

# CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'The Inuit future'

Issue November/December 2017



## Estimated Lesson Length:

Two 50-minute periods

## Grade Levels:

7 and 8

## Required Materials:

- Copies of the article “The Inuit future” from *Canadian Geographic* November/December 2017 – 1 per student
- Copies of a blank map of Canada – 1 per student ([cangeoeducation.ca/resources/tiled\\_maps/docs/Education-Map.pdf](http://cangeoeducation.ca/resources/tiled_maps/docs/Education-Map.pdf))
- Coloured pencils
- Pencil and eraser
- Copies of Questions Page – 1 per student
- Computer or laptop – at least 1 per group (Day 2 only)
- Chart paper
- Markers
- Magnets or masking tape

## Pre-Teaching:

Students need to be aware of what sustainability means and should have some knowledge of the environmental conditions in the Arctic regions of Canada. Some of the lessons from Canadian Geographic Education’s Arctic Imperative might be helpful in ensuring student understanding: [canadiangeographic.com/educational\\_products/products\\_polar\\_imperative.asp](http://canadiangeographic.com/educational_products/products_polar_imperative.asp)

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## DAY 1

### Minds On:

- Ask students about the Arctic and what types of challenges are found there, focusing specifically on human and environmental issues. Create a chart similar to Fig.1 so that students can examine the issues that have been raised.

### Action:

- Have students read the article “The Inuit future” in *Canadian Geographic* November/December 2017 (pages 49-53).
- You may also choose to have your students read the online narrative about Environment Minister Catherine McKenna’s visit to the area:
  - ▷ [canadiangeographic.ca/article/inside-catherine-mckennas-tour-nunatsiavut](http://canadiangeographic.ca/article/inside-catherine-mckennas-tour-nunatsiavut)
  - ▷ [canadiangeographic.ca/article/exclusive-interview-catherine-mckenna-science-community-and-value-parks](http://canadiangeographic.ca/article/exclusive-interview-catherine-mckenna-science-community-and-value-parks)
- When students are done reading the article(s), have them place and colour in the Inuit Nunangat, Torngat Mountains National Park, and the Nunatsiavut communities on the blank map of Canada.
- Use [tourismnunatsiavut.com/home/communities.htm](http://tourismnunatsiavut.com/home/communities.htm) and [itk.ca/maps-of-inuit-nunangat/](http://itk.ca/maps-of-inuit-nunangat/) to guide students if necessary.
- Students will then answer the questions on the attached worksheet (Fig.2).

## DAY 2

### Minds On:

- Take up the answers from the worksheet (answers are attached).

### Action:

- Divide students into groups of 3 or 4 and, using the article, have them brainstorm ways that will achieve the goals described by Natan Obed for Torngat Mountains National Park. Remind students to keep in mind the need for sustainability, both in terms of funding and for the park’s natural environment. Using the Fig. 3 worksheet, have students research their ideas and present a plan at the end of the period. They must divide up tasks in their research so that all students have a role in the learning process. How reasonable is the plan? Is it economically feasible?

### Consolidation:

- Student groups will present their learning and ideas. Allow time for questions and constructive discussion.

### Assessment:

- Can be marked individually or as a group, using the Fig. 4 rubric.



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Fig.1

## CHALLENGES FACED IN THE ARCTIC

HUMAN	ENVIRONMENTAL

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## “THE INUIT FUTURE” ARTICLE QUESTIONS

1. Who joined Natan Obed in August 2017, in Northern Labrador and Torngat Mountains National Park?

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2. What promises did the Inuit-Crown Declaration make? When was it signed?

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3. What does Obed state that he hopes will result from the new Inuit relationship with the Government of Canada?

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4. What percentage of Canada’s landmass do the Inuit land claims cover?

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5. How is climate change affecting the Inuit in the North?

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6. Why does Obed state that it is imperative that the Inuit be part of the conversation on northern sustainability?

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7. How is Torngat Mountains National Park managed? Why is this unique?

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8. What improvements does Obed feel need to be made to the park?

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9. What priorities does he believe that the park should have?

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10. What is Obed's vision for the people of the Inuit Nunangat?

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11. How was Torngat Mountains National Park created? Why is it unique?

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## “THE INUIT FUTURE” ANSWERS

1. Who joined Natan Obed in August 2017, in Northern Labrador and Torngat Mountains National Park?

Catherine McKenna, Minister of the Environment and Climate Change, and a team from *Canadian Geographic* joined Natan Obed in Northern Labrador and Torngat Mountains National Park.

2. What promises did the Inuit-Crown Declaration make? When was it signed?

The declaration is a commitment between the federal government and the Inuit to work together on shared priorities that affect the Inuit. It works to create priority areas and to implement them. There is also a desire to create Indigenous language legislation. The declaration was signed in February 2017.

3. What does Obed state that he hopes will result from the new Inuit relationship with the Government of Canada?

He is hoping that the promises will translate into tangible outcomes and actions that the Inuit and other Indigenous people have been hoping for, for decades. He hopes for the rights that they already have to be implemented in tangible outcomes and actions and to fill the gaps in their existing infrastructure and program funding.

4. What percentage of Canada’s landmass do the Inuit land claims cover?

35%

5. How is climate change affecting the Inuit in the North?

They are affected much more profoundly than the rest of Canada because the Arctic is warming at a faster rate.

6. Why does Obed state that it is imperative that the Inuit be part of the conversation on northern sustainability?

He refers to the traditional way that the government has made decisions and the control that it has asserted as an outdated model of colonialism. He says that the Inuit think of the environment as a whole and the conclusions that they arrive at are based on a different worldview. He states, “We can contribute and we can give Canada a better chance at conservation or a better chance at protection or leadership in the sustainability of species.”

7. How is Torngat Mountains National Park managed? Why is this unique?

They are using a partnership model with Nunatsiavut, Nunavik and Parks Canada. It is unique because it is part of the Inuit land claim agreement.

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8. What improvements does Obed feel need to be made to the park?

He wants to see improvement in the way the administration works in the park and the way “the funding flows to create a visitor experience.” He talks about how inaccessible the park is and is also concerned about how expensive it is to visit. He is looking for sustainable options for the park’s future.

9. What priorities does he believe that the park should have?

He says that research and programs should be the main priority of the park, and that tourism would be an added bonus.

10. What is Obed’s vision for the people of the Inuit Nunangat?

He imagines a Canada where Inuit have the same level of opportunities as all Canadians. He states that the “funds are necessary for a healthy Canada and (that) Canada (will get) back as much as it puts in.”

11. How was Torngat Mountains National Park created? Why is it unique?

Nunatsiavut Inuit wanted to share the beauty of the Torngat Mountains with Canada. Even though it is on land that belongs to the Inuit, Obed states, “We want to share our land, we want to have this relationship.”

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Fig.3

## STUDENT RESEARCH

Question: How can Torngat Mountains National Park increase accessibility for research and tourism without causing huge alterations to the natural environment of the park? What can the park do to reduce the cost of staying in it and still maintain economic sustainability?

BRAINSTORM	

### TASK DIVISION:

Student	Task

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Fig.4

## “THE INUIT FUTURE” RUBRIC

Student(s) \_\_\_\_\_

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE AND UNDERSTANDING	Demonstrates limited knowledge and understanding of sustainability in the north.	Demonstrates some knowledge and understanding of sustainability in the north.	Demonstrates good knowledge and understanding of sustainability in the north.	Demonstrates solid knowledge and understanding of sustainability in the north.
THINKING	Uses planning and thinking skills with limited effectiveness.	Uses planning and thinking skills with some effectiveness.	Uses planning and thinking skills effectively.	Uses planning and thinking skills very effectively.
COMMUNICATION	Writing and presentation of ideas are somewhat clear; no examples are present.	Writing and oral presentation of ideas are somewhat clear and include some examples.	Writing and oral presentation of ideas are clear and include many examples.	Writing and oral presentation of ideas are clear and include lots of examples.
APPLICATION	Ideas are unrealistic and/or unfeasible in advancing sustainability in the north.	Some ideas are realistic and/or feasible in advancing sustainability in the north.	Uses realistic and/or feasible ideas to advance sustainability in the north.	Effectively uses realistic and/or feasible ideas to advance sustainability in the north.