

Scavenger Hunt: Stephen Angulalik Name: _____

Go to the Kitikmeot Heritage Society (KHS) website and complete the following scavenger hunt to learn more about the KHS and Steven Angulalik.

(www.kitikmeotheritage.ca)

1. What are two ways that KHS promotes the history of the Kitikmeot region in Nunavut? (there are six ways listed)
 - *Collecting oral history of elders*
 - *Collecting historical information and archives*
 - *Preserving archaeological sites through oral history and archaeological study*
 - *Using the information collected to promote and preserve Inuinnaqtun and Inuktitut (these are languages of the Kitikmeot region – Inuinnaqtun is a dialect of Inuktitut)*
 - *Developing educational and learning materials*
 - *Promoting and celebrating the cultures and traditions of the people*
2. What are two projects that the KHS is doing or has done that you might find interesting? (there are 11 projects listed) Select one of these projects and describe it. Be prepared to share this with your classmates.

Answers will vary.

- *Elders oral history camps during the summers of 1996, '97, '98 and '99 at Kuukyuak (Perry River);*
- *A combined archaeological and oral history project at Uvajuq (Mount Pelly);*
- *The commissioning of print artist Elsie Klengenber to produce 20 prints depicting the legend of Uvajuq. These prints were subsequently used in a documentary film, in a book, and in a Winnipeg Art Gallery mounted exhibition;*
- *The production of three documentary films, co-produced with award-winning filmmaker Vic Pelletier. The legend of Uvajuq, stone carving and drum dancing were the subjects of the documentaries which comprise the Kitikmeot Series. The series was broadcast in French and English across Canada and Europe;*
- *Co-publication of Uvajuq - The Origin of Death, a book based on the legend recounted by elders from the Cambridge Bay area and illustrated by Elsie Klengenber. The book is available through booksellers across Canada;*
- *Publication of a series of Inuinnaqtun and English short stories based on oral history interviews. The book was produced as a resource for use in Nunavut Arctic College, the high schools and for use in the public library;*
- *A traditional knowledge project on seals and seal-hunting;*
- *Oral history research conducted in Pelly Bay, Taloyoak, Cambridge Bay and Gjoa Haven;*
- *A combined traditional knowledge and archaeological project at Iqaluktuuq, Nunavut. The Kitikmeot Heritage Society initiated this long-term project in partnership with Dr. Max Friesen and the University of Toronto's Department of Anthropology. The project, which began in 1999, is now in its 5th year;*
- *Construction of a combined regional museum, archives, cultural centre and public library in the community of Cambridge Bay;*
- *Traditional place name research in the Kitikmeot region. This multi-year project will culminate in the development of a traditional place name atlas for the region.*

3. The *Introduction to Stephen Angulalik* page describes the vastness of the Inuit Trade prior to the arrival of Europeans. Find these places on a map.

Inuit traded west to Alaska, south to Churchill, east to Hudson's Bay and perhaps beyond.

4. How and what did the Kitikmeot Inuit trade between regions prior to the arrival of Europeans? (See *Inuit and Trade* as well as the links at the top of this page)

The Inuit of the Kitikmeot participated in Inuit networks of contact and trade for centuries before the arrival of European fur traders. News, ideas, raw materials, items of Inuit manufacture, and later, European trade goods spread through these networks. Adjacent regional groups traded raw materials such as animal skins, driftwood, flint, soapstone, copper, etc., that were available in their home territory. These materials would be traded unaltered, or sometimes as completed items such as clothing, bows, pots or snow knives. Adjacent regional groups would also act as intermediaries and trade the raw materials or manufactured goods of more distant Inuit groups.

Raw materials that were available in a limited region, or manufactured items that were skilfully made by a certain regional group could be traded over large distances. These items could move by being traded from group to group along the network, or could be secured by individuals making long distance journeys by dog team.

5. After reading about Angulalik and his life, write a 300 word biography. Incorporate his family and working life and how he became an independent fur trader with his own trading post? Write in your own words. (see *Angulalik: Inuk Trader* and the four links at the top of this page)

Essays will vary.

6. What were the names of Angulalik's wives? What do you think a man had to do or be in order to have more than one wife?

At one time he was married to Koloahuk and Kuptana. After their deaths, he married Ekvana. To have more than one wife a man must be a very good provider.

7. In the beginning of the 20th century, commercial whaling was no longer economical therefore the whalers switched to trading for furs. Which fur was popular in the Kitikmeot? How is this different from what was being traded in southern Canada?

In the Kitikmeot the biggest trade item was arctic fox fur while further south the biggest trade item was the beaver pelt.

8. Why was Angulalik's trading post different than others? What did he do that most operators didn't?

Angulalik was different because he would leave and go trapping himself instead of staying to manage the trading post all of the time.

9. There are many people who played an important role in the fur trade industry in the Kitikmeot. Select one of the people listed below and learn about their lives. Be prepared to share their life and importance in the fur trade as well as their connection to Stephen Angulalik with your peers:

- Christian Theodore Pedersen
- Christian Klengenber
- Etna and Ikey Bolt
- Patsy Klengenber
- Hugh Clarke
- George Porter
- Scotty Gall
- Red Pedersen

When you are finished, find three people in your class who wrote about others. Your task is to learn about the lives of at least four of the major players in the fur trade industry.

Answers will vary. Time permitting, have students get into groups representing each of the major players and make a poster display.

10. What are two questions you would ask Stephen Angulalik if you had the chance?

Answers will vary. Time permitting, have one student act as Stephen Angulalik and attempt to answer the questions students ask. Please ensure they are being respectful.