


FAST FORWARD: GROWING UP IN NUNAVUT

Introduction

Focus

This *News in Review* story focuses on the Inuit land of Nunavut, the challenges the people are facing in 2005, and some of their successes.

 Sections marked with this symbol indicate content suitable for younger viewers.

Perhaps the most remarkable success of all in Nunavut is the Inuit mastery of their rugged, unforgiving land. These remarkable people have lived in the Canadian Arctic for thousands of years, passing along their knowledge about surviving and flourishing on the land. These skills and knowledge of the land, animals, and climate have been passed from person to person and generation to generation. As you read the following quotation from Noah Siakuluk, an Inuit from Amitturmiut, identify where he got the information he needed to bring down a polar bear while armed with nothing but a knife.

“I used the trace buckle to hit the bear, which was being kept at bay by the dogs. So then I took a knife in my hand. My older brother had told me that I should not plunge my knife into the bear from my direction, but one should reach over top of the bear and stab it from the other side and then get away from the bear immediately. It is all right to arch over the bear but one must stab the bear from the other side. What happens is that the bear will face the direction where it feels the stab so that it will turn away from you. That is how I stabbed the bear.”

To Consider

1. Teenagers love to be cool, but this often means that the people on television and in movies become the role models for Inuit teens instead of their Inuit ancestors. What problems might this pose for Inuit culture? How might this situation be changed?
2. Financial difficulties face both individual Inuit, many of whom do not have jobs, and the Nunavut territorial government. In this tiny economy, government jobs are the mainstay. Some would say it's just the wrong place to start a business because the market for any products or services is either very small or far away. What do you think? Are there businesses you can think of that could operate far from big population centres? Are there businesses that would cater to people in the North? Brainstorm with your peers.

Source: Noah Siakuluk, quoted in John Bennett and Susan Rowley, *Uqaluraiit: An Oral History of Nunavut*, Montreal and Kingston: McGill-Queen's University Press, 2004:63.

This example is a bit dramatic, perhaps, but it illustrates that the Inuit knowledge base had to be extensive in order to survive on the land. Virtually all Inuit knew how to handle an *ulu* (a traditional utility knife); how to hunt seal in the long, winter night; where to look for mountain sorrel or ptarmigan eggs; how to make a caribou parka waterproof; how to render oil from whale blubber; and how to make wicks with *maniq* (moss). The list goes on.

And the Inuit had a social system that ensured a peaceful society. The best hunters always provided meat for the widows. People respected the advice of the elders. Children were beloved. Inuit society was perfect for survival in the Far North.

The challenges and successes of today are of a different variety than in the past. The successes now lie in reclaiming what was lost, and finding new ways to live as Inuit in a modern world.

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Video Review

Complete all questions in Part I while reviewing the video then complete Part II.

For more current information on developments in Nunavut, visit CBC North at www.north.cbc.ca.

Part I

1. How many territories does Canada have? _____
2. When was Nunavut recognized? _____
3. What does the word *Nunavut* mean? _____
4. What does the word *Inuit* mean? _____
5. What big changes did the Inuit have to face?

6. What inspires 24-year-old David Nivingaluk to hunt?

7. Why does Nivingaluk work as an apprentice learning building maintenance?

8. What three changes does Nivingaluk see in the environment?

9. How would a major oil spill affect Nivingaluk's life?

10. What is the "mystery" the teens at Cape Dorset's high school are trying to solve with the help of their elders?

11. When photographers took pictures in the North, who did they identify by name? Who did they not identify by name?

12. What problems does Sam Matusi face when trying to find out information from his grandfather?

Part II: Extension

Millie Kuluktana gives the prices of various items in Kugluktuk, Nunavut. Re-view the video to get the Nunavut prices. Later record the prices for the groceries in the second column of this chart and complete the following exercise.

Item for Sale	Price in Nunavut	Price in Southern Canada
Bacon		
Ham		
Jar of Cheez Whiz		
Four litres of milk		
Twelve cups of yogurt		
Bunch of broccoli		
Kilogram of oranges		
Orange juice concentrate		
Powdered orange drink		

Find out the prices in southern Canada for the groceries listed in the chart. If you live in southern Canada, go with a partner to a local grocery store. If you live in northern Canada, find the prices at a southern Canada grocery delivery service such as Grocery Gateway (www.grocerygateway.com).

- What price difference did you find most surprising?
- What do you think are the main reasons for the price differences?

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Nunavut: An Overview

Further Research

Visit the official Nunavut Web site at www.gov.nu.ca.

Nunavut is huge. It's 1 925 460 square kilometres—one-fifth the size of Canada, and about as big as Quebec and Newfoundland and Labrador combined. With all its islands and rugged coastlines, it has about two-thirds of Canada's coastline. You might have a hard time following all this coastline—so much of the territory is covered in snow and ice that it's hard to tell where the land ends and the sea begins.

With all this space, you'd think there would be a lot of people. But Nunavut is home to only about 27 000 people. This is about the number of people who live in a small city in southern Canada, such as Owen Sound, Ontario. Unlike every other area in Canada, Nunavut is the only place where Aboriginal people are still in the majority. About 85 per cent of the people who live in Nunavut are Inuit. In fact, the Inuit have outright title to 350 000 square kilometres of Nunavut's lands, and title to mineral rights for 35 000 square kilometres. The government of Nunavut, however, is for all citizens, both Inuit and non-Inuit. All this was settled in the land agreement that created Nunavut on April 1, 1999.

The government's main centre is the capital, Iqaluit, but the representatives meet in several communities throughout the year. The Nunavut population lives in 28 isolated communities scattered over a vast area. By moving the government around, citizens have better access to their representatives. Government jobs are spread out over the territory. With this decentralized system, government jobs can be shared around the region.

People do many jobs in Nunavut. Some work in government, schools, or health centres. Others work in construction and building maintenance. Many in Cape Dorset and elsewhere make a living as artists, creating valuable Inuit art. Some work in new resource industries, such as the diamond mine that is to open near Kugluktuk. For many, however, jobs are scarce, or they demand skills not yet acquired. Some Inuit supplement their incomes through traditional activities on the land, especially by hunting caribou and seal, and by fishing for Arctic char.

Consider the following statistics, all of which come from Statistics Canada (www.statcan.ca).

Population Characteristics

- Population: 26 745 (2001): 24 730 (1996)
- 1996 to 2001 population change: 8.1%
- Aboriginal identity population: 22 720
- Median age of the population: 22.1 years
- Percent of the population aged 15 and over: 62.9 (2001)
- Median total income of persons 15 years of age and over: \$17 270

Education

Percentage of the population with a high school graduation certificate and/or some postsecondary education:

- aged 20-34: 27%
- aged 35-44: 20%
- aged 45-64: 13.6%

Languages First Learned and Still Understood in Nunavut

- English only: 6 940
- French only: 395
- Both English and French: 20
- Other languages (especially Inuktitut): 19 310

Language Used Most Often at Work

- English: 8 130
- French: 40
- Non-official language (especially Inuktitut): 4 190

Mode of Transportation to Work

- Car, truck, or van, as the driver: 1 750
- Car, truck, or van, as a passenger: 925
- Public transit: 40
- Walking or bicycling: 4 670

Activities

1. Select one set of statistics that you think could be illustrated well in a graph. Choose a bar graph, line graph, or circle graph. Explain your choice, and then make your graph.
2. Choose one statistic that you find interesting and find the national equivalent. For example, you might find it interesting that the average number of people in a Nunavut household is 3.7. After checking out Statistics Canada at www.statcan.ca, you would find that the average number of people in *Canadian* households is much lower, at 2.6 people per household. Comment on any difference you find. Share your findings with a partner.
3. Choose one statistic that you think would be different if measured in your community. For example, how do most people in your community get to work? Share your ideas with other students. Together, make a two-column chart to list the differences and similarities between your community and communities in Nunavut.

Housing

- Number of rented dwellings: 5 440
- Average gross monthly payments for rented dwellings: \$470
- Number of owner-occupied dwellings: 1 735
- Average value of dwelling: \$165 383
- Average number of persons in household: 3.7

Health Status

- Percentage over the age of 12 who report their health as very good: 57%
- Percentage over the age of 18 experiencing obesity: 20%
- Percentage over the age of 12 who smoke occasionally: 65%
- Percentage over the age of 12 who exercise at least moderately: 38%
- Percentage over the age of 12 who have seen a medical doctor in the past year: 53%

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The Challenges

CBC Archives

For some rich audio-visual resources about Nunavut, go to www.cbc.ca/archives and explore some of the following files: "Creation of Nunavut," Arctic Winter Games," Life and Society: An Inuit Education," and "On the Nunavut Campaign Trail."

Further Research

To learn about the residential schools issue consider visiting the CBC Archives at www.cbc.ca/archives and investigate the file "A Lost Heritage: Canada's Residential Schools."

For more information on tuberculosis go to the Canadian Lung Association at www.lung.ca.

The Canadian North was one of the last areas of the world where Aboriginal peoples lived without the influence of the outside world. All that has changed. Over the past 60 years, the world has come to the North, and Inuit society has experienced massive change. The Inuit now face poverty, unemployment, a high rate of suicide, a diabetic epidemic, toxins in their traditional foods, a loss of traditional culture, and a lack of housing. Let us look at the last two of these challenges.

Loss of Traditional Culture

In the 1950s, the Canadian government wanted to provide the Inuit with medical services, education, housing, and social services. Many were suffering from diseases such as tuberculosis and smallpox; they did not have the antibodies to protect them from these foreign diseases. Virtually all of the Inuit were convinced to give up living on the land in small family groupings. Instead, they settled in small towns and lived in southern-style houses. Many Inuit stopped hunting and trapping. They ate less of their traditional foods and more store-bought foods. Many Inuit were convinced to give up their spiritual beliefs in favour of Christianity. Some communities were forcibly moved to the High Arctic to help reinforce Canada's territorial claim to the Arctic Archipelago.

Many Inuit children were taken from their families to attend one of five residential schools. Without their parents to bring them up, many Inuit children suffered irreparable harm. Think about what Inuit Donald Suluk of Paalirmiut says about his people's

methods for teaching their children:

"Baby birds follow their parents all over the place for some time before they are able to do things themselves. When they are able, the parents leave them alone. Then, even when the parent bird is nowhere to be seen, the young birds have exactly the same ways that their parents had—they follow the examples that have been set before them, just the same way that our parents do for us. The ways of good parents can be followed in order to live a good life, to be able-bodied, and be wise."

Source: Donald Suluk, "Inummariit: An Inuit Way of Life." *Inuktitut* 65 (winter), 1987:89, quoted in John Bennett and Susan Rowley, *Uqaluraiit: An Oral History of Nunavut*, Montreal and Kingston: McGill-Queen's University Press, 2004:11.

The Inuit traditionally taught their children about their culture, traditions, and ways to survive in the North by doing things *with* them. They taught by example. This cycle of passing on knowledge was cut off when the children were taken from their parents during the mid-20th century.

For these reasons, a generation of Inuit children grew up without the guiding influence of their families within a traditional setting. Many did not learn the traditional ways, and many lost their ability to speak their native language, Inuktitut, fluently. These children are now adults. Inuit culture is becoming revitalized with new efforts to preserve the old ways. However, the knowledge that has been lost means that the next generation faces an even greater challenge in retaining their culture.

Did you know . . .

The rate of tuberculosis is 25 per cent higher in Nunavut than it is in the rest of Canada?

Lack of Housing

Both the federal and territorial governments have been heavily involved in building new homes in Nunavut. But in 1993, the federal government began decreasing its involvement. It cut all funding for social housing. As a result, fewer new homes are being created. Nunavut now has a 54 per cent rate of overcrowding—higher than any other region of Canada, and markedly higher than the Canadian average of 7 per cent.

What causes the problem? A three-metre-long two-by-four costs less than \$3 in southern Canada. It costs \$9.50 in Iqaluit. With such high prices for building materials, the housing market is not a good investment.

Inadequate housing leads to higher transmission rates for diseases such as cold, flu, tuberculosis, and hepatitis A. It also leads to more injuries, mental health problems, family tensions, and violence.

Let's look at one example. Gitita lives on Baffin Island in Clyde River, a community with 800 people. Of that population, 400 people are currently registered on a wait-list for social housing. Clyde River had 119 social housing units in 2004. All are occupied. At one time, Gitita and her four children had their own home. Then Gitita went away for a year of schooling. When she came back, her housing had been taken. She had to go to the back of the line. And she may have to wait a long time. Families usually have to wait from five to six years before they get housing. For now, Gitita lives with her parents. Sleeping arrangements are difficult with 11 people in the house. For their bedroom, Gitita, her boyfriend, and her four children together share a closed-in porch.

To Consider

1. Identify some of the many factors that have undermined traditional Inuit culture over the past 60 years.
2. List all the statistics provided that relate to the housing shortage in Nunavut. For each one, explain what it tells you about the housing crisis there.
3. In a small group, discuss possible strategies for solving the housing crisis.
4. Gitita lost her housing because she went away to school for a year. What message does this send to other young people in Clyde River who are thinking about continuing their schooling in a distant community? How could this problem be solved?

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The Successes

Quote

"Aboriginal peoples from all over the world . . . wanted to learn how we got through to the federal government in getting all these areas that no Aboriginal group has ever gotten through negotiations." — Paul Quassa, chief negotiator for Inuit on the land claim, as quoted at www.nunavut.com/nunavut99/english/looknorth.html

Much of traditional Inuit culture was lost during the 20th century. Today's successes lie in reclaiming what was lost, and finding new ways to live as Inuit in a modern world.

Creation of Nunavut

The creation of Nunavut in 1999 was in itself a remarkable success. It is the largest Aboriginal land settlement in the world. It guarantees the Inuit rights to their land forever. This right is guaranteed in the Canadian Constitution, so the Inuit will not have to worry about losing their land in the future. This success can be credited to a grassroots movement of Aboriginal people to get their rights recognized in law.

Consensus Government

Nunavut has a democratic government that represents all people in Nunavut, regardless of race or ethnicity. However, it follows a uniquely Inuit approach. The Inuit have always preferred making important community decisions by consensus. Because the number of representatives in the territorial government is small, consensus is possible. This is aided by the fact that party politics are absent—representatives are elected for their merits, not their party affiliation. In addition, Nunavut politicians regularly consult with their community elders, and share that guidance in the legislature.

Reclaiming Lost Culture

The Inuit have worked hard at reclaiming their culture. In school, students learn traditional Inuit skills such as carving, drum dancing, throat singing, and sewing, as well as Inuktitut. Stu-

dents spend up to three weeks on the land, learning or practising traditional skills. For example, in Arviak, the Classroom in the Iglu project involves students in practising the skills required to run a winter camp. There is a fall caribou camp and spring fishing camp as well.

Making a Living the Inuit Way

Traditional Inuit sculptures and prints are extremely valuable. James Houston encouraged artists in Cape Dorset, in particular, to develop their artistic skills. He introduced printmaking to the Inuit, who embraced this art form. The West Baffin Eskimo Co-op here buys the very best artwork and sells it on behalf of local artists. About 1 200 people live in Cape Dorset, and most adults make at least some of their income by selling their artwork.

Dog-sled Racing

Inuit traditions are surviving, though sometimes with a modern twist. Dog sledding is a good example. Today there are three times as many dog teams in the community of Arviat than there were 10 years ago. But these dog teams are different from those from earlier times because the Inuit do not depend on them for survival. Instead of being valued for their endurance, these dogs are valued for their speed. That's because some of the younger dog-team owners keep the teams for racing, not hunting.

Sewing Skills

Inuit sewers no longer sew with caribou-bone needles and sinew thread. But many of them continue to sew, some-

Quote

"After taking NYAP and being active in my community, a lot of people in my community recognized me as a leader and a role-model for other youth. . . . I am much more proud to be an Inuk and a Canadian as a result of my participation with NYAP."
— NYAP Canadian and international phase participant, online at <http://nyaponline.org/alumni.htm>

times following traditional designs. In Arviat, for example, most women sew their family's clothing. Many children ask for non-traditional clothing. That's not the end of the world, the women say. If fur is out of fashion this season, it will be back in fashion next year.

New Mining Opportunities

Tahera Diamond Corporation (www.tahera.com/jericho_diamond.html) has acquired a land lease of Inuit-owned lands 350 kilometres southwest of Cambridge Bay. Here it will open Jericho Diamond Mine, which will be Nunavut's first diamond mine. It should provide many

much-needed jobs. Although some gold mines have closed, others are beginning construction, including the Hope Bay Gold Belt owned by Miramar Mining Corporation of Vancouver.

Nunavut Youth Abroad Program

Programs exist to help Nunavut youth expand their horizons. The Nunavut Youth Abroad Program (NYAP), for example, helps people 16 to 21 years of age gain experience either in southern Canada or abroad. It's a 10-month program that involves academic work, fund-raising, volunteer work, and a six-to eight-week placement.

Exploring the Topic

1. Successes can be small or large. They can benefit a society or just one individual. We can learn of them through statistics or anecdotes. Choose two different types of successes listed above. Explain how they benefit Nunavut in two different ways.
2. On many levels, Paul Okalik, Nunavut's premier, has made a success of his life. It did not always appear that he would do so. Only with the help of the example of his parents, the wisdom of his grandmother, and the inspiration of his newborn daughter did he decide to become the man he is today. Research the life of Paul Okalik and the role he played in creating Nunavut. Start at www.gov.nu.ca.
3. Consider viewing an earlier issue of *News in Review* that focused on Jordin Tootoo and his rise to the NHL (*News in Review*, March 2003). This should be available in your library resource centre, or your teacher should be able to get it.

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Teen Life in Nunavut

Further Research

A Web site devoted to Inuit youth and detailing youth activities and programs is <http://tapirisat.ca/inuit-youth>.

On October 29, 2003, Iqaluit teenagers from Inuktitut High School spoke about their lives in Canada's Far North on a live Webcast. Connecting Youth in Canada held the event to help Canadian teens talk about issues that are important to them. Karliin Aariak of CBC North, Radio One, hosted the show. She fielded questions e-mailed in from teens all across the country. Here are a few of the questions and answers from the show.

A Young Population

Karliin Aariak: In Nunavut, over half of the population is under 25 years old. This means Nunavut has the youngest population on average in Canada. The first question: How do you think having such a young population has helped shape your community?

Iqaluit Teen: I think it shows that most of the community is more focused on young people or it should be. Like, a lot of things that happen are more based on the youth and, like, there are youth centres and all the sports and stuff . . .

Sports

Karliin Aariak: Now, this is from P. White from Ontario. . . . What traditional and non-traditional sports are played in Iqaluit? I know you guys play a lot of sports.

Iqaluit Teen: Arctic sports are something that's very different. . . . Like they're all for individual sports, they're not team sports . . .

Tina Campbell: Like it all had to do with what you were . . . like your strength in hunting . . .

Iqaluit Teen: You find soccer is very popular, there's hockey and basketball,

volleyball. You wouldn't find any sports like football or outdoor soccer here. We don't have any grass.

Inuktitut

Karliin Aariak: . . . [Inuktitut] can be a lot stronger in smaller communities. Iqaluit Teen: Up here [in Iqaluit] when . . . you hear the younger kids it's all like broken up and, like, mixed up with English and it doesn't really make sense.

Iqaluit Teen: Even older people, like, yesterday one of my Mom's friends, she was talking and it was totally . . . like her language is so . . . messed up. . . . If you want to learn the language, go to a small community where they have good language and good speaking . . .

Iqaluit Teen: [It's] good [to] communicate with the elders because the elders can't speak English or a lot of them can't, so if they're talking to you and want to tell you something about your past and stuff . . . you've got to be able to understand them and like the culture, and if you don't understand you're not going to really understand the culture much.

A Different Atmosphere in School

Karliin Aariak: Now, what about language and education? What makes the schooling up here different than any other place in Canada?

Iqaluit Teen: Only our school is the best. And so, like, it's more laid back. . . . Our teachers don't have to wear ties and we don't have to call them Mrs. or Mr. and it's like . . . I think a lot of things we see in our school if it was done down south it would be more zero

tolerance, but we don't have other schools to go to in town so . . . instead of kicking people out, people in our schools help the students.

Daney: . . . Here you see your teachers all the time, so you get to know them on a personal level. So it's a lot more comfortable to be around the teachers a lot of the time. There's a lot more activities. Like the teachers and like other people from outside still get, like, really involved with school. . . .

Karliin Aariak: Did you notice the language too, that you know there's a lot of people that speak Inuktitut?

Iqaluit Teen: Yeah. And I thought it was really cool that you actually heard the language being spoken around the school because . . . like, we had French in our school [in the South] but you didn't hear students speaking French around the school or anything.

Racism in Iqaluit

Karliin Aariak: M-hm. So the next e-mail: Is racism an issue in your community and how do you deal with it?

Iqaluit Teen: You notice it . . . [it's] not as bad as it used to be . . . but you see it in some places, like when you go to a place, for example, the racquet club. I walk in there and I mean I'm not even full Inuk, and they just, they stare at you. It's kind of . . . it's hard for us because we're . . . like, we learn to accept it, and I mean we shouldn't just accept it because up here it's our land and they come here and treat us like that. But I think it's not as bad as it used to be. Sometimes you notice it in the schools too. But . . . a lot of the white kids that have lived here for a long time have really good Inuit friends and they even learn a lot of [Inuktitut] words.

Karliin Aariak: It can give you another perspective on how to treat other people

that are different cultures. You respect them a little bit more because you've gone through it yourself.

Iqaluit Teen: Yeah. Like we're . . . like totally . . . like any other culture. I go down south and I totally like . . . respect it more. You're so much more interested in learning about other cultures.

Maintaining Inuit Culture

Karliin Aariak: M-hm. Now we've got an e-mail from Dina from Manitoba. What does the school do to maintain the Inuit culture? What do you guys do at Inuktitut High School?

Iqaluit Teen: We have some sewing programs and a drum dancing group. There was a throat singing group last year and there's also the Inuktitut class and the Inuktitut, the square dancing.

Karliin Aariak: I guess dressing for winter too is also another way of showing your culture because up here we have our cumiks, the sealskin cumiks, for caribou.

Iqaluit Teen: Yeah, parkas. Sealskin is really warm.

Iqaluit Teen: We have really nice spring weather.

Iqaluit Teen: It's the best, the spring. Under zero and it's all sunny and just beautiful out.

Iqaluit Teen: And you can get a tan.

Post-Secondary Education

Karliin Aariak: Here's another one. How many people leave after high school to pursue post-secondary education or to live down south?

Iqaluit Teen: The number is getting higher. A lot of people are trying to leave. Like in the past few years we've had more grads leave to go down south but still have a lot of people that just stay here . . . which is okay because we have a college here too.

Karliin Aariak: Now, do most of you plan to go to, like, university or college afterward? I mean that would mean leaving home, right. . . . Would it be hard to do that? Are you guys excited?

Iqaluit Teen: I'm very excited.

Iqaluit Teen: Yeah, I'd be scared for a while, but then I'd want to come back.

any worse up here.

Iqaluit Teen: You just see it more.

Karliin Aariak: So how do you guys deal with it?

Iqaluit Teen: Just brush it off, I guess . . . and it's not hard drugs. Like, marijuana you see once in a while, but that's about it.

Drug Problems

Karliin Aariak: Here's the last one, I think, before we run out of time here.

Are there drug problems in the school? If so, how do you deal with it?

Iqaluit Teen: Our drugs problems are the same as everywhere else. It's not

Karliin Aariak: Well, thanks everyone for participating in the discussion! Bye.

Source: Official transcript from Indian and Northern Affairs Canada, Transcription prepared by Media Q, www.ainc-inac.gc.ca/nr/tran/cyc_e.html, accessed on April 27, 2005.

Inquiry Activities

1. Is life as an Iqaluit teen the same as or different from your life? Cite one example to help you explain your opinion.
2. What issues concern the Iqaluit teens? Are they the same as the issues that concern you? Why or why not?
3. Choose one of the eight topics discussed above. Respond to it in a journal format. Find a parallel in your life. Explain why your point of view about the issue raised is the same as or different from the Iqaluit teens' points of view.
4. If you're a teenager living in Nunavut, choose one of the eight topics above. From your experience, do you think the opinions expressed above are typical of the opinions of all Nunavut teens? How are things different in your community? How are they the same?

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Activity

Nunavut Tourism Numbers
10: number of times per year cruise ships stop in Nunavut
24: hours of daylight in summer
58: number of hotels and bed and breakfasts
500: number of jobs created by tourism
731: number of rooms open for tourists
\$1 900: amount the average tourist spent on a trip in 2000
33 000: number of tourists who visited in 2000
\$30-million: tourism earnings per year

Source: www.nnsl.com/ops/tournuna.html

Tourism is a new industry in Nunavut because not many people know about it. When Nunavut split from the Northwest Territories in 1999, the tourism infrastructure was negligible. Small businesses in Nunavut are now offering hotel rooms, guided nature adventures, and hunting and fishing vacations. But going to Nunavut is expensive. Besides the high cost of living, people have to fly from far, far away.

Would you like to visit Nunavut? It's a wonderful destination if you like hunting or fishing. It's also got whale watching, kayaking, camping, dog-team rides, mountain climbing, berry-picking, traditional Inuit culture, and teens to meet at the community centres.

Assume that you have an unlimited budget. Plan out a dream vacation to Nunavut by gathering information on the Internet or in your library. Perhaps you would like to see the northern lights. Or take part in an Inuit square dance. Or spend a night at a real Inuit winter camp.

Step One: Research

In a small group, divide the task of researching your trip as follows.

- pros and cons of types of travel, e.g., cruise, wilderness camping, guided hunting expedition
- types of activities, such as whale-watching and visiting an artist's co-op in Cape Dorset
- possible events or festivals to see and take part in
- climate data for Nunavut for various times of the year
- types of accommodation, including staying with an Inuit family
- how to get there—from what cities and on what airlines
- how to avoid or cope with dangerous wildlife encounters

Research at the library and on the Internet. The Nunavut Tourism Web site at www.nunavuttourism.com will be particularly helpful.

Step Two: Share and Discuss

Now report back to your group partners and discuss each of the items listed above.

Step Three: Develop a Trip Itinerary

Based on your research, develop a trip itinerary for a three-week trip. (See the sample chart below to help you organize your ideas. A trip itinerary should do the following:

- list where you will be and what you will do on each day of your trip
- state where you will be staying each night
- provide airline or other transportation information

Date/Day	Description of Day's Activities	Mode of Travel and Destination (if pertinent)	Accommodations
1			
2			
3			
4			
5			
6			
7			

Note, don't forget to give yourself some time to relax! A night off at the movies can be just as much fun in Iqaluit as it is at home.

Step Four: Make a Map

On a blank map of Nunavut or Canada, label all the places you will visit, and the dates when you'll be staying there. Draw the route of your planned trip from start to finish. Don't forget to make a legend and give a title to your map.