Takuttalirilli! Issue 3

Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 3. You can use it along with the general support provided in the *Takuttalirilli! Teacher Resource*. For each selection, this resource sheet notes:

- The type of selection
- Some vocabulary that may challenge students
- Important concepts and themes
- Possible activities

Following the notes on each selection, you will find an activity suggestion for **creating a review**.

Our World

Book Review: *Those Who Run in the Sky* by Aviaq Johnston (pg 2-3)

- book review
- ᐊᖓᒃᑯᖅ (shaman), ᑕᕐᓂᐅᑉ ᓄᓇᖓᓂ (spirit world), ᖃᓪᓗᐱᓪᓗᐃᑦ (qallupilluit)
- novel, hunter, character who has to struggle with jealousy, pride, and others' expectations, author biography

Note: This book review is an opportunity for students to learn about a novel and read an example of a review. Students could then plan their own review (of a book, TV show, video game, or movie) based on this model and write or present their review.

See the next page for suggestions about giving a review.

Indigenous Peoples and Foods around the World (pg 4-7)

- photo essay
- ᓄᓇᖃᖅᑳᖅᓯᒪᔪᑦ (Indigenous people)
- Indigenous people around the world, foods hunted and gathered, traditional foods, regions and countries around the world

Note: This photo essay combines text about Indigenous peoples, photos of some traditional foods, and maps to locate where the peoples live. Students can practise using the maps to locate the traditional lands (colour-coded to the names).

Frequently Asked Questions: What Is Depression? (pg 8-11)

- Frequently Asked Questions
- ᑲᑕᓪᓗᖓ (depression), ᐃᒻᒥᓃᕈ (suicidal), ᑎᒦᑦ ᐊᓯᔾᔨᖅᐸᓪᓕᐊᓕᖅᐸᑦ (hormones), ᐊᒃᑐᖅᑕᐅᓯᒪᓂᖅ (trauma), ᓂᐊᕐᑯᒃᑯᑦ ᐋᓐᓂᖅᑐᕕᓃᑦ (concussion)
- depression, mental health, suicide, finding help

Note: Point out to students that the text in speech bubbles demonstrates the thoughts of someone who is depressed. This advice article includes information on the last page about ways to get help, including website links and phone numbers. The article also mentions writing in a journal. Encourage students to write a reflection on the article in their journals. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

Our Land

Amazing Arctic Plants (pg 12-13)

- information article
- ᓱᖕᒋᐅᑎ (adaptations), ᕿᕿᓂᖓ (permafrost), ᕙᐃᑕᒪᓐ ᑕ (vitamin C), ᐃᔨᓯᐅᑎ (algae), ᐳᔪᕐᓂ (fungi)
- some plants in Nunavut that provide food or medicine (Arctic willow, bearberry, lichen), appearance, adaptations, how the plants are used

Note: This article provides an example of descriptive writing paired with photos. The students might use this example as a model for their own writing.

Looking for Treasure: Working at a Mine Site (pg 14-17)

- career profile
- ᐅᔭᕋᖕᓂᐊᖅ (mining), ᐃᓕᓇᖅᓯᓐᓈᑦ ᐃᖅᑲᓇᐃᔭᓂᖅ (apprenticeship), ᕿᔪᓕᕆᔨ (carpenter), ᐱᒋᐊᓕᓵᖅᑐᖅᓯᐅᑕᐅᕗᑦ (entry level), ᓴᓇᔭᐅᓂᐊᖅᑐᓂᒃ ᑎᑎᕋᐅᔭᖅᑎᐅᓂᕐᒥ (engineers), ᓯᕐᑯᓗᐃᕕᒃ (mills), ᖃᖅᑕᔫ (explosives), ᓴᕕᕋᔭᒃᓴ (ore), ᕐᑯᓂᕐᓂᖅ (exploration), ᐅᔭᕋᒃᓯᐅᖅᑎᑦ (geologists), ᐅᔭᖅᕋᖕᓂᐊᖅᑎ (prospectors), ᐅᔭᕋᐃᑦ (minerals)
- mining industry, possible jobs, job descriptions, education and training

Note: This article describes jobs in the mining industry and possible paths to those kinds of jobs.

Dinosaurs of the Arctic (pg 18-19)

- information article
- ᐆᒪᔪᕐᔪᐊᑦ (dinosaurs), ᐱᕈᖅᑐᖅᑎᒃ (herbivores), ᓂᕐᑭᑐᖅᑎᒃ (carnivores), ᐆᒪᔪᕕᓃᑦ ᐅᔭᕋᕈᕐᓂᑯᑦ (fossils), ᐹᔅ (boss)
- dinosaurs and fossil evidence in the North

Note: This science article mentions a few types of dinosaurs that the students might know about already (Tyrannosaurus rex, Triceratops). If they do not, they could find out about them online or through library resources.

Our Culture

Elijah & Elisapee: Packing for a Land Trip (pg 20-23)

- comic
- planning and preparing for a trip on the land, safety on the land, safety while driving ATVs

Note: Point out, or have students review, the characteristics of comics and graphic novels: they tell a story in panels of pictures and words (words in speech bubbles, thought bubbles, and narration). Discuss how to read the panels in sequence.

ᖃᓄᐃᓕᓐᓂᒃᑯᓕᕆᔨᒃᑐᖅ

ᓇᓗᒥᓂᖅ
ᐊᐱᓚᓗᑎᑦ:

ᑭᓯᐸ ᒥᖅᓴᓕᓯᓚᕕᒃᖁᕐᕋᖅ?

ᖃᓄᐃᓕᓐᓂᐊᖅᑐᓚᑦᓚᕕᒃᖁᕐᕋᖅ?

A Cape Dorset Art Group Just for Youth (pg 24-27)

information article

ᑲᑐᔨᕐᑲᑎᑎᑉ (embassy), ᑕᐸ (imagination), ᑎᑎᖅᑐᑦᓯᕐᓂᖅ (printmaking), ᐊᖏᓴᐋᑎᓂᒃ ᐊᓱᐃᖏᓴᐋᓂᒃ (murals), ᓴᓇᔨᕕᓂᕐᒥᖅ (sculptures), ᐱᑦᓚᑦᑕᖏᓴᖅᑯᐃᔨᐋᖅ (three-dimensional)

arts, mental health, art for self-expression, community art

Note: This article is about a youth group that makes art all over Nunavut and Canada. For more information, students can visit the website mentioned at the end of the article.

Northern Beats! Listen to Tanya Tagaq (pg 28-29)

music profile

ᐊᓱᐃᖅᑲᑭᑐᑐᖅ (unique), ᐃᓕᓐᓂᐊᕐᕕᒃ (residential school), ᑭᖏᔪᕕᖅ (replace), ᓄᓇᖅᑲᖅᑲᓪᓚᐋᑦ (Indigenous), ᓂᐱᖅᑲᐅᑎ (activist), ᓯᓚᑦᑕ ᖃᓄᐃᓕᐊᕐᓚᓕᐊᓂᖏᓐᓄᒃ (climate change)

music, throat singing, traditional and nontraditional Inuit music

Note: The profile of this musician compares her music with traditional Inuit throat singing. Students might want to listen to and compare traditional throat singing and Tanya Tagaq's singing for themselves.

Our Selves

Advice Column: Am I in a Healthy Relationship? (pg 30-33)

advice column

ᓇᓪᓚᑲᑐᖅ (healthy), ᐱᖅᑲᓇᓱᖏᓂᖅ (relationship), ᐊᐅᓚᑦᑎᓇᓯᒃ (control), ᐱᐅᒃᓴᖏᓂᓇᓯᒃᑐᖅ (criticizing), ᐊᓂᓂᖅ (hurting), ᐃᒃᐱᔪᓯᑎᐊᕐᓂᖅ (respect), ᐅᒃᐱᓗ (trust), ᐊᖏᑎᑭᖅᑲᓂᖅ (consent), ᐊᐱᓗᖅᑲᓂᖅ (permission), ᖃᐃᐱᖅᓗᓂᕐᑐᑦ (sexually transmitted infections), ᓯᖏᓪᓚᐅᓕᖅᖏᑦᑐᑦ (birth control), ᓯᖏᓇ (jealous), ᐱᔨᑦᑎᐊᖅᑐᓂ (enthusiastic)

healthy versus unhealthy relationships, what they look like, finding support

Note: On the last page, this article presents ways to get help or to talk about the issue, including a website link and phone number. Discuss the RCMP Emergency Line in your community and post it in your classroom. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

The Truth about Tobacco (pg 34-37)

information article

ᑕᓗᒋᑭᑭᒃ (tobacco), ᓯᐳᖅᑐᑐᓚᑦ (cigarettes), ᓄᖅᑲᕈᓐᓇᐅᓚᑦᓪᓕ (addicted), ᓂᐃᑎᓐ (nicotine), ᐊᐅᖏᓂᑦ (cavities), ᐊᓐᓂᓕᐊᑦ (cancer), ᑕᒪᐊᑦᑐᐊᖅᓂᖅ ᑕᓗᒋᑭᒃᑭᖅ (dip, or chewing tobacco), ᓯᓗᓕᓕᐊᖅᑐᖅᑎᑎᐅᓇᓂ ᓂᐅᖅᑕᖏᓂᖅ (second-hand), ᒪᑦᑎᑎᐅᔭᖅᑐᑦ (patches), ᓂᐅᖅᓯᔪᑎᑦ (inhalers), ᐃᔨᓚᑦ (medication)

tobacco, addiction, finding support, healthy living

Note: This article provides information about quitting smoking at the end of the article.

Career Profile: Alex Flaherty, Owner of Polar Outfitting (pg 38-39)

career profile

ᓇᓕᒥᓂᕆᑎᑎ (business), ᓄᑎᖅᓯᓂᖅ (outfitting), ᐳᓪᕎᑎ (tourists), ᐱᔪᓇᐅᐅᑎ (license), ᐳᓪᕎᖅᑐᓪᓚᔨ (tourism), ᖃᐅᕙᐊᑎᔭᖅᑲᓪᓚᓪᑐᖅ (passionate), ᐃᖅᑲᓇᐃᔭᖅᓯᐊᕐᐅᔪᓇᖅᑐᖅ (career choice)

business, entrepreneurship, job opportunities, training

Note: This career profile article includes a box with ideas about where to go to get more information. Have students discuss how employment and contract jobs compare with starting and running a business (entrepreneurship).

Giving a Review

A review often has two parts:

- Description (for example, "This is a documentary about…")
- Recommendation (for example, "If you like movies about…, go see … because…")

Some reviews might describe in detail what the reviewer liked and did not like about the work. A review might make comparisons to other, similar works. At the end, the reviewer might give a rating, such as 1 star for "I didn't like it" or 5 stars for "excellent."

Have students reflect on and evaluate a selection or story, video game, song, or movie or TV show. Have them gather their ideas by talking and/or making notes in point form. Have them describe the work, reflect on it, and evaluate it (using the Reading Strategy bookmark prompts if you wish). Encourage them to make a recommendation about or a rating of the work.

To extend the activity, they could then present their reviews in short presentations or in writing.