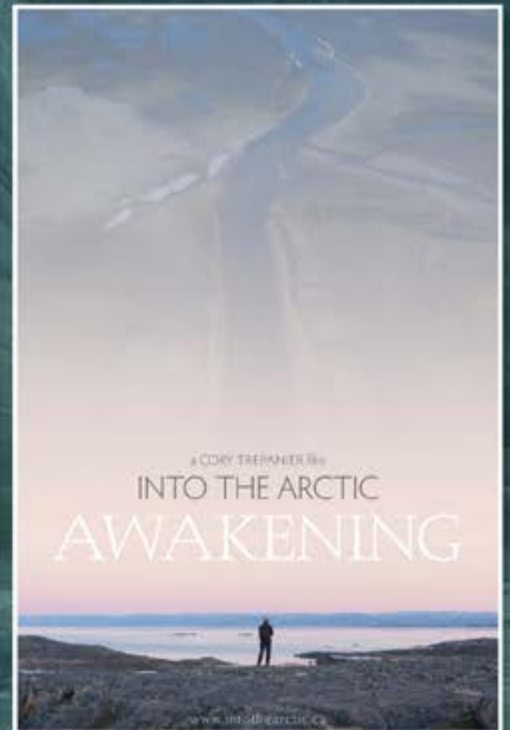
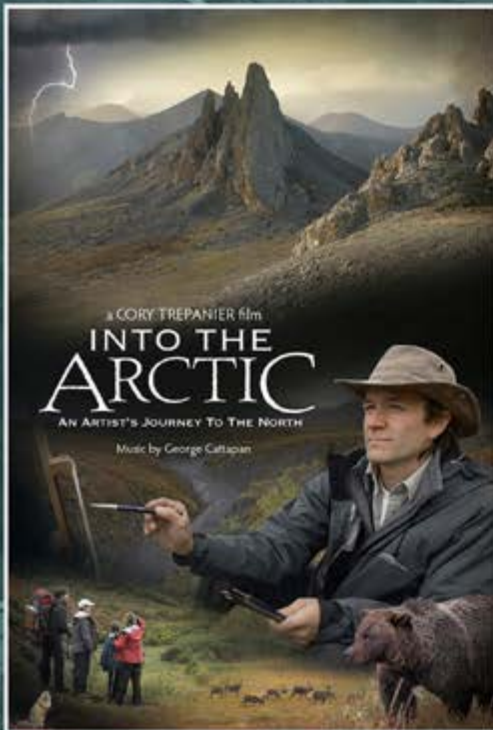


Teacher's Guide for Cory Trépanier's

# INTO THE ARCTIC

FILM TRILOGY





## Introduction

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**MY SEARCH FOR ARTISTIC INSPIRATION** first led me to Canada's North in 2006. As a landscape painter and filmmaker, images of epic mountains, vast tundra, and wild rivers had been teasing my imagination for years. It was time to experience this land for myself and create some new canvases. This began a journey that has been ongoing ever since.

Five expeditions have led me to the Canadian Arctic's most remote corners: from Ellesmere Island to Bathurst Inlet and from the northwest corner of the Yukon to Baffin Island. I travelled through 16 Arctic communities and visited countless places in between. In total, these experiences have led to more than a hundred oil paintings and three documentaries.

These films and more than 50 canvases are now sharing the wonders of the North with the public as the INTO THE ARCTIC Exhibition Tour. Visiting 12 museums over four years, the exhibition tour features a 15-foot-wide painting entitled *Great Glacier*.

Beyond all this, these journeys have offered me an education about the North surpassing anything I imagined. Whether through exploring the land with Inuit Elders, coming face-to-face with Arctic wolves, visiting remnants from past explorers, or encountering human history in remote Indigenous Thule sites, the ways in which my life has been enriched are countless.

Sharing these experiences is the heart of our films, telling stories that often reach beyond my canvases. Over the years, it has been rewarding to hear how others—having seen the films on television, online, or in a theatre—have been moved by the North. At the same time, it was an unexpected revelation to hear that educators were starting to enthusiastically use *Into the Arctic* in their classrooms.

This discovery has been the motivational force behind the creation of these new film-based learning resources with Canadian Geographic Education—providing a free tool kit for educators and students to embark on their own journeys of Arctic learning and inspiration.

Now more than ever, as the North is facing a rapidly changing climate and pressure from around the globe, it is my sincere hope that this learning tool kit—and the many ways it will be used—will help inspire an Arctic awakening in the years to come.

Thank you,



**Cory Trépanier**

*Fellow of The Royal Canadian Geographical Society and a member of The Explorers Club  
Recipient of the Canadian chapter of The Explorers Club's highest award, the Stefansson Medal  
Named one of Canada's Top 100 Living Explorers by Canadian Geographic  
National Champion of the Trans Canada Trail*

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Cory Trépanier would also like to recognize One Oceans Expeditions for their travel support during the filming of *Into the Arctic: Awakening* and sponsorship of the INTO THE ARCTIC exhibition tour.

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*Paintings and photos: courtesy of Cory Trépanier*





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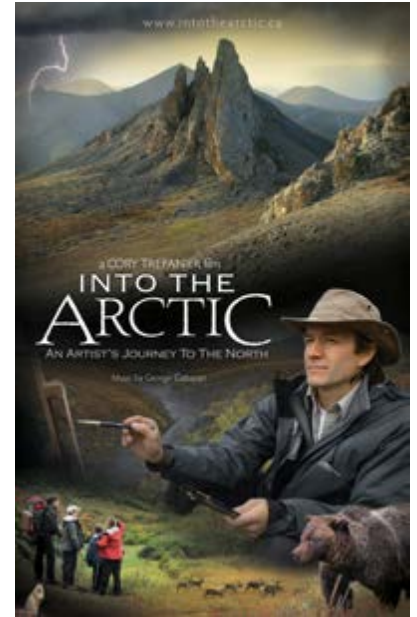
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# Film Synopses

## 1 INTO THE ARCTIC: AN ARTIST'S JOURNEY TO THE NORTH (2007)

*The compelling story of oil painter Cory Trépanier's first leg of his multi-year quest to explore and paint the dramatic wilderness of the Canadian Arctic.*

Leaving their home in Southern Ontario, Trépanier and his family set off on a two-and-a-half-month-long journey, which takes them more than 20,000 kilometres across some of the least traveled regions of the country. After reaching the end of the road, they fly to the remote ocean-side community of Paulatuk, and trek another 72 kilometres before reaching the breathtaking canyons of the Brock River. With a tent for a home, they battle challenging weather as Trépanier lays paint to canvas, capturing the incredible Arctic landscape. Summer turns to fall on the tundra, caribou and grizzly bears are encountered, and he finds himself in the ancient, remote Arctic mountains of Ivvavik National Park, with a taste of winter in the air.



Trépanier's artistic and adventurous excursions engage the viewer, allowing us to experience this part of Canada in a moving way and inspiring us to better appreciate our planet.

*Film duration: 47 minutes*

## 2 INTO THE ARCTIC 2 (2011)

For years, artist Cory Trépanier has explored and painted some of the most wild places in Canada. Few have walked through these landscapes. Even fewer have captured them on canvas. Now, Trépanier is going further into a breathtaking Arctic wilderness to experience and paint a land that might never be the same again. After three months of filming, he has visited a dozen Arctic locations, many of which have never been painted or filmed before.

Join Trépanier as he brings a fresh perspective to the hidden treasures at the top of the world. This experience conveys the majesty of the North through stunning cinematography and the dramatic experiences of a passionate artist. Take a journey of adventure and discovery... deep *Into The Arctic*.



*Film duration: 87 minutes*



## Film Synopses

### 3 INTO THE ARCTIC: AWAKENING (2019)

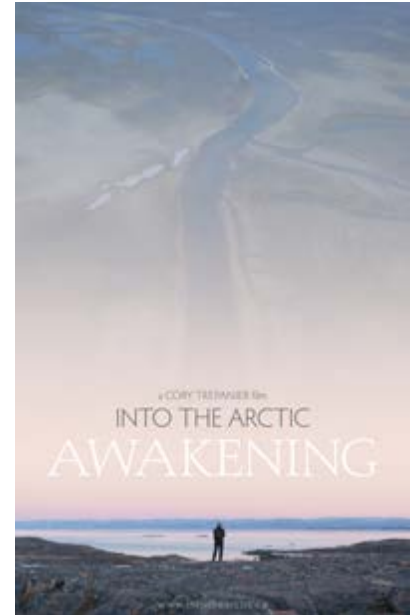
For over a decade, the untamed beauty and the lure of the North have inspired artist Cory Trépanier to paint the Canadian Arctic.

In preparation for a touring exhibition to premiere in Washington, D.C., Trépanier headed back to the Arctic on an expedition to complete his vision. But much has changed since he first went North. Shrinking sea ice is opening the door to a world hungry for Arctic resources. Remoteness can no longer protect this land or its people from the coming impacts.

For nine weeks and 25,000 kilometres, Cory immersed himself in the Arctic—exploring with Inuit Elders; paddling the most northerly canoe route in North America; walking in the footsteps of early explorers John Rae and John Franklin; going on voyages through the Northwest Passage; and most importantly, deeply connecting with a changing land to bring it to the eyes of those who may never see it.

With the future of the North at a crossroads, can a simple paintbrush bring the Arctic into the hearts and minds of others so far away?

*Film duration: 77 minutes*



## About Cory Trépanier

### CORY TRÉPANIÉRIER Artist/Filmmaker/Explorer

Trépanier's oil paintings and passionate films are conceived through extensive exploration into some of the wildest places on our planet.

His artistic expeditions have led him to tackle challenges few encounter, including: a knee-punishing trek on Ellesmere Island with a 55-kilogram backpack; enduring ravaging hordes of mosquitoes while painting at the edge of one of the highest waterfalls in the world above the Arctic Circle; being surrounded by Arctic wolves; canoeing around an iceberg with his easel to capture it from a unique point of view; and depicting Mount Logan, Canada's highest mountain, from the Kluane icefields at an elevation of 3,000 metres... all for the sake of his art.



In 2001, Trépanier first began filming his expeditions, leading to five documentaries: *A Painter's Odyssey*, *Into The Arctic*, *Into The Arctic II* (nominated for a Canadian Screen Award) and *TrueWild: Kluane*. His fifth film, *Into The Arctic: Awakening*, had its first public screening in Monaco before Prince Albert II.

### INTO THE ARCTIC EXHIBITION TOUR

In January of 2017, Trépanier's INTO THE ARCTIC Exhibition—an unprecedented collection of more than 50 canvases and three films—began touring for four years, with 12 museums on the itinerary to date. Created from over a decade of painting and exploring the Canadian North, it premiered at the Embassy of Canada in Washington, D.C. In 2018, its Canadian premiere was in Vancouver, B.C. In 2020, the collection will travel overseas for a European premiere in Monaco. Highlighting the collection is the 15-foot-wide *Great Glacier*, quite possibly the largest Arctic landscape painting in Canada's history.

Trépanier has been featured in media around the globe, and his documentaries broadcast internationally, sharing his passion for the wild places that he explores and paints. Through his unique vision, expressed through art, films, public speaking, online media, and a forthcoming coffee table book in 2020, Cory inspires in others a deeper appreciation of our planet. *Canadian Geographic* named Trépanier one of Canada's Top 100 Living Explorers. He is a fellow of The Royal Canadian Geographical Society and a member of The Explorers Club, receiving the Canadian chapter's highest award, the Stefansson Medal. He is also a National Champion of the Great Trail.



## Overview

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The learning modules provided in this resource can be adapted for all grade levels (grades K – 12) and are linked to the Canadian Geography Framework. They were developed to be used in conjunction with Cory Trépanier's *Into The Arctic* film series. The learning modules provided in this teacher's package cover multiple subject areas and were created as a starting point for teachers and their students to explore and learn more about the Arctic.

### Here are two ways that the films can be used:

- The films can be screened in the classroom in their entirety.
- Each module includes a list of selected clips, and links to access them online.

In addition to the modules developed for this curriculum, the *Into The Arctic* film series is well-suited to inquiry-based project exploration, where students can deepen their knowledge through independent investigation.

### LEARNING MODULES:

- **ARCTIC GEOGRAPHY**  
Explore the unique geography of the Arctic and its key geographical features.
- **HISTORY: ARCTIC EXPLORATION**  
Learn about the adventures and challenges Arctic explorers endured during their voyages.
- **HUMANITIES & SOCIAL SCIENCE: ARCTIC INDIGENOUS CULTURE**  
Learn about the rich and diverse cultures in Canada's Arctic.
- **NATURAL SCIENCES & ENVIRONMENTAL STUDIES:  
ARCTIC CLIMATE & WILDLIFE**  
Explore the Arctic's natural environment through investigation of its wildlife, natural habitats, and the impact of climate change.
- **VISUAL ARTS: ARCTIC ART PROJECT**  
Learn about the artistic process and challenges of creating art in the Arctic, how nature inspires creativity, and create your own art.
- **OUTDOOR EDUCATION: SURVIVAL SKILLS**  
Learn how to develop important navigation and survival skills while out in the wilderness.
- **CUMULATIVE LEARNING EXPERIENCE: ARCTIC ADVENTURE**  
Apply your new knowledge of the Arctic from what you've learned through Trépanier's *Into The Arctic* trilogy to plan and map your own Arctic adventure.





## Additional Arctic Resources

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Use the following resources to assist students with research on an Arctic project or to continue their education about the Canadian Arctic.

- [Cory Trépanier, \*Into The Arctic\* \(intohearctic.ca\)](http://intohearctic.ca)
  - ▷ [Map of Cory Trépanier's Arctic adventure \(intohearctic.ca/about\)](http://intohearctic.ca/about)
  - ▷ [Gallery of Trépanier's paintings from the films \(intohearctic.ca/paintings\)](http://intohearctic.ca/paintings)
- [Canadian Geographic Arctic Circumpolar Tiled Map \(education.canadiangeographic.ca\)](http://education.canadiangeographic.ca)
- [Google Earth \(earth.google.com\)](http://earth.google.com)
- [Parks Canada \(pc.ca\)](http://pc.ca)
- [Inuit Tapiriit Kanatami \(itk.ca\)](http://itk.ca)
- [Canadian Museum of Nature: Extraordinary Arctic \(nature.ca/en/arctic\)](http://nature.ca/en/arctic)
- [Nunavut Climate Change Centre \(climatechangenunavut.ca\)](http://climatechangenunavut.ca)
- [Canadian Space Agency: Space serving the Arctic and the Great Canadian North \(asc.csa.gc.ca\)](http://asc.csa.gc.ca)
- [Polar Routes: The 9 Greatest Polar Explorers \(polarroutes.co.uk\)](http://polarroutes.co.uk)
- [National Snow and Ice Data Centre \(nsidc.ca\)](http://nsidc.ca)
- [Polar Imperative \(education.canadiangeographic.ca\)](http://education.canadiangeographic.ca)
- [NASA: Global Climate Change \(climate.nasa.gov\)](http://climate.nasa.gov)
- [Google Street View \(free app to download and access 360° images\)](#)

# Expeditions Map

Spanning 1.5 million square kilometres, the Canadian Arctic is a land of extremes. To capture the beauty and breadth of this region, Cory Trépanier undertook four expeditions to paint the furthest reaches of the North.

With a pack full of painting, filming, and camping gear, he traversed over 40,000 kilometres, through 6 Arctic National Parks and 16 Arctic communities, and explored many more places in between. He travelled by plane, helicopter, ship, boat, canoe, and on foot, often stripping back day-to-day accoutrements to the basics of hiking boots, food, and a tent, in order to immerse himself in his subject.

Explore the map to learn more about Trépanier's journeys through this wild region of our planet. A larger version of this map can be downloaded on the education resource homepage ([cangeoeducation.ca/ITA/](http://cangeoeducation.ca/ITA/)) or go to page 80 to access a full sized map.





# ARCTIC GEOGRAPHY

## Grade level:

K-12 (this module can be adapted for all grade levels)

## Time:

Approximately 75 minutes (can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will learn about the variety of Arctic landscapes through Trépanier's films and art.
- ▷ Students will investigate further into national parks visited by Trépanier.
- ▷ Students will learn about "green" tourism and the unique geographical features of the Arctic.

## Film Trilogy Link

[vimeo.com/channels/itaarcticgeography](https://vimeo.com/channels/itaarcticgeography)

## Materials

- ▷ Arctic geography film segment list (included)
- ▷ National park template (Appendix 1, page 77)
- ▷ Student notebooks
- ▷ Computers (for research and to view segments from Trépanier's films)
- ▷ Art supplies for promotional materials, such as crayons, coloured pencils, paper (as needed)

## Overview

In this activity, students will explore the unique geography of the Arctic, learn about its landforms and key geographical features, and discuss how climate change will impact the geography of the Arctic.

## Focus questions

How would you describe the geography of the Canadian Arctic? What makes it unique compared to the rest of Canada and how can we protect this land from future climate-related impacts?

## Lesson Description

### Minds on:

Students will watch various segments from Trépanier's film series that show a variety of geographical landforms and landscapes he visited throughout the Arctic.

### Action:

Students will be placed in small groups and each group will select one national park Trépanier visited during his travels and research more about this place. Students will create either a brochure, a one-minute film clip, or a website to encourage tourists to visit their chosen park.

### Conclusion:

Students will share their promotional materials with the rest of the class.





# ARCTIC GEOGRAPHY

## Minds on

Once students have watched Trépanier's film series, ask them about their overall impression of the Arctic and which locations stood out as unique and why.

Explain that the Arctic is a diverse and unique place to visit— as witnessed in his travels. It also changes from season to season, and with ongoing global warming and the predicted effects it will have on the climate, the North is changing faster than expected. Ask students what they know about these challenges. As students explore geography in this module, encourage them to keep these challenges in mind.

Next, as a class, list some of the types of places Trépanier visited throughout his adventure. The list should include the following:

- Fiord
- Island
- River
- Glacier
- Historic site
- National park
- Lake
- Mountain
- Town

Using this list, allow time for students to go back and explore what these places looked like, how Trépanier described them, and what stood out as unique. Have students select five words from their list and record their comments in their notebooks or online in a shared Google document. Use the Arctic Geography film segment list to help students find these places in the films.

### Discussion questions:

- What do students already know about the Arctic and what is something they would like to learn more about?
- Which location from the films would students like to visit? Why?
- What surprised students about the Arctic landscape?
- How would students describe the geography of the Arctic?
- What links could students make between the Arctic and climate change?

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Geographic perspectives

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements
- ▷ Spatial representations





# ARCTIC GEOGRAPHY

## Action

Bring attention to the [Into the Arctic map](#) which highlights each place Trépanier visited throughout his journey ([intotheartctic.ca/about](#)). Once students are more familiar with some of the landforms and geography of the Arctic, explain that they will select and research a national park in the Arctic that Trépanier has visited. Throughout Trépanier's adventure, he visited six national parks in Canada's Arctic:

- Tukturnogait National Park
- Ivvavik National Park
- Auyuittuq National Park
- Quttinirpaaq National Park
- Sirmilik National Park
- Aulavik National Park

Divide students into six groups and give each group a different national park. Explain that each group will be responsible for promoting "green" tourism in their park and to do this they must feature the unique geography of their park and the various activities tourists can do within it. Students can promote their park in a variety of ways, such as:

- Printed Brochure
- One-minute video segment
- Website (using free platforms such as Google Sites)

Explain to students that their promotional material must highlight an aspect of their park that is affected by climate change in some way, as well as the steps being taken by the park to reduce the carbon/environmental footprint of its employees and visitors.

Using the national park template (appendix 1, page 77) as a guide, allow time for students to research their national park, fill in their template, and determine how they wish to promote "green" tourism in their park.

## Conclusion and Consolidation

Set aside time for each group to share their promotional materials with the rest of the class. Once everyone has presented, have a class discussion about how the geography of these parks is similar/different. Ask students why national parks are important. Finally, conclude the lesson by discussing the challenges mentioned at the beginning of this module about the effect climate change is having on the Arctic.





# ARCTIC GEOGRAPHY

## Discussion questions:

- How will climate change impact the geography of their national park and of the Arctic?
- How can “green” tourism benefit the Arctic?
- How can tourism benefit an environment but also harm it?
- What can students do to help, raise awareness, or better prepare for these changes?

## Extend your geographical thinking

Now that students have learned about the geography of the Arctic, apply what students learned to your province/territory and your local area. What unique geographical features are present around your local community? What makes them unique? How were they formed? Explore the natural geography of your local surroundings and, if possible, arrange a field trip to see them, collect data, and map the geography of their local area.

## Modifications

**For younger grades:** Teachers can select one of the three promotional methods and have all students complete the same type. Teachers can also arrange to watch the film segments as a class, followed by discussion to ensure all students are staying on task and understand the topic at hand.

**For older grades:** Students are given the choice to work in groups or individually and are given a random national park to research and present.

**Additional:** Have students explore their national park using Google Earth or Google Cardboard VR. Parks Canada has been collecting 360-degree images in all of Canada’s national parks. Arrange for students to virtually visit their national park to aid in the development of promotional materials. To access the 360-degree images students will need to download Google Street View app onto their handheld device.

## Assessment Opportunities

Teachers can assess:

- how successful students are at brainstorming Arctic geographical features and participating in the class discussion on the Arctic.
- the final product and hold conferences with students to further explore their project.
- how students interact and work together in groups.

Students can assess their peers on how they contribute to their assignment.

Teacher can provide each group with an assignment mark that contributes to their final grade.

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION		LOCATION	TAGS & EDUCATIONAL INFO
				START	END		START	DURATION		
✓			ITA1 - 0h 4m 14s	0h 4m 14s	4m 58s	0m 43s		Northwestern British Columbia	1. Rocky Mountains, Northwestern British Columbia	
✓			ITA1 - 0h 4m 58s	4m 58s	10m 0s	5m 2s		Dawson City, Yukon	1. Dawson City, Yukon (town) 2. Dempster Highway (town) 3. Peel & Mackenzie Rivers (river) 4. Inuvik (town)	
✓			ITA1 - 0h 11m 10s	11m 10s	13m 26s	2m 16s		Paulatuk, Northwest Territories	1. Paulatuk (town) - Despite the new technology (eg. high-speed internet) being introduced, what do the Inuvialuit spend most of their time doing? - What is the Inuvialuit diet? How do they prepare it?	
✓			ITA1 - 0h 13m 56s	13m 56s	15m 26s	1m 30s		Paulatuk, Northwest Territories	1. Arctic Ocean	
✓			ITA1 - 0h 32m 15s	0h 32m 15s	37m 27s	#VALUE!		Dempster Highway, Yukon	1. Dempster Highway (town)	
✓			ITA1 - 0h 37m 34s	37m 34s	40m 8s	2m 34s		Ivavik National Park, Yukon	1. Mackenzie Delta (waterways) - Over a fifth of Canada's water drains out to the Arctic Ocean through this maze of channels and lakes. 2. Ivavik National Park (National Park) - Ivavik was established in part to protect a portion of the calving grounds of the Porcupine Caribou herd that earlier in the year would have crossed the Firth in droves of over 100,000 - What is the ground like in the Arctic and why is it difficult for plant-life to grow?	
✓			ITA1 - 0h 40m 8s	40m 8s	41m 19s	1m 11s		Ivavik National Park, Yukon	1. Ivavik National Park	
✓			ITA1 - 0h 41m 20s	41m 20s	43m 36s	2m 16s		British Mountains, Ivavik National Park, Yukon	1. British Mountains (mountain) - What are "tors" and how do the British Mountains avoid changing impacts of glaciation?	

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 2m 11s	131s	198s	67s	Pangnirtung & Auyuittuq National Park, Baffin Island, Nunavut	1. Auyuittuq National Park (national park) - What is the largest island in Canada? ANS: Baffin Island 2. Pangnirtung (town) 3. Baffin Island (island)
✓				ITA2 - 0h 3m 43s	3m 43s	5m 23s	1m 40s	Auyuittuq National Park, Baffin Island, Nunavut	1. National Park
✓				ITA2 - 0h 5m 34s	5m 34s	7m 58s	2m 24s	Auyuittuq National Park, Baffin Island, Nunavut	1. Auyuittuq National Park (map: Pangnirtung to Mount Thor) - What does "Auyuittuk" mean in the native Inuktituk language? ANS: The Land That Never Melts 2. Mount Thor
✓				ITA2 - 0h 8m 0s	8m 0s	10m 1s	2m 1s	Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	1. Mount Thor
✓				ITA2 - 0h 12m 12s	12m 12s	14m 55s	2m 43s	Qikiqtarjuaq, Baffin Island, Nunavut	1. Qikiqtarjuaq (town) - What is the population of Qikiqtarjuaq? ANS: 500 people - What is Qikiqtarjuaq known as? ANS: "Iceberg Alley"
✓				ITA2 - 0h 17m 59s	17m 59s	20m 45s	2m 46s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	1. Coronation Fiord 2. Penny Ice Cap 3. Map: Auyuittuq National Park (from Qikiqtarjuaq to Coronation Fiord)
✓				ITA2 - 0h 23m 43s	23m 43s	25m 27s	1m 44s	Clyde River, Baffin Island, Nunavut	1. Map: Clyde River
✓				ITA2 - 0h 26m 43s	26m 43s	28m 47s	2m 4s	Sam Ford Fiord, Baffin Island, Nunavut	1. Sam Ford Fiord



# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 31m 56s	31m 56s	33m 8s	1m 12s	Resolute Bay & Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Map: Baffin Island to Quttinirpaaq National Park; Lake Hazen</p> <p>- How far is Ellesmere Island from the North Pole?</p> <p>ANS: 800km</p> <p>- Ellesmere Island is the size of Sweden</p> <p>2. Map: Lake Hazen</p> <p>- Lake Hazen is the largest lake in the world above the Arctic Circle.</p> <p>- Lake Hazen is home to the Henrietta Nesmith Glacier</p> <p>3. Resolute Bay (town)</p>
✓				ITA2 - 0h 34m 39s	34m 39s	36m 59s	2m 20s	Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Quttinirpaaq National Park (national park)</p> <p>- How big is Quttinirpaaq National Park?</p> <p>ANS: 37,777 square km</p>
✓				ITA2 - 0h 38m 40s	38m 40s	40m 51s	2m 11s	Henrietta Nesmith Nesmith Glacier, Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Henrietta Nesmith Nesmith Glacier</p>
✓				ITA2 - 0h 41m 06s	41m 6s	45m 2s	3m 56s	Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Lake Hazen</p> <p>- a thermal oasis in the middle of a polar desert, receiving less an inch of rain per year.</p> <p>“The massive lake basin helps to create above average temperatures, sometimes exceeding 20 degrees Celsius. But that changes as we hike along the glacier, whose sheer mass of ice creates its own cold weather system.”</p>
✓				ITA2 - 0h 46m 54s	46m 54s	48m 58s	2m 4s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Tanquary Fiord</p> <p>“The Warden Station here, as with the two others in the park, were built over 50 years ago by Canada’s Defense Research Board.”</p> <p>2. Omega Lakes</p>

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 50m 54s	50m 54s	51m 57s	1m 3s	MacDonald River Valley, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. MacDonald River Valley
✓				ITA2 - 0h 52m 0s	52m 0s	54m 53s	2m 53s	Fort Conger, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Fort Conger
✓				ITA2 - 0h 55m 7s	55m 7s	56m 2s	0m 55s	MacDonald River, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. MacDonald River Valley
✓				ITA2 - 0h 56m 5s	56m 5s	56m 50s	0m 45s	Tanquary Fiord & MacDonald River, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Ellesmere Island
✓				ITA2 - 0h 57m 22s	57m 22s	58m 12s	0m 50s	"Bathurst Inlet & Wilberforce Falls, Nunavut"	1. Bathurst Inlet (town) 2. Map: Ellesmere Island to Bathurst Inlet to Wilberforce Falls 3. Wilberforce Falls
✓				ITA2 - 0h 58m 14s	58m 14s	59m 11s	0m 57s	Bathurst Inlet, Nunavut	1. Bathurst Inlet
✓				ITA2 - 0h 59m 13s	59m 13s	60m 29s	1m 16s	Bathurst Inlet, Nunavut	1. Bathurst Inlet
✓				ITA2 - 1h 0m 43s	60m 43s	63m 19s	2m 36s	Wilberforce Falls, Nunavut	1. Wilberforce Falls

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 1h 8m 16s	68m 16s	70m 30s	2m 14s	Pond Inlet, Sirmilik National Park, Baffin Island & Bylot Island, Nunavut	1. Sirmilik National Park (national park) 2. Map: Pond Inlet 3. Pond Inlet, Baffin Island (town) 4. Map: Pond Inlet to Tay Bay 5. Tay Bay, Bylot Island
✓				ITA2 - 1h 16m 3s	76m 3s	77m 51s	1m 48s	Oliver Sound, Sirmilik National Park, Baffin Island, Nunavut	1. Oliver Sound 2. Map: Pond Inlet, down Oliver Sound
✓				ITA2 - 1h 18m 9s	78m 9s	81m 34s	3m 25s	Pond Inlet, Sirmilik National Park, Baffin Island & Bylot Island, Nunavut	1. Map: Pond Inlet, across Bylot Island
✓				ITA3 - 0h 0m 44s	0m 44s	2m 55s	2m 11s	Canadian Arctic	1. Canadian Arctic 2. Map: Northwest Passage, Banks Island, Hudson Bay, Frobisher Bay
✓				ITA3 - 0h 3m 8s	3m 8s	4m 57s	1m 49s	Aulavik National Park, Banks Island, Northwest Territories	1. Map: Banks Island & Aulavik National Park & Thomsen River - What does "Aulavik" mean? ANS: "place where people travel" - How long does the Thomsen River flow? ANS: 160,000km 2. Sachs Harbour, Banks Island, NWT - What's the only community on Banks Island called? And what's the population? ANS: Sachs Harbour (112)
✓				ITA3 - 0h 6m 0s	6m 0s	7m 37s	1m 37s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Thomsen River, Banks Island
✓				ITA3 - 0h 10m 28s	10m 28s	13m 3s	2m 35s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Thomsen River, Banks Island

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		✓	ITA3 - 0h 13m 32s	13m 32s	14m 49s	1m 17s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Muskox River 2. Head Hill - What can you find on Head Hill? ANS: 500 muskox skulls, 29 food caches & 17 tent rings (kill sites from early settlers)
		✓	ITA3 - 0h 14m 49s	14m 49s	15m 35s	0m 46s	Muskox River & Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Head Hill 2. Muskox River
		✓	ITA3 - 0h 15m 58s	15m 58s	18m 7s	2m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. The Arctic (general) - Sun doesn't set (24-hr clock)
		✓	ITA3 - 0h 22m 44s	22m 44s	25m 0s	2m 16s	Iqaluit, Baffin Island, Nunavut	1. Map: Iqaluit - south end of Baffin Island 2. Iqaluit (town) "For thousands of years, the Inuit have camped in this region known as 'place of many fish'. With almost 8,000 people now, keeping alive the rich history of living off the land, is a growing challenge."
		✓	ITA3 - 0h 26m 46s	26m 46s	29m 13s	2m 27s	Naujaat, Nunavut	1. Map: Ranklin Inlet, Naujaat, Ukkusikalik National Park 2. Naujaat, formally Repulse Bay - formally known as Repulse Bay - only community in Nunavut to lie directly on the Arctic Circle. - 1000 residents, many descendants of Thule people (from 400 years ago)
		✓	ITA3 - 0h 29m 23s	29m 23s	30m 27s	1m 4s	Naujaat, Nunavut	1. Naujaat
		✓	ITA3 - 0h 33m 47s	33m 47s	38m 42s	4m 55s	Fort Hope, North Pole River, Nunavut	1. Fort Hope

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
			✓	ITA3 - 0h 38m 42s	38m 42s	42m 4s	3m 22	Fort Hope, North Pole River, Nunavut	1. Harbour Islands, Nunavut (island) - Why were Scottish & American ships lured to this area? ANS: In search of the bowhead whale
			✓	ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 20s	Harbour Islands, Nunavut	1. Harbour Islands, Nunavut (island) - What was Murray's ship called? ANS: Perseverance
			✓	ITA3 - 0h 45m 36s	45m 36s	50m 6s	4m 30s	Arctic Bay, Baffin Island, Nunavut	1. Map: Nauyasat, Arctic Bay 2. Arctic Bay (town) - Population: 850 people - 600 ft high red cliffs rising from the ocean
			✓	ITA3 - 0h 50m 7s	50m 7s	53m 12s	3m 5s	Resolute Bay, Cornwallis Island, Nunavut	1. Map: Arctic Bay to Resolute Bay, over Lancaster Sound 2. Resolute Bay (bay) 3. Cape Hotham
			✓	ITA3 - 0h 53m 40s	53m 40s	55m 24s	1m 44s	Beechey Island & Devon Island, Nunavut	1. Beechey Island
			✓	ITA3 - 0h 55m 45s	55m 45s	58m 20s	2m 35s	Beechey Island, Nunavut	1. Erebus Bay 2. Terror Bay - Bays named after Franklin's two ships? ANS: Erebus and Terror Bay
			✓	ITA3 - 0h 58m 35s	58m 35s	60m 5s	1m 30s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Caswell Tower, Radstock Bay - Devon Island: largest uninhabited island on earth; Thule people lived there over 1000 years ago
			✓	ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 5s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Northwest Passage 2. Dundas Harbour
			✓	ITA3 - 1h 3m 10s	63m 10s	65m 17s	2m 7s	Dundas Harbour, Devon Island, Nunavut	1. Dundas Harbour

# ARCTIC GEOGRAPHY FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		√	ITA3 - 1h 6m 14s	66m 14s	67m 54s	1m 40s	Gibbs Fiord, Baffin Island, Nunavut	1. Gibbs Fiord
		√	ITA3 - 1h 7m 55s	67m 55s	1h 13m 37s	0h 5m 42s	Washington, D.C., USA	1. Coronation Fiord, Baffin Island 2. Washington, D.C., USA



# HISTORY: ARCTIC EXPLORATION

## Grade level

K-12 (Can be adapted for all grade levels)

## Time

Approximately 75 minutes (can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will learn about the rich history of the Canadian Arctic and the Inuit who live there by observing places visited by Trépanier through his film series.
- ▷ Students will discover Arctic exploration by selecting an explorer and mapping their voyage.

## Film Trilogy Clips Link

[vimeo.com/channels/itahistory](https://vimeo.com/channels/itahistory)

## Materials

- ▷ Arctic exploration film segment list (included)
- ▷ Arctic exploration template (Appendix 2, page 35)
- ▷ Computers (for research)
- ▷ String/yarn (optional)

## Overview

Students will learn about the adventures of early Arctic explorers and the challenges they encountered.

## Focus question

What challenges did Arctic explorers encounter as they travelled through the Arctic?

## Lesson Description

### Minds on:

Students will see places early Arctic explorers visited by watching select segments from Trépanier's film series.

### Action:

Students will select one Arctic explorer and create a brief biography about them and map their route.

### Conclusion:

Students will write a letter home from the perspective of their explorer, outlining their experiences.

## Minds on

Ask students to close their eyes and travel back in time 200 years. Although many Indigenous Peoples were already living on the land at this time, the Dominion of Canada had not yet been formed and little was known about the Arctic. How did people communicate, travel, dress, cook and collect information 200 years ago (consider communication between Indigenous communities and European communities)? Ask students to think about how they would prepare for a voyage back in the day to a place few people have visited and discuss these ideas in small groups, followed by a larger class discussion. Have students keep in mind the resources at the time.

Explain to students that exploring the Arctic was something many explorers dreamed about but few accomplished because of how dangerous it was. Ask students what factors would make these voyages dangerous and compare them with the types of dangers Trépanier encountered throughout his journey.





# HISTORY: ARCTIC EXPLORATION

During Trépanier's travels, he visited places named after certain Arctic explorers. As a class, watch clips about the following to learn more. If time allows, watch the additional segments provided at the end of this activity in the film segment list.

- Adolphus Greely (*Into the Arctic II*)
- Wilberforce Falls (*Into the Arctic II*)
- John Franklin (*Into the Arctic: Awakening*)
- John Rae (*Into the Arctic: Awakening*)
- A.Y. Jackson (*Into the Arctic: Awakening*)

## Discussion questions:

- Why did these early explorers travel to the Arctic? How did they travel?
- How do you think their families felt about them leaving? What did you think they wanted to find and why is it worth venturing out into the unknown?
- What evidence of their voyages did they leave behind?
- How have these locations been preserved?
- Did these explorers have encounters with the local Indigenous population and how did these interactions play out?
- How have these locations changed over the last two centuries? How do you predict they will change in the next 200 years?
- What makes the Arctic a potentially dangerous and challenging place to travel? How can one prepare to explore this area safely?

## Action

Explain to students that they will be creating Arctic explorer profile cards. Have students select one Arctic explorer to learn more about and use the Arctic Explorer Template (appendix 2, page 78) to gather more information about this person. Students will be asked to collect information on the explorer's life and to map out their route through the Arctic, highlighting where the explorer set sail and where they stopped throughout the Arctic.

## Examples of Arctic explorers:

- Sir James Clark Ross
- Sir Martin Frobisher
- Henry Hudson
- Sir Ernest Shackleton
- Fridtjof Nansen
- Robert Peary
- Sir John Franklin
- Richard Weber
- Roald Amundsen
- Dr. John Rae
- Charles Francis Hall
- Adolphus Washington Greely
- Knud Rasmussen
- Sir Wally Herbert

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Spatial significance

### Inquiry Process

- ▷ Gather and organize
- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements







# HISTORY: ARCTIC EXPLORATION

## Conclusion and Consolidation

Now that students know more about their explorer, have them imagine that they are the explorer on the voyage and are writing a letter home to a family member, business partner, member of government, or whomever they believe is most appropriate and significant to their explorer. Have students write their letter and encourage them to be as accurate as possible on what they are seeing, experiencing, wearing, and eating. Remind students to write as much detail as possible regarding the land, available food, the weather, etc. An alternative to writing a letter can be for students to write a brief monologue from the perspective of their explorer and present it to the class. Afterwards, conclude the class by asking students about Trépanier's experiences in the Arctic and the importance of exploring new places.

### Discussion Questions:

- What motivated Cory to go North? What evidence was there of this motivation/inspiration in the film?
- How different would the world be if explorers didn't explore other parts of the world?
- What would we know? What wouldn't we know?
- How different is the land they discovered both before and after they discovered it?

## Extend your geographical thinking

Using [Canadian Geographic's Arctic Circumpolar tiled map](#) or a map of your choice, have students use different colours to map out where their explorer went. This can be done with coloured string, drawn on with colour markers, or done digitally through a map-making software. Once complete, discuss with students the patterns and trends on where these explorers went, why, and what happened to them. Discuss the kinds of relationships these explorers had with the local Indigenous Peoples and how the Inuit may have felt when they first met these explorers. Students can also create a digital map using websites like [Google MyMaps](#) or [Esri Story Maps](#) to present what they learned.





# HISTORY: ARCTIC EXPLORATION

## Modifications

**For younger students:** As students are researching their explorer, create a class timeline of Arctic exploration and make references to what else was happening at this time in history in other parts of Canada. Students can also create a presentation using bristol board as a tech-free option.

**For older students:** Teachers can set up a Google site about Arctic explorers, and students can each input information about their explorer on their own subpage.

**Additional:** Teachers can have students create a mock social media account (Facebook, Twitter, Instagram) for their explorer and students can draft some mock posts from their trip. Students can also create their own online blog.

## Assessment Opportunities

Students can submit their letters to be marked.

Teachers can assess students:

- on how they contribute to in-class discussion.
- on how they collect and gather information and how students complete their explorer map.

# HISTORY: ARCTIC EXPLORATION FILM SEGMENT LIST


FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
√			ITA1 - 0h 4m 58s	4m 58s	10m 0s	5m 2s	Dawson City, Yukon	1. Exploration (Dawson City, Yukon) - famed for gold rush history
	√		ITA2 - 0h 33m 36s	33m 36s	34m 8s	0m 32s	Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Adolphus Greely (Resolute) - Exploration "We're in the air again, for the last 3 hours to Ellesmere Island. So remote, and so wild, I can't help but feel a little of what early explorer Adolphus Greely must have experienced when he passed through here in 1882: the sense of discovering a new land. I just hope that I don't suffer the same fate his crew did during that horrendous expedition when 19 of his 24 men died a long, slow death from starvation through the cold of winter. It makes me thankful for satellite phone."
	√		ITA2 - 0h 52m 0s	52m 0s	54m 53s	2m 53s	Fort Conger, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Exploration: Fort Conger - 1880's site of early Arctic explorers, Adolphus Greely & Robert Peary 2. Exploration: Peary houses
	√		ITA2 - 0h 57m 22s	57m 22s	58m 12s	0m 50s	Bathurst Inlet & Wilberforce Falls, Nunavut	1. John Franklin (Wilberforce Falls) - Describe the etching from John Franklin's first expedition
	√		ITA2 - 1h 0m 43s	60m 43s	63m 19s	2m 36s	Wilberforce Falls, Nunavut	1. Wilberforce Falls - Named by Arctic explorer John Franklin during his first expedition in 1821? ANS: William Wilberforce (1h 1m 0s) - What was his life work focused around? ANS: Abolishing slavery - Who were part of his crew?

# HISTORY: ARCTIC EXPLORATION FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
			√	ITA3 - 0h 33m 47s	33m 47s	38m 42s	4m 55s	Fort Hope, North Pole River, Nunavut	<ul style="list-style-type: none"> <li>1. John Rae's stone house</li> <li>- 1845 home of early Arctic explorer John Rae</li> <li>- What was the house built out of and why was it not suitable?</li> <li>- When did he travel?</li> <li>ANS: 1892</li> <li>- What was his ship called?</li> <li>ANS: Perseverance</li> </ul>
			√	ITA3 - 0h 38m 42s	38m 42s	42m 4s	3m 22s	Fort Hope, North Pole River, Nunavut	<ul style="list-style-type: none"> <li>1. Exploration: Alexander Murray</li> <li>"From 1860 to 1915, this region lured American and Scottish ships in search of the bowhead whale. Some wintered over, joined by Inuit who built snow villages, on the ice."</li> </ul>
			√	ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 20s	Harbour Islands, Nunavut	<ul style="list-style-type: none"> <li>1. Exploration: Alexander Murray</li> <li>- What was Murray's ship called?</li> <li>ANS: Perseverance</li> </ul>
			√	ITA3 - 0h 50m 7s	50m 7s	53m 12s	3m 5s	Resolute Bay, Cornwallis Island, Nunavut	<ul style="list-style-type: none"> <li>1. Artist, A.Y. Jackson</li> <li>- co-founder of the Group of Seven in 1920.</li> <li>- "He helped forge a distinct Canadian identity through his paintings of wild places</li> <li>Artist A.Y. Jackson, who was a co-founder of the Group of Seven in 1920. He helped forge a distinct Canadian identity through his paintings of wild places. And Arctic explorer John Franklin, who in 1845 set out to find the Northwest Passage and never returned home."</li> <li>2. John Franklin</li> </ul>
			√	ITA3 - 0h 53m 40s	53m 40s	55m 24s	1m 44s	Beechey Island & Devon Island, Nunavut	<ul style="list-style-type: none"> <li>1. Beechey Island</li> <li>- 1845 John Franklin expedition gravesite</li> <li>- A.Y. Jackson sketch - "The Mary at the foot of the cliffs."</li> </ul>

# HISTORY: ARCTIC EXPLORATION FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
			√	ITA3 - 0h 55m 45s	55m 45s	58m 20s	2m 35s	Beechey Island, Nunavut	<p>1. John Franklin (explorer)</p> <p>- How many men perished during the John Franklin expedition?</p> <p>ANS: 129 men</p> <p>“They spent the winter of 1845 in the ice, with 3 years of provisions. The graves have been here since, men from the crew of his ill-fated third and final journey in search of the Northwest Passage... 129 men, including Franklin, perished.”</p>
			√	ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 5s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	<p>1. Expedition Tourism Vessel</p> <p>- 80 guests aboard, travelling the Arctic by sea</p> <p>2. AY Jackson</p> <p>- travelled the Arctic by sea</p> <p>3. Hudson Bay Trading Post</p>
			√	ITA3 - 1h 3m 10s	63m 10s	65m 17s	2m 7s	Dundas Harbour, Devon Island, Nunavut	<p>1. RCMP buildings</p>



# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE

## Grade level

K-12 (Can be adapted for all grade levels)

## Time

Approximately 75 minutes (can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will learn about and examine specific Indigenous communities in Canada's North.
- ▷ Students will discuss the importance of traditional knowledge of a region.
- ▷ Students will be encouraged to reach out to learn more about Indigenous cultures in their own communities.

## Film Trilogy Clips Link

[vimeo.com/channels/itahumanities](https://vimeo.com/channels/itahumanities)

## Materials

- ▷ Indigenous culture film segment list (included)
- ▷ [Arctic Circumpolar tiled map](#) (can be downloaded for free from Canadian Geographic Education website)
- ▷ Computers (for research)
- ▷ Cue cards (optional)
- ▷ String/yarn (optional)

## Overview

Students will learn about the rich and diverse cultures in Canada's Arctic.

## Focus question

How do northern Indigenous communities use their knowledge of the local land to survive?

## Lesson Description

### Minds on:

Students will watch select segments from the *Into The Arctic* films to learn about Trépanier's interactions with Arctic communities and Indigenous Peoples.

### Action:

Students will work together to learn about Arctic communities and create an Arctic communities map.

### Conclusion:

Students will reach out to a local Indigenous organization or local Elders to learn more about the land surrounding their hometown.

## Minds on


Give the class three minutes to brainstorm adjectives that describe what they know about the Arctic. Encourage students to think about films, pictures, and any other relevant connections to the Arctic that they may have experienced. Have students share with the class one of the adjectives they came up with. Write these words on the board and ask students what patterns or trends they notice about how the Arctic was described.

Inform students that the communities and cultures in the Arctic are as diverse as the Arctic landscape itself. As a class, watch the following segments from Trépanier's films highlighting the communities Trépanier visited and the people he worked with. If time allows, watch more clips, using the Arctic culture and people film segment list provided or have students watch these individually.

- **Film 1: Paulatuk Community** (0h 10m 58s -- 0h 15m 24s)
- **Film 2: Qikiqtarjuaq** (0h 12m 12s -- 0h 14m 55s)
- **Film 3: Inuit Elder David Tuktudjuk** (0h 30m 32s -- 0h 31m 46s)

*Note: These individual clips can be found here: [vimeo.com/channels/jitasocialstudies](https://vimeo.com/channels/jitasocialstudies)*





# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE

## Discussion questions:

- How did these communities and community members assist Trépanier?
- How is a knowledge of the local land imperative for a community's livelihood?
- What kind of relationship do these communities have with local wildlife?
- In what ways are these communities different than what students expected? In what ways are they similar?
- What differences or similarities do students notice between these communities and your own? How would students explain the reasons for these differences?
- What do students think non-Indigenous people can learn from the Inuit and how do you think you can incorporate these practices into your daily life?
- For students living outside an Arctic community: How do you feel you would be similar/different had you been raised in an Arctic community?

## Action

Now that students have seen the communities visited by Trépanier, explain that they are going to create a collaborative map featuring various Arctic communities. [Download Canadian Geographic's tiled map](#) of the Arctic and piece it together as a class. If possible, pin this map to a bulletin board, tape it on the wall, or project it onto the board. Next, have students select a different Arctic community to research that is labelled on the map. As students are researching their community, have them find answers to the following questions:

- Name of community in the Inuit language and its meaning
- Community size
- 2-3 sentences providing more information about the community
- Challenges this community faces (e.g., climate change, energy demands, medical facilities)
- Unique elements of their culture, history or traditions

## Conclusion and Consolidation

Once students have completed their research, distribute cue cards or coloured pieces of paper for students to place their information on or instruct them on how to approach this assignment digitally. Ask students to put the Inuit community name and meaning in larger letters at the top. Explain to students that these cards will be placed around the Arctic map. For students who are doing this online, have students use a blank Microsoft Word or Google document to take notes on.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking


- ▷ Interrelationships
- ▷ Geographic perspective

### Inquiry Process

- ▷ Gather and organize
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements



# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE

When ready, have students tape or pin their cards around the border of the map and draw a line, either physically (using markers or string) or digitally (using a device) to show the exact location of the community. Once every student has done this, you should have a complete Arctic communities map.

Allow time for each student to share information about what they learned from their research. Once every student has shared, create a class discussion about the types of challenges these communities face living in the far North.

### Discussion questions:

- Do residents travel between communities? If so, how do they travel?
- Does every community have a school? Health centre? Grocery store? Park?
- Does the word “community” have a different meaning in the North?
- How will climate change impact these communities? What challenges may these communities face in the next 10, 20, or 50 years?
- What resources will become more or less abundant as the climate continues to change?
- How is culture passed on through generations?
- What challenges are youth living in Arctic communities facing as climate change is impacting their local environment?

### Extend your geographical thinking

Now that students have learned more about the Indigenous communities living in the Arctic, have students learn more about the Indigenous Peoples living in (or near) their local community. Reach out to a local Elder or Indigenous organization and invite them into your class for the day to share information about their culture, to learn about their customs, stories, and language. Alternatively, arrange a field trip to learn first-hand about local Indigenous culture.


### Modifications

**For younger grades:** Borrow a couple of books about the Inuit from school or the local library to read at the start of the activity to your students so they become more familiar with Inuit culture.

**For older grades:** Teachers can use online map-building applications such as Google MyMaps to build their Arctic communities map.

**Additional:** Teachers can try to reach out to a school in a northern community and arrange a Skype session or a Google Hangout for students to connect with other students. Collaborate with a class living in a northern community to be pen pals with students in your classroom.



A scenic photograph of an Arctic landscape. In the foreground, a small blue boat is on the water. The middle ground shows a rocky shoreline with a yellow tent pitched on a reddish-brown slope. The background features more rocky terrain under a clear sky.

# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE

## Assessment Opportunities

Teachers can assess:

- how students are participating in group discussions.
- how students research and gather information.

Teachers can mark students' community cards as part of their current unit's assessment.

# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA1 - 0h 11m 10s	11m 10s	13m 26s	2m 16s	Paulatuk, Northwest Territories	"1. Paulatuk (people & culture)
✓				ITA1 - 0h 13m 56s	13m 56s	15m 26s	1m 30s	Paulatuk, Northwest Territories	1. Arctic Char (fishing)
	✓			ITA2 - 0h 17m 59s	17m 59s	20m 45s	2m 46s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	1. Fishing for Arctic Char (survival)
	✓			ITA2 - 0h 20m 48s	20m 48s	22m 53s	2m 5s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	1. Fishing - Why does Billy put the fish under the rocks overnight? ANS: So the seagulls don't get at them - What is the delicacy of Arctic Char? ANS: The eyeball.
	✓			ITA2 - 0h 29m 56s	29m 56s	30m 35s	0m 39s	Walker Arm, Baffin Island, Nunavut	1. Country Food (Inuit, survival) - What are the difficulties for the Inuit to get food? How much of their diet is from what they hunt?
	✓			ITA2 - 0h 58m 14s	58m 14s	59m 11s	0m 57s	Bathurst Inlet, Nunavut	1. Bathurst Inlet Lodge (outpost camp, Hudson Bay) - 16 people stay in Lodge year-round - been around since 1929 - Hudson Bay bought the buildings in the 30's & built trading post (now Lodge)
		✓		ITA3 - 0h 13m 4s	13m 4s	13m 32s	0m 28s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic char (survival - fishing)
		✓		ITA3 - 0h 15m 58s	15m 58s	18m 7s	2m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Pre-Dorset people & the Copper Inuit

# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE FILM SEGMENT LIST

FILM		FILM	CLIP NAME	FILM TIMECODE		FILM TIMECODE	LOCATION	TAGS & EDUCATIONAL INFO
ITA 1	ITA 2	ITA 3		START	END	DURATION		
		√	ITA3 - 0h 26m 46s	26m 46s	29m 13s	2m 27s	Naujaat, Nunavut	<p>1. Thule people</p> <ul style="list-style-type: none"> <li>- Many of the one thousand residents are direct descendants of the Thule people that lived here over 400 years ago, a testament to the enduring nature of the people that call this place home."</li> </ul> <p>2. Whaling (survival)</p> <ul style="list-style-type: none"> <li>- What nearly killed all the Sadlermiut people?</li> </ul> <p>ANS: Foreign whalers bringing epidemics of tuberculosis, typhus and scarlet fever.</p> <ul style="list-style-type: none"> <li>- Why are whales so critical to Arctic living?</li> </ul> <p>ANS: provided food, building materials, heat and light.</p> <ul style="list-style-type: none"> <li>- Why did the bowhead face early extinction in the 1900s?</li> </ul> <p>ANS: over-fishing</p> <ul style="list-style-type: none"> <li>- When was the commercial whale hunt was shut down?</li> </ul> <p>ANS: in 1935</p> <p>"For generations, whales have been critical to Arctic living. They provided food, building materials, heat and light. Foreign whalers changed all that when their overfishing nearly drove the bowhead to extinction in the 1900s. Their presence also brought epidemics of tuberculosis, typhus and scarlet fever. Only a few members of the Sadlermiut people of Southampton Island survived. The commercial whale hunt was shut down in 1935. By '79, the Inuit were no longer allowed to hunt them either. Numbers started to recover in the 90's, and the traditional hunt was revived, allowing Arctic communities to harvest a small number annually. The bones of this majestic bowhead whale have stood for 2 years, a symbol of life in the North."</p>

# HUMANITIES & SOCIAL SCIENCES: ARCTIC INDIGENOUS CULTURE FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END				
✓			ITA3 - 0h 33m 47s	33m 47s	38m 42s	4m 55s	Fort Hope, North Pole River, Nunavut	1. Inuit (living off land) - What are some ways that the Inuit lived off the land? 2. Kudlik (survival) - What is a "Kudlik" used for? ANS: Make a fire (using moss and seal oil)	
✓			ITA3 - 0h 38m 42s	38m 42s	42m 4s	3m 23s	Fort Hope, North Pole River, Nunavut	1. Fishing (survival) - What's the best part of the fish? ANS: The liver 2. Inuit (Harbour Islands)	
✓			ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 19s	Harbour Islands, Nunavut	1. Early settlers (Naujaat) How many bowhead whales would the Inuit hunt to feed a community for a year? ANS: One 2. Early settler graves	
✓			ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 0s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Expedition Tourism Vessel - 80 guests aboard, travelling the Arctic by sea	

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE

## Grade level

K-12 (Can be adapted for all grade levels)

## Time

Approximately 75 minutes (can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will learn about the Arctic environment and the animals that live there.
- ▷ Students will discover how these animals survive and have adapted to the climate.
- ▷ Students will discuss future impacts to the environment in the Arctic.

## Film Trilogy Clips Link

[vimeo.com/channels/itanaturalsciences](https://vimeo.com/channels/itanaturalsciences)

## Materials

- ▷ Arctic climate and wildlife film segment list (included)
- ▷ Computers (for research)

## Overview

In this activity, students will explore the natural environment and climate of the Arctic. Students will apply their understanding of the Arctic climate to learn more about the types of animals that live there, their natural habitat, and how animals have adapted to survive in this region.

## Focus question

What is the natural environment and climate like in the Arctic? What wildlife can be found in the Arctic and how will climate change impact their habitat in the future?

## Lesson Description

### Minds on:

Students will watch short film segments from the *Into The Arctic* films to learn about the Arctic environment and the types of animals living there.

### Action:

Students will select an Arctic animal to investigate the environment of the Arctic further.

### Conclusion:

Students will share their research with their class and create an Arctic food chain to visually display the impacts of the changing climate on the wildlife living there.

## Minds on

Ask students to imagine themselves standing in the Arctic 50 years from now and ask them to describe what this world may look like. What does it feel like? What do you see around you? Are there any animals? What is the climate like?

Ask students what the difference between weather and climate is. Explain that weather refers to the day-to-day state of the atmosphere and climate refers to the weather of a place averaged over a long period of time (usually about 30 years). Ask students how climate affects where humans and animals live and how they live and survive.

As a class, brainstorm the different types of animals that live up in the Arctic. Ask students to consider how these animals survive in the Arctic and adapt to the Arctic climate. Divide your class into three groups, representing the categories of land, water, and air, and have students think of animals that fit into those categories.

Next, show film segments from Trépanier's films that highlight his encounters with various Arctic wildlife, using the Arctic wildlife film segment list provided. Have students create a table in their notebooks to take notes while they are watching these segments (see example table on page 38).



# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE

Animal	Animal description	Natural environment (Where did Trépanier see the animal?)

Once students have seen a variety of Arctic wildlife, allow time for students to share their notes with a student sitting next to them. Ask students to discuss with each other where these animals were when Trépanier saw them, how he and the locals reacted and any overall impression they had from seeing the animals. Allow time for students to share their thoughts with the whole class. Ask students to consider the types of environments that are habitable and what is required for different animals or humans to survive in them.

## Discussion questions:

- Describe the behaviour of the animals when they were in range of humans.
- How did the surrounding environment play a role in the behaviour of the animals?

## Action

In pairs or individually, give students a different Arctic animal to research further. Allow time for students to research the following about their animal:

- Scientific name
- Diet (What does it eat and how does it get its food?)
- Size
- Lifespan
- Adaptation (How does it survive the Arctic climate?)
- Habitat range (Where does it live?)
- Breeding and raising young
- Enemies (Is it hunted or a food source for another animal?)
- Hunting/camouflage strategies
- How they could be affected by climate change
- Interesting fact

Using an online platform like Google Draw or a blank piece of paper, have students create an Arctic animal information card dividing it up into the categories above. Have students draw the animal and add in as much detail as they can about the natural environment around the animal. For older grades, encourage students to draw a map of their geographic range.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Geographic perspective
- ▷ Spatial significance

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze

### Geospatial Skills

- ▷ Foundational elements
- ▷ Spatial representations



# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE

Once students have completed and submitted their Arctic animal cards, post them around the classroom so students can view their classmates' work and learn about other Arctic animals. If these cards were developed digitally, consider posting them on social media (where appropriate). Create a class discussion around how each of these animals survives in the Arctic and how they might be affected by the changing climate.

## Discussion questions:

- How is the animal equipped to survive in the Arctic climate/environment?
- What would happen if they were in a different climate/environment?
- How can you tell the animal is made for this climate/environment? (E.g., fish have gills, which makes them suited to an aquatic environment.)

## Conclusion and Consolidation

Conclude the lesson by bringing attention to what each of the Arctic animals eats. As a class, create an Arctic food chain on the board. Ask for one volunteer to name their animal first. If that student mentions another student's animal, have that student stand up and name what their animal eats. Repeat this until you have created an Arctic food chain as a class and are able to link or show a connection among all students' animals. Students can also complete this activity by standing at the front of the room and pretending to be their animal by making gestures or sounds. At the end of this activity, have a couple of students sit down to represent animals going extinct. How does this affect the food chain? What might have caused these animals to go extinct? Use this food chain to discuss with students the fragility of the Arctic and the impact climate change is having.

## Discussion questions:

- Which animals are at the top of the food chain?
- What happens when an animal cannot find enough food or becomes endangered due to overhunting/overfishing? What or who would cause this?
- How can we protect Arctic wildlife?

Conclude this activity by asking students to consider how their animal might adapt to the changing climate of the Arctic.





# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE

## Extend your geographical thinking

Have students write their own children's book or create a comic strip raising awareness about the changes happening in the Arctic and how wildlife is being threatened. Read this story to students in another grade level and educate other classes about the changes and challenges happening in the Arctic. Students can also create a short video, public service announcement, or website to help raise awareness about their animal.

### Discussion questions:

- How is the climate changing in the Arctic? And how do you think that will affect the rest of the world?
- What can we do individually, as a community, and on a global level to help reverse the negative impacts of climate change? What are these impacts?
- In what ways has the climate changed since you were young?
- In what ways do you predict it will change in the next 10 years? 50 years? 100 years?
- Now that you've seen examples from the film clips on how the Arctic is changing and how it has affected the animal life living there, how do you think humans will need to adapt to this changing climate?

## Modifications

**For younger grades:** Students can learn about these Arctic animals as a class through various story books. Integrate these into your daily story time and afterwards discuss the information together. Once you have collected information on a variety of Arctic animals, play a game of charades and have students guess which animal they are acting out.

**For older grades:** Create an awareness campaign on social media, sharing facts about your Arctic animals and how your Arctic animals are being impacted by the changing climate and why this matters. Connect with local organizations to learn more about the scientific research occurring to protect the Arctic animals and how students can get involved.

**Additional:** Have students select two Arctic animals and create a Venn Diagram comparing them.

## Assessment Opportunities

Teachers can assess:

- how students participate in class discussions.
- students' research, their animal information cards, and final assignment (e.g., children's book, comic strip, website or video).



# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END				
✓			ITA1 - 0h 4m 14s	0h 4m 14s	4m 58s	0m 43s	Northwestern British Columbia	1. Rocky Mountains (geology) - What wildlife were along the Dempster Highway?	
✓			ITA1 - 0h 4m 58s	4m 58s	10m 0s	5m 2s	Dawson City, Yukon	1. Assorted animals - Dempster Highway (wildlife) 2. Tundra, Dempster Highway (geology) 3. Subarctic permafrost lake (geology) 4. Peel & Mackenzie Rivers (rivers)	
✓			ITA1 - 0h 13m 56s	13m 56s	15m 26s	1m 30s	Paulatuk, Northwest Territories	1. Paulatuk (geology) - What were the days / nights like? (RE: sun / darkness) 2. Tundra - Arctic Ocean (geology)	
✓			ITA1 - 0h 27m 17s	27m 17s	28m 43s	1m 26s	Brock River Canyon, near Tuklut Nogait National Park, Northwest Territories	1. Brock River Canyon (geology)	
✓			ITA1 - 0h 29m 0s	29m 0s	31m 1s	2m 1s	Brock River Canyon, near Tuklut Nogait National Park, Northwest Territories	1. Peregrine Falcons & Gyrfalcons (wildlife) - Where do these falcons make their home? ANS: Edge of the Brock River Canyon	
✓			ITA1 - 0h 31m 5s	31m 5s	32m 5s	1m 0s	Brock River Canyon, near Tuklut Nogait National Park, Northwest Territories	1. Caribou (wildlife)	
✓			ITA1 - 0h 32m 15s	0h 32m 15s	37m 27s	5m 14s	Dempster Highway, Yukon	1. Arctic Weather: What did they witness in the changing seasons and how did it effect the area around the Dempster highway? 2. Caribou (wildlife) 3. Unnamed creek (geology) 4. Grizzly bear (wildlife): What do you do if you see a bear in the wild?	

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
√				ITA1 - 0h 40m 8s	40m 8s	41m 19s	1m 11s	Ivvavik National Park, Yukon	1. Flora 2. Geology 3. Weather
√				ITA1 - 0h 41m 20s	41m 20s	43m 36s	2m 16s	British Mountains, Ivvavik National Park, Yukon	1. British Mountains (geology) 2. Weather (rain, wind & snow)
	√			ITA2 - 0h 0m 40s	40s	106s	66s	Canadian Arctic	1. Arctic geology & flora 2. Arctic wolf & polar bear (wildlife)
	√			ITA2 - 0h 2m 11s	131s	198s	67s	Pangnirtung & Auyuittuq National Park, Baffin Island, Nunavut	1. Mount Thor (geology) - How tall is Mount Thor?
	√			ITA2 - 0h 3m 43s	3m 43s	5m 23s	1m 40s	Auyuittuq National Park, Baffin Island, Nunavut	1. Fiord
	√			ITA2 - 0h 5m 34s	5m 34s	7m 58s	2m 24s	Auyuittuq National Park, Baffin Island, Nunavut	1. Penny Ice Cap (geology) 2. Mount Thor (geology) 3. Rock boulder (geology)
	√			ITA2 - 0h 8m 0s	8m 0s	10m 1s	2m 1s	Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	1. Mount Thor (geology)
	√			ITA2 - 0h 10m 28s	10m 28s	12m 10s	1m 42s	Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	1. Mount Thor (geology)
	√			ITA2 - 0h 12m 12s	12m 12s	14m 55s	2m 43s	Qikiqtarjuaq, Baffin Island, Nunavut	1. Icebergs (geology) - Why do you think there used to be more icebergs in the past? - Why do you think there used to be more icebergs in the past? What effects do you believe the melting ice will have on the Nunavut communities? What about the rest of Canada? What about the world?

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM		FILM NAME	FILM TIMECODE		FILM TIMECODE	FILM TIMECODE	DURATION	LOCATION	TAGS & EDUCATIONAL INFO
ITA 1	ITA 2		START	END					
✓		ITA2 - 0h 15m 28s	15m 28s	17m 58s	2m 30s	Qikiqtarjuaq, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>2. Polar Bears (wildlife)</li> <li>3. Icebergs (geology)</li> </ul>		
✓		ITA2 - 0h 17m 59s	17m 59s	20m 45s	2m 46s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Coronation Fiord (geology)</li> <li>2. Polar bears (wildlife)</li> <li>3. Icebergs (geology)</li> </ul> <p>“There is extreme danger in paddling close to an iceberg. When it flips over, it displaces such a huge volume of water, that it can suck you under. Yesterday, we saw this turn over from shore. I’m hoping it that will keep it settled for a while, and me safe.”</p> <ul style="list-style-type: none"> <li>4. Glacier</li> <li>5. Fishing</li> </ul>		
✓		ITA2 - 0h 20m 48s	20m 48s	22m 53s	2m 5s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Coronation Glacier (geology)</li> </ul> <p>- What was the challenge occurring with the ice on the glacier?</p> <ul style="list-style-type: none"> <li>2. Fishing</li> </ul>		
✓		ITA2 - 0h 23m 6s	23m 6s	23m 35s	0m 29s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Coronation Glacier (geology)</li> </ul>		
✓		ITA2 - 0h 23m 43s	23m 43s	25m 27s	1m 44s	Clyde River, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Sam Ford Fiord (geology)</li> <li>2. Polar bear (wildlife)</li> </ul> <p>- How was the bear scared away? And what was the record for most bears on the ice at one time?</p> <p>ANS: 14 for 2-week stand off</p> <p>- How does the community keep safe &amp; care away the bear?</p>		
✓		ITA2 - 0h 26m 43s	26m 43s	28m 47s	2m 4s	Sam Ford Fiord, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Sam Ford Fiord (geology)</li> </ul>		

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 31m 56s	31m 56s	33m 8s	1m 12s	Resolute Bay & Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>1. Ellesmere Island (geology)</li> <li>2. Henrietta Nesmith Glacier (geology)</li> <li>3. Lake Hazen (geology)</li> <li>4. Beluga whales (wildlife)</li> </ol>
✓				ITA2 - 0h 38m 40s	38m 40s	40m 51s	2m 11s	Henrietta Nesmith Nesmith Glacier, Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>1. "Henrietta Nesmith Glacier" (geology)</li> <li>2. Arctic weather</li> </ol> <p>"The weather's gone from sunny and beautiful to now; it's snowing, sleet, and rain."</p>
✓				ITA2 - 0h 41m 06s	41m 6s	45m 2s	3m 56s	Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>1. Lake Hazen (geology)</li> <li>2. Birds, Arctic Hares, Muskox &amp; Arctic wolves (wildlife)</li> </ol> <p>- Why are these animals attracted to Lake Hazen's environment? ANS: Lake Hazen is a thermal oasis in the middle of a polar desert, receiving less an inch of rain per year.</p>
✓				ITA2 - 0h 45m 03s	45m 3s	46m 37s	1m 34s	Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>3. Arctic Weather</li> </ol> <p>Why is the Arctic considered an "extreme environment"?</p>
✓				ITA2 - 0h 46m 54s	46m 54s	48m 58s	2m 4s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>1. Arctic wolf (wildlife)</li> </ol>
✓				ITA2 - 0h 46m 54s	46m 54s	48m 58s	2m 4s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<ol style="list-style-type: none"> <li>1. Tanquary Fiord (geology)</li> <li>2. Wildlife</li> <li>3. Flora</li> </ol> <p>- How do you think these plants grow in the extreme Arctic climates?</p>

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 55m 7s	55m 7s	56m 2s	0m 55s	MacDonald River, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. MacDonald River Valley (geology) - Where did the fresh water come from? ANS: A huge slab of ice hidden under the earth
✓				ITA2 - 0h 57m 22s	57m 22s	58m 12s	0m 50s	“Bathurst Inlet & Wilberforce Falls, Nunavut”	1. Wilberforce Falls (geology)
✓				ITA2 - 0h 59m 13s	59m 13s	60m 29s	1m 16s	Bathurst Inlet, Nunavut	1. Arctic Tundra 2. Arctic Flora
✓				ITA2 - 1h 0m 43s	60m 43s	63m 19s	2m 36s	Wilberforce Falls, Nunavut	1. Arctic tundra (geology) 2. Bears (wildlife) 3. Cannon
✓				ITA2 - 1h 8m 16s	68m 16s	70m 30s	2m 14s	Pond Inlet, Sirmilik National Park, Baffin Island & Bylot Island, Nunavut	1. Iceberg (geology) 2. Birds, polar bears (wildlife) 3. Icebergs (geology)
✓				ITA2 - 1h 16m 3s	76m 3s	77m 51s	1m 48s	Oliver Sound, Sirmilik National Park, Baffin Island, Nunavut	1. Icebergs (geology)
✓				ITA2 - 1h 18m 9s	78m 9s	81m 34s	3m 25s	Pond Inlet, Sirmilik National Park, Baffin Island & Bylot Island, Nunavut	. Hoodoos (geology) - “intriguing and beautiful geological sculptures, carved out of the landscape by time and the elements.” 2. Polar bears (wildlife)
		✓		ITA3 - 0h 0m 44s	0m 44s	2m 55s	2m 11s	Canadian Arctic	1. Icebergs (geology) - How is the Arctic changing? - ANS: Shrinking sea ice is allowing access 2. Polar bear (wildlife)
		✓		ITA3 - 0h 3m 8s	3m 8s	4m 57s	1m 49s	Aulavik National Park, Banks Island, Northwest Territories	1. Arctic tundra (geology)

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END				
		✓	ITA3 - 0h 6m 0s	6m 0s	7m 37s	1m 37s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Thomsen River (geology) 2. Tundra & flowers (geology) 3. Muskox (wildlife) - How much of the world's population of muskox live on the Island? ANS: Three-quarters - Why has population decreased from 70,000 to 14,000? ANS: "A warming Arctic is accelerating the spread of parasites and disease. It's also bringing more rain, that forms layers of ice making food hard to reach."	
		✓	ITA3 - 0h 10m 28s	10m 28s	13m 3s	2m 35s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic weather 2. Arctic wolf (wildlife)	
		✓	ITA3 - 0h 13m 4s	13m 4s	13m 32s	0m 28s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic char (wildlife)	
		✓	ITA3 - 0h 13m 32s	13m 32s	14m 49s	1m 17s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Muskox River (river) 2. Head Hill (geology)	
		✓	ITA3 - 0h 14m 49s	14m 49s	15m 35s	0m 46s	Muskox River & Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Head Hill (geology) 2. Muskox River (river)	

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION		LOCATION	TAGS & EDUCATIONAL INFO
				START	END		START	DURATION		
✓			ITA3 - 0h 15m 58s	15m 58s	18m 7s	2m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Muskox (wildlife) 2. Mosquitoes (wildlife) 3. Muskox (wildlife)		
✓			ITA3 - 0h 18m 7s	18m 7s	19m 16s	1m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic wolf (wildlife)		
✓			ITA3 - 0h 22m 44s	22m 44s	25m 0s	2m 16s	Iqaluit, Baffin Island, Nunavut	1. Ice (geology) 2. Iceberg (geology)		
✓			ITA3 - 0h 25m 2s	25m 2s	26m 40s	1m 38s	Iqaluit, Baffin Island, Nunavut	1. Ice & icebergs (geology)		
✓			ITA3 - 0h 26m 46s	26m 46s	29m 13s	2m 27s	Naujaat, Nunavut	1. Naujaat, formally Repulse Bay (geology) 2. Ice (geology) 3. Whaling (wildlife, survival)		
✓			ITA3 - 0h 29m 23s	29m 23s	30m 27s	1m 4s	Naujaat, Nunavut	1. Arctic tundra		
✓			ITA3 - 0h 38m 42s	38m 42s	42m 4s	3m 22s	Fort Hope, North Pole River, Nunavut	1. Fish (wildlife) 2. Ice (geology) 3. Polar Bear (wildlife)		
✓			ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 20s	Harbour Islands, Nunavut	1. Rock cliffs (geology) - 600 hundred foot vertical drop where the water meets the cliff		
✓			ITA3 - 0h 45m 36s	45m 36s	50m 6s	4m 30s	Arctic Bay, Baffin Island, Nunavut	1. Ice (geology)		
✓			ITA3 - 0h 50m 7s	50m 7s	53m 12s	3m 5s	Resolute Bay, Cornwallis Island, Nunavut	1. Fish (wildlife) 2. Ice (geology) 3. Polar Bear (wildlife)		

# NATURAL SCIENCES & ENVIRONMENTAL STUDIES: ARCTIC CLIMATE & WILDLIFE FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		√	ITA3 - 0h 58m 35s	58m 35s	60m 5s	1m 30s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Caswell Tower, Radstock Bay (geology)
		√	ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 5s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Polar bears (wildlife)
		√	ITA3 - 1h 3m 10s	63m 10s	65m 17s	2m 7s	Dundas Harbour, Devon Island, Nunavut	1. Tundra 2. Icebergs (geology) 3. Mountains (geology)





# VISUAL ARTS: ARCTIC ART PROJECT

## Grade level

K-12 (this module can be adapted for all grade levels)

## Time

Approximately 75 minutes (can be adapted to multiple class periods)

## Learning Goals

- ▷ Students will learn about the challenges Trépanier faced when painting in the Arctic wilderness throughout his expeditions.
- ▷ Students will be inspired by nature to immerse themselves in new styles and approaches to making art.
- ▷ Students will have an opportunity to expand their understanding of the artistic process and the difference between creating art outdoors versus in-studio.

## Film Trilogy Clips Link

[vimeo.com/channels/itavisualarts](https://vimeo.com/channels/itavisualarts)

## Materials

- ▷ Arctic art film segment list (included)
- ▷ Computers (to view film segments and Trépanier's online gallery)
- ▷ Art supplies (as needed, not included)

## Overview

Students will learn about the challenges of creating art in the wild and will create their own Arctic-inspired art piece in their own community.

## Focus question

What specific considerations must be made when preparing an art project about a landscape, animal or person in the Arctic as opposed to making art in a different location?

## Lesson Description

### Minds on:

Students will watch segments from Trépanier's film series to learn about the challenges of painting and creating art in the wilderness.

### Action:

Students will select one of Trépanier's paintings from his adventure to analyze and reflect upon. Students will sketch their own version of an Arctic landscape.

### Conclusion:

Students will select a place in their community to create an art piece, and work with the class to create a gallery of their own art.

## Minds on

Ask students what they think being Canadian means and what influence it has on creating art. How is our art different than other places in the world? How do the arts influence our Canadian identity? For those from other countries or with families from other countries, how does this shape your identity? What differences have you found in art created in Canada versus the art of your ancestors? What do you think it means to be an artist and do you have certain responsibilities? If so, what are they?

Using the film segment list provided with this module, watch film clips about various paintings Trépanier created while he was in the Arctic. Ask students to pay attention to weather, location, time of day, and how Trépanier selects his locations and prepares himself to paint. Afterwards, have a brief class discussion using the questions provided or have students come up with their own.





# VISUAL ARTS: ARCTIC ART PROJECT

## Discussion questions:

- Why did Trépanier travel to the Arctic? What was his purpose?
- What motivated Trépanier to document the Arctic in this way?
- Why was it important to physically visit these sites?
- What challenges did Trépanier face when painting various sites?
- How did Trépanier choose his locations? How did he approach each site and determine the best spot for his painting?

In pairs or small groups, allow time for students to select a painting of their choice by going to Trépanier's gallery at [intotheartctic.ca/paintings-edu](http://intotheartctic.ca/paintings-edu). Using the title of their selected painting, have students find the film segment of Trépanier painting it in the field. Have students locate the painting on [vimeo.com/channels/itavisualarts](https://vimeo.com/channels/itavisualarts) and encourage them to observe the materials he uses, the challenges he faced, how he got there, where he stood, time of day, weather, etc. Have students consider the various perspectives of each site and draft these observations in their notebooks while they are watching their segments. Allow time for students to share what they learned with the rest of the class by either arranging for oral presentations or having students contribute what they learned in a class blog.

## Action

Explain to students that they are going to create their own Arctic art using a scene from Trépanier's films. Ask students to think about what they are interested in and what they feel most comfortable drawing. It can be an animal, landscape, person, etc. Next, have students reflect on a place or experience from Trépanier's adventure that they could draw or document. Students can use the film synopsis, Trépanier's painting gallery, or the lists provided with this module to help them choose a place. Have them think about perspective (e.g., bird's eye view, from below looking upwards, underwater).

Have students sketch or paint their selected scene. Alternatively, if students are interested in photography, videography and/or digital media, have them explore a location of the film using their digital media skills to create their own art project of choice. Explain to students that how they choose to document their scene is entirely up to them and dependent on their art style.

Once students have finished, post everyone's art around the classroom and arrange a gallery walk or post and share student's work on your class blog or social media outlets. Have students write a 50-word description of their artwork and why that specific scene spoke to them.

## Conclusion and Consolidation

Conclude this lesson by bringing this experience back to the local community. Arrange for a walking tour around your school neighbourhood or, if available, a visit to a conservation area, park or place out in nature. Have students walk around their site

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Geographic perspective
- ▷ Spatial significance

### Inquiry Process

- ▷ Formulate questions
- ▷ Gather and organize
- ▷ Interpret and analyze

### Geospatial Skills

- ▷ Foundational elements
- ▷ Spatial representations





# VISUAL ARTS: ARCTIC ART PROJECT

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and find their own scene or item to sketch or paint out in their local wilderness. Consider visiting the same location at different times of day to encourage students to consider the importance of lighting/environment when creating art.

### Discussion questions:

- How do you think these paintings would be different if Trépanier hadn't physically visited the locations?
- How does Trépanier's approach to art parallel past Canadian artists who drew inspiration from nature directly? (e.g., Group of Seven)
- How do the Inuit reflect their passion and connection to the land through art?

## Extend your geographical thinking

Trépanier is one of many talented Canadian artists. Have students choose a Canadian artist to research so that they can learn more about different art styles, painting composition, and how other artists have documented Canada's land and culture.

## Modifications

**For younger grades:** Select a film segment that your students will enjoy and share it with the class. Watch the film segment once and then replay it, this time pausing at your selected scene. In their notebooks, have students select something from this scene to draw and write a sentence describing it.

**For older grades:** Have students choose a scene from a film segment and create an illustration depicting how they think the Arctic will change in the next 50 years.

### Additional:

- Use Google Cardboard and Google Street View (or Google Earth) to jump into a 360-degree Arctic photo. Have students draw a scene from one of these images.
- As a class, select your favourite scene and have all students draw the same site.

## Assessment Opportunities

Students can submit their art projects to be graded.

Teachers can assess students by measuring:

- the quality and value of the critique and feedback they provide to other students.
- how students participate and engage in class discussions.
- how students analyze and comment on each others' art pieces.

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓			ITA1 - 0h 0m 15s	15s	1m 22s	1m 7s	Caledon, Ontario	1. Purpose & Motivation
✓			ITA1 - 0h 4m 58s	4m 58s	10m 0s	5m 2s	Dawson City, Yukon	1. Painting (on-location) - "TOMBSTONE VALLEY", OIL PAINTING BY CORY TRÉPANIÉ
✓			ITA1 - 0h 24m 19s	24m 19s	27m 7s	2m 48s	Paulatuk, Northwest Territories	1. Painting (on-location) - "JONAH", OIL PAINTING BY CORY TRÉPANIÉ
✓			ITA1 - 0h 29m 0s	29m 0s	31m 1s	2m 1s	Brock River Canyon, near Tuklut Nogait National Park, Northwest Territories	1. Painting (on-location) - "BROCK RIVER CANYON", OIL PAINTING BY CORY TRÉPANIÉ
✓			ITA1 - 0h 32m 15s	0h 32m 15s	37m 27s	5m 14s	Dempster Highway, Yukon	1. Painting (prep) - How to prepare when setting up on- location? 2. Drawing (on-location) - What supplies does Sydney use for her drawing? What's it of? 3. Painting (on-location) - "FALL ON THE TUNDRA", OIL PAINTING BY CORY TRÉPANIÉ 4. Painting (composition) - - When painting landscapes, what should you keep in mind for your composition? 5. Painting (on-location) - "ALMOST WINTER", OIL PAINTING BY CORY TRÉPANIÉ
✓			ITA1 - 0h 37m 34s	37m 34s	40m 8s	2m 34s	Ivvavik National Park, Yukon	1. Painting (on-location) - challenges - What challenges did Cory face painting in the Arctic?
✓			ITA1 - 0h 41m 20s	41m 20s	43m 36s	2m 16s	British Mountains, Ivvavik National Park, Yukon	1. Painting (inspiration) - What inspired Cory for this painting and how does he channel this inspiration? 2. Painting (on-location)

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END			
√			ITA1 - 0h 45m 7s	45m 7s	45m 40s	0m 33s	British Mountains, Iwavik National Park, Yukon	<ol style="list-style-type: none"> <li>1. Painting (facts) <ul style="list-style-type: none"> <li>- How many paintings did Cory leave with during his journey?</li> </ul> </li> <li>2. Painting (motivation) <ul style="list-style-type: none"> <li>- What does Cory hope you'll gain from his paintings?</li> </ul> </li> </ol> <p>ANS: "...that his experience can transcend the paintings and share with his viewers the mystery, beauty &amp; importance of this part of our planet."</p> <ol style="list-style-type: none"> <li>3. Painting (on-location) -  <b>"ARCTIC SENTINEL" (STUDY), OIL PAINTING BY CORY TRÉPANIÉ</b></li> </ol>
√			ITA2 - 0h 0m 40s	40s	106s	66s	Canadian Arctic	<ol style="list-style-type: none"> <li>1. Painting (motivation) <ul style="list-style-type: none"> <li>- What inspired Cory to paint the Arctic and how many paintings has he created?</li> <li>- When did Cory start painting Canada's Arctic?</li> </ul> </li> </ol>
√			ITA2 - 0h 3m 43s	3m 43s	5m 23s	1m 40s	Auyuittuq National Park, Baffin Island, Nunavut	<ol style="list-style-type: none"> <li>1. Painting (on-location) <ul style="list-style-type: none"> <li>- Why does Cory start painting before getting to Mount Thor? What supplies does he have? How many pounds extra does it add to his pack?</li> </ul> </li> <li>2. Painting tools (on-location) <ul style="list-style-type: none"> <li>- What gear does Cory bring to use while painting on-location?</li> </ul> </li> </ol>
√			ITA2 - 0h 5m 34s	5m 34s	7m 58s	2m 24s	Auyuittuq National Park, Baffin Island, Nunavut	<ol style="list-style-type: none"> <li>1. Filming (on-location) - documentary <ul style="list-style-type: none"> <li>- Why was Cory's team delayed getting to Mount Thor?</li> </ul> </li> </ol> <p>ANS: Taking time to film &amp; sketch</p> <ol style="list-style-type: none"> <li>2. Sketch (on-location)</li> <li>3. Painting (on-location) - Rock Boulder <ul style="list-style-type: none"> <li>- Since the weather is bad, Cory is delayed getting to Mount Thor, what does he paint instead?</li> </ul> </li> </ol>

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM		FILM	CLIP NAME	FILM TIMECODE		FILM TIMECODE	FILM TIMECODE		LOCATION	TAGS & EDUCATIONAL INFO	
ITA 1	ITA 2	ITA 3		START	END		START	END			
√			ITA2 - 0h 8m 0s	8m 0s	10m 1s		2m 1s		Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Painting on-location (challenges, preparation &amp; inspiration)</li> <li>- Describe the scene Cory was hoping to paint of Mount Thor.</li> </ul> <p>ANS: Weasel River flowing in foreground &amp; snow left over from last winter. "This perspective just lends a huge amount of depth, and sort of sets Mount Thor in its place, in this landscape."</p> <ul style="list-style-type: none"> <li>- Why wasn't he able to capture it? How do you have to prepare differently when painting in-studio vs. on-location?</li> <li>- What are the challenges of painting in the wilderness? (eg. weather doesn't cooperate)</li> </ul> <ul style="list-style-type: none"> <li>2. Painting (on-location)</li> <li>- What did Cory paint instead of Mt. Thor?</li> </ul>	
√			ITA2 - 0h 10m 28s	10m 28s	12m 10s		1m 42s		Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Painting (composition)</li> <li>- What does Cory look for when painting in-the-field? ANS: lighting, composition, &amp; gut feeling</li> </ul> <ul style="list-style-type: none"> <li>2. Painting prep</li> <li>- How does Cory choose where to set up and paint? What steps did he take here to do so?</li> </ul> <ul style="list-style-type: none"> <li>3. Painting (on-location) - "MOUNT THOR" (STUDY), OIL PAINTING BY CORY TRÉPANIÉ</li> <li>- Why did Cory have such a difficult time selecting the angle to paint on Mount Thor? ANS: so many views &amp; it's so large to explore</li> <li>- How big will Cory's painting of Mt. Thor be in the studio?</li> </ul>	
√			ITA2 - 0h 12m 12s	12m 12s	14m 55s		2m 43s		Qikiqtarjuaq, Baffin Island, Nunavut	<ul style="list-style-type: none"> <li>1. Painting on-location (prep)</li> </ul>	

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 15m 28s	15m 28s	17m 58s	2m 30s	Qikiqtarjuaq, Baffin Island, Nunavut	<p>1. Painting on-location (prep)</p> <ul style="list-style-type: none"> <li>- What did Cory and Billy have to do in order for Cory to access the iceberg he wanted to paint? And what challenges did they face? (eg. bring Cory's canoe atop Billy's boat; drop off Cory's canoe so Cory can paint from Billy's boat, battery on Billy's boat died)</li> </ul> <p>2. Painting (on-location) - <b>"FLOATING BY", OIL PAINTING BY CORY TRÉPANIER</b></p> <p>3. Painting (on-location) - <b>"BOTTOM'S UP", OIL PAINTING BY CORY TRÉPANIER</b></p>
✓				ITA2 - 0h 17m 59s	17m 59s	20m 45s	2m 46s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<p>1. Painting on-location (prep)</p> <p>2. Painting (on-location) - <b>"BREAKING OFF", OIL PAINTING BY CORY TRÉPANIER</b></p>
✓				ITA2 - 0h 20m 48s	20m 48s	22m 53s	2m 5s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<p>1. Painting (on-location) - challenges</p> <ul style="list-style-type: none"> <li>- What challenge does Cory face while painting this glacier?</li> <li>- Describe Cory's set-up to paint the glacier? How is it accessible to him even though it's out in the middle of the water?</li> </ul>
✓				ITA2 - 0h 23m 6s	23m 6s	23m 35s	0m 29s	Coronation Fiord, Auyuittuq National Park, Baffin Island, Nunavut	<p>1. Painting (on-location)</p>
✓				ITA2 - 0h 26m 43s	26m 43s	28m 47s	2m 4s	Sarn Ford Fiord, Baffin Island, Nunavut	<p>1. Painting (on-location) - <b>"SAM'S WALL" (STUDY), OIL PAINTING BY CORY TRÉPANIER</b></p> <p>2. Painting (on-location) - inspiration</p> <ul style="list-style-type: none"> <li>- What risks do you think there are when painting in the Arctic?</li> <li>- What inspires Cory's work?</li> </ul>

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END			
✓			ITA2 - 0h 29m 4s	29m 4s	29m 54s	0m 50s	Sam Ford Fiord, Baffin Island, Nunavut	<p>1. Painting (on-location)</p> <p>2. Painting (in wild) - risks</p> <p>- What are risks that artists face while creating their work in “the wild”?</p> <p>“Painting these unreal landscapes has its risks. In the rough waters, a boat break down can see you smashed up against unforgiving rock walls. A serious injury, and help is many miles and days away. And the ever present threat of the Polar Bear. Returning to camp after painting the valley we found fresh tracks. We were fortunate it wandered off, ignoring our gear. But that doesn’t mean it won’t be back. Every night, I sleep with my new companion, and say a prayer.”</p>
✓			ITA2 - 0h 31m 17s	31m 17s	31m 29s	0m 12s	Walker Arm, Baffin Island, Nunavut	<p>1. Sculpture (Inuit Art)</p> <p>- What does Sam use to sculpt the seal?</p> <p>ANS: Soapstone</p>
✓			ITA2 - 0h 38m 40s	38m 40s	40m 51s	2m 11s	Henrietta Nesmith Nesmith Glacier, Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Painting (on-location) - challenges</p> <p>- What delayed Cory starting to paint the glacier?</p> <p>ANS: Weather, hiking closer to set up camp (hiking with fully-packed packs)</p> <p>2. Painting (on-location) -</p> <p><b>“AT THE GLACIER”, OIL PAINTING BY CORY TRÉPANIÉ</b></p>
✓			ITA2 - 0h 41m 06s	41m 6s	45m 2s	3m 56s	Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	<p>1. Painting prep (on-location)</p> <p>2. Painting on-location (challenges)</p> <p>3. Painting (on-location) -</p> <p><b>“UP CLOSE”, OIL PAINTING BY CORY TRÉPANIÉ</b></p> <p>4. Painting (on-location) -</p> <p><b>“ALONG LAKE HAZEN”, OIL PAINTING BY CORY TRÉPANIÉ</b></p>



# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 49m 50s	49m 50s	50m 53s	1m 3s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Painting (on-location) - <b>"TANQUARY VISTA" (STUDY), OIL PAINTING BY CORY TRÉPANIÉ</b>
✓				ITA2 - 0h 52m 0s	52m 0s	54m 53s	2m 53s	Fort Conger, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Painting (on-location) - <b>"FORT CONGER" (STUDY), OIL PAINTING BY CORY TRÉPANIÉ</b> 2. Sketch (on-location) 3. Painting (on-location) - challenges - What constraints was Cory under when painting this painting? What conflict did Cory face when painting? And which challenges?
✓				ITA2 - 0h 56m 5s	56m 5s	56m 50s	0m 45s	Tanquary Fiord & MacDonald River, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Painting (on-location)
✓				ITA2 - 0h 57m 22s	57m 22s	58m 12s	0m 50s	"Bathurst Inlet & Wilberforce Falls, Nunavut"	1. John Franklin - Describe the etching from John Franklin's first expedition. 2. Bill Mason - What was Bill Mason known for? ANS: filmmaker, canoeist, and painter
✓				ITA2 - 0h 59m 13s	59m 13s	60m 29s	1m 16s	Bathurst Inlet, Nunavut	1. Painting (on-location) - prep & set-up - Why do you think mid-day is best to scout a location to paint? - What were the differences Cory experienced between painting here and painting on Baffin Island? ANS: more green & more mosquitoes 2. Painting (on-location) - <b>"IN THE DISTANCE", OIL PAINTING BY CORY TRÉPANIÉ</b>

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 1h 4m 11s	64m 11s	67m 52s	3m 41s	Wilberforce Falls, Nunavut	1. Paining (on-location) - <b>“SUNDOWN ON WILBERFORCE”, OIL PAINTING BY CORY TRÉPANIÉ</b> 2. Paining (on-location) - <b>“OVER THE EDGE” (STUDY), OIL PAINTING BY CORY TRÉPANIÉ</b> 3. Paining (on-location) - challenges - Why did Cory have to set up his canvas so close to the ledge? How did he prep it to ensure it stayed in place? - What challenges did Cory face painting this image? ANS: sun-going down, mosquitoes (attacking him & picking off paintings) - What does Cory do prior to painting to ensure proper lighting? ANS: Takes reference shots (photography)
✓				ITA2 - 1h 14m 14s	74m 14s	75m 51s	1m 37s	Tay Bay, Sirmilik National Park, Blyot Island, Nunavut	1. Paining (on-location) - <b>“GLACIER AT TAY BAY”, OIL PAINTING BY CORY TRÉPANIÉ</b>
✓				ITA2 - 1h 16m 3s	76m 3s	77m 51s	1m 48s	Oliver Sound, Sirmilik National Park, Baffin Island, Nunavut	1. Paining (on-location) - <b>“ARCTIC TRANQUILITY”, OIL PAINTING BY CORY TRÉPANIÉ</b>
✓				ITA2 - 1h 18m 9s	78m 9s	81m 34s	3m 25s	Pond Inlet, Sirmilik National Park, Baffin Island & Blyot Island, Nunavut	1. Paining (on-location)
✓				ITA3 - 0h 0m 44s	0m 44s	2m 55s	2m 11s	Canadian Arctic	1. Artist (inspiration) - What first drew Cory to the Arctic? ANS: Untamed beauty - Who did he first travel with and why? ANS: Family, so that together they could experience the wonders of the North and its people. - How long has Cory been exploring the Arctic? ANS: A decade

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		✓	ITA3 - 0h 8m 7s	8m 7s	10m 26s	2m 19s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Artist (inspiration) - What animal does Cory have a special connection to? And how did he first start painting plein air? ANS: Red-tailed Hawk (first animal he drew as a child) 2. Artist (history)
		✓	ITA3 - 0h 10m 28s	10m 28s	13m 3s	2m 35s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Painting on-location (selecting a location) - Where did Cory first pull his easel out (on day five)? ANS: A ridge (because ridges typically mean a nice view) 2. Painting (on-location) - "THOMSEN RIVER VISTA", OIL PAINTING BY CORY TRÉPANIER
		✓	ITA3 - 0h 13m 32s	13m 32s	14m 49s	1m 17s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Painting (on-location) - "HEAD HILL", OIL PAINTING BY CORY TRÉPANIER
		✓	ITA3 - 0h 14m 49s	14m 49s	15m 35s	0m 46s	Muskox River & Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Painting (on-location) - finding angle 2. Painting (on-location) - "AFTERNOON ON THE THOMSEN", OIL PAINTING BY CORY TRÉPANIER
		✓	ITA3 - 0h 15m 58s	15m 58s	18m 7s	2m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Sketching (on-location) 2. Artist (work-process, on-location)
		✓	ITA3 - 0h 17m 35s	18m 7s	19m 16s	1m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic wolf (wildlife)

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		✓	ITA3 - 0h 20m 4s	20m 4s	22m 12s	2m 8s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Painting (on-location) - challenges 2. Painting (on-location) - “END OF THE THOMSEN” (STUDY), OIL PAINTING BY CORY TRÉPANIÉ
		✓	ITA3 - 0h 22m 44s	22m 44s	25m 0s	2m 16s	Iqaluit, Baffin Island, Nunavut	1. Painting (on-location) - What is Cory battling against when finishing this painting? ANS: Time & the setting sun
		✓	ITA3 - 0h 25m 2s	25m 2s	26m 40s	1m 38s	Iqaluit, Baffin Island, Nunavut	1. Painting (on-location) - setting up 2. Painting (on-location) - “FROBISHER BAY”, OIL PAINTING BY CORY TRÉPANIÉ 3. Painting (on-location) - “ISLAND POOL”, OIL PAINTING BY CORY TRÉPANIÉ 4. Painting (on-location) - “BEHIND IQALUIT”, OIL PAINTING BY CORY TRÉPANIÉ
		✓	ITA3 - 0h 26m 46s	26m 46s	29m 13s	2m 27s	Naujaat, Nunavut	1. Sketch (on-location)
		✓	ITA3 - 0h 29m 23s	29m 23s	30m 27s	1m 4s	Naujaat, Nunavut	1. Painting (on-location) - location scouting 2. Painting (on-location) - “NAUJAAT VALLEY”, OIL PAINTING BY CORY TRÉPANIÉ
		✓	ITA3 - 0h 32m 58s	32m 58s	33m 32s	0m 34s	Naujaat, Nunavut	1. Sketching (on-location) 2. Painting (on-location) - “NAUJAAT SUNSET”, OIL PAINTING BY CORY TRÉPANIÉ - What inspired Cory to paint his first Arctic pairing (on this expedition)? ANS: wandering
		✓	ITA3 - 0h 33m 47s	33m 47s	38m 42s	4m 55s	Fort Hope, North Pole River, Nunavut	1. Painting (on-location) - “JOHN RAE WAS HERE”, OIL PAINTING BY CORY TRÉPANIÉ
		✓	ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 20s	Harbour Islands, Nunavut	1. Sketching (on-location)

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		✓	ITA3 - 0h 45m 36s	45m 36s	50m 6s	4m 30s	Arctic Bay, Baffin Island, Nunavut	1. Painting (on-location) - <b>"ENDLESS LIGHT", OIL PAINTING BY CORY TRÉPANIÉ</b> 2. Painting (on-location) - <b>"CLIFFS AT ARCTIC BAY", OIL PAINTING BY CORY TRÉPANIÉ</b> 3. Sketching (on-location) - <b>"ARCTIC BAY", GRAPHITE SKETCH ON PAPER BY CORY TRÉPANIÉ</b>
		✓	ITA3 - 0h 50m 7s	50m 7s	53m 12s	3m 5s	Resolute Bay, Cornwallis Island, Nunavut	1. Artist, A.Y. Jackson - founding member of Group of Seven 2. A.Y. Jackson sketched in 1930 3. Sketch in ode to AY Jackson
		✓	ITA3 - 0h 53m 40s	53m 40s	55m 24s	1m 44s	Beechey Island & Devon Island, Nunavut	1. Beechey Island - A.Y. Jackson sketch - "The Mary at the foot of the cliffs." 2. Painting (on-location) - What is the relevance of the land? "The landscape is bigger than the human history. This land is here before and after, and we leave our mark on it but we are just minuscule compared to it."
		✓	ITA3 - 0h 55m 45s	55m 45s	58m 20s	2m 35s	Beechey Island, Nunavut	1. Painting (on-location) - <b>"AT REST, BEECHÉY ISLAND", OIL PAINTING BY CORY TRÉPANIÉ</b>
		✓	ITA3 - 0h 58m 35s	58m 35s	60m 5s	1m 30s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Painting (on-location) - Caswell Tower - What is the challenge Cory is fighting when trying to paint on Devon's Island? ANS: Sickness (the toll of 6 and a half weeks of Arctic travel)
		✓	ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 5s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Painting (on-location) - <b>"HBC AT FORT ROSS", OIL PAINTING BY CORY TRÉPANIÉ</b> - What opened Cory up to having more access to the land? ANS: Expedition Tourism Vessel (17-days)

# VISUAL ARTS: ARCTIC ART PROJECT FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
		√	ITA3 - 1h 3m 10s	63m 10s	65m 17s	2m 7s	Dundas Harbour, Devon Island, Nunavut	1. Painting (on-location) - <b>“DEVON COAST”, OIL PAINTING BY CORY TRÉPANIER</b> 2. Painting (on-location) - <b>APPROACHING GIBBS FIORD”, OIL PAINTING BY CORY TRÉPANIER</b>
		√	ITA3 - 1h 6m 14s	66m 14s	67m 54s	1m 40s	Gibbs Fiord, Baffin Island, Nunavut	1. Painting (on-location) - <b>“BOTTOM OF GIBBS FIORD”, OIL PAINTING BY CORY TRÉPANIER</b> 2. Artist (reflection & inspiration)
		√	ITA3 - 1h 7m 55s	67m 55s	1h 13m 37s	0h 5m 42s	Washington, D.C., USA	1. Art Exhibition - What steps do you need to take to prep for an art exhibition? - How many expeditions did Cory go on? ANS: four expeditions, 60,000 kilometres - What is the largest painting Cory has created? ANS: Great Glacier (15 feet wide); of Coronation Fiord on Baffin Island - What did Cory get a sense of the Arctic through? ANS: In the minute, vast, wildlife & people 2. Painting (on-location) - <b>“GREAT GLACIER”, OIL PAINTING BY CORY TRÉPANIER</b>



# OUTDOOR EDUCATION: SURVIVAL SKILLS

## Grade level

K - 12 (this module can be adapted for all grade levels)

## Time

Approximately 75 minutes (can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will discuss the importance of having strong navigation skills.
- ▷ Students will practice their own navigation skills in their local community.
- ▷ Students will gain an understanding of the importance of navigation, especially out in the wilderness.
- ▷ Students will go on their own excursion and document their experience using a personal journal.

## Film Trilogy Clips Link

[vimeo.com/channels/itaoutdooreducation](https://vimeo.com/channels/itaoutdooreducation)

## Materials

- ▷ Navigation film segment list (included)
- ▷ Computers (for research)
- ▷ Devices (to create video skit)

## Overview

In this activity, students will learn the importance of navigation and survival skills while out in the wilderness and practice their skills in their local area.

## Focus question

What navigation skills are needed to survive out in the wilderness and how can we learn them?

## Lesson Description

### Minds on:

Students will watch segments from Trépanier's film series that highlight the variety of excursions Trépanier took throughout his journey and how he prepared for each one.

### Action:

Students will learn about smart navigation skills and tips on how to survive when out in the wilderness.

### Conclusion:

Students will practice their navigation skills out in the field and create a journal entry documenting their experience.

## Minds on

Ask students to share a family trip or a vacation experience. What went into the planning and preparations for the trip? Who planned it? How long did it take to plan? What supplies did you need? What important steps must someone take when planning a trip? Why? What extra steps do you think you need to take when travelling with younger people versus people with a lot of experience?

Explain to students that expeditions take months and even years to plan. Explorers and adventurers need to monitor weather, test out gear, assemble a team, map out routes, buy plane tickets, permits, etc. Ask students what types of things Trépanier had to consider and plan for his Arctic adventure. Use the following film clips and discussion prompts to review what went into Trépanier's preparations for his journey:





# OUTDOOR EDUCATION: SURVIVAL SKILLS

## Film 1 (00h:02m:00s - 00h:03m:51s)

### Discussion questions:

- What was Trépanier's mission for his expedition?
- How long did he research and plan for his journey?
- What was his approach while exploring the Canadian Arctic?
- Who accompanied him on his first journey and what role did each of them have?
- What extra steps do you think you need to take when travelling with younger people? What about travelling with inexperienced people versus experienced people?

## Film 2 (00h:03m:19s - 00h:06m:54s)

### Discussion questions:

- What type of gear did Trépanier pack? How did he travel with it?
- How can you prepare for an environment that is constantly changing?

## Film 3 (00h:04m:00s - 00h:07m:04s)

### Discussion questions:

- How did Trépanier traverse the Thompson River? Who went with him?
- What supplies did they pack? How did they transport everything?
- Did anything unexpected happen during the trip? If yes, how was the situation handled? Could it have been handled better?

## Action

Inform students that having basic navigation and survival skills when out in the wilderness is vital for survival, even if you are only planning for a day hike on a local path. There are many skills associated with navigation and outdoor adventure. Ask students to brainstorm some skills needed and create a list as a class.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Geographic perspective
- ▷ Spatial significance

### Inquiry Process

- ▷ Gather and organize
- ▷ Evaluate and draw conclusions

### Geospatial Skills

- ▷ Foundational elements
- ▷ Technology
- ▷ Fieldwork







# OUTDOOR EDUCATION: SURVIVAL SKILLS

Skills should include:

- Using a compass
- Map reading
- Staying on the path (avoiding shortcuts)
- Avoiding dangerous plants and animals
- Packing a backpack/daypack
- Locating north (without a compass)
- How to be prepared for all weather conditions
- How to respond during an emergency
- Knowing CPR and first aid
- Animal safety (e.g., bear spray, whistles or bells)

Divide students up into small groups and give each group a different navigation skill to investigate. Inform students that they will be creating a short video about the do's and don'ts of their select skill. If students do not have access to the appropriate devices to create a video (tablets, smartphones), modify this activity for students to create a skit for the rest of the class instead. Explain that the purpose of this activity is to educate others on how to be prepared and know how to use their navigation skills when hiking, camping, or exploring outside.

When students are ready, allow time for each group to share their skit or film with the rest of the class. Once all groups have presented, have a class discussion about how students can practice these skills and strengthen them.

## Conclusion and Consolidation

Arrange for a field trip or excursion in your local community. Take students to visit a local park, conservation area, hiking trail, provincial or national park and have them practice their navigation skills that they learned earlier in class. Throughout the day, have students comment on the direction they are walking, and identify trees, plants and wildlife they see. Have students document their experience by writing in a journal throughout the day. When possible, arrange for longer reflection periods so students can draw something that they see on-site, adding to the geographical perspective of their field journal. Many conservation areas and parks offer student-oriented workshops specific to outdoor safety—if possible, invite an expert to join you during your excursion.





# OUTDOOR EDUCATION: SURVIVAL SKILLS

## Extend your geographical thinking

The outdoors can be enjoyed by all in every season. Arrange for students to go on a nature walk or excursion in each season and discuss how the necessary navigation and survival skills may change based on the seasons. Create a poster or display to raise awareness in your school about navigation and survival skills.

## Modifications

**For younger grades:** Begin with basic navigation and map-reading skills and test these skills in your school playground or neighbourhood—somewhere your students are familiar with. Have students keep a journal throughout the school year about their experiences outside.

**For older grades:** Arrange for a camping weekend with students where they can go hiking and camping in the wild.

### Additional:

- Invite a parent or community member to come in and share their experience from camping trips or excursions.
- Have students research current survival apps that assist campers outside.
- Introduce students to geocaching. Geocaching is a great way to get students outside and practicing their navigation skills.
- This activity can be incorporated into your annual class trip where students can use their new navigation skills.

## Assessment Opportunities

Teachers can assess:

- how students research and present their videos/skits.
- how students participate and are engaged in class discussions.

Students can assess their navigation skills while on their field excursion.

Students can submit their journals to be marked.

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END				
√			ITA1 - 0h 2m 15s	135s	3m 50s	1m 35s	Caledon, Ontario	<ul style="list-style-type: none"> <li>1. Expedition &amp; Family Prep</li> <li>- How old were the girls? Had they travelled previously?</li> <li>- What did Cory &amp; his family bring with them on their journey? How did they prepare for their journey?</li> </ul>	
√			ITA1 - 0h 4m 14s	0h 4m 14s	4m 58s	0m43s	Northwestern British Columbia	<ul style="list-style-type: none"> <li>1. Hiking</li> <li>2. Safety &amp; First Aid</li> </ul>	
√			ITA1 - 0h 4m 58s	4m 58s	10m 0s	5m 2s	Dawson City, Yukon	<ul style="list-style-type: none"> <li>1. Expedition Prep - Dempster Highway (challenges)</li> <li>- What are the challenges of driving the Dempster?</li> <li>2. Canoeing &amp; fishing - Subarctic Permafrost Lake (travel)</li> </ul>	
√			ITA1 - 0h 10m 0s	10m 0s	11m 3s	1m 3s	Dawson City, Yukon	<ul style="list-style-type: none"> <li>1. Expedition Prep - Inuvik (packing)</li> <li>- What was packed in the RV?</li> <li>- How long were they preparing to live off the land? And what did they prepare?</li> </ul>	
√			ITA1 - 0h 13m 56s	13m 56s	15m 26s	1m 30s	Paulatuk, Northwest Territories	<ul style="list-style-type: none"> <li>1. Expedition Prep - Arctic River (challenges)</li> <li>- How were the dangerous rivers avoided?</li> </ul>	
√			ITA1 - 0h 15m 34s	15m 34s	18m 15s	2m 41s	Paulatuk, Northwest Territories	<ul style="list-style-type: none"> <li>1. Expedition Prep - Arctic Circle (challenges)</li> <li>- What challenge did Cory &amp; his family face driving across the Arctic tundra?</li> <li>- How was this issue corrected?</li> <li>2. Travel - Arctic Circle (concerns)</li> <li>- What concerns did Cory have about the all-terrain vehicles? Why are such vehicles useful?</li> <li>3. Expedition (challenges)</li> <li>- What stopped Jonah from returning to the family?</li> <li>4. Safety &amp; Protection (camping)</li> <li>- What animal was Princess (Jonah's husky) keeping watch for?</li> <li>5. Food (camping)</li> <li>- What food did the Trépanier's eat for breakfast?</li> </ul>	

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1	FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE		FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
				START	END			
√			ITA1 - 0h 18m 53s	18m 53s	19m 45s	0m 52s	Paulatuk, Northwest Territories	1. Gear (camping, expedition travel) - What did the Trépanier's do to set up their camp site? 2. Expedition (challenges, camping, shelter) - What do you think the danger was setting up the campsite close to the edge of the cliff?
√			ITA1 - 0h 21m 0s	21m 0s	23m 42s	2m 42s	Paulatuk, Northwest Territories	1. Arctic Weather (preparation, challenges)
√			ITA1 - 0h 24m 19s	24m 19s	27m 7s	2m 48s	Paulatuk, Northwest Territories	1. Camping, food (Arctic Circle) - What food did the family eat for dinner? 2. Camping - Arctic Circle (challenges) - What challenges did Andie meet her first morning in the Arctic Circle? ANS: A cold from bare feet, hair stuck in tent, etc.
√			ITA1 - 0h 27m 17s	27m 17s	28m 43s	1m 26s	Brock River Canyon, near Tuktot Nogait National Park, Northwest	1. Camping (safety, gear) - Why's it important to bring a first aid kit / be careful playing on rocks? 2. Camping (gear) - What did the family use to make a campfire?
√			ITA1 - 0h 31m 5s	31m 5s	32m 5s	1m 0s	Territories Brock River Canyon, near Tuktot Nogait National Park, Northwest Territories	1. Camping, food 2. Travel (ATV) - How long was the journey back to Paulatuk? ANS: 11 hours
√			ITA1 - 0h 32m 15s	0h 32m 15s	37m 27s	5m 14s	Dempster Highway, Yukon	1. Camping - Brock River Canyon (gear) - When outdoors, what can you use to stay dry from the rain? 2. Grizzly Bear - encounter (wildlife) - What do you do if you see a bear in the wild?

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
√				ITA1 - 0h 37m 34s	37m 34s	40m 8s	2m 34s	Ivavik National Park, Yukon	1. Inuvik (travel) - How did Cory prep for his hike? - How did Cory go over the Mackenzie Delta? ANS: Flew northwest in a Twin Otter 2. Expedition & Camping Prep (Ivavik National Park)
√				ITA1 - 0h 41m 20s	41m 20s	43m 36s	2m 16s	British Mountains, Ivavik National Park, Yukon	1. Camping (preparation) - How did Cory secure his tarp?
√				ITA1 - 0h 45m 7s	45m 7s	45m 40s	0m 33s	British Mountains, Ivavik National Park, Yukon	1. Travel - In order to finish his collection, how many more times and over how many years does Cory plan to return to the Arctic? - What hiking gear was used to hike the BC rocky mountains? And how long did the hike take?
√				ITA2 - 0h 3m 43s	3m 43s	5m 23s	1m 40s	Auyuittuq National Park, Baffin Island, Nunavut	1. Hiking; expedition prep, river crossing 2. Expedition prep - How much extra weight can your art supplies add to your pack?
√				ITA2 - 0h 8m 0s	8m 0s	10m 1s	2m 1s	Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	1. Hiking - How many days will the hike to Mount Thor take in-total? ANS: 10 days 2. Expedition prep
√				ITA2 - 0h 10m 28s	10m 28s	12m 10s	1m 42s	Mount Thor, Auyuittuq National Park, Baffin Island, Nunavut	1. Hiking 2. Expedition prep

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 0h 15m 28s	15m 28s	17m 58s	2m 30s	Qikiqtarjuaq, Baffin Island, Nunavut	<p>1. Canoeing</p> <p>- Is there danger canoeing next to an iceberg? ANS: There is extreme danger in paddling close to an iceberg. When it flips over, it displaces such a huge volume of water, that it can suck you under. Yesterday, we saw this turn over from shore. I'm hoping it that will keep it settled for a while, and me safe."</p>
✓				ITA2 - 0h 26m 43s	26m 43s	28m 47s	2m 4s	Sam Ford Fiord, Baffin Island, Nunavut	<p>1. Safety preparation (against wild bears)</p> <p>- What did Sam and Jayko give Cory to protect him while they went fishing? What do you think it was protecting him from?</p>
✓				ITA2 - 0h 29m 4s	29m 4s	29m 54s	0m 50s	Sam Ford Fiord, Baffin Island, Nunavut	<p>1. Risks (when creating art / exploring the "wild")</p> <p>- What are risks that artists face while creating their work in "the wild"?</p>
✓				ITA2 - 0h 34m 39s	34m 39s	36m 59s	2m 20s	Quttinirpaq National Park, Ellesmere Island, Nunavut	<p>1. Travel</p> <p>- What are the emergency caches in the park used for?</p> <p>2. Expedition safety</p> <p>3. Expedition travel (snowmobile)</p> <p>- How did Cory (&amp; troupe) travel to save them time on their journey? ANS: snowmobile</p> <p>- And how many kilometres did it cut off their hike? ANS: 20 km</p> <p>- What problem did the team face with this means of travel? ANS: metal cleats seized up because there isn't enough snow</p>
✓				ITA2 - 0h 41m 06s	41m 6s	45m 2s	3m 56s	Lake Hazen, Quttinirpaq National Park, Ellesmere Island, Nunavut	<p>1. Travel Prep (Weather)</p> <p>- What are the weather challenges you might face while exploring the Arctic?</p>

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓			ITA2 - 0h 45m 03s	45m 3s	46m 37s	1m 34s	Lake Hazen, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Safety (against Arctic wolves)	
✓			ITA2 - 0h 46m 54s	46m 54s	48m 58s	2m 4s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Setting up tent (expedition travel)	
✓			ITA2 - 0h 49m 50s	49m 50s	50m 53s	1m 3s	Tanquary Fiord, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Water preparation (expedition travel) - What do you think Cory is doing to his water?	
✓			ITA2 - 0h 50m 54s	50m 54s	51m 57s	1m 3s	MacDonald River Valley, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Safety - MacDonald River Valley - Sunshine causes water-levels to rise. What are the dangers of this?	
✓			ITA2 - 0h 55m 7s	55m 7s	56m 2s	0m 55s	MacDonald River, Quttinirpaaq National Park, Ellesmere Island, Nunavut	1. Setting up Camp	
✓			ITA2 - 1h 0m 43s	60m 43s	63m 19s	2m 36s	Wilberforce Falls, Nunavut	1. Expedition gear - What gear did Cory have when journeying to Wilberforce Falls? 2. Setting up camp (prep & safety) - What is in the bear-protection package? ANS: electric bear fence	
✓			ITA2 - 1h 8m 16s	68m 16s	70m 30s	2m 14s	Pond Inlet, Sirmilik National Park, Baffin Island & Bylot Island, Nunavut	1. Boating 2. Drinking water in wild (fresh water from iceberg) 3. Setting up camp	

# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
✓				ITA2 - 1h 10m 42s	70m 42s	71m 26s	0m 44s	Tay Bay, Sirmilik National Park, Bylot Island, Nunavut	1. Expedition camping (Challenges) - What problem occurred after setting up camp on Tay Bay? ANS: Shore-level rising and flooded campsite
✓				ITA2 - 1h 16m 3s	76m 3s	77m 51s	1m 48s	Oliver Sound, Sirmilik National Park, Baffin Island, Nunavut	1. Traveling (boat)
		✓		ITA3 - 0h 0m 44s	0m 44s	2m 55s	2m 11s	Canadian Arctic	1. Expedition travel (distance) - In ITA3, how much distance does Cory span? ANS: 40,000 kms - Where was Cory travelling? ANS: Banks Island, Hudson Bay, Frobisher Bay and the NorthWest passage.
		✓		ITA3 - 0h 3m 8s	3m 8s	4m 57s	1m 49s	Aulavik National Park, Banks Island, Northwest Territories	1. Expedition travel - How long is Cory travelling the Arctic? ANS: 9 weeks
		✓		ITA3 - 0h 6m 0s	6m 0s	7m 37s	1m 37s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Expedition (challenges) - What was the first challenge Cory faced? ANS: No network on the phone 2. Expedition travel (preparation) - What month did Cory travel in? ANS: Beginning of July
		✓		ITA3 - 0h 10m 28s	10m 28s	13m 3s	2m 35s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Camping in Arctic (threats / challenges) - What threats do you face when camping in the Arctic? What threats do you face when camping elsewhere? 2. Camping travel - Why couldn't the team canoe? ANS: The winds were too strong



# OUTDOOR EDUCATION: SURVIVAL SKILLS FILM SEGMENT LIST

FILM ITA 1		FILM ITA 2	FILM ITA 3	CLIP NAME	FILM TIMECODE START	FILM TIMECODE END	FILM TIMECODE DURATION	LOCATION	TAGS & EDUCATIONAL INFO
			✓	ITA3 - 0h 13m 4s	13m 4s	13m 32s	0m 28s	Thomsen River, Aulavik National Park, Banks Island, Northwest Territories	1. Arctic char (survival - fishing)
			✓	ITA3 - 0h 14m 49s	14m 49s	15m 35s	0m 46s	Muskox River & Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Expedition (camping) 2. Canoeing (travel)
			✓	ITA3 - 0h 18m 7s	18m 7s	19m 16s	1m 9s	Head Hill, Aulavik National Park, Banks Island, Northwest Territories	1. Expedition safety (arctic wolves - encounter)
			✓	ITA3 - 0h 33m 47s	33m 47s	38m 42s	4m 55s	Fort Hope, North Pole River, Nunavut	1. Expedition travel & prep - What was keeping Cory from entering the park? ANS: ice
			✓	ITA3 - 0h 38m 42s	38m 42s	42m 4s	3m 22s	Fort Hope, North Pole River, Nunavut	1. Fishing 2. Travel (challenges) - What is stopping Cory from getting to Ukkusiksalik? And how long had it been keeping them? ANS: ice (10-days)
			✓	ITA3 - 0h 42m 16s	42m 16s	45m 36s	3m 20s	Harbour Islands, Nunavut	1. Expedition (travel) - What stops Cory in his tracks? ANS: a human skull
			✓	ITA3 - 0h 50m 7s	50m 7s	53m 12s	3m 5s	Resolute Bay, Cornwallis Island, Nunavut	1. A.Y. Jackson 2. John Franklin 3. Sailing
			✓	ITA3 - 1h 0m 6s	60m 6s	63m 11s	3m 5s	Caswell Tower, Radstock Bay, Devon Island, Nunavut	1. Travelling by ship (Expedition Tourism Vessel)



# CUMULATIVE LEARNING EXPERIENCE: ARCTIC ADVENTURE

## Grade level

K - 12 (this module can be adapted for all grade levels)

## Time

Approximately 75 minutes (Can be adapted for multiple class periods)

## Learning Goals

- ▷ Students will learn more about expedition preparations and the geography of the North by planning and mapping their own Arctic adventure.
- ▷ Students will gain knowledge about different equipment used during expeditions and in the North, and how to use the equipment safely.
- ▷ Students will become informed of the challenges that go into preparing for a voyage and learn how to keep themselves out of harm's way.

## Materials

- ▷ Computers (for research)
- ▷ Arctic expedition planning template (Appendix 3, page 76)

## Overview

In this activity, students will apply their knowledge of the Arctic and what they learned in Trépanier's *Into The Arctic* trilogy to plan and map their own Arctic adventure.

## Focus question

If I went on an Arctic expedition, where would I go and what would my expedition look like?

## Lesson Description

### Minds on:

Students will reflect on what they have learned about the Arctic and brainstorm what parts of the Arctic they are drawn to and interested in.

### Action:

Students will plan and map their own Arctic adventure.

### Conclusion:

Students will discuss the challenges that went into their planning and preparation, the types of people they would like to accompany them on the expedition, and compare the similarities and differences between each student's adventure.

## Minds on

Create a class discussion on what draws people to visit and explore the Arctic. Ask students if they could visit the Arctic, where would they go and why. Have students answer the following questions in their notebooks or share their ideas with a partner.

### Discussion questions:

- What interests, skills or hobbies do students have that would draw them to visit and explore the Arctic?
- How can I use my skills/hobbies to explore the Arctic? Where would I go?
- What would I need to research further before going to the Arctic?
- Does anything worry or scare me about the Arctic? Does anything excite me?

Next, have students write down one question about what they want to learn more about in the Canadian Arctic. How can they go about finding the answer to their question? Have students share their questions with the class and allow time for students to offer suggestions about how to find these answers.





# CUMULATIVE LEARNING EXPERIENCE: ARCTIC ADVENTURE

## Action

Inform the class that they will be planning and mapping their own Arctic adventure, just like Cory Trépanier did. The purpose of this activity is for students to map out an Arctic expedition and to plan it around the development of a skill (e.g., photography, painting, videography) or focusing on something of interest (e.g., plants, wildlife, climate change). Using computers for research and the Arctic Expedition Planning template (appendix 2, pg 78), have students research and plan their own Arctic adventure.

Remind students that they must plan their expedition around the following guidelines:

- Students must have a focus for their expedition. Why are they visiting?
- Students can invite a maximum of three people to accompany them. Ask students to outline who these people would be and their skill sets.
- Students must travel to an Arctic location in Canada. No international travel.
- Students must identify how they will be travelling around (e.g., by ship or boat, on foot, by truck).
- Students must visit a minimum of five locations, and include why they chose these locations.
- Students have a maximum of two months for this expedition (season can be determined by students).
- Students must create a list of the gear they will travel with (encourage students to be as specific as possible).
- Students should create a budget for their expedition. How much will it cost?
- Students should indicate how they plan on staying in touch (e.g., cell phones, satellite phones, social media) with family back home.
- Students should have a plan in case medical assistance is needed.
- Students should indicate if, and how, they plan on working with locals at any point during their expedition.

## Conclusion and Consolidation

Allow time for students to share their Arctic expedition with the rest of the class. This can be done in the form of a gallery walk around your classroom, online through your Google Classroom account, or by doing class presentations.

Once everyone has shared their Arctic expedition, have a class discussion about where students wanted to go, why, who went with them, and any patterns and trends that stood out among the expeditions. What important preparations and decisions must someone consider when planning a trip to the Canadian Arctic? How can someone best prepare for a trip like this?

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and Trends
- ▷ Geographic perspective
- ▷ Spatial significance

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze
- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements
- ▷ Spatial representations





# CUMULATIVE LEARNING EXPERIENCE: ARCTIC ADVENTURE

## Extend your geographical thinking

Have students create their own gear review. Ask students to select one item they considered a necessity for their Arctic adventure and research it. For example, rather than having students write “tent” on their packing list, have students research which specific tent they want and why. Have students select one specific item and imagine they are in the Arctic testing this gear. Have students write a mock gear review for their item.

## Modifications

**For younger students:** Project a map of the Canadian Arctic onto the board and brainstorm together where you would like to go. Use Google Earth to see what the landscape looks like there. Select five locations to visit and then divide students into five groups, each group researching one of the locations.

**For older students:** Have students keep track of the amount of kilometres they travel and how they travel to each place. Have students keep track of travel costs and present a final budget along with their presentation.

**Additional:** Students can choose to work in small groups or individually. Students can also be given the option to map out their expedition using online tools like Esri Story Maps and Google Tour Builder or on paper. Teachers can also assemble groups and give each group a specific focus, budget, or challenge which students must follow.

## Assessment Opportunities

Students can submit their expedition plan as a final assignment.

If students are presenting their expedition to the class, teachers can integrate a peer assessment tool where students can assess other students.



# ARCTIC GEOGRAPHY

## NATIONAL PARK TEMPLATE

NAME OF NATIONAL PARK	
AREA (KM2)	
TERRITORY	
TYPES OF GEOGRAPHICAL FEATURES FOUND WITHIN (e.g., lake, mountain, fiord)	
ANIMALS FOUND IN THE PARK	
TYPES OF PLANTS	
TYPES OF TOURISM ACTIVITIES	
FUN FACT ABOUT THE PARK	
ASPECT OF THE PARK AFFECTED BY CLIMATE CHANGE	
STEPS BEING TAKEN TO REDUCE CARBON/ENVIRONMENTAL FOOTPRINT OF PARK OPERATIONS & TOURISM	

# HISTORY: ARCTIC EXPLORATION

## ARCTIC EXPLORER TEMPLATE

EXPLORER NAME	
HOMETOWN/COUNTRY OF ORIGIN	
DATE OF BIRTH/DEATH	
DESCRIPTION OF CHARACTER (e.g., passion, occupation, family, education)	
VOYAGE DETAILS (e.g., departure, form of transportation, specific places visited)	
CHALLENGES THEY FACED	
MOST FAMOUS FOR...	
HOW THEY IMPACTED THE ARCTIC AND OUR UNDERSTANDING/ KNOWLEDGE OF THIS REGION	

# CUMULATIVE LEARNING EXPERIENCE: ARCTIC ADVENTURE

## ARCTIC EXPEDITION PLANNING TEMPLATE

<p><b>EXPEDITION FOCUS</b> (Why are you visiting? What is your purpose?)</p>	
<p><b>PACKING LIST</b></p>	
<p><b>TEAM MEMBERS LIST</b> (names, skills)</p>	
<p><b>LOCATION BREAKDOWN</b> (For each location, students should identify place names, why they are visiting, how they got there, what they are doing in that location, what they really want to see, anyone they would like to meet along the way, etc.)</p>	

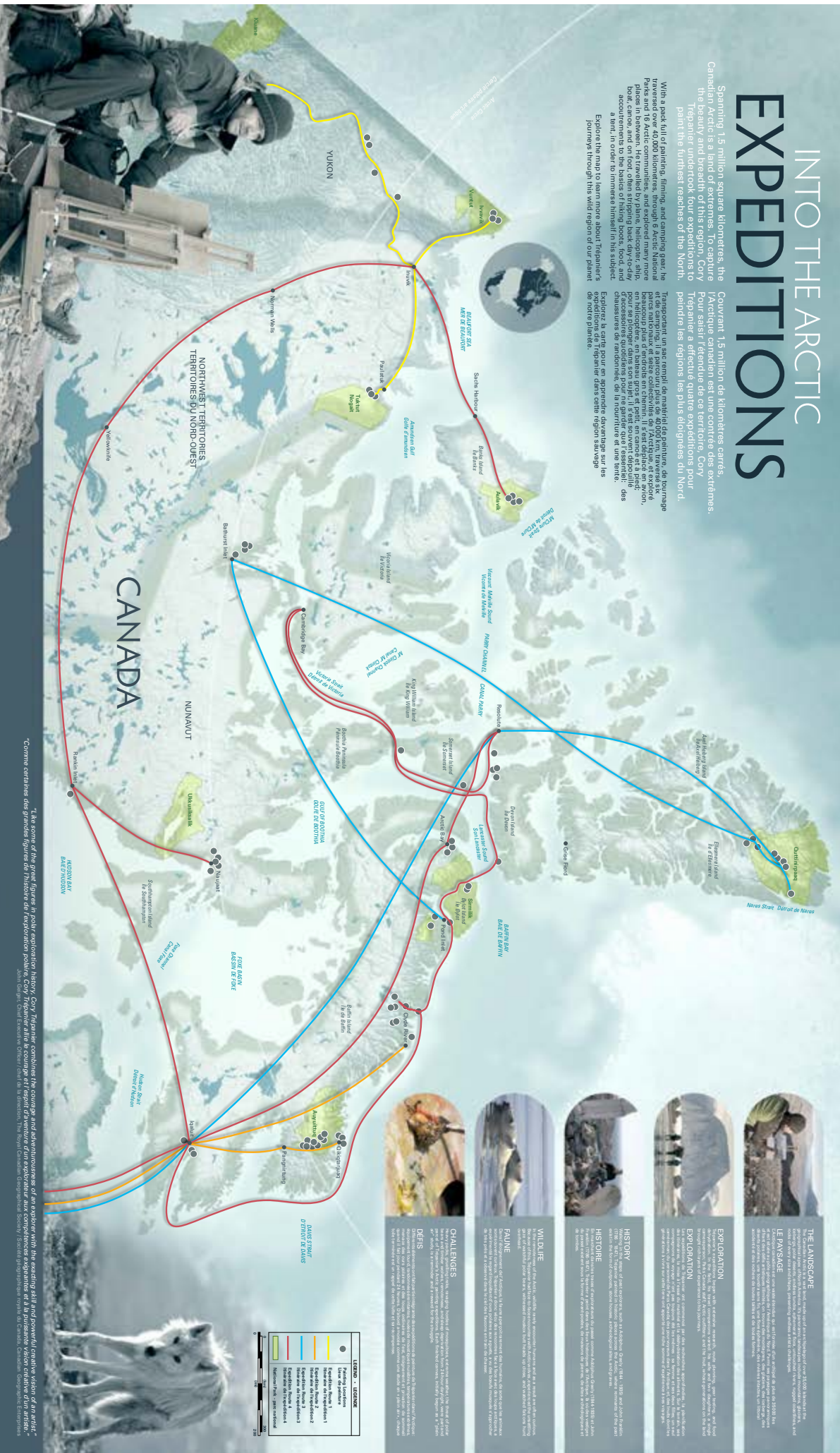
# INTO THE ARCTIC EXPEDITIONS

Spanning 1.5 million square kilometres, the Canadian Arctic is a land of extremes. To capture the beauty and breadth of this region, Cory Trepanier undertook four expeditions to paint the wildest reaches of the North.

With a pack full of painting, filming, and camping gear, he traversed over 40,000 kilometres, through Arctic National Parks in between, he travelled by plane, helicopter, ship, boat, canoe, and on foot, often stripping back day-to-day accoutrements to the basics of hiking boots, food, and a tent in order to immerse himself in his subjects. Explore the map to learn more about Trepanier's journeys through this wild region of our planet.

Couvrant 1,5 million de kilomètres carrés, l'Arctique canadien est une contrée des extrêmes. Pour saisir l'étendue de ce territoire, Cory Trepanier a effectué quatre expéditions pour peindre les régions les plus éloignées du Nord.

Transportant un sac rempli de matériel de peinture, de nourriture et de matériel de survie, il a parcouru plus de 40 000 kilomètres en avion, en hélicoptère, en bateau, en canot, et à pied, souvent en ne laissant que ses chaussures de randonnée et une tente, afin d'immersionner dans sa région sauvage.



**YUKON**

**NORTHWEST TERRITORIES  
TERritoires du Nord-Ouest**

**NUNAVUT**

**CANADA**

**THE LANDSCAPE**  
The Arctic landscape is a vast and diverse one, with a wide range of terrain and climate. From the rugged mountains of the Yukon to the flat, open tundra of the Northwest Territories and Nunavut, the Arctic is a land of extremes. The Arctic is also home to a wide variety of wildlife, including caribou, muskoxen, and Arctic foxes.

**LE PAYSAGE**  
Le paysage arctique est vaste et diversifié, avec une grande variété de terrains et de climats. Des montagnes rugueuses du Yukon aux plaines ouvertes de la toundra des Territoires du Nord-Ouest et du Nunavut, l'Arctique est une terre d'extrêmes. L'Arctique abrite également une grande variété de faune, y compris le caribou, le bœuf musqué et le renard arctique.



**EXPLORATION**  
The Arctic has been explored for centuries, with many expeditions led by European explorers. The first recorded expedition to the Arctic was led by Erik the Red in 982 AD. In 1492, John Cabot became the first European to reach North America. In 1498, Christopher Columbus became the first European to reach the Americas. In 1499, Amerigo Vesputi became the first European to reach the Americas. In 1499, Amerigo Vesputi became the first European to reach the Americas.

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**HISTOIRE**  
The Arctic has a rich history, with many cultures and languages spoken in the region. The Inuit, Yupik, and Aleut peoples have lived in the Arctic for thousands of years. The Arctic is also home to a wide variety of wildlife, including caribou, muskoxen, and Arctic foxes.

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**FAUNE**  
The Arctic is home to a wide variety of wildlife, including caribou, muskoxen, and Arctic foxes. The Arctic is also home to a wide variety of birds, including Arctic skuas, Arctic hawks, and Arctic owls.

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L'Arctique abrite une grande variété de faune, y compris le caribou, le bœuf musqué et le renard arctique. L'Arctique abrite également une grande variété d'oiseaux, y compris les skuas arctiques, les aigles arctiques et les hiboux arctiques.

**CHALLENGES**  
The Arctic is a challenging environment, with extreme cold, long winters, and short summers. The Arctic is also home to a wide variety of wildlife, including caribou, muskoxen, and Arctic foxes.

**LES DÉFIS**  
L'Arctique est un environnement difficile, avec des températures extrêmes, des hivers longs et des étés courts. L'Arctique abrite également une grande variété de faune, y compris le caribou, le bœuf musqué et le renard arctique.

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LEGEND - LÉGENDE	
● Point of departure	● Point de départ
● Point of arrival	● Point d'arrivée
● Point of departure	● Point de départ
● Point of arrival	● Point d'arrivée
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