# Arctic Imperative

**EDUCATIONAL RESOURCES FOR CANADIAN SCHOOLS**

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Preface

The Canadian Arctic has been an abiding interest of the Royal Canadian Geographical Society since its creation in 1929. The first issue of Canadian Geographical Journal (now Canadian Geographic) featured an article on Canada’s north and the coverage has continued to this day, a result of reader interest and editorial decision-making.

For all that we have written about the North, it remains for most Canadians a place of the imagination, a vast, largely unpopulated expanse stretching across the top half of a map of the country. For those who live in the territories it is, of course, home - a vibrant and dynamic region of increasing strategic significance not only to Canada but also to the world.

For Dr. Shelagh Grant the Arctic is the focus of her teaching and research over the course of her career. Her landmark work, Polar Imperative: A History of Arctic Sovereignty in North America (Douglas & McIntyre, 2010) is a comprehensive and authoritative survey of the region. The book merited the recognition it so justly received such as the Lionel Gelber Prize for best English language book on global affairs.

It speaks to her generosity that Dr. Grant chose to share the proceeds of that prize with The Royal Canadian Geographical Society so that high school students across the country may increase their knowledge and appreciation of Canada’s north in anticipation of the enlarged role it will play in our country’s future.

Canadian Geographic Education created this resource, Arctic Imperative: Educational Resources for Canadian Schools, to help secondary school teachers and students to explore the Arctic through the lenses of identity, sovereignty, climate change and governance. Each lesson contains a passage from Grant’s Polar Imperative and, as befits a geographic resource, it is replete with maps.

The goal of this striking resource is to strengthen the geographic literacy of Canadian students and to enhance their understanding of Canada and its place in the world. I am confident you will share my enthusiasm for this resource and my gratitude to Shelagh Grant for her scholarship and her support.

Connie Wyatt Anderson
Chair
Canadian Geographic Education
When I first began my research on the Arctic in the late 1970s, most Canadians knew little about the region’s geography and recent history and very few had firsthand knowledge. To many, the Arctic was a simply place in the Far North, covered in snow and ice, and inhabited by people who were once known as Eskimos. This would soon change, initially because of the discovery of oil and gas at Prudhoe Bay in Alaska, followed by circumstances and events leading up to the creation of Nunavut.

More recently, however, a significant warming trend has caused rapid melting of the sea ice, which in turn greatly improved access to and through the Arctic Islands for longer periods of time. Along with the relatively abrupt climate change came new geopolitical, economic, sovereignty and security concerns for the Arctic countries. As a result, rarely a day goes by that the Arctic does not appear in the headlines within some context or other.

In recent decades, Arctic studies increased dramatically at the university level and across all disciplines. Yet secondary schools have been slow to incorporate this new knowledge into their curriculum. Too often, students would arrive in my fourth year “North Course” with little background other than what they read in the newspapers or heard on television. History, especially, seemed limited to Martin Frobisher’s failed search for gold and the loss of the Franklin expedition.

To help fill this gap, I was delighted when the Royal Canadian Geographical Society approached me for advice and support in putting together a series of course outlines for senior secondary school classes which would provide sufficient information to fully understand the current issues facing all circumpolar nations, but in particular Canadian Inuit and the Government of Canada. Those who have put together these outlines have done a masterful job and I am especially proud to be associated with the project.

Shelagh D. Grant, M.A., D.Litt, FRCGS
Contributors

The Royal Canadian Geographical Society

Paul R. Ruest  
President

John G. Geiger  
Chief Executive Officer

Connie Wyatt Anderson  
Chair, Canadian Geographic Education

Mary Jane Starr  
Director, Strategic Partnerships

Ellen Curtis  
Education Program Manager

Sara Black  
Education Program Coordinator

Arctic Imperative - Project

Jennifer Aung Thin  
Writers

Dr. Peter Adams, OOnt

Ian Kerr-Wilson  
Martha Kyak

Dr. Geoff Buerger  
Dr. David J. Scott

Jane Kerr-Wilson  
Mary Simon, OC, OQ

Writers  
Advisory Group

Thomas Hall  
Editorial

Jenny Chew  
Design

Martina Abran  
Translation

References

The Royal Canadian Geographical Society and Canadian Geographic Education gratefully acknowledge the generous support of Dr. Shelagh D. Grant and Jon Grant.

We are also grateful to teachers who created the lessons and to the members of the Advisory Committee who reviewed them.

We thank Mary Simon (Fellow of the Royal Canadian Geographical Society) for permission to include a passage from First Canadians; Canadians First: National Strategy on Inuit Education (Inuit Tapiriit Kanatami, 2011).

The excerpts from Polar Imperative are included in this resource package with the permission of Howard White, Publisher (Harbour Publishing, Douglas & McIntyre).
Introduction
Assess and activate prior knowledge about the Arctic.

Suggested activity:
Project a blank Circumpolar Map for the class to view. Ask students if they recognize features of the map. For example, can they identify the landmasses, oceans, boundaries? Some students may be quite familiar with this type of map projection and region of the world while others will not. Help them identify the boundary between Arctic and Subarctic regions, refer to the treeline definition of the Arctic as stated in Polar Imperative, by Grant (Refer to the labelled Circumpolar map and Glossary as required). Introduce the term ‘sovereignty’ and how it relates to the Arctic.

Development
Activity: Inferring cartographers’ sense of importance (inspired by Teaching about Geographical Thinking, 2008, p.21)

Inform students that they are going to collect and analyze more information about the Arctic using maps. Divide students into small groups. Provide each group with one of the specialized maps on an Arctic issue and an Analyzing Spatial Information organizer. Ask students to list the important features represented on the map and identify the factors that make these features important (examples are provided). Direct students to record their findings in the organizer. Analyze the results to identify the cartographer’s criteria for assigning geographical importance in the specific area.

Conclusion
Class discussion:
Evaluate the spatial information contained in the maps. Ask students to share their findings and identify information that has been omitted from the maps. Speculate as to the reasons why.

Extend your geographic thinking
Portals to Geographical Thinking: Geographical Importance

- Refer to Charles Gritzner’s definition of geography: “What is where, why there, and why care?” Ask students to synthesize the information gleaned from the previous activity to answer this geographical question.
- Use this lesson as a launching point to learn more about specific issues related to Arctic sovereignty. Subsequent lesson topics include: the Northwest Passage and National Identity, Arctic Indigenous Peoples, Resource Development, Climate Change and an Arctic Council Simulation.
Appendix A: Passage from *Polar Imperative*

For the most part, major Canadian studies on Arctic sovereignty have tended to focus on legal interpretations and potential challenges, but with only a cursory review of circumpolar history. *Polar Imperative* takes a much different approach, initially by narrowing the parameters of the study to exclude the Subarctic, then adopting a comparative platform to broaden the scope by encompassing all of the North American Arctic, including Alaska and Greenland, and finally by extending back over thousands of years to identify circumstances and events that influenced changes in occupation or authority. Where pertinent, the inquiry touches on parallel situations in the European and Russian Arctic to establish a global context for changes taking place. Only through understanding the history of all three Arctic countries can we fully comprehend the implications of the current situation (Grant, 2010, x-xi).

Most histories of the Canadian Arctic start with the British Admiralty expeditions, creating essentially a British/Canadian history with perceived American challenges arising before and after the turn of the twentieth century. By comparison, *Polar Imperative* travels further back in time, beginning long before humans roamed the planet to show how climate change affected Arctic plant and animal life 20 million years ago, then forward to the present. There is also more emphasis on Inuit history, their arrival in North America, their life in the colonial period, then bringing the story full circle to their success in regaining greater control over their homelands.

Hopefully the passage of time will have made it (*Polar Imperative*) even more valuable in understanding the historical context and patterns of continuity that lie behind current sovereignty issues in the North American Arctic (Grant, 2010, xiii).
Blank Circumpolar Map
Mapping the Arctic: An Introduction to Arctic Issues

Labeled Circumpolar Map

The Arctic region is often defined as the area where the average temperature for the warmest month is below 10°C.
Mapping the Arctic: An Introduction to Arctic Issues

Potential New Shipping Routes

![Map of Arctic Shipping Routes](image-url)

**Arctic Shipping Routes**
- North-West Passage (NWP)
- Northern Sea Route (NSR)
- Transpolar Sea Route (TSR)
- Arctic Bridge Route (ABR)
Mapping the Arctic: An Introduction to Arctic Issues

Resources in the Arctic
Mapping the Arctic: An Introduction to Arctic Issues

Sea Ice Change in the Arctic
Mapping the Arctic: An Introduction to Arctic Issues

Stakeholders of the Arctic
Appendix B: Analyzing Spatial Information Organizer

Map Title: __________________________

<table>
<thead>
<tr>
<th>Natural features</th>
<th>Human features</th>
<th>Significance</th>
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Helpful Examples

Natural features include: mountains, bodies of water, vegetation

Human features include: Cities, political boundaries, transportation routes

Types of Significance:
Economic influence, political influence, environmental uniqueness, assigned significance (cultural, historical), instrumental or strategic value

I think the cartographer chose to map these features because...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Information that has been omitted from the map

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I wonder why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Introduction

Project the Indigenous Arctic Peoples map for the class to examine. (Students will already be familiar with the map if they have completed the introductory lesson in this resource package.) Discuss the location and diversity of indigenous communities in the Arctic. Ask if they know how long Inuit have lived in North America. Ask if they are aware of the relationship between Inuit and the Canadian government (past or present).

Inform students that they have the opportunity to test their knowledge by completing a timeline-matching activity of events related to indigenous Arctic peoples. Distribute the timeline-matching activity. Read the instructions and events together and provide a brief explanation of the terms migration, subjugation, forced relocation and self-government. Explain that these terms relate to experiences faced by Inuit that will be explored in the lesson.

Allow students 5-10 minutes to complete the activity. Briefly discuss choices, but do not provide the answers. Students will revisit the timeline at the end of the lesson.

Development

Activity: Explaining the nature of various sources (inspired by Teaching about Geographical Thinking, 2008, p.30)

Present students with the following geographical question: “How were Inuit affected by the relocation to remote areas of the High Arctic in the 1950s?” Tell them that they are going to examine documents from several time periods to form their answer. Divide the class into small groups. Assign each group a document (there are 9 documents in total). The documents represent various types of geographical information: primary, secondary and tertiary (review as necessary). Ask each group to review their document, identify what type of geographical information is presented and assess how useful this source would be in answering the question. Invite students to examine the accuracy, precision and reliability of the data sources. Encourage them to scrutinize the information found in these sources and to think carefully about the interpretations made from the available evidence.

Ask each group to briefly present their findings to the class.

New perspective: Share the passage from Polar Imperative that describes the Inuit Relocation Program of the 1950s (Appendix A) and the passage from Canadians First, First Canadians by Mary Simon which outlines current education policy initiatives by the National Committee on Inuit Education. The complete document can be found at https://www.itk.ca/publication/national-strategy-inuit-education.

Conclusion

Ask students to return to the timeline-matching activity and make changes according to any new information gleaned from the document activity (remind students to apply the same level of scrutiny to information from present-day media reports and Google searches.) Share the detailed Arctic Peoples Timeline (Appendix B) which includes contemporary self-government initiatives by Inuit organizations and territories and the leadership role they play in current Arctic sovereignty policy. Project the graphic organizer that shows 10 Core Areas of Investment in education required to close the gaps in Inuit education. Ask students to rate the importance of each on a scale of 1-10 and explain why they feel that way. How are these priorities similar or different from their communities?
How does this document reflect the changes in Inuit governance and their relationship with the federal government? Ask students to record their final thoughts about future Arctic sovereignty initiatives. It might be valuable to produce a question that could begin with: “I wonder....”

Extend your geographic thinking

- Canada Post would like to recognize the contributions of Inuit in Canada’s efforts to preserve Arctic sovereignty with a new stamp. Draw the artwork for the stamp and write an explanation (50 words or less) that demonstrates how your stamp illustrates Inuit as “Canadians First, First Canadians”.
- Visit Polar Lines: The Inuit Editorial Cartoon Exhibition for a visual gallery of political cartoons that illustrate past and present relationships between Inuit and the Federal Government of Canada.

Link: https://www.itk.ca/polar-lines/polar-lines-inuit-editorial-cartoon-exhibition

Annotation: Inuit Tapiriit Kanatami (ITK) is the national Inuit organization in Canada, representing four Inuit regions – Nunatsiavut (Labrador), Nunavik (northern Quebec), Nunavut, and the Inuvialuit Settlement Region in the Northwest Territories. Inuit Tapiriit Kanatami worked with Terry Mosher - Aislin - of the Montreal Gazette to create an exhibition of editorial cartoons. The 100 cartoons are organized in 10 thematic panels, and span 50 years of Canadian history.
Appendix A: Passage from *Polar Imperative* and *Canadian First, First Canadians*

Inuit Relocation (S. Grant, *Polar Imperative*)

In February 1953, the Advisory Committee on Northern Development was reactivated, with the secretariat given specific instructions “to examine all defence projects and, wherever Canadian participation is considered insufficient, to so advise the Deputy Minister” with the option to employ Inuit where possible. As a result, plans were made to send five Inuit families to the Resolute air base from Fort Chimo, where they had previously been employed at the wartime airfield. Seven other families from Port Harrison, Quebec, were to be resettled on Ellesmere Island near a proposed radar site on Coburg Island, along with three families from Pond Inlet to help them adapt to a completely new environment. Plans were abruptly changed after the RCAF at Resolute sent notice that the Inuit would require separate quarters such as they were accustomed to at Chimo and that neither the RCAF, the USAF nor the Canadian Weather Bureau was prepared to foot the bill. Instead the seven Inuit families assigned from Port Harrison and three from Pond Inlet were divided between camps set up near the Resolute air base and at Grise Fiord near the Craig Harbour police detachment. To ensure that they did not become dependent on assistance while they adapted to the new environment, their camps were located several miles from police posts.

Although other families were allowed to join the original relocated families in following years, the hardships endured and the government’s refusal to allow them to return home led to a Royal Commission of Inquiry in the 1990’s and eventually an award of compensation. Unlike the Russian government, which resettled indigenous peoples on Arctic islands to assert sovereignty claims in the late nineteenth and early twentieth centuries, the Canadian government made no attempt to provide housing or basic services at the time of transfer. Coincidentally, the Canadian relocation took place within weeks of the evacuation of Greenland Inughuit families from their homes near the Thule Air Base, a resettlement which was also later protested and for which reparations were made (Grant, 2010, pp.320-321).
Passage from **Canadians First, First Canadians**:  
National Strategy on Inuit Education, 2011 (M. Simon, *Canadians First, First Canadians*)

“Do Inuit see themselves as Inuit first or as Canadians first? I have always thought those two sentiments were one and the same. After all, during our many meetings with Inuit from countries such as Denmark, the United States or Russia, we have always been Canadian Inuit.”

– Jose Kusugak (Simon, 2011, p.1)

As I travel through communities stretching from the Beaufort Delta to the Labrador coast - the vast Arctic region that we call Inuit Nunangat – I am greeted by children full of curiosity and dreams. More than any previous generation, they will need education systems that are high-reaching if they are to participate in the unfolding prosperity of this country.

Yet the reality of Inuit education in Canada is that too many of our children are not attending school, too few are graduating, and even some of our graduates are not equipped with an education that fully meets the Canadian standard.

This is the greatest social policy challenge of our time. Some 56% of our population is under the age of 25, so improving educational outcomes is imperative (Simon, 2011, p.3).

Inuit leaders have called for major reforms in education since the 1970's. They have argued that public education systems, with their origin in the residential school era, had to be replaced with an Inuit-centred system based on Inuit history, culture and worldview.

Today, Inuit education in Canada is delivered by four separate public education systems, operating across two provinces and two territories built from different historical contexts, legislation, systems of governance, and accountability. The governments, school boards and education councils responsible for delivering education are at varying stages in transforming their education systems.

Prime Minister Stephen Harper’s 2008 Apology to former students of Indian Residential Schools drew national attention to the destructive legacy of residential schools and, for Inuit, opened the door to the creation of national goals. Inuit had already begun a process to examine what was working in Inuit education in 2006, with the launch of an initiative led by National Inuit leader Mary Simon, President of Inuit Tapiriit Kanatami (ITK). The objective was for Inuit from all four regions of Inuit Nunangat to work together to define a vision and desired outcomes for Inuit education through the development of a National Strategy (Simon, 2011, p.67).

Inuit want education to be delivered by Inuit educators, through quality bilingual programs based on Inuit-centred curriculum. The education system should inspire young Inuit to stay in school longer and advance the process of restoring confidence lost during the residential school experience. Success will mean equipping young Inuit with the skills and knowledge they need to contribute to, and benefit from, the emerging economic and civic opportunities in Canada’s northern regions. (Simon, 2011, p.69)
### Appendix B: Arctic Peoples Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 BC – 1000 AD</td>
<td>Migration of Palaeo-Eskimos originally from Siberia across the North American Arctic.</td>
</tr>
<tr>
<td>1100-1250 AD</td>
<td>Thule Inuit move through what is now the Canadian Arctic from Alaska to northwest Greenland and eventually displace prior Eskimo populations.</td>
</tr>
<tr>
<td>1493</td>
<td>Papal Bulls of the Catholic Church signify that indigenous peoples have no rights to their lands.</td>
</tr>
<tr>
<td>1763</td>
<td>Royal Proclamation recognizes limited Indian rights to their lands and recognizes their right to inhabit lands in unsettled British territory. The concept of limited or “usufructuary” title later becomes the basis of aboriginal land claims settlements in Canada.</td>
</tr>
<tr>
<td>1857</td>
<td>The first Indian Act is passed by the British Colonial government. The Inuit are not included in the act.</td>
</tr>
<tr>
<td>1869</td>
<td>The Indian Act comes into force.</td>
</tr>
<tr>
<td>1876</td>
<td>The first Canadian Indian Act is created and consolidates previous acts established by the British. The Inuit are again not covered in the act.</td>
</tr>
<tr>
<td>1922</td>
<td>Canadian Government expeditions to the eastern Arctic resume on an annual basis and new RCMP posts are built on Ellesmere, Devon, and Baffin Islands to provide evidence of “effective occupation.”</td>
</tr>
<tr>
<td>1923</td>
<td>Following outbreaks of Inuit violence, two murder trials are held; one at Herschel Island in the western Arctic; and one at Pond Inlet on northern Baffin Island. This was considered critical to show that Canada was able to enforce its laws and justice in the remote regions of the Arctic.</td>
</tr>
<tr>
<td>1953</td>
<td>U.S. government annexed land adjacent to the Thule Air Base in Greenland and 116 resident Inughuit are evacuated to Qaanaaq 120 kilometres north. Since the relocation is in accordance with the 1951 defence agreement and has Danish approval, responsibility for the move is attributed to Denmark.</td>
</tr>
<tr>
<td>1953-55</td>
<td>The Canadian government decides to relocate Inuit from northern Quebec to Resolute Bay and Craig Harbour, partly for sovereignty reasons to establish an Inuit population in otherwise uninhabited lands.</td>
</tr>
<tr>
<td>1959</td>
<td>All indigenous people in the Northwest Territories, including the Inuit, have the right to vote and elections to vote in.</td>
</tr>
<tr>
<td>1971</td>
<td>Alaska Native Land Claims settlement allows pipeline construction to go forward. The agreement encourages Canadian Inuit to seek similar benefits. Unlike Canadian Indians, the Inuit had never signed a treaty releasing ownership of their lands.</td>
</tr>
<tr>
<td>1975</td>
<td>The James Bay and Northern Quebec Agreement is signed with the Cree and Inuit of northern Quebec. It is the first aboriginal land claim agreement in Canada.</td>
</tr>
<tr>
<td>1977</td>
<td>The Inuit Circumpolar Conference (ICC) is created bringing together Inuit from Alaska, Canada, Greenland and Siberia to advance their rights and protect the fragile environment. The Official charter was approved in 1980.</td>
</tr>
</tbody>
</table>
### People of the Arctic

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1984</td>
<td>The Inuvialuit Agreement (IFA) is the first comprehensive land use settlement agreement north of the 60th parallel.</td>
</tr>
<tr>
<td>1993</td>
<td>Nunavut Land Claims Agreement Act is signed May 25, followed by the passage in the Canadian Parliament in June of both the Nunavut Act and the Nunavut Land Claims Agreement Act. Both would require years of negotiating the implementation of the terms.</td>
</tr>
<tr>
<td>1999</td>
<td>On April 1, Nunavut officially becomes Canada’s third territory, with a duly elected territorial government. Other forms of Inuit self-government within the NWT, Northern Quebec, and NFLD and Labrador have since been negotiated.</td>
</tr>
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*From: Polar Imperative, by Shelagh Grant*
### Appendix C: Timeline Matching Activity

1. Write the letter of the event beside the date that corresponds to it.
2. Identify each event as an example of migration, subjugation, forced relocation or self-government.

<table>
<thead>
<tr>
<th>Date</th>
<th>A-F</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 BC – 1000 AD</td>
<td>A-F</td>
<td>A. Following outbreaks of Inuit violence, two murder trials are held; one at Herschel Island in the western Arctic; and one at Pond Inlet on northern Baffin Island. This was considered critical to show that Canada was able to enforce its laws and justice in the remote regions of the Arctic.</td>
</tr>
<tr>
<td>1100-1250 AD</td>
<td></td>
<td>B. Thule Inuit move through what is now the Canadian Arctic from Alaska to northwest Greenland and eventually displace prior Eskimo populations.</td>
</tr>
<tr>
<td>1493</td>
<td></td>
<td>C. On April 1, Nunavut officially becomes Canada’s third territory, with a duly elected territorial government.</td>
</tr>
<tr>
<td>1923</td>
<td></td>
<td>D. Papal Bulls of the Catholic Church signify that indigenous peoples have no rights to their lands.</td>
</tr>
<tr>
<td>1953-55</td>
<td></td>
<td>E. Migration of Palaeo-Eskimos originally from Siberia across the North American Arctic.</td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td>F. The Canadian government decides to relocate Inuit from northern Quebec to Resolute Bay and Craig Harbour, partly for sovereignty reasons to establish an Inuit population in otherwise uninhabited lands.</td>
</tr>
</tbody>
</table>
Appendix D: Excerpts from *Out in the Cold: The Legacy of Canada’s Inuit Relocation Experiment in the High Arctic.*

Testimony of Inuit Relocatees before a Parliamentary Standing Committee on Aboriginal Affairs, 1990

### Idea of Relocation:

**John Amagoalik:** “[My parents] first reaction was no we cannot leave our home, we cannot leave our families. We just cannot agree to this. The RCMP went away but they came back, they came two or three times as I remember and they were very, very persistent...Now you must also remember, understand that in 1953 the white man was viewed almost as a God by our people. They were feared. I mean we were afraid of them. We were afraid to say no to anything they wanted” (Canada, 1990).

The division of families made a lasting impression on John Amagoalik:

“When we got near [Craig Harbour] the RCMP came to us and they told us: half of you have to get off here. And we just went into a panic because they had promised that they would not separate us...I remember we were all on the deck of the ship, the C.D. HOWE, and all the women started to cry. And when women start to cry, the dogs join in. It was eerie. We were dumped on the beach – and I mean literally dumped on the beach” (Canada, 1990).

### Environmental Conditions:

Officials have maintained that the Inuit were told in advance what the conditions in the High Arctic were going to be like. But the high mountains behind Grise Fiord, the dark-period and colder temperatures clearly came as a shock (Marcus, 1992, p.27).

“I assumed that the far north had the same terrain as the Inukjuak area. It turned out that the land was not the same, and the sun behaved differently at those latitudes...It got darker and eventually disappeared for good in November...We couldn't get used to the never-ending darkness” (Elijah Nutaraq, 1989).

Finding sources of drinking water at Grise Fiord and Resolute Bay became an initial difficulty for the relocatees. Inukjuak is in a region where streams, rivers and lakes provide drinking water all year round. Land-sited water is more difficult to obtain in the Grise Fiord and Resolute Bay areas, and the families had to obtain fresh water from ice floating in the sea.

**Elijah Nutaraq** (1989) recalled that Grise Fiord “did not have much greenery, and there were no lakes or rivers to draw water from. We had to get ice from icebergs for drinking water”. The annual precipitation at Grise Fiord and Resolute Bay averages only 5.28 inches, while at Inukjuak the average is over twice as much at 13.60 inches. As Elijah Nutaraq observed: “We used to come across the same polar bear tracks that we had seen the year before, looking just as new as the day they were made” (Marcus, 1992, p.27).
Food/Diet:
In Inukjuak the Inuit had a diverse diet consisting of three types of seal, three main fishes including whitefish, Arctic Char and trout, walrus, white whales and some caribou. They hunted Canadian and blue geese, ducks, sea pigeons, gulls, terns and gathered eggs and berries. But at Grise Fiord and Resolute Bay there were few birds or caribou or fish; instead their diet was restricted to mainly seals, walrus and polar bear.

The High Arctic Archipelago was within the Arctic Islands Preserve, created in 1926, and special game regulations applied. Accordingly, the RCMP forbade the Inuit to hunt musk-ox, and strictly regulated the killing of caribou (Marcus, 1992, p.28). “There were a lot of musk-oxen, but we were forbidden to kill them” (Elijah Nutaraq, 1989).

Martha Flaherty (1986) remembers that her father “…used to go hunting in -40 degree to -60 degree weather in the dark for days at times without eating…I don't think I even had a childhood between the ages of 7 to 12 because I had to hunt with my father for food, in very cold weather, with absolutely no daylight...Sometimes I used to cry knowing how cold it was going to be, but then my father would just say, ‘Do you want us to starve?’”.

John Amagoalik remembered “being very excited when any military airplane arrived at Resolute, because we knew that the people on those airplanes had box lunches, food. We used to rush to the dump five miles away in the middle of winter to go to the dump and get those boxes of half-finished sandwiches” (Canada, 1990).

Lizzie Amagoalik (1989) agreed that they “…were always hungry. We had to look through the white man’s garbage for food for our children. We had to take clothes that had been thrown away, for our children. When the policemen found out that we were living off their garbage, they got very angry at us and told us to stop. We asked, “How are we going to eat?”

Housing:
The snow conditions surprised the officers and the cold caused hardship for the families.

“We had to live in tents all winter because there was not enough snow to build a snow house. I remember waking up every morning rolled up like a ball because it was so cold!” (Elijah Nutaraq, 1989).

Reference:
### Appendix E

List of Port Harrison families selected for relocation to Craig Harbour, Alexandra Fiord and Resolute Bay in 1953.

**Relocated to Craig Harbour (Grise Fiord):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Paddy Aqiusuk</td>
<td>E9-713</td>
<td>head</td>
</tr>
<tr>
<td>*Mary</td>
<td>E9-909</td>
<td>wife</td>
</tr>
<tr>
<td>Anna</td>
<td>E9-910</td>
<td>stepdaughter</td>
</tr>
<tr>
<td>Elijah</td>
<td>E9-912</td>
<td>stepson</td>
</tr>
<tr>
<td>Samwillie</td>
<td>E9-913</td>
<td>stepson</td>
</tr>
<tr>
<td>Minnie</td>
<td>E9-914</td>
<td>stepdaughter</td>
</tr>
<tr>
<td>Larry</td>
<td>E9-1905</td>
<td>son</td>
</tr>
<tr>
<td>*Joadamie Aqiusuk</td>
<td>E9-715</td>
<td>head</td>
</tr>
<tr>
<td>EKoomak</td>
<td>E9-1525</td>
<td>wife</td>
</tr>
<tr>
<td>Lizzie</td>
<td>E9-2223</td>
<td>daughter</td>
</tr>
<tr>
<td>*Philipusie Novalinga</td>
<td>E9-718</td>
<td>head</td>
</tr>
<tr>
<td>*Annie</td>
<td>E9-719</td>
<td>wife</td>
</tr>
<tr>
<td>*Pauloose</td>
<td>E9-720</td>
<td>son</td>
</tr>
<tr>
<td>Elisabee</td>
<td>E9-721</td>
<td>daughter</td>
</tr>
<tr>
<td>*Thomasie Amagoalik</td>
<td>E9-1589</td>
<td>head</td>
</tr>
<tr>
<td>*Mary</td>
<td>E9-1590</td>
<td>wife</td>
</tr>
<tr>
<td>*Alle</td>
<td>E9-1513</td>
<td>son</td>
</tr>
<tr>
<td>*Salluviniq</td>
<td>E9-1846</td>
<td>son</td>
</tr>
<tr>
<td>Charlie</td>
<td>E9-2215</td>
<td>son</td>
</tr>
</tbody>
</table>
## Appendix E

**Relocated to Resolute Bay:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simeonie Amagoalik</td>
<td>E9-899</td>
<td>head</td>
</tr>
<tr>
<td>Sarah</td>
<td>E9-1637</td>
<td>wife</td>
</tr>
<tr>
<td>Jaybeddie</td>
<td>E9-900</td>
<td>Simeonie’s brother</td>
</tr>
<tr>
<td>*Nellie</td>
<td>E9-897</td>
<td>mother</td>
</tr>
<tr>
<td>*Daniel Salluviniq</td>
<td>E9-1765</td>
<td>head</td>
</tr>
<tr>
<td>*Sarah</td>
<td>E9-898</td>
<td>wife</td>
</tr>
<tr>
<td>Allie</td>
<td>E9-1860</td>
<td>son</td>
</tr>
<tr>
<td>Louisa</td>
<td>E9-1993</td>
<td>daughter</td>
</tr>
<tr>
<td>*Jeannie</td>
<td>E9-747</td>
<td>single woman</td>
</tr>
<tr>
<td>*Alex Patsauq</td>
<td>E9-723</td>
<td>head</td>
</tr>
<tr>
<td>Edith</td>
<td>E9-724</td>
<td>wife</td>
</tr>
<tr>
<td>Markoosie</td>
<td>E9-725</td>
<td>son</td>
</tr>
<tr>
<td>*Lizzie</td>
<td>E9-727</td>
<td>daughter</td>
</tr>
<tr>
<td>Johnny</td>
<td>E9-1512</td>
<td>son</td>
</tr>
</tbody>
</table>

* + Alexandra Fiord colony not established  
* now deceased (1991)

List of Pond Inlet families selected for relocation to Craig Harbour, Alexandra Fiord and Resolute Bay in 1953.

**Relocated to Craig Harbour (Grise Fiord):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon Akpaliapik</td>
<td>E5-834</td>
<td>head</td>
</tr>
<tr>
<td>Tatigak</td>
<td>E5-835</td>
<td>wife</td>
</tr>
<tr>
<td>*Oorootke</td>
<td>E5-836</td>
<td>daughter</td>
</tr>
<tr>
<td>Tookahsen</td>
<td>E5-993</td>
<td>daughter</td>
</tr>
<tr>
<td>Iseegee</td>
<td>E5-1039</td>
<td>son</td>
</tr>
<tr>
<td>Samuel Anukudluk</td>
<td>E5-787</td>
<td>head</td>
</tr>
<tr>
<td>*Qaumayuk</td>
<td>n/a</td>
<td>wife</td>
</tr>
<tr>
<td>*Mukpanuk</td>
<td>n/a</td>
<td>grandmother</td>
</tr>
<tr>
<td>Tamarisee</td>
<td>n/a</td>
<td>daughter</td>
</tr>
<tr>
<td>Rhoda</td>
<td>n/a</td>
<td>daughter</td>
</tr>
<tr>
<td>Jonathan</td>
<td>n/a</td>
<td>son</td>
</tr>
<tr>
<td>Phoebe</td>
<td>n/a</td>
<td>daughter</td>
</tr>
</tbody>
</table>

**Relocated to Resolute Bay:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaybeddie Amagoalik</td>
<td>E5-791</td>
<td>head</td>
</tr>
<tr>
<td>*Kanoinoo</td>
<td>E5-792</td>
<td>wife</td>
</tr>
<tr>
<td>Ekaksak</td>
<td>E5-793</td>
<td>son</td>
</tr>
<tr>
<td>*Sippora</td>
<td>E5-980</td>
<td>daughter</td>
</tr>
<tr>
<td>Merrari</td>
<td>E5-1014</td>
<td>daughter</td>
</tr>
</tbody>
</table>

* now deceased (1991)
Appendix F

Family relocated from Port Harrion to Craig Harbour (Grise Fiord) in 1955:

*Joseph Flaherty  E9-701  head
Ryne  E9-1551  wife
Martha  E9-1900  daughter
Mary  E9-2101  daughter
Peter  E9-2139  son

Families relocated from Port Harrison to Resolute Bay in 1955:

Levi Nungak  E9-1762  head
Alici  E9-1763  wife
Annie  E9-1532  daughter
Minnie  E9-1882  daughter
Philipusie  E9-1986  son
Anna  E9-2135  daughter

*Johnnie Echalook  E9-1635  head
Minnie  E9-1636  wife
Lizzie  E9-1638  daughter
Ryne  E9-1639  daughter
Dora  E9-1640  daughter
George  E9-1641  son
Mary  E9-1909  daughter
Leah  E9-2110  daughter
Andrew Iqaluk  E9-870  head
Martha  E9-872  sister
Emily  E9-873  sister
Jackoosie  E9-871  brother
*Mava  E9-868  mother
*Mary  E9-753  Jackoosie’s wife

* now deceased (1991)

Families relocated from Pond Inlet to Resolute Bay in 1955:

*Joseph Idlout  E5-766  head
*Kidlah  E5-767  wife
Leah  E5-770  daughter
Mosee  E5-771  son
*Paulooosee  E5-772  son
*Noah  E5-976  son
Ruth  E5-1018  daughter
Susan  E5-1051  daughter

*Anknowya  E5-781  Idlout’s mother
Erelloo  E5-782  a/son
Daniel  E5-783  a/son
Oodlaleetah  E5-768  head
*Estigtyook  E5-779  wife
Philip  E5-1045  son

* now deceased (1991)
Appendix G  Minutes of meeting held 1953

Minutes of a Meeting Held at 10:00 A.M.
August 10, 1953, in Room 304, Langevin
Block, to Discuss the Transfer of Certain
Eskimo Families from Northern Quebec to
Cornwallis and Billeaux Islands.

Chairman -
Col. P. J. O. Cunningham - Resources and Development.

Those Present -
W/C W. D. Srodrick - A.F.E, R.C.A.F.
Mr. L. P. Campbell - Meteorological Division, Transport.
Mr. Jas. Cantley - Resources and Development.
Mr. Fred Fraser - Resources and Development.
Mr. C. J. Marshall - Secretariat of the ACNO.
Supt. J. A. Peacock - R.C.M.P.
Dr. W. A. Proctor - Indian Health Services, National
Health and Welfare.
Mr. B. J. Sweerts - Resources and Development.
Mr. W. E. Smith - Telecommunications Division, Transport.

Col. Cunningham, Director of the Northern Administration and
Lands Branch, Department of Resources and Development, opened the
meeting with a review of the duties and responsibilities of the
Department towards the Eskimo of northern Canada and the policy of
the Department in providing for their health and welfare. He pointed
out that three different types of situations now have to be dealt with:

1. In areas where the natural resources will support
the Eskimo inhabitants it has been decided that their basic
way of life is to be maintained as far as possible.

2. In areas where permanent white settlements have grown up,
the Eskimo will be educated to adapt them to this new
situation.

3. In areas of the north which cannot continue to support the
present Eskimo population, attempts will be made to move the
Eskimo to areas with greater natural resources.

The Administration has found that the eastern coast of Hudson Bay
cannot continue to supply the Eskimo there with a reasonable standard
of living and, therefore, efforts will be made to re-settle some of the
inhabitants in more prosperous areas. This year the Administration is
carrying out an experiment in which it will transport a small number
of Eskimo families from the eastern shore of Hudson Bay to certain
settlements in the High North to see if they can find a better living
there.

Mr. Fraser, Chief of the Northern Administration Division, then
took the chair and asked Mr. Cantley, head of the Arctic Services Section
of the Northern Administration and Lands Branch, to explain the details
of the Administration’s experiment.

Mr. Cantley said that eleven Eskimo families in all were involved
in this year’s experiment. Most of these were taken from Port Harrison,
Que. Three families were from Pond Inlet and would be used to help
adjust the other families to conditions in the High North. All of the
people involved were volunteers and each had been told of the type of
Appendix H  Press Release 1955

DEPARTMENT OF
NORTHERN AFFAIRS AND NATIONAL RESOURCES
EDITORIAL AND INFORMATION DIVISION

FOR IMMEDIATE RELEASE

It will be moving day this summer for 35 Eskimos in Canada's Arctic. And they are all moving further north.

The "moving van" for the Eskimos will be the Arctic Patrol vessel "C.D. Howe", which leaves Montreal on Saturday on the thirty-fifth Eastern Arctic Patrol to settlements and outposts in the far north.

Moving Eskimos is just one of the many tasks which the "C.D. Howe", will undertake in the course of its 12,000-mile journey, mostly through Arctic waters. The ship is operated by the Department of Transport and the work during the patrol is the responsibility of the Department of Northern Affairs. From Montreal to Resolute, in the Queen Elizabeth Islands, the Officer-in-Charge of the patrol will be R.A.J. Phillips, executive officer of the Department of Northern Affairs and National Resources. There he will be relieved by Alex Stevenson, of the Arctic Division, for the journey back to Montreal.

In addition to studying the problems and needs of these remote settlements and their residents, the 30 government officials on the patrol will carry out many other jobs. A medical party of the Department of National Health and Welfare will give a complete medical and dental examination and x-rays to every one of the 3,200 Eskimos who can reach the ship in the 20 ports of call.

Eskimos will return to their homes from hospitals in the south and others will be brought out for medical treatment. The staffs of remote radio and weather stations will be relieved. Mail will be delivered and collected, in some places the only collection for a year.
MEMORANDUM FOR THE DIRECTOR:

ESKIMO SETTLEMENTS AT RESOLVE AND CRAIG HARBOUR

The comments of Bishop Marsh to you and Mr. Robertson as given in your memo of October 15th are all on the subject of our trading arrangements and handling the Eskimos' income.

It should be remembered that we are feeling our way in these projects. So far things have gone well, -- better than we could properly have hoped. After two years the people seem content to stay on, whereas they only agreed to go in the first place on condition that we promise to return them to their former homes after "two or three years".

The trading was financed by the Eskimo Loan Fund, and freedom of action under loan fund regulations is circumscribed.

Bishop Marsh is perfectly right in suggesting that the trading should be reviewed and set up on a better basis. My plans for doing so have had to be set aside for lack of staff. We now have a new man in the Projects Section and I have asked Mr. Lamour to assign him to this job. When the new plan is elaborated in a couple of weeks or so, I shall present it to you for approval.

Not all of Bishop Marsh's points are well taken. You ask me what I think of his suggestion that the Eskimos should learn ordering their annual supply of goods the hard way instead of being given guidance by their mentor the R.C.M.P. member. This is rubbish. Bishop Marsh's views as given in your paragraph are in my opinion unsound pedagogically, psychologically, economically and practically. The procedure he suggests is also unkind.

On a previous occasion I have expressed to you my reservations with regard to the Eskimo Affairs Committee as advisers on policy. There is so much weight of special interest there. In a separate memo I am proposing a broadening of the committee. In any case, however, I wonder if it would not be preferable to make our own decisions rather than make recommendations to the Committee. The Committee can not be expected to produce forward-looking and soundly-based policy advice, and this particular group cannot even give us immunity from attack by its own members. As an example, you will recall...
PRESS RELEASE PRESS RELEASE THE FLAG WAS RAISED TODAY IN FINE COMMA CLEAR WX WEATHER THAT MARKED THE OPENING OF THE CRAIG HARBOUR DETACHMENT OF THE RCMP STOP THIS OUTPOST WHICH IS SITUATED ON ELLESMERE ISLAND NORTHWEST TERRITORIES OF CANADA COMMA IS SEVENTY SIX DEGREES TWELVE NORTH LATITUDE COMMA IS NOW THE MOST NORTHERLY ACTIVE ESTABLISHMENT OF THE RCMP STOP THE CEREMONY OPENED WITH AN ADDRESS BY ALEX STEVENSON OIC EASTERN ARCTIC PATROL STOP CAPTAIN CHOUINARD COMMA HOWE COMMA ARRIVED FROM SHIP BY HELICOPTER TO PRESENT FLAG ON BEHALF OF DEPARTMENT OF TRANSPORT TO INSPECTOR LARSEN FOR THE CRAIG HARBOUR DETACHMENT STOP FLAG PRESENTED BY INSPECTOR LARSEN TO CONSTABLE HAROLD A J O H N S O N COMMA DARTMOUTH NOVA SCOTIA STOP THESE TWO CONSTABLES WILL MAINTAIN ESTABLISHMENT ASSISTED BY TWO ESKIMO FAMILIES STOP PRAYERS BY REV G A RUSKELL COMMA ARTLOW COMMA COUNTY WICKLOW COMMA IRELAND COMMA VISITING ANGLICAN MISSIONARY STOP SERVICE INCLUDED APPROPRIATE ANTHEMS STOP SHIP PASSENGERS COMMA ESKIMO FAMILIES IN ATTENDANCE STOP SNOW CLAD MOUNTAINS COMMA ICEBERGS COMMA GLACIERS TUNDRA AND WILDE CARIBOU FORMED BACKDROP FOR IMPRESSIVE OCCASION STOP FILM BOARD UNIT COVERAGE STOP SOVEREIGNTY NOW IS A CINCH

STEVENSEN.....2:30PM
Appendix K  Memorandum for Mr. Stevenson

Ottawa, October 4, 1966.

MEMORANDUM FOR MR. STEVENSON

Relocation of Eskimo Groups in the High Arctic

The Director has indicated to me orally that he would like us to give some thought to the possible relocation of small groups of Eskimos in certain areas of the High Arctic. He has been led to wonder about the advisability of this by the fact that the oil companies are now trying to obtain approval from the Air Force for the release of some of the Air Force Eskimo employees for oil exploration work next year.

I pointed out to the Director some of the problems we have had with Grise Fiord in respect of supply and of medical services, and his own feeling is that while Grise Fiord should be continued for sovereignty purposes, it should not be duplicated at other isolated locations. He considers, rather, that any new colonies to be established should be in the vicinity of established weather stations such as Pond Bay, Iqaluit, and Eureka. He also thinks that a logical development would be to start these colonies as satellites of the Resolute Bay community, since the Resolute Bay people now know the country and many of them have been at these points on labouring jobs.

The Director would like us to give this matter some thought and then send a paper to him outlining the history of the Resolute and Grise Fiord communities and defining the advantages and the problems of establishing additional colonies in the High Arctic. Our paper should ask if it is the wish of the Government to fortify our claims to sovereignty of these islands by establishing Eskimo groups on them and it should contain our best recommendation on...
Appendix L

The High Arctic Relocation, 1953 & 1955
Qutsikturmiutat Nuutiqtitauninngua, 1953mi 1955mulu


(List of places and routes mentioned on the map)

Legend Unipkaanga

Route of the Relocation Inukjuak to Grise Fiord and Resolute Bay, 1953 and 1955.
Unsuccessful Attempt to Reach Cape Herschel.

(Map credit: Courtesy of Nunavut Tunngavik)

(Map link: nunavuttunngavik.com/documents/publications/Naniiliqpita Fall 2009.pdf)
A National Strategy on Inuit Education

The research and discussions of the National Committee on Inuit Education led to the identification of gaps in Inuit education that could be closed through 10 core investments:

Core Areas of Investment

- Mobilizing Parents
- Developing Leaders in Education
- Increasing the Number of Bilingual Educators and Programs
- Investing in the Early Years
- An Inuit-Centred Curriculum and Language Program Resources
- Improving Access to Services for Students who Require Additional Support
- Increasing Success in Post-Secondary Education
- Establishing a University in Inuit Nunangat
- A Standardized Writing System
- Measuring and Assessing Success
Appendix N

Indigenous peoples of the Arctic countries

Subdivision according to language families

- Na'Vene family
  - Athabaskan branch
  - Eyak branch
  - Tlingit branch
  - Haida branch

- Penutian family

- Macro-Algonkian family
  - Algonkian branch
  - Wakashan branch
  - Salish branch

- Macro-Siouan family
  - Sioux branch
  - Iroquois branch

- Indo-European family
  - Germanic branch

- Eskimo-Aleut family
  - Inuit group of Eskimo branch
  - Yupik group of Eskimo branch
  - Aleut group

- Uralic-Yukagirian family
  - Finno-Ugric branch
  - Samodic branch
  - Yukagirian branch

- Altaic family
  - Turkic branch
  - Mongolic branch
  - Tungus-Manchurian branch

- Chukotko-Kamchatkan family

- Ket (isolated language)

- Nivkh (isolated language)

- Ainu (isolated language)

Notes:

For the USA, only peoples in the State of Alaska are shown. For the Russian Federation, only peoples of the North, Siberia and Far East are shown.

Majority populations of independent states are not shown, not even when they form minorities in adjacent countries (e.g. Finns in Norway).

Areas show colours according to the original languages of the respective indigenous peoples, even if they do not speak these languages today. Overlapping populations are not shown. The map does not claim to show exact boundaries between the individual groups.

In the Russian Federation, indigenous peoples have a special status only when numbering less than 50,000. Names of larger indigenous peoples are written in green.

© Norwegian Polar Institute
Introduction

Project the Potential New Shipping Routes map for the class to examine. (If students have completed the introductory lesson in this resource package, they will already be familiar with the map.) Ask students to identify the route that goes through Canadian territory. Where does it begin in the east, west? Label some of the islands as you ‘travel’ the route with the class.

Ask the class if they know of any groups in the past or present that have travelled/crossed the Northwest Passage. Inform students that there have been a variety of groups over time who have travelled through this region, using many different forms of transportation. Distribute the ranking activity sheet and ask students to connect the group to the method travelled and then rank them in order from earliest to most recent travel of the Northwest Passage.

Project the Northwest Passage Timeline to assess responses together. Are there any differences? Students complete a quick write-up of one or two sentences at the bottom of the activity sheet.

Development

Share the passage from Polar Imperative (Appendix A) that discusses the connection between the Northwest Passage and national identity (read aloud, read it together, or ask students to read it individually). Tell students that they are going to watch and listen to three examples of artistic creations that reflect the Arctic and national identity. Ask them to think about the perspective presented in each clip. Introduce the clips:

1. **Northwest Passage** by Stan Rogers: This song ranked 4th in a CBC Competition in 2005 to determine the 50 most essential Canadian songs in music history. Prime Minister Stephen Harper has referred to it as ‘Canada’s unofficial national anthem.’

2. Throat singing as part of indigenous identity in the Arctic. Watch Nukariik (Inuit) Sisters Karin and Kathy Kettler demonstrate traditional Inuit throat singing practiced by women in their community.

3. **Ilititaa**, is actually an Inuktitut-cised version of an old and well-known French sailors’ song “Il était un petit navire,” or “There was a little boat.” This is just one example of the long history of contact between Inuit and francophones in Nunavut, as the legacy of the Arctic explorer, Capt. Joseph Elzéar Bernier, becomes better known.

After watching each clip, pause and discuss:

Whose perspective was presented in the clip? How does this clip affirm the message from the passage in Polar Imperative? How are the Arctic and the Northwest Passage connected to national identity?
Throat singing as part of indigenous identity in the Arctic. Watch Clip 03: Nukariik (Inuit) Sisters Karin and Kathy Kettler demonstrate traditional Inuit throat singing practiced by women in their community.

http://www.folkways.si.edu/explore_folkways/throat_singing.aspx

Ilititaa, is actually an Inuktitut-cised version of an old and well-known French sailors’ song “Il était un petit navire,” or “There was a little boat”.

http://www.ilititaa.org/_fr/main.html

• Lyrics to Northwest Passage by Stan Rogers (Appendix D)

Set-up
Read the passage from Polar Imperative to understand the context of this lesson in relation to the topic of Arctic sovereignty. Consult the Potential New Shipping Routes map, Timeline and the Glossary to equip yourself with the spatial relationships, facts and vocabulary used in the lesson. Make copies of the ranking activity sheet, Polar Imperative passage and timeline as necessary. Preview the video clips.

Optional: Many educators are finding the practice of ‘front-loading’ and ‘flipped’ teaching to be very effective as a way to make the most of class time together. This could be attempted with this lesson by making the passage from Polar Imperative, Map, Timeline and Glossary available to students before the lesson activities. They would be responsible for reading and reviewing the material and come to class ready to participate in activities and discussions.

Links to Canadian National Standards for Geography

Essential element 4: Human Systems
• Convergence and divergence of cultures

Conclusion
Create an artistic interpretation that reflects one of the following topics:

• the benefits and challenges of transit through the Arctic
• the connection between the Arctic and Northwest Passage to national identity
• past, present or future exploration of this region

Use information from the passage from Polar Imperative as well as the Northwest Passage timeline as inspiration. The artwork can take the form of a drawing/poem/story/song/video/photo exhibit/blog entry/word cloud/podcast/interactive map etc...

Extend your geographic thinking
Here are some resources for inspiration that might be useful to create student artwork:

• Lyrics to Northwest Passage, by Stan Rogers (Appendix E)
• Northwest Passage Picture Book, by Stan Rogers, illustrated by Matt James (see more information http://www.houseofanansi.com/Northwest-Passage-P2136.aspx )
• Inuit Art Alive, presented by the Inuit Art Foundation http://www.inuitartalive.ca/index_e.php?p=0
• The Pangnirtung Tapestry Studio at the Uqqurmiut Centre for Arts and Crafts http://www.uqqurmiut.com/index.html
• “Kapitaikallak’s abiding legacy”
• “Inuit and Québécois celebrate Capt. Joseph Bernier, Wilfrid Caron, and the enduring ties connecting Pond Inlet to the people of L’Islet-sur-mer, Quebec.” Nunatsiaq News October 26, 2001 (retrieved March 2nd, 2014)
• Picture Library at the Scott Polar Research Institute, Cambridge University (photographs of the Arctic and historic Arctic voyages) http://www.spri.cam.ac.uk/library/pictures/
• Vancouver Maritime Museum’s Northern Heritage image database, lots of information about the Northwest Passage and the St. Roch http://bcheritage.ca/northernheritage/home.php
• Wordle (to create word clouds from text): http://www.wordle.net/
Appendix A: Passage from *Polar Imperative*

There are two distinct images of the Arctic in the minds of most North Americans: one is largely imaginary, the other rooted in reality. Since the time of Pytheas the Greek’s northern voyages around 320 BC, Europeans envisioned the polar regions as a freezing cold, pristine environment with snow-clad mountains, glaciers, frozen seas, majestic icebergs and polar bears. The Inuit and Eskimos of North America perceived – and still perceive – the Arctic as their homeland.

For European nations, the search for a northern sea route through the Arctic involved sailing in the North Atlantic, which was fraught with dangers and uncertainties for wooden sailing ships. The ability to manoeuvre around drifting icebergs and pack ice in heavy fog or stormy weather required expert navigation skills, an experienced crew, a sound ship and a measure of good luck. An experienced navigator was invaluable and timing was critical. The summer months offered periods of clear skies and calm seas, but delay in departing for home could spell disaster. Shipwrecks were frequent, resulting in major losses of investment, knowledge and expertise (Grant, 2010, p.57).

By the mid-nineteenth century the imaginary Arctic became more magical thanks to romanticized literary and artistic renditions of British polar explorations. Eventually these images were absorbed into the psyche of Canadians, in particular Anglophones, as an integral part of their heritage and identity. As a result, any perceived threat to Canada’s Arctic sovereignty was met with public outrage. Danes and Americans also incorporated Arctic images into their identity, but more as part of a peripheral extension of their countries than as central to their national identities.

Although relatively few southern Canadians have travelled or lived in the Arctic, the romantic imagery is kept alive with the dramatic photographs in coffee-table books and spectacular settings for Arctic film documentaries. Recent representations have attempted to portray the realities of Inuit life, but the impression left in the minds of most southern Canadians is still one of “we and they.” Yet partly because of the uniqueness of their culture and remoteness of the Arctic, Inuit in Canada have retained their separate identity in an increasingly multicultural nation, an identity that also enhances the image of the Arctic as a distinct entity from the rest of North America. Geography created a similar experience for Greenlanders (Grant, 2010, p.8-9).

The predominant world view of the Arctic may be a romanticized one, but Inuit see it as their ancestral homeland, with their oral histories suggesting it has been so since the beginning of memory. Most consider themselves part of their environment, rather than a distinct entity as perceived by Western societies. These two very different perceptions exist alongside two different interpretations of history. For centuries, Inuit retained their history in the oral tradition through stories and songs handed down by their elders. Western civilizations depended largely on written accounts by learned scholars and more recently on archaeological research as sources for their historical knowledge (Grant, 2010, p.25).

With a note of admiration, Robert McGhee, curator of Arctic archaeology at the Canadian Museum of Civilization, explains,

> By approximately 2000 BC, most regions of the New World Arctic were home to small and scattered bands of Paleo-Eskimos. During the previous centuries, these people had accomplished the last major land-taking of an unoccupied region of the earth. They had explored countries that had been beyond the bounds of human knowledge and experience, had learned their secrets, and with a simple technology but with a great deal of knowledge and adaptability, had learned to live and flourish in the new lands.

They also earned the distinction of being the first to traverse the North American Arctic from west to east, on a route roughly paralleling the Northwest Passage. Unlike the Vikings thousands of years later, who travelled from east to west in search of a place to settle and carry on trade with Norway, the Palaeo-Eskimos sought no more than was necessary for their food, clothing and tools (Grant, 2010, p.31).
### Appendix B: The Northwest Passage Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 BC – 1000 AD</td>
<td>Migration of Palaeo-Eskimos originally from Siberia across the North American Arctic by foot.</td>
</tr>
<tr>
<td>1100 -1250 AD</td>
<td>Thule Inuit move through what is now the Canadian Arctic from Alaska to northwest Greenland and eventually displace prior Eskimo populations. They travelled by kayak, large umiaks and dog sleds. (p.35)</td>
</tr>
<tr>
<td>1496</td>
<td>The English begin their search for a northern sea route through the Arctic to gain water access to lucrative trade with China and the East Indies. (p.59)</td>
</tr>
<tr>
<td>1576 - 78</td>
<td>Martin Frobisher left a stone cairn and flag off southern Baffin Island in the Arctic to signify possession by England.</td>
</tr>
<tr>
<td>1818 – 1846</td>
<td>Numerous British Admiralty Expeditions beginning in 1818 fail in attempts to find the Northwest Passage or reach the North Pole.</td>
</tr>
<tr>
<td>1850-1854</td>
<td>Robert McClure successfully reached the Northwest Passage from the west along the northern coast of the continent. Although he had to abandon his ship and cross a portion of the trip by land, he did reach Viscount Melville Sound.</td>
</tr>
<tr>
<td>1906</td>
<td>Norwegian Roald Amundsen successfully sails through the Northwest Passage from east to west.</td>
</tr>
<tr>
<td>1906-11</td>
<td>As directed by the Canadian government, Captain J.E. Bernier leads 3 expeditions to the high Arctic, wintering over on three occasions and laying claim to most of the Arctic Islands for Canada.</td>
</tr>
<tr>
<td>1940-1944</td>
<td>Over three years, the St. Roch, a Royal Canadian Mounted Police Arctic supply and patrol ship, was the first ship to navigate the Northwest Passage from west to east. In 1944 it made the return trip in one year, making it the first ship to navigate the passage in both directions.</td>
</tr>
<tr>
<td>1958-1960</td>
<td>USS Nautilus is the first submarine to travel the Pacific Ocean under the North Pole and on to England, for the most part submerged under the Arctic Ocean. In 1959, USS Skate successfully pushed its way through the sea ice at the North Pole. This feat was followed in 1960 by USS Seadragon’s submerged transit through the full length of the Northwest Passage. (p.331)</td>
</tr>
<tr>
<td>1969-1970</td>
<td>In 1969, Humble Oil’s (now Exxon Mobile) SS Manhattan sailed through the Northwest Passage without asking for official permission to enter waters Canada considered sovereign. In response to Humble Oil’s announcement of the ship’s return journey in 1970, the Canadian government legislated the Arctic Waters Pollution Act, which set out rules for ship traffic.</td>
</tr>
<tr>
<td>1976</td>
<td>The United States Icebreaker, USCGC Polar Sea, traversed the Northwest Passage without permission from the Canadian government prompting the government to declare all waters within the Arctic Archipelago to be internal waters and subject to Canadian laws.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>2012</td>
<td>The rapidly melting sea ice cover creates keen interest in commercial shipping through the Arctic to save billions of dollars by avoiding the Panama and Suez Canals. The Northern Sea Route over Russia witnesses the largest increase in traffic but the successful traverse by a Chinese non-nuclear icebreaker across a transpolar route further increases interest, in spite of the lack of any mandatory shipping codes to govern the traffic. There is growing support from European and Asian countries to have the Northwest Passage and Northern Sea Route declared international straits, as opposed to internal waters claimed by Canada and Russia.</td>
</tr>
<tr>
<td>2013</td>
<td>The successful traverse of the Northwest Passage from west to east by the MV <em>Nordic Orion</em> cargo ship carrying coal from Vancouver to Pori, Finland, is the first bulk carrier to navigate the passage since the trial run of the SS <em>Manhattan</em> in 1969.</td>
</tr>
<tr>
<td>2014</td>
<td>The Victoria Strait Expedition, a public-private sector partnership, locates one of Sir John Franklin’s ships from his 1845 expedition to find the Northwest passage. Information on the RCGS flag expedition is found at <a href="http://www.rcgs.org">www.rcgs.org</a>.</td>
</tr>
</tbody>
</table>
Appendix C: Ranking Activity Sheet

Connect the group to the method travelled and then rank them in order from the earliest to most recent (1 = earliest, 5 = most recent) completion of the journey through the Northwest Passage.

<table>
<thead>
<tr>
<th>Order</th>
<th>Group</th>
<th>Travel Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thule Inuit</td>
<td>Ship and foot</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Wooden ship</td>
</tr>
<tr>
<td></td>
<td>Norwegian</td>
<td>Foot</td>
</tr>
<tr>
<td></td>
<td>Canadian</td>
<td>Submarine</td>
</tr>
<tr>
<td></td>
<td>Paleo-Eskimos</td>
<td>Arctic supply and patrol vessel</td>
</tr>
<tr>
<td></td>
<td>American</td>
<td>Umiak</td>
</tr>
</tbody>
</table>

Compare your ideas with the facts from the Northwest Passage Timeline. Are there any differences? Respond (1-2 sentences) using one of the prompts below to jump-start your thinking:

• I learned...
• I already knew that ...
• I was wrong to think...
• A person should know...
• Something that surprised me was...
• I want to know more about...

Response:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix D: *Northwest Passage* Lyrics

By: Stan Rogers

**chorus:** Ah, for just one time I would take the Northwest Passage
To find the hand of Franklin reaching for the Beaufort Sea;
Tracing one warm line through a land so wide and savage
And make a Northwest Passage to the sea.

Westward from the Davis Strait 'tis there 'twas said to lie
The sea route to the Orient for which so many died;
Seeking gold and glory, leaving weathered, broken bones
And a long-forgotten lonely cairn of stones.

**chorus:** Ah, for just one time I would take the Northwest Passage
To find the hand of Franklin reaching for the Beaufort Sea;
Tracing one warm line through a land so wide and savage
And make a Northwest Passage to the sea.

Three centuries thereafter, I take passage overland
In the footsteps of brave Kelso, where his "sea of flowers" began
Watching cities rise before me, then behind me sink again
This tardiest explorer, driving hard across the plain.

**chorus:** Ah, for just one time I would take the Northwest Passage
To find the hand of Franklin reaching for the Beaufort Sea;
Tracing one warm line through a land so wide and savage
And make a Northwest Passage to the sea.

And through the night, behind the wheel, the mileage clicking west
I think upon Mackenzie, David Thompson and the rest
Who cracked the mountain ramparts and did show a path for me
To race the roaring Fraser to the sea.

**chorus:** Ah, for just one time I would take the Northwest Passage
To find the hand of Franklin reaching for the Beaufort Sea;
Tracing one warm line through a land so wide and savage
And make a Northwest Passage to the sea.

How then am I so different from the first men through this way?
Like them, I left a settled life, I threw it all away.
To seek a Northwest Passage at the call of many men
To find there but the road back home again.

**chorus:** Ah, for just one time I would take the Northwest Passage
To find the hand of Franklin reaching for the Beaufort Sea;
Tracing one warm line through a land so wide and savage
And make a Northwest Passage to the sea.
The Northwest Passage and National Identity

Potential New Shipping Routes

Shipping route regions
- Northwest Passage - North
- Northwest Passage - South
- Arctic Bridge (Canadian portion)

Shipping routes
- Northwest Passage - North
- Northwest Passage - South
- Arctic Bridge

Source(s): Environment Canada, Canadian Ice Service.
**Learning Objectives**

Students will...
- Identify types of resources found in the Arctic.
- Understand the connection between resource development, climate change and sovereignty.
- Choose one resource and an ideal location to promote development and sovereignty in the Arctic.
- Create a map that shows the location for the resource.
- Explain how the geographical conditions of that location are ideal for the resource being promoted.
- Design a compelling advertising campaign to convince others of the economic, social and environmental benefits of this resource. The campaign will meet criteria for resource development as per the Declaration of Arctic Sovereignty, 2009, by the Inuit Circumpolar Council (ICC).
- Pitch the advertising campaign using a visual presentation.

**Time required**

Two 60-90 periods

- First class: Introduce and develop the advertising campaign
- Second class: Pitch the campaign presentations

**Suggested Grade level**

Secondary (Grades 9-12)

**Materials**

- Map: Resources in the Arctic
- Passage from *Polar Imperative* (Appendix A)
- Resource Development and Arctic Sovereignty Timeline (Appendix B)
- Advertisement Activity Sheet (Appendix C)

**Set-up**

Read the passage from *Polar Imperative* to understand the context of this lesson in relation to the topic of Arctic sovereignty. Consult the Resources in the Arctic Map, Timeline and the Glossary to equip yourself with the spatial relationships, facts and vocabulary used in the lesson. Make copies of the.../continued
Resources in the Arctic map, Advertisement Activity Sheet, Polar Imperative passage and timeline as necessary.

Optional: Many educators are finding the practice of ‘front-loading’ and ‘flipped’ teaching to be very effective as a way to make the most of class time together. This could be attempted with this lesson by making the passage from Polar Imperative, Map, Timeline and Glossary available to students before the lesson activities. They would be responsible for reading and reviewing the material and come to class ready to participate in activities and discussions.

Links to Canadian National Standards for Geography

Essential element 5: Environment and Society
- Use and sustainability of resources

Appendix A: Passage from Polar Imperative

In the last half of the twentieth century it was discovery of new resource wealth that played the key role in economic, political and social development of the North American Arctic. Since the age of Martin Frobisher, the search for gold or other valuable resources had attracted countless adventurers to the Arctic Islands. This time, however, it was not gold but oil and gas that inspired a new generation of fortune hunters to lay claim to vast tracts of land and offshore waters. A major oil discovery on Alaska’s North Slope in the winter of 1968-69 unleashed a combination of forces that forever changed the course of Arctic history. Comparable to a bursting dam, the discovery released a reservoir of competing interests: the oil and gas industry, various environmental groups, commercial shipping and government vessels, as well as aboriginal land claims and demands for the right to self-government.

After preliminary assessment of Greenland’s hydrocarbon resources proved disappointing, the oil and gas companies focussed their attention first on Alaska, then elsewhere in the Arctic. Fearing irreparable harm to their environment, the Inuit across North America responded with a call for a unified voice to counter adverse political decisions of their southern-based nation-states. To some, it appeared that history was slowly coming full circle as the Inuit joined together to renounce the vestiges of colonialism and regain control over their ancestral lands and waters. While progress was slow, their incremental success in the 1970’s and 1980’s laid the foundation for major changes in governance in Alaska, and especially in the Canadian Arctic and Greenland, that were thought impossible only decades earlier (Grant, 2010, pp.139-140).

In the twenty-first century, rapidly melting sea ice in the Northwest Passage and Northern Sea Route offers northern nations the potential for a faster, safer and more economical shipping route to Asia. Yet from the fifteenth century to the present, there is only one constant with regard to Arctic resources. Whether furs or ivory, oil or diamonds, for southerners it was – and still is – all about profits. For the Inuit, whose environment was inextricably tied to their cultural traditions, their resources now offer new hope for economic prosperity (Grant, 2010, p.11).

Greenlanders experienced an unexpected advantage from the warming trend; they are now growing fresh vegetables to replace imported varieties and their sheep are producing fatter lambs. They are actively seeking new opportunities in mining and oil and gas development made possible by the shrinking ice cover. With the U.S. Geological Survey estimating the island’s oil and gas reserves to be the nineteenth-largest in the world, Greenlanders hope to share in the wealth and gain financial independence from Denmark. The disappearance of the ice cover from most of southern Greenland has made the goal more realistic. Other opportunities range from tourism to freshwater exports and hydroelectric development. Inuit elsewhere are demanding a greater say in resource development as part of their rights to self-government (Grant, 2010, p.410).

Climate change may have brought challenges, but it also offers an opportunity for creative initiatives with priorities attached to the environment rather than the economy (Grant, 2010, p.465).
## Appendix B: Resource Development and Arctic Sovereignty Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800’s</td>
<td>The most valuable resources found in the Arctic at this time were whales, fish, furs and the ivory tusks of narwhals and walrus. (p10)</td>
</tr>
<tr>
<td>1821</td>
<td>Hudson’s Bay Company merges with the Northwest Company and gains control of the extensive Northwestern Territory.</td>
</tr>
<tr>
<td>1882</td>
<td>First International Polar Year to conduct meteorological and magnetic research projects throughout the circumpolar region. (p.168)</td>
</tr>
<tr>
<td>1896</td>
<td>Sudden influx of American miners from Alaska into Canadian territory, after gold is found on small tributaries of the Yukon River and a major discovery on Bonanza Creek (p.180).</td>
</tr>
<tr>
<td>1900’s</td>
<td>Resources discovered include coal, iron, lead, zinc and, in the 1800’s in Greenland, cryolite that would eventually be used in the manufacture of aluminum. (p.10)</td>
</tr>
<tr>
<td>1903</td>
<td>Alaska Boundary Tribunal settles dispute in favour of U.S. claims, raising concerns by Prime Minister Wilfrid Laurier about Canada’s sovereignty over the Arctic Islands. Two NWMP detachments are built, one at Ft McPherson in the western Arctic and another at Fullerton Harbour on Hudson Bay.</td>
</tr>
<tr>
<td>1904-1911</td>
<td>Government expeditions sent north to claim the Arctic islands for Canada were also expected to collect customs duties and report on foreign whaling and trade in furs and ivory.</td>
</tr>
<tr>
<td>1922-1930</td>
<td>Royal Canadian Mounted Police detachments were established near Hudson’s Bay Company fur trading posts to affirm effective occupation of the Arctic.</td>
</tr>
<tr>
<td>1941 – 1945</td>
<td>During the Second World War, the United States assumes the major responsibility for the defence of North America, including construction of weather stations, airfields and communication centres throughout the Canadian Arctic and Greenland. In Canada, U.S. activities are approved by the Permanent Joint Board on Defence.</td>
</tr>
<tr>
<td>1946 – 1970s</td>
<td>Following the Mutual Joint Defence Agreement signed by Canada and the United States, and a similar agreement with Denmark, U.S. military activities continue with the construction of weather stations and airfields during the postwar years to defend against possible invasion by the Soviet Union. Additional activities take place during the Cold War, including aerial reconnaissance (as part of NORAD), submarine patrols, ballistic missile defense and extensive radar lines that crossed from Alaska through Arctic Canada and Greenland.</td>
</tr>
<tr>
<td>1968-1969</td>
<td>Discovery of oil and gas in Prudhoe Bay, Alaska, leads to expansion of exploration in the Canadian Arctic.</td>
</tr>
<tr>
<td>2000’s</td>
<td>New discoveries of oil and gas, diamonds and minerals, coincide with a rapidly escalating warming of the Arctic climate and melting of the land and sea ice.</td>
</tr>
<tr>
<td>2007</td>
<td>Russia claims rights to the North Pole because of its potential for seabed mining on the undersea ridges adjacent to the Pole. (p.11)</td>
</tr>
<tr>
<td>Year</td>
<td>Information</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>2009</td>
<td>ICC Declaration on Arctic Sovereignty states that “industrial development of the natural resource development of the Arctic can proceed only insofar as it enhances the economic and social well-being of Inuit and safeguards our environmental security.” (p.411)</td>
</tr>
<tr>
<td>Present</td>
<td>An outstanding dispute exists over Hans Island (1.3 km in size), because it might offer a cheaper and safer location for oil-drilling rigs than offshore waters. (p.11)</td>
</tr>
</tbody>
</table>
Appendix C: Advertisement Activity Sheet

Instructions:
You have the opportunity to investigate and promote a specific resource development initiative for the Arctic. Choose one resource to promote and design an advertisement to convince others to support your idea.

Steps:
• Choose one resource (see examples below) and an ideal location of operation to promote development and sovereignty in the Arctic.
• Design a compelling advertising campaign to convince others of the economic, social and environmental benefits of this resource.
• The campaign will:
  ▸ Meet criteria for resource development as per the Declaration of Arctic Sovereignty, 2009, by the Inuit Circumpolar Council (ICC) which states: “Industrial development of the natural resources of the Arctic can proceed only isofar as it enhances the economic and social well-being of Inuit and safeguards our environmental security” (Grant, 2013, p. 22).
  ▸ Outline economic, social and environmental benefits.
  ▸ Include a map that shows the location for the resource.
  ▸ Explain how the geographical conditions of that location are ideal for the resource being promoted.
• Pitch the advertising campaign using a visual presentation.

Resource Ideas:
Clean Energy Initiatives, Meteorological Monitoring, Mining, National Defense Technology, Environmental Conditions Monitoring, Aviation, Tourism, Wildlife Management Initiatives, Agriculture, Scientific Research, Shipping, Coast Guard Icebreakers, Fishing, Oil and Gas exploration

Can you think of more? How about something completely new? Be creative!
Resource Development and Arctic Sovereignty

Resources in the Arctic
Learning Objectives

Students will:

• Examine their knowledge and beliefs about the topic of climate change in the Arctic.
• Identify patterns and trends in Arctic sea ice from maps and satellite imagery.
• Make predictions about the future extent of sea ice changes in the Arctic.
• Create illustrated haikus to represent their predictions for the future.

Time required

Two 60 – 90 minute periods

Suggested Grade level

Secondary (Grades 9-12)

Materials

• Map: Sea Ice Change in the Arctic
• Passage from Polar Imperative (Appendix A)
• Arctic Climate Change Timeline (Appendix B)
• Climate Change Continuum Activity Sheet (Appendix C)
• Satellite imagery
• Access to the internet to examine and explore:
  Image pairs show Arctic sea ice concentration for the month of September (left) and the following March (right) for a time series beginning in September 1999 and ending in March 2013.
  ▸ National Snow and Ice Center: Satellite Observations of Arctic Change http://nsidc.org/soac/sea-ice.html#seaice
  The maps and bar graphs show how the Arctic Ocean sea ice cover for different years and months compares to averages from 1979 to 2012. The maps show spatial patterns of the differences (anomalies) of sea ice concentration for each year

Introduction

Climate Change Continuum Activity (inspired by Classroom Strategies for Interactive Learning, Anticipation Guides in Buehl, 2014, pp.60-61)

Project the Climate Change Continuum Activity Sheet or provide copies as individual handouts. Students first complete the activity individually and then share their thinking with a partner or small group. As each statement is discussed, have students provide justification for their decision; ask them to talk about their thinking and share their insights and knowledge. Next, call-on students to contribute thoughts and information in a whole-class discussion.

Share the passage from Polar Imperative and the Arctic Climate Change Timeline with the class (read aloud, read it together, or ask students to read it individually). After students have completed the reading, have them return to the statements in the Climate Change Continuum Activity to determine how they have changed their thinking. With a partner or in a small group, have them locate the information from the text that supports or rejects each statement. Edit the activity sheet by rewriting any statement to make it consistent with the information from Polar Imperative.

Inform students that they are going to move from textual analysis of information to visual information about climate change in the Arctic. They will identify patterns and trends in Arctic sea ice extent from maps and satellite imagery and make predictions about the future extent of sea ice changes in the Arctic.

Development

Project the Sea Ice Change in the Arctic map for the class to examine. (If students have completed the introductory lesson in this resource package, they will already be familiar with the map.) Ask students to identify patterns and trends in sea ice change from the map. Explore satellite imagery from the same period of time from the NASA Earth Observatory and/or the National Snow and Ice Center and examine patterns and trends. Does the information correspond with the data on the map? Are there any discrepancies? What are the strengths/limitations of this type of information vs. textual information?

Based on this evidence, ask students to make predictions about the future extent of sea ice changes and the possible impact of climate change in the Arctic. Tell them that they will transform their prediction into an illustrated haiku to make a creative connection to their thinking.

Conclusion

Show students examples of the beautifully illustrated climate change haikus published by Gregory C. Johnson that represent the findings of the IPCC in 2013. Several haikus feature the Arctic environment. Briefly discuss the impact of these haikus compared to the scientific report of the same findings. Ask students to create their own illustrated haiku, using information from the lesson as their inspiration. (Project/distribute the Haiku template if required.) The haikus could be shared in a gallery at school or on a website.

.../continued
Climate Change and the Arctic

- Climate Change haikus published by Gregory C. Johnson that represent the findings of the IPCC in 2013:
  https://www.wmo.int/youth/sites/default/files/field/media/library/full_ipcc_haiku_slides_opt.pdf
- Haiku template:

Haiku template:

Set-up:
Read the passage from Polar Imperative to understand the context of this lesson in relation to the topic of Arctic sovereignty. Consult the Sea Ice Change in the Arctic Map, Timeline and the Glossary to equip yourself with the spatial relationships, facts and vocabulary used in the lesson. Make copies of the Climate Change Continuum Activity Sheet, Polar Imperative passage, Timeline and Haiku template as necessary. Preview the satellite imagery websites and the Climate Change haikus.

Optional: Many educators are finding the practice of ‘front-loading’ and ‘flipped’ teaching to be very effective as a way to make the most of class time together. This could be attempted with this lesson by making the passage from Polar Imperative, Map, Timeline and Glossary available to students before the lesson activities. They would be responsible for reading and reviewing the material and come to class ready to participate in activities and discussions.

Links to Canadian National Standards for Geography

**Essential element 5: Environment and Society**
- Global effects of human modification of the physical environment
- Global effects on the human environment by changes in the physical environment
- Environmental issues

**Extend your geographic thinking**

- Expedition Arctic (see the Collections gallery for more information about natural treasures of the Arctic to inspire haikus...)
  http://www.expeditionarctic.ca/site/les_collections-collection/
- National Film Board of Canada: Meltdown
  https://www.nfb.ca/film/meltdown

In this short animation, a polar bear must try his luck finding a job in the big city when the last of his Arctic ice environment disappears. It’s hard fitting into the human world, however, so this bear finds a more creative solution to his predicament.
Appendix A: Passage from *Polar Imperative*

The most distinguishing characteristic of the Arctic is its climate – fiercely cold in the winter and surprisingly temperate during summer. On occasion the Subarctic is subject to even colder temperatures as it lacks the warming effect of the Arctic Ocean. Contrary to what one might expect, snowfall is heavier in the Subarctic, with depths decreasing as one moves northward to the windswept High Arctic, where the sun sits closest to the horizon, never setting in summer and never rising in winter. The long daylight hours in spring and summer have a profound effect on the environment, bringing the energy needed to sustain animal and plant life without melting the frozen ground. In this manner, ice and snow have shaped the northern landscape, with changes occurring only in times of dramatic temperature change. The Great Ice Age and the Little Ice Age are two examples; the current warming trend is yet another (Grant, 2010, p.7).

From a historical perspective, major climate change frequently acted as a catalyst for shifts in authority or possession (of the Arctic). Not only did a warming trend initiate arrival of the first inhabitants of the Arctic and a cooling period led to their demise, but changes in temperature continued to influence commercial interest in the region’s resources. With few exceptions, warming spells prompted stiffer competition, cooling periods a decline. The latest warming trend is again inciting increased competition because of easier access to the resources and lower shipping costs through the northern sea routes, rather than by way of the Panama or Suez Canal. As a result, there is growing support from European and Asian countries to have the Northwest Passage and Northern Sea Route declared international straits, as opposed to internal waters claimed by Canada and Russia (Grant, 2010, pp.398-399).

Former ICC president Sheila Watt-Cloutier has repeatedly warned that the warming trend experienced in the Arctic is akin to “a canary in a mine shaft,” a harbinger of more dire consequences elsewhere in the world. The rationale for this statement rests in scientific evidence that the melting sea ice and especially the glacier ice on Greenland’s icecap will eventually raise sea levels throughout the world; others are more cautious in their predictions. Although to date climate change has not had nearly the same negative effects on temperate regions, scientific climate modelling suggests that global warming will increase incrementally over the next century, possible with devastating consequences for the poorer developing countries. The debate still rages as to how high the temperature will rise globally and how soon.

The ecological balance of the Arctic is under threat, the most publicized concern being the polar bears’ ability to adapt. A more imminent worry is the arrival of southern predators, such as killer whales now sighted in Foxe Basin, which pose a threat to existing marine life. Humpback whales have been observed far north of their normal habitat, in one instance in an area for future offshore oil rigs (Grant, 2010, pp.409-410).
### Appendix B: Arctic Climate Change Timeline

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 million years ago</td>
<td>Peak warming trend when the Arctic Ocean was much hotter. Habitats of freshwater plants and animals existed due to the closure of the straits between Arctic waters and the Atlantic and Pacific Oceans. (p.26) Fossils found include prehistoric marine animals such as the champpossaur, titaaliks, and freshwater Asian turtle. (p.27)</td>
</tr>
<tr>
<td>800,000-450,000 years ago</td>
<td>Fossilized tree trunks have been found on Axel Heiberg Island dating back to this era. Ice core samples from Greenland show evidence of moths, butterflies, beetles and spiders, as well as the pollen and needles of spruce, pine and a species of yew. (p.27)</td>
</tr>
<tr>
<td>450,000 years ago</td>
<td>Temperatures fell low enough in the Arctic to create the ice cover that exists today. (p.26)</td>
</tr>
<tr>
<td>125,000 years ago</td>
<td>Last warming period, when the temperature was estimated to be only five degrees Celsius warmer than at present. Ice cover remained during this final warming period. (p.27)</td>
</tr>
<tr>
<td>80,000 to 20,000 years ago</td>
<td>A period of intense cold, known as the Great Ice Age, left a thick covering of glacial ice across much of what is now known as Canada and the northern U.S.</td>
</tr>
<tr>
<td>1275 to 1850</td>
<td>Little Ice Age sees a period of gradual cooling which affected growth of the North Atlantic pack ice as early as 1250 AD and, at minimum, cooling by 1850 AD.</td>
</tr>
<tr>
<td>1990s</td>
<td>Amid economic prosperity came the realization that the world might be encountering a sustained warming trend that could prove irreversible unless there was coordinated global action to mitigate unnatural causes. (p.406)</td>
</tr>
<tr>
<td>2000s</td>
<td>Warnings emerge from the scientific community about the unusual acceleration of Arctic temperatures, in part caused by release of increasing amounts of carbon dioxide and other greenhouse gases into the atmosphere. New discoveries of oil and gas, diamonds and minerals, coincide with a rapidly escalating warming of the Arctic climate and melting of the land and sea ice. (p.406) Yup’ik Eskimos on Alaska’s west coast suffered severe erosion caused by flooding, the village of Newtok was abandoned and its 340 residents relocated to higher ground nine miles away. (p.409)</td>
</tr>
<tr>
<td>2008</td>
<td>Russian scientists were forced to request emergency evacuation from their research station on a drifting ice flow. Although they had used similar floes annually for over fifty years, this time their ice island had melted to a small fraction of its original size a full six weeks before their planned departure. (p.410)</td>
</tr>
<tr>
<td>2009</td>
<td>NASA satellite observations showed further decrease in permanent sea ice, with first-year ice amounting to 70% of the total compared to 40-50% in the 1980s and 1990s. Summer melt of first-year ice posed problems for shipping because the new open water has yet to be charted.</td>
</tr>
</tbody>
</table>
Appendix C: Climate Change Continuum Activity Sheet

Read the following statements about climate and climate change in the Arctic. Consider what you know or have heard about each statement. Mark your opinion with an X on the continuum based on how strongly you agree or disagree with each of the statements below.

A) Characteristics of the Arctic Climate:

It is fiercely cold in winter and summer.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Snowfall in the Arctic is heavy.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

The Arctic experiences very little daylight, even in summer.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Historically, the northern landscape is known for its constant state of flux.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

B) Contemporary Climate Change issues

The latest warming trend in the Arctic is creating increased competition for resources.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Melting sea ice from the Arctic will not impact human communities.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Killer whales in the Arctic pose a threat to marine life in the region.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
Climate Change and the Arctic

Sea Ice Change in the Arctic
Contemporary Sovereignty Issues: Arctic Council Simulation

Learning Objectives
Students will:
• Identify regions represented by the Arctic Council.
• Appreciate the role of diplomacy for future peaceful management of the Arctic.
• Research the perspective of a Member State or Permanent Participant of the Arctic Council.
• Propose priorities for the management and development of the Arctic region in a simulated meeting of the Arctic Council.
• Consider social, political, economic and environmental priorities from a specific perspective.
• Make decisions that reflect the position of the assigned perspective and express those decisions in a vote to determine Arctic priorities.

Time required
Two 60 – 90 minute periods

Suggested Grade level
Secondary (Grades 9-12)

Materials
• Passage from Polar Imperative (Appendix A)
• Arctic Sovereignty Issues Timeline (Appendix B)
• Simulation Activity Sheet (Appendix C)
• Map: Stakeholders of the Arctic (Appendix D)
• Access to the Internet for research purposes: Arctic Council (See the ‘About Us’ section for information on Member States and Permanent Participants)

Set-up
This lesson can be used as a stand-alone simulation on Arctic sovereignty issues. It also provides a strong cumulative conclusion to a comprehensive unit of study on Arctic sovereignty if it is used after completing the five preceding lessons.

Introduction
Project the Stakeholders of the Arctic map for the class to examine. (If students have completed the introductory lesson in this resource package, they will already be familiar with the map.) Ask students to explore the map and see if they can identify how the information is organized. Who is represented? Is each region a country? What defines a region in the Arctic?

Inform students that the regions represent membership in the Arctic Council and that this organization is providing leadership for how the Arctic will be managed in the future. Share the passage from Polar Imperative and the Timeline (read aloud, read it together, or ask students to read it individually). Ask students to explain the change in approach to settling disputes over Arctic sovereignty from the past. Equipped with knowledge from the past, students will explore current information from the Arctic Council and simulate a meeting to set priorities for future management and development of the Arctic.

Development
Distribute the Simulation Activity Sheet. Depending on class size, assign students to work independently or in pairs for the simulation. Review the instructions and steps together.

Ask students to limit their search for information to the Arctic Council website and information from this lesson. If they really feel the need to search beyond these sources, encourage them to use an advanced search (with careful thought to the search parameters) or Google Scholar to find vetted and academic sources of information.

Monitor and discuss findings with students as they conduct their research. Encourage them to prepare and organize their presentation carefully so that they can speak with conviction during the simulated meeting. Encourage students to dress, speak and present themselves professionally as they would if they were invited to a meeting of this nature. During the meeting, assume the role of moderator and recorder. Make a list of priorities that can be used for the final vote. Encourage students to write down their thoughts and opinions as their peers present their proposals. These notes may assist them in the decision-making required for the vote at the end.

Conclusion
Allow time for discussion, debate, negotiation or lobbying, before the vote takes place. Conduct a vote to decide which two priorities will be the focus for the upcoming term of the Arctic Council. Debrief with the class after the vote to discuss the choices students made and why.

Extend your geographic thinking
Take the next step: Write a letter to a representative of the Arctic Council to express your views and opinions on future priorities for Arctic management and development based on what you have learned in this lesson.
Read the passage from *Polar Imperative* to understand the context of this lesson in relation to the topic of Arctic sovereignty. Consult the Stakeholders of the Arctic Map, Timeline and the Glossary to equip yourself with the spatial relationships, facts and vocabulary used in the lesson. Make copies of the Simulation Activity Sheet, *Polar Imperative* passage and Timeline as necessary. Explore the Arctic Council website.

**Optional:** Many educators are finding the practice of ‘front-loading’ and ‘flipped’ teaching to be very effective as a way to make the most of class time together. This could be attempted with this lesson by making the passage from *Polar Imperative*, Map, Timeline and Glossary available to students before the lesson activities. They would be responsible for reading and reviewing the material and come to class ready to participate in activities and discussions.

**Links to Canadian National Standards for Geography**

**Essential element 4: Human Systems**
- Patterns of global power and influence
- Cooperation and conflict in the division and control of Earth’s surface

**Appendix A: Passage from *Polar Imperative***

It is for the Great Powers to decide, by their policies and their plans, whether...development can be conducted in an atmosphere of friendly cooperation between all the Arctic nations, and with a resultant benefit to all, or whether the Northern Hemisphere is to become an area of national rivalries, fears and ambitions. (Lester B. Pearson, December 1945) (Grant, 2010, p.339)

The history of Arctic sovereignty in North America belongs to more than just the Inuit, Britain, Canada, the United States and Denmark. For over 300 years, it also involved the Dutch, Russians, Portuguese, French and Spanish Basques, all vying for control over the Arctic seas of the Old and New Worlds. Success or failure depended on a number of factors: the effect of European wars and internal conflicts, adoption of new technologies, accessibility of resources and market demand; the Protestant Reformation; as well as changes in economic and political power within the global community. Overriding all else during the late seventeenth and eighteenth centuries was an event beyond anyone’s control – the cumulative effects of the Little Ice Age – when cooler temperatures increased the area and depth of Arctic sea ice, temporarily halting exploration. By the time a warming trend reopened the northern waters of Davis Strait, shifts in economic and military power had changed the world map. Not only were different nations competing for control of the Arctic, but their objectives and priorities had also changed (Grant, 2010, p.56).

In Ancient and medieval times, countries went to war to settle sovereignty disputes. In the North Pacific, Britain appeared at first to be winning the battle with its mercantile trade and sea power, but ultimately lost in the end by alienating Russia through decisive defeat in the Crimean War. Instead, a peaceful transfer of sovereignty resulted from converging political forces in Washington and St. Petersburg, with Britain excluded from the discussions. Over the longer term, the U.S. was clearly the winner. Discovery of gold on the Klondike River may have ended complaints that the land was worthless, but its true value lay in the fact that it allowed the U.S. to become a bona fide “Arctic nation,” enabling direct participation in critical circumpolar negotiations with regard to security measures, laws of the sea, sovereignty, economic development and environmental concerns (Grant, 2010, pp.132-133).

American assertiveness, individualism and libertarianism characterized most government actions in the nineteenth century, motivated in part by their belief that someday the entire continent would be unified under one flag. Peaceful annexation of British North America failed to materialize, yet during World War II and the Cold War, the United States slowly but surely expanded its hegemony across Arctic regions, by assuming the major responsibility for continental defence.

The North American Arctic is once again threatened, this time by potential pollution from increased commercial shipping. Should Canada fail to provide the means to enforce necessary regulations to protect the environment, will the U.S. again step in and assume responsibility? And if so, what are the implications for Canada’s Arctic sovereignty?

There are other factors that have influenced changes in Arctic sovereignty. New technologies – whether improved seagoing vessels to navigate ice-strewn waters or advanced equipment to detect and extract the area’s resources – added further incentive to explore and exploit. While current interest in seabed mining creates added value for the region, it also multiplies the number of non-Arctic countries seeking to share in the economic benefits, either directly from minerals that might be extracted from unclaimed seabed of the Arctic Ocean or indirectly through shipping, supply of equipment and technological services. Understandably, some multinational corporations will benefit from the melting sea-ice and may consider any delay in mitigation of man-made causes an advantage (Grant, 2010, pp.400-403).

As never before, the onus rests with the media as the key source for public information to ensure that their facts are accurate, the opinions expressed justified and their message supportive of transnational cooperation.

The Arctic may be the homeland of indigenous peoples, but it is in each and every one’s interest that it be protected (Grant, 2010, p.469).
## Appendix B: Arctic Sovereignty Issues Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1494</td>
<td>Treaty of Tordesillas gives Spain and Portugal control over the only sea routes to the Orient. (p.58)</td>
</tr>
<tr>
<td>1576 - 78</td>
<td>Martin Frobisher leaves a stone cairn and flag off southern Baffin Island in the Arctic to signify possession by England.</td>
</tr>
<tr>
<td>1741</td>
<td>Captain Vitus Bering of the Russian Imperial Navy reaches the Aleutian Islands and claims them for Russia. Traders follow and set up posts in what is now Alaska.</td>
</tr>
<tr>
<td>1799</td>
<td>Russian-American Trading Company is granted an imperial charter over mainland and adjacent islands of what is now known as Alaska.</td>
</tr>
<tr>
<td>1824</td>
<td>The United States signs the Russian-American Convention recognizing Russian claims to Alaskan mainland and islands.</td>
</tr>
<tr>
<td>1825</td>
<td>Similar agreement signed with Great Britain, but British ships continue to attack Russian trading vessels on the High Seas.</td>
</tr>
<tr>
<td>1867</td>
<td>Russia sells Alaska to the United States to prevent it from falling into British hands. The official transfer takes place on June 11.</td>
</tr>
<tr>
<td>1870</td>
<td>British government loans Canada money to annex the Hudson’s Bay Company lands, including Rupert’s Land and the Northwestern Territory.</td>
</tr>
<tr>
<td>1880</td>
<td>Britain transfers her claims to the Arctic Islands by a simple order-in-council, without Parliamentary approval or defining the boundaries.</td>
</tr>
<tr>
<td>1897</td>
<td>Commander William Wakeham leads an expedition to the eastern Arctic and lays claim to Cumberland Sound on behalf of Great Britain.</td>
</tr>
<tr>
<td>1904</td>
<td>A Canadian expedition goes to Ellesmere Island and Lancaster Sound to build cairns, raise the flag and lay claim to adjacent lands for the Dominion of Canada.</td>
</tr>
<tr>
<td>1906 - 11</td>
<td>As directed by the Liberal government, Captain J.E. Bernier leads 3 expeditions to the high Arctic, wintering over on three occasions and laying claim to the Arctic Islands for Canada.</td>
</tr>
<tr>
<td>1907</td>
<td>A motion in the Canadian Senate articulates the Sector Principle (also referred to as the Sector Theory) by declaring its western marine boundary as the extension of its mainland boundary, running along the longitudinal meridian to the North Pole. The eastern boundary is drawn midway between Greenland and the Arctic Islands. Prime Minister Sir Wilfrid Laurier rejects the use of the Sector Principle as a means to define Canada’s Arctic boundaries, and directs that no official statement be issued until it’s assured there are no foreign settlements on lands claimed by Canada.</td>
</tr>
<tr>
<td>1909</td>
<td>Robert F. Peary allegedly plants the American flag at the North Pole.</td>
</tr>
<tr>
<td>1911</td>
<td>The Liberals lose the election and Conservative leader Robert Borden becomes Prime Minister, rejecting Laurier’s plans to establish Arctic sovereignty as too costly.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1913 - 1918</td>
<td>Vilhjalmur Stefansson leads the Canadian Arctic Expedition (CAE) and explores the Western Arctic, claiming four previously undiscovered islands for Canada.</td>
</tr>
<tr>
<td>1921</td>
<td>Permanent Court of International Justice (PCIJ) is established in The Hague. Its purpose was to consolidate the international legal system and provide a means to settle disputes between states. The PCIJ would be replaced by the International Court of Justice in 1946.</td>
</tr>
<tr>
<td>1922</td>
<td>With the Liberals back in power, expeditions to the eastern Arctic resume on an annual basis and new RCMP posts are built on Ellesmere, Devon, and Baffin Islands to provide evidence of “effective occupation.”</td>
</tr>
<tr>
<td>1930</td>
<td>PCIJ rejects Norway’s challenge to Denmark’s claim to northeast Greenland; a decision that gives support to Canada’s claims to the Arctic Islands.</td>
</tr>
<tr>
<td>1939</td>
<td>Canada declares war on Germany, while the United States remains neutral until the bombing of Pearl Harbor in December 1941. Meanwhile the United States assumes protection of Greenland in 1940, after Denmark falls to the Nazis.</td>
</tr>
<tr>
<td>1941 - 45</td>
<td>The United States assumes the major responsibility for the defence of North America, including construction of weather stations, airfields and communication centres throughout the Canadian Arctic and Greenland. In Canada, US activities are approved by the Permanent Joint Board on Defence.</td>
</tr>
<tr>
<td>1946 - 1970s</td>
<td>Following the Mutual Joint Defence Agreement signed by Canada and the United States, and a similar agreement with Denmark, U.S. military activities continue with the construction of weather stations and airfields during the postwar years to defend against possible invasion by the Soviet Union. Additional activities take place during the Cold War, including aerial reconnaissance (as part of NORAD), submarine patrols, ballistic missile defense and extensive radar lines that crossed from Alaska through Arctic Canada and Greenland.</td>
</tr>
<tr>
<td>1973</td>
<td>Canada and Denmark sign an agreement defining the maritime boundary between Greenland and what is now Nunavut.</td>
</tr>
<tr>
<td>1977</td>
<td>The Inuit Circumpolar Conference (ICC) is created bringing together Inuit from Alaska, Canada, Greenland and Siberia to advance their rights and protect the fragile Arctic environment.</td>
</tr>
<tr>
<td>1982</td>
<td>United Nations Convention on the Law of the Sea (UNCLOS); Russia ratifies in 1997; Canada ratifies in 2003. The United States is the only major country that fails to ratify the agreement, which is now legally in force after a sufficient number ratified the agreement.</td>
</tr>
<tr>
<td>1996</td>
<td>Canada chairs the newly created Arctic Council, a body comprising 8 circumpolar nations.</td>
</tr>
<tr>
<td>2007</td>
<td>Russia claims rights to the seabed at the North Pole as an extension of its continental shelf. This claim is being challenged by Denmark and Canada, and Russia has been asked to submit further scientific data by December 2013.</td>
</tr>
<tr>
<td>2008</td>
<td>The five Arctic coastal states make the Ilulissat Declaration, which states that they are the appropriate states to govern the Arctic region, and that they would obey existing laws set out in UNCLOS.</td>
</tr>
<tr>
<td>2010</td>
<td>Alongside numerous Arctic policies issued by the Arctic Countries, the European Union, the Inuit Circumpolar Council and NATO, Canada releases its most recent policy statement in July.</td>
</tr>
</tbody>
</table>
2013
Canada assumes chair of the Arctic Council for a two-year term. At the Arctic Council meeting held in Sweden, several non-Arctic countries are granted observer status. Countries such as China, India, South Korea and southeast Asia are now demanding shipping and mineral rights in the Arctic Ocean that are tantamount to declaring the region a global commons. In May, the United States finally issues an updated “National Strategy for the Arctic Region,” which includes a commitment to further scientific research, protection of the environment balanced with economic development and cultural issues, but with a firm commitment to protect the security interests of the United States and its allies.

2014
Russia’s action in Ukraine threatens to weaken the previously close cooperation of the eight Arctic states.

FROM: POLAR IMPERATIVE, BY SHELagh GRANT
Instructions:
In this simulation, Member States and Permanent Participants are asked to propose two issues that they feel should be the Arctic Council’s priorities during the upcoming two year term.

A meeting will be held and each delegate will have the opportunity to put forward a proposal that outlines their perspective, top priorities, and reasons for these priorities.

After all of the proposals have been presented, there will be a vote to decide which two priorities will be the Arctic Council’s focus for the next two years.

Roles:
Choose to be a delegate from the list below:

<table>
<thead>
<tr>
<th>Member States</th>
<th>Permanent Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Arctic Athabascan Council</td>
</tr>
<tr>
<td>Finland</td>
<td>Aleut International Association</td>
</tr>
<tr>
<td>Iceland</td>
<td>Gwichin Council International</td>
</tr>
<tr>
<td>Norway</td>
<td>Inuit Circumpolar Council</td>
</tr>
<tr>
<td>Sweden</td>
<td>Russian Association of Indigenous Peoples of the North</td>
</tr>
<tr>
<td>USA</td>
<td>Saami Council</td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>Russian Federation</td>
<td></td>
</tr>
</tbody>
</table>

Steps:
- Research your role and assess your main priorities to present at the meeting. Make sure that you explain the social, economic, political and environmental reasons for your choices.
- Prepare your presentation (2-5 minutes, make them count!)
- Present your proposal at the Arctic Council meeting.
- Take notes on the proposals of other delegations to help you decide how you will vote.

(If necessary, students can take on the role of a Permanent Observer and represent the UK, France, Germany, Poland, Netherlands, Spain, China, Italy, Japan, South Korea, Singapore, India. They may present a proposal, but they do not get a vote at the meeting.)
Appendix D  Stakeholders of the Arctic

Arctic administrative areas

compiled by
Wolfgang R. Delmann,
Norwegian Polar Institute
Appendix D  Stakeholders of the Arctic

Permanent Participants of the Arctic Council

Permanent participation is equally open to other Arctic organizations of indigenous peoples with majority Arctic indigenous constituency, representing:
a. a single indigenous people resident in more than one Arctic State; or
b. more than one Arctic indigenous people resident in a single Arctic State.

Inuit Circumpolar Conference (ICC)
Arctic Athabaskan Council (AAC)
dark: area of potential member communities (north of 60°)
light and dark: Athabaskan cultural area
Gwich’in Council International (GCI)

Saami Council (SC)
Russian Association of Indigenous Peoples of the North (RAIPON)
Aleut International Association (AIA)
Glossary

A

Amagoilik, John: An Inuit political figure who was instrumental in the creation of the Canadian territory and Inuit homeland, Nunavut

Annexation: The act of incorporating a territory into the domain of a city, country or state.

Arctic: near or relating to the North Pole

Arctic Council: A forum through which Canada, among other member states, advances Arctic foreign policy and promotes Canadian Arctic interests internationally

C

Canadian Arctic Expedition (CAE) (1913 – 1918): An expedition that asserted Canada’s control over thousands of square kilometers in the Arctic

Champsosaur (Choristoderes): A crocodile-like reptile that lived in freshwater ponds 55 to 65 million years ago. Fossils of this reptile have been found in the high Arctic.

Cold War: A state of high political tension between the Soviet Union and its allies and the United States and its allies which ended with the fall of the Berlin Wall in 1989 but continues to have ramifications today.

Colonialism: The control or governing influence of one country over a dependent country, territory or people.

Crimean War (1853-1856): A conflict between Russia and England, France and Ottoman Turkey over Russian demands to protect the Orthodox subjects of the Ottoman sultan.

Cryolite: A lustrous mineral of sodium-aluminum used in the production of aluminum. The greatest deposits are found in Greenland.

E

European Union: An economic and political partnership among 28 European countries

F

First-year ice (annual ice): refers to sea ice of no more than one winter’s growth

Freshwater Asian Turtle: A marine reptile belonging to the order Testudines, having a shell enclosing a body and into which the head, limbs and tail usually can be withdrawn. In 2006, scientists found a fossil of a Freshwater Asian Turtle in the Arctic region supporting the theory that a freshwater sea once floated atop the Arctic ocean.

G

Global commons: resource domains that lie outside political reach of any one nation state. There are four examples: the High Seas, the Atmosphere, Antarctica and Outer Space

Great Ice Age: the Pleistocene epoch beginning two million years ago and ending 10,000 years ago. The epoch was characterized by advancing and retreating of glacial ice, as well as a colder and drier climate.

Greenhouse gas (GHG): gases such as carbon dioxide that amplify the Earth’s naturally occurring greenhouse effect causing a rapid and dramatic warming of the atmosphere

H

Hegemony: influence or control over another country or group of people

Hopson, Eben: An Alaskan Eskimo and founder of the Inuit Circumpolar Conference, now known as the Inuit Circumpolar Council (ICC)

Hudson’s Bay Company: A British colonial trading company chartered in 1670 that was granted all lands draining into Hudson Bay for commercial use.

I

Indian Act: a Canadian federal statute, last updated in 1951, which outlines the rights of First Nations in Canada

Internal waters: all waters landward of a coastal state’s jurisdictional coastline whereby the coastal state has full sovereignty over them

International Polar Year (IPY) (1882 -83): a year dedicated to the international program of scientific research focused on the Arctic and Antarctic regions. The third and most recent IPY was 2007-08.

International strait: connects two oceans or large bodies of water and is commonly used for commercial shipping

Inughuit: The name describing Greenland’s northernmost peoples, also referred to as Polar Eskimos or Arctic Highlanders.
**Inuit**: the Aboriginal people of Arctic Canada. The singular of Inuit is Inuk. The language is Inuktitut.

**Inuit Circumpolar Council** (ICC): an international non-governmental organization representing the Inuit of Alaska, Canada, Greenland and Russia, founded in 1977

**Inuit Tapiriit Kanatami (ITK)**: founded in 1971, the national Inuit organization in Canada, representing four Inuit regions – Nunatsiavut (Labrador), Nunavik (northern Quebec), Nunavut, and the Inuvialuit Settlement Region in the Northwest Territories.

**Inuvialuit**: Inuit of the Western Arctic call themselves Inuvialuit

**Law of the Sea**: a body of international law that concerns the rules by which countries interact in maritime matters including navigable waterways, sea mineral rights, fishing rights and jurisdiction of coastal waters

**Little Ice Age**: the time from the early 14th century through the mid-19th century when mean annual North American temperatures declined by 0.6 °C

**Manifest Destiny**: The 19th century belief justifying the United States’ expansion throughout the American continent

**Migration**: The seasonal movement of animals or humans from one region to another

**Minimum extent of sea ice**: the yearly maximum melt of sea ice as measured in September

**Multinational corporation**: a corporation registered in more than one country or that has operations in more than one country

**Narwhal**: an Arctic-dwelling, medium-sized, toothed whale famous for the spiral tusk protruding from its head.


**North Atlantic Pack ice**: sea ice that is not attached to a landmass; mobile ice

**North Atlantic Treaty Organization** (NATO): a political and military alliance based on the North Atlantic Treaty signed in 1949

**North Pole**: the northern point of the Earth’s axis of rotation. The North Pole is not part of any nation and is found in the Arctic Ocean.

**North West Company**: a fur trading company founded in 1779 and based in Montreal; merged with the Hudson’s Bay Company in 1821

**North West Mounted Police** (NWMP): A Northwest Territories police force established in 1873 to stop liquor trafficking in the Northwest, to gain native respect and confidence and to uphold the law.

**Northern sea route**: The maritime route through the Arctic off the coast of northern Siberia. Also referred to as the Northeast Passage.

**Northwest Passage**: an ocean corridor through Canada’s Arctic archipelago and along the northern coast of North America

**Nunavut**: Canada’s largest and newest territory was established by the Nunavut Act of June 1993 and became a constitutional entity on April 1, 1999

**Paleo-Eskimo**: a member of the earliest prehistoric Inuit people inhabiting the Arctic

**Papal Bull**: in Roman Catholicism, an official papal letter or document

**Permanent Court of International Justice** (PCIJ) (1922 – 1946): initially attached to the League of Nations, the PCIJ was the first permanent international tribunal granted with general jurisdiction in order to deal with conflicts arising between states

**Permanent Joint Board on Defence**: an organization created by Canada and the United States during the Second World War to discuss defence and approve joint military operations

**Permanent sea ice** (multi-year ice): ice that has survived at least two summers’ melt and is almost salt-free
Relocation: in the Canadian Arctic context, the forced movement of families and individuals from one community to another

S

Seabed: the floor of a sea or ocean

Seabed mining: an experimental industrial field involving the extraction of submerged minerals and resources from the ocean floor

Second World War (1939-45): A conflict between the Axis powers (Germany, Italy and Japan) and the Allied powers (France, Great Britain, the Soviet Union, Canada, China and the United States)

Sector Principal: introduced by Canada in 1907, and sometimes referred to as the Sector Theory, by which Canada declared its western marine boundary as the extension of its mainland boundary, running along the longitudinal meridian to the North Pole

Self-government: the government of a country or province by its own people

Simon, Mary: Past President of the Inuit Circumpolar Conference, Canada’s First Ambassador for Circumpolar Affairs and the first Inuk to hold an ambassadorial position. She is the recipient of the Order of Canada and the National Order of Quebec and a Fellow of the Royal Canadian Geographical Society.

Sivullirmuit: direct translation ‘the first people.’ Refers to a group of ancient peoples who populated the northern coast of Alaska, across northern Canada and as far (east) as southern Greenland

Sovereignty: a country’s right to govern itself

Subarctic: the region immediately south of the Arctic Circle

Subjugation: to bring under control and to rule as a subject; to make willing to submit to others

T

Terra nullius: uninhabited land; no-man’s land

Thule Inuit: the ancestors of the Inuit and Alaskan Eskimos now living in Greenland, Arctic Canada and Alaska

Titaalik roseae: an organism resembling a fish and amphibian estimated to be 35 million years old. Its discovery shed light on the history of evolution; when the first fish ventured to land. The first fossil of Titaalik roseae was found on Ellesmere Island in 2004.

U

Umiak: a large Inuit boat made from animal skins stretched across a wooden frame, usually propelled by paddles

United Nations Convention on the Law of the Sea (UNCLOS): a body of laws created by the United Nations that regulates all aspects of maritime traffic, resources and boundaries

Usufructuary title: the right of possessing, using and enjoying the property of another, subject to the obligation of restoring the property

W

World War II: see Second World War