

# Iñupiat Heritage Center Educator Catalog

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# Kindergarden - Grade 3

## Life in the Old Days Holidays and Trade

### Essential Questions for the visit

- **Theme 1, Life in the Old Days**  
How did people on the North Slope live before we had electricity, oil and gas fuel for our houses, airplanes, and cars?
- **Theme 2, Holidays and Trade**  
What is Kivgiq and how is it celebrated?  
What did people trade in the old days?

### Overarching Understandings from this visit

#### Theme 1, Life in the Old Days

- The Iñupiaq people of the North Slope used and invented many different tools that allowed them to live very well in their environment.
- Nowadays, Iñupiat and other people continue to live well on the North Slope, using different tools from those of long ago.
- People on the North Slope do some things different from the old days in order to survive, and some things the same.

#### Theme 2, Holidays and Trade

- Ceremonies and celebrations reflect and foster social integration.
- Relationships with diverse individuals can enrich a person's life.

### Iñupiaq Learning Framework Realms, Themes and Performance Expectations

Depending on which activities your students engage in, they may address the following ILF Performance Expectations. Teachers may also use these Performance Expectations as prompts for designing follow-up activities in their classrooms.

#### Environmental Realm

- Hunting and Survival Theme
  - [B] E.hs.1.1 Saying the names of clothing and the animals they are made from.
  - [B] E.hs.2.1 Listen to stories about the proper treatment of animals.
  - [B] E.hs.3.3 Identifying contemporary and traditional types of land and sea transportation.

- [B] E.hs.3.6 Examining traditional hunting and trapping tools and comparing them with modern implements.
- [B] E.hs.3.9 Describing how a good hunter helps the community.
- Sewing Theme
  - [B] E.s.2.2 Explain that each item of traditional clothing comes from a specific living thing.
  - [B] E.s.3.1 Measuring various distances using hand measurements.
  - [B] E.s.3.6 Identifying furs appropriate for wearing in wet, very cold, and mild conditions.
  - [B] E.s.3.7 Drawing pictures of people wearing various types of traditional clothing.
  - [B] E.s.4.3 Matching pictures of animals with clothing made from those animals.
  - [B] E.s.4.4 Identifying clothing that is appropriate for a variety of occasions and functions.
- Tools Theme
  - [B] E.t.1.1 Drawing and stating the name of simple household implements and tools used in school, sewing, preparing food, and eating.
  - [B] E.t.2.1 Demonstrate the respectful use and care of tools used in the harvest of plants and animals.
  - [B] E.t.3.1 Identifying and describing the uses of traditional tools from pictures or by looking at the actual items.
  - [B] E.t.3.2 Identifying and explaining the materials that are used to make various types of traditional shelters.
  - [B] E.t.3.3 Matching tools (traditional and contemporary) with the animals and plants they are used to harvest.
  - [B] E.t.4.1 Designing and making a simple tool when given an assortment of objects.
  - [B] E.t.4.6 Putting together a personal traveling kit for camping/hunting or an airplane trip.

### Individual Realm

- Women's Roles Theme
  - [B] I.wr.3.1 Play acting and helping with roles that women play, e.g., cooking, sewing, household chores, hunting, wage earner.
- Values and Beliefs Theme
  - [B] I.vb.1.1 Listen to Elders and other community members tell stories that embody the meanings of the Iñupiaq values.
- Men's Roles Theme
  - [B] I.mr.3.1 Play act roles that men take on, e.g., hunting, traveling, caring for tools.

**Community Realm**

- Elders Theme
  - [B] C.e.1.2 Listen attentively to Elders telling stories.
  - [B] C.e.2.2 Learn about the lives of his/her grandparents when they were little.
- Celebrations and Ceremonies Theme
  - [B] C.cc.1.1 Learning the names of important Iñupiaq celebrations and ceremonies.
- Singing and Dancing Theme
  - [B] C.sd.2.2 Make replicas of dance regalia and talk about how they represent the human connection to animals and iñua.
- Storytelling Theme
  - [B] C.s.4.2 Retelling stories heard in class.
- Arts Theme
  - [B] C.a.1.1 Recognizing and using the Iñupiaq names for the primary and secondary colors and black and white in context; finding and naming materials often used in Iñupiaq art (e.g., bones, feathers, rocks, driftwood, shells, plants).
  - [B] C.a.2.2 Examine traditional examples of objects made from the animals that are most important for food, clothing, and other aspects of Iñupiaq life, and fashion depictions out of modeling clay or Play-Doh.
- Games Theme
  - [B] C.g.1.1. Naming Iñupiaq games and equipment.
  - [B] C.g.3.1 Playing games that have associated songs.

**Historical Realm**

- Unipkaat, Quliaqtuat, Uqaluktuat Theme
  - [B] H.uqu.3.1 Tell what s/he learned from a story.
  - [B] H.uqu.4.1 Learn stories through the aural/oral method.
  - [B] H.uqu.4.2 Engage in storytelling in various genres as both a listener and storyteller.
- North Slope History Theme
  - [B] H.nsh.3.1 Learning how people in the past knew when it was time for various activities, e.g. trade, festivals, hunting, gathering.
- Modern History Theme
  - [B] H.mh.3.2 Exploring how and why clothing styles have changed on the North Slope.
  - [B] H.mh.3.4 Hearing stories from grandparents about life in the days before modern amenities.

## Relevant North Slope Borough School District Instructional Units

Kindergarten: *Nigliq: An Introduction to Trade and Holidays*. The picture book *Itattuk Goes to Nigliq*, anchors this unit. Children engage in pre-reading activities as they learn about this historic gathering that occurred every summer at the mouth of the Colville River, drawing people from far and wide. Students will understand more about holidays and the concept of trade.

## Alaska State Standards\* and the K-3 IHC School Visit

| Activity                              | Language Arts |   |     |   | Science |   |   |   | History |   |   |   | Cultural Standards |   |   |   |   |
|---------------------------------------|---------------|---|-----|---|---------|---|---|---|---------|---|---|---|--------------------|---|---|---|---|
|                                       | R             | W | S&L | L | A       | B | C | D | A       | B | C | D | A                  | B | C | D | E |
| Preparation for the Visit             |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Iñupiaq Language Learning             |               |   | X   |   |         |   |   |   |         |   |   |   |                    |   |   |   | X |
| What is a Museum?                     |               | X | X   |   |         |   |   |   | X       |   |   |   |                    |   |   |   |   |
| The Museum Visit                      |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Unipkaaḡ                              |               |   | X   |   |         |   |   | X |         | X |   |   | X                  | X | X | X |   |
| Exploration with a purpose            | X             |   | X   |   | X       | X |   | X | X       | X |   |   | X                  | X | X | X | X |
| Playing with objects and ideas        |               |   | X   |   | X       | X |   | X | X       | X |   |   | X                  | X | X | X | X |
| Art Activity                          |               |   | X   |   |         |   |   | X |         |   |   |   | X                  |   | X | X |   |
| Back in the Classroom after the Visit |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Iñupiaq language activities           |               |   | X   |   |         |   |   |   |         |   |   |   |                    |   |   |   | X |
| Extended art activity                 |               |   | X   |   |         |   |   | X |         |   |   |   | X                  |   | X | X |   |
| Extended exploration of objects       | X             | X | X   |   | X       | X |   | X | X       | X |   |   | X                  | X | X | X | X |
| Language Arts activities              | X             | X | X   | X |         |   |   | X |         | X |   |   | X                  | X | X | X |   |
| Classroom Museum                      | X             | X | X   |   |         |   |   | X | X       |   |   |   | X                  | X | X | X |   |

\* Alaska Language Arts Standards as adopted in 2012; Science, History, and Cultural Standards as revised in 2006.

### Before you come

Decide which of the two themes you want to pursue: Theme 1, Life in the Old Days, or Theme 2, Holidays and Trade. Communicate your choice with the museum staff.

Children get the most out of a fieldtrip experience when they are prepared for it. Prepare your students with the following activities.

1. Arrange to have enough adult chaperones. We request that every five K-3rd grade students be accompanied by an adult.
2. If possible, enroll the help of your students' Iñupiaq Language Teacher to teach students vocabulary that will relate to their visits. Examples of words they might learn:
  - a. Iñupiaq names for the colors
  - b. umiaq (whaling boat)
  - c. qayaq (kayak)
  - d. Kivgiq celebration
  - e. ayuktaq (Eskimo ball)
  - f. akkuu akkuu (team game)
3. Before the visit, talk about what a museum is. Set up a mini-display in the classroom using objects from the past. Talk about collecting and taking care of personal and family belongings. Explain why some objects are protected in cabinets or boxes, and cannot be handled.
4. Examples of items in a classroom mini-display might be:
  - a. Old photographs or stamp collections
  - b. Art objects from your home or photographs of art objects
  - c. Objects on a theme. The theme can be everyday, such as kitchen implements, special, such as ceremonial regalia or objects, or natural history, such as a shell collection.
5. Set the stage by reading a book.
  - a. For Theme 1, Life in the Old Days, read Debby Dahl Edwardson's *Whale Snow*. Look at the pictures and have students name the objects that are depicted in the book that might be on display in the museum. Examples are clothing, the umiaq and oars, the whaling crew's flag, a sled, and baleen.
  - b. For Theme 2, read *Italluk Goes to Nigliq* and teach the *Nigliq: An Introduction to Trade and Holidays* unit.

6. Talk about old and new things so students begin to get a feeling for the changes in life on the North Slope over time. Use the two photographs on p. 12 to help students compare and contrast old and new. Together as a class, look for the differences and similarities in the photographs. Use a graphic organizer such as a Venn diagram to help students see the similarities and differences.
7. Finally, present the essential question that students can expect to have answered during their visit.
  - a. Theme 1, Life in the Old Days: "How did people on the North Slope live before we had electricity, oil and gas heat for our houses, airplanes, and cars?"
  - b. Theme 2: Holidays and Trade: "What is Kivgiq and how do people celebrate it?" and "What did people trade in the old days?"

## Your visit to the Iñupiat Heritage Center

Each visit will provide 90 minutes of activities for your class. The activities will vary depending on the season, your preference, and your tour guide's expertise, but all will be structured in four parts.

### Part 1: Unipkaa (Traditional Story) (20 minutes)

- Students take off their coats and boots and settle into a story circle around a seal oil lamp. They are told an unipkaa either about life in the old days, about trade in the old days, or about Kivgiq. They might also be taught the following song:

#### **Suatakannaa**

Suatakannaa Qinigataqpigu Igluuragma Ullaglagu  
Kisiimaluu Tulaqataqpa Tatqaqmanaa

#### **Itqautigilugu**

Itqautigilugu Atualuktuat Iviksraqput Paqma  
Aapaptignun Paqma Ullaglakput

#### **Illasimakua**

Illasimakua qaitqusigi ya na ya uvaqaima iglumun qain  
Isiqpatali quviasuugumausi

#### **Kinamii Nakuuva**

Kinami nakuuvaa uvaqa nakuuviik inuum nakuuvaa  
Atuun nakuuvaa qanugitpauna

### Part 2: Exploration with a Purpose (20 minutes)

- Students are led on a treasure hunt through the museum. There are four different treasure hunts that the museum staff will choose from.
  - Theme 1, Sticker Book. Students find objects that match the riddles posed on each page and place the stickers of those objects in the appropriate places in the booklet.
  - Theme 1, "How would you get food without money?" Treasure Hunt. Students match the objects in the museum with the food they're used to get or process.
  - Theme 1, Changes in Arctic Survival Treasure Hunt. Students find old objects in the museum that serve the same purpose as contemporary objects.
  - Theme 2, Ceremonies Treasure Hunt. Students find objects in the museum that were used for ceremonies.

### Part 3: Playing with Objects and Ideas (20 minutes)

- After the treasure hunt, students sit in a circle on the floor and play a game from the old days.
  - Examples are:
    - Laughing game with a mitten (see "Traditional Inupiat Games" booklet, which can be downloaded from the IHC website).
    - Akkuu akkuu in which students are in two teams, one of which tries to lure members of the opposite team to their own team by making their opposites laugh.
    - Play with a top, vertebrae/stick game, stick toss game, or buzz toy, as described in the "Traditional Inupiat Games" booklet.
    - Fish with magnets to simulate jigging through the ice.
    - Pass around different furs and let students feel them and guess what animals they are from.
    - Give students regalia to put on and a dance to learn; have them drum on their box drums.

### Part 4: Art Project (20 minutes)

- Students engage in an art project that relates to what they have learned. The museum staff helps students measure the items they make using traditional Iñupiaq measurements. They use the Iñupiaq names for colors as they explain the art project. Examples of art projects are:
  - Box drum
  - Paper drum with drumstick
  - Using safety pins, make fish hooks as kids did in the 1950s and 1960s. Attach the fish hooks to string and sticks.
  - Find a favorite object and draw it.
  - Make a buzz toy from cardboard.
  - Make a construction paper dance headdress
- Students gather their art projects, put on coats and boots, and prepare to leave.

## When you return to the classroom

Follow up in your classroom on the activities that occurred at the museum. For guidance, refer to the list of ILF Performance Expectations at the beginning of the K-3 section of this guide. Some suggestions are:

1. Review what students learned at the museum and have them write or draw thank you notes to the museum staff describing their favorite parts of the visit.
2. As a class, consider the essential questions posed before the museum visit, "How did people on the North Slope live before we had electricity, oil and gas fuel for our houses, airplanes, and cars?" or "What is Kivgiq and how do people celebrate it?" and "What did people trade in the old days?" Have students draw a picture book that shows their answers to the pertinent question or questions. Laminate the pages and bind the book for parents to see.
3. Have students make a Now and Then book that contains drawings of life in the old days and today. Areas of comparison could be:
  - a. Getting food
  - b. Clothing
  - c. Travel and transportation
  - d. Learning stories
  - e. Houses
  - f. Toys and Games
  - g. Trade: what we get from other people
4. Provide the ILT with words you would like the students to learn in addition to those they learned before the visit, or words that were introduced during the museum visit.
5. If students did not finish their art projects, give them a chance to do so in class.
6. Remind students that games are a part of celebrations and ceremonies. Download the "Traditional Iñupiat Games" booklet from the website. Make replicas of the toys and, if your students are able, have them make some of the toys. Explain the rules and give students a chance to play them.
7. Have students make a classroom mini-museum display of their own. Together choose a theme. Examples might be:
  - a. My favorite things
  - b. Toys my parents used to play with

- 
- c. Clothes from near and far
  - d. Clothes for winter and summer
  - e. Arctic animals
8. Offer students opportunities to role-play the information they learned at the museum, including traditional men's and women's roles, hunting, preparing and eating subsistence foods, packing for a trip by dog sled or umiaq.
  9. Have students retell the story that was told at the beginning of the museum visit. Check for comprehension, an understanding of the characters' motivations, the emotions of the characters in the story, and predictions for subsequent actions.
  10. Draw a paper doll with different outfits based on different seasons and occasions. Use fur glued onto the paper for parkas. Let the children play with the paper dolls.
  11. Have students make replicas of some of the objects they saw at the museum using Play-Doh, Super Sculpy, or other quick-drying clay product.

# Compare Old and New Photographs



Boys dancing in a qargi, a sod-covered ceremonial house and community gathering place.



Girls at the Barrow Nalukataq, 2006.

# Food Without Money Treasure Hunt

*For Use with Elementary Theme 1, Life in the Old Days*

## Directions:

These tools were used to get or prepare food in the old days, when people did not use money. Match each tool with the animal it was used with.







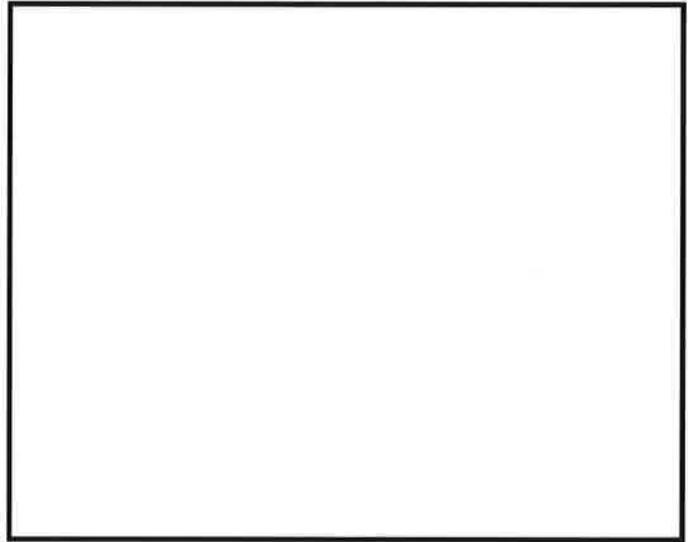
# Changes in Arctic Survival Treasure Hunt

*For Use with Elementary Theme 1 School Visit*

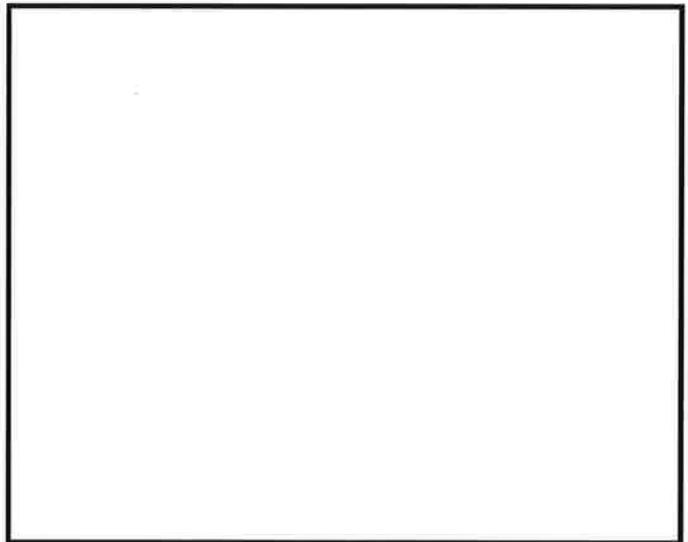
## Directions:

Each of the modern tools or objects shown below helps us survive today in the Arctic. Next to each picture, draw a picture of a traditional tool that's in the museum that was used by the Iñupiat in the past to do the same thing.

snowmachine



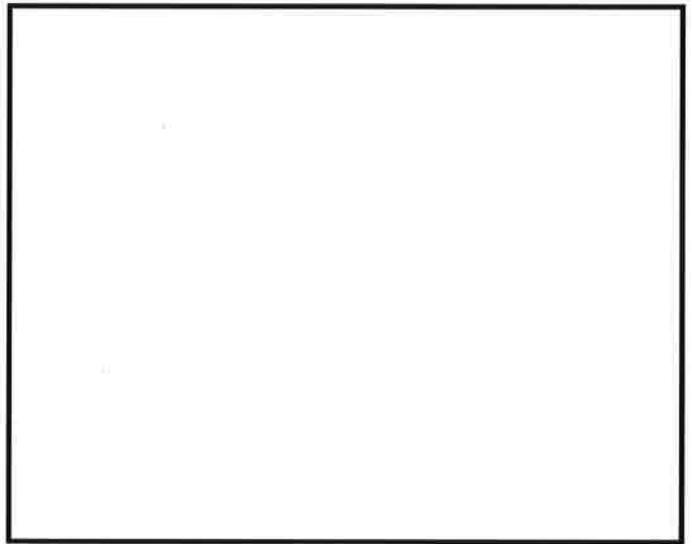
outboard skiff



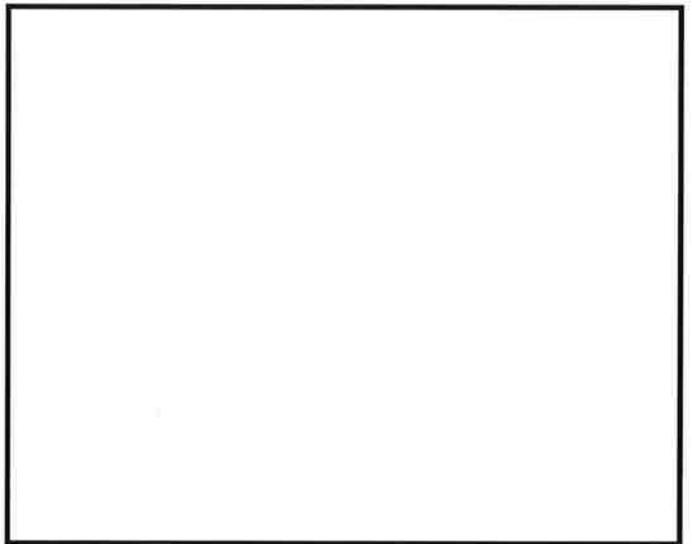
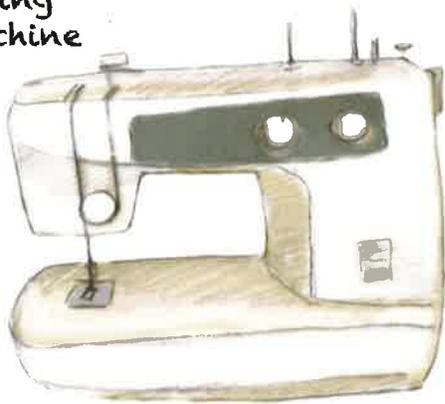
canvas tent



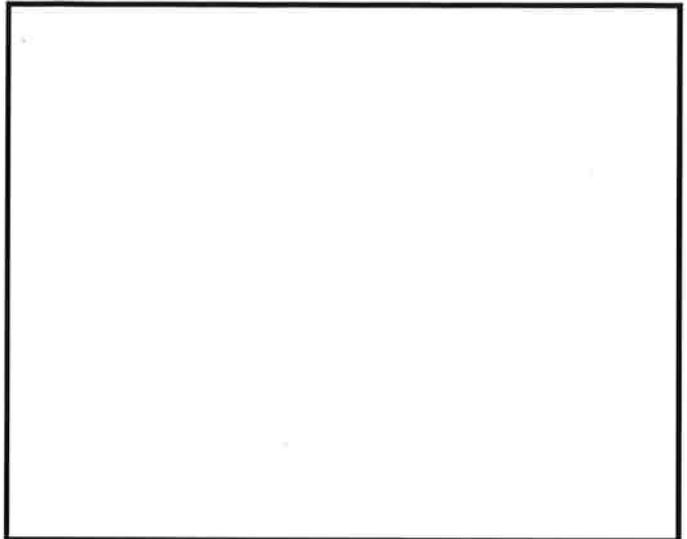
spoon hook



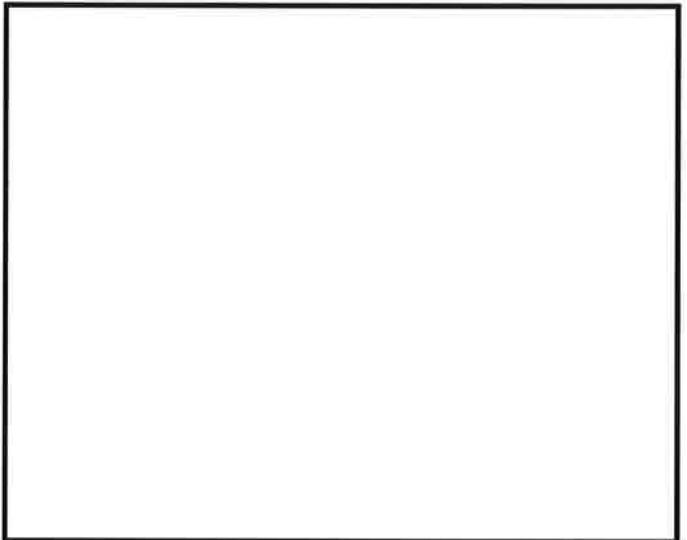
sewing machine



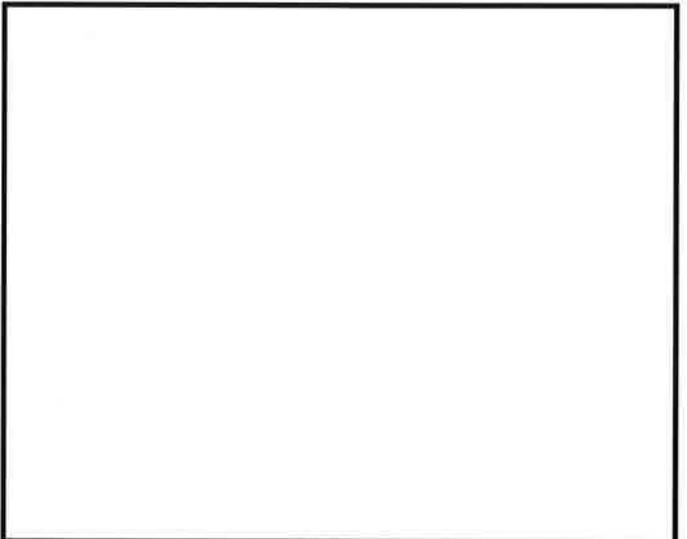
plastic shopping bag



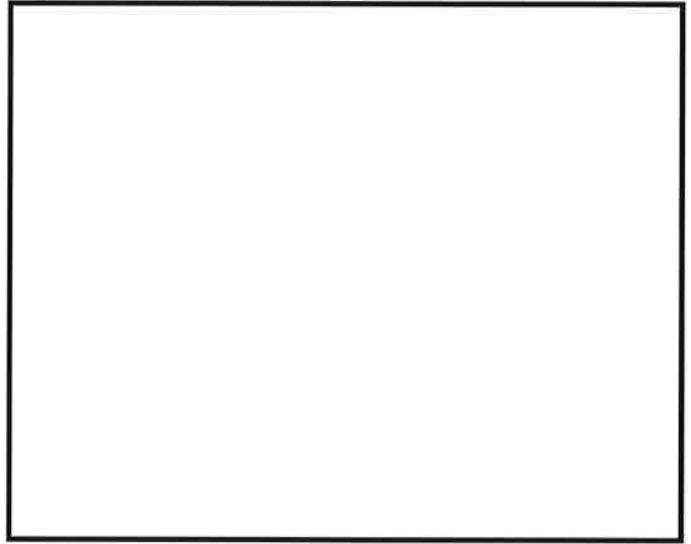
rifle



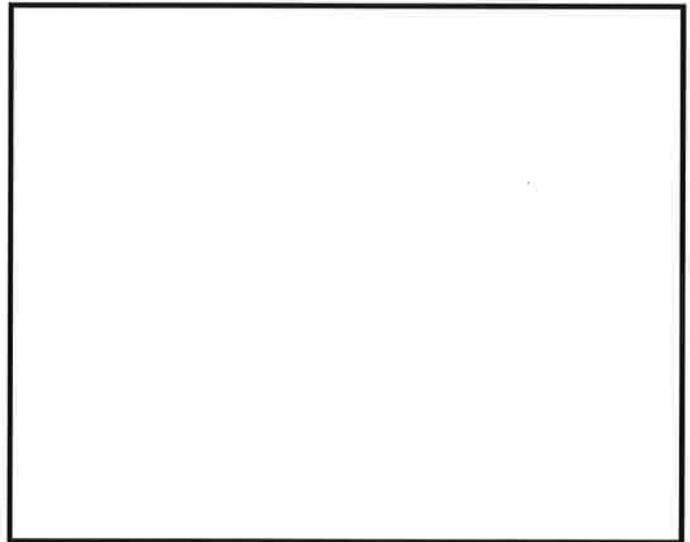
down parka



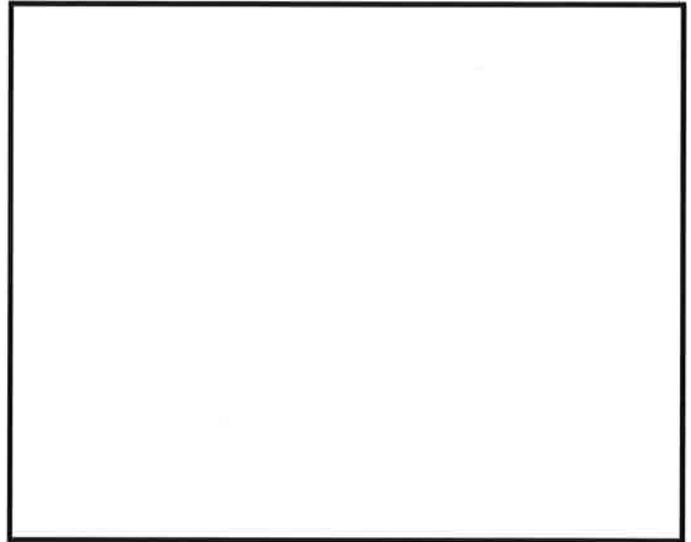
orange fishing floats



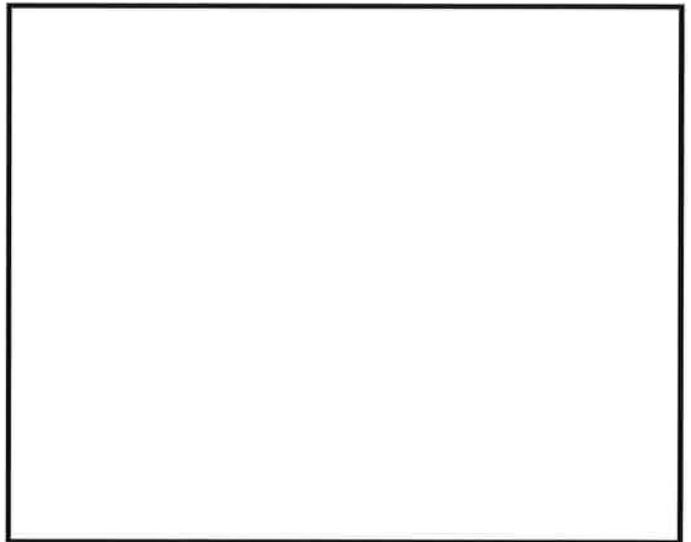
bunny boots



nylon rope



sewing kit



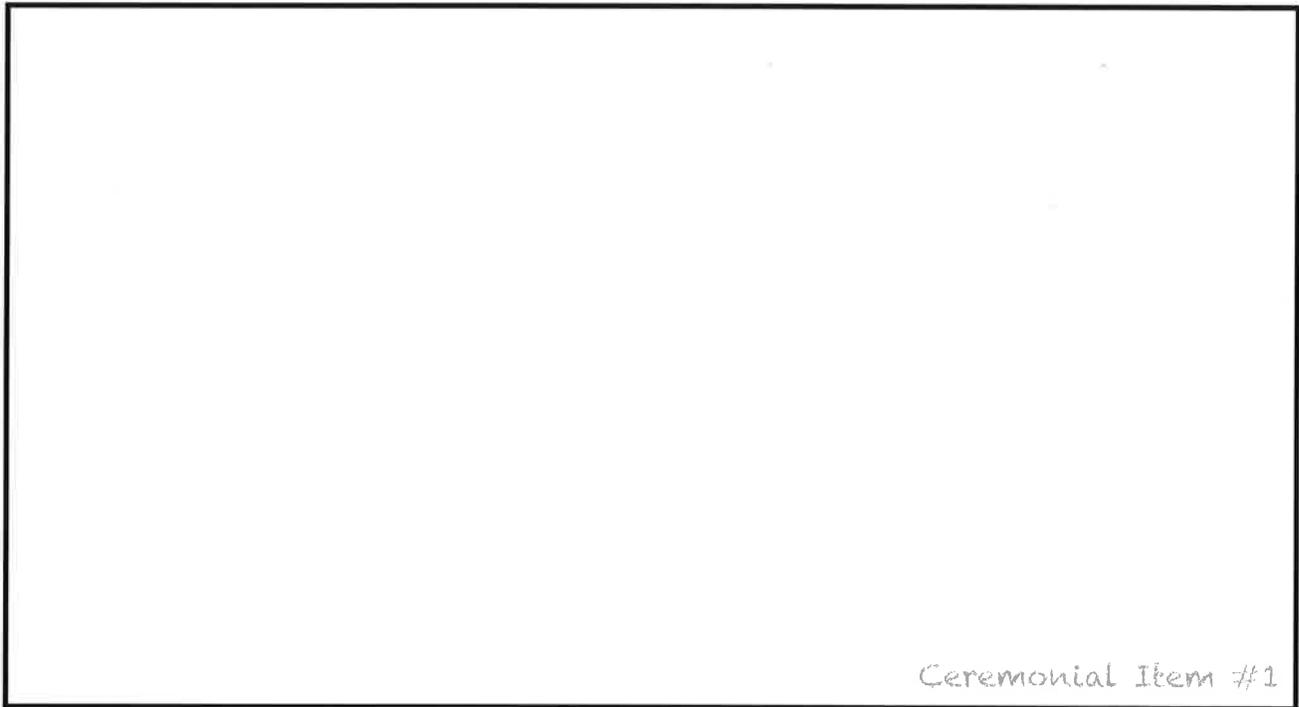
# Ceremonies Treasure Hunt

*For Use with Elementary Theme 2 School Visit*

## Directions:

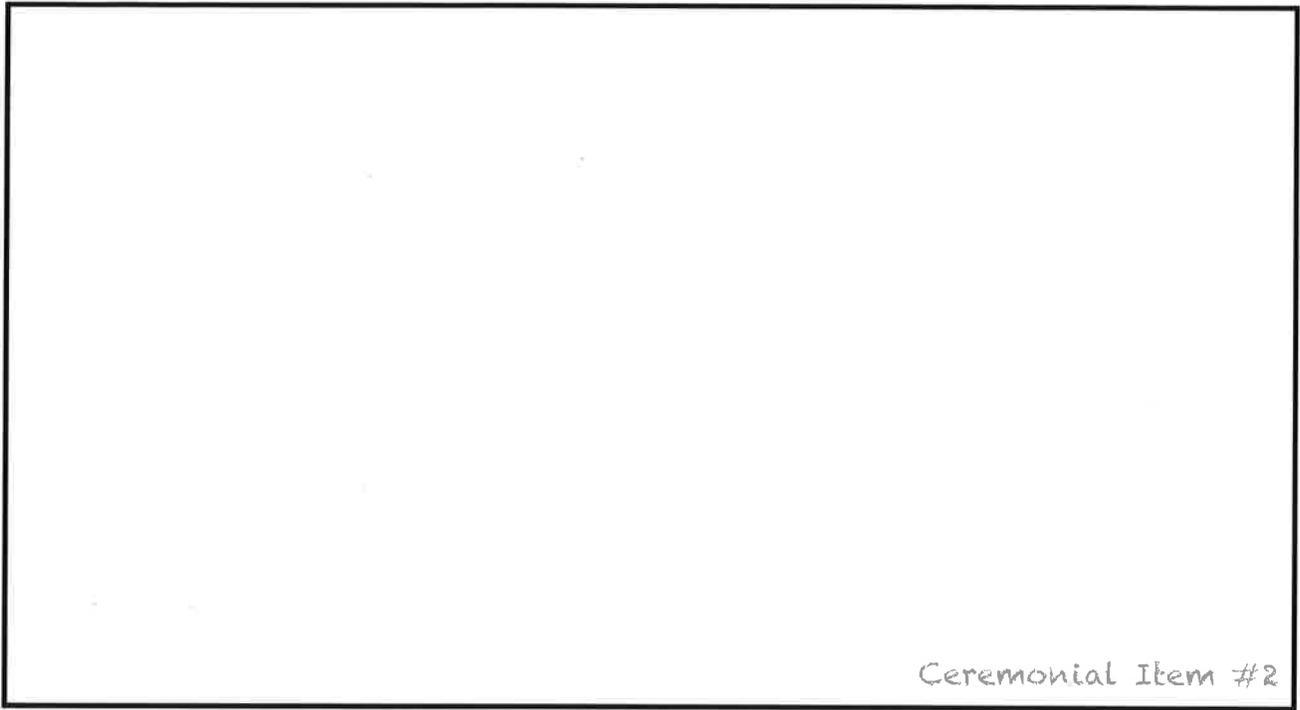
Find five things that are used for celebrations. Draw their pictures and write their names. Extra credit if you write their names in both English and Iñupiaq!

Extra credit if you draw more than five!



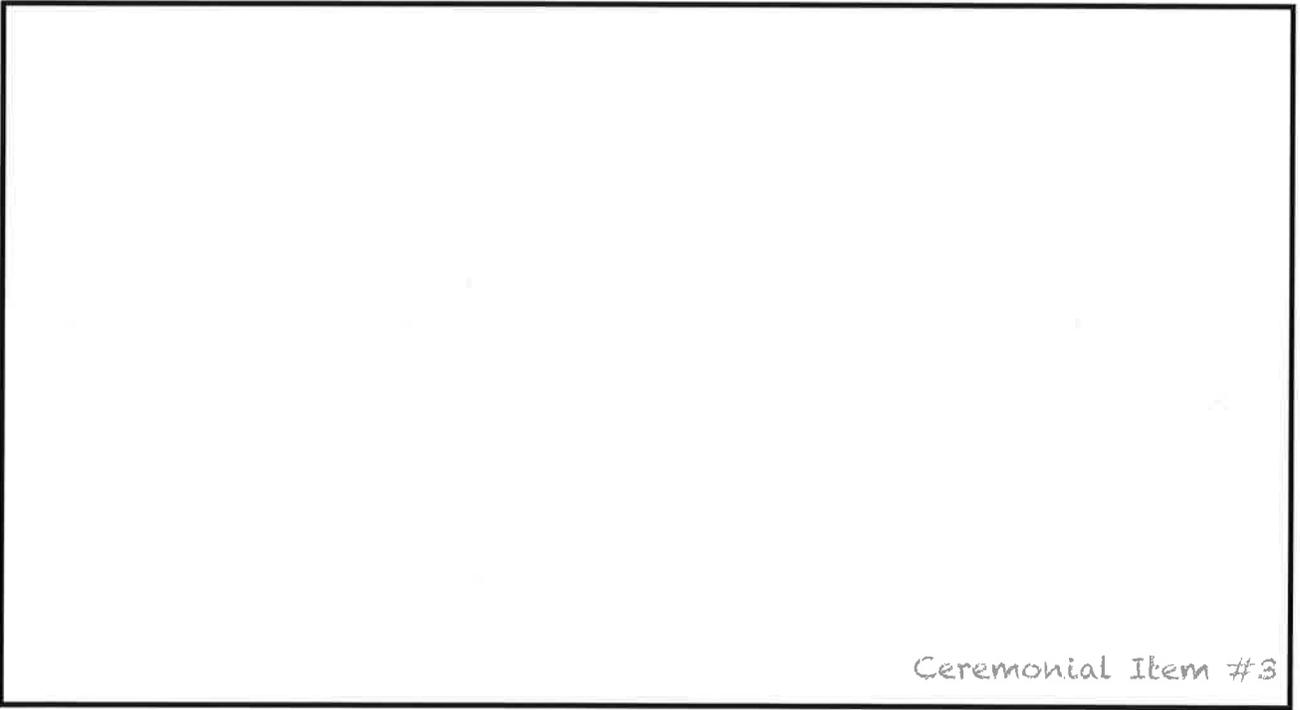
Ceremonial Item #1

Name of item \_\_\_\_\_



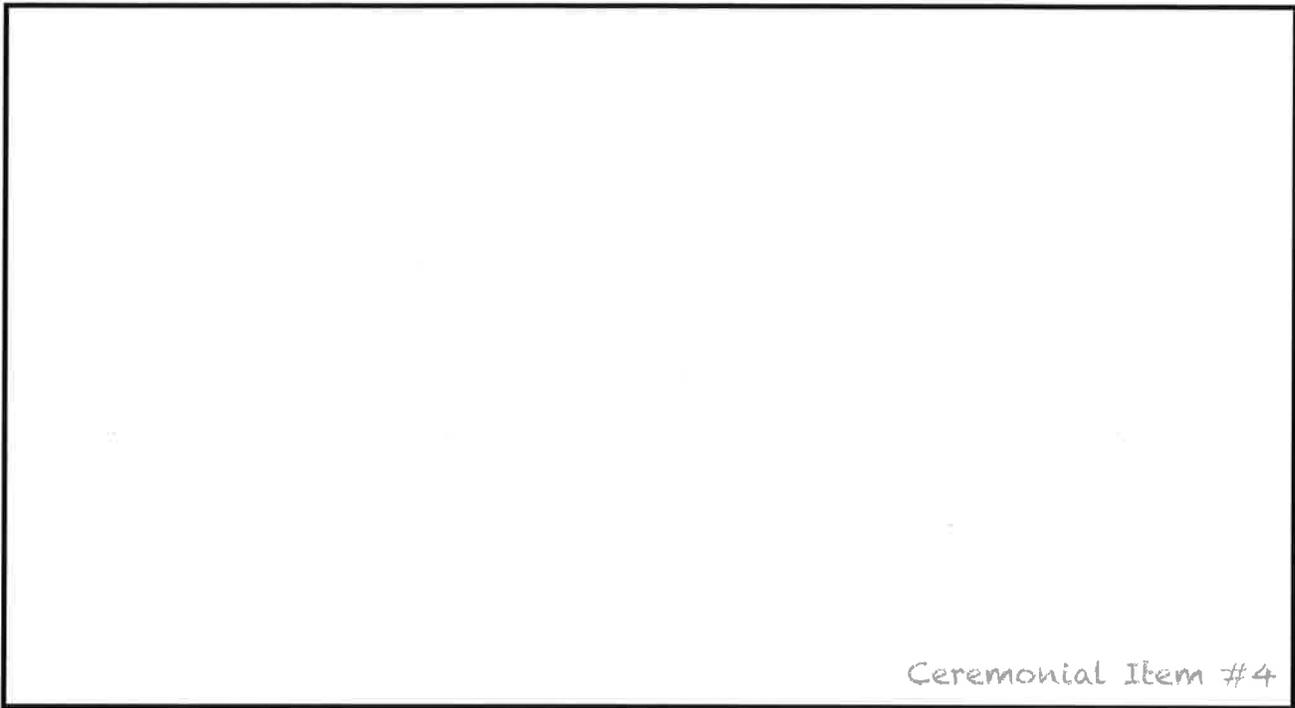
Ceremonial Item #2

Name of item \_\_\_\_\_



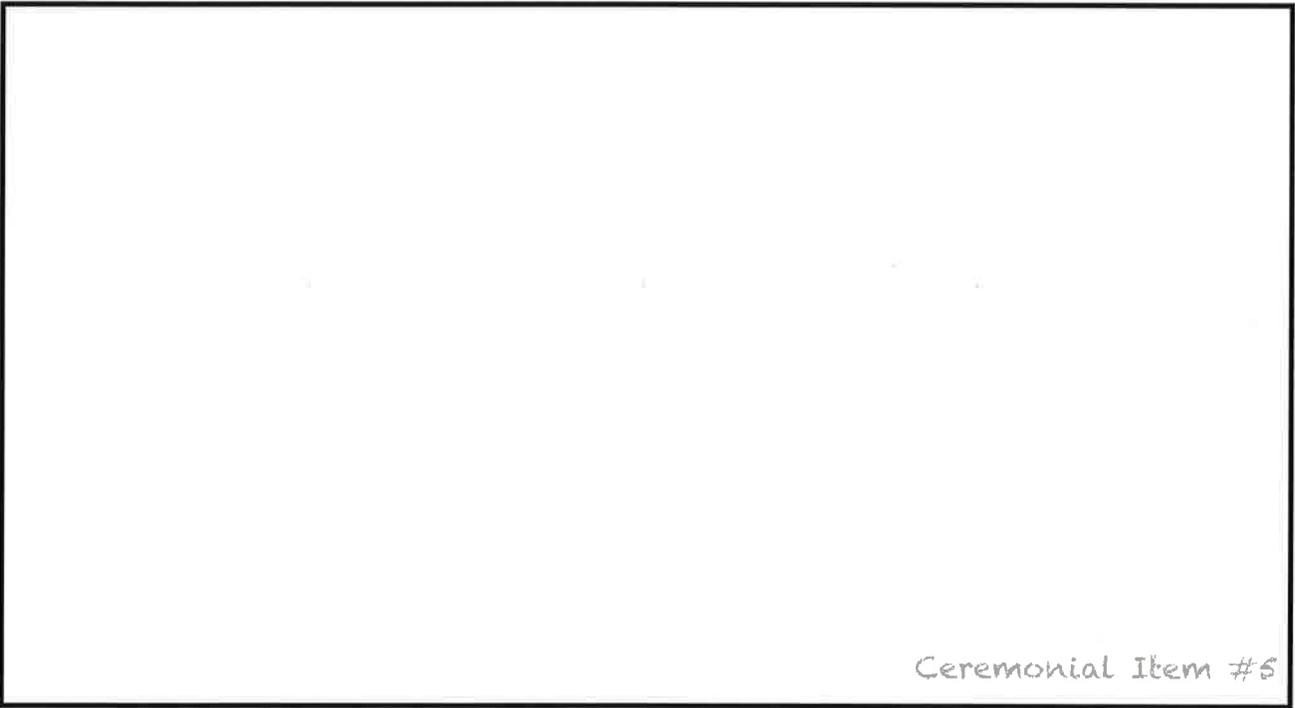
Ceremonial Item #3

Name of item \_\_\_\_\_



Ceremonial Item #4

Name of item \_\_\_\_\_



Ceremonial Item #5

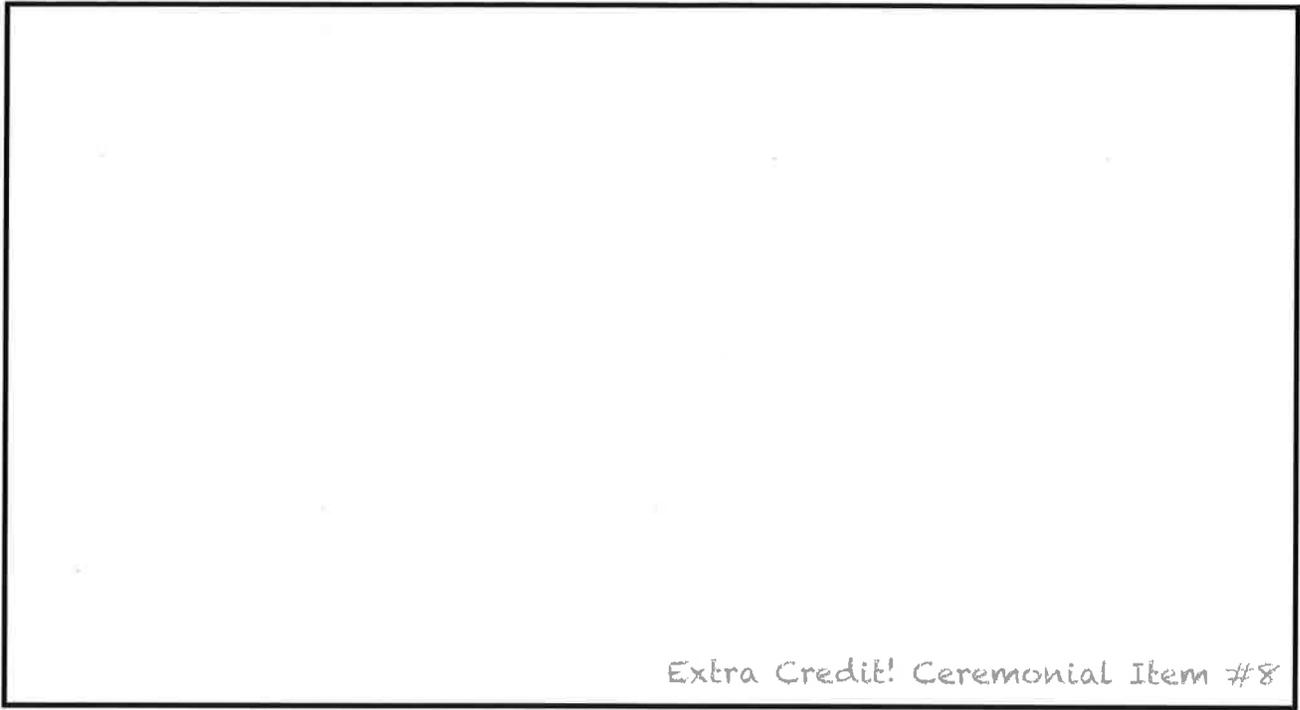
Name of item \_\_\_\_\_

Extra Credit! Ceremonial Item #6

Name of item \_\_\_\_\_

Extra Credit! Ceremonial Item #7

Name of item \_\_\_\_\_



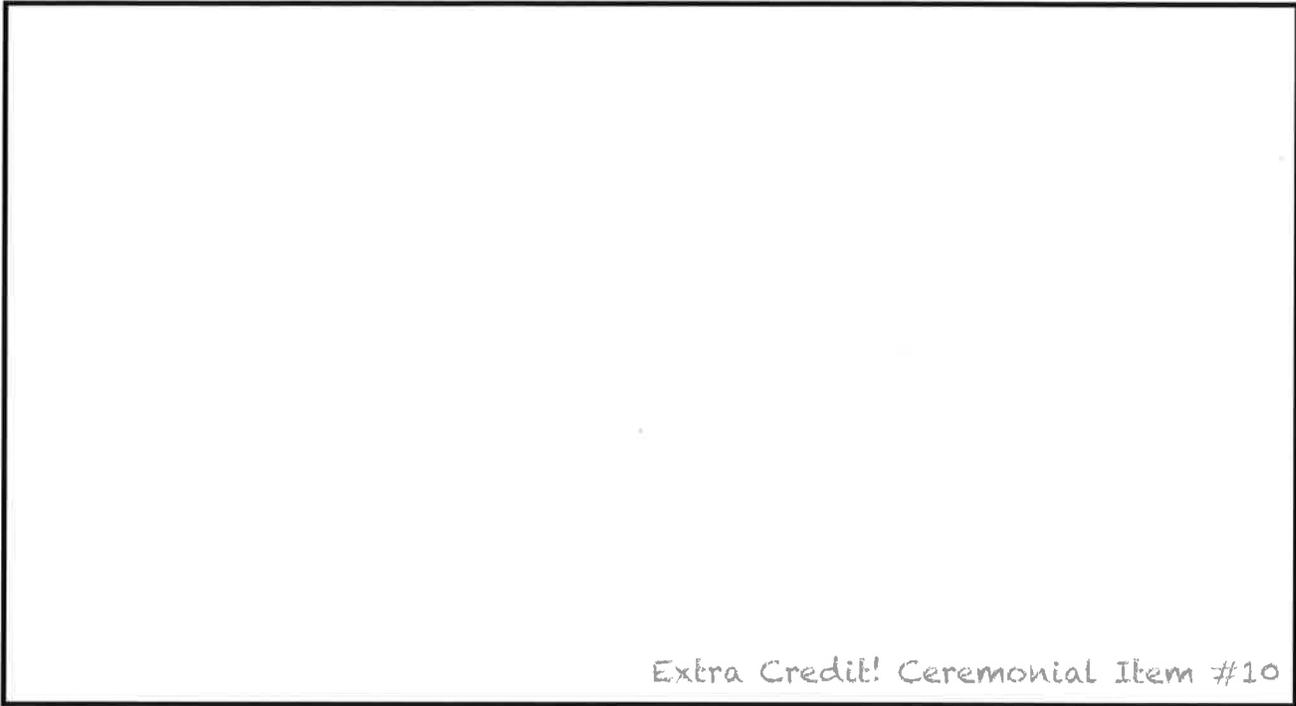
Extra Credit! Ceremonial Item #8

Name of item \_\_\_\_\_



Extra Credit! Ceremonial Item #9

Name of item \_\_\_\_\_



Extra Credit! Ceremonial Item #10

Name of item \_\_\_\_\_

# Grades 4 - 6

## All About Whaling Arctic Survival Adventures in Trading

### Essential Questions

- **Theme 1, All About Whaling**  
What does a person need to know about whales to be a good whaler?
- **Theme 2, Arctic Survival**  
How have people survived in the Arctic environment for thousands of years?
- **Theme 3, Adventures in Trading**  
Why and what have North Slope people traded over the centuries?

### Overarching Understandings

#### Theme 1, All About Whaling

- Whaling captains and other Elders are like encyclopedias: they know a great deal about the whale and its environment, and this knowledge allows them to be successful whalers.

#### Theme 2, Arctic Survival

- The people of the North Slope have always been masters at surviving in the Arctic Environment.

#### Theme 3, Adventures in Trading

- People throughout the North Slope traded with each other so each group could have goods they didn't have immediate access to.
- Commercial whaling from England and the rest of the United States brought many trade goods to the North Slope.

### Iñupiat Learning Framework Realms, Themes and Performance Expectations

Depending on which activities your students engage in, they may address the following ILF Performance Expectations. Teachers may also use these Performance Expectations as prompts for designing follow-up activities in their classrooms.

#### Environmental Realm

- Food Preparation and Care Theme
  - [N] E.fpc.1.1 Use phrases that include traditional food names, utensils and food-related verbs.
  - [N] E.fpc.2.1. Tell stories that describe a person's spiritual relationship with the food quest.
  - [N] E.fpc.2.2 Explain the reciprocal relationship between people and the animals that give themselves to people.

- [N] E.fpc.3.7 Assemble a flow chart for taking and using a specific food resource, from beginning to storage and consumption, including the resources and time needed for the activities.
- [N] E.fpc.3.8 Match the parts of an animal with the foods it is used to make.
- Hunting and Survival Theme
  - [N] E.hs.1.2 Using the names of various animals in phrases.
  - [N] E.hs.2.1 Explore what happens in stories that describes the proper treatment of animals.
  - [N] E.hs.2.2 Articulate the meaning of respect as it relates to animals that are hunted.
  - [N] E.hs.3.6 Making replicas of traditional trapping and hunting tools and describing how they were used.
- Sewing Theme
  - [N] E.s.2.2 Explain why it is important to remember the relationship between the animal and the article of clothing.
  - [N] E.s.3.4 Sewing with assistance.
  - [N] E.s.3.7 Identifying various types of traditional clothing and the materials out of which they are made.
  - [N] E.s.3.8 Demonstrating an understanding of animal skin preparation and care through verbal or written description.
- Tools Theme
  - [N] E.t.1.1 Increasing his/her repertoire of vocabulary to discuss and describe traditional and modern tools (e.g., electronic, power, business-related).
  - [N] E.t.3.1 Making replicas of traditional tools and describing their uses.
  - [N] E.t.3.2 Making a small replica or diorama of a traditional shelter.
  - [N] E.t.3.4 Visiting a museum and describing what s/he learned about traditional tools from the visit.
  - [N] E.t.3.5 Making a timeline or freeze-frame montage that shows changes in the form of or materials used in a traditional tool (e.g., changes in the form of a skin scraper from 1000 A.D. to the present).
  - [N] E.t.4.1 Given a modern implement used in the Arctic, researching the traditional tool used to accomplish the same task.
- Environment Theme
  - [N] E.e.3.2 Reading a traditional coming-of-age story; dramatizing the story and/or writing a story of his/her own imagining the ways in which s/he could express his/her spiritual and personal power.

## Individual Realm

- Leadership Theme
  - [N] I.l.2.1 Examine stories of leaders and describe their sources of spiritual and social power.
- Women's Roles Theme
  - [N] I.wr.1.1 Using increasingly more complex language to describe various activities and roles that women are involved in, including the tools used in those activities.
- Men's Roles Theme
  - [N] I.mr.1.1 Use increasingly more complex language to express varying activities and roles that men are involved in.

## Community Realm

- Celebrations and Ceremonies Theme
  - [N] C.cc.2.1 Explain the purposes of the various celebrations and ceremonies.
- Storytelling Theme
  - [N] C.s.2.1 Infer from stories what is important in the story and what is important spiritually to the story's characters, e.g., values and/or beliefs.
- Arts Theme
  - [N] C.a.2.1 Examine traditional Iñupiaq tools (e.g., in a museum or museum catalog) and describe the artisanship and artistry involved in their design and production.
  - [N] C.a.4.1 Creating a multi-step art project exhibiting patience and striving for excellence.
- Games Theme
  - [N] C.g.3.1 Expanding the repertoire of games s/he plays including in/outdoor; group and individual; string, and teasing.

## Historical Realm

- Unipkaat, Quliaqtuat, Uqaluktuat Theme
  - [N] H.uqu.3.1 Tell what s/he learns from stories.
  - [N] H.uqu.4.1 Learn stories through the aural/oral method and retell them.
- Modern History Theme
  - [N] H.mh.3.1 Cataloguing changes in Iñupiaq culture since contact and relating those changes to specific actions or practices in recent times.
  - [N] H.mh.3.4 Researching traditional personal or household implements, comparing them with modern times, and describing how his/her life today is different from that of his/her ancestors.

## Relevant North Slope Borough School District Instructional Units

- 4th Grade, *Time and Ptarmigan*: Students learn the natural history of the ptarmigan and study its relationship with its habitat, people, and the other animals in the habitat. They increase their knowledge of and competence in the environment in which they live.
- 5th Grade, *Immiugniq*: Students study traditional ways of obtaining winter water. They also learn through a variety of interdisciplinary activities about water use, water safety, traditions surrounding drinking water, and the science of snow, water, and ice.
- 6th Grade, *Adventures in Trading*: Students use the graphic novel *Adventures in Trading* as a jumping-off point for interdisciplinary investigations. They explore life on the North Slope at the turn of the 20th Century.

Alaska State Standards\* and the Grades 4-6 IHC School Visit

| Activity                              | Language Arts |   |     |   | Science |   |   |   | History |   |   |   | Cultural Standards |   |   |   |   |
|---------------------------------------|---------------|---|-----|---|---------|---|---|---|---------|---|---|---|--------------------|---|---|---|---|
|                                       | R             | W | S&L | L | A       | B | C | D | A       | B | C | D | A                  | B | C | D | E |
| Preparation for the Visit             |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Iñupiaq Language Learning             |               |   | X   |   |         |   |   |   |         |   |   |   |                    | X |   |   |   |
| What is a Museum?                     |               | X | X   |   |         |   |   |   | X       |   |   |   |                    |   |   |   |   |
| Whaling Timeline                      | X             |   |     |   |         |   |   |   | X       | X |   |   | X                  |   |   |   | X |
| The Museum Visit                      |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Unipkaa                               |               |   | X   |   |         |   |   |   | X       |   | X |   | X                  | X | X | X |   |
| Exploration with a purpose            | X             |   | X   |   | X       | X |   |   | X       | X | X |   | X                  | X | X | X | X |
| Playing with objects and ideas        |               |   | X   |   | X       | X |   |   | X       | X | X |   | X                  | X | X | X | X |
| Art Activity                          |               |   | X   |   |         |   |   |   | X       |   |   |   | X                  |   | X | X |   |
| Back in the Classroom after the Visit |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Iñupiaq language activities           |               |   | X   |   |         |   |   |   |         |   |   |   |                    | X |   |   |   |
| Research                              | X             | X | X   | X |         |   |   |   | X       | X | X | X | X                  | X | X | X | X |
| Extended art activity                 |               |   | X   |   |         |   |   |   | X       |   |   |   | X                  |   | X | X |   |
| Extended exploration of objects       | X             | X | X   |   | X       | X |   |   | X       | X | X |   | X                  | X | X | X | X |
| Language Arts activities              | X             | X | X   | X |         |   |   |   | X       |   |   | X | X                  | X | X | X |   |

\* Alaska Language Arts Standards as adopted in 2012; Science, History, and Cultural Standards as revised in 2006.

## Before you come

Determine which of the three themes your fieldtrip will explore in depth: Theme 1, All About Whaling, Theme 2, Arctic Survival, or Theme 3, Adventures in Trading. Communicate your choice with the staff at IHC.

Students get the most out of a fieldtrip experience when they are prepared for it. Prepare your students with the following activities.

1. Arrange to have enough adult chaperones. We request that every six students in grades 4-6 be accompanied by an adult.
2. If possible, enroll the help of your students' Iñupiaq Language Teacher to teach students vocabulary that will relate to their visits. Examples of words they might learn:
  - a. Umialik (owner and head of a whaling crew)
  - b. Atikłuk (outer parka)
  - c. Atigi (parka)
  - d. Kammak (boots)
  - e. Kamikłuuk (pants)
  - f. Takuyaq (flag)
  - g. Nauligaun (harpoon, float, and line apparatus)
  - h. Aulasaun (jigging stick)
  - i. Niksik (entire jigging apparatus)
  - j. Tagluk (snowshoes)
  - k. Simmiqsutiniq (trade)
  - l. Quviasugvik (holiday)
  - m. Kivgiq celebration
  - n. Qilgich (sled)
  - o. Umiaq (open skin boat or whaling boat)
  - p. Qayaq (kayak)
  - q. Agviq (whale)
3. Before the visit, introduce the concept of a museum. Set up a mini-display in the classroom of your own using objects from the past. Talk about collecting and taking care of personal and family belongings. Ask students to guess why some objects are protected in cases or cannot be handled by anyone but the museum staff.
4. Examples of items in a classroom mini-display might be:
  - a. Old photographs or stamp collections
  - b. Art objects from your home or photographs of art objects
  - c. Objects on a theme. The theme can be everyday, such as kitchen implements, special, such as ceremonial regalia or objects, or natural history, such as a shell collection.

5. Depending on the theme for your museum visit, prepare in one of the following ways:
  - a. Theme 1, All About Whaling
    - i. Make copies of the Illustrated Whaling Timeline that starts on p. 39 of this guide and discuss the events that occurred. Alternatively, divide the students into pairs, take the list of seventeen events and give each pair two or more events (depending on the size of your class) to research and illustrate. Display the timeline and share with other classes.
    - ii. Go online to at <http://www.co.north-slope.ak.us/departments/planning/IHCsite/School1.html> and print copies of the *Junior Whaler booklet*. Distribute copies to your students.
  - b. Theme 2, Arctic Survival: Incorporate your museum visit into the unit you are studying (either *Time and Ptarmigan* or *Immiugniq*).
  - c. Theme 3, Adventures in Trading: Incorporate your museum visit into the *Adventures in Trading* unit you are teaching.

## Your visit to the Iñupiat Heritage Center

Each visit will provide 90 minutes of activities and will be structured in four parts.

### Theme 1, All About Whaling

#### Part 1: Unipkaa (Traditional Story) (20 minutes)

- Students stow their coats and boots and sit in the qargi area, near the bowhead whale model where they listen to a quliaqtuaq or uqaluktuaq about the bowhead whale or a specific whale hunt, perhaps about the importance of the ice cellar or information about whaling and sewing taboos. They learn facts about the bowhead's life cycle.

#### Part 2: Exploring with a purpose (20 minutes)

- Students take their Junior Whaler booklets and find the answers to the questions it poses.

#### Part 3: Playing with Objects and Ideas (20 minutes)

- Students return to the circle where they examine a number of implements related to whaling. At least one item is a mystery item whose function students have to guess. Items to examine come from the museum's education collection and might include:
  - A seal poke float
  - An ivory rope or rawhide line guide from an umiaq
  - An amulet or a replica or an amulet
  - A slate ulu blade
  - A chert harpoon blade
  - Rawhide line
  - A whaler's personal bag for holding tools
  - A sewing kit
  - A piece of gut that could be used in making a gut parka

- An alternative activity to the above is to divide students into teams of 8 and have each team make a list and draw pictures of all the items it would need for its stay on the ice and subsequent whale hunt.

**Part 4: Art Project (20 minutes)**

- Students engage in an art project, one of the following:
  - a harpoon head out of cardboard
  - a captain's flag of their own design
  - a whale out of play-doh or carved from ivory soap
  - a miniature Nalukataq blanket from leather and string
  - a whale etched on a piece of baleen
  - a drawing of a whaling scene based on their own experience
- Students pack up their art projects and get ready to go back to school.

**Theme 2: Arctic Survival**

**Part 1: Unipkaa (Traditional Story) (20 minutes)**

- Students stow their coats and boots and sit in the qargi area where they listen to a quliaqtuaq or uqaluktuaq about Arctic survival.

**Part 2: Exploring with a purpose (20 minutes)**

- Students take their Arctic Survival Treasure Hunt handouts throughout the museum and find answers to its riddles and questions.

**Part 3: Playing with Objects and Ideas (20 minutes)**

- Students return to the circle where they examine a number of implements related to Arctic survival. At least one item is a mystery item whose function students have to guess. Items to examine come from the museum's education collection and might include:
  - A seal scratcher
  - A bow drill
  - A piece of baleen line (used for jigging or making "death pills")
  - A slate ulu blade
  - A chert harpoon blade
  - Rawhide line
  - A sewing kit
  - A piece of gut that could be used in making a gut parka
  - A boot crimper
  - An arrow straightener
  - Sinew at various stages in preparation

**Part 4: Art Project (20 minutes)**

- Students make an art project one of the following:
  - a clay pot for cooking
  - a harpoon head out of cardboard



- a seal scratcher out of cardboard
- a simplified kavisiaq (heart bag canteen)
- a top, vertebrae/stick game, stick toss game, or buzz toy, as described in the “Traditional Inupiat Games” booklet
- Students pack up their art projects and get ready to go back to school.

### Theme 3: Adventures in Trading

#### Part 1: Unipkaaq (Traditional Story) (20 minutes)

- Students stow their coats and boots and sit in the qargi area where they listen to a quliaqtuaq or uqaluktuaq about a trading expedition, life in Barrow at the turn of the Century during the heyday of whaling, or a pre-contact story about relationships with other groups.

#### Part 2: Exploring with a purpose (20 minutes)

- In groups of three to five, students use the Adventures in Trading Treasure Hunt handout to match objects in the museum with those shown on the cards.

#### Part 3: Playing with Objects and Ideas (20 minutes)

- Students return to the circle where they examine a number of implements related to trade. At least one item is a mystery item whose function students have to guess. Items to examine come from the museum’s education collection and might include:
  - A seal poke float
  - A slate ulu blade
  - An obsidian blade
  - A chert harpoon blade
  - A hunting tool or household implement with a metal blade
  - A soapstone seal oil lamp
  - Rawhide line
  - A whaler’s personal bag for holding tools
  - A sewing kit
  - A piece of gut that could be used in making a gut parka
  - Various furs
  - Raw baleen

#### Part 4: Art Project (20 minutes)

- Students engage in an art project, one of the following:
  - a poster advertising their favorite trade good on display
  - a ball (ayuktaq) for playing aqsraurraq (Eskimo football)
  - a clay replica of a stone oil lamp
  - a clay pot for cooking
- Students pack up their art projects and get ready to go back to school.

## When you return to the classroom

Follow up on the activities at the museum. For guidance, refer to the list of ILF Performance Expectations at the beginning of the Grades 4-6 section of this guide. Some suggestions are:

1. Check for understanding and have students write thank you notes to the museum staff.
2. Provide the ILT with words you would like the students to learn in addition to those that were learned before the visit, or words that were introduced during the school visit. Have the ILT review this vocabulary with the students.
3. Make replicas of some of the objects students saw at the museum, such as:
  - a. Shelters
  - b. Hunting or fishing implements
  - c. Modes of transportation
  - d. Clothing (e.g., paper dolls)
4. Do math extensions such as:
  - a. Measuring, then taping the size and shape of an umiaq or bowhead whale in your classroom.
  - b. Measuring students' clothing using hand measurements, as shown on the Traditional Measurements sheet on p. 54 and 55.
  - c. Figuring out how many umiat your class would need if 8 people can fit into each umiaq.
5. Talk about the role that games played in traditional life. Download the "Traditional Iñupiat Games" booklet from the website. Make replicas of the toys or, if your students are able, have them make some of the toys. Explain the rules and give students a chance to play them.
6. Writing Activities:
  - a. Students write about an object that appealed to them. They describe it and explain why it is important to them.
  - b. Write the names of up to 20 objects on separate pieces of paper and put them in a bowl. Each student pulls out four objects at random and writes a short story in which each of the four objects is featured.
  - c. Students write about an experience they have had outside of town, either camping, hunting, fishing, or whaling. They extend this essay with a story about how this experience would have been different had it taken place 150 years ago.

7. Research:
  - a. Have students make a flowchart showing the making of an article of traditional clothing, from obtaining the materials to sewing it. They map the areas where the various animals came from.
  - b. Have students choose a traditional food (the choice will be affected by which tour they took) and draw a flow chart that shows the taking of the resource and the tools used, methods of preparing and storing the food, and consumption in a family or community setting.
  - c. Have students research and present information on Nalukataq: its purpose, who does the work, when it is scheduled, what happens, what the benefits to the whalers and the community are.
8. Compare and contrast the implements and vessels used for whaling today with those used in the past.
9. If this was not done at the museum, divide students into teams of 8 and have each team make a list and draw pictures of all the items it would need for its stay on the ice and subsequent whale hunt or trip inland to get fresh water.
10. If you did not do so before the visit, make copies of the Illustrated Whaling Timeline on pp. 39-43 of this guide and discuss the events that occurred. Alternatively, divide the students into pairs, take the list of seventeen events and give each pair two or more events (depending on the size of your class) to research and illustrate. Display the timeline and share with other classes.

# Arctic Survival Treasure Hunt Answers

1. white polar bear mittens, white *kammak*, or white canvas parka
2. ptarmigan; *qargiq*
3. bow drill; *niuqtuun*
4. any of a number of clothing items made of fur
5. atlatl/spear thrower; *naulum nuvua*
6. wolf “death pill”, *isivrugaq*
7. stone lamp; *qulliq*
8. *umiaq*
9. snow goggles and sun glasses
10. harpoon, float, and line apparatus, *nauligaun*
11. *ulu*
12. ivory fish hooks – *niksiich*, baleen fishing line – *amuuq*, or fish trap – *qalu*
13. seal scratcher, *kumigautit*
14. canvas boots with caribou skin bottoms, *kalikuk kammak*, with sewn repairs

Whale hunting begins from skin boats



3000 Years Ago ⚡ 1800

1900

1990

**About 3000 years ago:**

Ancestors of today's Iñupiat and St. Lawrence Island Yupiget began hunting whales from open skin boats. They continued doing so for the next 2850 years.

Commercial whaling begins in AK



1848

32 ships abandoned near Wainwright



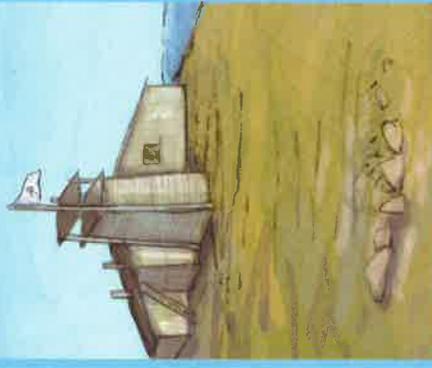
1871

Commercial whalers go east to Barrow



1873

Shore-based whaling starts



1884

3000 Years Ago

1800

1900

1990

**1848:**

Commercial whaling began in Alaskan waters and continued for 50 years.

**1873:**

Commercial whalers begin to hunt east of Barrow in the Beaufort Sea.

**1871:**

32 whaling ships from the Lower 48 (most were from New Bedford, Massachusetts) were abandoned over the winter near Point Belcher and Wainwright. All of the crew members survived.

**Starting in 1884:**

Permanent shore-based whaling stations were established along the Arctic Ocean, first in Barrow, then in Point Hope.

Commercial whaling extends to Herschel Island



Baleen prices at all-time high: \$5.38 per pound



Last shore-based whaling station closed



4 whaling ships trapped in ice; reindeer sent to supply food



1889

1891

1896

1897-98

3000 Years Ago

1800

1900

1990

**1889:**

Commercial whaling ships reached east along the Arctic coast to Herschel Island, Canada.

**1896:**

The last shore-based whaling station closed, leaving the independent traders on the North Slope but without company support; they turned the stations into "mom and pop" stores and trading posts.

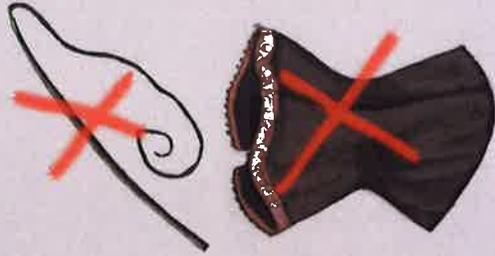
**1891:**

The price of baleen reached an all-time high of \$5.38 per pound.

**Starting in 1897-98:**

Four whaling ships were trapped by ice and four others lost; crews wintered at Point Barrow, and the U.S. Government sent Inupiat reindeer herders from the Nome area with their herds to supply food for the crews.

Baleen prices collapse



Only 3 whaling ships in Arctic



Commercial whaling in AK over



Last bowhead taken by a whaling ship



1907

1909

1914

1921

3000 Years Ago

1800

1900

1990

**1907:**

The price of baleen (called "whalebone" in the US) collapsed when other materials became available for women's undergarments and buggy whips.

**1914:**

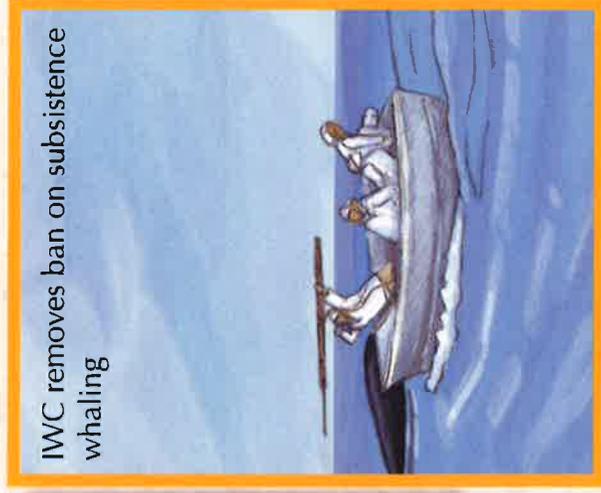
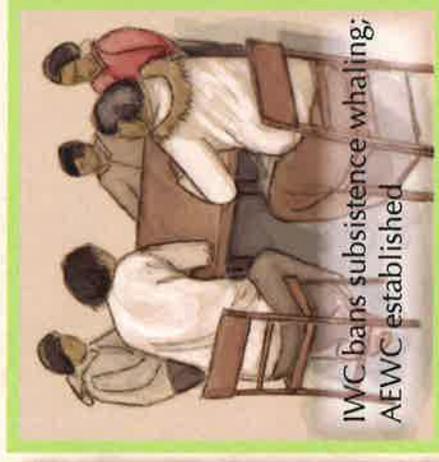
Commercial whaling in Alaska ended.

**1909:**

By this date there were only three whaling ships in the western Arctic fleet.

**1921:**

The last bowhead whale was taken by a whaling ship.



3000 Years Ago ⚡ 1800

**1946:** International Convention for the Regulation of Whaling established the International Whaling Commission (IWC).

**1978:** IWC removes the ban and allows an annual quota for subsistence whaling.

**1977:** IWC banned subsistence whaling for fear of bowhead whale stock depletion. In response the Alaska Eskimo Whaling Commission was formed through funds from the North Slope Borough.

**1986:** The International Whaling Commission (IWC) bans commercial whaling so the population of whales can increase.

# Arctic Survival Treasure Hunt

*For use with Theme 2, Arctic Survival School visit*

## Directions:

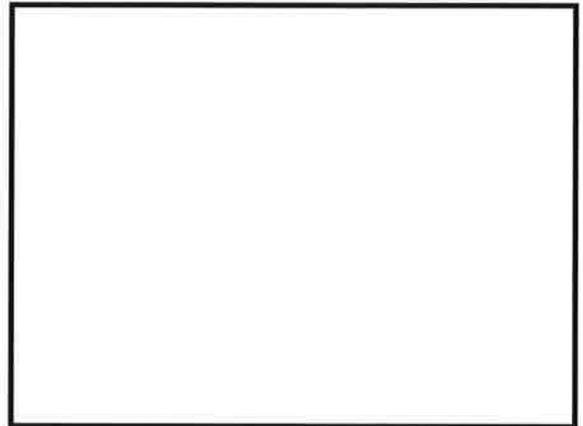
Many of the tools and birds that are displayed in the museum are or were used by the Iñupiat to survive in the Arctic. Answer these riddles by finding the objects they refer to. Draw a picture or describe the objects. Write their Iñupiaq names.

1. I help a polar bear hunter become almost invisible.



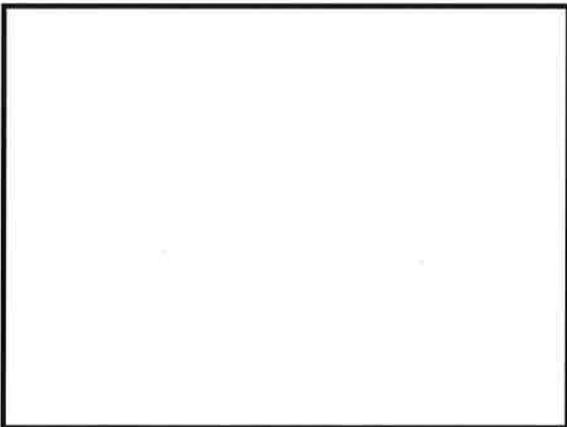
Name of item \_\_\_\_\_

2. I can be found in many places, even in the winter, and have often saved Iñupiat from starvation.



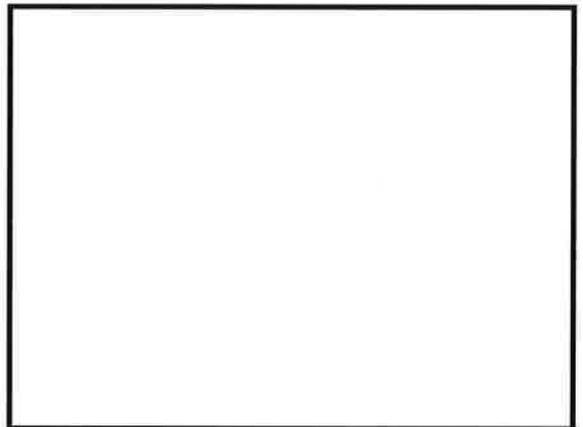
Name of item \_\_\_\_\_

3. You can make fire with me.



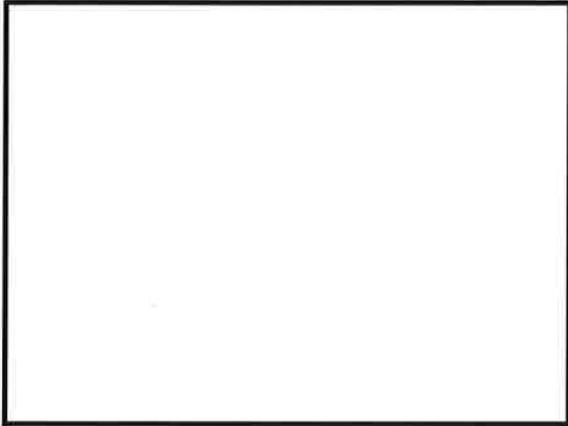
Name of item \_\_\_\_\_

4. I am made from animals caught by men but women made me.



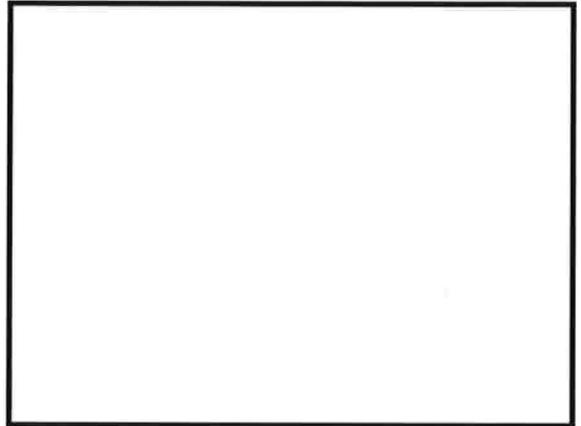
Name of item \_\_\_\_\_

5. When a hunter uses me, his spear or harpoon travels much farther than if he used his arm alone.



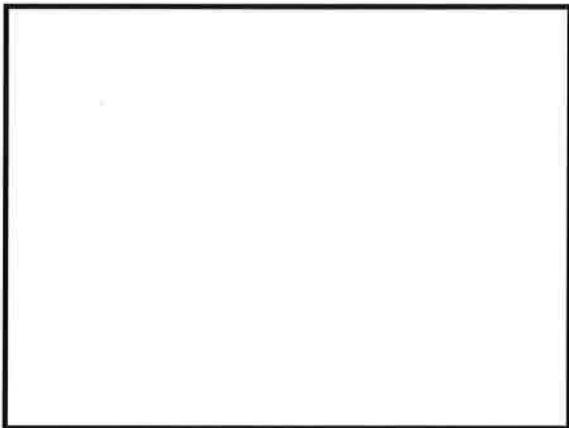
Name of item \_\_\_\_\_

6. I'm made from a sea mammal, but I'm used to kill a land mammal.



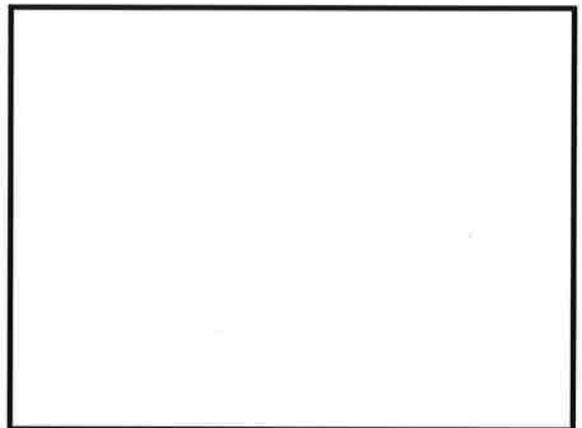
Name of item \_\_\_\_\_

7. Long before metal stoves or pots came to the North Slope, I kept people warm.



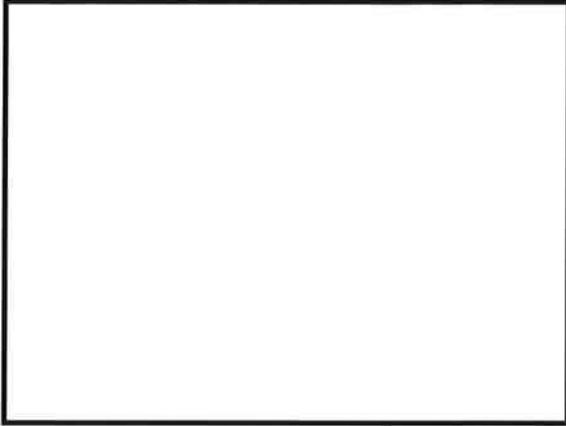
Name of item \_\_\_\_\_

8. I make it possible to travel far away during the summer or to hunt whales in the fall and spring.



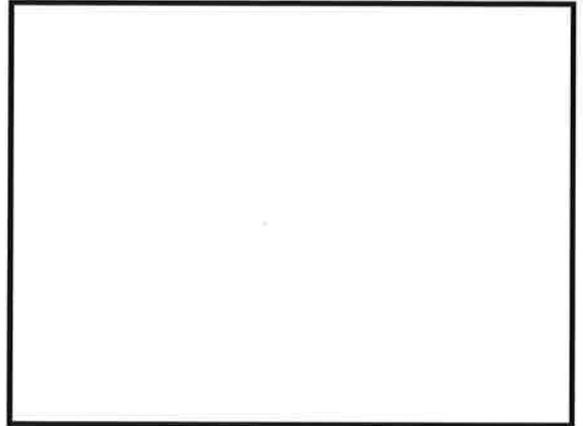
Name of item \_\_\_\_\_

9. Thanks to me, hunters don't go blind in the bright spring sun when they're hunting on the ice.



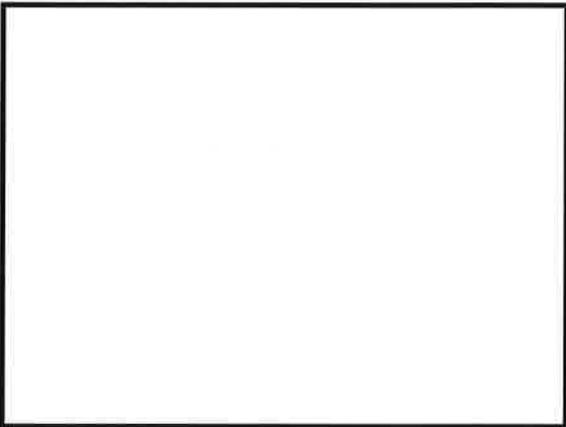
Name of item \_\_\_\_\_

10. I can be used to catch a sea mammal, and also to hold onto it while it tries to swim away from the hunter.



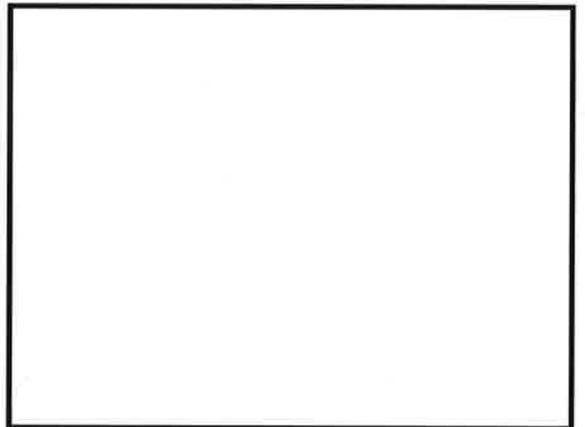
Name of item \_\_\_\_\_

11. Every woman needs me and uses me for many different tasks.



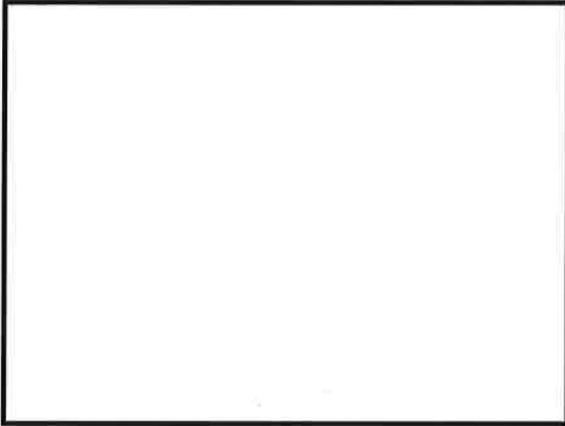
Name of item \_\_\_\_\_

12. I'm made from a part of a mammal, but I'm used to catch fish.



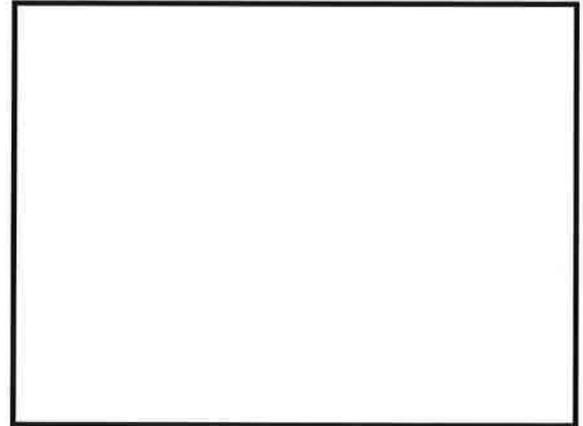
Name of item \_\_\_\_\_

13. Seals are shy, but I can get them to come out of the ice.



Name of item \_\_\_\_\_

14. Bonus question: I show how people can repair something that is necessary for survival.



Name of item \_\_\_\_\_

# Adventures in Trading Treasure Hunt

*For use with Elementary Theme 3, Adventures in Trading school visit*

## Directions:

Use your Adventures in Trading Nunamiut and Tagiugmiut trading cards. Look at the pictures and find objects in the museum that are similar to the pictures on the cards. If you can find it, write the item's Iñupiaq name and the name of the exhibit case where the item is found.

Be careful! Not everything on this list is on display at this museum!

Scoring: 12 to 14 items: Excellent!

10 to 12 items: Very good!

8 to 9 items: Keep looking!

7 or fewer items: Ask for help.

## Tagiugmiut

waterproof  
boots



Name \_\_\_\_\_

Case Name \_\_\_\_\_

rifle and  
ammunition



Name \_\_\_\_\_

Case Name \_\_\_\_\_

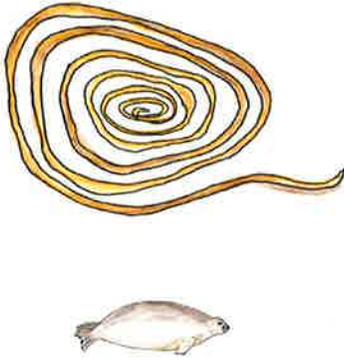
seal poke



Name \_\_\_\_\_

Case Name \_\_\_\_\_

Ugruk rope



Name \_\_\_\_\_

Case Name \_\_\_\_\_

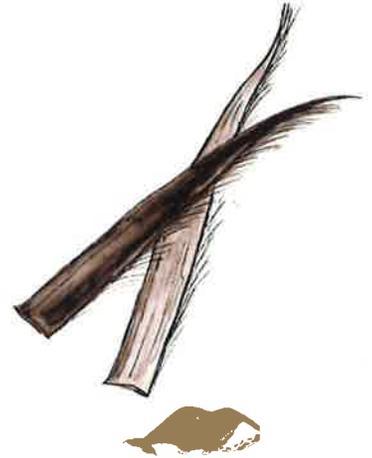
metal pot or cauldron



Name \_\_\_\_\_

Case Name \_\_\_\_\_

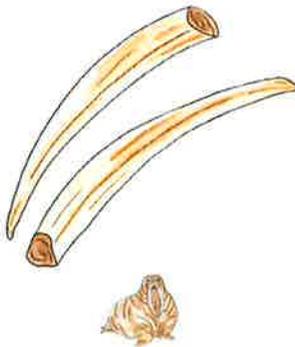
baleen



Name \_\_\_\_\_

Case Name \_\_\_\_\_

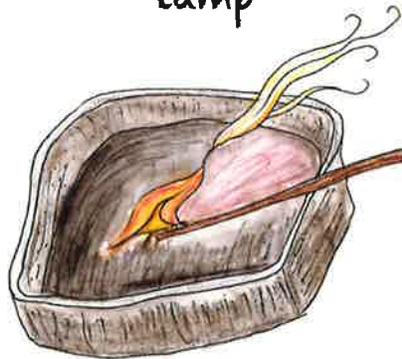
walrus ivory



Name \_\_\_\_\_

Case Name \_\_\_\_\_

soapstone lamp



Name \_\_\_\_\_

Case Name \_\_\_\_\_

sugar



Name \_\_\_\_\_

Case Name \_\_\_\_\_

flour



tobacco



metal  
needles



Name \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Case Name \_\_\_\_\_

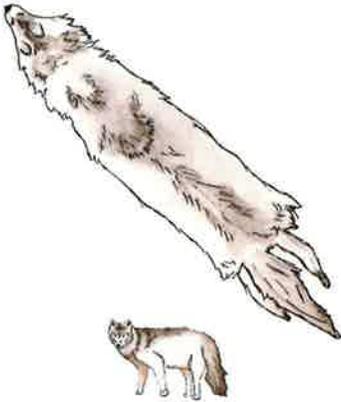
Case Name \_\_\_\_\_

Case Name \_\_\_\_\_

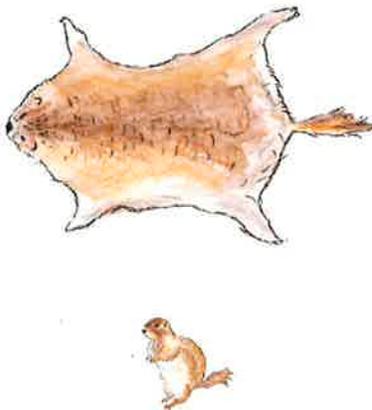
## Nunamiut

For some of the animal pelts you may need to find an item made from that animal.

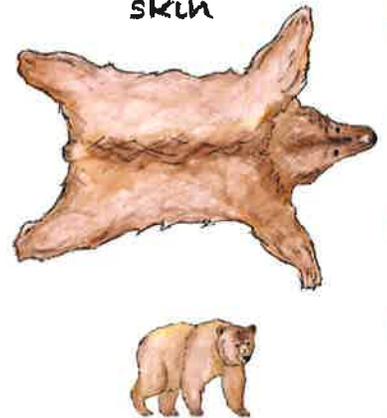
wolf pelt



siksrik pelt



grizzly bear  
skin



Name \_\_\_\_\_

Name \_\_\_\_\_

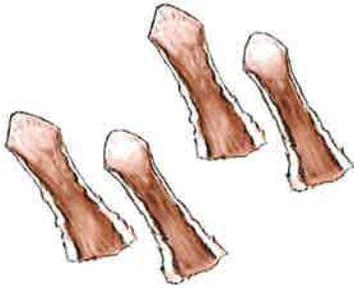
Name \_\_\_\_\_

Case Name \_\_\_\_\_

Case Name \_\_\_\_\_

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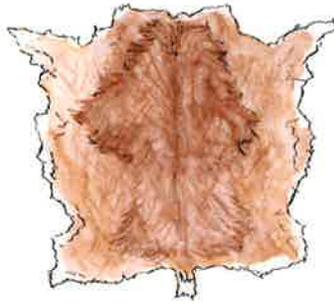
caribou leg  
skins



Name \_\_\_\_\_

Case Name \_\_\_\_\_

caribou  
skin



Name \_\_\_\_\_

Case Name \_\_\_\_\_

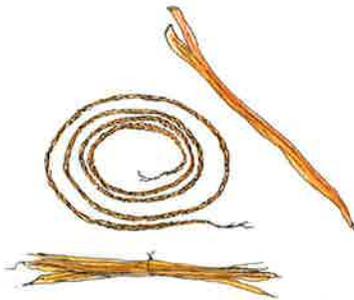
wolverine  
pelt



Name \_\_\_\_\_

Case Name \_\_\_\_\_

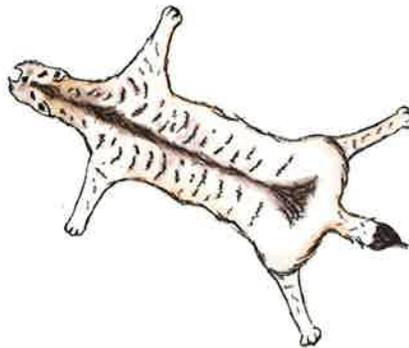
sinew



Name \_\_\_\_\_

Case Name \_\_\_\_\_

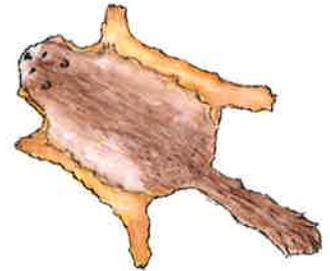
lynx pelt



Name \_\_\_\_\_

Case Name \_\_\_\_\_

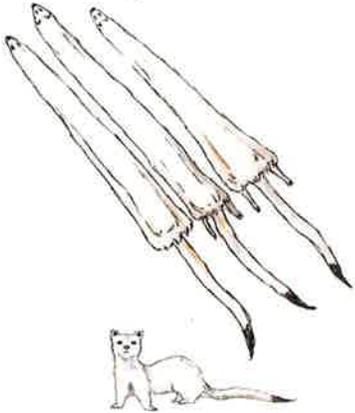
marmot pelt



Name \_\_\_\_\_

Case Name \_\_\_\_\_

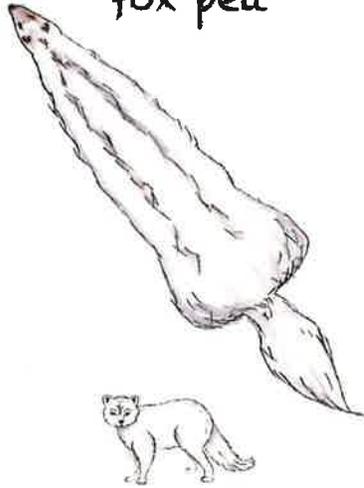
weasel  
pelts



Name \_\_\_\_\_

Case Name \_\_\_\_\_

fox pelt



Name \_\_\_\_\_

Case Name \_\_\_\_\_

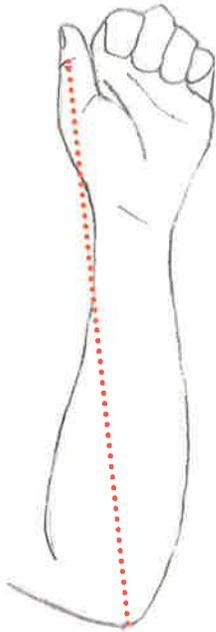
bone grease



Name \_\_\_\_\_

Case Name \_\_\_\_\_

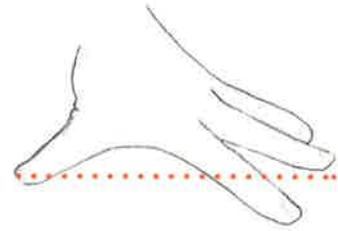
# Traditional Iñupiaq Measurements



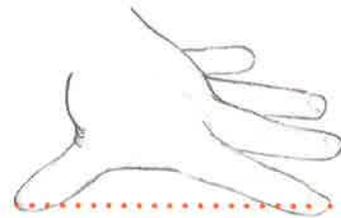
Forearm to first thumb joint



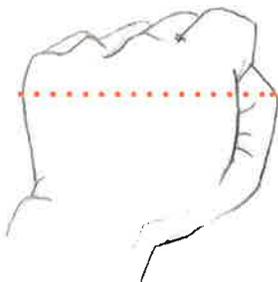
Length of forearm to base of thumb



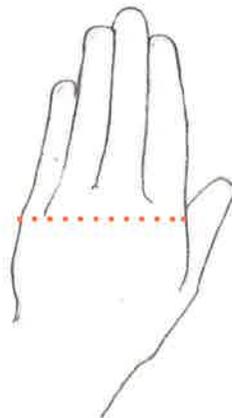
Thumb to extended middle finger



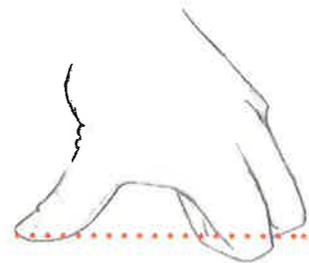
Thumb to extended pointer finger



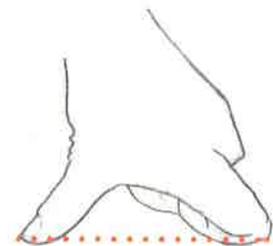
Width of fist



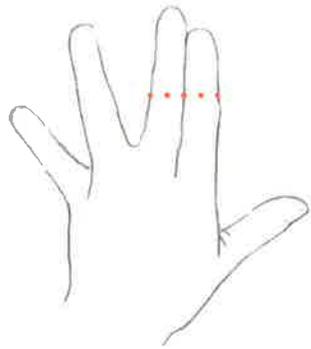
Width of hand just below fingers



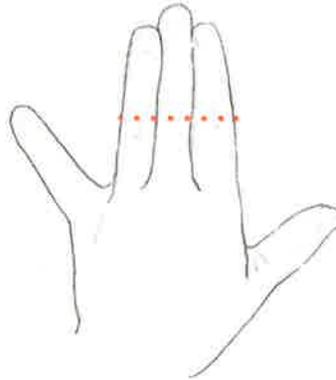
Thumb to bent middle finger



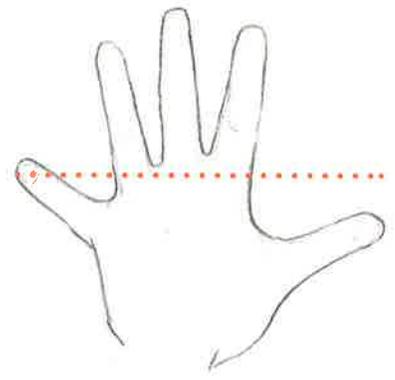
Thumb to bent pointer finger



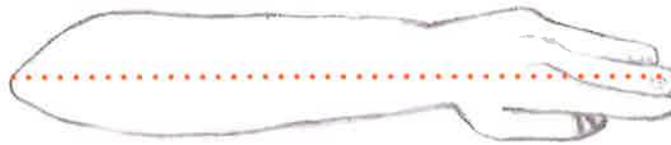
Width of first two fingers



Width of first three fingers



Width of outstretched hand



Length of forearm to end of middle finger

# Grades 7 - 12

## What can we learn from objects? Independent study

### Essential Question

- What can objects tell us about people and how they lived?

### Overarching Understandings

- The Iñupiaq people of the North Slope developed many different tools that allowed them to live very well.
- Nowadays, Iñupiat and other people also live well on the North Slope, but we use different tools. We do some things different from the old days, and some things the same.

### Iñupiaq Learning Framework Realms, Themes and Performance Expectations

Depending on which activities your students engage in, they may address the following ILF Performance Expectations. Teachers may also use these Performance Expectations as prompts for designing follow-up activities in their classrooms.

#### Environmental Realm

- Food Preparation and Care Theme
  - [P] E.fpc.3.3 Prepare a plan for a community feast, including activities associated with the feast.
  - [P] E.fpc.5.4 Telling a traditional or personal story (unipkaaġ or quliaqtuaġ or uqaluktuaġ) about values attached to the sharing of the bounty within a family or community.
- Hunting and Survival Theme
  - [P] E.hs.2.1 Tell, retell, or write stories about the proper treatment of animals.
  - [P] E.hs.3.6 Learning to use at least one traditional hunting or trapping implement; e.g., manaaġ or seal retriever.
  - [P] E.hs.3.8 Telling others unipkaaġ, quliaqtuaġ, and uqaluktuaġ that express an awareness of the spiritual power of the surroundings.
  - [P] E.hs.12 Making connections between hunting practices and cycles – life cycles, food webs, and annual cycles – of various animal species.
- Sewing Theme
  - [P] E.s.3.7 Discerning what types of traditional clothing are appropriate for various seasonal and ceremonial activities.

- Tools Theme
  - [P] E.t.2.2 Describe how some traditional items were used as utilitarian and/or sacred objects (i.e., for direct interaction with higher powers).
  - [P] E.t.3.1 Learning to use a traditional tool, explaining how it was made, and what it was made of.
  - [P] E.t.3.4 Creating a museum exhibit depicting traditional tools.
  - [P] E.t.3.5 Tracing the history, including reasons for changes in form or material, of tools that are in use in the Arctic today.
- Environment Theme
  - [P] E.e.1.8 Telling stories about doing activities during different seasons.
  - [P] E.e.2.1 Express understandings of iñua through any number of media - speech, writing, art, oratory, etc.

### Individual Realm

- Women's Roles Theme
  - [P] I.wr.1.1 Analyzing and articulating various activities and roles that women are involved in, including the tools used in those activities.
- Men's Roles Theme
  - [P] I.mr.1.1 Analyze and articulate various activities and roles that men are involved in, including the tools used in those activities.

### Community Realm

- Celebrations and Ceremonies Theme
  - [P] C.cc.3.1 Helping plan a variety of community and/or family celebrations/ ceremonies including logistics for participants; the sequence of events; and menu.
- Storytelling Theme
  - [P] C.s.1.2 Regularly using storytelling protocols, i.e., stating story source; what type of story it is; how the storyteller came to have the authority to tell the story.
  - [P] C.s.3.1 Telling and writing stories with a purpose and for a specified audience.
- Arts Theme
  - [P] C.a.2.1 Design and make an object for personal adornment that is based on Iñupiaq designs, and describe how this contemporary object relates to traditional Iñupiaq culture.
  - [P] C.a.2.2 Examine the accoutrements of a traditional umiaq (e.g., ivory rope guards, carved seats at the bow and stern, paddles), or caribou hunting implements and apparatuses, and describe how the designs relate to the concept of iñua.

## Historical Realm

- Unipkaat, Quliaqtuat, Uqaluktuat Theme
  - [P] H.uqu.2.1 Articulate how the spiritual dimension is expressed through stories and how this relates to his/her own life.
  - [P] H.uqu.2.2 Explain the reciprocal relationships among people, the stories they tell, the ancestors from whom they learned the stories, and the stories' genesis.
  - [P] H.uqu.4.1 Learn stories through the aural/oral method and acquire a repertoire of stories s/he is able to tell.
- Modern History Theme
  - [P] H.mh.3.4 Describing the days before running water, electricity, and central heating on the North Slope and throughout the world; and contrasting them with today's life and technology on the North Slope.

## Relevant North Slope Borough School District Instructional Units

- 7th to 8th Grade, *Point Lay Biographies*: In seven lessons over five weeks, students read biographies of Point Lay's Elders, study the biographies as literature, write their own autobiographies, learn about the geography and history of Point Lay and the North Slope, and conduct their own oral biographies with Elders in the community.
- 7th to 8th grade, *Pijusugruk*: A combined archaeology unit based on study of the site near Wainwright, and a language arts unit based on a novel that was inspired by the site.
- 9th Grade, *Eagle Drums*: The story of the first Messenger Feast, or Kivgiq, told from the perspective of the young man who was instructed by the eagles. In this unit, students read the story and explore it as literature, history, and culture. They use the story as an inspiration for explorations into history, science, writing, and language.
- High School, *Voice of Our Spirit*: Students watch a DVD that explores the decline of the use of the Iñupiaq language through interviews and historical background. Using resources available locally and on the Internet, they explore various aspects of language loss and revitalization. They craft an action plan that speaks to the revitalization of the Iñupiaq language.
- High School, *Duck-In*: Students watch a DVD that explores the 1961 Duck-In, when Barrow residents launched a nonviolent protest against an international treaty that they considered unfair. Using the DVD and photographs of various primary source documents, they examine the protest in depth and explore how it fits within the context of Civil Rights and other nonviolent protest movements throughout history.

- High School, *Nigliq, Arctic Slope Trade Fair*: In six lessons, students read an account about preparing for, traveling to, and spending time at a Nigliq Trade Fair in about 1900. They learn Iñupiaq vocabulary and place names associated with the trade and write journals imagining what their experiences might have been, had they accompanied the people on that journey. Students retrace the old trade routes from the coast and interior of the North Slope to Nigliq. They learn how the trade affected the Nunamiut economy and social life in depth, and begin to explore its effects on other settlements along the coast. They engage in a simulated trade fair within the classroom and look at their own local economy as it relates to trade, barter, and cash.
- High School, *ASRC-tkut Quliaqtuanat*: Students watch a DVD that explains how the Arctic Slope Regional Corporation (ASRC) was formed and operates today. Teachers and students have the option of delving into a number of concepts and topics in some depth to place ASRC in historic, political, economic, and cultural context and to engage students in taking an active role in determining their futures as residents of the North Slope and, possibly, shareholders in the regional corporation.
- High School, *Project Chariot*: Students watch a DVD that explores the 1958 project undertaken by the Atomic Energy Commission that proposed to construct an artificial harbor at Cape Thompson using nuclear devices.

Alaska State Standards\* and the 7-12 IHC School Visit

| Activity                              | Language Arts |   |     |   | Science |   |   |   | History |   |   |   | Cultural Standards |   |   |   |   |
|---------------------------------------|---------------|---|-----|---|---------|---|---|---|---------|---|---|---|--------------------|---|---|---|---|
|                                       | R             | W | S&L | L | A       | B | C | D | A       | B | C | D | A                  | B | C | D | E |
| Preparation for the Visit             |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Iñupiaq Language Learning             | X             | X | X   |   |         |   |   |   |         |   |   |   |                    | X |   |   |   |
| Learning from objects                 |               |   | X   |   |         | X | X |   | X       | X | X |   |                    |   |   |   |   |
| Preparation for research              |               |   |     |   |         |   |   |   | X       | X | X |   | X                  | X |   | X | X |
| The Museum Visit                      |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Unipkaaġ                              |               |   | X   |   |         |   |   |   |         |   |   |   | X                  | X | X | X |   |
| Quests                                | X             |   | X   |   | X       | X | X |   |         |   |   |   | X                  | X | X | X | X |
| Preparation for presentations         | X             | X | X   | X | X       |   | X |   |         |   |   |   | X                  | X |   | X |   |
| Quest preparations                    | X             | X | X   | X | X       |   | X |   |         |   |   |   | X                  | X | X | X | X |
| Independent research                  | X             | X | X   | X | X       | X | X | X | X       | X | X | X | X                  | X | X | X | X |
| Back in the Classroom after the Visit |               |   |     |   |         |   |   |   |         |   |   |   |                    |   |   |   |   |
| Extended Iñupiaq language learning    | X             | X | X   |   |         |   |   |   |         |   |   |   |                    | X |   |   |   |
| iPad unit production                  | X             | X | X   | X | X       | X | X |   | X       | X | X | X | X                  | X | X | X | X |
| Extended art activities               |               |   |     |   |         |   |   |   |         |   |   |   | X                  | X | X | X |   |
| Extended language arts activities     | X             | X | X   | X |         |   |   |   |         |   |   |   | X                  | X | X | X |   |
| Extended history activities           | X             | X | X   | X |         |   |   |   | X       | X | X | X | X                  | X | X | X | X |
| Extended PE activities                |               |   | X   |   |         |   |   |   |         |   |   |   | X                  | X | X | X |   |

\* Alaska Language Arts Standards as adopted in 2012; Science, History, and Cultural Standards as revised in 2006.

## Before you come

Choose the topic for your visit. If you opt for the Independent Study, you will need to discuss your students' research needs with museum staff ahead of time so they can have the relevant resources available.

## Prepare your students with the following activities.

1. Arrange to have enough adult chaperones. We request one chaperone for every ten 7th through 12th grade students.
2. If possible, enroll the help an Iñupiaq speaker to teach students vocabulary that will relate to their visit. Examples of words they might learn:
  - a. Umialik (owner and head of a whaling crew)
  - b. Atikhuk (outer parka)
  - c. Atigi (parka)
  - d. Kammak (boots)
  - e. Kamiktuuk (pants)
  - f. Takuyaq (flag)
  - g. Nauligaun (harpoon, float, and line apparatus)
  - h. Aulasaun (jigging stick)
  - i. Niksik (entire jigging apparatus)
  - j. Tagluk (snowshoes)
  - k. Simmiqsuutiniq (trade)
  - l. Quviasugvik (holiday)
  - m. Kivgiq celebration
  - n. Qilgich (sled)
  - o. Umiaq (open skin boat or whaling boat)
  - p. Qayaq (kayak)
  - q. Agviq (whale)
  - r. Amaguq (wolf)
3. If you have chosen the Independent Study option, prepare students by determining the subject of their investigations. Have students undertake library and Internet research before the museum visit so they have sufficient background to use the resources there. This will also help them focus their investigations at the museum. Examples of fruitful topics for investigation include:
  - a. The history of commercial whaling on the North Slope, including changes in whaling practices from pre-contact days through commercial whaling to today;
  - b. The history and activities of the International Whaling Commission;
  - c. Changes in the roles of men and women on the North Slope;
  - d. Traditions related to a number of practices, recorded in photographs and audiotapes in the museum's collection;
  - e. The archaeology of the North Slope.

4. Depending on which Iñupiaq-based instructional unit your class is currently studying, ask students to predict what they might learn at the museum that relates to that unit. The most direct ties are:
  - a. Eagle Drums: Students might look for ceremonial objects in the museum.
  - b. Duck-In: Students will see various bird species in the cases. They can learn about the leadership of such individuals as Eben Hopson, who played a crucial role in the Duck-In.
  - c. Nigliq Arctic Slope Trade Fair unit: Students can learn about trade between the Taġiuġmiut of the North Slope and their neighbors.
  - d. Piñusugruk unit: Students can look at the archaeological holdings in the museum's collection.
  - e. Point Lay Biographies: Students can learn about their local Elders, whose lives paralleled those of the Point Lay Elders in many ways.
5. Give students an opportunity to practice learning about history from tangible objects by bringing in an object from your own home that you suspect is new to them. Examples might be items of ceremonial regalia from your culture (if it is not Iñupiaq), specialized cooking or eating utensils, tools that you use in your hobby that are not well-known to most people, old-fashioned office equipment that is now obsolete – such as a mimeograph machine.
6. As students examine your subject, follow the Library of Congress's three-part method of observing, reflecting, and questioning. Guide students through these steps:
  - a. Look closely at the object for any clues about its origin, use, age, etc. These clues might come in the form of printed labels, or they might be less obvious, such as marks showing the type of tool used to make it, or materials that are unique to certain parts of the world.
  - b. Make an inventory of what students know based on their observations.
  - c. Now reflect on the object and make inferences based on what the students know or can research. For instance, if the object is an archaeological artifact, is its shape similar to an object used today? If there are decorations, what might those decorations signify about its use and value? Who might have made the object? For whom might it have been made? Why did it survive through the years? Is this an indication of its importance to someone? If so, why might that person or group have valued the item?
  - d. Make an inventory of these inferences. Be sure students understand the difference between what they know and what they infer about the object. Discuss: How can we test our inferences?
  - e. What unanswered questions does the object raise? How might students find the answers to those questions? If practical, have students conduct the research to discover the answers to the questions.
  - f. Review the steps in your examination: observe, reflect, and question.

## Your visit to the Iñupiat Heritage Center

Each visit will provide 90 minutes of activities. Each visit will be different, depending on the activities you or your tour guide chooses, but all will be structured in four parts.

### Theme 1, What Can We Learn from Objects?

#### Part 1: Unipkaaġ (Traditional Story) (10 minutes)

- Students arrive and take off coats and boots, settling in, then listen to an unipkaaġ that expresses the non-tangible, spiritual relationships between hunter and hunted.

#### Part 2: Quest (30 minutes)

- Students are divided into up to six teams of three or four students (depending on class size). Each group is given a quest to explore within the museum. Each team is given an iPad and art supplies (though note that the iPads are gradually being populated with information; students' particular quests might not yet be explained on the iPads). Students may range throughout the museum in fulfilling their quest. Museum staff is available to check on teams and help if they get stuck.
- Quests can include:
  - Gather your family's tool kit for a winter trip into the interior tundra: what will you hunt? Where? How will you get there? What will you need to take with you?
  - You are planning for the summer trade fair. Find the objects in the museum you want to take to trade with Nunamiut, Athabaskan, and Canadian Inuit. What do you hope to get from them?
  - You are the family of an umialik and need to make preparations for the whale hunt. Although you aren't sure the hunt will be successful, you also want to be prepared for Nalukataq, should you be lucky enough to land a whale. Find the objects you need and explain who will do what in preparation.
  - You are the parents of two young children, a boy and girl. You need to plan their education in the traditional ways. Find objects that you will use in their education and explain how you will use them or, if they are adult implements, how you will adapt them for children, ages 4 to 10.
  - Everyone in the village decorates beloved objects, but your group is known as the most artistic, and you are often sought out to give other people ideas. Make a portfolio of the different designs you see in the museum that could be a sort of catalogue for others who come to you for advice. Add designs of your own to those you see at the museum.

- Collect information about and draw an annual cycle for life in the past on the North Slope. Examples of information to include in the visual depiction of your cycle:
  - Where you would be during each season
  - What animals or plants you would gather during the season
  - What tools (draw copies) you would need for the various activities.
  - How you will use the animals and plants you gather during the year.
  - What you will wear at various times during the year.
- Choose three implements that are used today in subsistence on the North Slope. Find their traditional counterparts. Compare and contrast them (visually) in several ways. Areas of comparison might include:
  - What material are they made from?
  - How long do they last?
  - How does a person get the implement?
  - When did the traditional tool give way to the modern one, and why?

**Part 3: Preparation for Presentation (15 minutes)**

- Within their groups, students design a presentation using art supplies to make replicas, charts, or other visual aids.

**Part 4: Presentations (30 minutes)**

- Students reconvene and share the results of their quests.
- Students pack up their artwork and prepare to return to school.

**Theme 2, Independent Study**

**Part 1: Orientation (20 minutes)**

- The curator will give students a quick orientation of the museum, including its exhibits and displays, resources available on the iPads, and the library resources.

**Part 2: Independent Study (50 minutes)**

- Students research their chosen topic with the help of the curator.

**Part 3: Preparing for a presentation – optional (20 minutes)**

- If appropriate to your lesson plan and time, allow students time in the museum to take photographs or make visual displays on their chosen topics.

## When you return to the classroom

Follow up on the activities at the museum. For guidance, refer to the list of ILF Performance Expectations at the beginning of the Grades 7-12 section of this guide. Some suggestions are:

1. Extend the study of the Iñupiaq words the students learned as they examined museum display cases in following their quests. Have students share what they learned and coach others to expand their vocabularies.
2. Students have worked with the iPads at the museum. Expand on their learning by assigning each student or small group of students a topic to research. They will produce an additional unit for the iPad on their topic of choice by providing the IHC staff with a digital copy. The digital reports should use oral histories and photos to describe one of the themes from the Iñupiaq Learning Framework. IHC staff will review entries and choose those that meet their standards of accuracy and good writing to be posted on the iPad for future students' use.
3. Invite Elders or tradition bearers to the class to discuss one or more of the topics students are researching for their independent study.
4. Arrange for students to complete their independent study projects, if necessary. Arrange for presentations to the rest of the class and to Elders.
5. A number of follow-up activities are appropriate, depending on the course you are teaching. For instance:
  - a. Art classes: Make replicas of favorite items seen in the museum, or of items that relate to the class curriculum.
  - b. Language Arts classes: Read and enact "The Hunter and the Raven," rewritten as a play by Andrew Okpeaha MacLean, available to download from the website.
  - c. Language Arts: Retell stories, write stories, plays, and poems that relate to what students learned at the museum.
  - d. History, Alaska Studies: Plan and carry out a trade fair with another village school. This can be a virtual trade fair or, if schools are traveling to Barrow, an actual trade fair. Make the simulation as realistic as possible by establishing trading partners who ask each other for specific items.
  - e. Physical Education or S-Term: Try some of the skills talked about at the museum, such as building a fire, making an emergency shelter, etc. Enlist the aid of an Elder or Iñupiaq culture bearer.
  - f. Participate in Piuraagiaqta Harpoon Throwing sponsored by the whaling captains, and snow shelter activities that are held each spring.

## Quest 1

Gather your family's tool kit for a winter trip into the interior tundra:

what will you hunt? Where?

How will you get there?

What will you need to take with you?

## Quest 2

You are planning for the summer trade fair. Find the objects in the museum you want to take to trade with Nunamiut, Athabaskan, and Canadian Inuit. What do you hope to get from them?

## Quest 3

You are the family of an umialik and need to make preparations for the whale hunt. Although you aren't sure the hunt will be successful, you also want to be prepared for Nalukataq, should you be lucky enough to land a whale. Find the objects you need and explain who will do what in preparation.

## Quest 4

You are the parents of two young children, a boy and girl. You need to plan their education in the traditional ways. Find objects that you will use in their education and explain how you will use them or, if they are adult implements, how you will adapt them for children, ages 4 to 10.

## Quest 5

Everyone in the village decorates beloved objects, but your group is known as the most artistic, and you are often sought out to give other people ideas. Make a portfolio of the different designs you see in the museum that could be a sort of catalogue for others who come to you for advice. Add designs of your own to those you see at the museum.

## Quest 6

Collect information about and draw an annual cycle for life in the past on the North Slope. Examples of information to include in the visual depiction of your cycle:

- Where you would be during each season
- What animals or plants you would gather during the season
- What tools (draw copies) you would need for the various activities.
- How you will use the animals and plants you gather during the year.
- What you will wear at various times during the year.

## Quest 7

Choose three implements that are used today in subsistence on the North Slope. Find their traditional counterparts. Compare and contrast them (visually) in several ways.

Areas of comparison might include:

- What material are they made from?
- How long do they last?
- How does a person get the implement?
- When did the traditional tool give way to the modern one, and why?

### On-line Scheduling

Schedule your visit on-line at  
<http://www.inupiatheritage.org/education>

### Paper Scheduling

If you cannot access the Internet to schedule your visit on-line, you can fill this form out and fax it to the Iñupiat Heritage Center at 852-4224. For more information about the offerings, call 852-4594.

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## Your Iñupiat Heritage Center Visit

Teacher's Name: \_\_\_\_\_

Grade(s): \_\_\_\_\_ # of students: \_\_\_\_\_ # of chaperones: \_\_\_\_\_

Recommendations: Kindergarten to Grade 3, 1 chaperone for every 5 students  
Grades 4-6, 1 chaperone for every 6 students  
Grades 7-12, 1 chaperone for every 10 students

Preferred date of visit (please provide at least three alternatives):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Theme Choice:

Grades K - 3

- Life in the Old Days
- Holidays and Trade

Grades 4-6

- All About Whaling
- Arctic Survival
- Adventures in Trading

Grades 7-12

- What Can We Learn from Objects?
- Independent Study

The Iñupiat Heritage Center can send traveling kits to villages on request. Please contact the Education Coordinator at 852-0422 to describe your needs.

One kit is ready to send: Inuit Contributions to Commercial Whaling. It contains a photo panel and Iñupiaq objects that were adopted by commercial whalers during the second half of the 19th Century.

In addition, staff can assemble kits on many themes or topics of your choosing, subject to availability of items that can temporarily leave the museum. Please make requests at least a month in advance, so staff will have time to assemble the items and prepare labels.

Kits can be checked out for up to two weeks, then returned to IHC.