

Angry Inuk

Film Synopsis: A look at the prosecution of, and hatred towards, seal hunters for practicing traditional rituals.

Link to Film: https://www.nfb.ca/film/angry_inuk/

ANGRY INUK UNIT OUTLINE

Lesson 01

What creates a society?

Outcome: IN9.1 Indicator: D

Compare and Contrast Saskatchewan Society and Inuit Society

Lesson 02

How does physical landscape influence worldviews, beliefs, and values?

Outcome: IN9.3 Indicator: C

Students will make connections between physical position and beliefs through examining the political polling chart of Canada.

Lesson 03

Inuk Worldviews and Society

Outcome: PA 9.3 Indicator: B

View the film Angry Inuk and allow students to view the way Inuk's physical placement has influenced their beliefs and structure of their society. Discuss Inuit economical barriers, posed by international laws.

**Remember to always preview
the film, prior to screening!**

Lesson Plan: Angry Inuk

Grade: Nine

Subject: Social Studies

Topic:

Indigenous Resurgence of Culture and Economic Involvement

Themes

Indigenous Stereotypes, Global Regulations, Indigenous Resurgences

Curricular Connections:

IN 9.1- Explain what constitutes a society

Indicator- *Analyze* the effects of ethnocentrism on Indigenous peoples.

Materials Needed:

- Angry Inuk Film
- Journal
- Activism Activity Sheet
- Creative Piece Activity Sheet

Essential Questions:

Why do people struggle to acknowledge the cultural and economic benefits fishing and hunting creates for Indigenous peoples?

How have environmental campaigns contributed to racism?

Structure / Activity:

- **Set:** Either as a group or individually, students will be asked to answer the question “What do you know about Inuk people?”, writing their answer in the guided notes provided.
- **During (Watching the film):** Students will learn about the Inuk’s connection to seals and the cultural significance seals have in the Inuk culture. Students will learn Indigenous people are still treated as after thoughts by our lawmakers. While watching, students can answer the questions on the guided question sheet provided.
- **After:** A conversation regarding cultural and economic oppressions faced by Inuk people.

Activities:

Activism: What is it? *View document for this worksheet.*

Creative Piece: Students will create a creative piece of their choice that reflects what the seal means to Inuit people and how the seal is being taken away from them.

The project should indicate knowledge on the cultural and economic significance of the seal.

Understandings:

Students will understand the implications environmental movements have had on Inuk culture, economic contributions, and involvement with lower Canada. Their culture and ways of knowing are vastly connected to the seal, as well as the seal is how they make their money. Students will understand how culture and economics greatly affects mental health, and when a person’s culture or economic standing is damaged, their mental health will be affected. This impact to mental health has raised the suicide rates in Inuit communities.

Activism: What is it?

Using the various forms of activism below, fill in the chart.

Writing a letter to your MLA	Protest	Social Media Campaign
Strikes	Rallies/ Speeches	Boycotting
		Petitioning

1 (Most potential to create change).

2.

3.

4

5.

6.

7 (Least likely to create change).

Creative Piece (Summative Assessment)

Create a piece (poster, drawing, mind map, etc.) that illustrates the significance of the seal in Inuk culture.

Consider these questions when creating your piece:

How has the seal supported Inuk people in the economy? Culturally? How does this connect to Inuk mental health?

What does the seal itself resemble?

How has the past mistreatment of Inuk people presented itself in the film “Angry Inuk”?

Assessment Rubric

Unsatisfactory	Satisfactory	Average	Above Average	Exceeding
Creative piece did not exhibit knowledge on Indigenous Culture	Creative piece showed some knowledge on Indigenous culture	Creative piece exhibited adequate knowledge on Indigenous culture	Creative piece exhibited extensive knowledge on Indigenous culture.	Creative piece exceeded the expectation of the amount of knowledge required
Creative piece did not exhibit knowledge on Indigenous involvement in economics	Creative piece showed some knowledge on Indigenous involvement in economics	Creative piece exhibited adequate knowledge on Indigenous involvement in economics	Creative piece showed extensive knowledge on Indigenous involvement in economics	Creative piece exceeded the expectation of the amount of knowledge required
Creative piece was not appealing or cohesive.	Creative piece was somewhat cohesive and aesthetic to view.	Creative piece was cohesive and appealing to view	Creative piece was cohesive, appealing and showed thought.	Creative piece was cohesive, showed knowledge, and was appealing pleasing.

Yorkton Film Festival Film Lessons

(All information is required)

Email this form to Taynika at coordinator@yorktonfilm.com

Name	
School	
Email Address	
Mailing Address	
Lesson Used	
Number of Viewers	
Comments	

