

Kumak's Fish (K-3)

Lesson Plan (60 minutes)

Materials needed:

- Kumak's Fish tote
- Photocopy and cut Inuit snow goggles

Have students sitting in an area/on carpet (desks are fine)

Introduction:

1. Introduce yourself

- Introduce yourself (name title, and where you are from)
- Ask who are Indigenous People? (Answer: First Nations Metis and Inuit people)

2. Introduce Presentation:

- I am going to read you a story about a man and his family who live in the North.
- What environment/ land would you see in Northern Canada?
- What would the weather/ temperature be like in the North?
- What kind of clothes would they wear?
- This man and his family are Indigenous – They are Inuit
- You are going to hear Inuit names and Inuit words for certain objects
 - Kumak – the Dad's name
 - Parka – winter jacket with a large hood
 - Mukluks – winter boots
 - Aglu – Kumak's uncle's name
- Kumak, the dad, has to be very **patient** when fishing. He has to ask for the cooperation of others and he has to share what he receives.

3. Show and introduce the hooking stick:

- Tool used to catch fish.
- Have one student hold the fishing hook for the presentation (special helper), ensure they are very respectful and gentle with it.

"When I read this story, you are going to listen carefully, look at the pictures, and perform some of the actions that happen in the story. You are going to make the story happen through your body movements. I do ask that you stay in your personal space, please do not touch any one round you as you move your body. I have to trust that you will move respectfully."

p.1 - emphasis the words "Good day for Fish". Have the students say the words with you again.

p.2 - Have the kids say "Good day for fish" with you
- pull on a parka and zip it up
- "Good day for fish", pull on mukluks, tie them up
- "Good day for fish" put on a hat, tie it up, put on gloves

p.3 - pack fishing gear into a bag in front of you
- put the wife on the sled
- put wife's mother on the sled
- put 2 small sons on sled in front of you "One, Two."
- put 2 daughters on sled in front of you "One, Two."
- gently put the hooking stick in the bag

p.4 - use a carving motion to carve a stick

p.6 - dig fishing holes, look at background actions as to how they are digging a hole, no shovel used, spearing motion, or twisting like an auger (one person is waiting to spear a fish)

p.7 - sit patiently with the stick, scoop away the ice (spoon motion)

- p.8 - as each person catches a fish hold hands the way shown in the picture
 - oldest son caught a fish
 - switch hands for each daughter *"One, Two."*
 - switch hands for his wife
 - switch hands for his wife's mother
 - All students say "Good Day for Fish!"
- p.9 - sit patiently with the stick, scoop away the ice (spoon motion)
- p.10 - bring hands to the left "twitch left"
 - bring hands to the right "twitch right"
- p.11 - turn hands around and around in front of you
- p.12 - twitch center and lean forward
- p.13 - silent dance with arms and shoulders only
- p.14 - twitch left, twitch right, twitch around and around at the center
- p.15 - twitch center, lean forward
- p.16 - 2 body jerks backward (stay in your spot) *"One, Two."*
 - 3 body jerks backward *"One, Two, Three."*
- p.17 - 6 body jerks backward *"One, Two, Three, Four, Five, Six."*
- p.19 - pull and lean forward, pull and lean forward
- p.21 - pull and lean forward, pull and lean forward, pull and lean forward
- p.22 - twitch left, twitch right, twitch left, twitch right
- p.23 - twitch around and around at the center
- p.24 - 1 last big pull
- p.26 - "Whoosh!" everyone leans back with arms in the air
- p. 28 - silent cheer for Kumak and the hooking stick
 - everyone says *"It was a Good Day for Fish"*.

"Thank you for listening to the story."

Ask the students:

- "When did Kumak, the dad, have to be very **patient**?"
- How do you think he felt when his other family members were catching the fish?
- When / why did Kumak ask for the **cooperation** of others?
- What did Kumak have to **share** with the villagers?
- What was happening under the ice as the villagers were pulling on top of the ice?"

Introduce the Activity:

- Do you remember what clothing was worn by Kumak and his family?
 (parka, mukluks, warm beaver hat and fur lined gloves)
- Why do they wear these types of clothing? (to protect themselves from the weather...)
- If it was a sunny day, what would Kumak have worn to protect his eyes? (sunglasses, snow goggles – skiing)

I am going to show you what a traditional pair of Inuit snow goggles looks like (pull the goggles from the envelope).

This is what Inuit people used and some still use to keep their eyes safe from the sun. They work by letting in less light into their eyes than being wide open to the sun and reflection of the sun on the ice and snow.

I have 2 pairs; we are going to pass them around so you can all try them on. Here is how you need to respect my goggles.

***Use 2 hands, and do not put the tie over your head. ***

Once everyone has had a turn looking through the goggles, have the goggles returned to you.

Start the Activity:

- Now you are going to make your own set of snow goggles. You will each get a shape of snow goggles; your job is to cut out on the black line. Show them how to cut the eye slits (gently fold the goggles, cut through one eye hole, cut out the rectangle, cut out the other eye – with the younger grades, the teacher and yourself may need to do this for the kids).
- After you have shown them, ask 2 students to hand out the goggle sheets. Or, get the students to take one sheet and pass the pile back.
- They go back to their desk after they have a pair of goggles to cut out.
- As the students are cutting out the shapes, give 2 pieces of leather and 2 pieces of tape to each student (can always ask the teacher or a student who is finished cutting to help you).
- Once you have handed out the leather and the tape. Stop the students with a signal or get the teacher to stop the students. Show them how to tape the leather onto the insides – the side with the black lines - after they have finished cutting out the shape. (You may find it is just as easy to do this yourself, if the group is younger)
- Once all parts of the goggles are cut out, and the leather is on, the students can add designs to their goggles
(no words, or drawings, just shapes or colour blocks).
Put their gloves on
Drill a fishing hole in the ice
Get out your hooking stick
Wait patiently for a fish
Spoon away some ice
Twitch this way, twitch that way, twitch around and around
Pull out a large fish to share with your family and friends

Get the students to put the fish in their desk for later, have them quiet at their desks before handing them over to their teacher.

Thank the teacher and the class for having you.

Closing:

- When finished, have the students tell you what they just made. (Inuit goggles.)
- Ask them what they were used for?
- If time you can do a quick role play
 - Have all students stand up
 - Put their goggles on
 - Put their parka's on
 - Put their mukluk's on



Aipilik, an Inuit hunter uses an ice chisel to make a hole in sea ice for fishing. Igloolik, Nunavut, Canada.

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