



Date: \_\_\_\_\_

## Inuit Naming Tradition

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:*

We respectfully acknowledge the Inuit people and the traditional territory of Nunatsiavut, Labrador from which this lesson plan originates. We also recognize Julie Sheppard Flowers, an Inuk educator, as the creator of this lesson plan.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, learnings, and to use their imaginations; [English Language Arts GCO 8]
2. demonstrate critical awareness of, and an understanding of the value for, the role of the arts in reflecting culture; [Art GCO 3]
3. demonstrate an understanding of culture, diversity, and worldview, while recognizing the similarities and differences reflected in various personal, cultural, and ethnic perspectives. [Social Studies GCO 2 ]

### LIST OF ACTIVITIES

1. Guest Speaker
2. Video Project
3. Name an Inuk
4. Self-Reflection Journal

### MATERIALS

- KWL Chart-example
- Assessment Resource: Video Project Rubric
- Video Project Rubric
- Equipment: video recorders and a video editing program or software
- Assessment Resource: Video Project Rubric
- Supplies: paper and coloured pencils for each student
- Assessment Resource: Video Project Rubric
- Supplies: a journal for each student
- Assessment Resource: Video Project Rubric



## Indigenous Ways of Knowing & Being

### Origin

Lesson plan developed by Julie Sheppard Flowers, Inuit Bachelor of Education program, Memorial University of Newfoundland and Nunatsiavut Government, Labrador  
Nunatsiavut  
Newfoundland and Labrador

### Learning Level / Grade

4



360 mins

### Related Subjects

Social Studies, Art, Family and Parenting, Indigenous Language, Archaeology, History, Civics, Literacy and Literature

## DESCRIPTION

In this lesson plan, students learn about the Inuit naming tradition, explore the origins of their own names, and draw comparisons between traditions.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

## TEACHERS' GUIDE

### Background/Foundational Information

- Teachers may learn more about Inuit Tapiriit Kanatami at <https://www.itk.ca/>

## ACTIVITIES

## 1 - Guest Speaker

**Purpose**

The purpose of this activity is intergenerational learning with students, teachers, and Elders or Knowledge Holders who share their naming tradition with the class.

Note: If possible, teachers access the book *How Nivi Got Her Names* to read with the class.

**Time:** 90 mins

**Activity Instructions****Teacher Preparation:**

Teachers invite an Elder or Knowledge Holder to share their naming tradition with the class. If an Inuk is not available in your region, reach out to other Indigenous groups/people, if possible, to share their naming tradition. Meet with the Elder or Knowledge Holder in advance to talk about the lesson and what you hope students will learn (e.g. meaning, importance, history, examples, stories, if this tradition is still being used, etc.) and other information about their culture that they would like to share.

**Student Expectations:**

Students will contribute and respond constructively through conversation in small and whole group discussions. They share thoughts, ideas, and questions and compare their own ideas with those of peers and others. Students will engage in, respond to, and evaluate a variety of oral presentations and texts. They listen attentively and demonstrate awareness of the needs, rights, and feelings of others. Students will respond critically to texts and apply a growing range of strategies to analyze and evaluate a text. Students will demonstrate growing awareness that all texts reflect a purpose and a perspective. They will explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts.

**Learning Context:**

In order to complete this lesson, the teacher and students must have a general knowledge about Inuit across Canada. Visit Inuit Tapiriit Kanatami at <https://www.itk.ca/>.

**Activation:**

Begin by showing a picture of an Inuksuk. Ask students, "What is this?" and "Whose culture does this structure belong to?" This can lead to a broader discussion about where Inuit live (north western Canada to the east coastal shores of Labrador), the general climate of most Inuit communities, and other aspects of Inuit life and culture. Explore pictures or videos from the internet to help distinguish this group of people. Once background information has been established, introduce the Inuit naming tradition and find out what students know and what they would like to know about the tradition. Ask prompting questions such as:

- What is a naming tradition?
- What are some naming traditions you know of?
- How did you get your names?
- Do you know how Inuit name their children?

Take notes on a whiteboard or SMART Board. Save this file to complete throughout the lesson. Depending on the class size, a KWL (which stands for Know, Want-to-Know, and Learned) can be completed as a group, in pairs, or individually. Many versions of KWL charts can be found on-line by searching for "KWL Chart." An example of one is included in the 'Materials' section.

**Connection:**

A guest speaker (i.e. Elder or Knowledge Holder) will share their knowledge about the Inuit naming tradition with the class. Allow time at the end of the session for students to ask questions about the tradition.

Note: If a member of another Indigenous group shares their naming tradition, remind the class that they will be comparing the two different naming traditions. Students can identify the similarities and differences of both traditions individually, in groups, or as a class.

Engage students in a discussion about what they learned. This can be added to the KWL chart. Also, ask students how the exercise made them feel, what was interesting, and if the tradition is similar to their traditions, etc. This can be completed through a group discussion or students can write/type their answers.

**Consolidation:**

Read: *How Nivi Got Her Names* (or a similar substitute reading)

Before reading the book aloud with the class, students will be asked to take note of words that are unfamiliar to them. Pause at Inuktitut words and check the glossary at the back of the book for pronunciation and meaning.

Begin reading the book on page four (leave the Introduction for last to clarify the tradition). Discuss the naming tradition on page eleven and ask who had predicted it correctly. Discuss the word "spirit" and ask students what they think it means in relation to Inuit naming. Share with the class how spirituality is an important aspect in Inuit traditions. Note that in some regions, traditional spiritual beliefs were slowly replaced by European religions brought by missionaries. For example, today, many Inuit in Nunatsiavut (Labrador) are Christians.

Once the story has been read, return to the introduction on pages two and three for further information and clarification. Discuss how the story relates to what the Elder or Knowledge Holder shared. Continue to add to the KWL chart.

**Performance Indicators:**

- Listening skills
- Participation
- Discussion
- Writing practice

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

Spiritual - students learn about the cultural significance of names from an Elder or Knowledge Holder

Emotional - students are encouraged to connect with the content personally

Physical - students observe images, such as the Inuksuk, that reflect Inuit culture

Intellectual - content is presented through a variety of forms; students reflect upon and express their learnings

**Materials**

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
KWL Chart-example	File (KWL Chart-example.pdf) 

## TEACHING NOTES

## 2 - Video Project

### Purpose

This activity connects students with their parents/family members as the students make a video or audio recording of them describing their name.

**Time:** 180 mins

### Activity Instructions

#### Teacher/Student Connection:

Teachers introduce the video project to the class, explaining that each student will make a video or audio clip of their parents/family members describing their name.

**Note:** Inform parents/family members of this project in advance to seek their consent to participate. If someone is uncomfortable with providing an interview, the student may present the information.

In preparation for the interview, students, in pairs, write down questions to ask about their name(s) and then share these questions with the class (10 minutes). The teacher can write the questions on a SMART Board or whiteboard. Students select four or five questions out of the list to include in the video and then write them in their notebooks (15 minutes). Questions may include:

- Why did you choose my first name?
- Does it have any special meaning?
- Am I named after a relative?

Discuss the expectations for the video as a class (10-15 minutes). Brainstorm what the video should entail and how they want it to appear. Set an appropriate time limit for the video and determine which program or App to use (Clips or iMovie). Also, discuss how to produce the best quality video:

- Bright lighting
- No background noise
- Speak loudly and clearly

Depending on school policy, iPads or tablets may be signed out to students for the recording and editing of the interview. Alternatively, some students may choose to use their personal devices. Ensure students' questions are ready and that they fully understand the expectations of the project before they begin. Provide students with enough time to complete the project as family members may be away, etc. Once videos are completed, provide students with time to edit their videos. They may like to add captions, filters, etc. (30-50 minutes).

### Consolidation:

Watch students' videos as a class or, if the class size is large, pair students to watch each other's videos. Once completed, re-group as a class and discuss the video project. Use the questions below as a guideline and write answers on a whiteboard or SMART Board for visual representation:

- Who was named after a relative?
- How many of your names come from a relative?
- How many have two names? How many have three names?
- Who was named after someone special such as a friend, a midwife, a nurse, etc.?
- How is the naming technique of your family similar to the Inuit naming tradition?
- How is the naming tradition of your family different from the Inuit naming tradition?

### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

- Spiritual - students learn about the significance of their names
- Emotional - students are encouraged to connect with the content personally
- Physical - students create through hands-on learning

- Intellectual - Students use technology to present information; students reflect upon what they have learned.

**Materials**

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Video Project Rubric</b>	File (video project rubric.pdf) 📄
A rubric for the teacher to use in assessing video projects and for students to understand (if it is shown to them beforehand) how this project will be assessed.	
<b>Equipment: video recorders and a video editing program or software</b>	Supplies 📦
The students will need access to video recorders. These can be iPods, iPads, digital video cameras, or tablets that may be signed out from the school. Or students may have access to their own video recording device on their cell phones, etc. Students will also need access to a video editing program or software to produce the final video.	

**TEACHING NOTES**

### 3 - Name an Inuk

#### Purpose

The purpose of this activity is to encourage students to use a range of strategies in writing, and other ways of representing, to:

- record, develop, and reflect on ideas
- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes.

Materials required are one piece of paper per student and coloured pencils.

**Time:** 60 mins

#### Activity Instructions

Students have an opportunity to name an Inuk (singular word for person) using the same principles as the Inuit naming tradition and referring back to Nivi in the book they read in the 'Guest Speaker' activity.

#### Connection:

Students will be naming an Inuk using the same naming tradition as the Inuit. Students can find or be provided with a colour-free outline of an Inuk (a person) to colour and name. Alternatively, they may draw their own Inuk to name. Students can use traditional clothing or current clothing trends. The Inuk image will be printed or drawn on one side of a sheet of paper and, on the opposite side, students will write down the Inuk's name with an explanation of how that name was chosen. Students can pretend that this individual is a relative and choose names of important people to them such as family or friends.

#### Consolidation:

Once completed, students may share their pictures and names in pairs or in small groups then return as a whole class. Teachers ask students to share a name or two each (15 minutes).

#### Additional Background Information for this Activity

<https://www.thecanadianencyclopedia.ca/en/article/project-surname>

#### ... in the following ways:

- Spiritual - students express the cultural significance of names
- Emotional - students are encouraged to connect with the content
- Physical - students create through artistic expression
- Intellectual - students reflect upon and express what they have learned

#### Materials

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
Supplies: paper and coloured pencils for each student	Supplies 📄

## TEACHING NOTES

## 4 - Self-Reflection Journal

### Purpose

This reflection activity supports students ability to connect with new learning and articulate their feelings, thoughts, ideas, and concepts in writing.

**Time:** 30 mins

### Activity Instructions

#### Extension:

Provide students with 20 minutes of thinking and writing time to reflect on what they have learned. Before they begin, discuss prompting ideas as a class, such as:

- How did working with your parents/guardians make you feel?
- How did you feel learning about yourself?
- How did you find learning from the Elder or Knowledge Holder guest speaker?
- Did you enjoy learning about an Indigenous group?
- Were there similarities in your own family?

### Student Expectations:

- Students may type or write their reflections
- For students who may need extra help, teachers can provide 'voice-to-text' software/app or a scribe to help them record their reflections.
- Students will use a range of strategies in writing to describe feelings, reactions, values and attitudes.

### Performance Indicators:

- Critical thinking
- Connection to self and others
- Writing mechanics

### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

- Spiritual - students reflect on the significance of their names
- Emotional - students reflect on their personal connection to the content
- Intellectual - students express what they have learned about the Inuit naming tradition and about themselves

### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: a journal for each student	Supplies 📁
The class may have journals already.	

TEACHING NOTES

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## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

Observational and Assignment Assessments for this lesson include:

- Listening skills
- Writing ability
- Participation in discussions
- Higher level thinking/critical thinking and analysis
- Text-to-self connections
- Presentation and communication skills

The video project rubric can also be used.

Resource Title	Type
<b>Assessment Resource: Video Project Rubric</b>	File (video project rubric.pdf) 

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Government of Nunavut</b>	<a href="#">Link</a> 
<b>Nunatsiavut Government</b>	<a href="#">Link</a> 
<b>Government of Northwest Territories</b>	<a href="#">Link</a> 
<b>Nunavik Government</b>	<a href="#">Link</a> 
<b>Naming in Inuit Communities: The Attack on Tradition with the Goal of Assimilation</b>	<a href="#">Link</a> 
<b>Project Surname</b>	<a href="#">Link</a> 
<b>Inuit Tapiriit Kanatami</b>	<a href="#">Link</a> 
This website contains reports and other helpful information and resources generated by ITK, the national representational organization aimed at protecting and advancing the rights and interests of Inuit in Canada.	
<b>Inuit Education in Nunatsiavut</b>	<a href="#">Link</a> 
<b>Inuit Bachelor of Education</b>	<a href="#">Link</a> 

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
This lesson incorporates Inuktitut language through the knowledge shared by an Elder or Knowledge Holder and through written text.
<b>Relationship with family, ancestors</b>
Students learn about the origin and significance of their own names from their family members.
<b>Connections are made with everyday life</b>
The video project is a connection between the subject (i.e. Inuit Naming Tradition) and the individual, as students learn about how they received their names. The stories and traditions associated to their own names provides meaning and context to their everyday life that can be linked to what they have already learned about naming traditions.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
<b>Intergenerational learning with Elders/Knowledge Holders</b>
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
<input checked="" type="checkbox"/> Care - demonstrated in the respectful sharing of knowledge and traditions <input checked="" type="checkbox"/> Respect - fostered by understanding, nurturing, and supporting our similarities and our differences <input checked="" type="checkbox"/> Truthfulness and Trust - demonstrated by open dialogue between teacher, students, community, and family <input checked="" type="checkbox"/> Integrity - reflected in the individual connections made to content.
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
Students are encouraged to reflect on their identity throughout the lesson as they draw connections between the Inuit naming tradition and the significance of their own names. The stories that their family share with them provide meaning and add to their sense of identity.
<b>Personal reflection time (connecting with thoughts and feelings)</b>
<p>Activity 1 - Guest Speaker: As an introduction to the subject of naming traditions, it is important to gain an understanding of what students already know, as well as what they would like to know about the subject. The KWL activity provides students with an opportunity to reflect and share what they know and what they hope to learn. After listening to a guest speaker (Elder or Knowledge Holder) share their knowledge of the Inuit naming tradition, students can then reflect on what they have learned.</p> <p>Activity 4 - The Reflection Journal provides students with an opportunity to reflect on what they have learned about the topic, what they have learned about themselves, and how these relate.</p>

**OTHER DETAILS**

**This Lesson Plan aims to meet curriculum expectations or outcomes for: Newfoundland and Labrador Yes**

**Unit Plan Title:** Making Connections

**CONTRIBUTORS**

<b>Name</b>	<b>Role/Job Title</b>	<b>Place</b>
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**QUESTIONS/MORE DETAILS**

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