturing.
3. Brainstorm as a class or in small groups to generate ideas for a myth that explains why polar bears hibernate in autumn and emerge as mothers in spring, while making a connection to human pregnancy.
4. Encourage students to develop their own myth by weaving together elements of nature, family, transformation, and the cycles of life.
5. Provide time for individual or collaborative writing, allowing students to express their myth in a creative and engaging piece of writing.
6. Have students share their myths with the class, offering reflections on the connections between the behaviors of polar bears and the experiences of human mothers during pregnancy.

