

Suggested Print Resources

- Boraas, Tracey. *Canada*. Capstone Press; Mankato, MN; 2001.
- Marceau-Chenkie, Brittany and Shelley Brookes. *Naya, the Inuit Cinderella*. Raven Rock Publishing, Yellowknife, NT; 2000.
- Murdoch, David and Lynton Gardiner. *Eyewitness: North American Indian*. DK Publishing, New York, NY; 2000.



My Inuit Family from Canada

Grades K–4

TEACHER'S GUIDE

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Families Around The World Video Series

includes these 24 programs:

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| • MY FAMILY FROM BRAZIL | • MY FAMILY FROM GREENLAND | • MY FAMILY FROM NEW YORK CITY |
| • MY FAMILY FROM BURKINA FASO | • MY FAMILY FROM ICELAND | • MY FAMILY FROM SERBIA-MONTENEGRO |
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| • MY FAMILY FROM CUBA | • MY FAMILY FROM JAPAN | • MY INUIT FAMILY FROM CANADA |
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From Asia to Africa, city to suburb, or rural farm to tropical rain forest, the presence of the family is common to all people and present in every culture throughout the world. Studying families from different places helps us to learn and appreciate both the similarities and differences between ourselves and others. Also, through exposure to cultures that are unfamiliar to them, children can learn to be accepting of people, lifestyles and traditions that may be very different from their own. The family — that special group of adults and children who care for, love, protect, and help each other — is both explored and celebrated in *Families Around the World*.



Program Summary

In *My Inuit Family from Canada*, students will meet 12-year-old Stephanie, her mother, aunt and two young cousins. Stephanie, an Amerindian, is a member of the Naskapi tribe. She goes to school near Quebec, but in the summertime she goes back to her traditional family camp which is deep in the Canadian forest. At Stephanie's camp there is a *teepee*, which is where the family usually sleeps, and a *shapatuan*, which is like a big family room. The *shapatuan* is where the family cooks, eats, and gathers in the evenings to talk, sing and dance. Stephanie's family is self-sufficient. Instead of buying food in supermarkets, they only eat what they have fished, hunted or picked. Every afternoon during the summer months, Stephanie and her family spend time together sewing. The Naskapi people are very skilled with both leather and bead work, and Stephanie especially enjoys making bracelets and necklaces. Stephanie is proud of her people and loves learning the traditional ways from her mother. At the moment, her mother is teaching her about Amerindian medicine, and how to use what nature offers to help her when she is sick or injured. After the evening meal, the family meets around the fire to talk about their day and to remember the past.

Geographical Information

Canada is the second largest country in the world after Russia. It occupies nearly two-fifths of the North American continent, and has a land area of approximately 10 million square kilometers. The country is comprised of provinces and territories which include Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Labrador, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Quebec, Saskatchewan and the Yukon. Canada is bordered by twelve states of the United States, and the Arctic, Atlantic and Pacific Oceans. The population of Canada is nearly 32 million, and its capital is Ottawa. Both English and French are considered official languages.

The Naskapi are a nomadic indigenous people who live in the northeastern part of Canada. There are about 800 Naskapi living in this region today and they speak a dialect of Algonquin.

Pre-viewing Discussion

Using a web, brainstorm with your students to determine who they consider to be members of their family. Share with your students that families come in all shapes and sizes and that a family is a group of adults and children who care for, love, protect and help each other. Use the following questions to help students access their thoughts and ideas about families.

- Who do you care for, love and help?
- Who cares for, loves and helps you?
- Does a family member have to be a person who lives with you?

After this discussion, ask students to draw a family portrait which includes all the people who they consider to be members of their family.

Follow-up Discussion

After viewing the program with your class, discuss the similarities and differences between their families and Stephanie's. Refer students back to the original definition of a family: *A group of adults and children who care for, love, protect, and help each other*. Ask them to provide examples from the video that demonstrate how this particular family expresses love, shows care and provides help for each other.

Follow-up Activities

- Have your students think about how they and Stephanie are alike and different. Ask students to fold a large piece of white construction paper in half. Have them head one half "Alike" and the other half "Different." Using illustrations have students draw pictures of things that are alike and different. For instance, students may draw a teepee on the "Different" half, and blueberry pancakes on the "Alike" half.
- Stephanie enjoys making dream catchers. Have your students make dream catchers of their own. Good instructions and a list of supplies are available at: www.enchantedlearning.com/crafts/Dreamcatcher.shtml
- Stephanie attends school away from her home. Have students think about what it might be like to have to go away for school and be separated from their families for long periods of time. What might they miss the most? The least? Have them write descriptive paragraphs which detail what they think the experience might be like.
- Stephanie and her family live in a teepee. Using craft sticks and fabric have students make model teepees. Students can paint designs on their teepees when they have finished the construction.
- Stephanie and her family really enjoy blueberries. Have students make a list of their favorite ways to enjoy blueberries and then create and illustrate a "Favorite Blueberry Foods Book." In addition, you may want to share the book *Blueberries for Sal* by Robert McCloskey (Penguin Putnam Books for Young Readers, 1976.).
- Using large, different colored beads and string have students make bracelets or necklaces. Encourage them to develop some type of a pattern using the different colored beads.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- 168.144.142.164/en/default.htm

This is the Web site of the Naskapi Community in Canada. It has a lot of good information about culture and history as well as photographs and current news and events.

- healthy.uwaterloo.ca/~museum/vexhibit/inuit/english/inuit.html

This Web site has a good collection of Inuit children's games that you can click on and learn how to play.

- pm.gc.ca/kids.asp?Language=E&page=kidspage

This Web site has lots of games, puzzles and information for children about Canada.