
Iñupiaq Values Curriculum

Spirituality - Ukpiqqutiqaḡniq

North Slope Borough School District

Students will participate in activities that encourage an understanding of Iñupiaq spirituality.



Spirituality

We know the power
of prayer. We are a
spiritual people.



Ukpiqqutiqaḡniq

Iḡsimagikput qanutun aḡaayyutim suagḡatiqaḡtilaḡḡa. Iḡuunugut ukpiqqutiqaḡluta.

This curriculum is being piloted for the 2006-07 school year. Please send any recommendations for changes or improvements to chrisann.justice@nsbsd.org

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Introduction

The foundation of traditional Iñupiaq spirituality is that all people, animals, plants, the earth and all things on the earth have a spirit. This spirit is called Inua. The Iñupiaq spiritual philosophy requires that everything, both living and not, animate and inanimate, be treated with respect.

Iñupiaq expressed their spirituality in many ways. The things they did to communicate with or show respect for other spirit beings were a part of their everyday existence. They had many celebrations that involved dancing. They also had shamans. Shamans were people that had spiritual powers and were respected, revered and in some cases feared. Many shamans were good and helped and healed people. Others made people pay for their services and threatened to harm those that wouldn't do as they said.

Contact with Europeans brought diseases that the Iñupiaq were not able to easily resist. The Christian missionaries helped with medicine and brought many things that made life easier. They taught of a God that had a power greater than that of the shamans'. Most Iñupiaq embraced the Christian spiritual beliefs. Today most Iñupiaq are Christian.

There were many Iñupiaq spiritual traditions that the Christian missionaries did not understand. In some places dancing was prohibited. The use of shamans for healing was also discouraged. While there were shamans that the Iñupiaq feared there were also some that they trusted to help them when they were sick. Many of the Iñupiaq complied wholeheartedly with what the Christian missionaries asked of them. Others continued with their traditional practices but did so "underground."

Our goal as we integrate Iñupiaq spirituality into the classroom is to honor each individual's right to express their spirituality. We want students to explore their own understanding of spirituality as it relates to current Christian beliefs and practices as well as traditional Iñupiaq spiritual beliefs and practices. As students connect to their own spirituality, they will honor and respect themselves, each other, their parents, and their ancestors, resulting in stronger individuals, stronger families, and ultimately a stronger culture.

K3: Spirituality and the Value of Love and Respect for our Elders and One Another

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Love and Respect for Elders and One Another. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

K4: Spirituality and the Value of Compassion

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Compassion. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

K: Spirituality and the Value of Sharing

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Sharing. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Listening to and using new vocabulary in context

[K] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, where, and what questions after listening to a sentence, paragraph, or story

[K] 1.2.2 The student comprehends literal or inferred meaning from text by: Predicting and confirming outcomes when listening to a story

[K] 1.4.1 The student restates/summarizes information by: Retelling or dramatizing a familiar story (not necessarily in sequence) with or without the use of props

[K] 1.4.2 The student restates/summarizes information by: Restating information

after listening to text

[K] 1.8.1 The student analyzes literary elements and devices by: Identifying the setting (where) and important characters of a story

[K] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard

[K] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences

[K] 1.11.1 The student makes connections between cultural influences/events by: Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs)

First Grade: Spirituality and the Value of Cooperation

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Cooperation. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

State Grade Level Expectations Met through Activities:

Reading:

[1] 1.2.1 The student comprehends literal or inferred meaning from text by:
Answering who, what, where, and when questions after listening to or reading a story

[1] 1.2.2 The student comprehends literal or inferred meaning from text by:
Generating questions to clarify meaning of the text

[1] 1.2.3 The student comprehends literal or inferred meaning from text by:
Making and verifying predictions based on information from the story

[1] 1.2.4 The student comprehends literal or inferred meaning from text by:
Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)

[1] 1.4.1 The student restates/summarizes information by: Retelling or dramatizing a story after reading it

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.8.1 The student analyzes literary elements and devices by: Identifying problem and solution, main characters, and setting (where and when) in fiction

[1] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard*

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

[1] 1.11.1 The student makes connections between cultural influences/events by: Recognizing that stories originate in various cultures

Second Grade: Spirituality and the Value of Humor

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Humor. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

State Grade Level Expectations Met through Activities:

Reading:

[2] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering questions about information explicitly stated in text

[2] 1.2.2 The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction)

[2] 1.2.3 The student comprehends literal or inferred meaning from text by: Making simple inferences

[2] 1.2.4 The student comprehends literal or inferred meaning from text by: Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect)

[2] 1.4.1 The student restates/summarizes information by: Retelling or dramatizing a story after reading it*

[2] 1.4.2 The student restates/summarizes information by: Restating information after reading text*

[2] 1.8.1 The student analyzes literary elements and devices by: Identifying problem and solution, main characters, and setting in fiction

[2] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read

[2] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences, experiences of other, and other texts

[2] 1.10.2 The student connects themes by: Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts

[2] 1.11.1 The student makes connections between cultural influences/events by: Recognizing that stories originate in various cultures*

Third Grade: Spirituality and the Value of Knowledge of Language

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Read stories to the children or have them read stories that will teach them the legends of the Iñupiat and other Native groups. You can find books in the recommended reading section at the end of this unit.

Activity #2

Singing is one of the ways that spirituality is expressed. Have the class organize a Singspiration activity where songs are sung in Iñupiaq. Have the students express how honoring the language of their ancestors is related to spirituality.



Photo Opportunity: Take pictures of the singspiration participants.

Activity #3

Dancing is one of the ways that spirituality is expressed. Use local resources such as the Iñupiaq Language Teachers, aides, or other school personnel, community and family members to create a dance that represents the value: Knowledge of Language. Teach the students the dance and perform it for a group of students, family members and/or the community.



Photo Opportunity: Take pictures of the students learning and then performing the dance.

State Grade Level Expectations Met through Activities:

Reading:

[3] 1.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)

[3] 1.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (L)

[3] 1.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next) or rereading. (e.g., for clarification, confirmation, correction) (L)

[3] 1.2.3. The student comprehends literal or inferred meaning from text by: Making simple inferences (e.g., predicts logical outcomes)

[3] 1.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[3] 1.4.1. The student restates/summarizes information by: Retelling or dramatizing a story after reading it (L)

[3] 1.4.2. The student restates/summarizes information by: Restating information after reading a text or identifying accurate restatements

[3] 1.8.1. The student analyzes literary elements and devices by: Identifying or describing problem and solution, main characters, and setting in fiction

[3] 1.9.1. The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read (L)

[3] 1.10.1. The student connects themes by: Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)

[3] 1.10.2. The student connects themes by: Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts

[3] 1.11.1. The student makes connections between cultural influences/events by: Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L)

Fourth Grade: Spirituality and the Value of Avoidance of Conflict

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality. They will look at the value of Avoidance of Conflict with the intent to understand it's connection to spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Have the students do the following writing activity:

Write about a time when you were in a conflict. How did you feel? How do you think the other person felt? Tell how the conflict was resolved. Re-write the events showing a way that the conflict could have been avoided. How would things be different for you and the others involved if the conflict had been avoided? In your opinion is avoiding conflict a spiritual value? Defend your answer.

Activity #3

Have the students do the following exploratory activity and report back to the class on their findings.

Talk to a person you know that is very good at avoiding conflicts or resolving conflicts without hurting others. Ask them questions such as:

1. Do you have to try hard to avoid conflicts or is it easy for you?
2. Was there a time when it was really hard for you to avoid conflicts?
3. How does avoiding conflicts make you feel?
4. How do your spiritual beliefs influence the way you treat others?
5. What advice do you have for people trying to avoid conflict?

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[4] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why is this character not telling the truth, why are bears with cubs especially dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)

[4] 2.2.3. The student comprehends literal or inferred meaning from text by: Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)

[4] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[4] 2.4.1. The student restates/summarizes and connects information by: Retelling a story in correct sequence or identifying the correct sequence of events in a story (L)

[4] 2.4.2. The student restates/summarizes and connects information by: Restating and summarizing information after reading a text or identifying accurate re-statements and summaries

[4] 2.8.1. Analyzes and evaluates literary elements and devices by: Identifying or describing in fiction: plot (e.g., main conflict or problem, sequence of events); settings (e.g., how it affects the characters or plot); characters (e.g., physical characteristics, personality traits, motivation)

[4] 2.8.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors (L)

[4] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

[4] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[4] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose (e.g., helping others brings great rewards)

[4] 2.11.1. Connects and evaluates cultural influences/events by: Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L)

[4] 2.11.2. Connects and evaluates cultural influences/events by: Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Raven) (L)

Writing:

[4] 2.1.1. The student writes about a topic by: Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.2. The student writes about a topic by: Organizing ideas logically (L)

[4] 2.1.3. The student writes about a topic by: Writing a story or composition with a beginning and middle and ending with a concluding statement (L)

[4] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, problem and solution

[4] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations)

[4] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays or lyrics) (L)

[4] 2.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of simple and complex sentences including the conjunctions and, or, but, or because

[4] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words and contractions) (L)

[4] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences,

commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

[4] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting usage mistakes in subject/verb agreement (L)

[4] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus and to support main ideas

[4] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[4] 2.5.1. The student documents sources by: Giving credit for others' information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[4] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries (L)

[4] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

Fifth Grade: Spirituality and the Value of Humility

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality. They will look at the value of Humility with the intent to understand it's connection to spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Have the students do the following exploratory activity and report back to the class on their findings.

Talk to a person that you think is humble. Ask them some questions to help you understand why they are humble and how being humble affects their life.

1. What does being humble mean?
2. What are some reasons that it is important to be humble?
3. How has being humble affected your life?
4. Have you ever been prideful and then regretted it?
5. How do your spiritual beliefs help you to be humble?
6. How can people learn to be humble through spirituality?
7. How do you think the value of humility related to the value of spirituality?

Write down the answers to their questions. Write how you feel about the answers and then report back to the class.

State Grade Level Expectations Met through Activities:

Reading:

[5] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction) (L)

[5] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[5] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)

[5] 2.4.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text

[5] 2.8.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors

[5] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

[5] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[5] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[5] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

[5] 2.11.1. Connects and evaluates cultural influences/events by: Identifying cultural influences in texts (e.g., dialects, customs, traditions geography) (L)

[5] 2.11.2. Connects and evaluates cultural influences/events by: Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Anansi the spider (African) and coyote (American Southwest)) (L)

Writing:

[5] 2.1.1. The student writes about a topic by: Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph

[5] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. The student writes about a topic by: Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L)

[5] 2.1.4. The student writes about a topic by: Writing a concluding statement

[5] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, and basic plot

[5] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[5] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[5] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[5] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

[5] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

[5] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[5] 2.5.1. The student documents sources by: Giving credit for others' ideas, images and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[5] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)

[5] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

Sixth Grade: Spirituality and the Value of Respect for Nature

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality. They will look at the value of Respect for Nature with the intent to understand it's connection to spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Have the students do the following writing activity:

Write about how you think the value of respect for nature is related to the value of spirituality. Tell about why nature is important to you. Tell at least three ways that you can show respect for nature. Look at each of the following areas of nature and tell at least one way that Iñupiaq people showed respect for each area.

1. Ocean
2. River
3. Land
4. Animals
5. Plants
6. People

How is respect to each of these areas related?

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction) (L)

[6] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[6] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)

[6] 2.4.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text

[6] 2.8.1. Analyzes and evaluates literary elements and devices by: Identifying or describing in fiction: plot (e.g., main conflict or problem, sequence of events, resolution); settings (e.g., how it affects the characters or plot); characters (e.g., physical characteristics, personality traits, motivation, growth and change); point of view (who is telling the story)

[6] 2.8.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors

[6] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

[6] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Identifying bias/propaganda by citing textual evidence

[6] 2.9.3. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[6] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[6] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

[6] 2.11.1. Connects and evaluates cultural influences/events by: Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)

Writing:

[6] 2.1.1. The student writes about a topic by: Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details

[6] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. The student writes about a topic by: Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)

[6] 2.1.4. The student writes about a topic by: Writing a concluding statement

[6] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)

[6] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[6] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[6] 2.2.4. The student writes for a variety of purposes and audiences by: Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)

[6] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing

[6] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[6] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)

[6] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear

[6] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[6] 2.4.3. The student revises writing by: Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.5.1. The student documents sources by: Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[6] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)

[6] 2.6.2. The student uses resources by: Using a thesaurus to find synonyms for common words (L)

[6] 2.6.3. The student uses resources by: Writing with a word processor using formatting features to produce a final draft (L)

Seventh Grade: Spirituality and the Value of Family & Kinship

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality. They will look at the value of Family and Kinship with the intent to understand it's connection to spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Have the students do the following writing activity:

Write about how you think the value of family and kinship is related to the value of spirituality. Tell about five ways that you show that you value family and kinship. What are three traditional Iñupiaq beliefs that have to do with family and kinship?

State Grade Level Expectations Met through Activities:

Reading:

[7] 3.3.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[7] 3.3.2. The student restates/summarizes and connects information by: Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information

[7] 3.3.3. The student restates/summarizes and connects information by: Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)

[7] 3.4.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)

[7] 3.4.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[7] 3.4.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[7] 3.4.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[7] 3.5.1. The student follows written directions by: Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question) (L)

[7] 3.7.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme

[7] 3.7.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[7] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[7] 3.8.1. The student analyzes content of text to differentiate fact from opinion by: Identifying bias/propaganda by citing textual evidence

[7] 3.8.2. The student analyzes content of text to differentiate fact from opinion by: Identifying or analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence

[7] 3.9.1. The student connects themes by: Locating evidence within the text to make connections to an author's message, theme, or purpose

[7] 3.9.2. The student connects themes by: Utilizing textual evidence to make thematic connections between texts

[7] 3.9.3. The student connects themes by: Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

[7] 3.10.1. Connects and evaluates cultural influences/events by: Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., creation stories) (L)

[7] 3.10.2. Connects and evaluates cultural influences/events by: Analyzing the effects of historical or cultural influences/events on texts (L)

Writing:

[7] 3.1.1. The student writes about a topic by: Writing a thesis statement that identifies the focus or controlling idea for the entire composition

[7] 3.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement

[7] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases

[7] 3.1.4. The student writes about a topic by: Writing a conclusion that supports the thesis or summarizes the main ideas

[7] 3.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using setting and character to advance the plot (L)

[7] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe

[7] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)

[7] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[7] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[7] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)

[7] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[7] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[7] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)

[7] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[7] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[7] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[7] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[7] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[7] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[7] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[7] 3.6.3. The student uses resources by: Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)

Eighth Grade: Spirituality and the Value of Hunting Traditions

Students will participate in activities that encourage an understanding of traditional Iñupiaq spirituality. They will look at the value of Hunting Traditions with the intent to understand it's connection to spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Have the students do the following writing activity:

Write ways that hunting traditions are linked to the value of spirituality. How is spirituality expressed through hunting traditions? Name and describe in detail at least two hunting traditions or beliefs and how they would be related to traditional Iñupiaq spiritual beliefs. Tell about a hunting experience that has to do with spirituality. It can be your own or someone else's.

State Grade Level Expectations Met through Activities:

Reading:

[8] 3.3.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[8] 3.3.2. The student restates/summarizes and connects information by: Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information

[8] 3.3.3. The student restates/summarizes and connects information by: Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)

[8] 3.4.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[8] 3.4.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[8] 3.4.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[8] 3.5.1. The student follows written directions by: Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question) (L)

[8] 3.7.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme

[8] 3.7.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[8] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[8] 3.8.1. The student analyzes content of text to differentiate fact from opinion by: Identifying bias/propaganda by citing textual evidence

[8] 3.8.2. The student analyzes content of text to differentiate fact from opinion by: Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence

[8] 3.9.1. The student connects themes by: Locating evidence within the text to make connections to an author's message, theme, or purpose

[8] 3.9.2. The student connects themes by: Utilizing textual evidence to make thematic connections between texts

[8] 3.9.3. The student connects themes by: Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

[8] 3.10.1. Connects and evaluates cultural influences/events by: Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family/community identity formation) (L)

[8] 3.10.2. Connects and evaluates cultural influences/events by: Analyzing the effects of historical or cultural influences/events on texts (L)

Writing:

[8] 3.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph

[8] 3.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement

[8] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases

[8] 3.1.4. The student writes about a topic by: Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)

[8] 3.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L)

[8] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[8] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)

[8] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[8] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[8] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[8] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[8] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[8] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[8] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

Ninth Grade: Spiritual Systems: Beliefs and Spiritual Practices

Students will participate in activities that encourage an understanding of traditional Iñupiaq spiritual beliefs and practices as well as those of another spiritual system. Students will be encouraged to evaluate their own understanding of spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiat and other Native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Give each of your students a copy of the list of books in the recommended reading section. Encourage them to use the books not only to help them with the research for the next activity but as a way to explore their understanding of their own spirituality.

Activity #3

Find a spiritual system or religion (past or present) to research. Find out what some of the basic beliefs are in that system or religion. Write at least five of the most basic beliefs. (Provide your students copies of the Recommended Reading and Helpful Websites sections, found at the end of the curriculum unit, to help them with their research.)

Find out what practices followers of this spiritual system engage in. Describe at least three spiritual practices and explain when the practice is done or used and what effect it has on the person doing it. Examples of spiritual practices are: prayer, meditation, lighting of candles, offering of sacrifices, pilgrimages, confessions, temple or church attendance, singing or chanting.

Compare these beliefs and spiritual practices with those of Iñupiaq people before or after Christianization. Resources for information on pre-contact spiritual practices can be found in the Recommended Reading section.

Report back to your class on what you have learned.

State Grade Level Expectations Met through Activities:

Reading:

[9] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[9] 4.2.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[9] 4.2.2. The student restates/summarizes and connects information by: Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information

[9] 4.3.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[9] 4.3.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[9] 4.3.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[9] 4.3.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[9] 4.3.5. Demonstrates understanding of main ideas/arguments by: Locating and using evidence from texts to assess the validity of an author's ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)

[9] 4.3.6. Demonstrates understanding of main ideas/arguments by: Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)

[9] 4.4.1. The student follows written directions by: Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order)

[9] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[9] 4.6.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[9] 4.6.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[9] 4.6.4. Analyzes and evaluates literary elements and devices by: Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone

[9] 4.7.1. The student analyzes content of text to differentiate fact from opinion by: Identifying bias/propaganda by citing textual evidence

[9] 4.7.2. The student analyzes content of text to differentiate fact from opinion by: Analyzing author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence

[9] 4.8.1. The student connects themes by: Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[9] 4.8.2. The student connects themes by: Analyzing and evaluating textual evidence to make thematic connections between texts

[9] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

[9] 4.9.1. Connects and evaluates cultural influences/events by: Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., mythology, colonialism; Western/Eastern medicine) (L)

[9] 4.9.2. Connects and evaluates cultural influences/events by: Analyzing the effects of historical or cultural influences/events on texts (L)

Writing:

[9] 4.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

[9] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[9] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases

[9] 4.1.4. The student writes about a topic by: Writing a concluding paragraph that connects concluding elements to the introductory elements

[9] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[9] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[9] 4.2.4. The student writes for a variety of purposes and audiences by: Using research-based information and/or analysis in research projects or extended reports (L)

[9] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[9] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[9] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[9] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[9] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[9] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

[9] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[9] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[9] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[9] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[9] 4.5.1. The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[9] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[9] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[9] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Tenth Grade: Spiritual Systems: Beliefs and Code of Conduct

Students will participate in activities that encourage an understanding of traditional Iñupiaq spiritual beliefs and code of conduct as well as those of another spiritual system. Students will be encouraged to evaluate their own understanding of spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiaq and other native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Give each of your students a copy of the list of books in the recommended reading section. Encourage them to use the books not only to help them with the research for the next activity but as a way to explore their understanding of their own spirituality.

Activity #3

Find a spiritual system or religion (past or present) to research. Find out what some of the basic beliefs are in that system or religion. Write at least five of the most basic beliefs. (Provide your students copies of the Recommended Reading and Helpful Websites sections, found at the end of the curriculum unit, to help them with their research.)

Find out what this spiritual system believes to be a correct code of conduct. What is considered proper behavior and what is considered improper? Describe at least five aspects of this system’s code of conduct.

Compare these beliefs and codes of conduct with those of Iñupiaq people before or after Christianization. Resources for information on pre-contact spiritual practices can be found in the Recommended Reading section.

Report back to your class on what you have learned.

State Grade Level Expectations Met through Activities:

Reading:

[10] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[10] 4.2.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[10] 4.2.2. The student restates/summarizes and connects information by: Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information

[10] 4.3.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[10] 4.3.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[10] 4.3.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[10] 4.3.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[10] 4.3.5. Demonstrates understanding of main ideas/arguments by: Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)

[10] 4.3.6. Demonstrates understanding of main ideas/arguments by: Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)

[10] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[10] 4.6.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[10] 4.6.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone

[10] 4.6.4. Analyzes and evaluates literary elements and devices by: Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone

[10] 4.7.1. The student analyzes content of text to differentiate fact from opinion by: Identifying bias/propaganda by citing textual evidence

[10] 4.7.2. The student analyzes content of text to differentiate fact from opinion by: Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence

[10] 4.8.1. The student connects themes by: Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[10] 4.8.2. The student connects themes by: Analyzing and evaluating textual evidence to make thematic connections between texts

[10] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

[10] 4.9.1. Connects and evaluates cultural influences/events by: Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)

[10] 4.9.2. Connects and evaluates cultural influences/events by: Analyzing the effects of historical or cultural influences/events on texts (L)

Writing:

[10] 4.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into

an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

[10] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[10] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

[10] 4.1.4. The student writes about a topic by: Writing a conclusion that ties it to the introduction

[10] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[10] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[10] 4.2.4. Using research-based information and/or analysis in research projects or extended reports (L)

[10] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[10] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[10] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[10] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[10] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[10] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

[10] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[10] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)

[10] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[10] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[10] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[10] 4.5.1. The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[10] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[10] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[10] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[10] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Eleventh Grade: Spiritual Systems: Beliefs and Life after Death

Students will participate in activities that encourage an understanding of traditional Iñupiaq spiritual beliefs and understandings about life after death as well as those of another spiritual system. Students will be encouraged to evaluate their own understanding of spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiaq and other native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Give each of your students a copy of the list of books in the recommended reading section. Encourage them to use the books not only to help them with the research for the next activity but as a way to explore their understanding of their own spirituality.

Activity #3

Find a spiritual system or religion (past or present) to research. Find out what some of the basic beliefs are in that system or religion. Write at least five of the most basic beliefs. (Provide your students copies of the Recommended Reading and Helpful Websites sections, found at the end of the curriculum unit, to help them with their research.)

Find out what this spiritual system believes about life after death. Describe at least three aspects surrounding this system’s beliefs.

Compare these beliefs about life after death with those of Iñupiaq people before or after Christianization. Resources for information on pre-contact spiritual practices can be found in the Recommended Reading section.

Report back to your class on what you have learned.

Twelfth Grade: Spiritual Systems: Beliefs and Deity

Students will participate in activities that encourage an understanding of traditional Iñupiaq spiritual beliefs and understanding of deity as well as those of another spiritual system. Students will be encouraged to evaluate their own understanding of spirituality.

Activity #1

Traditionally values were taught by example and through story telling. Have the students read stories that will teach them the legends of the Iñupiaq and other native groups. As students read about the lives of Iñupiaq in books such as, “The Winter Walk,” and “Once Upon an Eskimo Time,” they will become more familiar with how things used to be and gain a better understanding of how life was lived according to traditional beliefs. You can find books in the recommended reading section at the end of this unit.

Activity #2

Give each of your students a copy of the list of books in the recommended reading section. Encourage them to use the books not only to help them with the research for the next activity but as a way to explore their understanding of their own spirituality.

Activity #3

Find a spiritual system or religion (past or present) to research. Find out what some of the basic beliefs are in that system or religion. Write at least five of the most basic beliefs. (Provide your students copies of the Recommended Reading and Helpful Websites sections, found at the end of the curriculum unit, to help them with their research.)

Find out what this spiritual system believes about God or Gods. How is God, or are the Gods described? What relationship do followers of that system have with their God or Gods? How does God or the Gods communicate with the followers and how do the followers communicate with God or the Gods?

Compare these beliefs about deity with those of Iñupiaq people before or after Christianization. Resources for information on pre-contact spiritual practices can be found in the Recommended Reading section.

Report back to your class on what you have learned.

Recommended Reading

When researching an organized religion you can usually find a book that will explain the major points of doctrine or what are considered to be the standard beliefs within that system. Traditional Iñupiaq spiritual beliefs will not be found in this type of a book. In order to understand the traditional beliefs students will need to read books that tell about Iñupiaq people's lives. If they read with the intent to gain an understanding of spiritual beliefs they will find the answers in the stories. This isn't the "easy" way to get information but it is the richest way. As students read and share insights gained from stories of real people they will come away with much more than mere facts. Our goal is to have the students look at all of the values, the path that they are on and the path that others have taken within the context of spirituality.

Picture Books:

Altman, Linda Jacobs. *Singing with Momma Lou*

Baker, Olaf. *Where the Buffaloes Begin*

Berger, Barbara Helen. *A Lot of Otters*

Bowen, Anne. *I Loved You Before You Were Born*

Bruchac, Joseph. *Between Earth & Sky: Legend of Native American Sacred Places*

Bruchac, Joseph. *How the Stars Feel into the Sky: A Navajo Legend*

Bruchac, Joseph. *The Earth under Sky Bear's Feet*

Bruchac, Joseph. *The First Strawberries*

Bruchac, Joseph. *Thirteen Moons on Turtle's Back*

Bushey, Jeanne. *A Sled Dog for Moshi*

Costanzo, Charlene. *The Twelve Gifts of Birth*

Dabovich, Lydia. *The Polar Bear Son: An Inuit Tale*

Drabek, Alisha S. *The Red Cedar of Afognak: A Driftwood Journey*

Dwyer, Mindy. *Aurora: A Tale of the Northern Lights*

Dyer, Wayne W. *Incredible You! 10 Ways to Be Happy Inside and Out*

Dyer, Wayne W. *Unstoppable Me! 10 Ways to Soar Through Life*

Edwardson, Debby Dahl. *Whale Snow*

Ekoomiak, Normee. *Arctic Memories*

Fitka, Alice N. *Sap'akigka*

Goble, Paul. *Adopted by the Eagles*

Goble, Paul. *Buffalo Woman*

Goble, Paul. *Dream Wolf*

Picture Books Continued:

Goble, Paul. *Gift of the Sacred Dog*
Goble, Paul. *The Girl who Loved Wild Horses*
Goble, Paul. *The Lost Children*
Griese, Arnold. *Anna's Athabaskan Summer*
Jimmie, Elsie. *How the Crane got its Blue Eyes*
Joose, Barbara M. *Mama, Do You Love Me?*
Ketzler, Alexander. *First Medicine Man*
Kinsey-Warnock, Natalie. *The Fiddler of the Northern Lights*
Kittredge, Frances. *An Eskimo Boy in the Days of the Whaling Ships*
Kittredge, Frances. *Neeluk An Eskimo Boy in the Days of the Whaling Ships*
Kusugak, Michael Arvaaluk. *Baseball Bats for Christmas*
Kusugak, Michael Arvaaluk. *Northern Lights: Soccer Trails*
Lewis, Paul Owen. *Frog Girl*
Lewis, Paul Owen. *Storm Boy*
Lindbergh, Reeve. *The Circle of Days*
Lucado, Max. *You are Special*
Lucado, Max. *You are Special*
Magdanz, James. *Go Home, River*
Martin, Jacqueline, Briggs. *The Lamp, the Ice, and the Boat Called Fish*
Martin, Rafe. *Birdwing*
Martin, Rafe. *The Boy Who Lived with the Seals*
Martin, Rafe. *The Eagle's Gift*
Martin, Rafe. *The Rough-Face Girl*
Martindale, Vivian. *Children of the Midnight Sun*
McDermott, Gerald. *Raven: A Trickster Tale from the Pacific Northwest*
Munsch, Robert N. *A Promise is a Promise*
Munsch, Robert. *Love You Forever*
Murphy, Clair Rudolf. *Caribou Girl*
Nanogak, Agnes. *More Tales From the Igloo*
Neson, S.D. *Gift Horse*
Nicolai, Margaret. *Kitaaq*
Nicolai, Margaret. *Kitaaq Goes ice Fishing*
Polacco, Patricia. *Pink and Say*
Renner, Michelle. *The Girl Who Swam With the Fish*
Robinson, Tom D. *An Eskimo Birthday*
Rogers, Jean. *Goodbye, My Island*
Scott, Ann Herbert. *On Mother's Lap*

Picture Books Continued:

Shahan, Shery. *Frozen Stiff*
Sloat, Teri. *Berry Magic*
Sloat, Teri. *The Eye of the Needle*
Sloat, Teri. *The Hungry Giant of the Tundra*
Wassillie, Marie. *Egg Hunting*
Winslow, Barbara. *Dance on a Sealskin*
Yoshi, Marjorie Barker. *Magical Hands*

Books for Understanding Native Life, Culture and/or Spirituality:

Angilirq, Paul Apak. *Atanarjuat, The Fast Runner*
Barker, James H. *Always Getting Read, Upterrlainarluta: Yup'ik Eskimo Subsistence in Southwest Alaska*
Beck, Mary Giraudo. *Shamans and Kushtakas: North Coast Tales of the Supernatural*
Bergstrom, Amy. *The Seventh Generation*
Bogeyaktuk, Anatole. *Taprarmiuni Kassiyulriit: Stebbins Dance Festival*
Bodenhorn, Barbara. *The Whales They Give Themselves*
Bodfish, Waldo. *Kusiq: An Eskimo Life*
Boom, Corrie Ten. *The Hiding Place*
Briggs, Jean L. *Never in Anger: Portrait of an Eskimo Family*
Brown, Emily. *Tales of Ticasuk: Eskimo Legends and Stories*
Bruchac, Joseph. *Raven Tells Stories: An Anthology of Alaskan Native Writing*
Burch, Ernest S., Jr. *The Inupiaq Eskimo Nations of Northwest Alaska*
Burnett, Frances Hodgson. *The Secret Garden*
Corral, Roy. *Alaska Native Ways: What the Elders Have Taught Us*
Cox, Loretta Outwater. *The Winter Walk*
Cox, Outwater. *Storytellers' Club: The Picture-Writing Women of the Arctic*
De Laguna, Frederica. *Tales from the Dena: Indian Stories from the Tanana, Koyukuk, and Yukon Rivers*
Ehrlich, Gretel. *This Cold Heaven: Seven Seasons in Greenland*
Fienup-Riordan, Ann. *Eskimo Essays: Yup'ik Lives and How We See Them*
Fienup-Riordan, Ann. *Hunting Tradition in a Changing World: Yup'ik Lives in Alaska Today*
Fienup-Riordan, Ann. *The Living Tradition of Yup'ik Masks: Agayuliyararput: Our Way of Making Prayer*
Gibran, Kahill. *The Prophet*
Griese, Arnold. *The Way of Our People*
Guthridge, George. *The Kids from Nowhere*

Books for Understanding Native Life, Culture and/or Spirituality Continued:

- Hall, Edwin S. *The Eskimo Storyteller: Folktales from Noatak, Alaska*
- Harris, Christie. *Raven's Cry*
- Hess, Bill. *Gift of the Whale The Iñupiat Bowhead Hunt, A Sacred Tradition*
- Hill, Kirkpatrick. *Toughboy and Sister*
- Hill, Kirkpatrick. *Winter Camp*
- Holleman, Marybeth. *Heart of the Sound*
- Houston, James A. *White Dawn: An Eskimo Sage: An Eskimo Saga*
- Jans, Nick. *A Place Beyond: Finding Home in Arctic Alaska*
- Jans, Nick. *The Last Light breaking: Living Among Alaska's Inupiat Eskimos*
- Jenness, Ayllette. *In Two Worlds: A Yup'ik Eskimo Family*
- Kantner, Seth. *Ordinary Wolves*
- Kawagley, Oscar A. *A Yupiaq Worldview: A Pathway to Ecology and Spirit*
- Kizzia, Tom. *The Wake of the Unseen Object: Travels Through Alaska's Native Landscapes*
- Langdon, Steve J. *The Native People of Alaska*
- Lopp, Louise Kittredge. *Ice Window: Letters from a Bering Strait Village, 1892-1902*
- Lord, Nancy. *Fishcamp: Life on an Alaskan Shore*
- Lowenstein, Tom. *Ancient Land*
- Luke, Howard. *My Own Trail*
- Marshall, Catherine. *Christy*
- Morgan, Lael. *Art and Eskimo Power: The Life and Times of Alaskan Howard Rock*
- Mowat, Farley. *People of the Deer*
- Mulcahy, Joanne B. *Birth and Rebirth on an Alaskan island: The Life of an Alutiiq Healer*
- Napoleon, Harold. *Yuuyaraq: The Way of the Human Being*
- Niven, Jennifer. *Ada Blackjack: A True Story of Survival in the Arctic*
- Norman, Howard. *In Fond Remembrance of Me*
- Norman, Howard. *Northern Tales: Stories from the Native Peoples of the Arctic and Sub-Arctic Regions*
- Norman, Howard. *The Girl Who Dreamed Only Geese: And Other Tales of the Far North*
- North Slope Borough. *Ways of Survival 1982 Elder's Conference*
- Northwest Arctic Borough School. *Lore of the Iñupiat: The Elders Speak*
- Okpik, D.G. *Fish Head Soup Neo-Modern Native Literature*
- Oman, Lela Kiana. *The Epic of Qayaq The Longest Story Ever Told By My People*
- Paterson, Katherine. *Jacob Have I Loved*
- Pinson, Elizabeth. *Alaska's Daughter: An Eskimo Memoir of the Early Twentieth Century*
- Rasmussen, Knud. *Beyond the High Hills: A Book of Eskimo Poems*

Books for Understanding Native Life, Culture and/or Spirituality Continued:

Reid, Bill. *The Raven Steals the Light*

Rink, Hinrich. *Tales and Traditions of the Eskimo*

Roesch, E.P. *Ashana*

Slwooko, Grace. *Review of Sivuuqam Ungipaghaatangi II St. Lawrence Island Legends II*

Terry, Steven B. *Maniilaq: Prophet from the Edge of Nowhere*

Thomas, Lesley. *Flight of the Goose: A Story of the Far North*

Turner, Edith. *The Hands Feel It*

Wallis, Velma. *Bird Girl and the Man Who Followed the Sun*

Wallis, Velma. *Raising Ourselves: A Gwich'in Coming of Age Story from the Yukon River*

Wallis, Velma. *Two Old Women*

White, Elizabeth Q. *No Turning Back A Hopi Woman's Struggle to Live in Two Worlds*

Wilder, Edna. *Once Upon an Eskimo Time*

Books for Spiritual System Research:

Bolick, Nancy O'Keefe. *Shaker Villages*

Capek, Michael. *A Personal Tour of A Shaker Village*

Cohen, Daniel. *Meditation: What it Can Do for You*

Corlett, William. *The Islamic Space*

Corlett, William. *The Question of Religion*

Fadiman, James. *Essential Sufism*

Fellows, Ward J. *Religions East and West*

Gonzalez-Balado Jose Luis. *Mother Teresa In My Own Words*

Gordon, Matthew S. *Islam World Religions*

Hamilton, J. Taylor. *History of the Moravian Church*

Hostetler, John A. *Amish Roots: A Treasury of History, Wisdom, and Lore*

Johnson, Paul. *A History of Christianity*

Kushner, Harold S. *How Good Do We Have to Be?*

Lewis, Hunter R. *A Question of Values*

Lippman, Thomas W. *Understanding Islam*

McManners, John. *The Oxford Illustrated History of Christianity*

Morse, Flo. *The Shakers and the World's People*

Neusner, Jacob. *World Religions in America*

Nolt, Steven M. *A History of the Amish*

Parrinder, Geoffrey. *World Religions From Ancient History to the Present*

Renard, John. *The Handy Religion Answer Book*

Sherrow, Victoria. *Native American Culture, Spiritual Life*

Books for Spiritual System Research Continued:

Sherrow, Victoria. *Native Latin American Cultures, Spirituality*
Society for the promotion of Buddhism. *The Teachings of the Buddha*
Steins, Richard. *Morality*
Stoddard, Alexandra. *Making Choices*

Books for self-reflection on spirituality:

Bloodworth, Venice J. *Key to Yourself*
Campbell, Joseph. *The Hero with a Thousand Faces*
Carlson, Richard. *You Can Be Happy No Matter What: Five Principles for Keeping Life in Perspective*
Coelho, Paul. *The Alchemist*
Dyer, Wayne W. *Real Magic: Creating Miracles in Everyday Life*
Dyer, Wayne W. *The Power of Intention*
Dyer, Wayne. W. *Getting in the Gap: Making Conscious Contact with God Through Meditation*
Frankel, Victor. *Man's Search for Meaning*
Gibran, Kahlil. *The Prophet*
Jampolsk, Gerlad G. *Love Is Letting Go of Fear*
Kushner, Harold S. *When Bad Things Happen to Good People*
Lewis, C.S. *The Great Divorce*
Nayar, Pyarelal and Sushila. *Mahatma Gandhi, A Biography*
Peck, Scott. *The Road Less Traveled*
Pilgrim, Peace. *Peace Pilgrim: Her Life and Work in Her Own Words*
Ruiz, Don Miguel. *The Four Agreements*
Taylor, Howard. *Hudson Taylor's Spiritual Secret*
Tolle, Eckhart. *The Power of Now*

Books on the spiritual belief of re-incarnation:

Bowman, Carol. *Children's Past Lives*
Head, Joseph. *Reincarnation: The Phoenix Fire Mystery: An East-West Dialogue on Death and Rebirth from the Worlds of Religion, Science, Psychology, Philosophy*
Newton, Michael. *Journey of Souls: Case Studies of Life Between Lives*
Shroder, Thomas. *Old Souls: Compelling Evidence from Children Who Remember Past Lives*
Weiss, Brian L. *Many Lives, Many Masters*

Books on the spiritual beliefs of life after death:

Altea, Rosemary. *The Eagle and the Rose: A Remarkable True Story*

Dalzell, George E. *Messages: Evidence for Life after Death*

Eadie, Betty J. *Embraced by the Light*

Moody, Raymond A. Jr. *Life After Life: The Investigation of a Phenomenon*

Newton, Michael. *Journey of Souls: Case Studies of Life Between Lives*

Ritchie, George G. *Return from Tomorrow*

Useful Websites

1. Page with some information on Maniilaq.

<http://www.akhistorycourse.org/articles/article.php?artID=279>

2. Very interesting book about Maniilaq created from recordings made of elders. This site has the sound in Iñupiaq as well as the translation into English.

http://www.alaskool.org/language/Maniilaq/webhtm/Maniilaq_Intro.htm

3. A teacher's site that shows culturally based curriculum and documentation. His students have written among other things many legends.

<http://www.ankn.uaf.edu/NPE/CulturalAtlases/Yupiaq/Marshall/index.html>

4. This site is for teachers in Great Britain that teach Religious Education. It has many valuable links as well as some dead ends. The site asks that we not copy the links to our own site so I have left it as is. It is a useful site for the high school students doing research on spiritual systems.

<http://www.coxhoe.durham.sch.uk/Curriculum/RE.htm>

Recommended Movies

Students will

Diet of Souls

This movie talks about the Inuit & Iñupiaq belief in respect for animals and how it is related to their belief that animals have souls. It brings up the conflicts brought about by having a diet based on eating animals.

Can be purchased through: http://www.houston-north-gallery.ns.ca/diet_of_souls.htm

Maniilaq The Eskimo Prophet

This movie is a compilation of elder interviews and information on Maniilaq. It can be obtained through the Tuzzy Library. It can also be purchased through the production company.

LLT Productions. <https://goo.gl/MkXmjP>

Nuliajuk: Mother of the Sea Beasts

Can be purchased through: <http://www.houston-north-gallery.ns.ca/nuliajuk.html>

Raven Tales

This is a very fun animated movie telling the story of how Raven stole the light. Information for purchasing the movie can be found at:

<http://www.raventaes.ca/?p=44>