

RESOURCE GUIDE FOR EDUCATORS



# ARCTIC SERIES 2021

THE ARCTIC TODAY: INDIGENOUS PEOPLES, CLIMATE  
CHANGE & THE ENVIRONMENT

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MARCH 18TH, 2021 | 4:00 - 6:00 PM  
PST

# SESSION

4



LANGUAGE & EDUCATION

# How to Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

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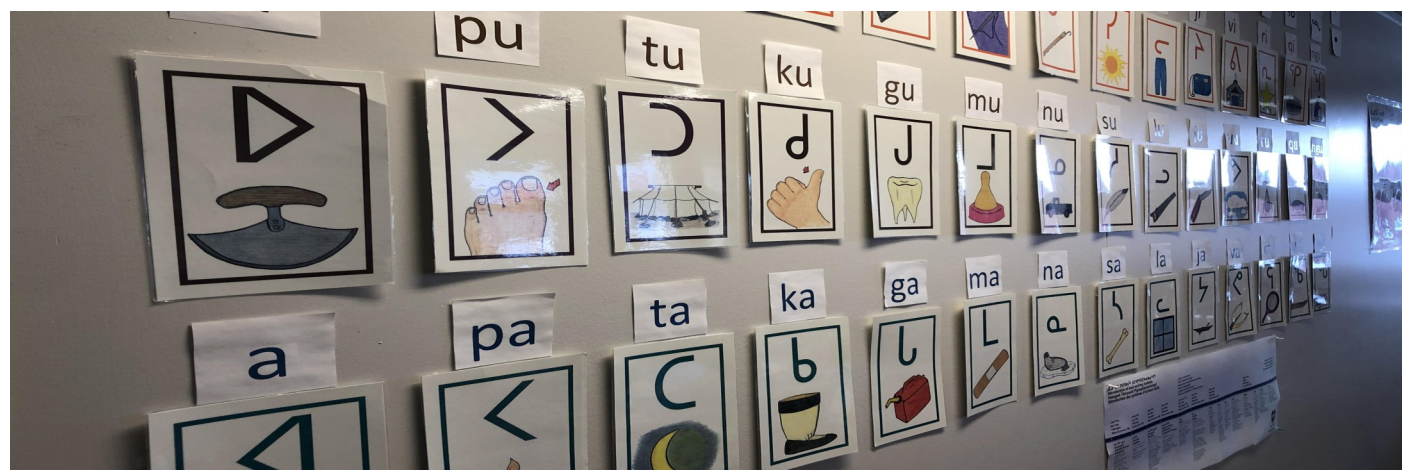


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# Outlining Standards

## A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

**The College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"><li>Developing Questions and Planning Inquiries</li></ul>	<ul style="list-style-type: none"><li>Civics</li><li>Economics</li><li>Geography</li><li>History</li></ul>	<ul style="list-style-type: none"><li>Gathering and Evaluating Sources</li><li>Developing Claims and Using Evidence</li></ul>	<ul style="list-style-type: none"><li>Communicating and Critiquing Conclusions</li><li>Taking Informed Action</li></ul>

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Four Categories within Dimension 2

Civics	Economics	Geography	History
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

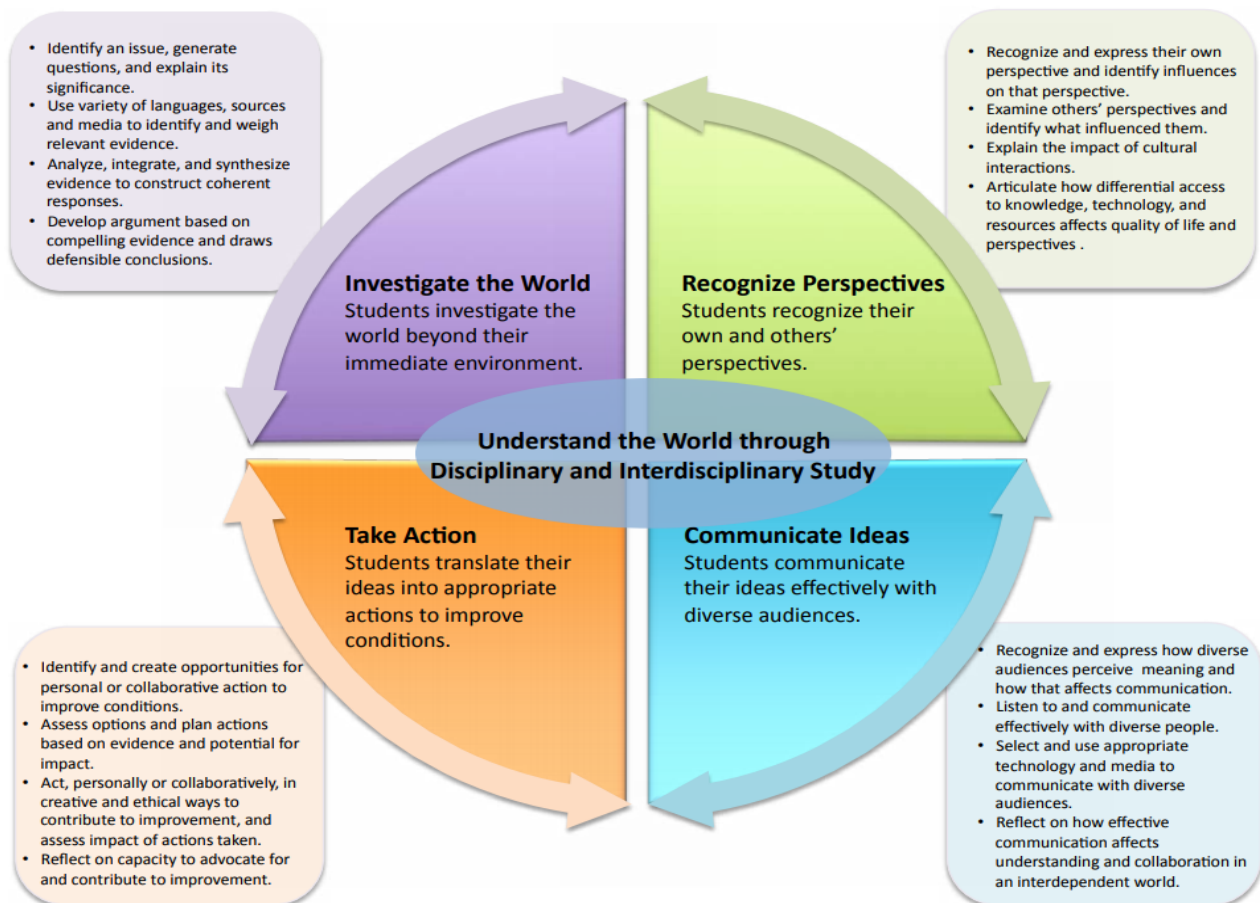
# Educating for Global Competence

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**"Global competence is the capacity and disposition to understand and act on issues of global significance"** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



## Learning Objectives

1. Students will be able to identify, discuss, and analyze the role of Arctic Indigenous languages and their relationship to Arctic cultures.
2. Students will be able to identify and evaluate efforts to preserve Arctic Indigenous languages.
3. Students will be able to identify and analyze the impact of colonialism on Arctic languages.
4. Students will be able to discuss and explain the role of education in preserving Arctic Indigenous knowledge and culture.
5. Students will be able to identify and explain how Arctic Indigenous languages and cultures are expressed through the arts.
6. Students will be able discuss and evaluate the role of local government in providing educational opportunities for Arctic Indigenous communities.
7. Students will be able to identify, analyze, and discuss the role of education in teaching Indigenous sustainability practices in the Arctic region.
8. Students will be able to analyze and discuss the complexity of Arctic social, political, and environmental systems from interdisciplinary perspectives.
9. Utilizing the Arctic as a case study, students will be able to evaluate and make connections between local and global issues across selected regions of the world



# Key Terms

**Inuktitut**—The Inuit language spoken in Nunavut, Inuktitut can be recognized as part of a spectrum of dialects from Alaska to Greenland that make up the Inuit language

**United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)**—Adopted by the UN General Assembly on September 13 2007, UNDRIP is the most comprehensive international piece of legislation that serves as an instrument for the rights, survival, well-being, and dignity of indigenous populations.

**Throat singing**—Practiced almost exclusively by women in a communal, Inuit throat singing was once banned by Christian priests over 100 years ago, but is now making a revival.

**Canada: Indigenous Languages Act**—Legislation from Canada that is aimed to help with the preservation, reclamation, and strengthening of Indigenous languages

**Nunavut**—Part of Canada's Northwest territories that was annexed in 1999, Nunavut now encompasses most of traditional lands of the Inuit. It's capital is Iqaluit and the region comprises most of the Canadian Arctic Archipelago.

**Eskaleut**—Defined by linguists as the "Esk-Aleut" family, this group of related languages stretches from the Gulf of Alaska, the Aleutian Islands, and north.

**Yup'ik**—The most widely spoken language in Alaska, Central Alaskan Yup'ik has around 10,000 speakers. The language is a branch of the Eskaleut family and is related to the Siberian Yup'ik language.

**Gwich'in**—Belonging to the Athabaskan family of languages, the number of Gwich'in speakers today is around 240. Primarily spoken in Northeastern interior Alaska and Northwestern Canada, the language is considered extremely endangered as it is no longer being taught as a first language.

**Inupiaq**—Closely related to Canadian Inuit dialects and Greenlandian dialects, Inupiaq is spoken throughout Northern Alaska.

**Saami**—Saami languages are Fenno-Ugrian languages spoken across the northern parts of the Nordic countries. Despite numbering around 25,000-35,000 speakers and with 100,000 ethnic Saami still living, there is a lack of reliable information about the people and their languages.

**Koryak**—One of the languages of the Chukotko-Kamchatkan language group, Koryak is spread across Siberia, focused on the Kamchatka peninsula.

**Kalaallisut**—A polysynthetic language anglicized to "Greenlandic", Kalaallisut is the official language of Greenland.

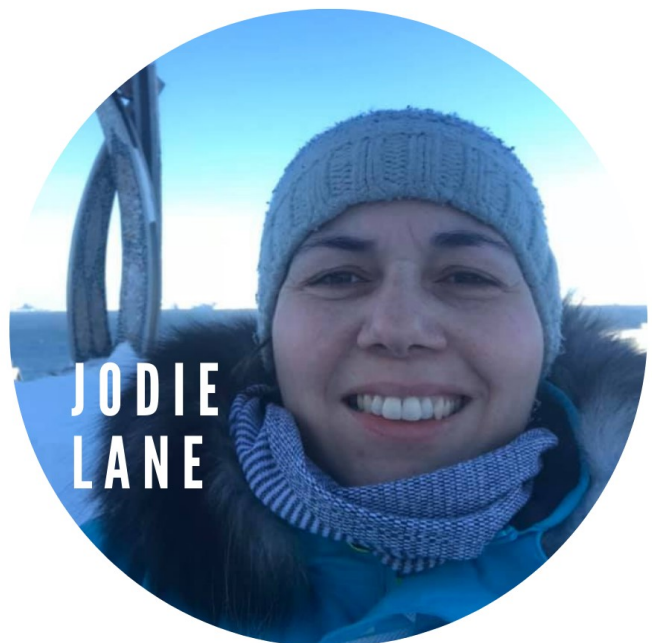
# Introduction to Session Speakers



**Alexina Kublu** is an instructor of Inuktitut at UW teaching out of Iqaluit, Nunavut. Alexina has taught the Inuit language at the University of Washington since the summer of 2014 when she hosted two UW students in the Arctic – one of them being Jason Young who you heard from in the first session. She primarily teaches the Inuit language to graduate students at UW who have been awarded a Foreign Language and Area Studies (or FLAS) fellowship in the Inuit language. Alexina was born in Igloolik and is a fluent speaker of Inuktitut. She received her Bachelor of Education Degree from the Nunavut Teacher Education Program. Alexina has taught in schools in Igloolik, Arctic Bay, Cape Dorset and Arviat and served as an instructor in the Language

and Culture Program at Nunavut Arctic College. From 2009 to 2013 she was the Official Language Commissioner of Nunavut Territory.

**Jodie Lane** is the Director of Education for the Nunatsiavut Government. Jodie has spent her entire career in the field of education and has worked with students to prepare for post-secondary studies and pursue their academic goals. She sits on various national committees on education including the National Inuit Committee on Education and helped develop the National Strategy on Inuit Education (2011). Her current interests involve infusing more Inuit language and culture into the K-12 curriculum and increasing the number of Inuit teachers in Nunatsiavut. She was the Nunatsiavut Government lead on the creation of the textbook: InukKutivut IlukKusivut Our People, Our Culture the first and only textbook written by Inuit in Canada.





**Elizabeth Wessells** is a PhD student in the Archaeology program at UW. Her research explores plant knowledge & traditional landscape management practices by Indigenous nations in the Arctic & the Pacific Northwest, especially as these knowledge systems can shape natural resource policy.

**Ellen A. Ahlness** is a current Inuktitut FLAS Fellow and former Gates Sr. Fellow at the University of Washington. Her research focuses on the Arctic Council & the rise of the *Inuit Circumpolar Council* & *Saami Council* as global players.

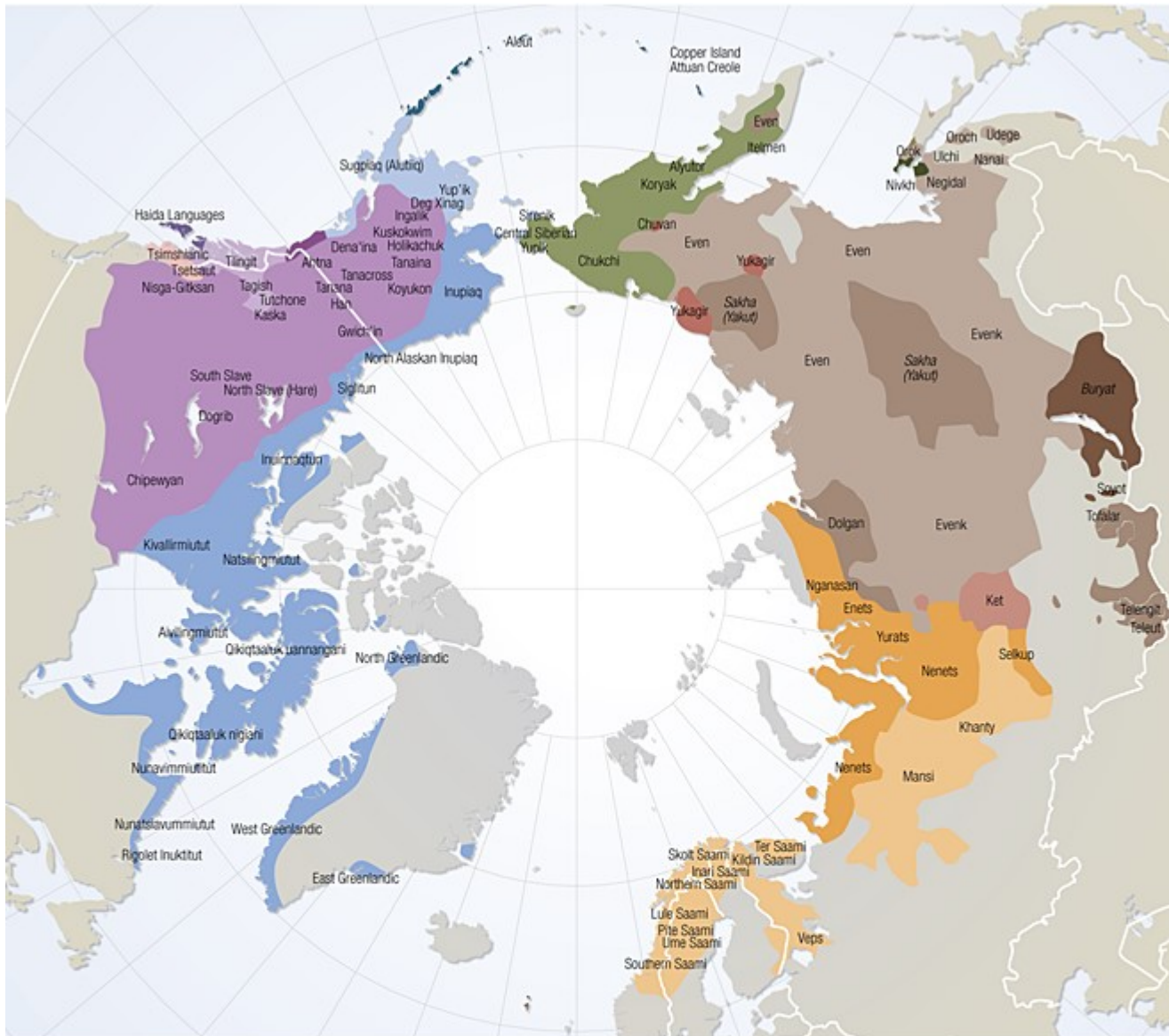


**Elena Serebryanik Bell** is a PhD candidate at the Jackson School of International Studies. Her research focuses on Indigenous film as a cross-border self-representation, communication, & educational tool - including more Indigenous voices into the worldwide cross border dialogue.

**Agatha Downey** is a PhD student in Computational Linguistics at the University of Washington. From South Dakota originally, she is a learner of Lakota and Inuktitut. Her research centers on ways in which computational methods and technology can be leveraged for the task of Indigenous language revitalization.

**Kelly Bradford** has a lifelong interest in languages. She was born in Seattle and grew up in Alaska. After working in California and Massachusetts as a computer programmer on projects in data management, hypertext, and artificial intelligence, she returned to Seattle to raise her children. Now that her youngest has gone off to graduate school, she is taking classes at UW, including the Inuktitut language class.

# Indigenous Languages of the Arctic: A History



## Na'Dene family

- Athabaskan branch
- Eyak branch
- Tlingit branch
- Haida branch

## Indo-European family

- Germanic branch

## Eskimo-Aleut family

- Inuit group of Eskimo branch
- Yupik group of Eskimo branch
- Aleut group

## Uralic-Yukagirian family

- Finno-Ugric branch
- Samodic branch
- Yukagirian branch

## Altaic family

- Turkic branch
- Mongolic branch
- Tunguso-Manchurian branch
- Chukotko-Kamchatkan family
- Ket (isolated language)
- Nivkh (isolated language)
- Tsimshianic (isolated language)

## Inuktitut

The indigenous language of North America spoken in the Arctic, Inuktitut has nearly 40,000 speakers worldwide. This article contains information of the Inuktitut writing system, videos on speaking the language, and other content.



## Alaska Native Language Relationships and Family Trees

University of Alaska Fairbanks, in their Alaska Native Language Center, has created a family tree of Alaskan indigenous languages as well as a language map for exploration.

## International Year of Indigenous Languages in the Arctic (Part I & II)

The UN declared that 2019 was the International Year of Indigenous Languages (IYIL), falling in line with the 2030 Agenda for Sustainable Development as well as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). With four of ten indigenous languages at risk for disappearance, actions need to be taken to protect the extinction of these historical languages. [Part I](#) of the series focuses on Canada and examines controversies that have arisen over Indigenous Languages. [Part II](#) provides a general overview of the current state of Indigenous Languages in the Arctic.



## Language Map

This updated language map, originally created in 2013 by the Arctic Council provides an overview of the over 40 indigenous languages of the Arctic as well as the linguistic diversity of the region.





# The Impact of Colonialism on Indigenous Languages of the Arctic



## The Menace of Colonialism and Assimilation in Canada

This section on language, culture and identity demonstrates that Canada continues to institutionalize racial discrimination and assimilation against Indigenous peoples' human rights and fundamental freedoms through the imposition of their policies and programs which are based on the archaic legislation of the 1876 Indian Act.

## Controversies Around Endangered Indigenous languages in the Canadian Arctic (Part 1)

The state of Indigenous languages in Arctic countries is critical. The International Year of Indigenous Languages (IYIL) in 2019 raised hope to strengthen the appreciation of their importance and their links to identity, culture, and human rights.

### [Documenting Koryak: Endangered Languages and the Legacy of Arctic Colonialism](#)

Russian efforts to subvert Koryak language education and popular use have been around since 1970. Examples of this anti-indigenous colonialist enterprise are not unique to Russia, and exist both in blatant rules or in more subtle policies around the world; however, language documentation is proving its capacity to counter these efforts.



### [Indigenous Languages Act Sparks Controversy](#)

Canada's Indigenous Languages Act, in time for the UN's International year of Indigenous Languages, has received mixed responses, with some indigenous groups even giving it the term "colonial".

### [From the United Nations to the Arctic: Celebrating Indigenous Languages](#)

The Arctic Institute provides insight to the linguistic diversity of the Arctic and how different indigenous languages and their peoples face a multitude of language legislation imposed by the Arctic states in which they reside.

### [Language Revitalization, Cultural Stabilization, and Eskaleut Languages](#)

Focusing on the Eskaleut languages of the Arctic, this article reveals the impact that colonization and cultural contact have had these languages, including their destabilization, and how language revitalization and cultural stabilization are necessary to ensure the continued survival of the Eskaleut languages.

### [Arctic Indigenous Peoples' Languages](#)

Colonization has impacted the prevalence in speaking and teaching about Arctic Indigenous peoples' languages. Competing against mainstream media, urbanization, and lack of educational opportunities to learn these languages are threatening their existence.

# Threats to Indigenous Knowledge

## [As Ice Melts and Seas Rise, Can Endangered Languages Survive?](#)

Climate change is an often overlooked threat to languages by linguists, though its impacts have been felt by Arctic indigenous languages. In response to the impacts of global warming, governments such as those in Greenland, are replacing Danish words with traditional indigenous ones and even legislating new words to discuss a variety of subjects, including climate change.

## [The Vitality of Arctic Indigenous Languages today](#)

In response to threats to indigenous languages, UNESCO's Language Vitality and Engagement framework provides an understanding of the "lasting power" of Arctic indigenous languages and how to ensure their maintenance and revitalization.



## [Protecting Indigenous Languages Is Protecting Biodiversity](#)

Research into the linguistics and biodiversity have shown that "places where there is high biodiversity, we usually find high linguistic diversity as well". With this in mind, the impacts of climate change, oil and gas lease sales, and more will not only lead to a decline in Arctic biodiversity, but the loss of Indigenous languages as well.

## [Indigenous People's Traditional Knowledge Must Be Preserved, Valued Globally, Speakers Stress as Permanent Forum Opens Annual Session](#)

Threats to Arctic Indigenous people's indigenous knowledge include insufficient language education at a foundational level, lacking digital tools in indigenous languages, and more.

# Traditional Indigenous Knowledge



## [Interviewing Inuit Elders | Introduction](#)

This volume is the first part of a series of five books devoted to the study of oral traditions. The research presented in these books was conducted by students of the Inuit Studies program supervised by Susan Sammons of Nunavut Arctic College. Elders were invited to come to the College, where all interviews were conducted in Inuktitut and simultaneously interpreted into English.



# Education & Preservation

## Rescuing Arctic Indigenous Languages

Linguist Lenore Grenoble has embarked on various journeys to understand the capacity to which someone can “save” a language, and such interest has brought her to indigenous languages of the Arctic. Working with communities in indigenous regions such as Greenland and Russia, Grenoble has seen the impact that community initiatives have on efforts to “save”.

## Education and Training Needs for Arctic Indigenous Peoples: Report from UArctic Congress 2018

Permanent Participants of the Arctic Council discussed what educational and training needs were essential for Arctic Indigenous Peoples to combat various obstacles in education.

## Nunavut Seeks Solid Footing to Preserve and Promote Inuit Language

Revised language education, in response to the Language Protection Act, will incorporate a standard Inuit language, Inuktitut, into public schools across Nunavut.



## Greenland Inuit and Problems in Language Teaching

During the early 1970's, Greenland language education was dominated by Danish and the indigenous majority language Kalaallisut was pushed aside. Despite late 1970's efforts to revive Kalaallisut and make it the primary language of instruction, high schools and higher education are still dominated by Danish teachers, lack of translation efforts, and more.

### [Our Language, Our Selves](#)

Parents , with the help of schools and government, will be key to making Inuktitut a living, working language in the generations ahead.



### [Inuktitut Podcast Project](#)

This is a video podcast for the Inuit Cultural Online Resource. This video is part of the Inuktitut Podcast Project. This video is part of a series to teach the fundamentals of Inuktitut in the North Baffin dialect.



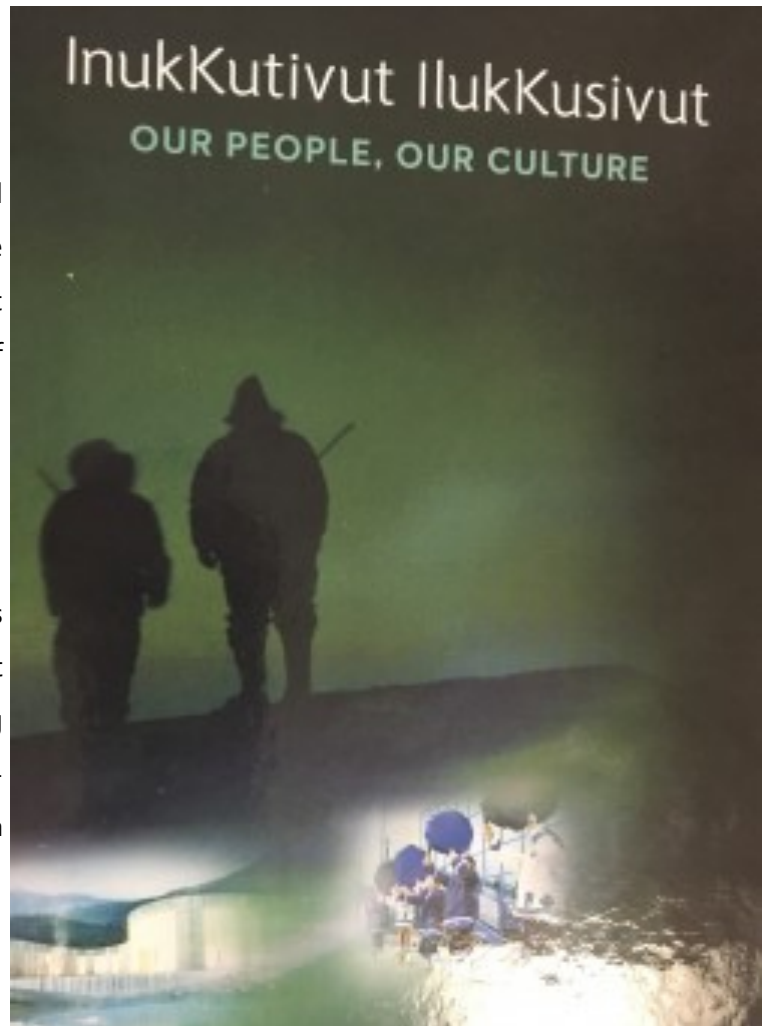
### [Inuit Unikkaangit](#)

Host and Archivist Mary Powder reunites Inuit with stories from CBC North's vast Inuktitut language archives by replaying them for the descendants of the original storytellers, some of whom are hearing them for the first time.



### [Threshold Podcast | Episode 5: Just Decide](#)

Everyone's heard of Vikings – their daring North Atlantic voyages, their mysterious runes. But there's another ancient culture in Arctic Scandinavia that's much older, and just as fascinating – the Sámi. While the Vikings have been celebrated, Sámi music, language and traditions were forced underground. Why?



### [Language Revitalization, Cultural Stabilization, and Eskaleut Languages](#)

The Arctic Institute's Indigenous Languages in the Arctic celebrates the linguistic and cultural diversity of Indigenous languages across the North. In a series of articles, commentaries, and op-eds, the contributing authors seek to raise awareness about the challenges and opportunities facing Indigenous languages and to highlight the immense value of linguistic diversity across the Circumpolar North.

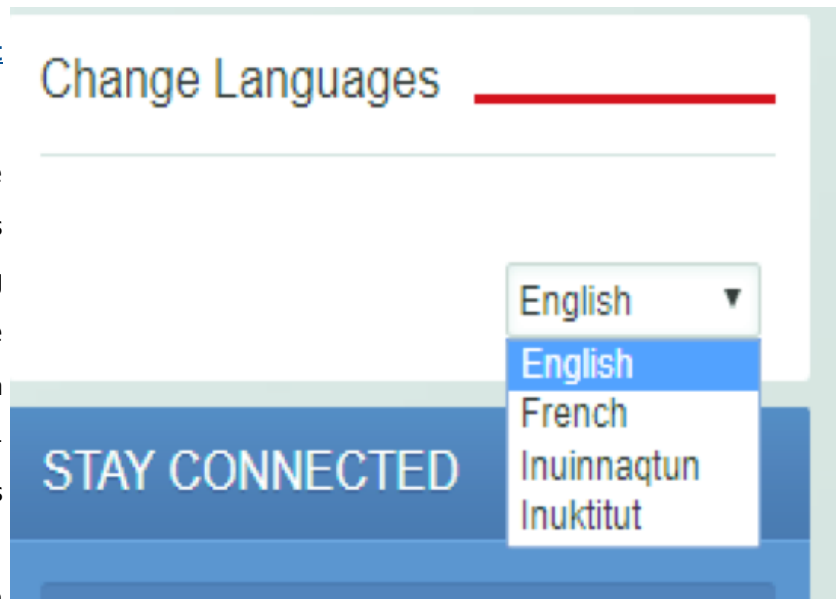
# Technology & Preservation

## [From Threatened To Thriving: Using Technology To Preserve Arctic Indigenous languages](#)

Most of the 40 languages of the Arctic Circle under threat of extinction. However, the creation of an online learning platform and application provides a unique opportunity to use technology to aid in the cultural and linguistic preservation of these languages.

## [New Tech Can Finally Translate Inuit Language—Sort Of](#)

The inclusion of the Inuit language Inuktitut into Microsoft Translate is being seen as a vital step for preserving the language. However, while the efforts by Microsoft in working with the Nunavut government and volunteer Inuktitut is well received, issues over the quality of translations has led to individuals deciding to do their own translations instead.



## [Indigenous Activists Are Reimagining Language Preservation Under Quarantine](#)

Quarantine and distance learning has lent itself well for indigenous Groups in the United States, who have not only continued their work, but expanded it. For example, a young Gwich'in woman from Inuvik, Canada uploads accessible language lessons across various social media platforms.

## [Aili Keskitalo Discusses Digitization and Indigenous Languages](#)

President of the Saami Parliament in Norway, Aili Keskitalo discusses the impact of technology on Indigenous languages and what it can do for the future of Arctic Indigenous Languages.

### [Project Aims To Use Technology To Save Yup'ik Language](#)

Yuarcuun is a Yup'ik word meaning "a tool to find what you're searching for", and it was created as a website ([www.yugtun.com](http://www.yugtun.com)) for users to learn Yup'ik words who don't know the language. Since the majority of Eskimo/Aleut languages follow the structure of Yuarcuun, there is hope that the website will "hopefully augment existing language-revitalization efforts...impacting nations across Alaska, Canada and Greenland".



### [Ever Wanted To Learn Inuktitut? Try This](#)

Known as UKâlalautta Inuttitut , or Let's Speak Inuktitut, is a project that records and publishes Inuktitut words and phrases onto SoundCloud. Creators of the project hope that the uploads and subsequent social media sharing will help with the preservation of the language.

### [318 Words for Snow: How to Preserve the Indigenous Languages of the Arctic](#)

How scientists, linguists, and activists are working together to preserve indigenous languages in the Arctic—as well as the region's biodiversity.

### [Revitalization of Inuktitut: Using Government Funding to Implement Technology to Strengthen An Endangered Language](#)

Inuktitut is a precise and unique language that has developed over thousands of years. It contains nuances and environmental observations that the English language cannot capture. Over the past century, Inuit communities have been subject to assimilation as a consequence of colonialism and globalization. Attempts to assimilate Indigenous peoples into Western society have resulted in the erosion of traditional culture in many Arctic communities.

### [Inuktitut In Seattle](#)

The Henry M. Jackson School of International Studies at UW is the only institution below the 49th parallel that offers Inuktitut training, allowing southern researchers to learn language skills that can help them better understand and communicate with Inuit Nunangat communities.

# Arctic Indigenous Languages in Music & the Arts



### How Millennial Inuit Sparked A Cultural Movement

National Geographic provides insight into the story of several millennial Inuit individuals who are providing “a modern take on Inuit life” through their inspiration from traditional throat singing and contemporary artists.



### Go With the Floe: Inside the Ice -Cool Inuit Pop Scene

Named “floe-chella”, the concert is one of the main parts of the second Nunavut music week, and provides a rallying call for Inuit artists to combat colonialism as well as stimulate the music industry within their territory.

### Performing Arts

Canadian Geographic’s Indigenous Peoples Atlas of Canada provides insight into Inuit performing arts and how Arctic indigenous languages play a part in these performances of music, theatre, and acrobatics.



### MUSIC.GL

Most people know where Greenland is on the map, but did you know that every year in Greenland some 10-15 CDs featuring Greenlandic music are released? And that the best-selling CDs sell 5,000 copies? Perhaps that doesn’t sound like much, but is actually quite impressive in a country that is home to just 56,000 inhabitants.

### 7 Inuit Music Maestros to Tune In To Now

If you’re getting bored listening to the sound of your own breathing, we’ve got some new tunes to get you jamming. From throat singing to rock to folk and everything in between, here’s a list of the seven Inuit musicians you should be listening to at home, and where you can find their music online.



### [Threshold Podcast | Episode 11: Life is Too Hard Without Music](#)

All across the Arctic, indigenous languages are on the decline. But in many communities, people are finding new ways to reclaim both language and culture. Join some Inuit rockers in northern Canada in the recording studio, singing in their own language and making their first new studio album in more than 30 years.



### [Inuit Throat-Singing Sisters From Canada](#)

Known as 'Nukariik', these sisters carry on the traditions of the elders in their mothers village in Kangiqsu-alujjuag, Nunavik, focusing on Inuit throat singing.



### [Punk Inuit Throat Singer | Tanya Tagaq | TEDxMet](#)

Singer Tanya Tagaq gives the TEDx audience a performance of her version of Inuit throat singing.



### [Arctic Indigenous Films in the Spotlight](#)

The mission of the Arctic Indigenous Film Fund (AIFF) is to provide indigenous communities the platform and the inclusive environment to allow them to be seen and heard. Their pilot project for 2022, Arctic Chills, will present complex and terrifying mythological tales, while another project, Arctic Indigenous Talent Hub hopes to "build digital talent bus and virtual reality environments".

### [An Arctic Teen's Virtual Tunes Save His Language from Extinction](#)

Native to Alaska and spoken by just over 10,000 people, the Yup'ik language is facing extinction. However, Byron Nicholai's efforts to save his language have been aided through his use of musical technology to entice younger generations of Yup'ik speakers to embrace the language.

### [Aakuluk Music: Nunavut's First Record Label is Ready To Rock the Arctic](#)

With the desire to share more about the reality of Nunavut and combat the misconceptions that individuals have about the north as well as decolonize, the Aakuluk record label was founded. Priding themselves on singing Inuktitut, the record label hopes to reaffirm cultural pride and practice.

### Arctic Music and Film

Bowdoin University's Peary-MacMillan Arctic Museum allows individuals to explore various Arctic traditions and individuals through their music.

### Tanya Tagaq Takes Inuit Throat Singing to Wildly Unexpected Places

Inuit throat singer Tanya Tagaq has collaborated with many artists, including Iceland's Björk and Canada's Kronos Quartet. The winner of numerous awards, her work has brought her around the world, including a residency at the University of Washington to perform and teach classes.

### Birds in the Earth

Based on Sami ballet dancers and directed by Marja Helander, a Sami photographer, video artist, and filmmaker, *Birds in the Earth* was nominated for the Short Film Grand Jury Prize at the 2019 Sundance Film Festival and questions the ownership of Sami land.



# Curriculum Resources



## [Language Lesson 3: Inuktitut](#)

Immerse students in Inuktitut , the language of the Inuit indigenous peoples who inhabit Nunavut, Canada. This University of Maine lesson plans includes links to Inuktitut words and phrases, a syllabics chart, and a student worksheet.



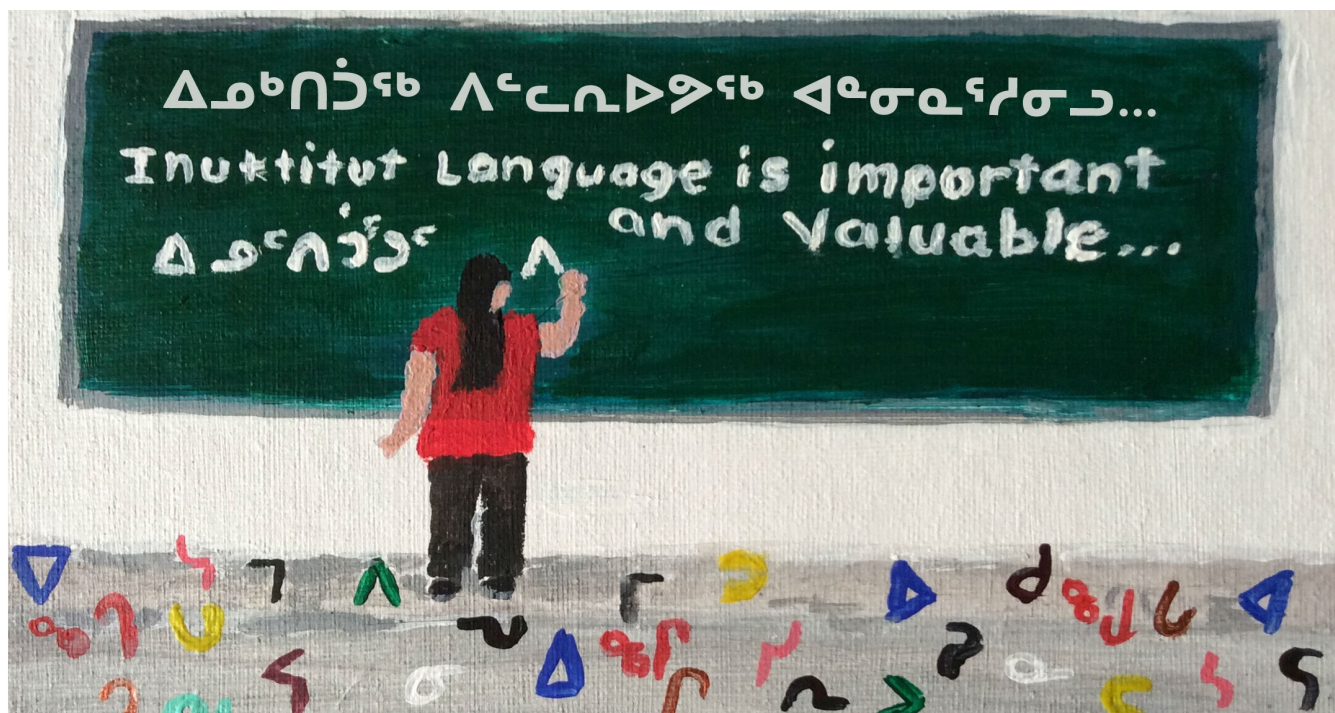
## [Music from the Edge of Civilization Inuit Music for the Classroom](#)

Developed by Christopher Leonard at the University of Washington, this Smithsonian Folkways lessons plan allows students grades 6-8 to experience the music of the Inuit culture. Included are a list of materials, instructions, and guidelines for post-lesson assessment.



## [Inuit Games: Vocal Compositions About the Canadian Arctic](#)

The Toronto Symphony Orchestrated created the *Inuit Games* to have students grades 4-6 experience traditional Inuit throat-singing, explore the sound composition, and connect such music to their own social studies curriculum. Several different lesson plans are available, all including points on sharing and reflecting on the lesson plan and experience, materials, objectives, and more.





### [An Inuksuk Means Welcome](#)

Based off of Mary Wallace's picture book of the same name, the University of Calgary has developed a lesson plan for students grades Pre-K through 3 to gain further understanding of Inuit culture, various traditions, words, and cultural symbols. As the lessons require access to Mary Wallace's book, purchase is required (Barnes and Noble offers a paperback copy for \$9.95, and Amazon an hardcover copy for \$16.00).



### [Inuktitut Apps Resources](#)

Cultural, educational, recreational and social support services to children, youth and families of Ottawa's growing Inuit community. The centre serves as a major hub of early years and youth services for Inuit families in Ottawa.



### [Canada: Inuit Games and Songs](#)

From 1974 to 1976, researchers traveled to Arctic villages in Northeastern Canada to record the verbal games and songs of the Inuit people.



### [InukKutivut IlukKusivut: Our People, Our Culture](#)

A high-school text book - InukKutivut IlukKusivut Our People, Our Culture – to accompany the Labrador Inuit Society and Culture course being offered at schools within Nunatsiavut (Email for more information).

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