

Details



Completion Time: Less than a week

Permission: n/a

A Whale of Importance to the Arctic People

Overview

Elizabeth Eubanks M.Ed (working with Angela Gilmour, Anne Jensen, Danielle Dickson, Leslie Pierce, and Rachel Potter) connected with PolarTREC and NOAA TAS. This lesson is inspired by the need to share the importance of the Bowhead Whale in relation to the culture of arctic people. It is a portion of an entire collaborative unit to be utilized between an arctic classroom and a non-arctic classroom with a diverse age group of students.

Objectives

Students should come away from this lesson understanding that the Bowhead Whale is the foundation of the life and culture of the arctic people year round. Students will also learn about the importance of recording and validating cultural knowledge. Students will describe and chart a general annual hunting (seasonal round template) and festival schedule of the arctic people in relationship to the Whale.

Lesson Preparation

Students should come to this lesson with limited information about the Bowhead Whale and arctic people.

Procedure

1. Students will be told that there is a special whale in the Arctic named the Bowhead Whale. They will create a video based on what they know as a class about the whale. The teacher will provide a video recording device and state to the student the following directions:
2. Work as a group and select a scribe, a video-recorder, an alternate recorder and an introduction writer and a closing remarks writer.
3. Students will brainstorm various things that they know about the Bowhead Whale and write them down, while deciding who will present what they know - everyone must speak at least once. The person writing the intro

Materials

- Computer with Internet access to skype or upload and view videos as well as read articles listed in the lesson
- Video recording or skype capabilities
- Graph of currents (included)
- Grading rubric – see assessment section (teacher will assign point value)
- Students will potentially need minimal art supplies and/or posters and/or video equipment or skype connection
- Inupiaq Learning Framework Poster (attached)

will describe who they are (school, grade, purpose) and share what they know prior to a study of the Bowhead Whale. The closing remarks person will develop remarks that include a 'Thank you for watching' and summarize what the group hopes to learn as a result of this project. The scribe will take notes regarding the brainstorming – making of list of what people know about the whale. Students will determine which fact they are going to report for the video. The scribe will also list what the students hope to learn.

4. The person who writes the intro will be recorded first and then each classmate. Each student will be recorded stating first their name and then what they know about the Bowhead. The person stating the closing remarks will state the remarks and then state what the learners hope to learn more about.

5. This video will be shared with the North Slope Borough (NSB) school and the NSB school will share how they have depicted what they know about whales.

6. After sharing and viewing: Show students the video on the elders' thoughts regarding the importance of whaling: http://seaice.alaska.edu/gi/fieldtech/resources/videos/elders_knowledge

7. Briefly, share the Inupiaq Learning Framework Poster with students (attached). Discuss the importance of culture, stating that it is so important that they are creating their own curriculum model.

8. Students will learn about the importance of the whale among the Arctic community. This will be demonstrated ultimately via a skit that depicts a calendar year with a focus on the whale and whale festivities. Students will work individually or with partners to create a portion of the calendar. They will utilize the various topics pertaining to a set month, briefly research the topic and create at most 15 sentences that describe the topic/activity during the given months. They shall create one hands-on learning tool to assist with their skit lines, and include the written month of the activity (students should have computer access and a day or two to create the skit lines and props). This should start with "In December the Inupiaq..." All work will be posted on wiki space.

9. Have students stand in a circle and perform skit to one another, utilizing month poster with "created prop" for skit. Video record skit to share with NSB students.

10. Discuss the importance of the whale. Show map with currents (attached). Explain map with currents, potential of oil locations and end lesson – give students time to process and proceed to the next lesson. For the point of this lesson/unit collaboration – will revisit this map often to discuss implications and potential changes in the culture. Currents surrounding the North Slope Borough - 3 boxes represent future oils sites, lines are currents and directions.

11. Revisit ILF poster.

12. Evaluate utilizing rubric - see assessment section below.

Framework for Inupiaq Whaling Culture Calendar

Starting with June and the Nalukutaaq Whaling Festival

Show video: www.youtube.com/watch?v=kEkDHYD3UmU

June - Nalukataaq Festival - Sharing of Whale, Dancing, etc.

July - Seal Hunt - for whaling boats and for fur clothes

August - Hunting to add to food supply, still hunting seal – also hunting geese, duck, walrus,

various birds (describe what they use these animals for)

September - Caribou hunting – make sleeping bags – what is unique about fur from caribou? Trading food for fur +/- Fishing for tom cod.

October – Fall whaling – different than spring whaling (?) throw candy – Whale gives itself to the crew.

November - Inupiaq Thanksgiving- Captain of Whaling crew prepares feast and shares whale.

December - Christmas another feast – Captain prepares and shares whale. Prepares gear for hunts. Art work with baleen, sewing – Google mitten patterns (why can sewing be the difference between life and death?) Carving.

January- Winter Games – research Alaskan Winter Games – demonstrate one of them at least. Also discuss darkness – quieter time.

February- Kivgiq Inupiaq trading of foods and goods, Festival with race and lamp burning. Art – sewing new camo covers for parka's.

March- Prepare for whaling. Cutting trails. Skinning the whale boat, outside bleaching of seal skins. Female role/male role.

April- Whaling begins. Note difference between spring whaling and fall whaling. Differences between women and men's roles.

May- Whaling ends, ice melting– cooking and sharing meat. Celebration after the boat is returned to the land- Apugauti.

Extension

This activity is designed to be part of a collaborative process that will engage students of the North Slope Borough and students from the lower 48. The unit will be taught and adapted for students at the grade 1 level and students at the grade 6 level. The unit will start with what students know about Bowhead Whales, they will share this information virtually. Other lessons will pertain to anatomy, migration, nutrition, and a comparison between the Bowhead whale and the North Atlantic Right Whale. A wiki space will be used to address the unit lessons, resources, and student works. The wikispace <http://whaleandwe.pbworks.com> is open to the public, however if you want to contribute you must request permission. Wiki Space <http://whaleandwe.pbworks.com>

Resources

- Video describing the elders' perspective of whaling: http://seaice.alaska.edu/gi/field-tech/resources/videos/elders_knowledge
- Video Nalukataq: www.youtube.com/watch?v=kEkDHYD3UmU
- Article from Readers Digest: The Cost of Drilling Oil in Alaska: <http://www.rd.com/true-stories/inspiring/the-cost-of-drilling-oil-in-alaska/>
- Whaling Season: A Year in the Life of an Arctic Whale Scientist by Peter Lourie

Assessment

Rubric will utilize the questions listed below and students will be granted a certain amount of points determined by teacher. For this individual lesson students will:

1. Research and write a script containing at least 15 sentences.
2. Create or locate a prop.
3. Write one paragraph regarding the importance of the Bowhead Whale to the arctic people.
4. Make predictions of what will happen if there is an oil spill in the Arctic (one paragraph).
5. Read Readers Digest Article: The Cost of Drilling Oil in Alaska. <http://www.rd.com/true-stories/inspiring/the-cost-of-drilling-oil-in-alaska/>
6. Write a paragraph, create a commentary video, create a poster commenting on the article, student will put his/herself into the mayoral position and determine if they would allow oil drilling. Must exhibit pros and cons for allowing to drill for oil or not. Creativity should be encouraged.

Credits

Elizabeth Eubanks, hoocaca@yahoo.com. Map of currents created by and permission to use by Rachel Potter.

National Science Education Standards (NSES):

Content Standards, Grades K-4

Content Standard A: Science As Inquiry

- a. Abilities necessary to do scientific inquiry
- b. Understandings about scientific inquiry

Content Standard C: Life Science

- a. Characteristics of organisms
- b. Life cycles of organisms
- c. Organisms and environments

Content Standard E: Science and Technology

- a. Abilities of technological design
- b. Understandings about science and technology

Content Standard F: Science In Personal and Social Perspectives

- a. Personal health
- b. Characteristics and changes in populations
- c. Types of resources
- d. Changes in environments

Content Standard G: History and Nature of Science

- a. Science as a human endeavor

Content Standards, Grades 5-8

Content Standard A: Science As Inquiry

- a. Abilities necessary to do scientific inquiry
- b. Understandings about scientific inquiry

Content Standard C: Life Science

- a. Structure and function in living systems
- b. Reproduction and heredity
- c. Regulation and behavior
- d. Populations and ecosystems
- e. Diversity and adaptations of organisms

Content Standard D: Earth and Space Science

- a. Structure of the earth system
- b. Earth's history
- c. Earth in the solar system

Content Standard E: Science and Technology

- a. Abilities of technological design
- b. Understandings about science and technology

Content Standard F: Science In Personal and Social Perspectives

- a. Personal health
- b. Populations, resources, and environments
- c. Natural hazards
- d. Risks and benefits
- e. Science and technology in society

Content Standard G: History and Nature of Science

- a. Science as a human endeavor

Other Standards

Florida Standards

SC.6.N.1.5

Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

SC.6.N.2.2

Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

SC.6.N.2.3

Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

LA.6.5.2.2

The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

SC.7.L.17.3

Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

SS.7.G.2.4

Describe current major cultural regions of North America.

SS.7.G.3.1

Use maps to describe the location, abundance, and variety of natural resources in North America.

SS.7.G.4.1

Use geographic terms and tools to explain cultural diffusion throughout North America.

Iñupiaq Learning Framework



Overarching Understandings And Essential Questions

The **Core Themes** fall under one of four **Realms**: Environmental, Community, Historical and Individual. For example, **Food Preparation and Care** is a **Core Theme** under the **Environmental Realm**. **Overarching Understandings** (OU's) and correlating **Essential Questions** (EQ's) have been written for each Core Theme based on an initial set of overarching questions. These OU's will anchor course and unit development. The term *enduring* refers to the big ideas, or the important understandings that have lasting value beyond the classroom, that we want students to retain. The EQ's are doorways into the understandings – they are the guiding questions that students themselves ask as they begin the exploration of each Enduring Understanding.

LANGUAGE AND SPIRITUALITY

As the element that ties and binds all of the concepts and qualities of the Iñupiaq Learning Framework together, the Iñupiaq language is embedded throughout the core themes. Interwoven throughout as well, is Spirituality and Faith - the connections that enable the Iñupiaq Learning Framework to stay strong and sturdy.

- Culture is embedded in language; different languages uniquely express cultural understandings and beliefs
- In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness.

ENVIRONMENTAL REALM

Food Preparation and Care

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.fpc.1]**
 - EQ: What understandings about the nature of food are clarified through the Iñupiaq language? [E.fpc.1.a]

- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [E.fpc.2]**
 - EQ: How is spirituality embodied in the preparation and care of food? [E.fpc.2.a]
- **Food preparation and sharing are universal ways of forging and maintaining family and community. [E.fpc.3]**
 - EQ: How do societies forge and maintain family and community? [E.fpc.3.a]
 - EQ: How do societies use food – preparing, sharing, and consuming – to forge and maintain community? [E.fpc.3.b]
- **Each society strives to feed its members nutritious food. [E.fpc.4]**
 - EQ: What are the nutritional values of indigenous foods? [E.fpc.4.a]
- **The foods a person grows up on provide more than nutritional sustenance; they are imbued with emotional, social, and symbolic importance as well. [E.fpc.5]**
 - EQ: What emotional, social and symbolic meanings do your favorite foods hold for you? [E.fpc.5.a]
 - EQ: Why do we like some foods more than others? [E.fpc.5.b]
- **Iñupiaq society is held together by the values, beliefs and traditions surrounding the sharing of the bounty. [E.fpc.6]**
 - EQ: How are the values, beliefs, and traditions made manifest through the sharing of the bounty? [E.fpc.6.a]

Hunting and Survival

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.hs.1]**
 - EQ: What understandings about the nature of the food quest are clarified through the Iñupiaq language? [E.hs.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [E.hs.2]**
 - EQ: What beliefs and values are exemplified through the food quest? [E.hs.2.a]
 - EQ: What do respect for the environment and respect for animals entail? [E.hs.2.b]
- **A person becomes a provider for his or her family through education and preparation. [E.hs.3]**
 - EQ: What skills, understandings, beliefs, and values does a person need in order to be a good provider? [E.hs.3.a]
 -

Sewing

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.s.1]**

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

- EQ: What understandings about the relationship of people and their clothing are clarified through the Iñupiaq language? [E.s.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [E.s.2]**
 - EQ: How is clothing an expression of cultural beliefs and values? [E.s.2.a]
- **Expertise in sewing can be a matter of life and death in the Arctic environment. [E.s.3]**
 - EQ: How is appropriate clothing essential to life in the Arctic? [E.s.3.a]
- **The process of providing clothing requires the efforts of many. [E.s.4]**
 - EQ: What do you contribute toward the making or providing of clothing for yourself or your family? [E.s.4.a]
 - EQ: How does the act of providing clothing make a family stronger? [E.s.4.b]
- **Traditional clothing is an integral part of survival in the Arctic. [E.s.5]**
 - EQ: How is clothing related to survival? [E.s.5.a]

Tools

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.t.1]**
 - EQ: What does the Iñupiaq language reveal about Iñupiaq understandings and beliefs that pertain to technology and tools? [E.t.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [E.t.2]**
 - EQ: How do spiritual, physical, and technological readiness go hand in hand? [E.t.2.a]
- **The Iñupiaq people developed an extremely complex and detailed technology that enabled them to live in the Arctic. [E.t.3]**
 - EQ: How does an understanding of Iñupiaq technology help hunters and gatherers today? [E.t.3.a]
- **A person needs to learn skills and technology that are appropriate to his or her environment that enhances his or her ability to explore and discover. [E.t.4]**
 - EQ: How does the Arctic environment affect the choice of skills and technology a person needs? [E.t.4.a]
 - EQ: What roles do technological improvisation, adaptability, flexibility, and ingenuity play in survival in the Arctic? [E.t.4.b]

Medicines and Healing

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.mh.1]**
 - EQ: What does the Iñupiaq language reveal about understandings and beliefs that pertain to health and wellness? [E.mh.1.a]

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- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [E.mh.2]**
 - EQ: How do traditional healing techniques, beliefs and practices enhance spiritual well-being? [E.mh.2.a]
- **Good health includes physical, emotional, intellectual and social well-being. [E.mh.3]**
 - EQ: What does it mean to be healthy? [E.mh.3.a]
 - EQ: How do traditional healing techniques, beliefs and practices and modern medicine enhance individual and community physical, emotional, intellectual, and social health and well-being? [E.mh.3.b]
- **The Arctic environment provides natural medicines that have sustained the Iñupiat for millennia. [E.mh.4]**
 - EQ: How have the Iñupiat remained healthy over the centuries? [E.mh.4.a]

Environment

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [E.e.1]**
 - EQ: How does the Iñupiaq language express the connections among people, plants, other animals, and the physical universe? [E.e.1.a]
 - EQ: What does the concept of “sila” entail? [E.e.1.b]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [E.e.2]**
 - EQ: What does the concept of “iñua” entail? [E.e.2.a]
- **Each society has a distinct understanding about the nature of the cosmos. This understanding underlies conceptions of the role of humans and animals and the physical and spiritual relationships between humans and the rest of creation. [E.e.3]**
 - EQ: How is the Iñupiaq worldview unique? [E.e.3.a]
 - EQ: How is the Iñupiaq worldview like those of other cultures? [E.e.3.b]
- **As members of the Arctic community, we have the responsibility to be a part of and interact with the environment in a way that honors the interconnectedness of people and the cosmos. [E.e.4]**
 - EQ: What are appropriate ways of protecting and respecting the land, air, and sea and the living things that inhabit them? [E.e.4.a]

COMMUNITY REALM

Elders

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.e.1]**

- EQ: How do Elders' knowledge and use of the Iñupiaq language enrich our understanding of the Iñupiaq way of life? [C.e.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.e.2]**
 - EQ: What can our Elders teach us about the nature of the universe? [C.e.2.a]
 - EQ: How can the human life cycle lead to reflections of the nature of the universe? [C.e.2.b]
- **Elders are highly regarded for the specialized knowledge they have and share. [C.e.3]**
 - EQ: What contributions do Elders make and what specialized knowledge do they have? [C.e.3.a]
 - EQ: What will you do to prepare yourself to become a valued Elder in your community? [C.e.3.b]
 - EQ: How can behavior toward others, including Elders, strengthen community? [C.e.3.c]

Celebrations and Ceremonies

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.cc.1]**
 - EQ: How does the special language or vocabulary associated with specific celebrations and ceremonies communicate their messages or meanings? [C.cc.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.cc.2]**
 - EQ: Why do people seek an understanding of the world beyond the visible and tangible? [C.cc.2.a]
- **Celebrations and ceremonies reflect and foster social integration. [C.cc.3]**
 - EQ: How do societies use celebrations and ceremonies to forge and maintain community? [C.cc.3.a]
- **Celebrations and ceremonies embody an understanding of the cosmos and the human place in that cosmos. [C.cc.4]**
 - EQ: What are the messages and meanings of various celebrations and ceremonies? [C.cc.4.a]

Singing and Dancing

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.sd.1]**
 - EQ: How is the language of song and dance different from the language of speech? [C.sd.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.sd.2].**

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

- EQ: How do singing, drumming, and dancing contribute to our spiritual, emotional, social, and physical wellbeing? [C.sd.2.a]
- **Song and dance are powerful expressions of our existence. [C.sd.3]**
 - EQ: What is special about the communication of singing and dancing? [C.sd.3.a]
 - EQ: Why do people sing and dance? [C.sd.3.b]

Storytelling

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.s.1]**
 - EQ: What is special about the language used in storytelling? [C.s.1.a]
- **In the Iñupiat worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.s.2.]**
 - EQ: What do stories tell us about the nature of the world? [C.s.2.a]
- **Stories are a universal form of communication told through various genres and media and for a variety of reasons. [C.s.3]**
 - EQ: Why do the Iñupiat tell stories? [C.s.3.a]
 - EQ: What difference does a story's medium of presentation make? [C.s.3.b]
- **Stories are dynamic in the hearing and the telling; they reflect the cultural communities in which they are told, heard, and seen. [C.s.4]**
 - EQ: What makes a good story? [C.s.4.a]
 - EQ: What makes a well-told story? [C.s.4.b]
 - EQ: How do oral traditions reflect differences in culture, language, time and space? [C.s.4.c]

Arts

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.a.1]**
 - EQ: How does the language used in describing works of art or artistic expression reveal underlying notions about art? [C.a.1.a]
- **In the Iñupiat worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.a.2]**
 - EQ: How are the arts integrated into all aspects of Iñupiat life? [C.a.2.a]
 - EQ: How is the concept of "iñua" reflected and expressed through and in art? [C.a.2.b]
- **Each society has its own aesthetics – i.e., what is considered beautiful – which determine the forms that art takes. [C.a.3]**
 - EQ: How is the Iñupiat aesthetic expressed through the arts? [C.a.3.a]
- **All individuals can and should engage in some level of artistic expression. [C.a.4]**

- EQ: Why do people produce art? [C.a.4.a]

Parenting

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.p.1]**
 - EQ: What does the Iñupiaq language teach us about parenting? [C.p.1.a]
 - EQ: How does the special language between parents and their children foster a loving relationship? [C.p.1.b]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.p.2]**
 - EQ: In what ways is parenting a sacred trust? [C.p.2.a]
 - EQ: How is being a good parent essential to the future of all societies? [C.p.2.b]
- **Parents are the first and generally most important source of an individual's education. [C.p.3]**
 - EQ: How do parenting skills and knowledge contribute to a child's growth and development in today's world? [C.p.3.a]
 - EQ: How does one learn to be a good parent? [C.p.3.b]
- **Family and culture affect interpersonal relationships and foster responsible behaviors. [C.p.4]**
 - EQ: Why do we need to learn about getting along with others? [C.p.4.a]
 - EQ: What are the roles of extended family and the community in child rearing? [C.p.4.b]

Games

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.g.1]**
 - EQ: How does terminology associated with games reflect the local worldview, history, and culture? [C.g.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.g.2]**
 - EQ: How do games promote spiritual, emotional, physical, and intellectual health? [C.g.2.a]
 - EQ: How do games lighten people's spirits? [C.g.2.b]
- **All groups of people play games. [C.g.3]**
 - EQ: Why do people play games? [C.g.3.a]
 - EQ: How can games involve both competition and cooperation? [C.g.3.b]
- **Physical contests can be used to demonstrate and teach agility, endurance, concentration, and strength, which are necessary for survival. [C.g.4]**
 - EQ: What skills can games teach? [C.g.4.a]
 - EQ: How might skill in games and improving one's performance transfer to other aspects of life? [C.g.4.b]

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

Relationships

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.r.1]**
 - EQ: How do kinship terms describe our relationships? [C.r.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.r.2]**
 - EQ: What relationships can people experience with the universe and elements within it? [C.r.2.a]
- **People form and join a variety of alliances and groups throughout their lives. [C.r.3]**
 - EQ: What kinds of groups and alliances do people form or join? [C.r.3.a]
 - EQ: Why do people form or join groups? [C.r.3.b]
 - EQ: What makes a good friend? [C.r.3.c]
- **Relationships with diverse individuals can enrich a person's life. [C.r.4]**
 - EQ: What can we learn from those who are different from ourselves? [C.r.4.a]
 - EQ: What can we contribute to the lives of those who are different from ourselves? [C.r.4.b]

HISTORICAL REALM

*Unipkaat, Quliaqtuat, Uqaluktuat**

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [H.uqu.1]**
 - EQ: What do the definitions of *unipkaat*, *quliaqtuat*, and *uqaluktuat* tell about the Iñupiaq concept of history? [H.uqu.1.a]
 - EQ: What is gained by hearing the stories in the Iñupiaq language? [H.uqu.1.b]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [H.uqu.2]**
 - EQ: How is the spiritual dimension of life explored in *unipkaat*, *quliaqtuat*, and *uqaluktuat* ? [H.uqu.2.a]
 - EQ: How do these stories reveal the meaning of existence and the human place in the cosmos in the Iñupiaq worldview? [H.uqu.2.b]
- **Stories reveal the ways in which societies perceive their creation, origin and history and how the world and all in it is interpreted. [H.uqu.3]**
 - EQ: What do *unipkaat*, *quliaqtuat*, and *uqaluktuat* teach us? [H.uqu.3.a]
- **The acts of telling and hearing stories are integral to making meaning from the stories. [H.uqu.4]**
 - EQ: What is distinctive about the oral – as opposed to written – transmission of history? [H.uqu.4.a]

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

- EQ: How can we keep oral traditions and the art of storytelling alive? [H.uqu.4.b]

North Slope History

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [H.nsh.1]**
 - EQ: Why do languages die? [H.nsh.1.a]
 - EQ: How can moribund languages be revitalized? [H.nsh.1.b]
 - EQ: How has the loss of facility in speaking Iñupiaq affected events and people on the North Slope? [H.nsh.1.c]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [H.nsh.2]**
 - EQ: How have the practice and understanding of spirituality changed for indigenous peoples in the 20th and 21st centuries? [H.nsh.2.a]
 - EQ: In what ways have events in the development of the modern North Slope reflected traditional Iñupiaq spirituality? [H.nsh.2.b]
- **Analyzing history allows us to learn about ourselves and make informed decisions that shape our future. [H.nsh.3]**
 - EQ: How did the community decide on courses of action before the importation of modern democracy? [H.nsh.3.a]
 - EQ: How will knowing history help us make decisions for the future? [H.nsh.3.b]
 - EQ: How does self-knowledge relate to knowledge of the history of one's people? [H.nsh.3.c]

Modern History

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [H.mh.1]**
 - EQ: What place does the Iñupiaq language hold in the present and future world? [H.mh.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [H.mh.2]**
 - EQ: What are the spiritual ramifications of changes experienced in the colonization process? [H.mh.2.a]
- **Indigenous peoples worldwide have been changed by contact with imperialistic forces. [H.mh.3]**
 - EQ: What changes have indigenous peoples experienced as a result of contact with colonial powers? [H.mh.3.a]
 - EQ: What are the psychological, social, economic, and political ramifications of changes experienced in the colonization process? [H.mh.3.b]
 - EQ: What can Western cultures learn from indigenous cultures? [H.mh.3.c]

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

- **Individuals and groups can bring about change with concerted effort. [H.mh.4]**
 - EQ: What can I do to affect positive change? [H.mh.4.a]
 - EQ: What did my ancestors do to affect events in the past? [H.mh.4.b]
- **All change has both immediate and long-term roots in the past, as well as branches into the future. [H.mh.5]**
 - EQ: How can I learn the causes of contemporary problems? [H.mh.5.a]
 - EQ: How can I anticipate the future effects of today's actions and decisions? [H.mh.5.b]

INDIVIDUAL REALM

Creating Balance

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.cb.1]**
 - EQ: What challenges face today's youth who have not learned to speak Iñupiaq? [I.cb.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.cb.2]**
 - EQ: How does an individual maintain a spiritual mindset in today's world? [I.cb.2.a]
- **Our continued existence hinges on our ability to effectively navigate cultural domains in an ever-changing world. [I.cb.3]**
 - EQ: What constitutes balance among cultural domains? [I.cb.3.a]
 - EQ: What are the benefits of maintaining and dangers of losing this balance? [I.cb.3.b]

Leadership

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.l.1]**
 - EQ: How are various kinds of leaders and leadership expressed and recognized in the Iñupiaq language? [I.l.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.l.2]**
 - EQ: How do effective leaders embody spirituality? [I.l.2.a]
- **Informed leaders define and research issues and problems, consider alternatives and use community-driven standards to make conclusions. [I.l.3]**
 - EQ: What are the qualities and characteristics of effective leaders? [I.l.3.a]
 - EQ: What are my community's standards? [I.l.3.b]
- **As members of a community, we have the capacity and responsibility to affect our own lives and those of others in our world. [I.l.4]**

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

- EQ: How do I choose standards by which to distinguish between worthy and unworthy leadership? [I.1.4.a]
- EQ: What is my sphere of influence? [I.1.4.b]
- EQ: What can I do to contribute to my community? [I.1.4.c]

Women's Roles

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.wr.1]**
 - EQ: How are female roles reflected in language? [I.wr.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.wr.2]**
 - EQ: How have women's spiritual practices changed? [I.wr.2.a]
- **A female's role in her family and society changes as she grows older and has new experiences. [I.wr.3]**
 - EQ: What are the roles and duties of girls? [I.wr.3.a]
 - EQ: What are the roles and duties of women? [I.wr.3.b]
 - EQ: How does a girl learn to become a contributing woman in her family and community? [I.wr.3.c]
 - EQ: How can I make wise decisions about my sexuality? [I.wr.3.d]
- **As women in society we must make good decisions and take responsibility for our actions. [I.wr.4]**
 - EQ: How are women's roles complementary to men's roles in society? [I.wr.4.a]
 - EQ: How do we make good decisions? [I.wr.4.b]
 - EQ: In what ways have traditional roles changed and adapted to today's world? [I.wr.4.c]

Values and Beliefs

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.vb.1]**
 - How does the linguistic expression of the Iñupiaq values reveal worldview? [I.vb.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.vb.2]**
 - EQ: What is *ĩñua* and how does it inform all our actions? [I.vb.2.a]
- **Societies are held together by common values, beliefs and ideals. [I.vb.3]**
 - EQ: What is a "good" human being? [I.vb.3.a]
 - EQ: How are societies held together by common values, beliefs, and ideals? [I.vb.3.b]
 - EQ: How do values, beliefs, and ideologies change? [I.vb.3.c]
 - EQ: How do I determine a code of conduct for myself, my family, and my community? [I.vb.3.d]

Iñupiaq Learning Framework

Rebuilding our educational system according to *ĩñua* – our philosophies, history, language and interconnectedness with all living things.

Men's Roles

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.mr.1]**
 - EQ: How are male roles reflected in language? [I.mr.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.mr.2]**
 - EQ: How have men's spiritual practices changed? [I.mr.2.a]
- **A male's role in his family and society changes as he grows older and has new experiences. [I.mr.3]**
 - EQ: What are the roles and duties of boys? [I.mr.3.a]
 - EQ: What are the roles and duties of men? [I.mr.3.b]
 - EQ: How does a boy learn to become a contributing man in his family and community? [I.mr.3.c]
 - EQ: How can I make wise decisions about my sexuality? [I.mr.3.d]
- **As men in society we must make good decisions and take responsibility for our actions, which includes being prepared for the consequences of our actions. [I.mr.4]**
 - EQ: How are men's roles complementary to women's roles in society? [I.mr.4.a]
 - EQ: How do we make good decisions? [I.mr.4.b]
 - EQ: In what ways have traditional roles changed and adapted to today's world? [I.mr.4.c]

Naming

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.n.1]**
 - EQ: How do names affect the use of kinship terminology? [I.n.1.a]
 - EQ: How do Iñupiaq names convey information about individuals in space and time? [I.n.1.b]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.n.2]**
 - How is naming in Iñupiaq society imbued with beliefs and spiritual nuances? [I.n.2.a]
 - EQ: What are the relationships among namesakes? [I.n.2.b]
- **Personal names are more than ways to refer to ourselves; names have power. [I.n.3]**
 - EQ: How do our names affect our self-image and sense of identity? [I.n.3.a]
 - EQ: Why is naming important? [I.n.3.b]
 - EQ: What practices are followed in choosing names for people in different societies? [I.n.3.c]

Iñupiaq Learning Framework

Rebuilding our educational system according to *iñua* – our philosophies, history, language and interconnectedness with all living things.

Lifecycle

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [I.lc.1]**
 - EQ: What are the stages of life as described in the Iñupiaq language, and how do they affect our understanding of the meaning of becoming human? [I.lc.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [I.lc.2]**
 - EQ: How can I ensure that my understanding of the spiritual dimension of life deepens as I grow older? [I.lc.2.a]
- **Education is a life-long process. [I.lc.3]**
 - EQ: How can I continue to deepen my understanding and increase my wisdom throughout my life? [I.lc.3.a]
- **As we move through life, we need to make decisions that ensure our physical, emotional, spiritual and intellectual wellbeing. [I.lc.4]**
 - EQ: How can we reach our full potential as human beings? [I.lc.4.a]

***Unipkaat, Quliaqtuat, Uqaluktuat definitions**

*Unipkaa*q - legend, old story, fable, myth; to tell a legend, old story, fable, myth.

*Quliaqtua*q - life experience, story; to tell (it=story, one's experience)

*Uqaluktu*aq - true story, account of events that happened during the past two or three generations; to tell a true story.

