

Kamik: An Inuit Puppy Story

Resources used and possible concerns	Kamik: An Inuit Puppy Story by Donald Uluadluak, Illustrated by Qin Leng.
Author/creator and/or literature background	<ul style="list-style-type: none"> - Donald Uluadluak: An elder from Arviat Nunuvut. Donald was an elder advisor for the Nunavut Department of Education. In his retirement, he began writing books retelling his memories.
UPE course connections (not exhaustive)	<p>EDUC 435- Literacy, Language and Culture This book can open up a conversation about language and culture through its use of Inuktitut words within the story. Through looking at this lesson, pre-service teachers could investigate how to hold discussions around different languages and cultures within their own classrooms. Through looking into the meaning of the different Inuktitut words used in this story, students have a window into Inuit culture and way of life.</p> <p>EDUC 450- Diversity in Learning This course asks pre-service teachers to recognize and appreciate the unique backgrounds of all students. Pre-service teachers are also asked to consider how they will integrate different cultures and ways of life into lessons. The Teaching Quality Standard calls upon teachers to apply foundational knowledge of Indigenous peoples, and this lesson could serve as a stepping stone for doing so.</p> <p>EDUC 460- Social Studies Specialization This lesson introduces important areas of the social studies curriculum through literature. “Kamik: An Inuit Puppy Story” has a natural tie to Grade 2 social studies curriculum surrounding the arctic and the Inuit people that live there. This lesson can open up conversations around identity and what identity means within the Canadian context.</p>
K-12 connection	<p>Grade 2: SS</p> <p>2.2.1- Appreciate how stories of the past connect individuals and communities to the present</p> <p>2.2.3- Appreciate the importance of collaboration and living in harmony</p> <p>2.1.3 - Investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for</p>

	<p>inquiry:</p> <ul style="list-style-type: none"> - What are the cultural characteristics of the communities? - What are the traditions and celebrations in the communities that connect the people to the past and to each other? <p>Grade 2 ELA</p> <p>1.2- Clarify and Extend</p> <ul style="list-style-type: none"> - Connect own ideas and experiences to those shared by others <p>2.2- Respond to Texts</p> <ul style="list-style-type: none"> - Experience Various Texts: engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends <p>5.1- Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> - Appreciate Diversity: discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
<p>Materials</p>	<ol style="list-style-type: none"> 1. T-chart template below 2. Kamik: An Inuit Puppy Story, by Donald Uluadluak.
<p>Rationale</p>	<p>Big idea: In this lesson, students will be asked to examine their own relationship to animals and compare it to the relationships represented between the Inuit people and their dogs in the story by Donald Uluadluak.</p> <p>Purpose: This lesson introduces the valuable and respectful relationship between Inuit people and animals.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Before reading the story, students will be asked to draw themselves and their pet on the template below. Students will be encouraged to include things that they do together with their pet in the image, either through drawing or additional written words. If students do not have a pet, they can draw a pet that they would like to have and what they would do together. 2. Once students have completed their drawings, students will be asked to gather at the front of the class. The teacher will have a venn diagram prepared at the front of the class to organize their ideas. One circle will be

	<p>labelled “My Pet and I” and the other circle will be labelled “Ataatasiaq and His Dogs”. The teacher will briefly ask a few students to share some of their favourite things to do with their pet and record these in the venn diagram under “My Pet and I” for later reference. Ideas will likely include: taking them for a walk, playing fetch or other games together.</p> <ol style="list-style-type: none">3. Prior to reading the story, the teacher will activate prior knowledge by asking students (or reminding students) where the arctic is. The teacher will also introduce the author of the book, Donald Uluadluak by explaining that he grew up in Nunavut and that he writes stories about his memories of the arctic.4. The teacher will then begin reading the book “Kamik: An Inuit Puppy Story”, by Donald Uluadluak. While reading, students will benefit from discussion of the Inuktitut words as they appear in the story. For example, after reading the first page the teacher could ask “what do you think Ataatasiaq means?”. This will ask students to use inferencing skills within the story and will introduce Inuit language. Students could also be asked what they think the word “Kamik” means by looking at the pictures of the puppy. Kamiks are boots made from animal skin that were often decorated (Canadian Heritage Information Network, 2005). Kamik, the puppy, has white paws that resemble boots. Other unknown words could be looked up together as a class. Projecting the book, if possible, would facilitate these conversations so that students can see the images and words clearly.5. After reading, students will be asked to head back to their desks and complete their template by drawing Ataatasiaq and his dogs. Students are again encouraged to include activities that Ataatasiaq and his dogs would do together in their image, either through drawing or including written words.6. Once students have completed their images, they will be asked once again to meet together. The teacher will ask the students what they included in their pictures of Ataatasiaq and his dogs. These ideas will be recorded in the venn diagram under “Ataatasiaq and His Dogs”. Ideas will likely include Ataatasiaq’s dogs pulling his boat, hunting together or when Ataatasiaq’s dogs woke him up to save him from a fire.
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7. The teacher will then ask the students for similarities between the relationship they have with their pets and the relationship the Inuit have with their dogs. Ideas will likely include how we all love and care about our animals. These ideas will be included in the venn diagram where the circles overlap.
8. The teacher will then ask for differences between the relationship they have with their pets and the relationship the Inuit have with their dogs. Ideas will likely include how they work with their dogs while ours stay home during the day. Our dogs and pets depend on us while the Inuit depend on their dogs to keep them safe. The dogs are seen as their equals or partners. These ideas will be added to the venn diagram under their respective circles.

This lesson will open up opportunities to continue discussing the relationship between Inuit and other animals in the future.

Supporting Sources (APA):

Canadian Heritage Information Network. (2005). Protective Layers of Footwear and Making Kamiks. Retrieved August 12, 2020, from

<http://www.virtualmuseum.ca/edu/ViewLoitLo.do;jsessionid=6FF11474CF48EBF9AA73044082DF247C?method=preview&lang=EN&id=22866>

Uluadluak, D. (2012). *Kamik: An Inuit puppy story*. Iqaluit, Nunavut: Inhabit Media.

Activity Template

Name: _____

Date: _____

Before reading the story “Kamik: An Inuit Puppy Story” draw a picture of the things you and your pet do together. After reading the story, draw what Ataatasiaq and his dogs did together. You can include words in your picture as well.

My Pet and I	Ataatasiaq and his dogs

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