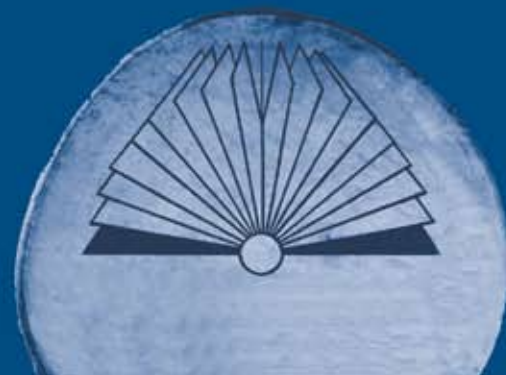


Visual Projects



*“In our traditional culture,
we ‘read’ nature (the environment).
We must read and interpret the information we find
there, so that we can survive.
We use our eyes and brains just like you.
We also use our other senses – smell, hearing, taste
and touch – to read the coming weather,
the presence of danger,
and the health of the land, waters and air.”*

Denys Auger, Elder – Bigstone Cree Education Authority

Bulletin Board Displays

Ideas for Bulletin Board Displays

- The literacy group could use the information it has collected on a particular topic to create a bulletin board display in a public place. Then the whole community can benefit from the group's research.
- Think of a place in the community that has a lot of people passing by – the community centre, church, arena, the Northern or Coop. If you are working with the school in some way, you may be able to create a display in their front entrance.
- Your group could cover the bulletin board with a large piece of plexiglass to keep your display in good shape. Ask for donations or sponsors.
- If the literacy group is working on a long-term oral history project in which they are collecting information on different topics, you could change the bulletin board regularly as you collect more information. Different small groups from your literacy group could be responsible for creating a new bulletin board each month.
- The bulletin board could include writing from the literacy group, family trees, digital photographs, photocopied pictures or text from books, old photographs, maps, pictures and text showing the steps in performing a skill, clothing patterns – whatever relates to the project.
- The group could put up a display of old photographs from one of the archives. Laminate the photos first and name as many of the people in the photos as possible. Leave sticky notes and pencils near the bulletin board, so people from the community can add other names of people they recognize.
- Put traditional objects or pictures of objects in the display and ask people to guess where they came from or what they were used for. Again, leave sticky notes and pencils. Encourage a community discussion!
- Write stories and summaries of the interviews you have done and add them to the board.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up during the progress of the writing and editing.

- The literacy group could make a collage of different images and words to make a certain point or inspire people to think about issues. A collage is a form of art in which various images and words are arranged on a backing to create an artistic design or a meaningful message. Here are some examples of things that could go on a collage: drawings, pictures, photographs, fabric, quotations or meaningful words.
- Use the bulletin board as a stimulus for a radio show discussion. (See *Radio Shows* in the *Oral Projects* section).

*“Knowing others is intelligence;
knowing yourself is true wisdom.
Mastering others is strength;
mastering yourself is true power.”*

Lao Tzu

Calendars

Ideas for Creating Calendars

- The literacy group may like to present their oral history research to the community in calendar form.
- Elders' stories or words of wisdom, community history, family history – many topics can be adapted to a calendar, combining photos and text opposite each month:
 - ☒ Archival photographs, and stories about the people in them, would make good calendar material.
 - ☒ You could collect stories about the seasons and times of the year to put on each month of the calendar.
 - ☒ You could research different Inuktitut names for the months and days in different regions and include information about the tasks traditionally done in each month in those regions. You could partner with a literacy group in another region to research this information.
- You could divide up the work so one individual, pair or small group takes responsibility for creating the calendar and oral history information for each month.
- Contact the Nunavut Literacy Council to request a calendar template. We can send it to you by e-mail or CD Rom. Or look for a calendar template on the computer. You could also make your own calendar format to practice computer skills.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up during the progress of the work.
- You could create your calendar in the fall for the new year and give calendars away as Christmas presents.

Cartoon Stories

Ideas for Creating Cartoon Stories

- This project would work well in an arts and literacy program.
- Or it could be a project option for those in the literacy group with an interest in art or those with weaker literacy skills.
- Determine if several people in the group are interested in a cartooning project.
- If someone in your community has cartooning skills, invite them to your literacy group to talk about and demonstrate cartooning.
- People who are stronger writers can work as a team with a cartoonist.
- Each group chooses a recorded story to listen to. One or two members of the team write up the story; the others create cartoons that go along with the story.
- The team works together to create text that goes with each frame of the cartoon. In this way, the cartoonists receive support from the writers to read the text and make sure the cartoons match it. Start with a rough copy.
- Notice traditional vocabulary you heard in the story and try to use it in the text you write.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- When the group is ready to do the final draft, the writers can type the text on the computer and create frames for the cartoons to be drawn in. Or they can scan the cartoons and create a booklet that can be printed in multiple copies. Your group can either produce the booklet on the computer or do it by hand.
- Create a cover page, pages acknowledging the storyteller, writer and cartoonist, a table of contents, a dedication page if you want, and insert page numbers.
- Create a kit that includes a copy of the recorded story and the cartoon booklet. This kit can be used for listening and reading material for your literacy group and future literacy groups.

Gideon Qitsualik, on comic books:

I think it would be a quicker way to learn the language if we write our language in comic book form, but in Inuktitut. If we put Inuktitut in comic books, children will use it. They will pick up Inuktitut much more quickly.¹

¹ From the Elders Advisory Meeting held by the Department of Education in Rankin Inlet, April 2002

Clothing and Pattern Display

Ideas for a Clothing and Pattern Display

This might be a good project for a traditional sewing and literacy class, such as the *Reclaiming our Sinew Program*.¹

- Collect traditional clothing patterns for different articles of clothing.
- Trace the pattern onto good quality paper or cloth.
- Or enlarge the pattern pieces by projecting the original from the overhead projector onto a large piece of paper on the wall. Trace and cut the enlarged pattern pieces.
- Label the parts of the pattern. Ask for Elders' help to be sure of the correct names for all the parts of the pattern.
- Your group can add drawings or photographs of people wearing traditional clothing to the display. Scan photographs from books. Look for traditional clothing in archival photographs. Take digital pictures.
- Add actual articles of clothing to the display.
- The group can write text for the steps in creating the article of clothing, including skin preparation.
- Write about care of the clothing.
- Write about the best time of year to get the skin for this clothing.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up during the progress of the writing and editing.
- The group could compare traditional clothing patterns to modern clothing patterns. Create a display that shows the similarities and differences between the clothing of the two different time periods.
- Compare clothing patterns from different communities or regions. Partner with another community group. The group could partner with a community group from each Nunavut region – Qikiqtaaluk, Qitirmiut and Kivalliq. Or partner with groups from other circumpolar countries to compare patterns and sewing methods.

¹ *Reclaiming our Sinew* is a program sponsored by the Kivalliq Inuit Association and Community Learning Centres in the Kivalliq Region. Young women learn traditional skin preparation and sewing half the day and work on Inuktitut and English literacy skills the other half of the day. The content in the literacy portion depends on the needs and interests of the women, but is often related to their sewing and skin preparation projects.

- Put the display in a public place where community members can enjoy it.
- Or hold a public event where people can look at your display and talk with your group about your project. (See *Public Presentation* or *Open House* in the *Active Projects* section for more information.)

Reclaiming our Sinew Program in Rankin Inlet



Shauna Ussak and Sandra Amarok with sewing instructor, Monica Ugjuk.



Mandi Anawak and Shauna Ussak with their sewing projects.



Vicky Pilakapsi



Vicky Pilakapsi with literacy instructor, Akua Hinds.

Visual

- Brainstorm things that your group already knows about your community at that time.
- Brainstorm questions that you would like to ask about your community in the past. For example:
 - ☒ Where was the first school building, church, community hall, Coop building and other buildings?
 - ☒ Where were the houses located?
 - ☒ Who lived in which houses back then?
 - ☒ What happened to the buildings that no longer exist?
 - ☒ Were any buildings thought to be haunted?
 - ☒ How many vehicles were there then?
 - ☒ Did people live in camps near the community?
 - ☒ What stories are there about the community in those days?
- Create a large map of your community at a particular date that shows all this information.
- Collect old photographs from people in the community or from museums or archives. If you get original photographs from private people, treat them carefully. Scan or copy them and return them quickly to their owners.
- Start sketching a rough version of your map on a large sheet of paper – 6' X 8' or larger.
- Invite people who knew the community on the date you have chosen. Talk with them about where the roads went, what buildings existed and where. Sketch in the information onto the map.
- When your information is as complete as possible, create a final copy of the map on good quality paper. Or draw and paint it on a large piece of plywood.

- Make the map colourful and interesting. Add scanned or copied photographs. Laminate the photographs and glue them to the map beside the areas of town they relate to.
- Translate the information into English if it seems appropriate or necessary in your community.
- Hold a community event – invite people to come and see your map and talk about what they remember of those days. If you have slides or videos, you could show them at the same time.
- Preserve your map; it could be valuable to future generations. Mount it under Plexiglas or laminate it, if possible. Take detailed photographs of it.

Other Options

- Create a map of the community as it is today. Or get a copy of a prepared map from the hamlet or city office. Use it to compare with your map of the past. Show where buildings have been moved to and other changes. Show how styles of houses have changed.
- When the group invites people to see and talk about the map, record their stories about things that happened during that time period in your community. Write up their stories and post them near the map, showing the areas where the stories took place.
- If your community doesn't already have street names, your group could continue with your mapping project by naming the streets. Choose relevant and appropriate names for streets in your community. Consult with Elders about the types of street names that would be appropriate, perhaps names that relate to land forms or traditional uses of the space. Write their suggestions on your map and consult with the rest of the community to see if most people approve of the choices. The literacy group could submit their street name suggestions to the municipal government (hamlet or city) for approval.
- Group members could keep journals throughout the project. What thoughts and feelings do you have as you learn more about your community and its stories?

Family Trees

Ideas for Family Trees

- If the literacy group's oral history project is about family histories, they may want to share the information with the whole community in the form of family stories and family trees.
- Group members could work in small family groups to produce a family tree. (Brothers and sisters, cousins and other relatives can work together.)
- Involve Elders and older family members to get all the information correct.
- The facilitator could create opportunities to use the phone or e-mail to contact family members in other communities for information.
- Look at different ways of finding out information about family history – archives and church records.
- The family tree could be done on the computer (there are computer programs to help make family trees) or by hand on large sheets of paper.
- You might like to add digital or scanned photographs to the family tree. (See the example following this section.)
- You may want to produce copies of the family trees for all family members or you may decide to produce a large wall display that community members can look at during a special event. You could leave the wall display up in a public place where people can take their time to study it.
- Include any family stories that the group members write. You may want to produce the stories and family tree in booklet format. If you do the family tree as a large wall display, post the stories beside the family tree.
- Laminate the family trees if you can.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- Listen carefully and record traditional vocabulary that you may not be familiar with. Try to use it in your family stories.
- Group members could do presentations about their family tree or about one particular family member. You could invite family members to hear the presentations.

Family Tree Templates

Family tree templates are available on the internet. At the time of writing this manual the following web sites offered family tree software for sale or free downloads. These web sites change, so may no longer be available when you read this. But you can try an internet search for *Family Tree Template*.

www.family-crests.com/free-downloads/family-tree/family-tree.html

www.familybookmark.com/family-tree-template.shtml

www.storytree.net/free-family-tree-template.shtml

www.thetreemaker.com/samples/family-tree-template.html

Example of a Family Tree

On the next page you will see an example of a family tree from Angalik's family prepared by the Department of Education for their *Kinship and Relationships Module of the Inuktitut Language Arts Curriculum*. Thanks to Nunia Qanatsiaq for sharing this resource.

ᓂᐃ ᐊᓕᓕᑦᑦ
Louis Angalik



ᐃᓕᓕ ᐊᓕᓕᑦᑦ
Emily Angalik



ᓂᐃᓕᐊᓕ ᐊᑕᑕᓕᓕ
ᓂᐃᓕᐊᓕᑦᑦ ᐃᓕᓕᑦᑦ ᐊᓕᐊᓕ ᓕᓕᓕᓕ ᐊᓕᐊᓕᑦᑦ ᐃᐃᐊᓕᑦᑦ

ᓂᐃᓕᐊᓕ ᓂᓕᓕᓕ
William Niggiq



ᐊᓕᐊ ᑭᓕᓕᓕᓕ
Julia Killaapik



ᐊᓕᐊᓕ ᐃᐃᓕᓕ
ᓂᐃᓕᐊᓕ ᓂᓕᐊᓕᓕ
(ᐊᑕᐃᓕᓕᑦᑦ ᐃᓕᓕᑦᑦ, ᐱᓕᓕᓕᓕᑦ ᐊᓕᓕᓕᓕᑦᑦ)

ᓂᐃᓕᐊᓕ ᐊᓕᐊᓕᑦᑦ ᓕᓕᓕᓕᓕᓕᓕᓕ, ᐊᓕᓕᓕᓕᓕᓕ ᓂᓕᐊᓕᓕᓕ ᐃᓕᓕᓕᓕᓕᓕ:

Jeffrey Angugaatsiaq
ᓕᓕᓕᓕ ᐊᓕᓕᓕᓕᓕᓕᓕ



Katie Naujaq
ᓕᐃᑕ ᓂᓕᓕᓕᓕ



Sipporah Aapak
ᓕᓕᓕ ᐊᓕᓕᓕ



Emily
ᐃᓕᓕ



ᓕᓕᓕᓕ ᐱᓕᓕᓕᓕ ᓂᓕᓕᓕ

ᓕᐃᑕ ᐊᑕᐃᓕᓕᓕᓕ

ᐊᓕᓕᓕ ᓕᓕᓕᓕᓕ
ᓂᓕᓕᓕᓕᓕ
ᓕᓕᓕ ᐊᑕᐃᓕᓕᓕᓕ ᐊᓕᓕᓕ
ᓂᓕᓕᓕᓕᓕ

ᐊᑕᐃᓕᓕᓕ ᐊᓕᓕᓕᓕᓕᓕᓕ
ᐊᑕᐃᓕᓕᓕᓕ
ᐃᓕᓕ ᐊᑕᐃᓕᓕᓕᓕ
ᐊᓕᓕᓕ
ᓕᓕᓕᓕ ᐊᓕᓕᓕᓕᓕᓕᓕᓕ

ᑕᓕᐊᓕ ᓂᐃᓕᐊᓕ ᐊᓕᐊᓕᑦᑦ ᓕᓕᓕᓕᓕᓕᓕ ᐊᓕᓕᓕᓕᓕᓕ ᐊᑕᑕᓕᑕᐊᓕᓕ, ᐃᓕᓕᓕᓕ ᐊᓕᓕᓕᑕᐊᓕᓕ.

Illustrated Stories

Ideas for Illustrated Stories

- This project could work well in an arts and literacy program.
- Or it could be a project option for those in the literacy group with an interest in art or for those with weaker literacy skills.
- Determine if several people in the group are interested in illustrating stories. Group members could work on their illustrated stories individually, in pairs or in a small group.
- Match people who are stronger writers with those who aren't as strong but are interested in art.
- Each group chooses a recorded story to listen to. One or more members of the team write up the story. Others create drawings or paintings that go along with the story.
- When listening to the recorded story, make a note of unfamiliar vocabulary, record traditional words with their meanings and try to use them when you write up the story. You can write your own version of the story, rather than using the exact words of the storyteller.
- Invite someone to your literacy group to talk about the art of illustrating.
- The writer and the illustrator work together to create text that goes with a drawing or painting. In this way, the artist will receive support from the writer in reading the text and making sure the illustration matches it.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- When you are ready to do the final draft, the writer can type the text on the computer. The writer and illustrator could create a book with text on one page and an illustration on the facing page. Or the story and art could be placed together on the same page.
- Create a cover page; table of contents; pages acknowledging the storyteller, writer and illustrator; a dedication page if you want; and insert page numbers.

- Create a kit that includes the illustrated book and a copy of the recorded story. You might like to record a copy of your version of the story, as well as the original storyteller's version. Readers will be able to follow your written story while listening to the recording of the same story. This kit can be used for listening and reading material for your literacy group, as well as future literacy groups. (See *Talking Books* in the *Oral Projects* section.)

Examples of Illustrated Stories

The Shaman's Nephew by Simon Tookoome and Sheldon Oberman, artwork by Simon Toodoome. Published by Stoddart Kids, 1999, ISBN: 0-7737-6189-6

Qikaaluktut, Images of Inuit Life by Ruth Annaqtuusi Tulurialik and David Pelly, artwork by Ruth Annaqtuusi Tulurialik. Published by Oxford University Press, 1986, ISBN: 0-1954-0505-6

Arctic Memories by Normee Ekoomiak, published by New Canada Publications, Toronto, 1988

Pitseolak: Pictures Out of My Life, edited from tape-recorded interviews by Dorothy Eber. Published by Design Collaborative Books, Montreal, 1971, ISBN: 019-540191-3

Urajuq – The Origin of Death, edited by Kim Crockatt and David Pelly, illustrated by Elsie Klengenberg. Published by the Kitikmeot Heritage Society, 1999, ISBN: 0-9690783-8-2

Maps

Ideas for Working with Maps

- Find out if your area has already been mapped with the traditional place names.
- Get a copy of the map – make several working copies.
- If no one has done a map with traditional place names of your area, consider a project in which you interview Elders to learn the names and put them on a map.
- The literacy group could interview people who traditionally lived or traveled in the area to find out the background of the names and stories about the area. Record the interviews.
- Either write summaries of the stories or write up the complete transcripts. These two tasks involve different skills. If you want to develop Inuktitut or Inuinnaqtun composition skills, write summaries. If you want to develop careful listening and attention to traditional vocabulary, write the transcripts.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- Type up the stories on the computer and post them with the map near the area the story is about.
- If the stories involve journeys, trace the trip on the map. The group could also calculate distances between places on the trip.
- The literacy group could hold a public presentation and play recordings of stories related to each geographical area. People may have their own stories to tell. (See *Public Presentation* or *Open House* in the *Active Projects* section.)
- Or take a trip on the land; invite your families and Elders. Bring the map along and talk with Elders about the stories of the places and place names.

Murals

Ideas for Murals

This could be an interesting and challenging project for an arts and literacy program. As part of the literacy component, the group could work on an oral history project. First the class completes the steps of the research phase of the project – watching videos, reading books and articles, listening to oral history recordings or interviewing Elders. Then they write about their theme in a variety of ways. They could share the information they researched with the community by expressing themselves artistically in the form of a mural.

- Find a place in the community where many people can enjoy the mural.
 - Get support for the mural project from the municipal government (the Hamlet or City).
 - Discuss among the group members what type of visual images you want to use. What images would best express an important message you got from your oral history research that you would like to pass on to others?
 - Each group member could draw or paint your own ideas for the mural on art paper. This would be a mock-up or a model in much smaller form of the final mural.
 - Everyone could also write a composition or prepare a speech to explain why you chose these images.
 - Share the drawings and compositions with the other group members.
 - Discuss ideas for the group mural, choosing images that you like from the individual paintings. Allow plenty of time to reach agreement on the composition of your mural. Continue with other work until the group reaches a consensus.
 - Make a plan. Discuss how you will go ahead with the mural:
 - ☒ Who does what jobs?
 - ☒ What supplies will be needed?
 - ☒ How long will it take to complete each stage of the mural?
- Post the work plan on the wall so each of you knows your role.

- When the mural is finished, invite the community to an opening event! Ask the Hamlet or City to sponsor a feast and square dance or ask for donations of food. Display the group members' compositions as well. Group members can be available to talk to people about their oral history project and the mural.



*On language isolates (languages that are unique –
not related to any other known language)...*

*“They are the archaeology of civilization,
full of wisdom, legend and beauty, messages
from the Earth’s own time-travellers.”*

Simon Jenkins

From *Spoken Here* by Mark Abley, published by Random House Canada, 2003

Visual

- You can collect old photographs from people in the community. Scan or copy them and quickly return the originals to the owners.
- Invite Elders and other community members to look at the photographs and identify the people or places in them. Does anyone know who took the picture and when? What stories do people remember about the people and places in the photographs?
- Record the stories or take notes. Write up the stories and publish them with copies of the pictures.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- As you work with the photographs and learn the stories, keep journal entries about your thoughts and feelings during the process.
- The stories and photographs could take different forms: books, bulletin board displays in a spot where people in the community can easily see them, web sites, community events. If your local community TV channel has the capacity, you could post the photographs on the community channel and then host a radio or TV phone-in show in which people could call up with stories about the photographs.

Working with Photos in Sanikiluaq

Two young people in Sanikiluaq developed a project to publish old photographs on the local TV channel. Community members helped to identify people in the pictures.

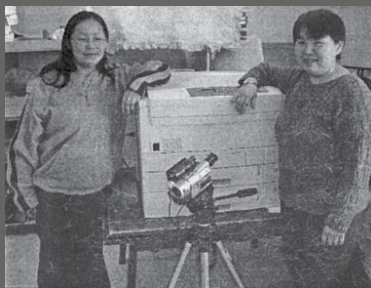
The following is the reprinted article with pictures entitled *Bringing History to Life* published in News North on February 24, 2003.

Louisa Meeko and Caroline Mickiyuk, Community Access Program (CAP) coordinators, are transmitting history into every home in Sanikiluaq with a television.

They're using the Najuqsivik Daycare TV studio and CAP site computers to do so.

Meeko and Mickiyuk scanned photographs of people in the community from 1938 and broadcast them on the local station. The photos are from the Carnegie Museum in Pittsburgh.

Elders are invited to phone the station and discuss the identification of individuals in the photos. Once information is gathered, the images will form a community historical yearbook.



A new \$10,000 colour laser printer purchased for the CAP and Najuqsivik Programs is making the yearbook project a lot more fun. Caroline Mickiyuk, left, and Louisa Meeko said having good tools makes life easier.

Photo Stories

What is a Photo Story?

A photo story is a series of photographs that tell a story about someone's life or show the steps in performing an activity. Each photograph inspires the writer to tell a story about it. This is a good activity for literacy groups because people can write at their own levels. Those with stronger writing skills can be encouraged to write longer stories with more detail. Those with beginning writing skills may start with one sentence for each photograph.

Ideas for Photo Stories

- If you have access to a digital camera, your group can make professional-looking photo stories while learning a lot about the computer. Digital cameras are useful for recording the progress of a project, because you don't have to wait for developing time. For example, if you are making a pair of kamiik, you can record each step of the process with the digital camera and write about it immediately.
- If you don't have access to a digital camera, use Polaroid, 35mm or disposable cameras. Plan in advance, though, because everyone in the group will need an opportunity to use the camera and then the film has to be developed.
- Decide whether you are going to do photo stories in small groups or individually.

Group project ideas:

- ☒ Photos of all the Elders in the community with the story of how they came to live in the community.
- ☒ Photos of Elders with their own words about what they feel has been significant in their lives.
- ☒ Photos of Elders with their own words about their hopes for the future generations.
- ☒ Photos and text of the steps in completing a skill, such as making a tool or a piece of clothing.

- ☒ Photos of family members and their stories.
- ☒ Photos and text of a project you worked on yourself. For example: preparing skins and making a caribou skin amautik.
- ☒ Photos of special items from home with stories about their significance.
- ☒ Photos and stories of children as they grow.
- ☒ Photos and a journal of the person's progress through the literacy program – feelings, accomplishments, events.

- Planning – deciding on the topic, who will do what tasks, how long the project will take and if you will need money.
- Depending on the type of photo story, you may take or scan all the pictures first, download or develop them and then write the story. Or you may be recording a process – making a tuuq or kakivak. In that case, you will be recording each step of the process and writing about it as you go.
- Plan the layout of the book. Use scrap paper folded over to make a model of your book. Use it to plan which photos and text go on each page, title pages, tables of contents, credits, etc.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- There are lots of interesting things to be learned through the creation of the book: cropping and sizing photos, adding borders and graphics, inserting the photo into the text, choosing the font and format for the text.
- When the project is complete, create a CD of each photo story so other copies can be made in the future.

- If you don't have a digital camera or scanner, you can create the text for the photo story by hand or on the computer and glue the photographs on the pages. You may want to laminate the book to preserve the pictures.
- The photo stories can be used as reading material for the literacy group, their children and future literacy groups.



Inuktitut is relevant to the regions where it originated from our ancestors. Like all important things, learning Inuktitut is not easy. It takes time, commitment, and patience but the rewards are well worth it. All families need to communicate as best possible.

Jose Kusugak in Inuktitut 93, 2003

Visual

- This would be an interesting project for a literacy group that is studying local history and wants to raise community awareness. Posters and pamphlets can contain information that is quickly and easily read and is attractive visually.
- When your literacy group has completed its research, decide what your message or messages will be. How many pamphlets or posters do you want to make to illustrate what you have learned?
- Divide into pairs or small groups to do the work. You may choose themes or historical periods for each group to work on, for example: Thule history, pre-contact Inuit history and modern community history; or location of traditional hunting grounds, trading posts and Catholic or Anglican missions.
- You may decide that each small group creates both a poster and a pamphlet based on a theme. The pamphlet will involve more writing practice than the poster, but the poster will get the creative juices flowing and give people ideas to write about.
- Bring in samples of posters and pamphlets and discuss their format and content. Talk about which approach seems the most effective for your project.
- For pamphlets, you may want to use a pamphlet template on your word processing program to make the process easier. Add photographs, maps and graphics, as well as text.
- For posters, you could use photographs – prints, scanned or digital, drawings or paintings, graphics or diagrams. Create the text on the computer. The poster could take the form of a collage of many overlapping visual images and some text, which come together to illustrate the point the group wants to make. Laminate the posters when they are complete.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- Offer to display the posters and pamphlets in a public place. Make an envelope to put the pamphlets in; attach one envelope beneath each poster and leave a stack of pamphlets, so people can take one home if they want.
- If you decide that historical tourist information is needed in your community, consider translating the posters and pamphlets into English and making them available at the airport or visitors centre.

Slide Shows

Ideas for Slide Shows

- Ask community residents for any slides they may have of early years in your community. Or contact southerners who used to live in your community years ago. Some people have a slide collection that they are willing to share.
- Arrange to have the slides copied so that you can return the originals to their owners. This will cost money, so plan in advance. Where will you get your funding?
- Decide as a group what form your slide show will take:
 - ☒ Will you present your show to the whole community? Or to the families of the group members? Or to a school class? Or to an Elders' group – in order to stimulate stories of the past?
 - ☒ When, where and how many times will you present the show?
 - ☒ Is the slide show your final goal? Or are you showing slides to encourage people to tell stories of the past? Will you record these stories? Will you write the stories in a book format that can accompany the slide show?
- Break into groups and give each group some slides to look at. The group writes down notes about each slide.
- Come back together as a group and look at the slides, sharing the notes the groups made about each slide. Do you need to do some research to find out more about the slide?
- Decide the format of the slide show and the order the slides will be shown.
- Write commentaries for each slide. This could be done in groups, so group members of different literacy skills can help each other.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- Type the commentaries on the computer or write them by hand and mount them on index cards.
- Practice the slide show as a group, with group members taking turns reading the commentaries. Practice as often as you need to feel confident and ready for a public presentation.
- If the purpose of the slide show is to encourage people to tell stories, have a recorder and/or a video camera ready at the presentation.

- You could present your slide show to teachers and newcomers to the community so they understand the history of the community. Translate the commentaries into English and mount them on index cards. Practice the English version of the show before you present it.



*On his devotion to the
Mohawk language...*

*“Our language is very picturesque,
everything is descriptive.”*

*“In English, most people even forget
to thank the waters each and every day.”*

Tiorahkwathe Gilbert, Kahnawa:ke Councillor

Textile Art

Ideas for Textile Art – Wall Hangings or Quilts

- This would be a creative project for an arts and literacy program, a women's literacy program or a traditional sewing and literacy program, such as *Reclaiming our Sinew*¹.
- The group could decide to create wall hangings based on stories. You could listen to recordings of Elders telling stories, write up the stories and create wall hangings to illustrate them. The wall hangings could be made from fabric or skins.
- The group could create quilts, with each square showing a scene from a story. Each square should be a good size (12" X 12" or larger). Each group member could illustrate an event in the story by creating appliques for a square of the quilt. Put all the squares together in order to illustrate the story.

Steps in a Wall Hanging or Quilt Project

- Decide on the story or stories you want to illustrate with your textile art. People might work in pairs or small groups on one story. Or the whole literacy group could work together on one story and divide up the writing and sewing tasks.
- Make a materials list; brainstorm all the materials you will need – different colours of fabric or skins and thread. Make sure you can get all the supplies before you start the project. If you need to fundraise to purchase materials, plan for that well in advance.
- Listen to the story at least once just for enjoyment and to get the idea of what the story is about.
- You will probably need to listen to the story several times and make notes, so you will be prepared to do the writing.
- Groups or individuals can write up the story in their own words – not using the exact words of the storyteller. If you are working in one big group, use a group writing process in which everyone is involved.

¹ *Reclaiming our Sinew* is a program sponsored by the Kivalliq Inuit Association and Community Learning Centres in the Kivalliq Region. Young women learn traditional skin preparation and sewing half the day and work on Inuktitut and English literacy skills the other half of the day. The content in the literacy portion depends on the needs and interests of the women, but is often related to their sewing and skin preparation projects.

- Notice unfamiliar vocabulary when listening to the stories – traditional words, no longer used by younger people and technical vocabulary. Make a vocabulary list with meanings. Try to use this vocabulary in your own stories.

or...

- You can actually write transcripts of the recordings. Writing transcripts and writing your own version of the story build different skills. Decide if the group wants to build Inuktitut writing and composition skills; if so, choose to write your own versions of the story. If you want people to learn and remember traditional words and to listen well and remember the traditional form of the story, choose to write transcripts.
- Use peer consultation and editing for feedback throughout the writing process.
- The facilitator teaches mini-lessons on the writing process, syllabic keyboarding, grammar and any other topics as they come up.
- People will now be very familiar with the story, having listened to it many times and written and edited compositions or transcripts. Your groups can then meet and decide what images you want to use to show the story.
- Divide up the work and complete the wall hanging or quilt.
- The artwork – wall hangings or quilts – can be displayed with the stories. Or hold an oral storytelling evening with the artwork on display.



Three-dimensional Projects

Dioramas, Topographical Maps and Sculpture

What is a Diorama?

A diorama is a three-dimensional display showing a scene from nature, from an historical event, or from human life during a certain time period or event. Human figures, animals, dwellings, means of transportation can be modeled from various materials and set up to show activities. They may be arranged in front of a painted or photographed background. A diorama can be a miniature scene (perhaps set up in a shoe box), a life-size scene or any size in between.



Diorama of Camp from the Dorset Period. May Hakongak Community Library and Cultural Centre, Cambridge Bay.

What is a Topographical Map?

A topographical map (or relief map) is a map that shows the land features – the height of the land, valleys and rivers – as raised contours. This can be done by drawing lines on the map and writing numbers that show the altitude. But you can also create a map with a raised or three-dimensional surface that shows landforms. It is like a sculpture of an area of land.

Ideas for Three-dimensional Projects

A three-dimensional project might be an interesting project for an arts and literacy program, traditional sewing and literacy program, or for a group with a high number of visual learners. It would work well with certain types of research that involve descriptions of landforms or people's daily lives. You often see displays such as these in museums – dioramas showing life in a summer or winter camp, topographical maps of villages or hunting lands, or sculptures of historical events. Take a look at *Images of Justice*, by Dorothy Eber, a book about carvings that tell the stories of court cases from the early justice system in the Northwest Territories.

Steps in Creating a Three-dimensional Project

- After you have completed the research, decide how your group would like to illustrate the information you collected.
 - ☒ A topographical map could be made from paper mache and painted to show various landforms. On the topographical map you could illustrate a specific trip, summer and winter camps, caribou migration routes, fishing spots or areas where different game was hunted or trapped.
 - ☒ You may want to create a diorama to show camp life, or how a tent or iglu was set up – with all the necessary tools, equipment and clothing. You could create dolls wearing miniature skin clothing, and miniature equipment or tools from soapstone, bone and sinew.
 - ☒ An arts and literacy group may want to portray their research in soapstone carvings or clay sculptures.
- Work as individuals, in pairs or small groups to create your three-dimensional projects. If you are planning a large project, the whole group may want to work together on one project, with some people creating the background scene, some sewing clothing, others modeling the dolls. You may want to create a large topographical map as a group project.
- Make up a written work plan for the group to follow, so everyone knows his or her job and can see the big picture. Brainstorm all the steps in completing the project and the dates you hope to complete each step. Post the work plan where everyone can see it. Add more tasks as they come up.

- Regularly consult with the Elders with whom you did the research to make sure your work is accurate.
- Note unfamiliar traditional vocabulary, record it with meanings and try to use it in your labels and other writing.
- Create labels and titles for your projects on the computer.
- As the project progresses, group members can document their progress and their feelings about their work in journals.
- When the work is complete, invite the community for a public viewing of the projects – an open house or presentation. Plan a short talk about your research and the creation of the three-dimensional projects. Everyone can take turns presenting some of the information, with perhaps one group member acting as the master of ceremonies. (See *Public Presentation or Open House in the Active Projects* section.) Advertise your event through radio, TV and posters.

*“But the most critical carrier of the
ancient ways of understanding and of
dreaming the world is the language itself.
In Yuchi you cannot construct a
single sentence without understanding
a lot of things about how you see the world.
It’s all built into the language,
it’s all coded there.
This is a different way of understanding.”*

Richard Grounds, Yuchi Native American language office

From *Spoken Here* by Mark Abley, published by Random House Canada, 2003