

Sample Documents



“The Government of Nunavut shall seek agreements, contracts and treaties with governments, self-government authorities and land claim organizations in Kalaallit Nunaat (Greenland), Nunavik, Labrador and the Inuvialuit Settlement Area to co-operate on matters of language policy with an aim to promoting and strengthening the status of Inuktitut as a language of communication among regions of the circumpolar world.”

*Recommendations regarding changes to the Official Languages Act.
Submitted to the Special Committee of the Legislative Assembly
reviewing the Official Languages Act, January 18, 2002.
Office of the Languages Commissioner of Nunavut, Eva Aariak*

Samples

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Objectives

1. To set up a field research camp on Ferguson Lake adjacent to the mouth of the Ekalluk River.
2. To record the recollections, stories, legends and traditional knowledge of the Elders and other participants involved using digital videotape and/or audiotape and carefully written notes.
3. To record traditional place names, using topographical maps.
4. To enhance the archaeological research by combining it with the oral history and traditional knowledge of the Elders.
5. To visit archaeological features and significant sites and to record Elders' observations in regard to these sites.
6. To chronicle the fieldwork using a 35mm camera and digital video camera.
7. To provide Cambridge Bay youth with job experience.
8. To create a language immersion experience for all participants.

Outcomes

1. Elder's oral histories will be preserved in perpetuity.
2. Elder's recollections and knowledge of the area will enhance and enrich the information being gathered by the archaeologists.
3. Participants' fluency in Inuinnaqtun will be improved.
4. Youth will have increased respect and awareness for the Elders and for traditional knowledge.
5. Inuit culture will be promoted.
6. Materials developed will be used to promote and encourage the use of Inuinnaqtun.
7. Teaching materials in Inuinnaqtun will be developed for the elementary schools, the high schools and communities of the Kitikmeot Region.

Background

In September of 1999 the KHS carried out an oral history project at Iqaluktuuq, an area around the Ekalluk River approximately 30 miles west northwest of Cambridge Bay. Based on information gathered through the interviews, the Elders invited Dr. Friesen of the University of Toronto up to look at the site and to see if an archaeological study would be feasible. This site was initially chosen by the Elders due to its proximity to the community, its diversity, uniqueness and the significance it has to the people of Iqaluktuuttiaq.

In October of 1991, the KHS Board of Directors met to discuss the results of the site inquiry done at Iqaluktuuq in September with Dr. Friesen. Dr. Friesen felt that the site was extremely important and that the University of Toronto would indeed be very interested in working with the KHS on the project. The Board of Directors agreed that a partnership with the University of Toronto would be beneficial to the whole community.

Research was conducted at the Iqaluktuuq site in the summer of 2000. The outcome of this was an agreement between the KHS and the University of Toronto to undertake a long-term research project at the site.

In 2001, Elders returned to the site to work with students and archaeologists. Important information was gathered – information that has benefited the community as well as the archaeologists who are working at the site. The direction and information provided by the Elders has vastly enriched the research being conducted and has served to answer many questions that the archaeologists have had.

Need

As research at the Iqaluktuuq site continues, it becomes more and more apparent that the site is much more significant than earlier thought. The Ekalluk River is the site of a seasonal char fishery and muskox harvest, which is very important to our community. These harvests have been carried out respectfully and with little disruption to the archaeological sites. However, because of the proximity to town, the Elders are concerned about others using the site and unknowingly damaging

features or removing artifacts. The importance of this site and the information contained therein cannot be overstated. Elder Frank Analok stated that the area is one of the oldest traditional sites that he knows of.

In keeping with the goals of the Society, as well as Dr. Friesen's perception of the importance of this regional archaeological sequence, the primary contribution to knowledge of this research program will be in the expansion and refinement of the culture history of Iqaluktuuq. Relatively speaking, there has been very little published research on the area of the Copper Inuit.¹ Combined with the oral history research, the information published will provide an insight into the culture that is richer and more in depth than most research papers.

Of equal importance to the presence of these archaeological sites is the fact that Inuit Elders living in Cambridge Bay retain detailed knowledge of past activities in the area. Within the lifetimes of some Elders, caribou were still hunted from skin qajaks, and winters were spent living in snow houses on the sea ice, hunting seals at their breathing holes. These direct memories provide an unparalleled opportunity to compare first-hand knowledge of past Inuit life with the archaeological traces, which they left behind.

"The various sites around Ekalluk contain an archaeological record at least 4,000 years long – by far the longest in the region, and even in the earliest time periods there is good preservation of delicate materials such as animal bone, antler, and ivory. Also, the caribou drive system at Ekalluk is one of the largest and most complex in the Central Arctic, and is itself worthy of research. When all of this archaeology is combined with Elders' traditional knowledge of the area, I think we will be able to produce a particularly detailed picture of past life ways in the Ekalluk River area."

Dr. Max Friesen, Department of Anthropology, University of Toronto

¹ *The Iqaluktuuq Project: Community-Based Research into Long-Term Inuit Culture History – 2001 Field Season*. Dr. Max Friesen. University of Toronto, 2001

Work Plan

Two all-terrain vehicles will be brought out to Iqaluktuuq by snowmobile and sled prior to the field season. The Elders found it very helpful to have the ATV's on-site last year. The vehicles gave them more mobility and allowed them to visit more archaeological sites.

After the fieldwork is completed the resultant tapes will be transcribed and translated by the co-researcher, and transcripts will be forwarded to the geographer. Based on the transcripts, field notes, and the background research, the geographer will produce a final report that synthesizes the information and gives recommendations for future topics of research. This final report will be valuable

to the KHS and Dr. Friesen and will serve to provide us with a direction for future work at the site.

The Iqaluktuuq field camp will commence during the last week of June 200_. The duration of the oral history portion will be approximately one week. Elders will be flown to the site using a Bell 212 helicopter, provided to us in-kind by the Polar Continental Shelf Project.²

Two youth, recommended by Kiilnik High School and chosen by the KHS will work one-on-one with graduate students from the University of Toronto and with the Elders. These youth and their mentors will work on the actual archaeological dig. After the oral history work is completed the field camp will remain in place for an additional two to three weeks. During this time the archaeologists and the students will continue work at the sites. Elders and other members of the community are encouraged to come out to the site to participate in the work.

During the oral history research, important sites (camps, hunting places, caribou blinds, fishing places, and graves) will be visited in order to trigger the memories of the principal informants. The focus of this season's research again is on the excavation of a Late Dorset longhouse. The Elders were intrigued by the construction of the longhouse and were anxious to talk about stories they had been told about the Tuniit. They felt that these people must have lived here side by side with their own ancestors. The past field season allowed the archaeologists to map the entire Dorset site. According to this work it is clear that this is one of the largest Dorset longhouse sites in Nunavut.³ The research collected at the site in 200_ has been used to build a replica of the Dorset Longhouse for the new cultural centre (see Appendix H).

Stories and knowledge of the area and its history will be documented using digital videotape and/or audiotape, carefully written notes and photographs taken using 35mm film.

² This has been confirmed by the Polar Continental Shelf Project.

³ The *Iqaluktuuq Project: Community-Based Research into Long-Term Inuit Culture History – 2001 Field Season*. Dr. Max Friesen. University of Toronto, 2001

During the camp, families will be encouraged to come and visit the sites so that they can see their Elders' history as a living phenomenon. To the extent possible they will be encouraged to communicate with the Elders exclusively in Inuinnaqtun.

After the fieldwork is completed, all of the audiotapes will be transcribed in both Inuinnaqtun and English. A final report, including the transcriptions and field notes will be produced. Excerpts from the fieldwork will be used to publish Inuinnaqtun stories for use by students learning and practicing Inuinnaqtun. This project will be funded separately.

Traditional place names will also be recorded and will be added to the information that forms the basis of another KHS project – the Kitikmeot Atlas. The atlas project will also be funded separately.

Time Line

Month of the Year	A	M	J	J	A	S	O	N	D	J	F	M
Preplanning with Elders	✓											
Transport ATV's to site		✓										
Hire students		✓										
Draw up equipment lists			✓									
Background research/literature search			✓									
Development of interview guide			✓									
Purchase special equipment (audio/video tapes)			✓									
Provide personal equipment lists for participants			✓									
Parental consents for youth participants			✓									
Have informants consents signed			✓									
Purchase equipment, fuel and groceries				✓								
Prepare equipment to go by helicopter				✓	✓							
Iqaluktuuq Camp				✓								
Debriefing and evaluation with participants					✓							
Final report and recommendations												✓

Evaluation

<i>Objectives</i>	<i>Measures</i>
To record the recollections, stories, legends and traditional knowledge of the Elders and other participants involved, using digital videotape and/or audiotape and carefully written notes.	What was recorded? What medium was used? Did the recollections enhance the research being conducted? How is/will this information be used?
To record traditional place names, using topographical maps.	Were any new place names recorded? How is/will this information be used?
To enhance the archaeological research by combining it with the oral history and traditional knowledge of the Elders.	How was this information used? What was learned? Did this information enhance the work of the archaeologists? In what way?
To visit archaeological features and significant sites and to record Elder's observations in regard to these sites.	What was learned by the archaeologists/Elders? Did this enhance the work being done at the site? How did the Elders feel about being included in the archaeological work?
To chronicle the field work using a 35mm camera and digital video camera.	How did this enhance the project? How were these materials used?
To provide Cambridge Bay youth with job experience.	What did the students learn? What did the other participants learn from the students? Did they find the experience valuable? Will they use this experience in future?
To create a language immersion experience for all participants.	Was Inuinnaqtun used at the site? Was any new vocabulary discovered through the Elders? Were the students using the language more? Did the non-Inuinnaqtun speakers find this experience useful in teaching them the language?

Conclusion

The value of this project, in keeping with previous and ongoing projects of the KHS, is multi-faceted. Not only are we able to document important traditional knowledge and oral history, we are also able to collect the raw material and research to create several very worthwhile products.

The KHS will be using information gathered at Iqaluktuuq to create displays for the cultural centre in Cambridge Bay. The artifacts that will be taken from the Iqaluktuuq site will be shipped to the University of Toronto for analysis and preservation. Once this process is completed, the artifacts will be shipped back to Cambridge Bay where they will be on temporary exhibit at the cultural centre. This is the wish of the Elders of our community. (See Appendix I for artist renderings of displays)

As a whole, the project will:

- enhance the use of Inuinnaqtun;
- increase the exposure of young people to Inuinnaqtun;
- provide Inuinnaqtun learning materials;
- encourage intergenerational transmission of the language's complex terminology, used extensively when 'out on the land';
- provide Inuinnaqtun audio, visual and written materials for use by the general public;
- promote traditional methods of learning;
- provide a vital, living environment for language use while in the field camp;
- encourage sharing of information on language-use among communities of the region; and
- create pride in the strength of the culture and the language.

Kitikmeot Heritage Society**Budget Iqaluktuuq 2003**

Item	Requested	Revenue	Total
Administration (10 % of total budget)	0.00	0.00 ¹	0.00
Coordinator (\$/hour X 7 hours X 30 weeks)		0.00	0.00
Field Assistants (\$ X 7.5 hours X 20 days X 3)		0.00	0.00
12 % Mandatory Employer Costs		0.00	0.00
Researcher/Interviewer (\$/day X 24 days)		0.00	0.00
Videographer (Contractor \$ X 10 days)		0.00	0.00
Elder's Honoraria (\$ X 7 X 5)		0.00	0.00
Total Salaries	0.00	0.00	0.00
Office O&M (\$/month X 4 months)	0.00	¹	0.00
Transportation (helicopter)	0.00	²	0.00
Ground transport ATV (\$/week X 10 weeks X 1)	0.00	0.00	
Researcher's airfare (Yellowknife to Cam. Bay return)	0.00	0.00	
Videographer's airfare (Toronto to Cam. Bay return)	0.00		
Accommodation (7 days X \$150 X 2)		0.00 ³	0.00
Per diem (7 days X 9 X 2)		0.00 ³	0.00
Office space		¹	0.00
Materials and supplies	0.00	0.00	
Total Budget	0.00	0.00	0.00

¹ Kitikmeot Heritage Society through funding requested from Kitikmeot Inuit Development Fund and funding requested from CLEY – Canada-Nunavut Cooperation Agreement

² Polar Continental Shelf Project

³ Private in-kind donation



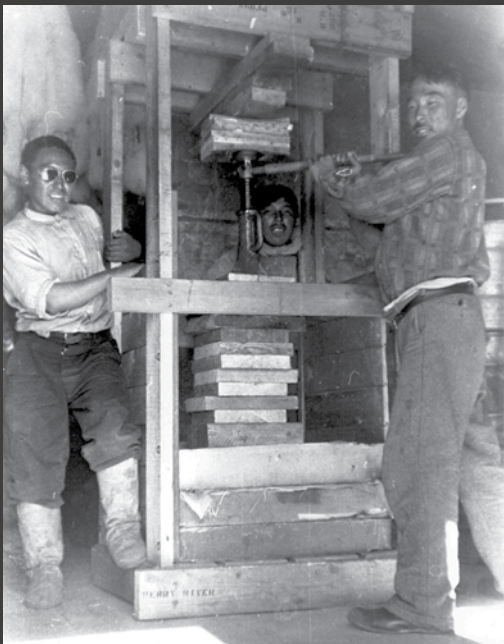
*“The limits of my language
are the limits of my world.”*

Wittgenstein Ludwig

Kitikmeot Research Project

The Fur Trade in the Kitikmeot

A Research Project



Submitted to
Hudson's Bay Foundation
Submitted by the Kitikmeot Heritage Society
Date: 2003

Samples

Project Summary

The Kitikmeot Heritage Society (KHS) will research the history of the fur trade in the Kitikmeot Region of Nunavut. This research will focus on the lives of individual traders and in particular, Angulaalik (Stephen Angulalik), highlighting his life's work with the Hudson's Bay Company, Canalska Trading Company and as the first Inuit free trader. This research will be used to develop a historical exhibit for the May Hakongak Community Library and Cultural Centre. It will also be used to develop educational materials for the local schools and the general public.

Project Goal

To provide students, community members and visitors with information and resources on the history of the fur trade in the Kitikmeot. These resources will be based on accurate historical research, traditional knowledge and oral histories relating to this important aspect of our more recent history.

Project Objectives

1. To collect published and unpublished historical and ethnographic materials as well as transcripts, sound and video recordings and photographs relating to the fur trade in the Kitikmeot.
2. Using this information, to develop the preliminary design for a permanent exhibit on the fur trade for the May Hakongak Community Library and Cultural Centre.
3. To put together a collection of photographs on the history of the fur trade. These photos will be added to the albums currently on display in the Cultural Centre and will be used to create a photographic exhibit.
4. To make this information immediately available to students and others through the library and cultural centre and to use the information for the development of future publications and an educational web site.

Project Need

In 1990, staff and volunteers at the May Hakongak Community Library were determined to make the library more accessible to the local community. It was felt that more culturally relevant material, written in Inuinnaqtun, and more non-text materials should be available. The Library developed some of its own materials through oral history project funding. Transcripts in English and Inuinnaqtun, historical photographs, and videos of Elders talking were made available through the Library.

In 1995 the public library moved into Kiilnik High School combining with the school library. Public library staff and volunteers continued to develop oral history materials, which were distributed through the library. As a result of these efforts, during the period from 1990 to 1995, library statistical data showed that library use increased from an average of 300 people per month to 1000. As this work became more important to the community, the KHS was formed and incorporated as a non-profit organization in 1995.

Since 1995 the KHS has amassed a large collection of audio and video interviews, transcripts and other archival materials. Included in this collection is a considerable amount of information on fur trader Stephen Angulaalik and the people of Kuukyuak (Perry River).

In 1996 and 1998 the KHS traveled with the Kuukyuammiut (the people of the Perry River area) back to their homeland. The first trip included nine Elders who were originally from Kuukyuak. The following year the camp was expanded to include Kuukyuammiut from Cambridge Bay, Gjoa Haven and Baker Lake – 13 Elders and a total camp size of 43 people.

Through this project we were able to construct a fairly detailed look at life in Kuukyuak. The project was followed up with research and additional interviews. It was clear from the interviews and the research that the Hudson's Bay Company and the fur trade in general played a central role in the community of Perry River and in the development of the communities of Cambridge Bay, Gjoa Haven, Taloyoak (Spence Bay), Kugluktuk (Coppermine) and Kugaaruk (Pelly Bay).

Strong links to the Hudson's Bay Company (HBC) remain in all of these communities. Many of our community members are directly related to HBC fur traders. Their lives revolved around the trading posts. People such as George Porter, Stephen Angulalik, Red Pedersen, Duncan Pride and Ernie Lyall all contributed significantly to the history of our region. George Porter and Red Pedersen still live in the Kitikmeot and both of these men have valuable information which should be shared and recorded. Many of the KHS board members and staff are directly related to some of these men.

Unfortunately access to this research, which includes sound archives, video archives, transcripts, reports, articles and photographs, is fairly limited. The KHS would like to ensure that the public has access to all of these rich resources through an interpretive exhibit and through educational materials which will be developed from these collections. The research will include information and materials on other trading posts across the Kitikmeot, including Bernard Harbour, Gjoa Haven, Kent Peninsula, Rymer Point, Bay Chimo and Read Island.

Project Description

The KHS will research the history of the fur trader in the Kitikmeot region of Nunavut. This research will focus on the lives of individual traders and in particular, Angulaalik (Stephen Angulalik), highlighting his life's work with the Hudson's Bay Company, Canalska Trading Company and as the first Inuit free trader. Angulaalik was born at Ellice River 1898. He was the first Inuit free trader and a well-known philanthropist. His fascinating story records the changing social, cultural and economic conditions of the era. The oral history interviews and research we obtained during the Perry River project will draw upon Angulaalik's experiences and the places he visited. The Perry River research will provide a framework for this project which, when combined with information on other Kitikmeot trading posts and traders, will give people a glimpse of this fascinating era through the eyes of individual fur traders. This research will be used to develop a historical exhibit for the May Hakongak Community Library and Cultural Centre. It will also be used to develop educational materials for the local schools and the general public.

In addition to providing information on this aspect of Nunavut's history, this research is intended to promote the awareness of, and use of Inuinnaqtun – the local dialect of Inuktitut. Through the research collected, and in future, through the fur trade exhibit, students, community members and visitors will be able to select text and sound files in Inuinnaqtun or English.

The Hudson's Bay Company

- Kent Peninsula
- Flagstaff Island
- Gjoa Haven
- Spence Bay

- Stephen Angulaalik
- Red Pedersen
- George Porter
- Ernie Lyall
- Scotty Gaul

Places

- Cambridge Bay
- Read Island
- Sherman Inlet
- Gjoa Haven

- Stephen Angulaalik
- Captain Pedersen
- Hugh Clark
- Managatik
- Eetooalik

- Flagstaff Island
- Kuukyuak
- Ikaluakpalik
- Ittimnigigut

- Stephen Angulaalik
- Ekvanna Angulalik
- Norman Evalik
- Red Pedersen
- George Oakoak

Work Schedule

Using materials from the KHS collections, as well as published and unpublished historical and ethnographic material available in-kind from the Prince of Wales Northern Heritage Centre and the Hudson's Bay Company archives at the Manitoba Museum, and other sources, we will research the history of the fur trade in the Kitikmeot using the project framework. After initial review of the material available, a concept document will be written to propose an outline and approach to the KHS. The concept for the exhibit will be developed by the KHS with the assistance of a contractor hired to design the exhibit. Recommendations for the design concept will then be drafted.

The collection of research and materials for use in the exhibit and for the development of educational materials will involve:

- ☒ reviewing oral history transcripts and selecting quotes;
- ☒ reviewing relevant historical and ethnographic sources;
- ☒ identifying video clips;
- ☒ identifying audio clips;
- ☒ selecting photographs;
- ☒ having selected materials reproduced;
- ☒ designing maps; and
- ☒ writing a report outlining recommendations for the development of the educational materials. The report will also include recommendations for ways to make these materials as accessible as possible to as many members of the community as possible.

<i>What Tasks?</i>	<i>By When?</i>	<i>By Whom?</i>
Review of existing research and materials in the KHS archives.	April 2003	Senior Researcher Archivist
Locate and obtain sources of information and materials from outside of the community.	May 2003	Senior Researcher
Order materials, video and audio tapes . and photographs	May 2003	Senior Researcher Archivist
Conduct oral history interviews with Elders.	June 2003	Senior Researcher Staff Interpreter
Compile research and other materials. Make recommendations on potential themes for the exhibit and for educational materials.	August 2003	Senior Researcher
Contract an exhibit designer.	August 2003	KHS Executive
Develop recommendations for an exhibit.	November 2003	Exhibit Designer Senior Researcher KHS Committee
Draft preliminary drawings of exhibits.	December 2003	Exhibit Designer
Review drawings and choose exhibit.	January 2004	KHS Committee Elders Senior Researcher Exhibit Designer
Write final report and recommendations for the development of educational materials.	March 2004	Senior Researcher

Evaluation

<i>Objectives</i>	<i>Measures</i>
To collect published and unpublished historical and ethnographic materials as well as transcripts, sound and video recordings and photographs relating to the fur trade in the Kitikmeot.	What kind of information was found? How was this information used? Was any information found that people previously, were unaware of? Were any new place names located?
Using this information, to develop the preliminary design for a permanent exhibit on the fur trade, for the May Hakongak Community Library and Cultural Centre.	Which themes were chosen for the exhibit? What involvement did the Elders and other community members have in the development of the display?
To put together a collection of photographs on the history of the fur trade. These photos will be added to the albums currently on display in the Cultural Centre and will be used to create a photographic exhibit.	Where were the photographs collected? What subject matter do the photographs cover? How were the photographs used in the Cultural Centre?
To make this information immediately available to students and others through the Library and Cultural Centre and to use the information for the development of future publications.	How was the availability of this information promoted? Do teachers/students/community members feel this information is useful? In what ways has it been used? What other kinds of information have they requested? Has use of the Library/Cultural Centre increased as a result of this project? What kinds of publications will be produced using these materials?

Kitikmeot Heritage Society
Hudson Bay History Foundation Fur Trade Project
Budget 200_

Item	Requested	Revenue	Total
Administration (10 % of total budget)	0.00	0.00	0.00
Researcher (\$ X 16 weeks)	¹	0.00	
Archivist (\$ X 2 weeks)	0.00	¹	0.00
Programs Coordinator (\$ X 2 weeks)	0.00	¹	0.00
Culture and Language Specialist (\$ X 2 weeks)	0.00	¹	0.00
12 % Mandatory Employer Costs	¹	0.00	
Elder's Honoraria (\$ X 5 X 5 days)	0.00	0.00	
Total Salaries	0.00	0.00	0.00
Display Design Consultant	0.00		
Office Space (\$/month X 4 months)	0.00	¹	0.00
Office O&M (\$/month X 4 months)	0.00	²	0.00
Photographs (various archives)	0.00	0.00	
Copy archival records, audio, textual (PWNHC)	0.00	³	0.00
Materials and supplies	0.00	0.00	
Total Budget			

¹ Provided by the KHS

² Provided in-kind by the Department of Education, GN

³ Donated in-kind by the Prince of Wales Northern Heritage Centre




*“You have to prove people’s connection
to country prior to white occupation.
So you end up hiring anthropologists
to do genealogies. The proof is stronger
if people still speak an ancestral language,
for then the names of a grandfather,
a water hole, or a dreaming site
continue to pulse with meaning.”*

Mark Abley in Spoken Here

Angulaalik Web Site Project

Angulaalik

A Web Site Development Project



Submitted to
Culture, Language, Elders and Youth
Submitted by the Kitikmeot Heritage Society
Date: 2002

Samples

Project Summary

The Kitikmeot Heritage Society (KHS) will create an interactive web site designed to provide students, community members and people around the world with a rich and accurate source of research on the Copper Inuit. The first module of the site will be a history of fur trader Angulaalik (Stephen Angulalik), highlighting his life's work with the Hudson's Bay Company, Canalaska Trading Company and as the first Inuit free trader. This module of our web site will link to the Prince of Wales Northern Heritage Centre's web site on the fur trade in the Western Arctic. The site will also be a piece of a much larger, circumpolar web site – the Arctic Circumpolar Route¹.

Project Goal

- ☐ To develop a large and in depth web site which will allow the KHS to share its rich and extensive collection of materials and research collected over the past 12 years.
- ☐ To provide students and the general public with Inuinnaqtun language resources and accurate historical research, traditional knowledge and oral histories.

Project Objectives

1. Using existing published and unpublished historical and ethnographic materials, as well as transcripts, audio and video recordings and photographs in the collections, to research, write and design a web site on Stephen Angulalik and his life as a fur trader. The material will be used to produce two streams of information:
 - ☒ one stream which will contain educational materials for use in schools; and
 - ☒ the second stream will provide a rich source of historical information and research materials for researchers and the general public.

¹ The Arctic Circumpolar Route (ACR) is a Participation Project with UNESCO, which also sponsors similar World Heritage Routes that have served as conduits for the exchange of knowledge, goods and cultures among nations and peoples, such as the Silk and Spice Route. The Arctic Institute of North America at the University of Calgary is launching the project, lending the expertise and support of its multidisciplinary staff. See appendix F.

2. To provide our community with a way to present and disseminate local research collected by Iqaluktuuttiarmiut and presented by Iqaluktuuttiarmiut and in a way that is sensitive to the culture and values of the community.
3. To ensure that our research and that of others does not remain hidden in the backroom collections of museums and archives.
4. To develop a bilingual site that students and the public can use to develop their Inuinnaqtun language skills.

The Angulaalik module will be a part of a much larger web development project which will, when completed, provide students and the public with an in depth look at the culture, language and traditions of the Copper Inuit and their ancestors. The Angulaalik module will be linked to the *Lessons from the Land* web exhibit on the Prince of Wales Northern Heritage Centre (PWNHC) web site. Both sites will be linked together by the Arctic Circumpolar Route web site, a UNESCO² sponsored project. This will ensure that our web site will have broad, national and international exposure.

Project Need

In 1990, staff and volunteers at the May Hakongak Community Library were determined to make the library more accessible to the local community. It was felt that more culturally relevant material, written in Inuinnaqtun, and more non-text materials should be available. The library developed some of its own materials through oral history project funding. Transcripts in English and Inuinnaqtun, historical photographs, and videos of Elders talking were made available through the library.

In 1995 the public library moved into Kiiliniq High School combining with the school library. Public library staff and volunteers continued to develop oral history materials, which were distributed through the library. As a result of these efforts, during the period from 1990 to 1995, library statistical data showed that library use increased from an average of 300 people per month to 1,000. As this work became more important to the community, the KHS was formed and incorporated as a non-profit organization in 1995.

² United Nations Educational, Social and Cultural Organization

Since 1995 the KHS has amassed a large collection of audio and video interviews, transcripts and other archival materials. Included in this collection is a considerable amount of information on fur trader Stephen Angulaalik and the people of Kuukyuak (Perry River).

In 1996 and 1998 the KHS traveled with the Kuukyuammiut back to their homeland. The first trip included nine Elders who were originally from Kuukyuak. The following year the camp was expanded to include Kuukyuammiut from Cambridge Bay, Gjoa Haven and Baker Lake – 13 Elders and a total camp size of 43 people.

Through this project we were able to construct a fairly detailed look at life in Kuukyuak. The project was followed up with research and additional interviews. It was clear from the interviews and the research that Stephen Angulalik, the Hudson's Bay Company and the fur trade in general played a central role in the community.

Unfortunately access to this research, which includes sound archives, video archives, transcripts, reports, articles and photographs, is fairly limited. The KHS would be able to provide people with access to all of these various media forms through a web site. Through internet access in the new May Hakongak Community Library and Cultural Centre, home computers and those in the schools and college, the web site could provide people with a rich source of historical and cultural information as well as critically needed Inuinnaqtun resources.

The web site will also provide Iqaluktuuttiarmiut with a way in which they can present their traditional knowledge, research, oral histories and other information as they would like it to be presented.

Project Description

The Angulaalik module will present information on the recent history of the Copper Inuit. In order to personalize the module, the information provided will be linked to the real-life experiences of Angulaalik (Stephen Angulalik).

Angulaalik was born at Ellice River 1898. He was the first Inuit free trader and a well-known philanthropist. His story records the changing social, cultural and economic conditions of the era. The Angulaalik module will draw upon Angulaalik's experiences and the places he visited as a framework for learning about the Copper Inuit.

Language

In addition to providing information on Copper Inuit culture and heritage, the Angulaalik module is intended to promote the awareness of, and use of Inuinnaqtun. Visitors will be able to select text and sound files in Inuinnaqtun or English.

Learning Streams

In order to meet the different needs of learners and audiences at different age and grade levels, two learning streams are being planned:

- ☐ One stream, intended for Grades 4 to 6, will have an emphasis on narrative, travel and place. Students visiting this stream of the Angulaalik module of our web site will first be presented with a map of the Copper Inuit area, showing a variety of places that can be visited (in a virtual sense) and where lessons can be learned. Each of these locations will focus on a separate theme relating to Copper Inuit culture and heritage. Students will have opportunities to read and hear (in Inuinnaqtun and English) stories and explanations, and to view still and moving images. Teachers' guides and on-line resource materials will be provided with this stream; in addition, hands-on materials will be made available for Nunavut schools. These resources will be developed during Phase II of the project, in partnership with the Department of Education.
- ☐ The second stream, intended for older learners and the general public, will be written at a Grade 9 comprehension level. It will use themes (the same or similar themes that are presented in the first stream) as the starting point, and will include resources, or links to resources, of a more academic nature.

Themes

Two types of themes will be presented: non place-centred, and place-centred. Non place-centred themes will provide general information about contemporary Copper Inuit, about Angulaalik and topics such as transportation. Place-centred themes will be tied to a specific locations mentioned by Angulaalik, or that were within his sphere of travel.

The following are sub themes that will be used in this module.³

Introduction

- Angulaalik
- The Hudson's Bay Company
- Canalaska Trading
- Angulalik's Trading Company
- Travel and Transportation
- Copper Inuit Today
- Place names
- Dwellings
- Clothing
- Music and dancing
- Hunting, trapping and fishing

Work Schedule

Using materials from the KHS collections, as well as published and unpublished historical and ethnographic material available in-kind by the PWNHC and the Hudson's Bay Company archives at the Manitoba Museum, we will research and write the contents of a web site. After initial review of the material available a concept document will be written to propose an outline and approach to the KHS. Writing will begin after the concept is approved. This work will involve:

- ☐ reviewing oral history transcripts and selecting quotes;
- ☐ reviewing relevant historical and ethnographic sources;
- ☐ identifying video clips;
- ☐ identifying audio clips;
- ☐ selecting photographs;
- ☐ designing maps; and
- ☐ maintaining contact and consulting with *Lessons from the Land* development team at the PWNHC.

³ See Appendix G

- ☐ writing a concept document after a review of available materials and after meeting with *Lessons from the Land* development team, and after consulting KHS Steering Committee.

As each sub theme of the project is produced it will be reviewed and edited by a steering committee made up of members of the Angulaalik family and those working on the project.⁴ The content will not be used unless approved by the steering committee members.

Work	Dates	Responsible
Initial review of sources, meet with PWNHC, and consult KHS. Produce Concept document.	April-June 2003	Project Team
Continue research, media selection and writing and produce web site contents	July-Sept 2003	Researchers, Steering Committee
Launch of web site	March 2004	Project Team
Write final report	Late March 2004	

The web site will be hosted by Polarnet Technologies, Cambridge Bay, Nunavut. Polarnet is donating the host site as an in-kind contribution to the Kitikmeot Heritage Society. Technical advice as well as copies of relevant audio, textual and video archives will be provided in-kind by the Prince of Wales Northern Heritage Centre. The PWNHC will also be providing us, free of charge, with the template database that they are using for similar modules in their *Lessons from the Land* web site. The development of this template represents a considerable amount of research and technical expertise and allows users to use advanced search capabilities.

⁴ See Appendix D

Evaluation

Objectives	Measures
Using existing published and unpublished historical and ethnographic materials, as well as transcripts, audio and video recordings and photographs in the collections our collections, to research, write and design a web site on Stephen Angulalik and the fur trade.	What kind of information was found? How was this information used? Was any information found that people previously, were unaware of? Were any new place names located?
To provide our community with a way to present and disseminate local research collected by Iqaluktuuttiarmiut and presented by Iqaluktuuttiarmiut and in a way that is sensitive to the culture and values of the community.	How was this information used? What was learned? How did the Elders and other community members feel about having this information readily available? What were the issues arising from this project?
To ensure that our research and that of others does not remain hidden in the backroom collections of museums and archives.	What kinds of materials were made available on the web site that could not be made available before?
To develop a bilingual site that students and the public can use to develop their Inuinnaqtun language skills.	Do teachers and students feel this information is useful? In what ways has it been used? What other kinds of information have they requested?

Angulaalik – A Web Site Development Project

Budget 2003

Item	Requested	Revenue	Total
Administration (10 % of total budget)	0.00	¹	0.00
Project Coordinator	¹	0.00	
Archivist	¹	0.00	
12 % Mandatory Employer Costs	0.00	0.00	
Researcher/Interviewer (\$400/day X 25 days)	0.00	0.00	
Elder's Honoraria (\$200/day X 5 days)	0.00	0.00	
Total Salaries	0.00	0.00	0.00
Office Space	0.00	²	0.00
Office O&M (\$325/month X 4 months)	¹	0.00	
Phone/fax/internet	0.00	0.00	
Host web site	0.00	³	0.00
<i>Lessons from the Land</i> web site database template	0.00	⁴	0.00
Research archives (PWNHC)	0.00	⁴	0.00
Copy archival records, audio, textual (PWNHC)	0.00	⁴	0.00
Promotion	0.00	¹	0.00
Translation	¹	0.00	
Materials and supplies	0.00	¹	0.00
Total Budget	0.00	0.00	0.00

¹ Funded through separate projects (Community Initiatives (CG&T), Aboriginal Languages Initiative, Royal Bank Foundation)

² Facility owned by the Kitikmeot Heritage Society

³ Polarnet Technologies, Cambridge Bay, NU

⁴ Donated in-kind by the Prince of Wales Northern Heritage Centre



*“ ...a few times I have told legends to the
children but today they are only
interested in television. In the old days
we had no movies to keep us entertained
– not even church –
so we would hear legends and songs.”*

Janet Kigusiuq in a 1981 interview

From *Inuit Myths, Legends and Songs*, The Winnipeg Art Gallery, by Bernadette Driscoll, 1982

NRI Application

Nunavut Research Institute – Scientific Research Licence Application



Nunavut Research Institute
Nunavummi Qaujisaqtulirijikkut

Box 1720, Iqaluit, NT X0A 0H0
phone: (867) 979-4108 fax: (867) 979-4681
email: slcnri@nunanet.com
www.nunanet.com/~research

SCIENTIFIC RESEARCH LICENCE APPLICATION

(Social Science, Traditional Knowledge & Health Related Research)

SECTION 1: APPLICANT INFORMATION

1. Applicant's full name and mailing address:

Kitikmeot Heritage Society
Box XXXX
Cambridge Bay, NT X0B 0C0

Fax: 867-983-xxxx

Phone: 867-983-xxxx

E-mail:

2. Field Supervisor (address, if different from above): XXXXXX

Phone (radio or otherwise):
867-983-XXXX

3. Other Personnel list (name and position):

XXXXX, Research Assistant
XXXXX, Interpreter/Translator
XXXXX, Archaeologist
XXXXX, Research Assistant
XXXXX, Researcher

Total # of personnel: 5

Total # of person days: 7

SECTION 2: AUTHORIZATION NEEDED

4. List the organisations you will contact for necessary authorizations associated with the project. (See Appendix C & D):

Kitikmeot Inuit Association
Hamlet of Cambridge Bay

5. List the active permits, licences, or rights related to the project and their expiry date:

n/a

SECTION 3: PROJECT PROPOSAL DESCRIPTION

6. Project duration:

Period of operation: June 18/200X to Aug 5/200X

Proposed term of permit: June 15/200X to Aug 15/200X

7. Location(s) of data collection:

Location Name	Region
Ekalluk River	Kitikmeot Region
Ferguson Lake	Kitikmeot Region
For additional sites, attach a separate page	

NON-TECHNICAL PROJECT PROPOSAL SUMMARY

8. On a separate page, please include the title of your research project and a non-technical description of the project proposal, no more than 300 words, in English & Inuktituk (Inuinaktun, if in the Kitikmeot). See Appendix C for information on project proposals.

SECTION 4: COMMUNITY INVOLVEMENT & REGIONAL BENEFITS

9. List the community representatives that you have contacted about this proposed project:

Community	Name	Organisation	Date Contacted	Means	Telephone #	Fax #
Cambridge Bay	Mayor XXXXX	Hamlet of Cambridge Bay	January 200X	Mail	983-XXXX	983-XXXX
Cambridge Bay	XXXXX	Kitikmeot Inuit Association	January 200X	Mail	983-XXXX	983-XXXX

10. Describe the level of involvement that the residents of Nunavut have had with respect to the proposed project. Elaborate on local employment opportunity, local benefits, training programs (if applicable):

The KHS will oversee the entire project, all members are residents of Nunavut

All persons employed during the course of the project, with the exception of the Archaeologists from the University of Toronto will be hired from the community of Cambridge Bay.

11. Describe and attach documentation regarding community concerns or support for the proposed project:

Full support from Mayor and Hamlet Council of Cambridge Bay and Kitikmeot Inuit Association

12. Is there a Traditional Knowledge (TK) component to this research project? If yes, see Appendix C.

yes

Applicant: Kitikmeot Heritage Society

_____, **President**, **January 10, 200X**
Signature **Title** **Date**

Sample Consent Form

Consent Form

Name of Interviewer: _____

Name of Translator: _____

Name of Interviewee: _____

Project Title: Iqaluktuuq 2003

Location: Ekalluk River, NU

These interviews and the resulting translations and/or transcriptions and/or images will be used for the following purposes:

- In part or whole by the Kitikmeot Heritage Society for use in publications, reports, books and videos which will be used primarily to educate and document traditional knowledge.
- To preserve cultural values and knowledge.
- To preserve Inuinnaqtun and Inuktitut and to promote its use.

I have been fully informed of the objectives of the project being conducted.

I understand these objectives and consent to being interviewed for the project.

I understand that steps will be undertaken to ensure that this interview will remain confidential unless I consent to being identified. I also understand that, if I wish to withdraw from the study, I may do so without any repercussions.

The Kitikmeot Heritage Society will not use the interviews and images for any other purpose without the permission of the interviewee.

I agree to the use of the information
I have provided according to the
conditions stated above.

Signature of Interviewee

Date

I agree to use the information
according to the terms outlined
above.

Signature of Interviewer

Date

Sample NRI Project Summary

Iqaluktuuq Project 2003

The Iqaluktuuq Project is a study of the cultural history of the Iqaluktuuq area near Cambridge Bay, Nunavut. In July of 2003, the Kitikmeot Heritage Society (KHS), a group that includes many Elders from Cambridge Bay, began a collaborative oral history/archaeological research project with the University of Toronto. This project has been carried out annually since that time. The Iqaluktuuq Project combines the best of community-based research and a careful academic research approach to this important group of archaeological sites.

We would like to continue with the cooperative field research, which will include two parts: First, Elders will fly out to the sites with other members of the KHS, and with the archaeologists. KHS interviewers will record the oral history and traditional knowledge of the area, elaborating on information obtained last summer and asking new questions. They will also provide direction and guidance to the archaeologists and the work that they are doing. The project will record the great volume of important, undocumented traditional knowledge extant among the Elders of Cambridge Bay. Secondly, the archaeologists will:

- continue to investigate site NiNg-17 which contain three Dorset longhouses; and
- continue to investigate other sites such as the Bell site.

All of the archaeological work will be performed under a Nunavut Archaeology Permit. The community of Cambridge Bay will be involved at every level and at every stage of this process.