

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article Inuit Qaujimagatuqangit
Issue January/February 2016



This **Inuit Qaujimagatuqangit** article provides several geographical perspectives that can help students understand the Arctic. Using a copy of this article, or an excerpt from it, students can explore different geographic perspectives. Encourage students to highlight key words, sentences and geographical concepts as they read through the article and organize their thoughts by writing these terms under one of the three different geographic perspectives:

Human Geography <i>Where people live, travel, hunt, fish.</i>	Environmental Geography <i>How people are affected by the physical environment</i>	Physical Geography <i>Climate, landscape and the natural environment</i>

Have students look at the pictures in the article, and then have them select one picture and analyze it using of the following geographical concepts: .

- **Spatial significance** – Determine the importance of a place or region
- **Patterns and trends** – Recognize characteristics that are similar or that repeat
- **Interrelationships** – Explore connections within and between the natural and human environments
- **Geographic perspective** – What do geographers see when they analyze this image?

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Five ways to use this article to extend your students' geographical thinking:

1. Pair-and-share activity: Ask your students to brainstorm what they know about traditional and modern knowledge. What might they want to know more about? What knowledge or skills do your students use that originated from their ancestors (e.g. identifying good fishing spots, secret family recipes, traditional hunting methods, Inuinnaqtun phrases)?
2. Invite an elder into your classroom. Elders have knowledge, skills, and wisdom to share that has been passed from one generation to the next for hundreds of years. Show this video: www.youtube.com/watch?v=0YCxBxU6Jmw to your class beforehand to better understand the important role Inuit Qaujimagatuqangit had in the discovery of the HMS Erebus. Additional ideas to welcome the elder: host a potluck lunch, with traditional foods or take the class on a local excursion to a cultural and heritage site.
3. Use Canadian Geographic's [Arctic Circumpolar Tiled Map](#) to trace the route that the HMS Erebus took to get to Gjoa Haven, Nunavut. Where is Gjoa Haven in relation to where you live? Identify the major oceans, bays, countries, and islands along the route. What geographical features or environmental challenges do you think the men on the HMS Erebus encountered along the way? (Hint: think animal life, ice, climate, vegetation, weather.)
4. Cultural Geography: Compare traditional Inuit knowledge to that knowledge that your own ancestors have passed on to youth. What are the similarities and differences between the cultures in your classroom and those of Inuit culture?
5. Encourage your students to share personal narratives about how they have received knowledge as a child and how they are passing on that knowledge to future generations. What have they learned doing that? As a group, create a list of local sources of traditional knowledge in your area. Organize a student excursion to volunteer at a one of these sources, sharing your students' traditional knowledge with the community.