

# MALIJUAQ

*territorial park*

## HERITAGE APPRECIATION PLAN



March 2023

Approved by the Park Advisory Committee for  
Malijuaq Territorial Park.

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Cover photo: NVision/Nunavut Parks

Report photos: NVision/Nunavut Parks





## ACKNOWLEDGEMENTS

*The following individuals and organizations are recognized for their assistance and support.*

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# EXECUTIVE SUMMARY

## Malijuaq Heritage Appreciation Plan

Malijuaq has always been an important place to harvest both marine and terrestrial animals, and a seasonal travel corridor for Kinngarmut and their ancestors. Ptarmigan, geese and ducks nest and feed on the land, and the waters around the island are rich in fish, seafood and whales.

Malijuaq protects the places where our ancestors used to live, including the cultural features at Akia that include qammuq (sod houses), caches, qayaq stands, and burial sites. All of these features represent the important history of our community. The park shares our history and way of life with residents, student groups and visitors to our community through interpretive signage, and displays at the Malijuaq Visitor Centre. Guided tours of the park and Visitor Centre support the local tourism economy and provide direct economic benefits for Kinngait.

Through Malijuaq's Heritage Appreciation Program, unique stories and information about the park and its resources are shared with community members and visitors to increase awareness of the park's heritage value and the importance of respecting and protecting its resources for future generations. The Heritage Appreciation Program is also meant to encourage people to consider new perspectives and participate in new experiences, broadening their knowledge and understanding of the park's significance and the special connection that families in Kinngait have to the park.

This Malijuaq Heritage Appreciation Plan (HAP) aims to help all audiences celebrate the park's theme, "Written in Stone – Our memories, stories and heritage". It is an opportunity to educate visitors by sharing the stories that illustrate the cultural significance that this important place has for Inuit. The Master Plan for Malijuaq identifies four park-specific goals:

1. Conserve and protect Malijuaq's Cultural and Natural Resources
2. Use Heritage Appreciation to connect Inuit of Kinngait to their past and educate all people about their history and culture
3. Support safe enjoyment of the park
4. Create economic benefits from park tourism

The park's Master Plan also recommends controlled development to ensure safety, protection of resources, tourism opportunities, and other actions to help develop this HAP.

The Heritage Appreciation Plan identifies several objectives for heritage appreciation and presents a strategy and action plan to enable the Nunavut Parks and Special Places (NP&SP) Division in providing interpretation, education, and public communications to a variety of audiences, both within the park and within the community of Kinngait over the next ten years.

This HAP should be used by the Malijuaq Park Advisory Committee, NP&SP staff, and contractors when planning and implementing the Heritage Appreciation Program at Malijuaq and addresses the following topics:

- Gaps, challenges, and resources to be addressed in the future.
- Audiences for the program and the messages to convey to each audience.
- Materials and tools required for communicating / programming with each audience in the park, in the community, or online.
- An implementation strategy to develop the park's Heritage Appreciation Program over future years.
- Monitoring and evaluation of the different materials / programming to see if they are working.
- Supporting documents to carry out the necessary work.

The Malijuaq Heritage Appreciation Plan was developed based on recommendations presented in the Malijuaq Master and Management Plans and is informed by the Complete Inventory of Park Resources. It achieves the objectives and requirements for heritage appreciation in keeping with the *NP&SP Framework for Planning Heritage Appreciation/Interpretive Programs, the 2016-2021 NP&SP Heritage Appreciation Strategy*, the Umbrella Inuit Impact Benefit Agreement for Territorial Parks in the Nunavut Settlement Area (IIBA) and other guiding documents for the Park and the Government of Nunavut, Department of Environment's NP&SP Division.

## Organization of the Report

The Malijuaq Territorial Park Heritage Appreciation Plan contains five main sections as well as a collection of supporting documents and templates in the Appendix.

The five main sections include:

1. **The Introduction** – Provides an overview of Kajaasarviit: NP&SP Program with a focus on heritage appreciation.
2. **Malijuaq Territorial Park** – Provides background on the park's context, purpose, resources, and planning requirements that directly inform the Heritage Appreciation Program.
3. **Essentials of Heritage Appreciation at Malijuaq** – Identifies the interpretive theme and sub-themes, audiences, key messages and methodology that have been used to develop the HAP and should be considered when planning or developing any heritage appreciation materials for the park in the future.
4. **Malijuaq Heritage Appreciation Strategy** – Outlines the specific programs and materials that are recommended to bring the park's Heritage Appreciation Program up-to-date and in conformity with the park's Master Plan and other statutory requirements.
5. **Malijuaq Heritage Appreciation Implementation** – Presents the actions, timeline, and estimated budget required to implement the park's 2023-33 Heritage Appreciation Plan and identifies the responsibilities, important partnerships, and monitoring and evaluation guidelines to help ensure that implementation is successful.













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# 1 INTRODUCTION

*Nunavut parks and special places represent the best sites in Nunavut for learning about our natural and cultural heritage. Parks and special places provide educational and recreational experiences that can foster the development of conservation and stewardship values in Nunavummiut and other park visitors.*

## 1.1 HERITAGE APPRECIATION IN CONTEXT

The Government of Nunavut (GN), Department of Environment's Nunavut Parks and Special Places Division (NP&SP) develops and manages the natural and cultural heritage of Nunavut through a territorial program that focuses on five areas:

1. Parks Program Development, including Canadian Heritage Rivers.
2. Parks Planning & Establishment.
3. Parks Facilities and Operations Planning.
4. Parks Heritage Appreciation.
5. Parks Geospatial & Information Technology.

The fourth area, *Parks Heritage Appreciation*, is where NP&SP:

- Supports and celebrates the protection and stewardship of Inuit natural and cultural heritage (culture, language, and relationships with the land).
- Engages communities, partners, Nunavummiut, and visitors through information and educational experiences.
- Supports the development of heritage experiences that can provide economic and recreational benefits for Nunavummiut and visitors.

Heritage appreciation provides Nunavummiut, visitors, and other stakeholders with an opportunity to increase their awareness of the natural and cultural heritage in our parks and understand the role of parks within Nunavut. Heritage appreciation is accomplished by engaging visitors in the story of a park, presenting communications to the public from the Division, and providing educational opportunities. .

In achieving the goals under *Parks Heritage Appreciation*, we can also effectively satisfy the heritage appreciation-related requirements in the other areas. For example, heritage appreciation is a critical component to the mission and goals of Kajjausarviit: Nunavut Parks Program and in fulfilling the Division's obligations under the Inuit Impact and Benefit Agreement for Territorial Parks (IIBA).

As such, the role of heritage appreciation must be considered by GN staff, by Joint Planning and Management Committees, and by contractors working on behalf of NP&SP, in all planning, communication, education, and experience-based activities offered through Nunavut Parks. The planning and implementation for heritage appreciation under Kajjausarviit: Nunavut Parks Program occurs both as Nunavut-wide initiatives and at a park-specific level.

### *Vision Statement for the Nunavut Parks Heritage Appreciation Program:*

*Heritage appreciation celebrates the unique relationship of the heritage of Inuit culture, environment, and resources that are a part of our parks. Our Heritage Appreciation Program connects communities to their parks and will reach every Nunavummiut and park visitor to increase their understanding, enjoyment, and stewardship of the cultural and natural heritage in Nunavut's parks.*

### 1.1.1 HERITAGE APPRECIATION AND KAJJAUSARVIIT: NUNAVUT PARKS PROGRAM

Kajjausarviit: Nunavut Parks Program seeks to achieve the following three goals:

#### **Goal 1: Protect Nunavut's Natural and Cultural Landscapes**

**Kajjausarviit:** Nunavut Parks Program identifies, protects, and promotes Nunavut's natural and cultural heritage as well as its biodiversity, integrity, and unique natural and cultural landscapes and resources.

- Through heritage appreciation, Nunavummiut and visitors will share knowledge of the significance of the natural and heritage resources in our territory and the importance of stewardship of these resources.

#### **Goal 2: Enhance Community and Visitor Experience**

**Kajjausarviit:** Nunavut Parks Program promotes opportunities for appropriate, safe, and accessible recreation and increased public enjoyment consistent with the protection of the natural and cultural values. Nunavut Parks are important destinations and attractions for Nunavummiut and visitors, providing direct and indirect economic benefit to communities.

- Heritage appreciation provides programs and activities in our parks and communities that encourage active participation of Nunavummiut and visitors.
- Heritage appreciation develops tools and key messages for NP&SP to communicate directly and indirectly with Nunavummiut, park visitors, and partners.
- Through heritage appreciation, NP&SP increases awareness and educates Nunavummiut and park visitors.

#### **Goal 3: Engage the Community in Heritage Appreciation and Conservation**

**Kajjausarviit:** Nunavut Parks Program fosters pride, understanding, knowledge, and appreciation of the Territory's diverse and unique natural and cultural heritage for both residents and visitors.

- Heritage appreciation planning, management, and operational actions are prepared through joint planning and management with park communities.
- Heritage appreciation documents and shares information on the current and past uses of a park's natural and cultural resources.
- Heritage appreciation provides programs and activities for residents and visitors that promote and celebrate the natural and cultural heritage of our parks.





### 1.1.2 GOALS AND GUIDELINES FOR THE HERITAGE APPRECIATION PROGRAM

The NP&SP Heritage Appreciation Program sets out a vision for Nunavut's parks, defines the goals and principles that drive the Program, and describes the park's joint planning and management requirements.

NP&SP's vision for heritage appreciation states:

*Heritage appreciation celebrates the unique relationship of the heritage of Inuit culture, environment and resources that are a part of our parks. Our Heritage Appreciation Program connects communities to their parks and will reach every Nunavummiut and park visitor to increase their understanding, enjoyment, and stewardship of the cultural and natural heritage in Nunavut's Parks.*

The primary goals of heritage appreciation – to increase awareness and promote stewardship of the natural and cultural heritage in Nunavut parks – can be achieved through a variety of approaches:

- Interpretative displays and signage within the parks
- Interpretation delivered by park staff and local tourism providers
- Cultural events in affected communities and parks
- Educational programs and career development in communities and parks
- Promotional and informational materials
- Public communications
- Promotion of Inuit business and tourism providers
- Promotion and sale of local arts and products

In some parks, heritage appreciation may also be enhanced through special projects such as archaeological site inventories or oral history projects, which contribute data and understanding of heritage resources and sites of significance to Inuit.

To ensure that all Nunavut Park heritage appreciation planning is done in a consistent manner across Nunavut and to establish strategic goals for the Heritage Appreciation Program, NP&SP has created two guiding documents: *The Framework for Planning Heritage Appreciation/Interpretive Programs* and *The Nunavut Parks and Special Places Heritage Appreciation Strategy*. These documents are linked to a series of planning frameworks that represent a comprehensive, consistent, and integrated planning and management system to guide Kajjausarviit: Nunavut Parks Program.

### 1.1.3 FRAMEWORK FOR PLANNING HERITAGE APPRECIATION/INTERPRETIVE PROGRAMS

*The Framework for Planning Heritage Appreciation/Interpretive Programs* (HA Framework) provides direction on the protocol for park heritage appreciation programs; the engagement of the public, communities and specifically youth; and key messages that NP&SP aims to communicate in all parks. NP&SP has specific obligations under the Nunavut Land Claims Agreement (NLCA) (primarily Articles 8 and 9) and the IIBA. The HA Framework identifies and defines those statutory requirements and sets out measures and approaches to ensure that the obligations related to heritage appreciation are met. The framework also explains the relationship between heritage appreciation and the goals of Kajjausarviit: Nunavut Parks Program.

Included in the HA Framework are detailed guidelines for visual identity and content of any materials that will be prepared under the NP&SP Heritage Appreciation Program, including interpretative, communication, and educational elements. These guidelines identify each element of the Program, define the minimum requirements for the content, and provide a standard for the quality and consistency of materials to ensure consistency in all Nunavut Parks and program activities. The HA Framework must always be consulted when undertaking any planning or development activity related to heritage appreciation.

Section 4 of the HA Framework includes specific guidelines for the following elements to aid in the planning and development of park-specific heritage appreciation plans:

- Visual Guideline Identity
- Print Material
- Presentation Material
- Park Infrastructure and Display
- Public and Cultural Events
- Educational Modules
- Media (Public Communications)

The HA Framework is also used to inform divisional five-year strategies, which will be discussed next.



#### 1.1.4 HERITAGE APPRECIATION STRATEGY

The purpose of the *Heritage Appreciation Strategy* (HA Strategy) is to guide the Division's heritage appreciation planning over a five-year period, toward achieving the Program's vision for heritage appreciation. The term of the HA Strategy is five years, but it may also identify long-term goals to be implemented over a longer timeframe. The HA Strategy is developed to ensure compliance with the GN's obligations under the NA and under the IIBA, and it will be reviewed and renewed by NP&SP every five years.

The current HA Strategy (2016-21) includes goals and objectives that are both Nunavut wide and park specific. The HA Strategy aims to achieve NP&SP's vision for heritage appreciation through planning and activities in five key areas:

1. Park Interpretive Programs
2. Inuit Tourism Strategies
3. Community Events
4. Education and Youth Programs
5. Communications

For each of these areas, the HA Strategy sets out a strategic goal and related objectives, several of which can be accomplished through the completion and subsequent implementation of park-specific heritage appreciation plans. These specific goals and objectives are detailed in Section 3 of the 2016-21 HA Strategy.



## 1.2 PURPOSE OF THE MALIJUAQ HERITAGE APPRECIATION PLAN

A park-specific Heritage Appreciation Plan (HAP) provides a comprehensive strategy for an individual park's approach to interpretation, communication, education, regulation, events, and outreach. This includes the development of any heritage appreciation materials or programming identified in the master plan and actions required by a management plan to address heritage resource management in the park. Park-specific HAPs must follow the requirements specified in the HA Framework and should seek to accomplish the goals and objectives of the HA Strategy.

A Heritage Appreciation Plan for a specific park, such as Malijuaq, provides an opportunity for NP&SP to enhance the understanding of the role of the park in the community and the importance of the park within Nunavut. The HAP describes how stories and information about the park will be shared, and highlights what a visitor should expect from their visit to the park. It also explains how and where regulatory messages that protect the park, its resources, and the people that use the park should be provided. For Malijuaq, heritage appreciation can be used to achieve the park master plan priorities to protect, celebrate and share of the park's significant resources through interpretation and programs.

The HAP for Malijuaq can fulfill the mandate of Kajjausarviit: NP&SP Program by addressing its mission and three goals. The Mission of NP&SP is *"To ensure our natural and cultural heritage is protected, enjoyed, and appreciated using collaborative planning and management processes through the Nunavut Parks Program."*

Through the Malijuaq HAP, NP&SP will:

- **Support the protection and stewardship of the park's natural and cultural heritage.** Heritage appreciation can inform all park users how to use the park sustainably; have minimal impact when travelling in the park; protect cultural artifacts from disturbance; and understand the park's environment and history.
- **Celebrate the heritage of the park through the interpretive theme "Written in Stone: Our memories, stories and heritage."** The unique stories of Malijuaq will be shared with the community and visitors to demonstrate the value of the park's natural and cultural landscapes and resources. The HAP will record and share traditional and scientific knowledge about the park for the purpose of developing awareness of the cultural significance of the park to ensure this knowledge is carried forward for future generations.
- **Engage the community of Kinngait and other park visitors through information, educational experiences, and communications about the park.** An aim of heritage appreciation is to engage residents and visitors with the park and foster pride and respect of the park's natural and cultural heritage.

The Malijuaq HAP should also stimulate opportunities for the development of heritage-related experiences among local outfitters, resulting in economic and recreational benefits for Nunavummiut and visitors. Guided interpretive tours of the Akia area are currently offered to tourists and cruise ship/yacht landing parties, while the Visitor Centre is available during tourism season for group visits. The Master Plan also encourages visitors (tourists and Qalunaat/non-Inuit residents) to travel with a guide or knowledgeable local resident if they are planning to cross the eastern causeway. This opportunity for local businesses can be enhanced through the development of heritage appreciation materials and tools that are designed to support local tourism initiatives and can be linked to the Kinngait Inuit Tourism Strategy (discussed later in section 5.4.2), as well as territory-wide tourism strategies and initiatives.

The Malijuaq HAP can also address the principles and objectives of the IIBA for park information, materials, and facilities. The IIBA articles and provisions specific to park interpretive programs and the planning or development of heritage appreciation programs are referenced throughout the HA Framework.

Park-specific HAP implementation will require both short-term (1-10 years) and long-term (beyond 10 years) actions and delivery. The resources required to implement the Malijuaq HAP will be considered in the annual budgets of NP&SP and collaborating departments as well as any park-specific work plans and budgets prepared by the Kinngait Park Advisory Committee (PAC) <sup>1</sup> and approved by the Nunavut Joint Planning and Management Committee (NJPMC).

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<sup>1</sup> The NJPMC is assigned planning and management responsibilities for Historic Parks. Through NJPMC Record of Decision 2019-002 the Kinngait Park Advisory Committee (PAC) was established to provide the local and Inuit perspective and recommendations for Malijuaq Territorial Park.













## 2 MALIJUAQ TERRITORIAL PARK

*This section summarizes the legislated purpose of Malijuaq Territorial Park and describes its overall significance based on the 2022 Malijuaq Master Plan. It also presents a summary of the park's goals and objectives that relate to heritage appreciation and an inventory of the park's existing heritage appreciation infrastructure and materials. This information provides important background on the park and forms the basis and justification for the future actions that will be recommended in this Plan to complete Malijuaq's Heritage Appreciation Program.*

### 2.1 PARK CONTEXT, PURPOSE AND VISION

#### 2.1.1 PARK CONTEXT

Malijuaq Territorial Park is located on Mallik Island, directly across Tellik Inlet from the community of Kinngait. The park is approximately 1,827 hectares and encompasses all of Mallik Island.

Near the park entrance, on the southeastern portion of the island, the area features several low hills with rock outcrops and grassy slopes and valleys consisting of sand and gravel. This part of the park holds a high concentration of archaeological features and offers excellent opportunities for heritage appreciation. Several interpretive panels have been installed in this area to provide information about specific features that are found here. A boardwalk and walking trail facilitate visitor access through the area. The western portion of the island is dominated by Maligjuaq ("like a wave" or "tsunami wave"), a large flat-topped mountain with steep cliffs on all sides that is visible from all areas of the park and the community. To the north, the island is characterized by mix of rock outcrops, sand and gravel slopes, ancient beach lines, tundra, wetlands and ponds, as well as a large tidal inlet called Tasiujaruluk. This area provides habitat for geese, shorebirds, and fox, while the larger, deeper ponds support fish. Clam and mussel beds are found in the nearby coastal tidal flats.

Malijuaq has always been an important place to harvest both marine and terrestrial animals, and a seasonal travel corridor for Kingarmiut and their ancestors. The Park is currently used for traditional purposes by local Inuit of Kinngait, including berry picking, clam digging, and hunting, particularly for geese, ptarmigan (spring), and marine mammals (seals, beluga whales, and walrus).

The park protects a high concentration of archaeological features and offers excellent opportunities for heritage appreciation. Several archaeological features that are representative of those found in the park are described in the park's interpretive signage, including: fox traps, tent rings, kayak stands, inuksuit, and Thule winter houses.

The park is accessible by snowmobile in winter, and by boat, ATV or on foot in summer; however, the tidal flats that link the park and community make crossing the flats on foot or by ATV dangerous at times and will require management and travel information to ensure public safety. Skidoo trails in the park are regularly used by residents to access areas beyond and outside of the park boundary.

The Inuit residents of Kinngait make up the largest user group at Malijuaq and share memories of their families camping at Malijuaq in the early days of the settlement of the community. Visitors to the community (non-residents) include cruise ship passengers, business travelers, art collectors, and transient residents (RCMP, teachers, etc.).

A 2022 Malijuaq Territorial Park Master Plan has been prepared to meet the requirements of the Nunavut Agreement (NA) and the Nunavut Park's Umbrella Inuit Impacts and Benefit Agreement (IIBA) as well as territorial legislation including the Territorial Parks Act. The approved Malijuaq Territorial Park Management Plan (2022) was prepared under the IIBA as a companion document to the Master Plan.

The current park classification of Malijuaq Territorial Park under the Territorial Parks Act is “Historic Park”, established to “protect places that hold archaeological or cultural significance for Inuit locally, regionally and territorially.” The park classification will be recognized as *Inuit Nunagiqattaqsimajatuqanginni* with the approval of *Kajjausarviit*: the Nunavut Parks Program and new Territorial Park Act legislation.

The highest priorities of *Inuit Nunagiqattaqsimajatuqanginni* parks are to provide for the protection of the cultural resources or features that contribute to the preservation and promotion of the heritage of Inuit or previous cultural groups. Development in *Inuit Nunagiqattaqsimajatuqanginni* parks will focus on that which protects the park’s purpose, resources, significant features and cultural values; and promotes heritage appreciation.

### 2.1.2 PARK PURPOSE

The people of Kinngait, through the Malijuaq PAC and community input at consultations, have confirmed that the purpose of designating Malijuaq Territorial Park is:

- To share the culture and heritage of Malijuaq.
- To provide opportunities for all visitors to the park to explore and appreciate the land, marine environment, and the cultural sites.
- To protect the cultural and natural resources of the park through stewardship so that future generations can enjoy Malijuaq.
- To provide heritage appreciation and economic benefit opportunities related to the park.

The purpose statement for Malijuaq is directly linked to the NP&SP Program mandate to:

1. Protect a system of natural and cultural landscapes representative of Nunavut;
2. Provide opportunities for residents and visitors to increase their knowledge and appreciation of Nunavut’s natural and cultural landscapes and engage communities in their conservation and appreciation; and
3. Provide opportunities for unique, high-quality visitor experiences and encourage associated economic benefits.

### 2.1.3 PARK VISION

The following vision expresses the long-term ambitions for the park and the enduring value that Malijuaq provides for the people of Kinngait and Nunavut. The vision provides the context for the strategic goals and actions in the Master Plan and Management Plan.

#### *Vision Statement for Malijuaq Territorial Park*

*Malijuaq Territorial Park holds our memories, stories and heritage. The park is a peaceful place to share our culture and enjoy our land, sea, and wildlife.*





## 2.2 PARK RESOURCES THAT INFORM HERITAGE APPRECIATION

Malijuaq has always been an important place to harvest marine and terrestrial animals, and a seasonal travel corridor for Kingarmiut and their ancestors. The park protects the places where our ancestors used to live, including the cultural features at Akia like qammuq (sod houses), caches, qayaq stands, and burial sites. All of these features represent the important history of our the region. Wildlife is also abundant in the park and surrounding area. Ptarmigan, geese and ducks nest and feed on the land, and the waters around the island are rich in fish, seafood and whales.

The existing archaeological record for the park includes 24 recorded sites. The park is dominated by the collection of features located in the Akia area (LbFn-7 Mallikjuaq), which has 9 visually impressive house pits situated beside a pond, and, 3 isolated house pits on successively lower relic beaches above Tellik Inlet. Most sites have no clear cultural affiliation but, since they are located below 15 m asl, they are presumably late Thule or Historic Inuit in age. Four existing sites, all at higher elevations, have been ascribed to the Pre-Dorset or Dorset period, based on lithic artifacts found on the surface or the presence of “heavy” tent ring dwellings at higher elevations.

The 2019 archaeological inventory revisited 10 of the 24 previously recorded sites in the park, all of which are located on the eastern peninsula. The 2019 inventory recorded 31 “new” sites, including some that can be ascribed to the Dorset and Pre-Dorset, based on the presence of diagnostic material or features. Caches are the most common cultural features found although 15 circular tent rings and 16 “heavy” square tent rings were also recorded. Quartz artifacts were noted on the surface at 2 dwelling sites and at a large quarry complex. A variety of other cultural features were noted in smaller numbers, namely kayak stands, kayak cache forms, solitary hearths, fox traps (box and conical types), and rows of stacked rocks of unknown function.

Mallik Island and its surrounding waters provide habitat that supports several different wildlife species. Terrestrial mammals common to the park are typically small species such as Arctic hare, fox and lemming, while wolves and caribou are also occasionally seen there. Several marine mammals are commonly found in locations near the park at different times of the year, including seals, beluga whales and walrus. Seals are found in different locations off the island, although in the past, they were found closer to the community than they are today. Beluga whales are seen swimming in the channel around the island. There are several bird species found in the area, most of which are migratory and do not stay in the area year-round; however, Canada geese, Snow geese, and Eider ducks regularly use the park as a nesting site each year. There is also a pair of loons that nests each year at the pond near the sod houses at Akia.

Malijuaq is an important location for harvesting and also serves as a travel route to harvesting areas and fishing lakes located beyond the park. Sea-run char are caught using nets in the channel near the community, and also from off the northwest end of Mallik Island. Seals are harvested at different locations around the island, Beluga whales are harvested from boats or with nets, and an occasional walrus is taken. The mudflats that extend along the north shore of Mallik Island, as well as the channel between the park and community, are popular areas for harvesting clams and mussels every full moon in summer (July through to September) when the tide is lowest. Kelp, which is eaten raw or cooked, and often stored in the freezer, also grows in the coastal waters and can wash up onto the shore of the island after a storm where it is regularly harvested by community members. It is considered medicinal and can be made into a tea to drink or added to caribou stew.

Vegetation at Malijuaq is typical of the Eastern Arctic, with plants concentrated around lowland ponds, drainage areas, and along watercourses. In the past, several different plants were harvested for food and fuel, and, until recently, the park has been an especially important place for berry-picking in early fall. The vegetation at Malijuaq is also a food source for geese/ducks and for caribou who occasionally graze in the park. There are some concerns about vegetation loss and erosion along the main trail routes in the park due to snowmobile and ATV traffic.

The rocky coastline near Malijuaq is irregular, indented by deep inlets and rocky islands that become connected to the mainland when large tidal flats form at low tide. These conditions are found at Malijuaq where two different causeways connect Kinngait on Dorset Island to Mallik Island at low tide. The eastern causeway allows safe access to people who want to travel by foot or ATV between the islands; while the western causeway involves crossing a channel of fast-moving water (on the Kinngait side), that is not safe for access. Park users crossing the causeway between the community and park at low tide must be encouraged to use caution – Hudson Strait has the greatest tidal range in the Canadian Arctic at 3m. The park is also regularly accessed by snowmobile in winter, and boat in summer.

The largest park user group is the residents of Kinngait, with the majority of park users being Inuit. Community members use the park for harvesting, travel and relaxation. The park is used throughout the year, although community use is highest in the late winter and spring for hunting ptarmigan, whale harvesting off the coast of the island, or traveling to fishing areas; and in the summer for clam digging, mussel collection, and some berry harvesting. Due to dangerous travel conditions, the PAC recommends that new residents travel to the park with a guide or local resident until they have developed land skills and familiarity with the park.

Current economic opportunities in Malijuaq/Kinngait focus on tourism, with outfitters providing day trips and tours to the park. Guided tours include transportation to the park, a tour of the island's historic sites, wildlife and plants, as well as tea and bannock. Kinngait is an artistic community and main stop for arctic cruise ships. Their passengers make up the main visitor group that go to Malijuaq for interpretive tours, although cruise ship visits may not always occur every year due to travel conditions or itinerary

changes. In Kinngait, the West Baffin Eskimo Cooperative also offers an opportunity for visitors to see current artists at work in the studios, and to visit the storied studio of several globally renowned Inuit artists.

Several previous reports, including the park's Master and Management Plans, oral history, as well as the 2022 Malijuaq Territorial Park Inventory of Park Resources, have identified and recorded information on the most significant resources found at the park.

In keeping with the park's 2022 Master Plan, the following resources should be highlighted in Malijuaq's Heritage Appreciation Program:

#### *Natural Resources*

- Hydrology
- Vegetation
- Fish
- Terrestrial wildlife
- Marine Mammals
- Birds
- Geology, Minerals and Physiography
- Climate and Weather

#### *Cultural Features*

- Harvesting and Important Wildlife Areas
- Archaeological Sites and Culturally Significant Sites
- Legends and Place Names
- Travel Routes

The 2022 Park Inventory captures the strong association for the residents of Kinngait with the park, its history, and its surrounding landscape. This includes the history of the whaling period, continuous use of Malijuaq as a seasonal harvesting area, and the importance of the site as a place of cultural significance. The inventory resulted in a *Statement of Significance* for the natural and cultural resources of the park as an expression of the importance that the people of Kinngait have given to the resources in the park.

The Statement of Significance guides how the park's Master and Management Plans must address protection or conservation of key features, maintain Inuit rights, enhance visitor experience, and provide benefits to the community. The Statement of Significance can be used in Malijuaq's heritage appreciation materials to emphasize the park's importance to the people of Kinngait. Additionally, information that was collected during the inventory process, as well as new data that is collected in the future (e.g. through archaeological and oral history projects), can be used to create communication materials around the significant resources of the park.

## *The Statement of Significance for Malijuaq*

*The landscape of Malijuaq has been imprinted by many generations and cultures: Tunniit (Dorset) from over 2500 years ago, Thule from 1000 years ago, Inuit from over 100 years ago, and the current residents of Kinngait that continue to use the island for travel, harvesting, and recreation. Sites of cultural history and archaeological significance identify Malijuaq as a place of historic habitation selected for its closeness to harvesting sites on the land, tidal flats and in the sea.*





## 2.3 2022 MASTER PLAN GOALS, OBJECTIVES AND PROPOSED ACTIONS FOR HERITAGE APPRECIATION

The 2022 Malijuaq Master Plan sets out the goals and objectives that are intended to guide planning and management to achieve the park's vision and purpose. There are four goal statements for Malijuaq. Each goal includes objectives or specific actions that are part of the planning and management approach for the park.

The goals and objectives for Malijuaq Territorial Park are as follows:

### **GOAL 1: CONSERVATION AND PROTECTION**

The natural and cultural heritage is protected for future generations.

### **GOAL 2: HERITAGE APPRECIATION**

Malijuaq connects us to our past and educates all people about our history and culture through a Heritage Appreciation Plan.

### **GOAL 3: ENJOYMENT OF THE PARK**

People enjoy using the park; it is safe; and it is supported by planning and management.

### **GOAL 4: TOURISM**

Economic benefits from park tourism will be developed in Kinngait through an Inuit Tourism Strategy.

Specific to the second goal '*Heritage Appreciation*', the Malijuaq PAC has identified the following objective related to heritage appreciation in the park:

- A Heritage Appreciation Plan and Interpretive Program will be developed and implemented to:
  - Document local knowledge and oral histories of the park.
  - Share stories about our park that connect our history, our families, and our experiences with the park.
  - Promote stewardship through interpretive messages and education.
  - Enhance the interpretive program for the park by updating and expanding the signage, booklet and marketing materials, and visitor centre display.
  - Reach various audiences by making information about the park available through in-park and school programs, and online.



Specific to the third goal '*Enjoyment of the Park*', the Malijuaq PAC has identified the following objectives related to heritage and culture education, awareness, and information-sharing:

- Safe and sustainable travel information will be shared with the public through signage, print materials, communications and programs.
- The park will be monitored and maintained by staff to keep the park and infrastructure clean, care for resources, provide information to park users, and enforce regulations.

Specific to the fourth goal '*Tourism*', the Malijuaq PAC has identified the following objectives related to the park's heritage appreciation program:

- An Inuit Tourism Strategy will be developed and implemented to promote and support park-related tourism opportunities and park-related economic benefits. The Strategy will:
  - Promote Park tours and the use of local outfitters and guides.
  - Promote Heritage Appreciation programs and events to cruise ships companies, business travelers and cultural visitors.
  - Provide information to encourage visitors to buy local arts and crafts.
  - Include a tourism training plan.

To meet these goals and objectives for the park, the Malijuaq HAP takes an approach that includes a variety of programs designed to bring information and awareness about to the park to several different audiences, including schools/educators, community members and visitors.

It also includes projects and recommendations that will support the continued documentation of Inuit Qaujimajatuqangit about Malijuaq and ensure that resources to support the Malijuaq Heritage Appreciation Program will be up-to-date and accessible.

Lastly, it effectively reflects the 2022 Master Plan's priorities for Malijuaq's Heritage Appreciation Program.





### 2.3.1 STRATEGIC OBJECTIVES FOR MALIJUAQ'S HERITAGE APPRECIATION PLAN

With the above-mentioned goals and objectives in mind, the Malijuaq HAP aims to achieve the following strategic objectives. Listed below each objective are the Heritage Appreciation Program components that are recommended as actions to achieve the desired outcome and fulfill all statutory requirements for the park.

**Objective:** *Update and develop Heritage Appreciation and Interpretive Programs to share the unique story of the park with a variety of audiences (through the voices and stories of Kinngait residents), and inform and encourage safe and sustainable use of the park. (Addresses Goal 2 & 3)*

**Target Audience:** Residents, Visitors, Tourism Outfitters and other Community-Based Sustainable Tourism Stakeholders

**Recommended programs and tools:**

- Signage and displays
- Promotional and informational materials (brochures, maps, website)
- Special Projects (to gather information and IQ to support the park's theme)
  - Oral History Documentation
  - Archaeological sites research
  - Visitor Centre Art Project
- In-park educational programs (Learn-to Program, Camps)
- Interpretive training tools
- Inuit Tourism Strategy

**Objective:** *Prepare and deliver education through tool kits prepared for youth that are in school or out of school to increase awareness about the park and encourage the use of the park as a classroom and learning opportunity. (Addresses Goal 2)*

**Target Audience:** Students, Youth, and Teachers in Kinngait

**Recommended programs:**

- Education modules
- In-park educational programs (Learn-to Program, Camps)
- Youth career development
- Annual Student Award

**Objective:** *Promote enjoyment of the park, including awareness of the traditional activities and harvesting, outdoor recreational activities, and tourism opportunities that the park can offer. (Addresses Goals 3 & 4)*

**Target Audience:** Residents and Visitors

**Recommended tools and programs:**

- Public communications (Newsletter, Announcement, Presentations)
- Community/Cultural events
- Updates to Park Image and Video Collection
- Interpretive training tools
- Inuit Tourism Strategy

These 2022 Master Plan goals, objectives, and recommended actions for heritage appreciation form the basis of this 2023-2033 *Malijuaq Territorial Park Heritage Appreciation Plan*.



## 2.4 MANAGEMENT ISSUES AND CHALLENGES THAT INFORM HERITAGE APPRECIATION

Heritage Appreciation offers an ideal opportunity to approach park management issues and challenges through education and engagement, and the Malijuaq PAC is encouraged to use the park's Heritage Appreciation Program to communicate important management messages to park users and the community. The Malijuaq Master Plan states that park heritage appreciation programs will be used to promote stewardship, understanding and respect for natural resources, and minimal impact travel. Through heritage appreciation, key messages can be communicated to park audiences to promote the sustainable use of resources and identify activities or behaviors that have a negative impact on the park.

Table D of the Malijuaq Management Plan identifies several current management challenges and issues that will need to be addressed by NP&SP to meet the vision and goals for the park. The following table demonstrates how these same management challenges and issues can be specifically addressed by the park's Heritage Appreciation Program through the use of key messages and educational initiatives.

Several of these management issues and challenges, which may be current, short-term (1-10 years), or long-term (+10 years), are addressed through the specific strategies and actions presented in the park Management Plan and this Heritage Appreciation Plan.





Table 1: Management Challenges or Issues that can be addressed through components and key messages in Malijuaq’s Heritage Appreciation Program.

Management Challenge/Issue	Heritage Appreciation Program Components						Key Messages					Specific Approach Recommendations
	Signage and Displays	Promotional and Informational Materials	Public Communication (radio shows, announcements, newsletters)	Education (in-park activities, school presentations)	Staff and Outfitter Training	Special Projects	Safe and Sustainable Travel	Minimal Impact	Safety in Bear Country	Regulations that govern Archaeological Resources	Other	
Access to the park is a challenge and safety concern due to the tidal conditions	✓	✓	✓	✓	✓		✓				<div>Restricted Access: The western arm of the causeway is impassible, and information</div> <div>Regulated Access: The eastern arm of the causeway may be accessed during low tide.</div>	<ul style="list-style-type: none"><li>• Restricted access: Signage, brochures, and maps will mark this route “no access”</li><li>• Regulated access:<ul style="list-style-type: none"><li>- Public safety messages to provide warnings and info about ATV use across the tidal flats</li><li>- Inform visitors that they are responsible for their own safety</li><li>- Provide education about safe and sustainable travel and information on the tides, and the danger of crossing the tidal flats</li><li>- Encourage Visitors (tourists and Qalunaat/non-Inuit residents) to travel with a guide or knowledgeable local resident if they are planning to cross the eastern causeway.</li></ul></li><li>• Promotion of the use of local outfitters and guides through the Inuit Tourism Strategy</li><li>• Ongoing monitoring to inform management and operational decisions and regulations, Public Safety Emergency Response planning, visitor registration information, and HA informational materials</li></ul>
Harvesting activities in the park: bird and mammal hunting, fishing, seafood collection, berry picking	✓	✓		✓	✓	✓					<div>Inuit use and rights in the park must be respected</div> <div>Active Harvesting Area</div>	<ul style="list-style-type: none"><li>• Education and information shared on cultural harvesting practices in the park</li><li>• Oral History Project</li><li>• Code of Conduct (for all park users)</li><li>• Training park staff and outfitters so they can confidently discuss Inuit Harvesting Rights with tourists or other individuals who may have questions.</li></ul>
Employment opportunities: direct and indirect socio-economic benefits to Kinngait		✓	✓	✓	✓						<div>Inuit use and rights in the park must be respected</div>	<ul style="list-style-type: none"><li>• Employment opportunities for Inuit in delivery of heritage appreciation programs</li><li>• Programs to inform youth about park and park related employment opportunities</li><li>• Development of a tourism provider training program</li><li>• Kinngait Inuit Tourism Strategy</li><li>• Promotion and marketing of Inuit-owned park-related products and businesses</li></ul>
Park Services and Maintenance: sustain the park’s natural and cultural resources	✓	✓	✓	✓	✓		✓	✓			<div>Remove garbage &amp; waste from park</div> <div>Sustainable vehicle use in areas susceptible to erosion</div>	<ul style="list-style-type: none"><li>• Code of Conduct (for all park users)</li><li>• Additional infrastructure to support increasing visitation, including interpretive structures</li><li>• Educational and informational programs and messages to teach sustainable use and minimal impact travel in the park</li><li>• Training park staff so they can confidently approach park users who are violating a park regulation to inform them of the acceptable behavior(s)</li><li>• Bringing information to guides and outfitters about the rules and regulations pertaining to the park</li></ul>





## 2.5 EXISTING CONDITIONS OF HERITAGE APPRECIATION AT MALIJUAQ

It is important to understand the current conditions at Malijuaq so that we can establish a starting point for the programs, materials, and infrastructure that will be recommended as future actions to meet the park’s goals and objectives for heritage appreciation.

The following table lists the existing heritage appreciation components that have been developed for Malijuaq and indicates whether or not they currently meet the goals, objectives and requirements for the park’s Heritage Appreciation Program.

Table 2: Status of existing heritage appreciation components at Malijuaq in relation to the park’s goals, objectives, and requirements.

Existing Component	Conforms	Requires Update
Signage and Displays		✓
Brochure - Booklet		✓
Website		✓
Park Image and Video Collection		✓

These components that require an update will be addressed later in Section 4.























### 3 ESSENTIALS OF HERITAGE APPRECIATION AT MALIJUAQ

*This section presents the knowledge and considerations that will guide and inform the Malijuaq Heritage Appreciation Program, such as the interpretive themes, audience, and key messages that should be promoted and considered in the park's heritage appreciation components. It also presents the planning methodology that was used to create this Heritage Appreciation Plan for Malijuaq.*

#### 3.1 THEMES

In heritage appreciation and interpretive planning, the *theme* is the main message and presents the viewpoint of the story. Themes are used to define the core content of educational messages that the park offers and are the building blocks on which the park's interpretive services and educational programs are based.

The park's existing interpretive program was developed primarily for a visitor audience and written from an outsider's viewpoint. The 2022 Malijuaq Master Plan recommends that the storytelling be changed to a "first person" narrative where Kinngait residents (past and present) share their knowledge and stories about the park. It also recommends bringing more awareness of the family connections that Kinngait residents have with the park.

To emphasize the continuing connection that Kingarmiut and their ancestors have with the park, the Master Plan recommends that heritage appreciation should celebrate the theme "*Written in Stone – Our memories, stories and heritage*".

Interpretation of the "Written in Stone" theme can focus specifically on the following sub-themes:

- Written in Stone
- Tuniqtaik
- Akia
- Living with Our History
- Stewardship

The theme and sub-themes will provide the framework for all Heritage Appreciation Program messages and resources and may be used to inspire graphics and design elements for the park or park materials.

The following table describes the five sub-themes listed above and offers a variety of interpretive topics that can be explored and shared through the park's heritage appreciation.

#### *Written in Stone*

*As you look at the island from a distance, the low, rolling, treeless hills look like a series of waves. Mallikjuaq means The Big Wave in Inuktitut and the island has been the site of permanent and temporary camps on and off for longer than 1000 years.*

*Today, people visit Mallikjuaq Island for long walks, picnics, school outings and an occasional hunting trip. But the island is most significant to local people today because it represents a way of life now long gone. Elders want young people to make a connection to that way of life. They want to keep the island and the old places undisturbed so their people can continue to enjoy the land and its history as they have done for hundreds of years.*

Excerpt from:

"Written in Stone – A Guide to the Trails of Mallikjuaq and Dorset Islands" - 1983

Table 3: Planning Matrix for Suggested Interpretive Themes from the 2022 Master Plan.

<i>Subthemes</i>	<i>Subtheme Description from the 2022 Master Plan</i>	<i>Suggested Topics for Interpretation</i>
	<b>Theme: Written in Stone – Our memories, stories and heritage</b>	
<i>Written in Stone</i>	This sub-theme is documented in the existing interpretive materials, describing the cultural built features of the park (e.g., sod houses; qayaq stands; fox traps; etc.). The sub-theme will expand the information on the purpose of each structure to include local Inuit knowledge and stories on why and how features were built or used; and the traditional, cultural and scientific knowledge that can be shared about the purpose of each structure (e.g., how the construction of a sod house managed heat and cold; etc.).	<ul style="list-style-type: none"> <li>• IQ about previous cultural groups (historic Inuit, Thule, Dorset (or Tunnit), and Pre-Dorset cultures)</li> <li>• IQ about built features, including use and purpose of each feature; building techniques; and the innovation behind the features construction</li> <li>• Personal stories associated with built features</li> </ul>
<i>Tuniqtait</i>	This sub-theme will expand on the information that exists for the Thule Winter Houses at Akia to describe the way that life was lived in these dwellings through the seasons.	<ul style="list-style-type: none"> <li>• Stories will be shared about the set up inside the house</li> <li>• How Thule lived (e.g., they slept with their legs elevated)</li> <li>• The roles of men, women and children</li> <li>• What family life might have been like in the past including, but not limited to the people's diet and food preparation, travel, clothing and possessions..</li> </ul>
<i>Akia</i>	This sub-theme will put all Akia's cultural resource structures into context by mapping and explaining what can be viewed in this part of the island.	<ul style="list-style-type: none"> <li>• The Akia resources will be described by their cultural group associations and a timeline will be provided for how and when occupation occurred on the island.</li> <li>• Maps will also link Akia to other important areas around Malijuaq, including historic harvesting areas, travel routes, and other seasonal camping areas.</li> <li>• The stories will also describe the use of the island as a camp in the early days of community settlement at Kinngait.</li> </ul>
<i>Living with Our History</i>	This sub-theme will describe how the park has been used continuously. It will focus on sharing memories and stories about the importance of the park to today's residents: as a place to connect to their heritage; a place to harvest; a place to learn and relax.	<ul style="list-style-type: none"> <li>• The park's important areas, wildlife species, and place names will be shared.</li> <li>• The location of the park in relation to seasonal harvesting areas in the region will be described.</li> <li>• A seasonal calendar for the park will be created to describe the uses and resources.</li> </ul>
<i>Stewardship</i>	This sub-theme will describe the park's stewardship approach that is based in <i>Inuit Qaujimajatuqangit</i> and informed by contemporary knowledge and science.	<ul style="list-style-type: none"> <li>• Address issues facing the park; including but not limited to natural environment damage caused by vehicles and climate change; the protection of cultural resources; and sustainable harvesting practices.</li> <li>• Interpretive and educational messages will teach all park users how to contribute to stewardship.</li> </ul>







## 3.2 AUDIENCES

Developing and implementing the Malijuaq HAP requires an understanding of “who” will benefit from the key messages, materials, and tools being proposed about and for the park. These people are referred to as the audience for the Heritage Appreciation Plan, and each group’s needs must be considered for the benefits to be realized.

Since the Heritage Appreciation Program will be developed and implemented over several years as financial and human resources permit, this plan has identified the primary audience, or those groups that will benefit directly from the Heritage Appreciation Program components, and the secondary audience as those who will receive benefits indirectly from the proposed actions.

There are two primary audiences for an Inuit Nunagiqattasimajatuqanginni park: Residents and Visitors. Detailed information on these visitor groups can be found in the park’s Master Plan (section 2.2.4) and Management Plan (section 2.3.3)

As mentioned in the previous section, the existing interpretive program for Malijuaq was developed primarily for visitor audiences. To better serve Kingarmiut, any new or updated interpretive content should be specifically developed for local audiences such as the general public, school and youth groups.

The development and implementation of the Malijuaq HAP will result in resources that may also indirectly benefit the following groups:

- Media (paper, ads, magazine, etc.) that may develop features on the park or the community.
- Online Visitors that can access resources about the park on the NP&SP website.
- Schools outside of Kinngait that can access online resources about the park.

The following table presents the specific audience groups that will benefit directly from the park’s Heritage Appreciation Program. As the table demonstrates, there are several audience types that would be best served by the same types of materials, tools, and key messages that are also required by other audiences. This overlap provides NP&SP with the opportunity to develop materials that are suitable for multiple audiences. A good example of this would be a park map brochure that could be distributed to residents of Kinngait and tourists coming from other places, or park interpretive training materials that could benefit both Inuit Tourism Operators and park staff.

### *Primary Audiences for Malijuaq HAP*

- Inuit & non-Inuit Residents
- Visitors (Tourists)





Table 4: Malijuaq Heritage Appreciation Plan Audience Needs

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Kinngait Schools	Students	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li><li>• Stewardship and respect for parks, specifically the impact of ATV use, vandalism, and garbage</li></ul>	<ul style="list-style-type: none"><li>• Communication materials (e.g., newsletters, brochures, park map, presentations, social media)</li><li>• Education and youth programs (e.g., education module-based information about the park for use in the classroom, science camps, outdoor classroom)</li></ul>
	Teachers	Primary audience	<ul style="list-style-type: none"><li>• Teaching modules</li><li>• On-line information or resources for projects, homework, or assignments</li></ul>	<ul style="list-style-type: none"><li>• Education and youth programs (e.g., Design and development of teacher resource kits that include module-based information about the park for use in the classroom)</li></ul>
Residents of Kinngait	Inuit and non-Inuit residents using the park and surrounding area	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA<ul style="list-style-type: none"><li>- Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li></ul></li><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li><li>• Stewardship and respect for parks, specifically the impact of ATV use, vandalism, garbage</li><li>• Park-related Inuit business and career opportunities</li><li>• Public safety notices</li></ul>	<ul style="list-style-type: none"><li>• Interpretation tools (e.g., signs, displays)</li><li>• Community/cultural events – in coordination with Inuit Tourism Strategy</li><li>• Education and youth programs (e.g., Learn-to Program, in-park camps, outdoor classroom activities)</li><li>• Communication materials (e.g., newsletters, brochures, park map, presentations, radio shows, social media)</li></ul>
	Residents that are not using the Park	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Awareness of the services and activities to encourage use of parks</li><li>• Increased accessibility for residents to visit the park</li></ul>	<ul style="list-style-type: none"><li>• Communication tools (e.g., newsletters, social media, park map, radio shows)</li></ul>
	Youth	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Park-related career opportunities</li></ul>	<ul style="list-style-type: none"><li>• Education and youth programs (e.g., Kinngait “Careers in Parks” package, presentations, NP&amp;SP participation in Job Fairs)</li></ul>

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Visitors / Tourist	Tourists or potential future visitors	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li> </ul> </li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li> <li>Stewardship and respect for parks</li> <li>Inuit tourism businesses and tourism opportunities related to the park</li> <li>Community specific cultural events and activities that are supported by NP&amp;SP</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation tools (e.g., signs, brochures, in-park programs)</li> <li>Community/cultural events – in coordination with Inuit Tourism Strategy</li> <li>Education and youth programs (e.g., Learn-to Program)</li> <li>Communication materials (e.g., online resources, brochure, park map)</li> </ul>
	Researchers	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li> </ul> </li> <li>Research permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., online resources, newsletters, posters, presentations, park map)</li> <li>Outdoor labs, lectures</li> <li>Research partnership opportunities</li> </ul>
	Film crews	Primary Audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> </ul> </li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li> <li>Inuit tourism businesses and tourism opportunities related to the park</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation tools (e.g., signs, displays)</li> <li>Communication materials (e.g., online resources, newsletters, posters, presentations, park map)</li> </ul>



CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Business	Inuit businesses	Secondary Audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> </ul> </li> <li>Awareness of the Territorial Parks Act</li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Public safety notices</li> <li>Awareness of Inuit business opportunities in Nunavut Parks as defined by the NLCA and IIBA (where applicable)</li> <li>Information on visitor groups using the park and the services they require/request</li> <li>Inuit Tourism Strategy</li> <li>Cultural events and activities with tourism potential that are supported by NP&amp;SP</li> </ul>	<ul style="list-style-type: none"> <li>Community/cultural events – in coordination with Inuit Tourism Strategy</li> <li>Educational programs (e.g., park interpretive script and training - in coordination with the Inuit Tourism Strategy)</li> <li>Communication materials (e.g., newsletters, posters, presentations, promotional materials in coordination with the Inuit Tourism Strategy)</li> <li>Tour package opportunities (long-term)</li> </ul>
	Kinngait tourism providers (hotels, restaurants, outfitters, guides, etc.)  Other businesses <ul style="list-style-type: none"> <li>Cruise ship operators</li> </ul>			
Park Management Partners	PAC	Advisory Group	<ul style="list-style-type: none"> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2022 Master Plan, management plan, and Inuit Tourism Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., newsletters, presentations)</li> </ul>
	Qikiqtani Inuit Association	Advisory Group	<ul style="list-style-type: none"> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2022 Master Plan, management plan, and Inuit Tourism Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communication Materials (e.g. newsletters, presentations)</li> </ul>

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Government	Government of Nunavut Departments working directly with the NP&SP Division <ul style="list-style-type: none"> <li>Department of Environment</li> <li>Parks and Special Places Staff</li> <li>Regional Offices</li> <li>Wildlife Division, Area Office Staff – Wildlife Officers, Wildlife Researchers</li> <li>Department of Education</li> <li>Department of Culture and Heritage</li> <li>Nunavut Arctic College</li> <li>Economic, Development &amp; Tourism</li> </ul>	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> </ul> </li> <li>Awareness of the Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2022 Master Plan, management plan, and Inuit Tourism Strategies</li> <li>Increased understanding and awareness of natural and cultural resources, heritage, and history in all parks</li> <li>Partnerships to manage the parks natural and cultural resources</li> <li>Partnerships to monitor and enforce regulations governing the parks natural and cultural resources</li> <li>Public safety notices</li> <li>Awareness of Inuit Tourism Strategies and information on opportunities to promote tourism opportunities associated with parks, including cultural events and activities</li> </ul>	<ul style="list-style-type: none"> <li>Education and youth programs (e.g., Park interpretive script and training)</li> <li>Communication materials (e.g., newsletters, brochure) at hotel</li> </ul>
	Hamlet of Kinngait	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of Kinngait development and management plans, including the 2022 Master Plan and management plans, management zones</li> <li>Awareness of Inuit Tourism Strategies</li> <li>Partnerships for park Interpretative programs (e.g., signs, in-park programs, heritage centre display, promotion of cultural events, promotional materials)</li> </ul>	<ul style="list-style-type: none"> <li>Communication Materials (e.g. newsletters, presentations)</li> </ul>
Non-government	<ul style="list-style-type: none"> <li>Aiviq Hunters and Trappers Organization</li> </ul>	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA               <ul style="list-style-type: none"> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> </ul> </li> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of Inuit harvesting rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Respect for sustainable use of the park, specifically the impact of ATV use</li> <li>Awareness of trail closures and hazardous situations</li> <li>Avoid conflicts between harvesting activities by increasing awareness of the recreational and tourism programs that may occur in the park</li> <li>Awareness of Malijuaq development and management plans, including the 2022 Master Plan, management plan, and management zones</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., newsletters, posters, presentations)</li> </ul>







### 3.3 KEY MESSAGES

At the park-specific level, interpretative programs share information on park heritage, including broader NP&SP Program key messages. These key messages include information about the nature, purpose, and regulations relating to heritage appreciation as well as values or principle-based messaging. Special attention must be given to maintain consistency and level of detail in messaging. Messages must also be framed with consideration for the specific audiences for whom they are intended. The key messages approved for use in the NP&SP Heritage Appreciation Program are detailed in Appendix 5 of the HA Framework.

Information and content contained in the previous plans and reports prepared for Malijuaq have informed the key messages for this Heritage Appreciation Plan, including information that will increase awareness of Nunavut Parks, Malijuaq, and the park’s heritage theme “Written in Stone: Our memories, stories and heritage”, for each audience group.

The following table identifies the key messages and the audience(s) that would benefit from the various message content.











# 3.4 HERITAGE APPRECIATION PLANNING METHODOLOGY

## 3.4.1 MALIJUAQ TERRITORIAL PARK DRAFT HERITAGE APPRECIATION PLAN (2023-33)

*The Malijuaq Territorial Park Draft Heritage Appreciation Plan (2032-33) was prepared to meet the requirements of the NLCA and IIBA. The Nunavut Parks HA Framework and HA Strategy were used to guide the content of the Heritage Appreciation Plan.*

The park’s 2022 Master and Management Plan were created by NVision Insight Group under the guidance of the Malijuaq PAC. Combined, these two documents identify the heritage appreciation elements that are recommended at Malijuaq. The following table identifies the reports that informed the content of the Heritage Appreciation Plan.

Table 6. Key documents that have informed Malijuaq’s Heritage Appreciation Plan			
YEAR	TITLE	AUTHORS	PURPOSE
2022	Malijuaq Territorial Park Inventory of Park Resources	Malijuaq PAC/NVision Insight Group	Inventory of Park Resources
2022	Malijuaq Territorial Park Master Plan	Malijuaq PAC/NVision Insight Group	Master Plan
2022	Malijuaq Territorial Park Management Plan	Malijuaq PAC/NVision Insight Group	Management Plan

This Malijuaq Territorial Park Heritage Appreciation Plan has been developed to meet statutory requirements, the park-specific requirements in the HA Framework, and the strategic goals and objectives in the 2019-29 HA Strategy. It also considers the park’s physical environment, state of park resources, park usage, and community vision for the future of the park.

All future work related to Malijuaq’s Heritage Appreciation Program should adhere to the consultation techniques that will be discussed later in Section 5 and in Appendix 6.





















## 4 MALIJUAQ HERITAGE APPRECIATION STRATEGY

This section describes the programs and materials that are required or recommended to facilitate park visitor and community member experiences or to achieve the content requirements for Malijuaq's Heritage Appreciation Program. This section also describes how these components will achieve the purpose and desired outcomes of heritage appreciation for the park.

Elders will be engaged throughout the consultation process and be invited to participate in heritage appreciation initiatives. This is particularly important for programs that involve youth, such as "Learn-To" activities, oral history projects, in-park education programs, and school visits. The leadership of Elders will ensure the intergenerational transfer of Inuit Qaujimajatuqangit and provide support to all park audiences in connecting with the culture and heritage of Malijuaq.

The following list includes the programs and actions that are proposed for the Malijuaq Heritage Appreciation Program and will be detailed and discussed in this section:

- *Signage and Displays (Section 4.1)*
- *Promotional and Informational Materials (Section 4.2)*
- *Public Communications (Section 4.3)*
- *Community/Cultural Events (Section 4.4)*
- *Park-Specific Education Programs (Section 4.5)*
- *Special Projects (Section 4.6)*
- *Interpretive Training Tools (Section 4.7)*
- *Annual Student Award (Section 4.8)*
- *Updates to the Park's Image, Video and Document Collection (Section 4.9)*

### 4.1 SIGNAGE AND DISPLAYS

Malijuaq infrastructure was developed after the park establishment, including a park entry sign, interpretive panels, and a boardwalk beside the sod houses at Akia. The Malijuaq Visitor Centre building, owned by the Department of Environment, includes an open office, washroom and heritage display area inside the building, and flags outside the building.

Signage and displays that share park-specific information and interpretation of Malijuaq are currently installed in several places in the park and community of Kinngait. An inventory of the existing signs found at the park (including photos, location, content and infrastructure specifications), as well as existing interpretive displays currently installed in the Malijuaq Visitor Centre (including photos and content) is provided in Appendix 6.13.

While the existing interpretive signage in the park provides valuable interpretive information, the Master Plan recommends that this information be expanded in the future to enhance the education and interpretive messages about the park, and to be inclusive of interpretive messages, information and stories for Kinngait residents. New regulatory signage is also required to increase park-user awareness regarding the park's cultural and natural resources that should be respected or are protected.

Additionally, the existing signs and displays currently meet the requirements for official languages and visual standards set out in the HA Framework. As required by the IIBA, they also incorporate Inuit Qaujimajatuqangit and identify and describe the basic Inuktitut terms used in the text. However, they do not reflect the park's recent official name change from "Mallikjuaq" to "Malijuaq"; nor do they reflect the community's recent name change from Cape Dorset to Kinngait. They don't identify Inuit Owned Lands on maps, nor identify Inuit Tourism providers in Kinngait, which are both IIBA requirements.

The following Signage Framework for Malijuaq will address these deficiencies and will also fulfill the recommendations for Heritage Appreciation in the Master Plan, including:

- Replacement of damaged interpretive signs in the park, and properly installing the existing signage so that the structures are secured on level ground.
- Additional interpretive/informational signage in the park at the entrance sign, at the sod houses, and along the Akia interpretive trail.
- Redesign and replacement of the interpretive displays inside the visitor centre.
- Additional interpretive/informational signage outside the visitor centre.
- Artwork on the exterior of the visitor centre building and in the outdoor gathering area.

This framework also conforms to the guidelines for interpretive park signage by:

- Providing orientation, regulations, safety, and general park information.
- Sharing the interpretive themes and sub-themes of the park.
- Identifying Inuit Owned Land (IOL) adjacent to the park as per the IIBA through park boundary mapping.
- Identifying the traditional place names associated with the areas of the park as per the IIBA on all maps and in the interpretive text.
- Supporting visitor navigation and marking designated trail routes using both permanent posts and temporary signage on barriers during road/trail construction or to direct travelers away from cultural sites.

#### 4.1.1 SIGNAGE FRAMEWORK FOR MALIJUAQ

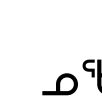
The signage plan for the park includes existing signage (see the Appendix for the text of existing signs) and new signage recommended in the Master Plan. The following tables identify the existing signs by title with any notes about the sign, and then describe the content for new signs by location.


Table 7: Site 1 Existing Signage

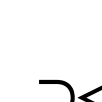
LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	NOTES
Beach – south side	1.1	Park Entrance	Park Name; NP&SP branding; GN branding	<ul style="list-style-type: none"> <li>• The sign structure is in good condition but there are no letters for the park name or logos. These were vandalized shortly after installation.</li> <li>• The Master Plan recommends painting the park name and logos onto the structure.</li> </ul>
Beach – south side	1.2	Pedestal	Welcome to Mallikjuaq Island	<ul style="list-style-type: none"> <li>• Master Plan recommends this panel remains, with a new interpretive panel added to the area (see 1.3 below)</li> </ul>
Beach - Causeway	Icon Post west of 4.1	Icon Post	Causeway	<ul style="list-style-type: none"> <li>• Logo</li> <li>• Navigational arrows and distances</li> <li>• Tide warning</li> </ul>





## Legend


- 


Existing Signage - to be relocated
  - 


Park Entry Sign (Existing)
  - 

Interpretive Signage (Existing)
  - 

Emergency Shelter
  - 

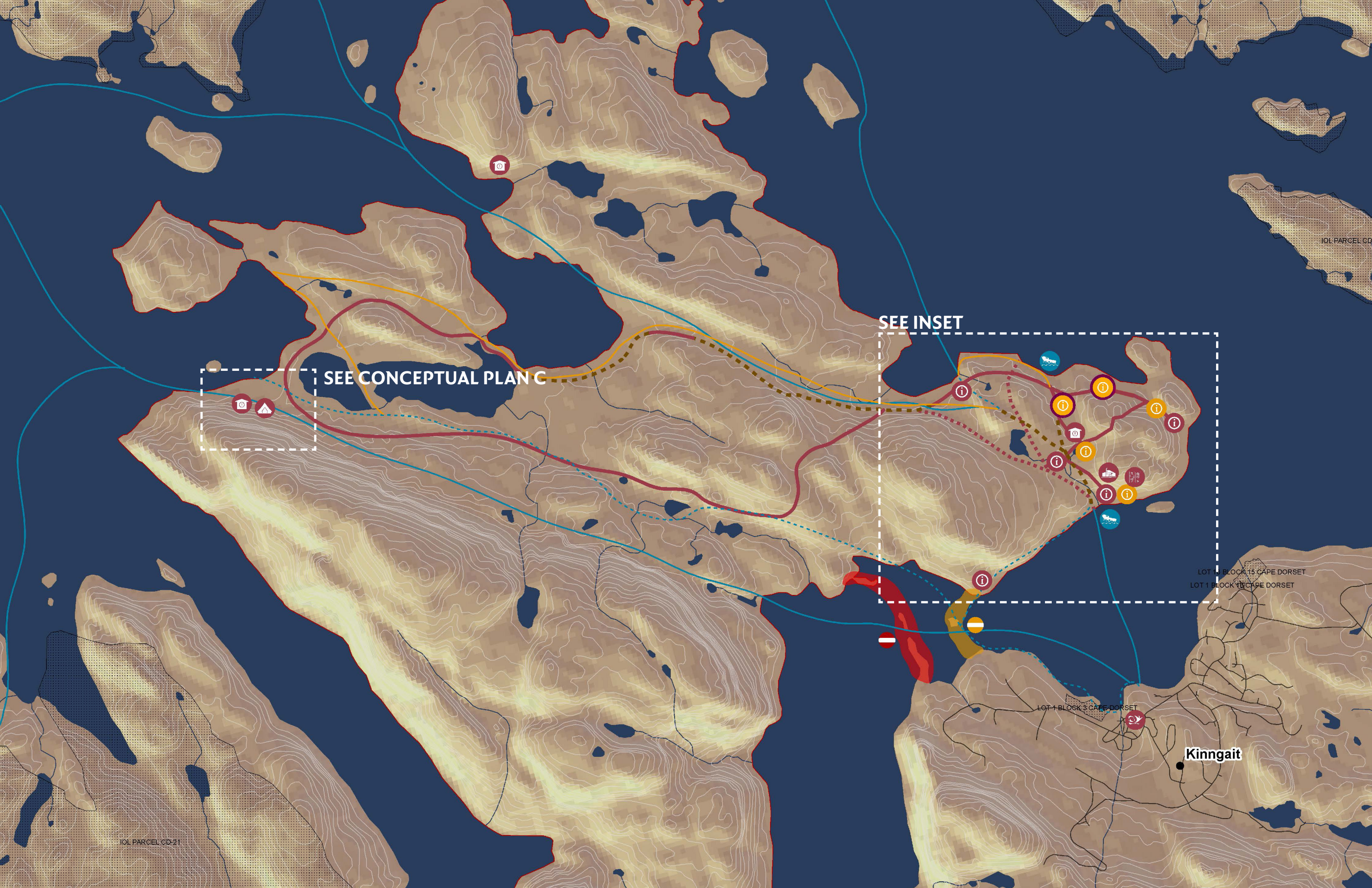
Camp Area
  - 

Interpretive Signage (Proposed)
  - 

Outhouse
  - 

Cruise Ship and Boat Landing Area





SEE CONCEPTUAL PLAN C

SEE INSET

LOT 15 BLOCK 15 CAPE DORSET  
LOT 1 BLOCK 15 CAPE DORSET

Kinngait

IOL PARCEL CD-21

LOT 1 BLOCK 3 CAPE DORSET





3.6



3.1



3.2

3.3



3.4



3.5



ICON POST

4.1



SEE CONCEPTUAL PLAN B

SEE CONCEPTUAL PLAN A

LOT 1 BLOCK 16 CAPE DORSET

LOT 2 BLOCK 16 CAPE DORSET







ΔΗΛΩΣΗ ΣΤΑΣΗΣ ΣΧΕΔΙΑΣΜΟΥ: ΜΕΛΕΤΗ ΚΑΙ ΣΧΕΔΙΑΣΜΟΣ ΔΙΑΔΡΟΜΗΣ ΕΚΔΟΣΗΣ ΔΕΛΤΑ ΕΚΔΟΣΗΣ ΔΕΛΤΑ  
CONCEPTUAL PLAN B: ATV PARKING AREA AND ENHANCEMENT FOR HERITAGE APPRECIATION

\*Plan not to scale - to be used for illustrative purposes.

Χαμηλά προφίλ σημάδια  
Low profile Signs



2.5  
Παράρτημα στάσης  
Parking Block



Πλατφόρμα ερμηνείας κληρονομιάς  
(απομακρυσμένη από τα σπίτια)  
Heritage platform interpretation  
(set away from houses)

2.4  
Σημάδι πληροφοριών  
Park Information Sign



2.3

2.1



Διαδραστικό δάγκωμα  
Χαμηλά σημάδια  
Integrated bench and signs



Χαμηλά προφίλ σημάδια  
Low profile Signs

2.2



Υπογεία σπίτια  
Subterranean Houses

Ροκ Ουτκροπς  
Rock Outcrops

Λίμνη  
Pond

ΠΑΛΙΑ ΔΙΑΔΡΟΜΗ ΣΝΟΒΜΟΒΙΛ  
OLD SNOWMOBILE TRAIL

Νέο πλατφόρμα με ενσωματωμένα  
σημάδια και πάγκο  
New platform with integrated  
signs and bench







Table 8: Site 1 New Signage

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Beach (south side of island)	1.3	Pedestal	“Malijuaq” Information/ Regulation	<ul style="list-style-type: none"> <li>• Description of park services</li> <li>• Location of emergency shelters</li> <li>• Key messages: minimal impact travel; safety and emergency contacts; travel and tides</li> <li>• Regulations: sustainable harvesting; no interference with harvesting; protecting archaeological resources</li> </ul>

Table 9: Site 2 Akia Existing Sign

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Currently located on hill above sod houses – Master Plan recommends moving this panel (see notes)	2.1	Pedestal	Tuniqtait: The Thule Winter Houses	<ul style="list-style-type: none"> <li>• Master Plan recommends moving this panel to the beginning of the boardwalk</li> <li>• The steel support for the panel needs to be replaced</li> </ul>

Table 10: Site 2 Akia New Sign and Heritage Learning Area

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Akia	2.2	Low Profile Sign – to be located on the hill above the sod houses (replacing the existing panel that is to be moved)	Tuniqtait: Way of Life	Expanding the sub-theme Tuniqtait: <ul style="list-style-type: none"> <li>• Stories about how Thule lived, family life, hunted, roles of men and women</li> <li>• Food: diet, preparation</li> <li>• Clothing</li> </ul>
	2.3	Heritage Learning Area	Sub-theme “Akia”	<ul style="list-style-type: none"> <li>• Stories about how Thule lived, family life, hunted, roles of men and women</li> <li>• Messages: timeline of the sites occupation; description of cultural groups associated to the site; and details of archaeological digs and findings</li> <li>• Maps to illustrate other important areas for harvesting and occupation</li> </ul>
	2.4	Small Kiosk	Park Information Sign	<ul style="list-style-type: none"> <li>• Park map, including “You are here” marker</li> <li>• Key messages: archaeological regulations; stewardship of archaeology and cultural sites; safety and emergency contacts</li> </ul>
	2.5	ATV Parking Panel	Parking	<ul style="list-style-type: none"> <li>• Parking</li> <li>• Motorized vehicles are not permitted to approach the sod houses at Akia</li> </ul>

Table 11: Site 3 Akia North Existing Signs

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	NOTES
North facing slope	3.1	Pedestal	“Inukshuk”	<ul style="list-style-type: none"> <li>Sign structure needs to be moved to level ground, and stones placed in the crib</li> <li>Place sign 3.1 &amp; 3.2 together, with clear site line to the heritage features</li> </ul>
North facing slope	3.2	Pedestal	“Kayak Stand”	<ul style="list-style-type: none"> <li>Stones need to be placed in the crib</li> <li>See notes for 3.1</li> </ul>
North Coastline	3.3	Pedestal	“Tent Rings”	<ul style="list-style-type: none"> <li>Sign structure needs to be moved closer to the area of tent rings</li> <li>Sign needs to be installed on level ground, and stones placed in the crib</li> </ul>
Valley on northeast coast	3.4	Pedestal	“Fox Trap”	<ul style="list-style-type: none"> <li>Sign structure needs to be moved to level ground, and stones placed in the crib</li> </ul>

Table 12: Site 3 Akia East New Signs

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
North Coastline at West side of Akia	3.5	Pedestal	“Stewardship”	<ul style="list-style-type: none"> <li>Park map, including “You are here” marker</li> <li>Key messages: archaeological regulations; stewardship of archaeology and cultural sites</li> <li>Key message: Trail Route – Danger: do not attempt to hike the coastline on the southeast side of Malijuaq between this sign and the park entrance sign. Proceed back along the designated hiking route to Akia.</li> </ul>
Valley on northeast coast	3.6	Pedestal	“Stewardship”	<ul style="list-style-type: none"> <li>Park map, including “You are here” marker</li> <li>Key messages: archaeological regulations; stewardship of archaeology and cultural sites</li> <li>Do not disturb burial sites.</li> </ul>



Table 13: Other Signs in Malijuaq

LOCATION (as per master plan)	MAP CODE	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Other signs in Malijuaq	4.2	Small Kiosk	Tasiuluajuq Designated Campsite	<ul style="list-style-type: none"> <li>• Park map including “You are here” marker</li> <li>• Location of emergency shelters</li> <li>• Key messages: minimal impact travel; safety and emergency contacts; travel and tides</li> <li>• Camping Regulations</li> </ul>
	N/A	Small wall panels	Emergency Shelters	<ul style="list-style-type: none"> <li>• Shelter name; GPS coordinates; emergency contact information</li> </ul>
	N/A	Trail Marker Posts	N/A	<ul style="list-style-type: none"> <li>• Navigational aids</li> </ul>

#### 4.1.2 MALIJUAQ VISITORS CENTRE SIGNAGE AND DISPLAYS: INTERIOR AND EXTERIOR

The visitor centre provides a place for community members to welcome visitors to Kinngait and the park; presents general information about the natural environment and history of the community, with several panels dedicated to park specific information; and serves as a base of operation.

- The Master Plan recommends repairs, renovations, interior display replacement and exterior landscaping and signage for the Malijuaq Visitor Centre.
- The exterior of the Visitor Centre should be improved to provide a gathering space for Heritage Appreciation programs and tourist groups.
- It is recommended that artwork be incorporated into the gathering area and on the exterior of the building as a Special Project (See Master Plan section 4.3.4).
- The Master Plan recommends that the Heritage Appreciation Plan include a review of the existing interior displays and planning for exterior signage. As required, displays should incorporate park information, regulations and new interpretive themes and messages.
- The exterior of the building requires signage:
  - Update Park name
  - Visitor Centre hours of operation and contact information
  - Malijuaq Park information

The Visitor Centre interior requires renovations to accommodate an accessible washroom and to provide some sound barrier around the furnace. The renovations will also require some existing display panels to be removed.

- The assessment of the park specific interpretive displays will identify replacement needs where outdated information is presented. Specific interpretive signage and display recommendations will consider:
  - Updated mapping of the park, boundary, IOLs, facilities, and travel routes
  - Contact information
  - Trip planning information
  - Park regulations
  - Opportunities to share the park’s heritage appreciation themes and the inclusion of stories told from the perspective of local people

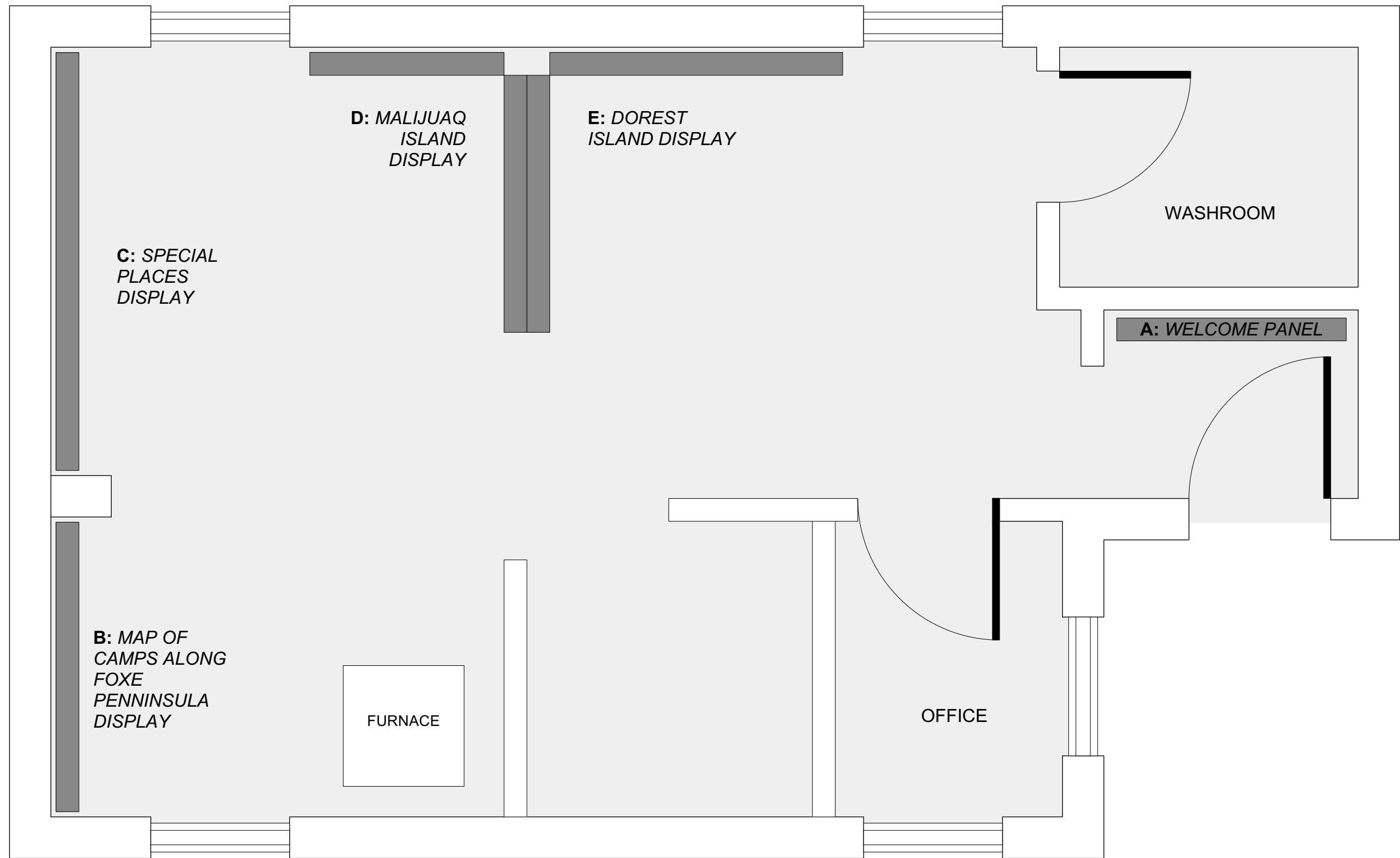
The following plan has been prepared as a recommendation for the floor plan; replacement of two existing panels (**D1 and E4**) that have outdated content, and the addition of three new panel displays (**F, G and H**).

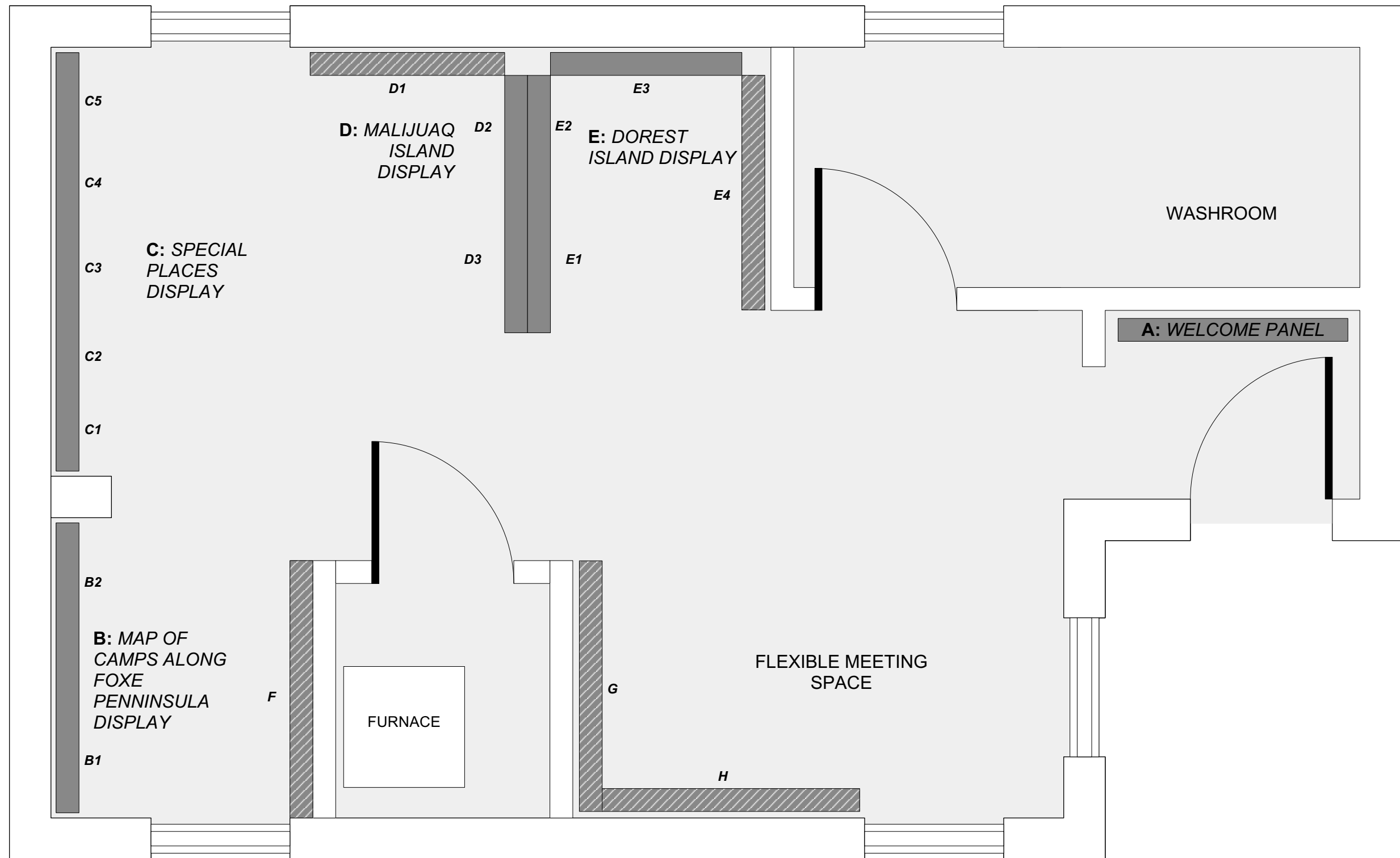
- The washroom will be expanded and made wheelchair accessible. To expand the washroom, one existing panel (labelled E4 in the plans) will be removed. This panel is outdated information about the community. **A replacement E4 panel will be created and hung on the new washroom wall.**
- Walls will be constructed around the furnace to soundproof the centre. **A new panel, labelled F, will be hung on the furnace room wall opposite the map of the historic camps. The new panel F will include interpretive text for the sub-theme “Living with our History”.**
- The existing office partial walls will be removed and the space will become an open area. This space should include a table and chairs for meetings and function for staff. The walls of the open area will include **two new panels labelled G and H. The G panel will include interpretive text for the sub-theme “Stewardship”. Panel H will include information about Nunavut Parks and Special Places.**
- The existing panel labelled D1 about Mallikjuaq Island Park includes text and a map that are outdated. **Panel D1 will be replaced with a new interpretive text and map of the park, and the panel will be hung in the same location.**
- All other existing panels will remain in place. See *Appendix* for the existing interpretive text).

All new signage will identify the traditional place names associated with the areas of the park. Park maps will identify IOL and the regulations for access to IOL. Kiosks will include regulatory messages, key messages, and emergency contact information.

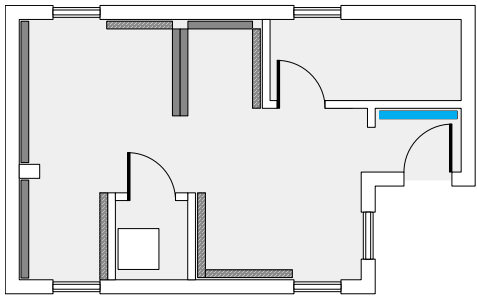
Development of an information kiosk is recommended at the airport.







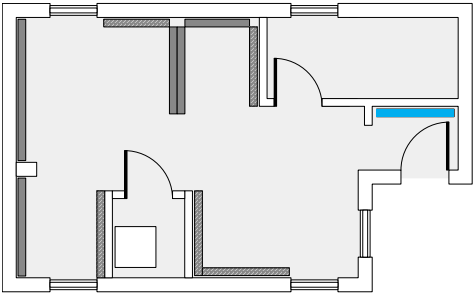




Malijuaq Visitors Centre  
**A: WELCOME PANEL**



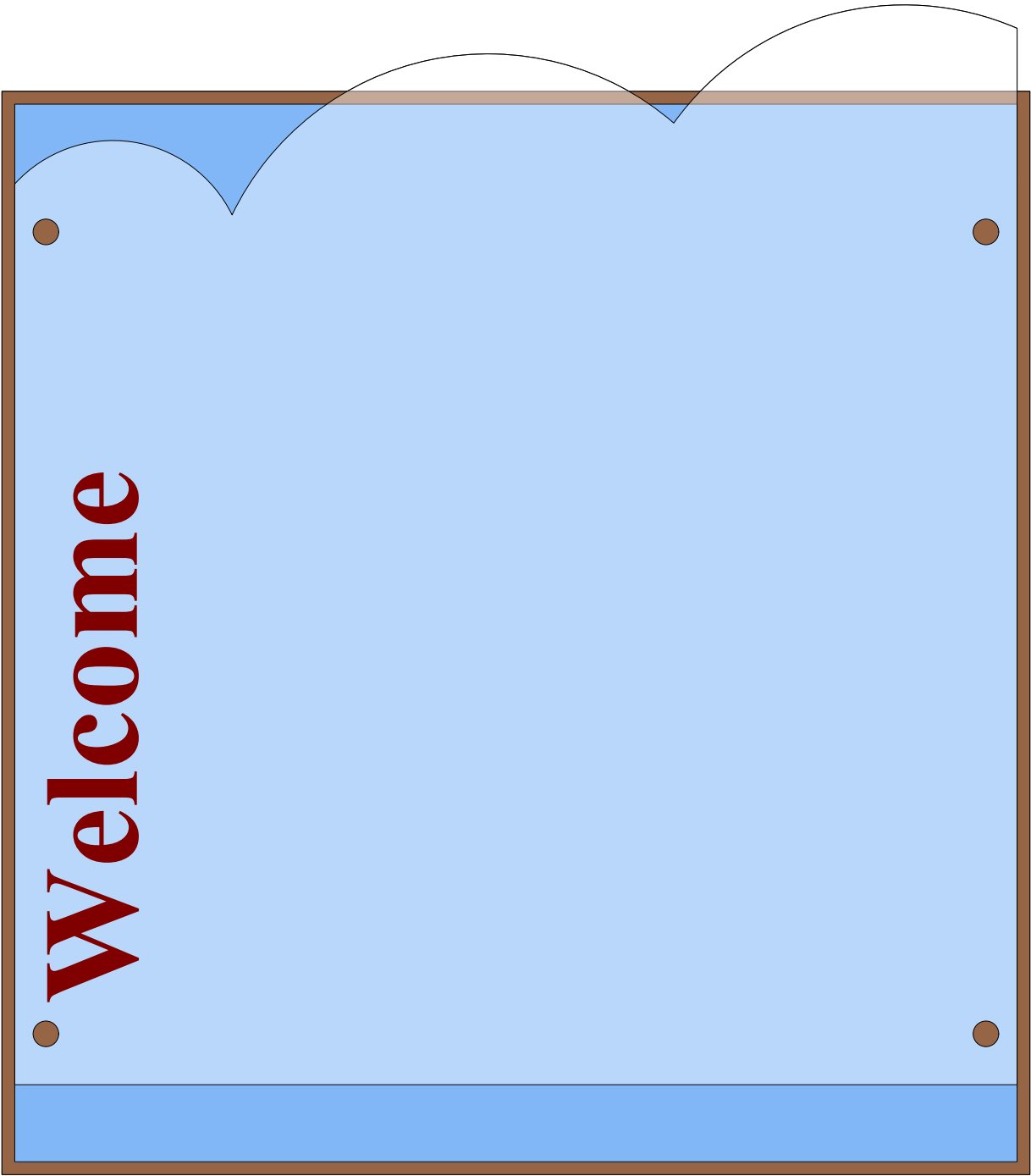




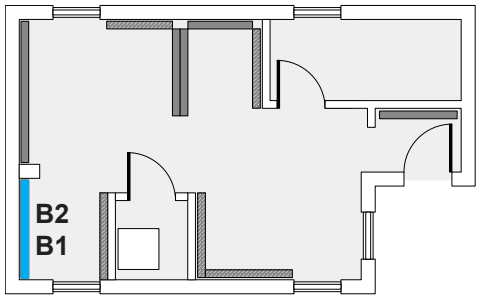
Malijuaq Visitors Centre

**A: WELCOME PANEL**

SCALE 1:10



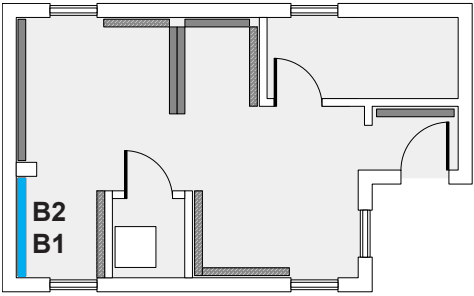




Malijuaq Visitors Centre  
**B: MAP OF CAMPS ALONG FOXE PENINSULA DISPLAY**



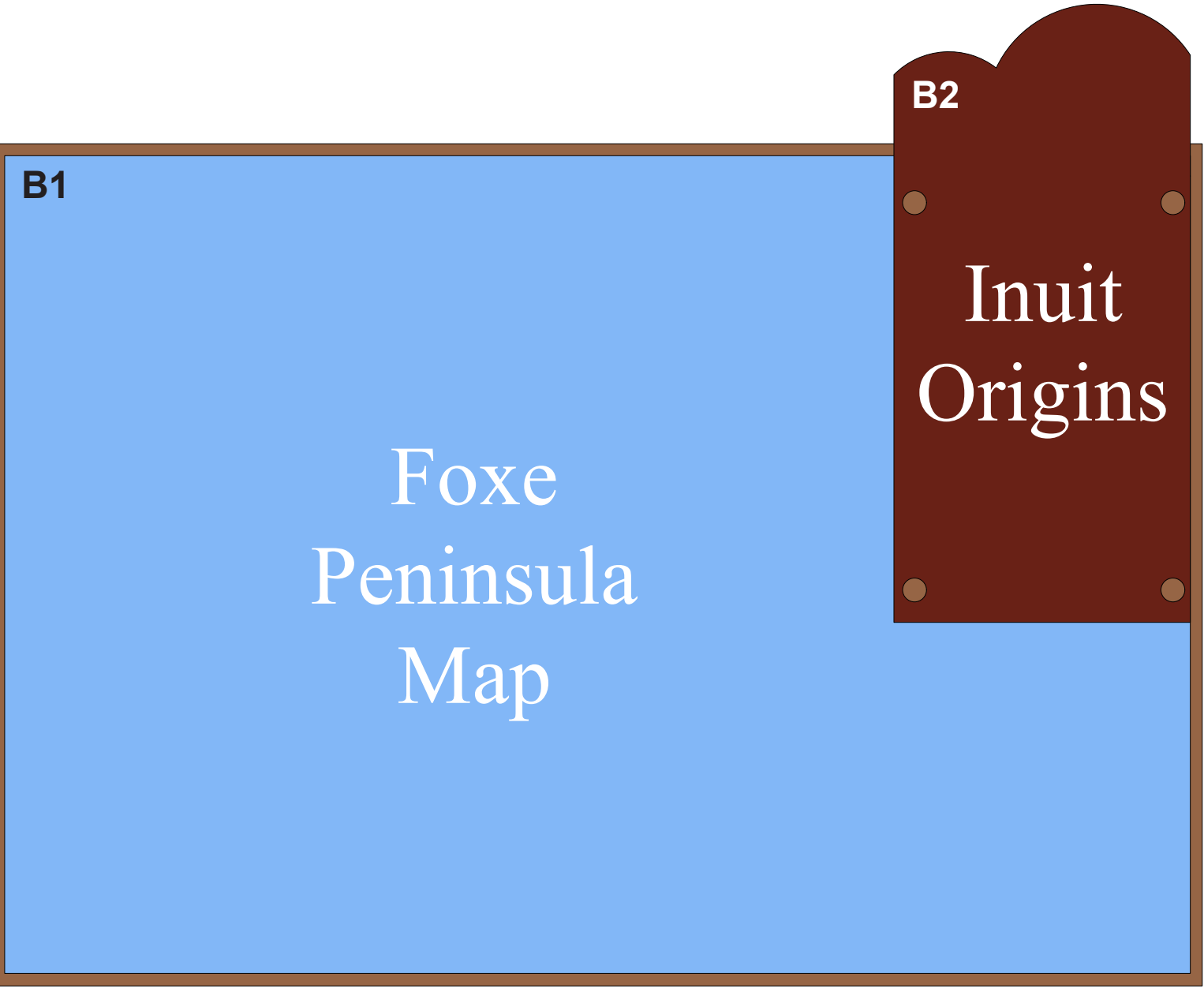




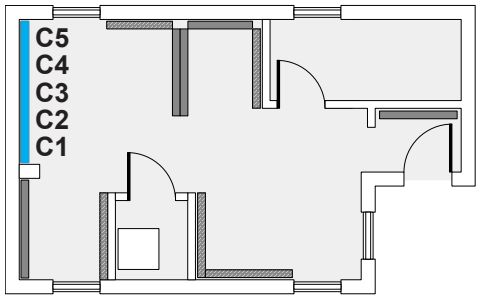
Malijuaq Visitors Centre

**B: MAP OF CAMPS ALONG FOXE PENINSULA DISPLAY**

SCALE 1:10







Malijuaq Visitors Centre  
**C: SPECIAL PLACES DISPLAY**

C1

C2

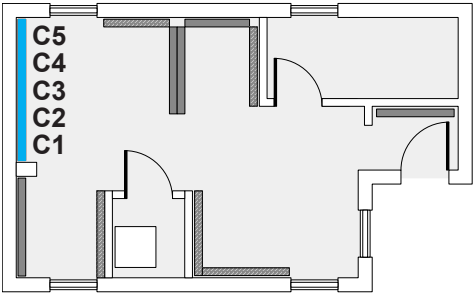
C3

C4

C5



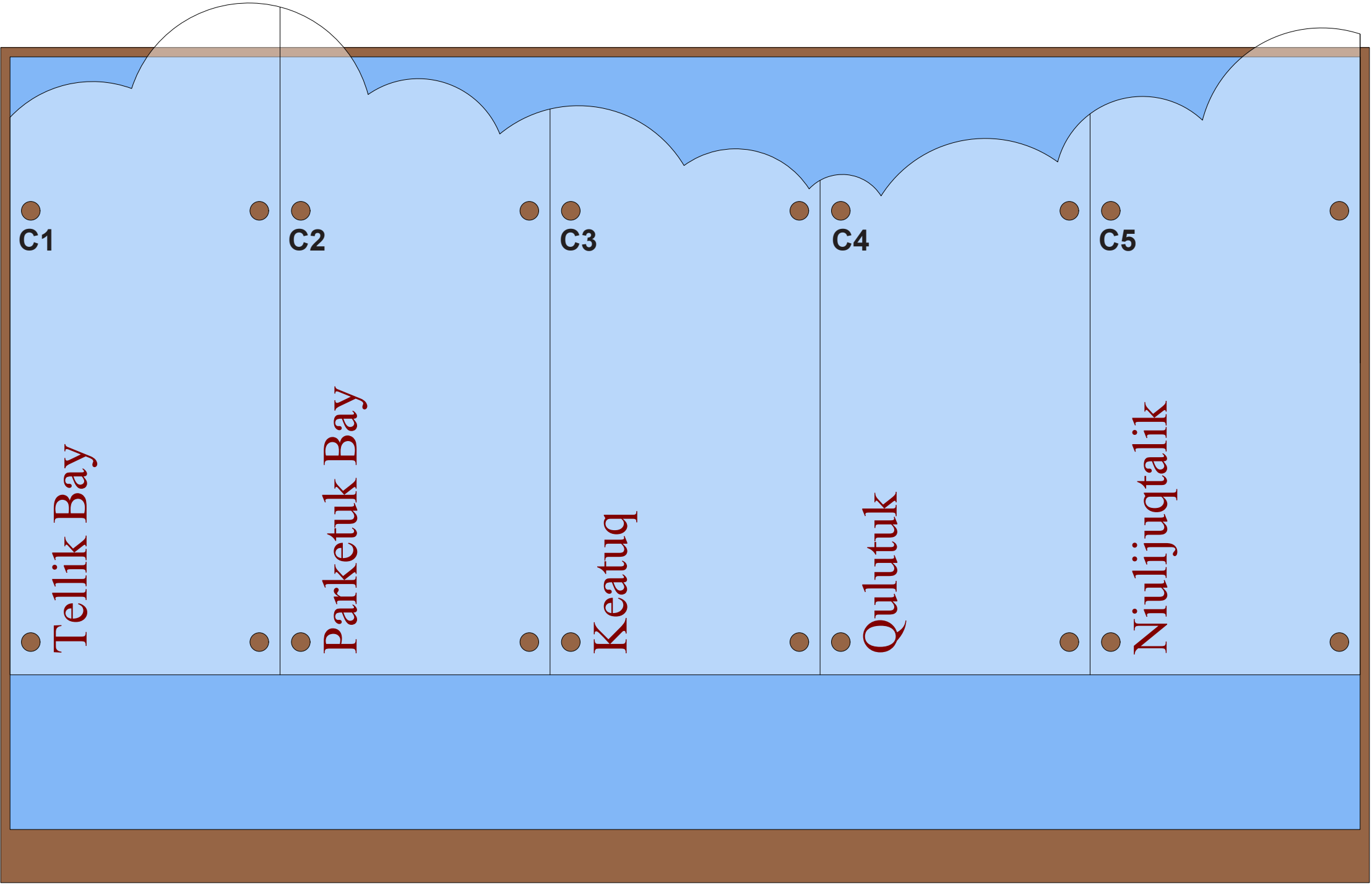




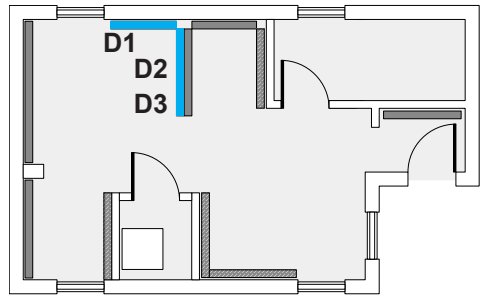
Malijuaq Visitors Centre

**C: SPECIAL PLACES DISPLAY**

SCALE 1:10







# Malijuaq Visitors Centre **D: MALIJUAQ ISLAND DISPLAY**

\* Interpretive Sign to be updated

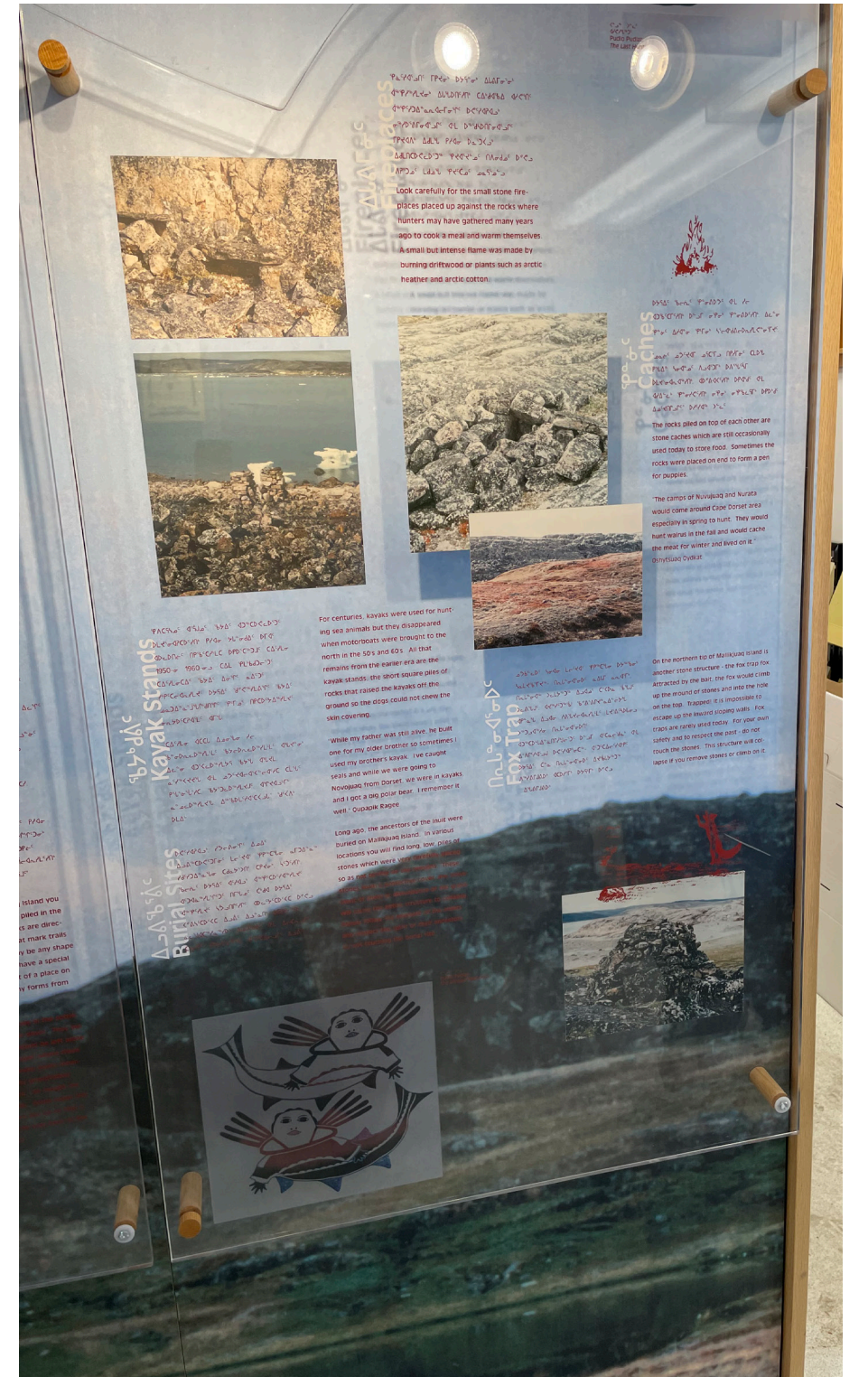
D1\*



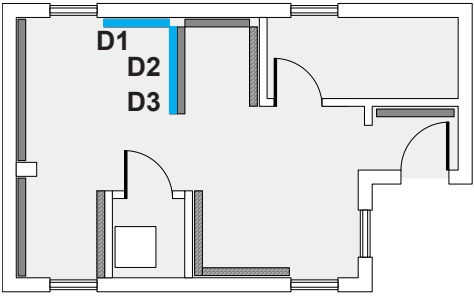
D2



D3



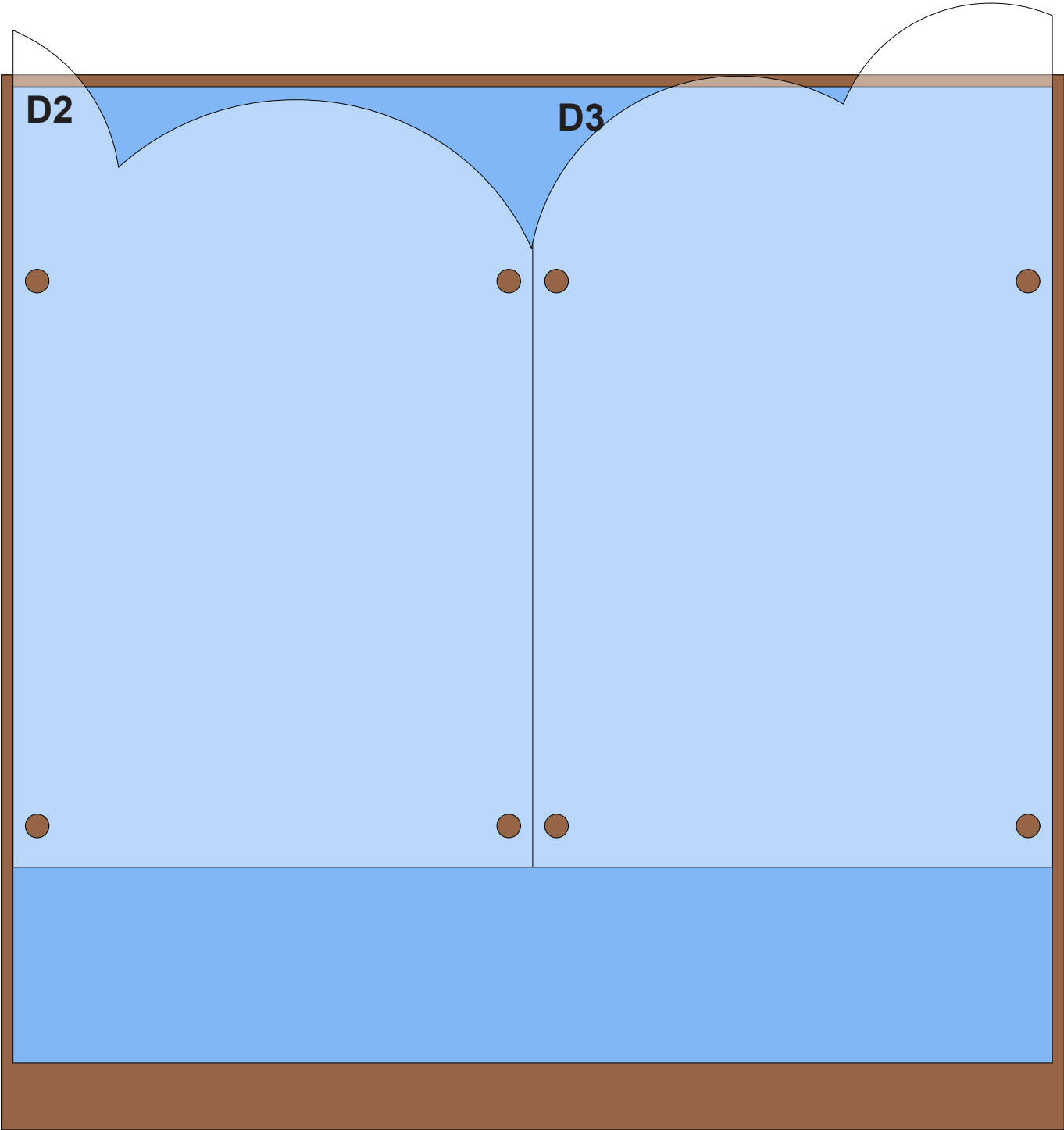
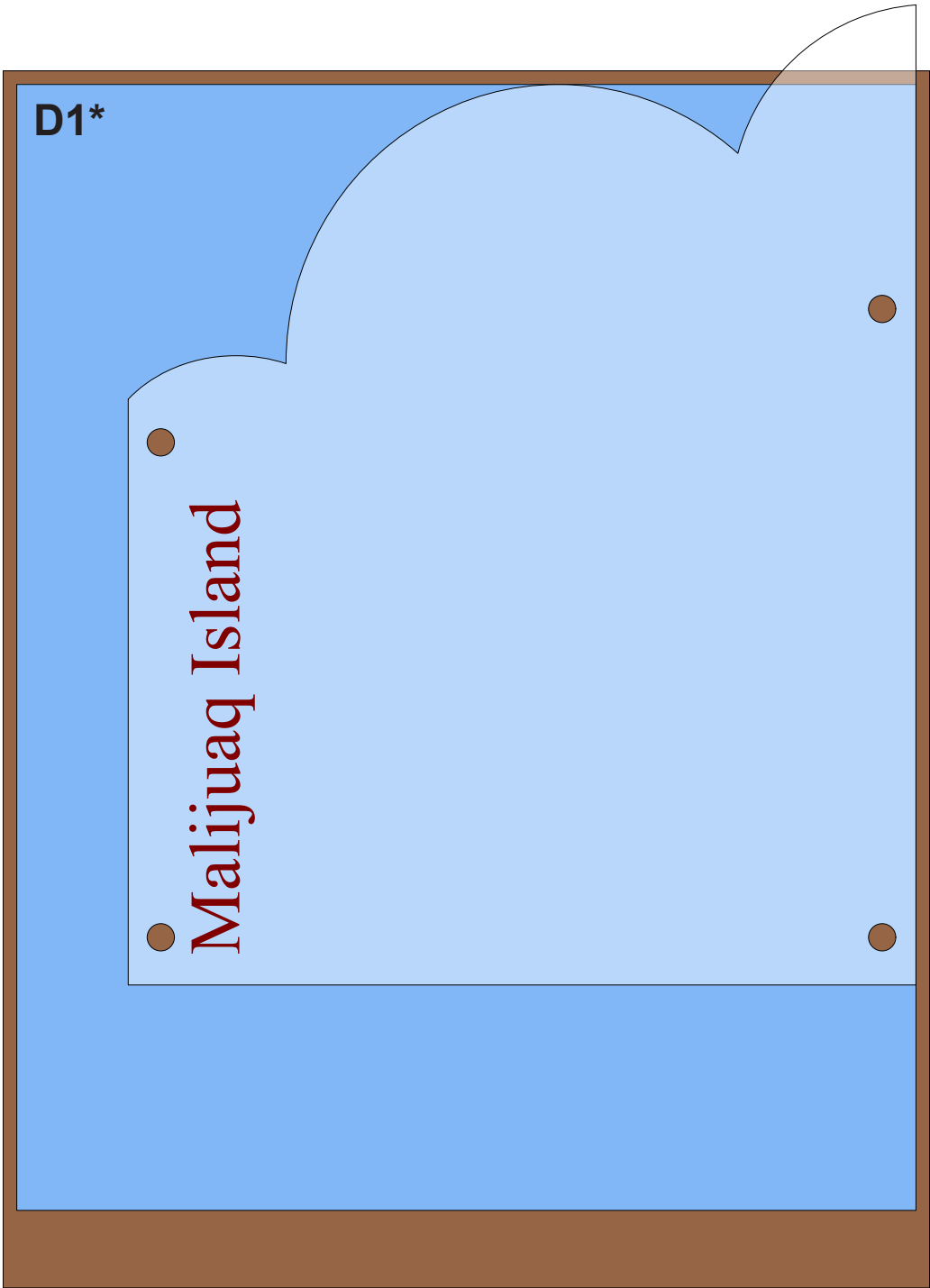




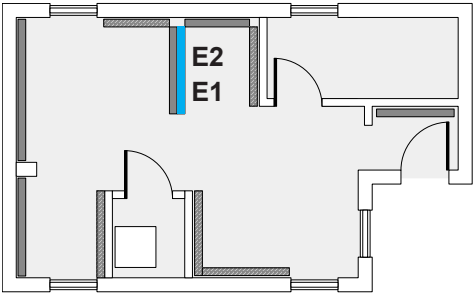
Malijuaq Visitors Centre

**D: MALIJUAQ ISLAND DISPLAY**

SCALE 1:10

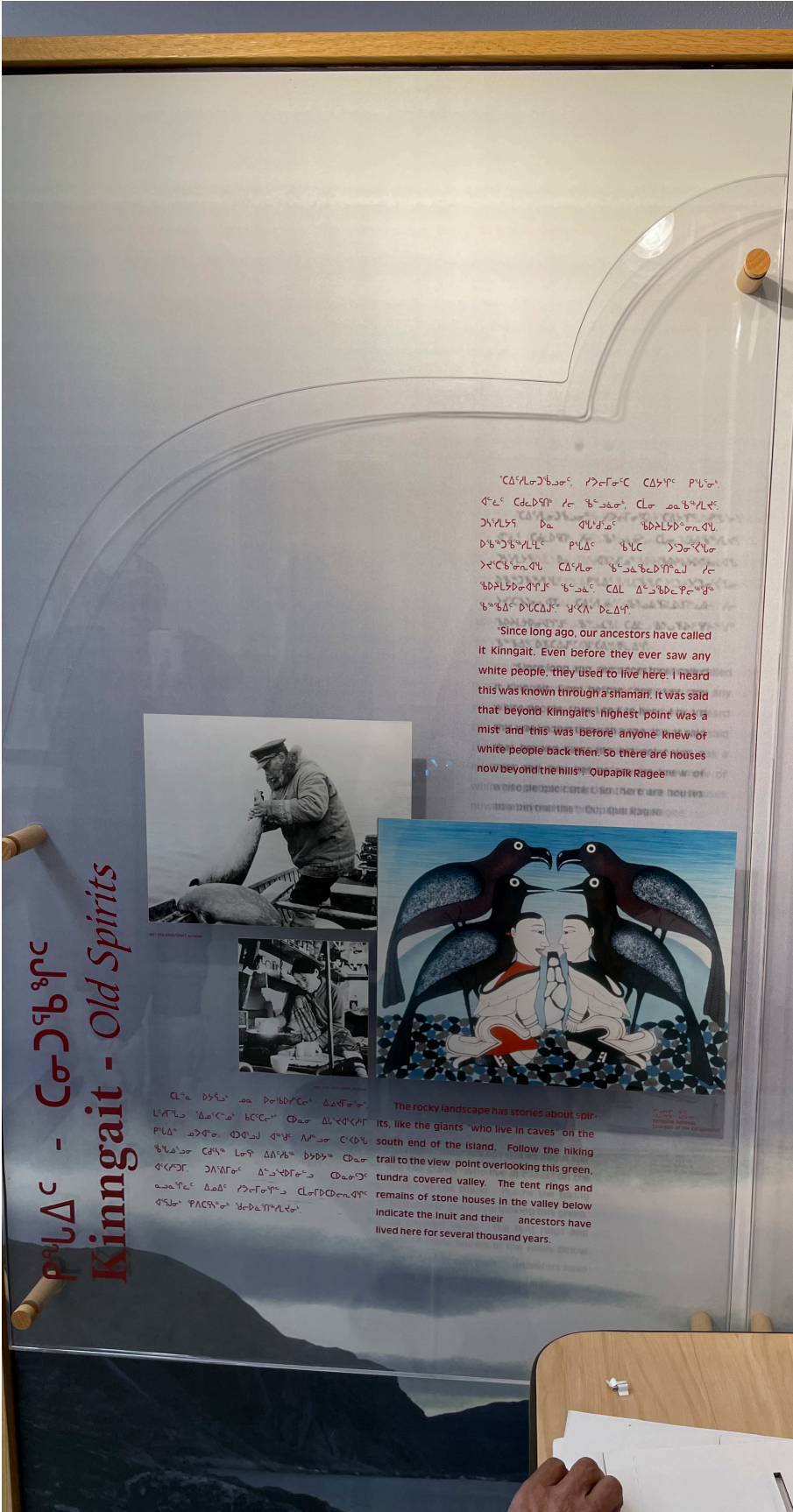






Malijuaq Visitors Centre  
**E: DORSET ISLAND DISPLAY**

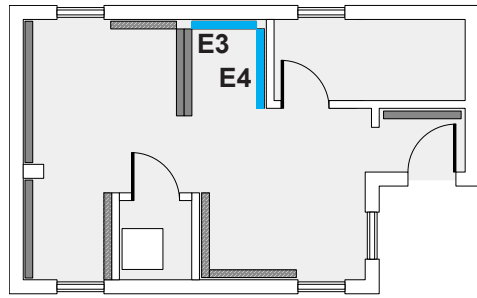
**E1**



**E2**







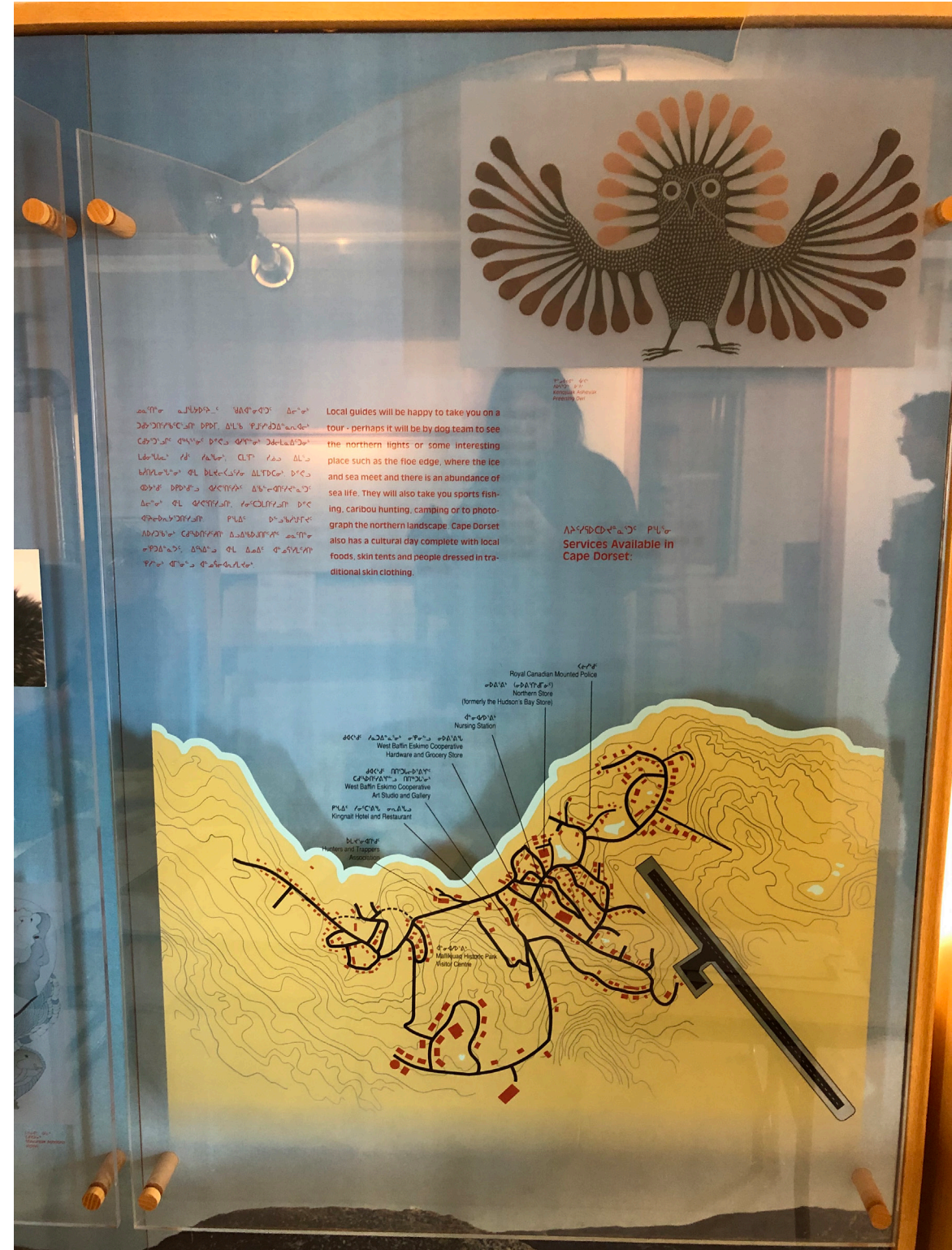
# Malijuaq Visitors Centre **E: DORSET ISLAND DISPLAY**

*\*Portion of Interpretive Sign to be removed and replaced in a new position.*

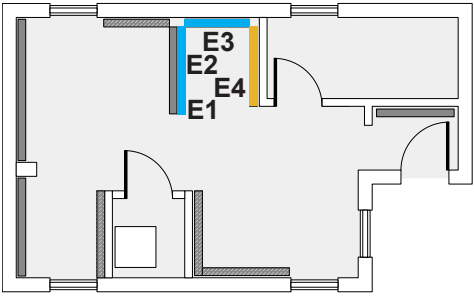
**E3**



**E4\***



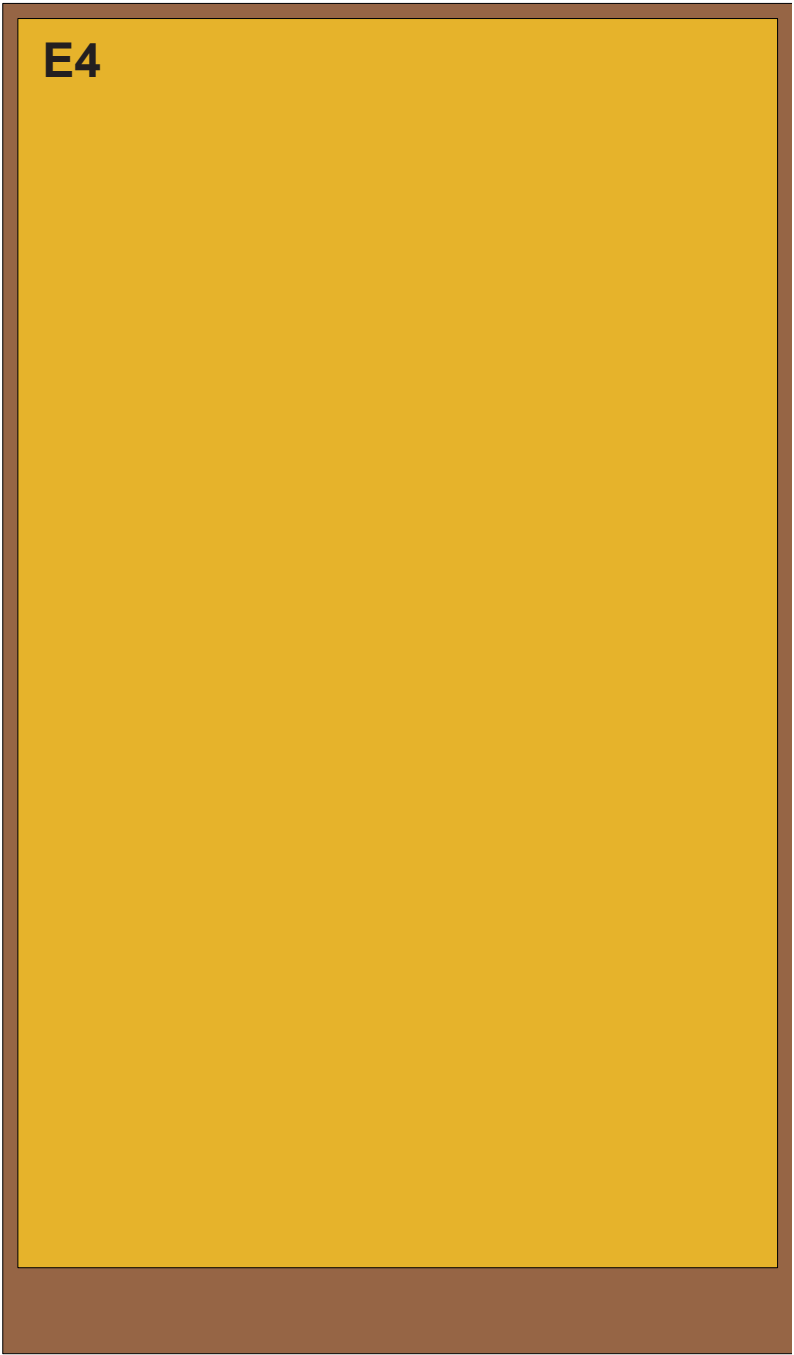
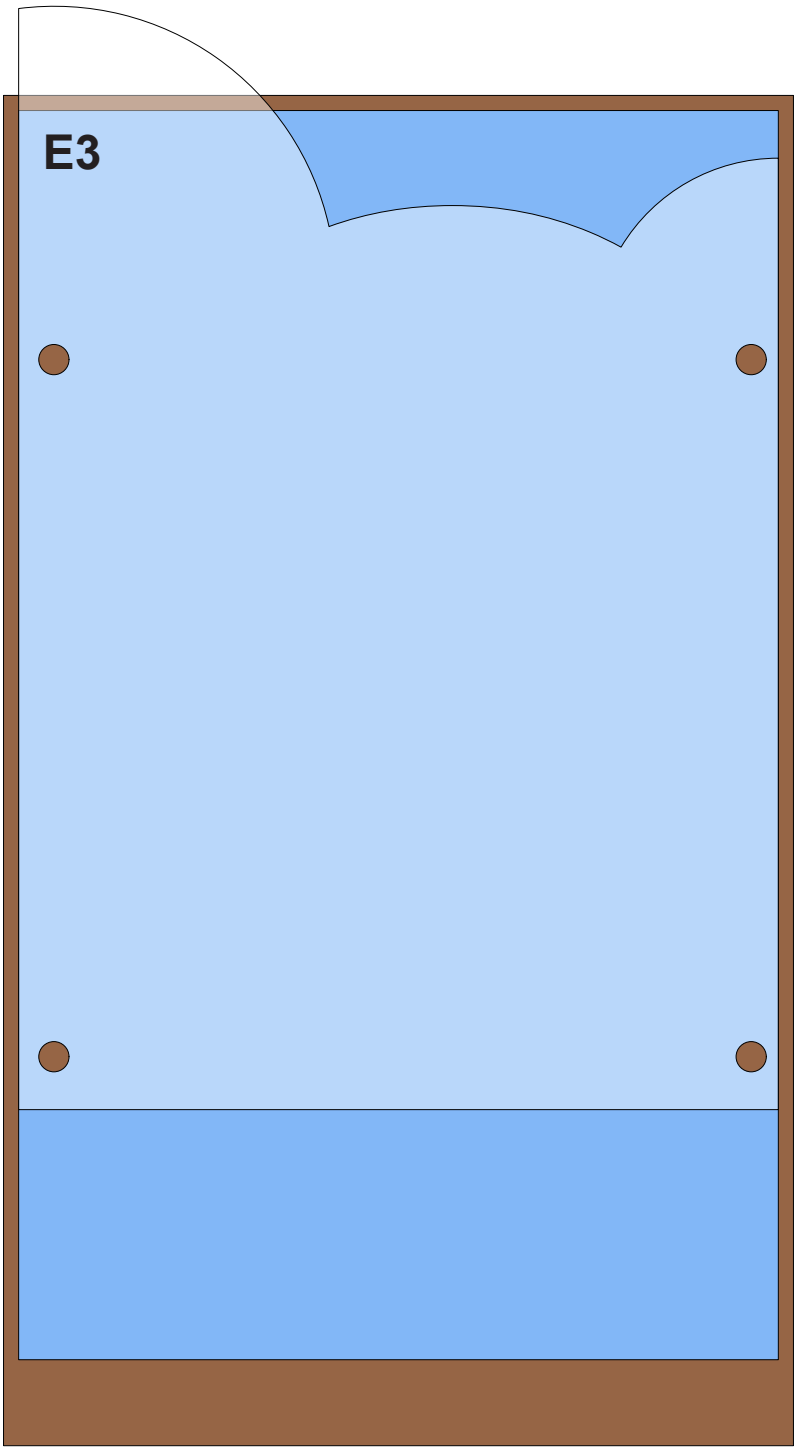
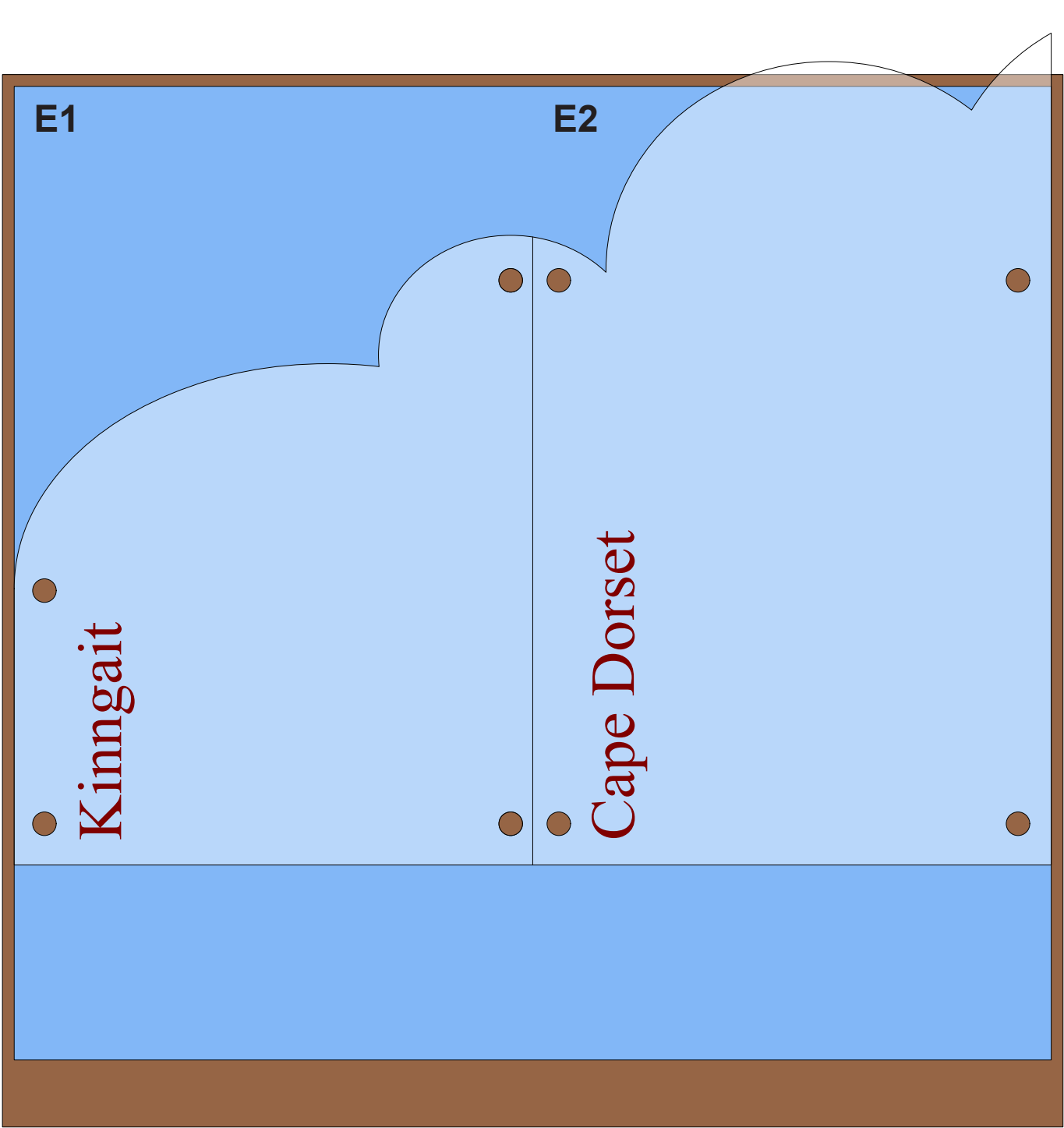


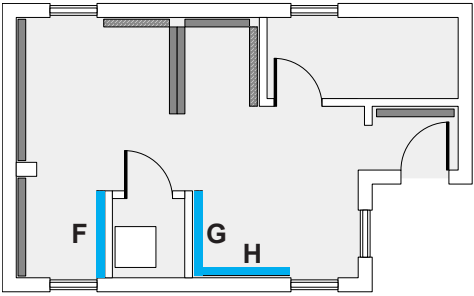


Malijuaq Visitors Centre

# E: DORSET ISLAND DISPLAY

SCALE 1:10

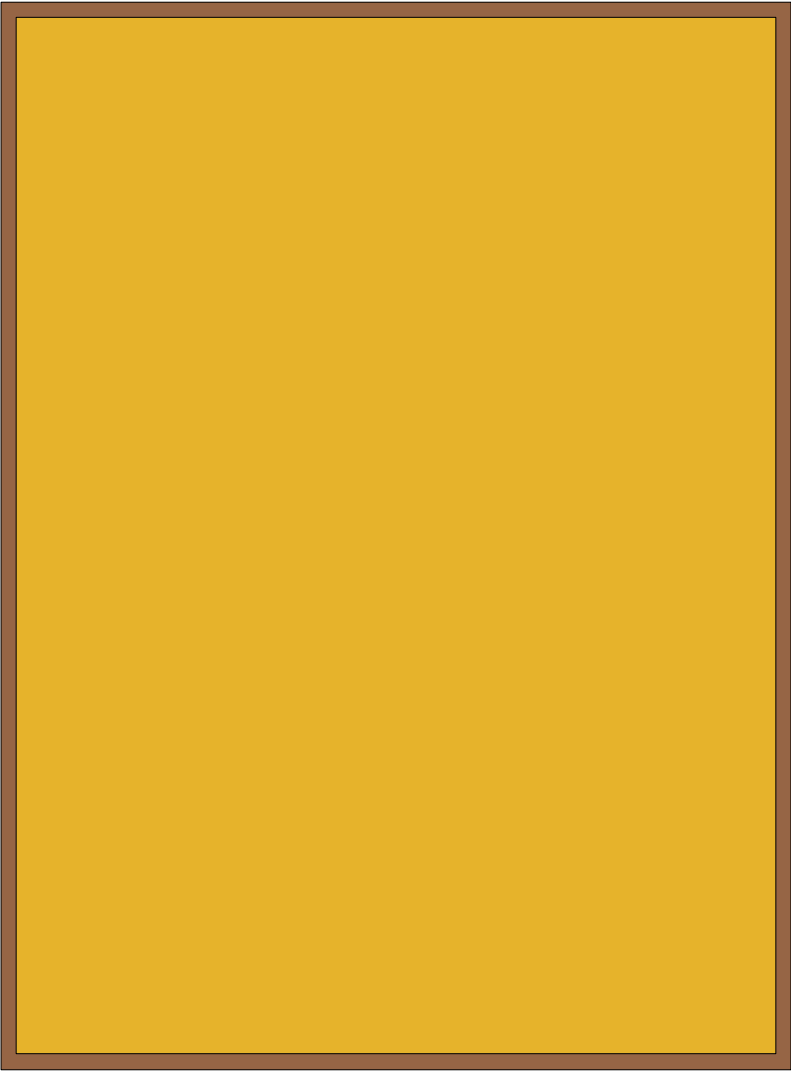




Malijuaq Visitors Centre

**NEW DISPLAY SIGNS (F,G & H)**

SCALE 1:10



**X3**



### 4.1.3 GPS LOCATIONS FOR SIGNAGE INFRASTRUCTURE

Park staff will be required to mark the GPS locations for all signs prior to issuing the Request for Proposal (RFP)/Request for Quotation (RFQ) for signage installation.

GPS markers will be provided to the successful contractor to guide in the correct location of each signage element. Park staff will work with the contractor to confirm the locations during the installation process.

### 4.1.4 OTHER RECOMMENDATIONS

It is highly recommended that all translation work for signs and other print materials for Malijuaq be translated into South Baffin dialect to ensure that messaging is clear and understandable for local park users.

## 4.2 PROMOTIONAL AND INFORMATIONAL MATERIALS

The Malijuaq Master Plan says that communication and marketing materials are required in print and digital form to encourage visitation to the park and promote Inuit tourism providers. These communication and marketing materials should be geared toward residents and visitors to share information about Malijuaq's natural and cultural heritage resources, the historic use of the area by Inuit, and the continuing importance of the park for the people of Kinngait. They should also celebrate the park through its theme "Written in Stone – Our memories, stories and heritage" and provide information to visitors to assist in their park visit planning, including how to safely access the park, and arrange for a guided tour.

In keeping with the HA Framework, promotional and informational materials for Malijuaq should also share key messages about Nunavut Parks and provide links/contacts for people who have an interest in learning more about the park. Finally, all marketing materials (brochures, trail maps, online information) should be developed in coordination with the objectives of the Kinngait Inuit Tourism Strategy.

The actions described below are recommended as additions and updates to the park's Heritage Appreciation Program. Successful completion of these key communication components will:

- Bring the park into conformity with the IIBA.
- Advance the park's goals and objectives to share Inuit Qaujimagatuqangit, the unique story of Malijuaq through the theme "Written in Stone – Our memories, stories and heritage", and key messages that inform and encourage safe and sustainable use of the park with residents and visitors.
- Support NP&SP's strategic goal to promote NP&SP and increase public awareness and appreciation of the opportunities provided by Nunavut Parks.

### 4.2.1 WEBSITE – YEARS 3-5

The NP&SP website ([www.nunavutparks.com](http://www.nunavutparks.com)) provides general and park-specific web content for Nunavut parks, including basic information about each park's geography, wildlife, vegetation, and history.

As an existing park, the NP&SP website provides park-specific information for Malijuaq; however, the content does not meet the requirements of the HA Framework, provide key messages, nor reflect the heritage appreciation requirements defined by the Master Plan. Specifically, the park and community names have not been updated, the park's theme is not adequately highlighted, and the park boundary incorrectly includes Dorset island. Information on places of special interest, park access points, hazardous areas, and emergency and other park facilities is also required. Finally, the Management plan recommends that a Visitor Code of Conduct be created to promote sustainable use of the park, respecting Inuit harvesting practices, bear safety and other documents to promote safety in the park. This information should be made available online so that it is accessible to prospective visitors. It is recommended that the park-specific webpage for Malijuaq be updated with this information as soon as possible.

Secondly, in keeping with recommendations presented in the HA Strategy, the park's webpage should be enhanced with the following supplemental Information about the park:

- Digitized resources, organized as an online library/toolkit on NP&SP, Heritage appreciation, and specific park events, planning and management information, accessible to media and the general public.
- Community and park-specific online resources (i.e. archives of documents relating to the creation of specific parks and special places).
- Online calendar of events or programs related to heritage appreciation including education and youth programs by NP&SP and its partners.
- Educational resources for teachers, students, and youth not in school.

- A comprehensive, indexed set of links to heritage-related organizations, departments, institutions, and other relevant websites to link visitors to the resources they require to participate in heritage appreciation event and activities.
- A comprehensive, indexed set of links to heritage-related organizations, departments, institutions, and other relevant websites to link visitors to the resources they require to participate in heritage appreciation event and activities.

The addition of this material to the Malijuaq webpage will help NP&SP promote the park to Nunavummiut and potential visitors, keep the local community informed of park-related events and opportunities, and support the Division's efforts to bring awareness of parks to Nunavut students and other youth not in school.

As a third recommendation for future consideration, several new communication tools could be added to the park webpage as they are developed. Although not a requirement for the park's Heritage Appreciation Program, these tools would enhance the available online resources for the park and contribute to the park's objectives for heritage appreciation. These tools include:

- **White Papers** are a government or other authoritative report giving information on an issue or topic of interest. It is recommended that NP&SP staff with knowledge of the park prepare white papers on the key issues and heritage appreciation themes for the park. These white papers could be developed over several years and used in conjunction with other public communications activities, such as public presentations.
- **Video content** such as a short park YouTube movie that combines images from the park, the Elder interviews, and possibly other interviews conducted in the park.
- **Online educational materials** developed by NP&SP and its partners.

Some of this content can be completed in-house by NP&SP as capacity allows (e.g. white papers), while the other components simply involve providing online access to materials that NP&SP already has available or will be developing through heritage appreciation-related projects planned for future years.

#### 4.2.2 PARK BROCHURE BOOKLET – YEARS 3-5

As a 'Historic (*Inuit Nunagiqattaqsimajatuqanginni*) Park', Malijuaq is required to have a Park Brochure Booklet. According to the 2022 Master Plan, marketing materials for Malijuaq, such as a park brochure, should be designed to celebrate the story of the park, encourage visitation to the park and community, and promote Inuit tourism providers.

A park booklet, titled "Written in Stone", was previously developed for Malijuaq in 1983, but is no longer in print (a copy is provided in Appendix 6.14). This existing park booklet provides valuable interpretive information that is still relevant; however, the content was specifically written for a Visitor (Tourist) audience. The Master Plan recommends that this information be expanded to include the new sub-themes, enhance the education and interpretive messages about the park, and be inclusive of interpretive messages, information and stories for Kinngait residents. The updated booklet should also provide park safety information, including information to help visitors safely access the park.

The updated booklet should be formatted using the existing NP&SP standard booklet brochure template currently in use by other parks (e.g. Iqalugaarjuup Nunanga Territorial Park), and as described by the HA Framework (Section 4.2.3). In addition to the Master Plan recommendations mentioned above, the brochure should also contain the following content as outlined in the HA Framework:

- Interpretive messages highlighting Inuit culture and heritage, heritage or cultural recreation opportunities, sites of cultural significance, important wildlife areas, Inuit Qaujimajatuqangit on abiotic, biotic, or cultural resources, first-person stories as well as quotes related to the interpretive message.
- Park and territorial regulations related to cultural or heritage resources in the park.
- Where applicable, resource or site-specific mapping for cultural or heritage area.
- Where applicable, visitor use restriction areas or guide required areas, Inuit Owned Land.
- Safety messages about access to the park by boat, ATV or Snowmobile, specifically noting the tides and the risk the tides pose when travelling. The safety message should include reference to the "no access" and "regulated access" tidal causeways, and the rules for ATV travelers to stay on the trails.
- Information to encourage visitors to bring drinking water from the community when travelling to the park.
- Images, illustrations, maps, and park icons to highlight cultural and heritage significant sites or resources.
- Fun facts.
- Local contact information for Inuit tourism promotion and emergency.

Careful consideration should be made to ensure that the brochure's text is written at a level that is appropriate and understandable for the community, particularly youth.

The updated brochure should be designed and coordinated along with the park signage that will be developed through the framework (proposed above) so that mapping and messaging are consistent and complimentary.





### 4.2.3 PARK MAP BROCHURE – YEARS 3-5

As a 'Historic (*Inuit Nunagiqattasimajatuqanginni*) Park', a new Park Map Brochure will be required to fulfill the Malijuaq's requirements for promotional materials. This map brochure should be geared toward all park visitors and designed as described by the HA Framework (Section 4.2.4), so that it can double as a poster to be hung on walls and in public spaces for longer periods. This visual-driven publication should be available online for download and printed in hard copy form for distribution within the community (e.g. at the Malijuaq Visitor Centre, Hamlet office, Dorset Suites Hotel, Kinngait Cultural School, HTO, schools, airport and wildlife office).

The Park Map Brochure's content should include:

- A strong image/map component on one side and details about the park on the reverse side.
- An inset or detailed travel route/trail map.
- An inset or detailed context map showing the travel route from the community to the park.
- Numerous high-quality images (photographs or illustrations) highlighting Inuit culture and heritage, sites of cultural significance, important wildlife areas, Inuit Qaujimajatuqangit on abiotic, biotic or cultural resources, brief interpretive messages as well as first-person stories and quotes related to the interpretive message.
- Key messaging on how to travel to the park, hiring a guide, safe and sustainable travel, and travel in bear country.
- Safety messages about access to the park by boat, ATV or Snowmobile, specifically noting the tides and the risk the tides pose when travelling. The safety message should include reference to the "no access" and "regulated access" tidal causeways, and the rules for ATV travelers to stay on the trails.
- Information to encourage visitors to bring drinking water from the community when travelling to the park.
- Regulations around Inuit rights in parks, protecting archaeological resources, camping in the park, non-disturbance of wildlife, and private cabins protocol.
- Park and territorial regulations related to cultural or heritage resources in the park.
- Resource or site-specific mapping for cultural or heritage areas (where applicable).
- Inuit Owned Land boundary and the regulations related to IOL, as well as the permit requirements.
- Emergency Contact Information.

As with other promotional and informational materials produced for the park, care should be taken to ensure that the text is written in a manner that is understandable and useful for the community.

Finally, this new map brochure should be developed as a complimentary series along with the park brochure booklet described above.

## 4.3 PUBLIC COMMUNICATIONS

NP&SP currently has three public communications templates designed for news releases and PowerPoint presentations. There are two news release templates: one for newsletters and another for announcements.

The *Newsletter Template* can be used to communicate park information to residents of Kinngait and partner organizations. The newsletter can be delivered to organizations impacted by the park, placed in public locations or in individual mailboxes, and posted on the website. The newsletter may have a variety of applications, such as raising public awareness of a park issue, a project being undertaken in the park, or as a tool to increase awareness about the Kajjausarviit: NP&SP Program or the park's heritage.

The *Announcement Template* can be used to communicate a specific piece of information to the public, such as a public meeting announcement or a safety issue in the park. The announcement will be posted in the community, in the park, on the website, or circulated to the public or partner organizations.

A template for *PowerPoint Presentations* has also been developed for presentations that are given by NP&SP to the public, partner organizations, or committees associated with the park.

These communication templates, once customized for use at Malijuaq, can be used by NP&SP and the PAC to fulfill the park's goal and objectives related to communicating with residents of Kinngait and other audiences in order to increase awareness about the park's natural and cultural resources as well as the rules, regulations, and best practices to use when visiting the park.

Sample templates can be found in the appendix (section 6.3), while specific actions for their implementation will be presented in Section 5.

## 4.4 COMMUNITY/CULTURAL EVENTS

As a strategic goal, NP&SP seeks to engage communities in heritage appreciation to ensure that residents and visitors value their parks, gain understanding and knowledge of the territory's natural and cultural heritage and realize tourism benefits associated with the park. To work toward this goal, NP&SP is required to host a community event on an annual basis to increase awareness of individual parks and the Kajjausarviit: Nunavut Parks Program.

As such, the 2022 Malijuaq Master Plan states that NP&SP staff will identify and participate in annual community events that increase awareness of Malijuaq Territorial Park and the Kajjausarviit: Nunavut Parks Program. Community events will encourage engagement with the park's heritage and be promoted as tourism opportunities through the community's Inuit Tourism Strategy.

The success of these types of community events often depends on a substantial volunteer effort from the local community. As such, the need for volunteers should be considered during the early planning phase for any community event. This event should also be linked to the Kinngait Inuit Tourism Strategy, which is discussed later in Section 5.4.2.

### 4.4.1 CELEBRATION OF THE PARK – ANNUALLY

Recently approved by the NJPMC as a community/cultural event, an annual 'Celebration of the Park'<sup>2</sup> Day offers an opportunity to bring awareness of the park to residents of Kinngait and to deliver educational programming that emphasizes the park's cultural significance. Through these activities, the park's goal and objectives for sharing heritage appreciation are realized, and the park's IIBA requirement to host an annual community/cultural event is also achieved.

The primary audience would be the residents of Kinngait, but several secondary audiences (e.g. non-resident park visitors, local outfitters, and guides) would also benefit.

The scheduling and location of the event must be determined in consultation with the PAC. During the preparation of this HAP, the Malijuaq PAC indicated that mid-July would be an ideal time to hold this event, and that a location within the community, such as Aupaluktuk (community campground) or the Malijuaq Visitors Centre, would be more accessible to residents than the park, and would likely increase participation. If any activities are planned at the park, the event should be scheduled at a time of year when the park is safely accessible and community use is high.

This type of event could be planned in such a way that it would meet some of the educational/interpretive programming requirements for the park and promote tourism through the participation of local guides, outfitters, and other park-related tourism providers. It could also include a radio show component to increase awareness of the park and include residents who are not able to attend the event in person.

To guide the successful planning of this event, Section 5 presents specific actions that NP&SP can take. To aid in the planning of this type of event, a sample schedule and planning templates (previously used by NP&SP for organizing Canada's 'Parks Day') is also provided in Appendix 6.4.

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2 The South Baffin translation of 'Celebration of the Park' is "quviasugutiqarniq mirnguiqisrirmmik"



## 4.5 PARK-SPECIFIC EDUCATION PROGRAMS

The Kajjausarviit: Nunavut Parks Program seeks to engage communities in parks and the protection and celebration of park heritage. Education programs provide an opportunity to bring youth into the parks, bring information about our parks into the classroom, and make information accessible for youth that have left school. The following education initiatives at Malijuaq will support NP&SP in achieving the strategic goal and objectives for park-specific education programs and will advance the park's own goals and objectives for heritage appreciation as described below.

### 4.5.1 IN-PARK EDUCATIONAL PROGRAMS

In-park educational programming provides an opportunity for NP&SP to share both Inuit Qaujimajatuqangit and scientific knowledge with residents and visitors through interactive activities in the park. For parks, such as Malijuaq, where access to the park is somewhat challenging, many of these programs can also be offered in the community. If programs are held in the community, they would be best offered in an outdoor setting, such as the Malijuaq Visitor's Centre, to help the program's audience feel more connected to the land. Indoor locations may also be used through partnership with other community organizations (e.g. local schools, Hamlet, Kinngait Cultural Centre).

### 4.5.2 LEARN-TO PROGRAM – YEARS 1-10

Through a park-specific “Learn-To” Program at Malijuaq, NP&SP will provide opportunities to connect youth and other audiences to the land and resources of the park through brief educational activities on park-related topics, such as cutting up meat and how waste during harvesting is disposed. Programs can teach the use and respect for the parts of the animals, and teach traditional stewardship practices (e.g., not to dispose a whale head in the sea). This activity will involve the planning and delivery of two-hour sessions, or longer if needed, in the park or community at set times during the year. All sessions should include a hands-on component to help engage participants. Advertisement of the “Learn-To” Program sessions will be done through the schools, youth centre, other community organizations, radio, and online through social media. This program should also be linked to the Kinngait Inuit Tourism Strategy (discussed later in Section 5.4.2).

These short sessions can also provide an opportunity to engage park users and community members in discussions about some of the park's management issues that were mentioned earlier (e.g. respect for the environment, protection of natural and cultural resources, safe and sustainable travel) by sharing messages about the Inuit Qaujimajatuqangit and Environment Connection management approach for minimal impact travel, sustainable use of Malijuaq, and behaviours that the PAC would like to change to protect resources from human use impacts.

Additional ideas offered by the Malijuaq PAC include:

- How to make pitsi
- How to cut/process meats
- Igloo building
- Doll making
- Traditional games
- Tool making and terminology (traditional names)
- How to set up for camp (Set up tent, prepare sleeping platform, storing food)
- Traditional food storage (using rocks)
- Traditional cooking on the land

Successful completion of the “Learn-To” Program kits for Malijuaq will enable NP&SP to offer a scheduled educational program that will engage youth and others with an interest in the park. The establishment of this program in Kinngait will also help NP&SP achieve its strategic objective to support educational objectives for the IIBA through heritage appreciation activities and will support the park goal and objective for heritage appreciation: to share the park's theme and increase community awareness about the park, its important resources, and various management concerns.

### 4.5.3 IN-PARK CAMPS – ONGOING

In-park camps are another way to bring youth into Malijuaq to learn about heritage resources. According to the park's Master Plan, In-park educational programming should consider heritage and science camps for local residents that can be delivered at the designated campsite that will be developed at Tasiujaruluk in the future. Where feasible, any camp related to and supporting the parks heritage appreciation can be developed and delivered in the park in partnership with other agencies (e.g. HTO, Hamlet, schools). For example, if another organization is planning to organize a camp in the park, NP&SP may participate as a contributor. The HA Strategy proposes a staged approach to contributing to in-park camps until such time as the Division can organize their own camps (Section 3.4 of HA Strategy).

NP&SP is especially encouraged to work with partner organizations to develop and support the delivery of an educational camp where the park master or management plan identifies an opportunity for an oral history project, archaeological project, or science camp in the park. For Malijuaq, there will be an opportunity to organize and deliver in-park camps in conjunction with the Archaeological and Oral History ‘Special Projects’ that will be discussed below in Section 4.6.

The provision of in-park camps at Malijuaq will provide youth with an opportunity to appreciate and learn about the park for an extended period. Through these types of programs, park users will form a connection to the park and increase their awareness of the park’s stories, resources, and management challenges.

#### **4.5.4 OUTDOOR CLASSROOM – ONGOING**

Linking with the educational modules for the park, effort should be made to use the park as an outdoor classroom for all Kinngait schools and residents, with NP&SP staff and local experts providing guided walks or talks about the resources of the park, storytelling by Elders, and Elders teaching specific skills. Outdoor classrooms can use the Heritage Appreciation platform at Akia once it is completed.

These events could be videotaped as an archive for use online and in the Visitor Centre.

In partnership with Peter Pitseolak School, teachers could lead group classes in grades 7 and 10 in sessions related to the educational modules. Any classroom activity related to and supporting the parks heritage appreciation can be developed and delivered in the park in partnership with school/Department of Education curriculum.

#### **4.5.5 EDUCATION MODULES – YEARS 6-10**

A long-term goal of the Heritage Appreciation Program is to work with the Department of Education (GN) to prepare curriculum about territorial parks for delivery in all Nunavut schools.

One of the requirements of the NP&SP Heritage Appreciation Program is the development of education materials for delivery through Nunavut schools. The objective of this education program aimed at school-age children is to increase awareness of Nunavut Parks and opportunities for careers related to parks. In the long-term, NP&SP and the Department of Education (GN) will work together to prepare curriculum about parks for delivery to students in grades 4, 7 and 10 in all Nunavut schools, a process that will likely take 10 to 20 years. In the meantime, NP&SP, through partnership with the Department of Education and Department of Culture and Heritage, will develop park-specific, community-driven education resource kits based on a standard model and framework as described in the HA Framework (Section 4.6).

The Framework will be referenced for the development of a teacher’s resource kit about Malijuaq to be designed for use by Kinngait schools in grades 7 and 10 as part of the general curriculum, and a special curriculum in archaeology will be developed for grade 11. Students will learn about the park and develop an appreciation of both the cultural and natural heritage of the park by examining its rich history and resources. Students will also learn about park management and the skills required for protecting, preserving, and presenting (through interpretation) the park’s natural and cultural resources.

The completion of these actions will advance the park’s objective to share the unique story “Written in Stone – Our memories, stories and heritage” and increase awareness about the park and the management of its natural and cultural resources with local youth.

Finally, as mentioned above, NP&SP is also required to develop educational materials specific to grade 4 (see HA Framework: Appendix 3, Table 9). Because these materials may or not be developed by NP&SP during the term of this Malijuaq HAP, they have not been included. Therefore, their future development and implementation will need to be considered for Malijuaq’s next heritage appreciation planning cycle.

#### **4.5.6 YOUTH CAREER DEVELOPMENT**

NP&SP is obligated by the IIBA to establish and maintain appropriate communication linkages with Peter Pitseolak School in Kinngait to regularly communicate and update tourism- and parks-related information to students through various media and career fairs.

To help the park achieve this objective, NP&SP will develop an Malijuaq-specific package of information directed at youth in Kinngait to ensure that they have an awareness of parks and park career opportunities. This “Careers in Parks” package will be provided to the high school and shared by NP&SP through career fairs and presentations at the school.

The package will include the following materials:



- An Malijuaq-specific brochure about working in Nunavut's parks.
- Information about Inuit Benefits and Nunavut's parks.
- An Interview Guide for Nunavut youth.
- NP&SP Job Descriptions.
- A guide on how to apply for jobs with NP&SP.
- A short quiz to assess an individual's compatibility for working in parks.
- A Kinngait-specific "Careers in Parks" PowerPoint Presentation.

The Malijuaq PAC has approved this career package in principle, but it has yet to be implemented. The Heritage Appreciation Action Plan for Malijuaq (Section 5) provides recommended actions to help NP&SP ensure these materials are used regularly and effectively to engage youth as required.

## 4.6 SPECIAL PROJECTS

To continue gathering information and Inuit Qaujimajatuqangit about the park, the Malijuaq Master Plan and Management Plan have outlined several "Special Projects" to be phased in over time based on the available capital budget and approved annual work plans. These projects, some of which are summarized below, all have the potential to contribute in some way to the park's Heritage Appreciation Program, either by providing additional information about the park's cultural resources or by creating tools that can be used to share the heritage of the park.

### 4.6.1 ARCHAEOLOGICAL SURVEY – YEAR 1-2

Through partnerships with the GN Department of Culture and Heritage and Inuit Heritage Trust, archaeological research at Malijuaq will continue the data collection and understanding of cultural resources so that these sites can be monitored and protected for any change or impacts in the future, and potentially included in the park's Heritage Appreciation Program.

The Master Plan (Section 4.3.4) describes:

Future surveys will provide NP&SP with an opportunity to expand on this knowledge and to deliver the grade 11 education modules and in-park camps (discussed earlier). As per the IIBA, Archaeological Sites Special Projects will be undertaken with input from the PAC and local elders, and opportunities for local participation of local Inuit field students for all research projects in the park. Additionally, if artefacts must be removed from the park at any time for safe keeping (during survey work or otherwise), efforts must be made to obtain replicas for use in the Heritage Appreciation Program.

As with the oral history project mentioned below, the collection of knowledge around the cultural significance of Malijuaq has the potential to enhance the interpretive content for the park's Heritage Appreciation Program and theme.



## 4.6.2 ORAL HISTORY PROJECT – YEAR 3-4

The Master Plan prioritizes oral history projects to document the knowledge of elders and others on the history and traditional knowledge associated with high community use and tourism areas in Malijuaq. The primary goal is to use these oral histories to develop the park's interpretive program.

The Oral History Project should collect first person memories and stories related to the park that can be used to develop interpretive and educational content for signage and programs; to develop a park seasonal calendar; and interviews should be recorded to develop audio visual content that can be shared at the Visitor Centre.

The existing oral history documentation for the park includes some legends and stories about the resources of the area. The original park brochure, "Written in Stone", and the park's interpretive panels also share stories and information on traditional building practices, camp life, and harvesting activities. Opportunities exist to collect and document family connections and stories related to the park to add to the interpretive content. The resulting Interpretive stories should be told through first person oral histories from Kinngait residents and use the park's theme.

As per the IIBA oral histories shall include local elders and, where possible, visits to the park. Oral history should always be videotaped and transcribed. Oral History Projects must also be conducted in conjunction with any Archaeological Sites Special Projects that take place in the park.

The completion of this oral history special project will provide NP&SP with additional information that can be used to promote the park and NP&SP Program and increase awareness of the significance of the park and its connection to residents of Kinngait. Oral history collection at Malijuaq will also contribute to the understanding and knowledge around the park's theme "Written in Stone – Our memories, stories and heritage" to enhance the interpretive content for the park.

## 4.6.3 VISITOR CENTRE ART PROJECT – YEAR 5-6

As another Special Project, the Master Plan recommends that an art project be completed for the exterior of the Visitor Centre. This project may be eligible for a Nunavut Public Art Initiative (GN) funding grant. It is recommended that a large sculpture be commissioned for the Gathering Area (on a theme that is related to the park), and the front of the Visitor Centre and its storage shed/ sea can be painted to depict a scene related to Malijuaq. An example of similar building art was used at the Community Hall.

During the development of this HAP, the Malijuaq PAC suggested they would prefer for the design of this artwork to be chosen through a community-wide contest where all ages would be invited to participate. For the contest, participants would be given a deadline to submit their draft, and the winning submission would be selected by the PAC and announced at the next Celebration of the Park Day. The PAC suggested the following park-related themes for the design: a mountain, a large wave, traditional sod house and family.

This artwork can enhance interpretive content with a representation of an image that relates to the park.





## 4.7 INTERPRETIVE TRAINING TOOLS

NP&SP staff will encourage Inuit outfitters and guides in Kinngait to provide park tours, and support their requirements through the Inuit Tourism Strategy and other park-specific training programs. Tourism opportunities include cruise ship visitors, business travelers, and cultural tourists that could come from the community to the park either on foot, by boat, or ATV.

To support this initiative, tools must be developed through the Heritage Appreciation Program for use by local tourism operators, such as an interpretive script, a list of suggested sites of cultural significance to visit, and suggested interpretive activities. The following actions will help NP&SP and the PAC achieve the desired outcomes for park interpretation.

### 4.7.1 MALIJUAQ INTERPRETIVE SCRIPT – YEARS 3-5

According to the HA Framework, interpretative scripts should be prepared for local outfitters and guides to reference when a park master plan identifies the need for park interpretation. Resources that support the inclusion of appropriate and accurate heritage appreciation messaging in the materials, activities, and presentations of local outfitters, guides and tourism operators, should be used and referenced in the park-specific interpretative script.

For Malijuaq, the script should highlight important stories and legends, places and resources of significance, and the cultural connection of local Inuit to the park landscape. Reference to other tourism opportunities and local Inuit Tourism Providers should also be included where applicable.

The development of this specialized tool for use by Inuit tourism providers, business operators and park staff in Kinngait will help NP&SP achieve the park's vision to share the theme “Written in Stone – Our memories, stories and heritage” with a variety of audiences, create community benefits through tourism opportunities, and provide visitors with a safe and positive experience in the park and in the community.

### 4.7.2 PARK-SPECIFIC INTERPRETIVE TRAINING – YEARS 3-5

To further support NP&SP in providing park-related services, an annual interpretive training program should be offered to NP&SP staff, local tour operators, and outfitters. This training would serve as an orientation to educate new and returning NP&SP summer staff about the special features and history of the park and park regulations. It would also provide an introduction to the park for new operators and a refresher for established guides. A park orientation session also provides NP&SP with an annual opportunity to share updates on the park such as management directives or issues that might affect operators' services.

As a component of this training program, participants could be invited to participate in the Community/Cultural Events discussed earlier in Section 4.4, which would provide an opportunity for them to practice their park interpretive skills and a chance for tourism-related businesses to promote their services. The Malijuaq Management Plan includes a budget for heritage appreciation and interpretation training for staff (\$1,000 per person, per year). Any actions in this category should be linked to the Kinngait Inuit Tourism Strategy.

## 4.8 ANNUAL STUDENT AWARD

Per the IIBA for Territorial Parks, NP&SP is committed to delivering an Annual Award to high school students who are top achievers in a park-related field of studies:

*Nunavut Parks will communicate with the local high school to nominate a student for this annual award. If the local high school does not have a park-related field of studies, Aulajaaqtut studies will be used. This award should be presented at the annual Parks Day event or at the school's year-end ceremony.*

A high school student in Kinngait will receive a Park Award from the Malijuaq PAC for excellence in park-related academic topics.

The Kinngait PAC agreed to support this initiative during the preparation of this HAP.

## 4.9 UPDATES TO THE PARK'S IMAGE, VIDEO AND DOCUMENT COLLECTION

This section identifies the various image, video, and document resources that are currently needed to support the actions of this Plan.

### 4.9.1 PARK IMAGE DATABASE – TBD

The HA Framework identifies the need for NP&SP to develop image databases for each park that contain high-quality, professionally commissioned images suitable for marketing Nunavut Parks.

As as an existing park, the image database for Malijuaq contains photos that were taken over the last several years, at various stages of park establishment. In keeping with the goals of the park master plan, NP&SP will need to supplement the park's image database with content and imagery related to the updated theme "Written in Stone – Our memories, stories and heritage" that can be used to support continued development of the park's Heritage Appreciation Program. This includes high-quality photographs of the park that can be used in interpretive and marketing materials, particularly photos of the park in all seasons, photos of the community use of the park, and photos of the tourism attractions of the park. Archival photos can also be researched and purchased through the Library and Archives Canada.

Following the development and installation of new park infrastructure, an additional series of high-quality photographs featuring Malijuaq's facilities and amenities should be taken to update the park's photo collection and marketing initiatives.

Completing these actions will help NP&SP meet the strategic goal for public communications, and specifically, the objective to update park-specific tools in compliance with completed interpretive plans. Updating the park image database will benefit all audiences through the subsequent production of heritage appreciation materials (brochures, online, educational) that feature stunning images of the park landscape, park services and amenities, and people enjoying the park.

### 4.9.2 WEB-BASED VIDEO – ONGOING

Web-based video (e.g., YouTube) is a product that can be broadcast on the park's website, linked to the Kinngait Tourism Strategy, displayed in the Malijuaq Visitor's Centre, and used in educational programs for youth who are in or out of school. As such, one video can serve several objectives to meet the needs of multiple audiences in Malijuaq's Heritage Appreciation Program.

As discussed earlier in Section 4.6, the Malijuaq Master Plan and Management Plan mentions the collection of the park's oral history, which could include the videotaping of Elder interviews to share with the public.

Other activities that NP&SP organizes for the park, such as archaeological projects, camps, special presentations, or people using the park, can also be recorded and edited into short web-based video to promote park activities, stories/themes, and other important information to all park audiences through a variety of media (e.g. online, school presentations, job fairs, community events).

### 4.9.3 BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE – TBD

To aid in the organization and future collection of the park's HA-related resources, NP&SP should work to develop a Bibliographic Guide to the Document and Photograph Archive for Malijuaq. This catalogue should be developed to identify park-related documents, digital images, and archival material that are either held in the NP&SP database or available from an archival institution. Once developed, this tool can be used by park staff or contractors to easily find specific information, documentation, or visual resources related to the park. A sample bibliographic guide can be found in Appendix 6.12.

















## 5 MALIJUAQ HERITAGE APPRECIATION IMPLEMENTATION

*This section provides two action plans and a checklist that will aid NP&SP in working towards the long-range and annual goals that are desired for the park's Heritage Appreciation Program. This section also discusses the requirements and responsibilities for HAP implementation as well as recommendations for monitoring and evaluation of the park's Heritage Appreciation Program.*

### 5.1 ACTIONS REQUIRED TO COMPLETE MALIJUAQ'S HERITAGE APPRECIATION PROGRAM

The following table corresponds to the “one-time” activities and actions outlined previously in Section 4, such as the creation of infrastructure, materials, or educational programs. It sets target dates and budgets and provides details and requirements that are necessary for the successful implementation of these actions. These actions should be reviewed by NP&SP on a yearly basis to ensure that they are considered for inclusion in annual work plans and budgets. Once completed, the Kinngait **Inuit Tourism Strategy** may also identify additional materials or program activity requirements. Tourism strategy initiatives can be added to the PAC annual work plans and budgets.

### 5.2 IMPLEMENTATION OF RECURRING HERITAGE APPRECIATION PROGRAMS

The following table outlines the delivery requirements for “annually recurring” activities and programs that will help NP&SP fulfill the goals and objectives of the park's Heritage Appreciation Program. This list of activities and programs should be reviewed by NP&SP on yearly basis to ensure that they are appropriately addressed in the annual work plan and budget.







Table 14: One-time activities and actions required to complete Malijuaq’s Heritage Appreciation Program

HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Signage Repairs & Replacements	<ul style="list-style-type: none"><li>Entrance Sign (existing)</li><li>Interpretive Panels (existing)</li></ul>	Year 1-2	<ul style="list-style-type: none"><li>Entrance Sign = \$10,000</li><li>Interpretive Panels = \$20,000</li></ul>	\$30,000	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 2.4.3, 4.3.3.1, 5.2, 6.3</li><li>Mgmt Plan: 2.2.1, 2.6.1, 3.1, 3.3.1.1, 3.3.4, 4.7</li></ul>	<ul style="list-style-type: none"><li>NP&amp;SP Signage Manual</li></ul>	
HA Planning: Interior Displays & Oral Histories	<ul style="list-style-type: none"><li>Research, interviews and writing of oral histories for the interpretive panels</li></ul>	Year 3-4	<ul style="list-style-type: none"><li>\$50,000</li></ul>	\$50,000	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 2.2.3.3, 2.4.3, 2.5, 4.3.1, 4.3.4, 5.2</li><li>Mgmt Plan: 2.6.1</li></ul>	<ul style="list-style-type: none"><li>Master Plan Special Project</li></ul>	
Marketing Materials	<ul style="list-style-type: none"><li>Park-specific promotional and information materials in print and online</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Development and fabrication = \$15,000</li></ul>	\$15,000	<ul style="list-style-type: none"><li>HAP: 4.2</li><li>Master Plan: 2.4, 2.4.4, 2.5, 5.3.2</li><li>Mgmt Plan: 3.5, 4.4</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li></ul>	
Website	<ul style="list-style-type: none"><li>Develop new content in keeping with the 2021 Master Plan and park theme</li><li>Addition of supplemental tools (e.g., library, links, image gallery)</li><li>Addition of new content as it is developed (e.g., white papers, videos, education modules)</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Ongoing</li></ul>	TBD	<ul style="list-style-type: none"><li>HAP: 4.2</li><li>Master Plan: 2.4, 2.4.4, 2.5, 5.3.2</li><li>Mgmt Plan: 4.4</li><li>HA Strategy: 3.5</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li><li>Should be completed as soon as possible</li><li>Development and addition of new online tools should be completed as/when possible</li></ul>	
Outfitter Training Materials, Interpretive Kits, and Promotional Materials	<ul style="list-style-type: none"><li>Development of park-specific interpretive script and training program for park staff and tourism operators in Kinngait</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Development and fabrication = \$10,000</li><li>Training and promotion = \$10,000</li></ul>	\$20,000	<ul style="list-style-type: none"><li>HAP: 4.7</li><li>Master Plan: 2.2.1.1, 2.4, 2.4.4, 2.5, 3.2</li><li>Mgmt Plan: 2.5, 2.7.1, 3.1, 3.3.4, 4.3.4</li><li>HA Framework: 4.5.3</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li></ul>	
Park Booklet Brochure	<ul style="list-style-type: none"><li>Content development, design and printing</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Development = \$8000</li><li>Printing run of 500 copies = \$5000</li></ul>	\$13,000	<ul style="list-style-type: none"><li>HAP: 4.2</li><li>Master Plan: 2.4, 2.4.4, 2.5, 5.3.2</li><li>Mgmt Plan: 2.7.1, 3.3.1.1, 4.4</li><li>HA Framework: 4.2.3</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li><li>Updates to the Park Image Database may be required prior to developing the park brochure</li></ul>	
Park Map Brochure	<ul style="list-style-type: none"><li>Content development, design and printing</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Development: \$3,000</li><li>Printing run of 500 copies: \$15,000</li></ul>	\$18,000	<ul style="list-style-type: none"><li>HAP: 4.2</li><li>Master Plan: 2.4, 2.4.4, 2.5, 5.3.2</li><li>Mgmt Plan: 2.7.1, 3.3.1.1, 4.4</li><li>HA Framework: 4.2.4</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li><li>Updates to the Park Image Database may be required prior to developing the park map brochure</li></ul>	
Inuit Tourism Strategy for Kinngait and Malijuaq	<ul style="list-style-type: none"><li>Planning and consultation</li></ul>	Year 3-5	<ul style="list-style-type: none"><li>Marketing</li><li>Park &amp; Community Events</li></ul>	\$50,000	<ul style="list-style-type: none"><li>HAP: 5.4</li><li>Master Plan: 1.4, 2.4.2, 2.5, 3.2, 5.1.2,</li><li>Mgmt Plan: 1.4, 2.5, 3.3.4, 3.3.6.3, 3.5, 4.1, 4.3.4, 4.5</li></ul>	<ul style="list-style-type: none"><li>Project to be delivered by NP&amp;SP</li><li>In partnership with PAC, Schools, Hamlet of Kinngait, GN Dept. of Education</li></ul>	

HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Visitor Centre Displays & Signage	<ul style="list-style-type: none"> <li>Interpretive display replacement</li> <li>Interior and exterior signage design and fabrication</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>Contract for display design, signage, and fabrication = \$50,000</li> </ul>	\$50,000	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 2.4, 2.4.3, 2.5, 3.2, 4.3.1, 4.3.3.9, 4.3.4, 5.2, 6.3</i></li> <li><i>Mgmt Plan: 2.6.1, 3.3.4, 4.7</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Class D Estimate</i></li> </ul>	
Visitor Centre Art Project	<ul style="list-style-type: none"> <li>Artwork on exterior wall of Malijuaq Visitor Centre</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>\$45,000</li> </ul>	\$45,000	<ul style="list-style-type: none"> <li><i>HAP: 4.6</i></li> <li><i>Master Plan: 2.4.3, 4.3.4, 5.2</i></li> </ul>	<ul style="list-style-type: none"> <li><i>May be eligible for Nunavut Public Art Initiative (GN) funding</i></li> </ul>	
Education Modules	<ul style="list-style-type: none"> <li>Grade 7, 10 &amp; 11 teacher education kits and online resource materials</li> </ul>	Year 6-10	<ul style="list-style-type: none"> <li>Grade 7 modules = \$35,000</li> <li>Grade 10 modules = \$30,000</li> <li>Grade 11 modules = \$25,000</li> </ul>	\$50,000	<ul style="list-style-type: none"> <li><i>HAP: 4.5</i></li> <li><i>Master Plan: 2.4.5.1, 3.2</i></li> <li><i>Mgmt Plan: 4.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project will include Malijuaq-specific and general content.</i></li> <li><i>Through partnership with the GN Dept. of Education and Dept. of Culture and Heritage.</i></li> <li><i>Class D Estimate</i></li> </ul>	
Airport Display	<ul style="list-style-type: none"> <li>Information kiosk</li> </ul>	Year 7-8	<ul style="list-style-type: none"> <li>Contract for display design = \$12,000</li> <li>Materials, fabrication, shipping, and labour = \$8,000</li> </ul>	\$20,000	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 2.4.3, 4.3.3, 5.2, 6.3</i></li> <li><i>Mgmt Plan: ??</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Class D Estimate</i></li> </ul>	
Signage: Park Entrance and Akia Interpretive Areas	<ul style="list-style-type: none"> <li>New interpretive panels at the Entrance Sign area</li> <li>Akia Heritage Platforms</li> <li>Akia Parking Area</li> <li>Designated boat landing area signage</li> </ul>	Year 7-8	<ul style="list-style-type: none"> <li>Contract for Signage Design= \$25,000</li> <li>Materials, fabrication, shipping, and labour= \$40,000</li> </ul>		<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 2.4.3, 4.3.3, 5.2, 6.3</i></li> <li><i>Mgmt Plan: 2.6.2, 3.1, 4.7</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Shipping assumes boat access to the location</i></li> </ul>	
Hiking Route Marker Posts	<ul style="list-style-type: none"> <li>Floating base “walk around pylon” markers (see specifications)</li> </ul>	Year 9-10	<ul style="list-style-type: none"> <li>Materials and Labour</li> </ul>	\$10,000	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.3.3.8, 5.2, 6.3</i></li> <li><i>Mgmt: 2.6.2</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Assumes installation to be completed by NP&amp;SP Malijuaq staff</i></li> </ul>	
Updates to Park Image Database	<ul style="list-style-type: none"> <li>Professional photos of park</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Professional Photographer = TBD</li> </ul>	TBD	<ul style="list-style-type: none"> <li><i>HAP: 4.9</i></li> <li><i>HA Strategy: 3.5</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> <li><i>Completion of this action is recommended after new park infrastructure is completedf</i></li> </ul>	

\* All Cost Estimates are ‘Class C’ except where indicated.



Table 15: Annually recurring actions and activities under Malijuaq’s Heritage Appreciation Program

HAP ACTION	DESCRIPTION	IMPLEMENTATION TIMEFRAME	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS
Public Communications	Use of the park’s communication templates, radio, or social media to announce events and meetings or messages about park management issues	As/when applicable or required	HAP: 4.3 Master Plan: 2.4.2, 3.3.1, 4.3 Mgmt Plan: 1.6.2, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"><li>• To be delivered by NP&amp;SP</li><li>• Newsletters and announcements will need to be created to address the ongoing park management issues described in the management plan and HAP</li><li>• NP&amp;SP will need to establish a protocol for issuing official notices to ensure consistency across the territory</li><li>• NP&amp;SP &amp; the Malijuaq PAC will also need to establish a protocol for issuing messages that the PAC may want to disseminate</li></ul>
Celebration of the Park	Planning and hosting an annual ‘Celebration of the Park’ day to coincide with the most popular time for community use of the park.	Annually	HAP: 4.4.1 Master Plan: 2.4.5.3 Mgmt Plan: 3.5, 4.3, 4.5 HA Strategy: 3.3	<ul style="list-style-type: none"><li>• Project to be delivered by NP&amp;SP and may be adapted from existing Parks Day programming</li><li>• Manager Parks: Heritage Appreciation to provide support or information to the local tourism coordinator or individual responsible for the community event as required</li><li>• Should be planned to benefit residents, visitors</li><li>• Includes promoting the community, providing park information to share with residents and visitors attending the community event, and assistance in planning the community event</li><li>• Must include cultural components (e.g. Learn-to Program sessions, interpretive presentations, etc.)</li><li>• To be scheduled in consultation with PAC</li></ul>
“Learn-to” Program	Contracting local people and purchasing materials to teach park-specific programs	Year 3-5 and Year 6-10	HAP: 4.5.2 Master Plan: 2.4.2, 2.4.5.2, 2.5 Mgmt Plan: 3.5, 4.4 HA Strategy: 3.4	<ul style="list-style-type: none"><li>• Should be advertised through the schools, Youth Centre, radio, community centres, and social media</li><li>• Can be delivered in conjunction with other activities and programs such as Community Events (Celebration of the Park), school presentations, in-park camps</li><li>• Annual budget for development, materials and implementation:<ul style="list-style-type: none"><li>- Year 3-5 = \$2,000</li><li>- Year 6-10 = \$3,000</li></ul></li></ul>
In-Park Camps	To provide in-park camp experiences for local students and Youth (Inuit Qaujimajatuqangit science camps)	As/when applicable	HAP: 4.5.3 Master Plan: 4.3.3.6 Mgmt Plan: 1.6.2, 3.3.8 HA Strategy: 3.4	<ul style="list-style-type: none"><li>• To be delivered through partnership with other organizations (e.g., schools, Inuit Heritage Trust)</li><li>• Can be used for any educational events or programs that can benefit from an in-park camp component</li></ul>
Park-Specific Interpretive Training	To provide annual training on interpretation and park management updates	Annually	HAP: 4.7 Master Plan: 2.2.1.1, 2.4, 2.4.4, 2.5, 3.2 Mgmt. Plan: 2.5, 2.7.1, 3.1, 3.3.4 HA Framework: 4.5.3	<ul style="list-style-type: none"><li>• For NP&amp;SP staff, local Inuit tourism operators</li></ul>
Youth Career Development	To develop partnerships with Kinngait schools’ teachers and principals to share information about Nunavut Parks, and provide information to students about careers in parks, Kajjausarviit: Nunavut Parks Program, and the resources of their local park	Annually	HAP: 4.5.6 Master Plan: 2.4.2, 2.4.5.3, 2.4.5.4 Mgmt Plan: 4.3.4 HA Strategy: 3.4 IIBA: 6.1.1	<ul style="list-style-type: none"><li>• “Careers” information package should be distributed to local schools (high school, Arctic College), along with other park brochures and interpretive materials that are developed for the park.</li><li>• NP&amp;SP staff in Kinngait should attend at least one career/job fair annually and conduct a school visit to explain parks-related jobs, career, and business opportunities to students.</li></ul>
Student Award	Annual Regional Award for secondary school students who are top achievers in a parks-related field of study	Annually	HAP: 4.8	<ul style="list-style-type: none"><li>• Contact high school to identify the student who is the top achiever</li><li>• Present award on Celebration of the Park Day or school year-end ceremony</li></ul>





## 5.3 CHECKLIST FOR ANNUALLY RECURRING HA SCHOOL OUTREACH

NP&SP staff can use this checklist to ensure that a consistent approach is followed for annually recurring outreach initiatives and requirements related to the park's Heritage Appreciation Program.

Prior to the beginning of each school year, NP&SP staff should arrange to meet with high school administrators to:

- Determine how many students will be attending school for the given school year, specifically in grades that will be targeted for HA presentations and programs.
- Discuss potential opportunities for in-park camps that can be planned in conjunction with the school's Career Technologies Studies (CTS) week, or any special projects (e.g., archaeology or other research) scheduled for the park.
- Determine if the school's career counselor has enough copies of career brochures and other printed materials as required.
- Inquire about career and science / heritage fairs planned for the school year and request to participate.
- Explore opportunities to offer special presentations related to careers in parks and other park-related topics during the school year.
- Encourage the schools to use the park as an outdoor classroom.

## 5.4 REQUIREMENTS AND RESPONSIBILITIES FOR IMPLEMENTATION

### 5.4.1 PARTNERSHIPS FOR PROGRAM DEVELOPMENT AND DELIVERY

The success of a park's heritage appreciation program depends on partnerships. The HA Strategy identifies NP&SP's partners and the strategic goal of building partnerships in heritage appreciation to identify opportunities for collaboration and partnership, strengthen current partnerships, and define the key heritage appreciation goals that can be achieved through partnerships.

For example, in Kinngait:

- Partnership with the Malijuaq PAC will help ensure that the park's Heritage Appreciation Program is planned and developed in the best interests of the community.
- Partnerships with local tourism providers (guides, outfitters, others) will help ensure that park interpretive messages are shared and that park-related tourism benefits are realized in the community.
- Partnership with the hamlet and community organizations will aid NP&SP in the successful delivery of community events, such as Celebration of the Park Day.
- Partnerships with community heritage organizations can ensure that the collection and sharing of oral history, interpretive messages, and other park-related knowledge directly benefits the community.
- Partnerships and communication linkages with Kinngait schools ensure that students are engaged in park heritage appreciation and aware of park-related career opportunities and that teachers have access to learning materials related to the park.

These partnerships help to ensure that that planning, development, and delivery of park-specific heritage appreciation programs are done in ways that are meaningful to Inuit and beneficial to the community and audiences for which the program is intended.

### 5.4.2 KINNGAIT INUIT TOURISM STRATEGY

As a requirement of the IIBA (Article 4), the Government of Nunavut will be developing Inuit tourism strategies in communities that have a nearby park. These tailor-made tourism strategies will effectively capture and improve upon a variety of park-related tourism products that are specific to each community, such as hospitality, accommodation, and heritage programs and interpretation. For Kinngait, this will involve making the most of tourism-related opportunities at Malijuaq Territorial Park to help stimulate local tourism development and support the needs of Community-Based Sustainable Tourism Stakeholders. Park-related tourism services will consider planning, development, and training for outfitting, guiding, logistical support, contracting, product promotion and sales, program delivery, and special projects.

The park is an essential part of Kinngait's tourism potential, and the park's Heritage Appreciation Plan can directly inform the community's tourism strategy by: (1) providing a list of park events and interpretive activities offered in the community/park, and (2) identifying training needs specific to providing park interpretation to tourists.

To support the development of a local tourism initiative, information about the community should be included on the Park's web

site and in marketing literature, taking the community's vision for tourism into account. The Master Plan also recommends that the Kinngait/Malijuaq Inuit Tourism Strategy include an assessment of the training needs for Inuit Tourism Providers. The purpose of the training needs assessment would be to review the current capacity and identify training needs. The assessment should address the business skills and training required for all areas identified in IIBA Article 4.4.3, and in addition, it should assess the requirements for safe and sustainable travel, search and rescue, Heritage Appreciation program delivery, and tourism service delivery (e.g. outfitting, guiding) for the visitor groups and activities identified in this plan.

The interconnections between the Kinngait Inuit Tourism Strategy and the park's Heritage Appreciation Program have been identified (where applicable) throughout the Malijuaq HAP.

### 5.4.3 INUIT CONTRACTING AND BUSINESS OPPORTUNITIES

There will be incentives for Inuit and local businesses for park-related contracts per the policy for Government of Nunavut and park-specific contracting. For example, The Master Plan's recommended zoning states that non-Inuit visitors should use Inuit outfitters in the park, and requires non-beneficiaries to be guided in special management zones in the park and on Inuit Owned Lands. The Inuit Tourism Training Programs for Malijuaq will address the requirements to develop and support Kinngait's Inuit outfitters and guides. All of the actions in the implementation plan offer Inuit contracting and business opportunities in construction contracting, shipping of materials, installation, and special project completion.

### 5.4.4 COMMUNITY INVOLVEMENT

Nunavut's Parks are planned and managed jointly through the NJPMC and CJPMC (or PAC) in each associated community. NP&SP recognizes Inuit rights and obligations under the NLCA and IIBA, and heritage appreciation is shaped by co-management and consultation with park communities.

Malijuaq's Heritage Appreciation Program has been developed in partnership with the Malijuaq PAC. The continued development and implementation of the park's heritage appreciation program will need to respect the co-management relationship and requirements set out in the IIBA. This will include abiding by the following IIBA requirements related to heritage appreciation planning:

- Before developing or contracting for the development of any promotional, educational, or informational material in connection with a Park, the GN shall consult with the Relevant CJPMC regarding the proposed type, design and content of the material to be developed (IIBA 7.4.1).
- Prior to the installation of any new facilities or infrastructure, the CJPMC is to be consulted on the recommended location of facilities, displays, and exhibits to be produced for Malijuaq or in the community (IIBA 7.5.2).
- Engagement with the public or stakeholder organizations may occur for any matter identified by the CJPMC in the management and operation of Malijuaq but must occur for Oral History and Archaeology Projects (IIBA 14.5).

Additionally, the guidelines presented in NP&SP's planning guide *Culturally-Appropriate Consultation Techniques for use in planning and managing Nunavut's Parks and Special Places* should be taken into consideration when NP&SP staff (or contractors) are working with the public, small groups, or individuals about matters related to the park's heritage appreciation.



# 5.5 PROGRAM MONITORING AND EVALUATION

To determine if the Heritage Appreciation Program is achieving its goals and objectives, NP&SP will undertake an evaluation of the Malijuaq HAP as part of the implementation plan. There are four stages recommended for monitoring and evaluating the HAP:

1. Establish the objectives of the evaluation for each implemented action.
2. Determine the indicators to be monitored for each implemented action.
3. Determine the method(s) that will be used to conduct the evaluation (e.g., paper or online survey, stakeholder interview, collection and analysis of data such as hits to webpages, or number of brochures distributed).
4. Implement the evaluation.

NP&SP will identify key sources for the evaluation (documents, events, and stakeholders), and design the processes by which these sources will be engaged in an evaluation (research, survey, focus groups, interviews, data mining). NP&SP will implement the evaluation internally or through an independent evaluator.

The general areas to evaluate the Malijuaq HAP could include:

- The contribution of the HAP action to the NP&SP Program and specific heritage appreciation goals for Malijuaq.
- The contribution of the HAP to meet obligation and requirements of the IIBA.
- The effectiveness of the HAP to increase awareness of key messages and interpretive themes among the target audiences.
- The ability of NP&SP to implement the HAP within available resources (human and financial).

NP&SP should determine the evaluation indicators at the outset of the HAP. The following table recommends possible indicators for each of the HAP actions as well as suggested methods and timing of the evaluation.

The Manager of Heritage Appreciation will be responsible for identifying the evaluation tasks to be undertaken each year and provide a report on the outcomes and requirements for continuing implementation of heritage appreciation and interpretative programs. The following table (**Table 10**) provides a framework to guide the evaluation process, and the HA Framework (Section 3.7) provides additional guidelines for monitoring and evaluating heritage appreciation programs.







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ikjuaq Visitor Centre

2006



Table 16: Evaluation Indicators Framework for Malijuaq Territorial Park

HAP Action	Evaluation Objectives	HAP Indicators	Evaluation Method	Evaluation Schedule
<b>Interpretive Infrastructure: Park Signage</b>	<ul style="list-style-type: none"><li>• Protect park and park resources</li><li>• Increased awareness of park and park regulation generally and resources specifically</li><li>• Engage visitors and community in park heritage</li><li>• Enhance visitor experience</li></ul>	<ul style="list-style-type: none"><li>• Negative impacts of visitor use are measurably reduced, specifically ATV damage, vandalism, and disturbance to cultural sites</li><li>• Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>• Park visitors appreciate the stories of the park</li><li>• All park user groups and audiences have a positive experience and impression of the park</li></ul>	<ul style="list-style-type: none"><li>• Visitor Surveys</li><li>• Community Open House/meetings</li><li>• Community survey</li><li>• NP&amp;SP staff reporting on the state of the park, its resources, and Operations and Management issues</li></ul>	<i>Starting the season after the signage is installed:</i> <ul style="list-style-type: none"><li>• Visitor surveys: <b>annually</b></li><li>• Community Open House: <b>annually</b></li><li>• Community survey</li><li>• NP&amp;SP state of the park report: <b>annually</b></li></ul>
<b>Interpretive Infrastructure: Park Office</b>	<ul style="list-style-type: none"><li>• Increased awareness of park and NP&amp;SP program</li><li>• Engage visitors and community in park heritage</li><li>• Enhance visitor experience</li></ul>	<ul style="list-style-type: none"><li>• Increase in park visitation</li><li>• Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>• Park visitors appreciate the story of the park</li></ul>	<i>Integrate with the methods listed above for park signage:</i> <ul style="list-style-type: none"><li>• Visitor Surveys</li><li>• Community Open House /meetings</li><li>• Community survey</li></ul>	<ul style="list-style-type: none"><li>• Visitor surveys: <b>annually</b></li><li>• Community open house: <b>annually</b></li><li>• Community survey</li></ul>
<b>Promotional and Informational Materials:</b>  1. Park Brochure 2. Park Map Brochure 3. Website	<ul style="list-style-type: none"><li>• Increased awareness of park and park regulation generally and resources specifically</li><li>• Engage visitors and community in park heritage</li><li>• Enhance visitor experience</li><li>• Support economic development (tourism) in Kinngait</li></ul>	<ul style="list-style-type: none"><li>• Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>• Consistent and comprehensive park-related tourism information available online or through local tourism providers</li><li>• Increased media coverage of the park and community</li></ul>	<ul style="list-style-type: none"><li>• Monitor the traffic to the NP&amp;SP website for the park, and if possible, monitor the downloads from the site</li><li>• Monitor the numbers of brochures, postcards, and maps handed out each season</li><li>• Monitor media coverage that mentions the park</li></ul>	<i>Starting the season after materials are developed:</i> <ul style="list-style-type: none"><li>• Monitoring will be annual for numbers of visitors accessing the website or taking hand outs</li><li>• General monitoring of media should occur <b>annually</b></li></ul>
<b>Public Communications:</b>  1. Newsletter 2. Announcement 3. PowerPoint	<ul style="list-style-type: none"><li>• Increased awareness of park, heritage river, and NP&amp;SP program</li><li>• Engage the community and key stakeholders in park heritage</li><li>• Provide information to the community and key stakeholders on specific issues, resources, or plans for the park</li><li>• Support community consultation objectives of NP&amp;SP</li><li>• Protect public safety through announcements when required</li></ul>	<ul style="list-style-type: none"><li>• Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>• Consistent and comprehensive communications about NP&amp;SP, the park, and specific issues</li><li>• Engage key stakeholders in park issues</li><li>• Timely public safety announcement concerning the park</li></ul>	<i>Integrate with the methods listed above for park signage:</i> <ul style="list-style-type: none"><li>• Visitor Surveys</li><li>• Community open house/meetings</li><li>• Community survey</li></ul>	<ul style="list-style-type: none"><li>• Visitor surveys: <b>annually</b></li><li>• Community open house and community survey: <b>annually</b></li></ul>
<b>Community and Cultural Events:</b>  Celebration of the Park	<ul style="list-style-type: none"><li>• Increased awareness of park and park regulation generally and resources specifically</li><li>• Engage visitors and community in park heritage</li><li>• Enhance visitor experience</li><li>• Support economic development (tourism) in Kinngait</li></ul>	<ul style="list-style-type: none"><li>• Increased knowledge and understanding of NP&amp;SP and the park among community residents</li></ul>	<ul style="list-style-type: none"><li>• Record attendance at Community Open House functions</li></ul>	<ul style="list-style-type: none"><li>• Monitoring of specific actions (e.g. open house) will be linked to the action</li></ul>

HAP Action	Evaluation Objectives	HAP Indicators	Evaluation Method	Evaluation Schedule
<b>Learn-to Program</b>	<ul style="list-style-type: none"> <li>Increased awareness of park and its resources</li> <li>Engage community and visitors in park heritage</li> <li>Enhance visitor experience</li> <li>Support economic development (tourism) in Kinngait</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and timely delivery of the Learn-to Program</li> <li>Increased knowledge and understanding of the park and park resources</li> <li>Increased participation by community members</li> <li>An increase in park appreciation by residents as measured by less vandalism and more respectful park use</li> </ul>	<ul style="list-style-type: none"> <li>Record attendance each time the program is delivered</li> </ul>	<ul style="list-style-type: none"> <li>The program will be offered on a regular schedule annually, and evaluation will take place both throughout (formative evaluation) and at the end of the season (summative evaluation)</li> </ul>
<b>Education: Grade 7 and 10 Modules</b>	<ul style="list-style-type: none"> <li>Ensure that modules are delivered in Kinngait classrooms and that students: <ul style="list-style-type: none"> <li>Gain a foundation of knowledge in the definition, planning, and management of parks</li> <li>Develop an understanding and appreciation of parks, park planning, and park management</li> <li>Demonstrate responsible participation in environmental issues that affect them, their community, and the park</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The delivery of education modules in Grade 7 and Grade 10</li> <li>Increased knowledge and understanding of the park and park resources</li> <li>Increased participation in park communications by students</li> <li>An increase in park appreciation by students as measured by less vandalism and more respectful park use</li> </ul>	<p><i>Each module will have a number of evaluation methods.</i></p> <ul style="list-style-type: none"> <li>Students will engage with their peers in the classroom and will have Elders engaged in the learning in the modules at both grade level.</li> <li>Rubrics will be created to evaluate students on all of the classroom activities</li> <li>Students in grade 7 will have a number of different activities and presentations to present to their peers, teachers, Elders and parks employees. These presentations will be done throughout the module and will illustrate students' understanding, appreciation and knowledge development of the material presented in the module</li> <li>Students in grade 10 can choose a variety of different ways to present their research findings</li> </ul>	<ul style="list-style-type: none"> <li>The modules will be taught annually, and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations)</li> <li>Students in grade 7 will present what they have learned in a 'Parks Fair' end of module project that the community will be invited to view</li> <li>Students in grade 10 will present their research projects in the classroom, will present at a 'Parks Fair' and will receive credit for completing the research activity</li> </ul>
<b>Education: Grade 11 Archaeological Program</b>	<ul style="list-style-type: none"> <li>Modules are to be delivered in Kinngait when archaeological projects are planned and undertaken in the park to: <ul style="list-style-type: none"> <li>Gain a foundation of knowledge in the definition, planning, and management of archaeological resources</li> <li>Develop an understanding and appreciation of best practices in archaeology and cultural resource management in parks</li> <li>Demonstrate responsible participation in research and cultural resource management issues that affect them, their community, and the park</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The delivery of education modules on archaeology in Grade 11</li> <li>Increased knowledge and understanding of the park and park cultural resources</li> <li>Increased participation in park research by students</li> <li>An increase in park appreciation by students as measured by less vandalism and more respectful park use</li> </ul>	<p><i>Module will have a number of evaluation methods.</i></p> <ul style="list-style-type: none"> <li>Students will engage with their peers in the classroom and will have archaeologists engaged in the learning during archaeological research in the park</li> <li>Rubrics will be created to evaluate students on all of the classroom and in-park research activities</li> <li>Students can choose from a variety of different ways to present their research findings</li> </ul>	<ul style="list-style-type: none"> <li>The modules will be taught only when archaeological research projects (or camps) are undertaken in the park and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations)</li> <li>Students in grade 11 will present their research projects in the classroom, will present at a 'Parks Fair' and will receive credit for completing the research activity</li> </ul>

















## **6 APPENDICES**

### **6.1 GLOSSARY AND ACRONYMS**

### **6.2 IIBA OBLIGATIONS RELATED TO HERITAGE APPRECIATION**

### **6.3 COMMUNICATION TEMPLATES**

6.4.1 NEWSLETTER TEMPLATE

6.4.2 ANNOUNCEMENT TEMPLATE

6.4.3 POWERPOINT TEMPLATE

### **6.4 CELEBRATION OF THE PARK**

6.5.1 PARKS DAY – SCHEDULE SAMPLE

6.5.2 PARKS DAY CHECKLIST – IQALUIT 2019 SAMPLE

### **6.5 SAMPLE BROCHURE TEMPLATES**

6.6.1 PARK BROCHURE BOOKLET

6.6.2 PARK MAP BROCHURE

### **6.6 ‘LEARN-TO’ MATERIALS**

6.6.1 LEARN-TO GUIDELINES

6.6.2 LEARN-TO CHECKLIST

6.6.3 LEARN-TO REPORTING TEMPLATE

### **6.7 YOUTH CAMP SAMPLE DOCUMENTS**

6.8.1 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK  
INFORMATION PACKAGE

6.8.2 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK SCHEDULE 2020

6.8.3 YOUTH SCIENCE CAMP – REGISTRATION FORM

6.8.4 YOUTH SCIENCE CAMP – CAMP EXPECTATIONS

6.8.5 YOUTH SCIENCE CAMP – PHOTO RELEASE APPROVAL

6.8.6 YOUTH SCIENCE CAMP – STUDENT EQUIPMENT LIST

## **6.8 SAMPLE EDUCATION MATERIALS**

### **6.8.1 EDUCATION MODULES**

### **6.8.2 ‘CAREERS IN PARKS’ PACKAGE**

### **6.8.3 STUDENT AWARD LETTER AND CERTIFICATE**

## **6.9 CULTURALLY-APPROPRIATE CONSULTATION TECHNIQUES**

## **6.10 SAMPLE PARK SEASONAL CALENDAR**

## **6.11 SAMPLE BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE**

## **6.12 EXISTING PARK AND VISITOR CENTRE SIGNAGE**

## **6.13 “WRITTEN IN STONE” BOOKLET – 1983**



## 6.1 GLOSSARY/ACRONYMS

CJPMC	Community Joint Planning and Management Committee
DoE	Department of Environment
ED&T	Department of Economic Development and Transportation
GN	Government of Nunavut
GPS	Global Positioning System
HA	Heritage Appreciation
HAP	Heritage Appreciation Plan
IIBA	Inuit Impact and Benefit Agreement for Territorial Parks in the Nunavut Settlement Area
NLCA	Nunavut Land Claims Agreement
NP&SP	Nunavut Parks and Special Places
RFP/RFQ	Request for Proposals/Request for Quotation

## 6.2 IIBA OBLIGATIONS RELATED TO HERITAGE APPRECIATION

The IIBA articles or provisions that set the objectives and requirements for Park Interpretive Programs and other considerations under the Heritage Appreciation Plan include:

ARTICLE	PROVISIONS
Article 3	Matters Respecting Certain Inuit Rights and Uses of Parks Inuit Use and Access to Territorial Parks (IIBA 3.2) Removal of Carving Stone (IIBA 3.3) where applicable Outpost Camps (IIBA 3.4) Inuit Owned Lands (IIBA 3.6) where applicable
Article 4	Business and Career Development Benefit Inuit Tourism Strategies (IIBA 4.2) Inuit Tourism Strategy Implementation Plans (IIBA 4.3) Training programs (IIBA 4.5 and 4.6)
Article 6	Educational and Employment Benefits Youth Education and Employment Initiatives (IIBA 6.2) Education Programs (IIBA 6.5)
Article 7	Park Information, Materials and Facilities Inuktitut Language Requirements (IIBA 7.2) Park Interpretative Programs (IIBA 7.3) Promotional, Educational, and Informational Material (IIBA 7.4) Park facilities and assets (IIBA 7.5)
Article 8	Culture and Heritage Resources Culturally Significant Sites (IIBA 8.2) Photographic Records and Archaeological Specimens (IIBA 8.3)
Article 9	Wildlife Resource Important Wildlife Areas (IIBA 9.2)
Article 12	Visitor Entry, Access and Use Inuit Use and Enjoyment (IIBA 12.2) Recommended or Required Guide Areas (IIBA 12.3)
Article 13	Parks Planning and Management Committees
Article 14	Park Planning and Management Inventory of Park Resources (IIBA 14.4) Oral History and Archaeological Projects (IIBA 14.5) Master Plans (IIBA 14.7) Management Plans (IIBA 14.9)




## 6.3 SAMPLE COMMUNICATION TEMPLATES

### 6.3.1 NEWSLETTER TEMPLATE

[illegible][illegible]

### 6.3.2 ANNOUNCEMENT

## Public Service Announcement



**Public Service Announcement**

**Parks Day 20##**

**Start Date:** July \_\_, 20\_\_  
**End Date:** July \_\_, 20\_\_  
**Nunavut**

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All across Canada, Canadians celebrate their federal, provincial and territorial parks during the third week of July. This year in Nunavut, Parks Day will be on Saturday, July \_\_, 20\_\_ and the Government of Nunavut Department of Environment will be celebrating with activities and events in several parks across the territory. This year, Park's Day will be celebrated in Kimmirut, Iqaluit, Rankin Inlet, Cambridge Bay, and Kugluktuk.

This is the perfect time for people to step away from their computers, televisions and smart phones, and spend a day exploring and enjoying all that Nunavut Parks has to offer.

For more information about Parks Day events, please contact Caroline Ipeelee-Qiatsuk at 867-975-7784 or [cipeelee-qiatsuk@gov.nu.ca](mailto:cipeelee-qiatsuk@gov.nu.ca), or Leese Papatšie at 867-975-7727 or [lpapatšie@gov.nu.ca](mailto:lpapatšie@gov.nu.ca)

###

**Media Contact:**

Manager of Communications, Education & Outreach  
Department of Environment  
867-975-7761

News releases are available in Inuktitut, English, Inuinnaqtun and French on [www.gov.nu.ca](http://www.gov.nu.ca).  
Tuhajigaghat thut Inuktitut, Qaasunaqhatut, Inuinnaqtun ulivittutlu taavani [www.gov.nu.ca](http://www.gov.nu.ca).  
Les communiqués de presse sont disponibles en Inuktitut, en anglais, en inuinnaqtun et en français à : [www.gov.nu.ca](http://www.gov.nu.ca).

Communications

### 6.3.3 POWERPOINT TEMPLATE





6.4 CELEBRATION OF THE PARK

6.4.1 PARKS DAY – SCHEDULE SAMPLE



ΔΰΰΔΰ Δΰΰ Sylvia Grinnell Sylvia Grinnell Parc Territorial  
ΓΰΔΰΔΰΔΰ ΔΰΔΰ Min'nguqhirvia Territorial Park Sylvia Grinnell

	ΔΰΔΰΔΰ ΔΰΔΰ 27, 2019-Γΰ	Saaluti Julai 27, 2019	Saturday July 27, 2019	27 Juillet, 2019
11:00 – 2:00	ΔΰΔΰΔΰ ΔΰΔΰΔΰΔΰΔΰΔΰ	Pahikhiiniq	Barbecue	Barbecue
11:00 -11:30	ΔΰΔΰΔΰ ΔΰΔΰΔΰΔΰΔΰ	Qulliq Ikitiqnia	Qulliq Lighting	Allumage du qulliq
12:00 -12:30	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
12:00-1:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Nettingit pepigungit haungitnik ulepqiutikhat	Seal flipper bone game	Jeu de prédictions avec os de phoque
11:00 –2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Kakinilit	Tattooing	Tatouage
1:00 – 2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Qjavraqtuq & Qilautjaqtuq	Throat Singing & Drum Dancing	Chant de gorge & Danse du tambour
1:00 – 1:30	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
1:30 – 2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Kumait Huliitjutainni	Creepy Bug Activity For Children and Youth	Activité avec les insectes pour les jeune
1:00-3:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Minnguikviliqyut Kanetami Nanminikkut Taireqhimeyuq	Parks Canada Bio Blitz	BioBlitz de Parcs Canada
1:00-2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhitigut Tängit	Traditional Tea	Thé traditionnel

ΔΰΔΰΔΰΔΰΔΰ  
10:30 ΔΰΔΰΔΰΔΰ 3:00 Δΰ  
ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ  
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Bus Schedule  
10:30 AM - 3:00 PM  
Stop locations:  
Abe Okpik Hall  
Apex Hill Quickstop  
Boarding home  
Arctic Ventures/Marketplace  
Northmart, Discovery  
Parking lot

Akhaluutiryuap  
Ikaarnighait 10:30  
Uplaami-3:00P.M.  
Nutqaqvikhait:  
Abe Okpik Hall,  
Apex Hill Quickstop,  
Boarding home,  
Arctic Ventures/Marketplace,  
Northmart, Discovery  
Parking lot

Horaire des autobus  
de 10 h 30 à 15 h 00  
Arrêts:  
Salle Abe Okpik  
Apex Hill Quickstop  
Tukisigiarvik (édifice 523)  
ArcticVentures/Marketplace  
Northmart



## 6.4.2 PARKS DAY LIST (SAMPLE)

### Parks Day List 2019

- Date/time
- July 20, 2019 Saturday
- Set up 8:30 AM
- Parks Day event 11:00 AM – 2:00 PM
- Weather/alternative date
- July 27th Saturday
- Schedule of events
- **BBQ**
  1. 4-8 Volunteers
  2. Utensils for BBQ
  3. Rubber gloves for handling meat
  4. Baffin Canners (Hotdogs, Juice boxes, Hamburgers, Buns, cheese slices, condiments, plates, napkins, forks, cups, salt and pepper)
  5. Fire extinguisher
    - Emcee: (Name)
  1. Script/schedule
  2. Sound system equipment
  3. Cheque
    - Qulliq Lighting: (Name)
  1. Oil, lighter, Paper towel
  2. Cheque
    - Traditional storytelling: (Name)
  1. Tent & Chairs
  2. Cheque
    - Throat singing /Drum dancing: (Names)
  1. Mic
  2. Cheque
    - Creepy bugs!: (NRI)
  1. Table
    - Tattooing
  2. Tent X2
  3. Table & Chairs
  4. Tattooing kit & Paper towel
    - Seal flipper bone game: (Name)
  1. Cheque
    - Volunteers
    - Call for volunteers:
    - Schedule time slots
- Supplies: Food/equipment
- Bannock (Name)
- 1. Flour, Salt, Baking powder, Lard, Skim dried milk, Bowls & Pans
- 2. Ziplocs
  - Country food (Country food store)
- 3. Fish X6 (2 for Elders' fish)
- 4. Charcoal, Fire starter, lighter
- 5. Tinfoil, Spices, cardboard
  - Tea & Coffee (Name of Business)
  - Water
- 1. 4 jugs
- 2. cups
  - Tents
- 1. X3 tents + Poles
- 2. X3 platforms
  - Staff (Summer student)
- 1. Staff names
  - Transportation: BUS
- 1. Pick up drop off destinations:
- 1. times
  - PSA: Facebook, CBC, Newspaper
- 2. Communications
- 3. EIA
- 4. GN Facebook/website
- 5. CBC
- 6. Nunatsiaq news
  - Coleman stove
  - Naphtha





# 6.5.2 PARK MAP BROCHURE (KEKERTEN EXAMPLE)

**NUUNAVUT PARKS SPECIAL PLACES**

NUUNAVUT TERRITORIAL PARKS  
NUUNAVUT TERRITORIAL PARKS  
NUUNAVUT TERRITORIAL PARKS

## A Special Place

### KEKERTEN AND THE CUMBERLAND SOUND WHALE FISHERY

#### Early Years

#### TO FORM A WHALING SETTLEMENT

#### After the Haplo

#### The Present

#### SAFE AND SUSTAINABLE TRAVEL IN NUNAVUT

#### Decline, Diversification and Abandonment

### FOR MORE INFORMATION

### THE DISSENT ON CUMBERLAND SOUND

### BALENA MYSTICETUS

### SAY IT IN INUKTITUT

### THE WHALING INDUSTRY

### THE WHALING INDUSTRY

### THE WHALING INDUSTRY

### KEKERTEN TERRITORIAL PARK GUIDEMAP

### KEKERTEN TERRITORIAL PARK GUIDEMAP

### KEKERTEN TERRITORIAL PARK GUIDEMAP

### KEKERTEN TERRITORIAL PARK GUIDEMAP



## 6.6 ‘LEARN-TO’ MATERIAL SAMPLES



### “Learn-to” Check List

**Sylvia Grinnell Territorial Park Summer 2020**  
**Every Tuesday and Thursday 1:15PM to 3:00PM**

Weekly “Learn-to” events will be offered again this summer at Sylvia Grinnell Territorial Park! “Learn-to” events aim to get the public out to the park to learn something new. Different activities are planned until the end of August 2020. Due to the COVID-19 restrictions, this summer we are forced to limit our participants to 10 per session, please register by calling 867-975-7784. All our events will be held outside and will be weather dependent.

**Tuesday June 23rd & Thursday 25th, 2020**  
**Learn about Inuit Traditional Legends**

1. Contact Instructor
2. Prepare Honoraria
3. Tea/Water & Cups
4. Camera, Photo Waivers

**Tuesday June 30h & Thursday July 2, 2020**  
**Learn to Drum Dance**

1. Contact Instructor
2. Prepare Honoraria
3. Tea/Water & Cups
4. Camera, Photo Waivers

**Tuesday July 7th, 2020**  
**Learn to Make Bannock and How to Prepare Traditional Tea**

1. Contact Instructor
2. Prepare Honoraria
3. Flour, Lard, Salt, Baking Powder, Skim Milk, Raisins, Water, Bowl, Pan, Pot, Paper Towel, Stove, Washing Bin, & Labrador, Blueberry, Paurngarq Tea Leaves
4. Tea/Water & Cups
5. Camera, Photo Waivers

**Tuesday July 14th & Thursday July 16, 2020**  
**Learn to use GPS & Hike**

1. Contact Wildlife office, Park staff, Instructor
2. In-kind contribution
3. GPS, batteries, interpretive walk guide
4. First Aid Kit
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday July 21st & Thursday July 23rd, 2020**  
**Learn to Carve soapstone**

1. Contact Instructor
2. Purchase soapstone/or ask if instructor has any
3. Files, sandpaper, tubs, cloth, polish wax, pencil
4. Tea/Water & Cups
5. Camera, Photo Waivers
6. First Aid Kit

**Tuesday July 28th, Thursday July 30th, 2020**  
**Learn to make Kakivak**

1. Contact Instructor
2. Prepare Honoraria
3. Purchase supplies, wood, Teflon, screws, rope, sandpaper
4. Already made Kakivak
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday August 03rd, 2020**

**Learn to make Pitsi**

1. Contact Instructor
2. Prepare Honoraria
3. Purchase fish from local hunter, Country food store, have Park staff set nets
4. Cleaning board, Knives, ulu, spices, gloves, bins, soap, water, paper towel, ziplocks
5. Camera, Photo Waivers
6. First Aid Kit

**Tuesday August 11th & Thursday August 13th, 2020**

**Learn about traditional rock uses**

1. Contact Instructor
2. Prepare Honoraria
3. Provide photos of examples of rock formations
4. Tea/Water & Cups
5. Camera, Photo Waivers

**Tuesday August 18th & Thursday August 20th, 2020**

**Learn to Prepare Seal Skin**

1. Contact Instructor
2. Prepare Honoraria
3. Cleaning board, garbage bags, gloves, ulu. Knife sharpener
4. Provide examples of different stages of seal skin (clothing)
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday August 25 & Thursday August 27**

**Traditional Plant Walk**

1. Contact Instructor
2. Prepare Honoraria
3. Garden Shovel, Ziplocs, Common Plants of Nunavut book
4. Tea/Water & Cups
5. Camera, Photo Waivers







**LEARN ABOUT TRADITIONAL LEGENDS AND MYTHS  
TUESDAY JUNE 23 & JUNE 25TH, 2020**

**Purpose:** This session will teach participants how to make Kakivak a traditional Inuit Tool made to spear fish

Overview:

Instructor: Name

Location: Parking lot 7

Materials Needed: Barricades, taxi vouchers

Budget: Cost

Comments:





## LEARN TO DRUM DANCE TUESDAY JULY 07TH, 2020

Purpose: This session will be facilitated by a traditional storyteller to teach the participants about traditional Inuit legends.

Overview:

Instructor: Name

Location: Elders Cabin Pavilion

Materials Needed:

Budget: Cost

Comments:



# **BUDGET** **IQALUGAARJUUP NUNANGA TERRITORAL PARK** **“LEARN-TOS” 2020**

Vendor	Item	Cost
	Total:	





**OVERALL COMMENTS**  
**IQALUGAARJUUP NUNANGA TERRITORAL PARK**  
**“LEARN-TOS” 2020**

## 6.7 YOUTH CAMP SAMPLE DOCUMENTS

### 6.7.1 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK INFORMATION PACKAGE

#### Nunavut Parks Youth Camp 2020: Coppermine River

This camp is targeting youth (boys & girls) 14 to 17 years of age, camping along the Coppermine River for a period of 5 days,

There will be hiking, fishing & wildlife conservation, environmental protection, parks management, environmental education, site seeing, plant identification & uses, wildlife identification, storytelling, photography being taught to the youth. They will be camp below the Kugluk Falls on the east side of the river, where Kugluktuk Inuit traditionally camped during fish harvesting season.

Hiking & Site Seeing – during the hiking & sightseeing, they will be taught the names of plants and their uses and photography

Fishing – Inuit & youth harvesters will use gill nets and the fish caught will be processed and made into dry fish (piffi) or used for meals each day and the youth taught how to set nets and where to set them, they also will be taught how to fillet them, preserve and use every part of the fish, not only fishing will be taught but how important it is to boat safely.

Wildlife – harvest only what you need or hunt with a camera, names of animals sighted, harvesting seasons, best times to hunt, wildlife track sighting and what animal made them.

Environmental Protection & Education – Lets keep our environment clean and bring back our garbage and they will be taught how important it is in keeping our land, water and air clean.

Parks Management – lets involve our youth to have them involved in managing our parks and the importance of having these parks and archaeology and preserving these sites

Storytelling – will be done over a camp fire in the evenings along with the youth day events and what skills they have learned

Survival skills – learn what material found on the land that they could use to survive on the land, what not to do and what to do etc...

Photography – hire a photographer to record the youth camp, activities with a possibly make a documentary CD that parks can use in the future and have the youth involved in filming too

Gaining from Kugluktuk Elders and local expertise

Kugluktukmuit have used the Coppermine River for centuries, their knowledge has been passed down to their children and youth as they grew up, sharing a deep connection to the Coppermine River and its surrounding land, they understand how unforgiving the river can be at times but still venture out using the river as a transportation corridor to hunt and harvest its resources such as caribou, muskoxen, moose, grizzlies, wolves but most of all the prized ARCTIC CHAR including some of these fish like the Jumbo, Cisco whitefish, Arctic Grayling, Lake Trout, Pike, Burbot just to name a few, that has sustained them throughout the seasons, preserving them so that harvested fish and wildlife can be used later on the seasons.

The Inuit knowledge and experiences are invaluable, passing this information onto our youth would benefit the youth as they turn towards to becoming an adult, and in turn pass along their learned skills to others but most of all value life. Let us provide the necessary tools for the youth to better themselves





Nunavut Parks Kugluk Territorial Parks is hosting a youth IQ science camp for youth ages 12 to 14 from August 4 to August 7, 2020. The camps will take place at the Kugluk Territorial Park and will focus on connecting Inuit Qaujimajatuqangit with environmental and technology science. Students will learn from Elders and parks staff and will have hands-on experience exploring the local environment through a number of interactive and engaging activities.

Camp activities include:

- And much more!

If you have any questions regarding the camp, please contact Jenny at the 982-7461.

## 6.7.2 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK SCHEDULE 2020

	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00 AM		8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake	8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake	8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake
9:15 AM – 12PM		<ul style="list-style-type: none"> <li>Plant Identification &amp; Traditional uses</li> <li>Climate Change/ Kugluktuk Elder interviews</li> </ul>	½ group Trip to Kugluk 1. Fishing/ fish biology 2. Hiking /sightseeing ½ group with Elders @ S-Lake	½ group Trip to Kugluk 1. Fishing/ fish biology 2. Hiking /sightseeing ½ group with Elders @ S-Lake
1:00 PM	Meet outside the Kugluk Park office. Travel to S-Lake	Lunch		
1:30 – 3:30 PM	Orientation/ Camp rules Chores (give kids chores) <ul style="list-style-type: none"> <li>Safety Talk, gun safety, communication systems, grizzly bear safety (Larry/Gerry &amp; Elders)</li> </ul>	<ul style="list-style-type: none"> <li>Weather reading &amp;</li> <li>Navigation Hike</li> <li>Traditional Rock uses</li> <li>Climate Change/ Bread Fossil Activity</li> </ul>		
3:30 – 4:00 PM	Clean up/pack up	Clean up/pack up	Clean up/pack up	Clean up/pack up
4:00 – 5:00 PM	Travel back to town	Travel back to town	Travel back to town	Travel back to town



## 6.7.3 YOUTH SCIENCE CAMP – REGISTRATION FORM



### REGISTRATION FORM

Name \_\_\_\_\_

Age \_\_\_\_\_ Health Card Number \_\_\_\_\_

Date of Birth \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Personal Health Record: (Attach separate sheet of paper if needed)

1. Do you have any allergies or health conditions? If so, please provide details in the space below
2. Are you taking any medications? If yes, please provide information on when the medication should be taken, how much, and if there are any restrictions surrounding the medication?
3. Are there any other health problems/issues that may affect your ability to participate in this camp? If so, please provide details below.

### Permission for Medical Attention:

*As the parent/guardian of \_\_\_\_\_ (child's name), I give permission for medical attention to be given to my child should circumstances arise where the health and well-being of my child is in danger while my child is attending the science camp.*

\_\_\_\_\_  
(Parent/Guardian Signature, Date)

NUNAVUT PARKS  
MIRNGUJQSIYIIT ᐅᓴᑦᑲᓴᑦᑲᓴᑦ PARCS NUNAVUT



It is expected that students will abide by the following:

- Anyone failing to adhere to these expectations will risk being sent home at parent/guardian expense.**

(Parent/Guardian Signature, Date)

As with any outdoor program in Nunavut, there are a number of unlikely, but potential risk factors such as wildlife attacks, boating or ATV accidents, etc. The camp personnel are equipped with action plans and equipment (such as life jackets, guns, first aid kits, etc.) to mitigate and prevent such risk.

(Parent/Guardian Signature, Date)

(Participant Signature, Date)



## 6.7.5 YOUTH SCIENCE CAMP – PHOTO RELEASE APPROVAL



### **Photo Release Approval**

Department:	Environment
Subject/Title:	
Brief Description:	

### **Signed off by:**

Photographer Name	Date	Signature	
<p><b><i>*For photographer and subject*</i></b></p> <p>By submitting this form I acknowledge that I freely agree to submitting photo(s) or being the subject(s) of a photo to the Department of Environment for use in _____ on _____.</p> <p>I provide complete authorization and give consent to publish this photo.</p> <p>I have not been promised nor do I expect to receive any financial compensation for this submission now or in the future. I hold the Government of Nunavut free from any legal and/or monetary consequences for utilizing this information as outlined.</p> <p><i>You must print your legal name in the space provided below and print today's date.</i></p>			
Individual/Subject in photo - Name	Name Parent/Guardian if applicable	Date	Signature
<p><b>Please Print – Complete Mailing Address of people in photo(s)</b></p>			

### **Departmental Contact**

Karen Flaherty  
 Manager Communications  
 Department of Environment  
 867-975-7761

## 6.7.6 YOUTH SCIENCE CAMP – STUDENT EQUIPMENT LIST



### WHAT TO BRING

#### Student Equipment List 2020

Please pack the following items and labelling your belongings:

- Life jacket
- Bug spray
- Sunscreen
- Sunglasses
- Fishing Rod (if you have one)
- Sleeping bag
- Foamy mattress or sleeping pad
- Dishes: plate, bowl, cup, knife, fork, and spoon
- Berry picking container
- Raincoat
- Clothing (extra socks, pants, shirt, underwear, sweater, thick socks)
- Rubber boots
- Shoes or hiking boots
- Mitts/Gloves
- Hat
- Toiletries (toothbrush, toothpaste, soap, towel, face cloth)
- Flashlights with batteries
- Water bottle (if possible)
- Small Backpack
- Warm jacket



## 6.8 SAMPLE EDUCATION AND CAREER MATERIALS

### 6.8.1 EDUCATION MODULES: EXAMPLE PLANNING PROCESS FOR EDUCATIONAL MODULES (FOR KUGLUK TERRITORIAL PARK)

#### PLANNING FOR CURRICULUM

Once curriculum has been identified as a strategic priority, modules will be planned and developed in two phases. The following examples explain a phased approach to preparing educational modules in Nunavut:

- For an initial two to five year period, local/park-specific community-driven resource kits will be developed based on a standard model and frameworks supported by the Department of Education and offered subject to approval by the Minister of Education.
- Building on these initial materials, and over a ten-year period, an approved Nunavut Curriculum will be developed jointly by DoE and the Curriculum Services division of the Department of Education, which is responsible for development, adoption and implementation of all curriculum for all grades (K to 12) in the Nunavut public school system.
- The phased process actions are described in greater detail:

**Phase One:** Creation of local, community-driven, park-specific resource kits, supplemented by guidelines and templates for their development by local teachers, through the following steps:

- The Manager for Heritage Appreciation (DoE) and the Director, Curriculum Services, Department of Education will agree on a process, schedule, timeframe, authorities and budget for Phase One, the creation of local, community-driven, park-specific resource kits. These decisions will include protocols for the identification of target communities; identification of objectives; scope and scale of activities; stages for local input and approval.
- An initial group of communities will be selected and supported in undertaking the first round of resource kit development. These will be selected based on community resources currently in place and community interest: Kugluktuk, for example, would be an ideal community to participate.
- It is recommended that one grade level (potentially grade 7) be the target group for this initial round of resource kit development. Over the long-term, the target grades can be expanded to grades 4, 10 and 11.

The materials developed in this Phase will provide material for the eventual implementation of Phase 2.

**Phase Two:** Creation of Heritage Appreciation School Education modules to supplement and enrich the existing Social Studies curriculum, for delivery in Grades 7 and 11.

In a parallel but longer-term process, the Manager for Heritage Appreciation (DoE) and the Director, Curriculum Services, Department of Education will agree on a process, schedule, timeframe, authorities and budget for Phase Two, the creation of a series of heritage-themed modules for inclusion in the Nunavut Social Studies curriculum.

Work on this material can be carried out simultaneously with the development of the Phase One Community Resource Kits; however, this will be a longer-term process, and will extend beyond the current five-year strategic planning window.

#### GRADE 7

The following module outlines a typical Grade 7 curriculum.

##### Module 1 (Unit 1)

Students are introduced to concepts of parks and park planning: Who Plans, Who Manages, and Who Cares?

Students will:

- Gain a foundation of knowledge in the definition, planning and management of parks;
- Develop an understanding and appreciation of parks, park planning and park management; and
- Demonstrate responsible participation in environmental issues that affect them, their community and the park.

ACTIVITY	MATERIALS
Opener: What makes a park, a park?	<ul style="list-style-type: none"> <li>• Review of why parks (in general) exist. On flip charts – brainstorm what features are found in a park. Give out information sheets (to be developed based on existing information that will need to be gathered in concise teacher and student information sheets) on National Parks, Territorial Parks, and Heritage sites. Who cares about Parks? Why? Review National Territorial Parks. Historical Sites.</li> <li>• Find backgrounders on community interests, Territorial and National interests on parks. Find examples of groups who want a park and ones that do not. How do they work through this?</li> <li>• Do a Jig Saw activity with these information sheets. (Expert groups teaching other groups what they learn. Will need to create activity rules and handouts for students).</li> <li>• Important to review – parks have historical significance for an area. Parks have proven to be important and/or special places for specific reasons – natural and cultural heritage is found in a park.</li> <li>• Alternate Opener: Park Scavenger Hunt – the features found in a park. Have students use those information sheets to come up with their own lists of what is found in a park. Use a Venn Diagram to show what differences and similarities between National Parks, Territorial Parks and National Heritage sites after students have figured out what makes a park, a park.</li> </ul> <div data-bbox="462 709 747 982"> </div> <p>(Establish Historical Significance)</p>
Connector: Where are we in Nunavut? Map it out.	<ul style="list-style-type: none"> <li>• Map of Nunavut – Students receive a map of Nunavut with parks marked on them, with no names. See if students can find out the names of Nunavut parks – create a word search or scavenger hunt to find the names. (Example: if the answer is “Sirmilik”, the clue could read: “People from Mittimatalik visit this park because it is so close to that community”). See if students can fill in the entire Nunavut map with these clues.</li> <li>• If classes have access to computers, this activity can be done in small groups on the computer.</li> <li>• (Encourage use of primary source evidence)</li> </ul>
Activity: The Park Planning Process	<ul style="list-style-type: none"> <li>• Documents for teachers on the park planning process – simplify this in a flow chart of how a park becomes a park and who is involved in the park planning process.</li> <li>• Any videos created by NP&amp;SP that discuss the process? If not, arrange to record someone explaining the process to student.</li> <li>• Options for presentation: videos, flow charts, pictures, bring in elders who can talk about what they remember about Kugluk becoming a Territorial Park.</li> <li>• Additional teaching – there are responsibilities at many levels for parks – what does the federal government do? The territorial government? The hamlet? The communities around a park? List the roles and responsibilities found at different levels of government.</li> <li>• (Identify continuity and change)</li> </ul>
Activity: Park management	<ul style="list-style-type: none"> <li>• Explain park management to students. Determine who has what responsibility to ensure the park is kept nice for community members. Students will write a letter to someone who will be born in the future. Students will inform these people about park management, why it is important and how they can do their part to continue to keep the park beautiful.</li> <li>• (Analyze cause and consequence)</li> </ul>



ACTIVITY	MATERIALS
Activity: How important is OUR very own Kugluk Territorial Park?	<ul style="list-style-type: none"> <li>• National Historic Site – in 1978 – on flip chart – what makes a site a national historic site – who decides? What special features must a place have to earn this designation?</li> <li>• Coppermine River – Canadian Heritage River in 2002. Same details as National Historic Site but using the river</li> <li>• Materials: information sheets of timelines that Kugluk (Bloody Falls) went through to become a national historic site.</li> <li>• Students brainstorm what they think is special about their park. What is found in this park that makes it unique and special? Ground this activity in Iliqqusiq (Culture) and continuous human use of the park. Do they have any stories about the park that they can share with the class?</li> <li>• Use elders' stories of life at the park and along the river in the recent past.</li> <li>• National Historic Site – in 1978 – on flip chart – what makes a site a national historic site – who decides? What special features must a place have to earn this designation?</li> <li>• Coppermine River – Canadian Heritage River in 2002. Same details as National Historic Site but using the river</li> <li>• Materials: information sheets of timelines that Kugluk (Bloody Falls) went through to become a national historic site.</li> <li>• Students brainstorm what they think is special about their park. What is found in this park that makes it unique and special? Ground this activity in Iliqqusiq (Culture) and continuous human use of the park. Do they have any stories about the park that they can share with the class?</li> <li>• Use elders' stories of life at the park and along the river in the recent past.</li> <li>• (Take historical perspectives)</li> </ul>
Activity: Vision and Mission – The BIG picture of parks in Nunavut	<ul style="list-style-type: none"> <li>• Students will learn about the vision and mission of Nunavut Parks – review the vision and mission statements. Discuss how visions are about BIG picture things. Give out sentence strips with short statements on them, some that are big picture planning, some about day-to-day operations. Have students separate the big picture statements from daily operation statements. Show the difference between a vision and the operations of a park.</li> <li>• Next, have students suggest any changes. What might the vision and mission be in 20 years? 100 years?</li> </ul>
Activity: Tools can look like words!	<ul style="list-style-type: none"> <li>• Introduction to this activity – teachers guide students through an activity to identify what 'resources' are. (Land, water, soil, plants, animals, humans.) Can further talk about what is found in each of these resources (copper, diamonds, gold found in the land etc.). This should be on flip charts – students break into small groups after brainstorming the overarching resources to come up with more details about the kinds of resources found in each heading.</li> <li>• This leads into the next activity – when a park exists, the 'resources' found in the park are special, they have value and significance and they are protected. Now that students know what resources are, they move into the next part of this activity – park management plans that are to be used as a tool for keeping track of and having a plan for what to do with the resources.</li> <li>• Using park plans as tools to manage park resources. Review an org chart from NP&amp;SP of a master plan and a management plan. (Will need to create simplified master plan and management plan info sheets). What are some of the parts of the plan that talk about the future that students agree with or disagree with? Materials needed for this will be simplified versions of management and master plans, or a small section of the management and master plan that students can see and discuss.</li> <li>• The goal of this activity is to get students thinking about what needs to be managed, why things in a park need to be managed and to understand the bigger picture of parks. They are important as a snapshot of a long life with past, present and future – park planning and management is essential to understand the past (Unikkat), understand how we fit in with the world at large (Silarjuaq) and culture (Iliqqusiq) impacts our worldview.</li> <li>• (Take historical perspectives, Understand the ethical dimensions of history)</li> </ul>

ACTIVITY	MATERIALS
Activity: Come and Visit us!	<ul style="list-style-type: none"> <li>• Brainstorm activity – in small groups – why do we go places? Starting with small trips – why do we go and visit friends and family members in town, why do we go out on the land, why do we travel places on planes, how do we pick where we will go?</li> <li>• After brainstorming answers to these questions, ask students to think about why people from the south may visit the north, why visit Nunavut, why visit Kugluktuk, why visit the park? What is different about life in Nunavut? What could people from the south see that they could only experience in the North?</li> <li>• Several extensions to this activity – this may become the beginning of a promotional piece on why visitors should come to the park. It may be an informational piece for ‘arm chair visitors’ i.e., those people who want to learn about the park from a distance without actually traveling to the park.</li> <li>• Take students through the development of a ‘marketing plan’ – more details to be developed.</li> <li>• This activity encourages students to understand they are part of a unique northern landscape that is intriguing to visitors. As part of the larger world, they have something to share about their own immediate environment.</li> <li>• Extension activity – Celebrate Parks Day!</li> <li>• Parks day is in July when school is out. Have students plan a way to celebrate Parks Day early. Plan a day activity to the park. What time of year would it be? How will they get there? How will they celebrate? Bring elders in to plan an itinerary of going to the park to celebrate past and present human use at the park.</li> <li>• Invite guests of elders and parks employees into the class to plan the celebration.</li> <li>• Go out to the park after planning the itinerary. Take pictures of rocks, of the river, of landmarks and the resources you see. Create a ‘Celebrate Parks Day’ collage that could be shared on the internet for the real Parks Day in July. For the visitors who are not at the park, students can prepare this collage to show what the current views of the park are.</li> </ul>
Reflection: Respect, what does it look like?	<ul style="list-style-type: none"> <li>• What does it mean to show respect at the park and on the land? Avatimik Kamatsiarniq – looking after the environment – students come up with 4 different ways to show respect towards the park, or just on the land in general. Make lists in small groups, share with the larger group. Make posters in small groups about what respect for a park looks like.</li> <li>• Ask NP&amp;SP to judge the posters – have them digitized, use them on the website as part of park promotion illustrating how to respect the land.</li> <li>• Alternate posters/images to draw could be the ‘NO...’ (circles with a diagonal line through it) – NO tundra ripping, NO overfishing, NO littering.</li> <li>• This activity with the ‘NO...’ version included – students have flip chart papers. Draw a line down the middle, one column is ‘Respect’, the other is ‘Disrespect’. Have them write what are respectful use and treatment of the park in the first column and what disrespectful use is and treatment in the second column.</li> <li>• Some more discussion to come out should be about vandalism – what is it, what does it look like, what are some of the long-term consequences. These activities will all be developed with materials to support and teachers should attempt to do all of the respect/disrespect activities and amend as they see fit depending on the class they have.</li> <li>• (Understand the ethical dimensions of history)</li> </ul>



## Grade 10

The following section outlines a module for Grade 10.

### Module

In grade 10, students are expected to conduct research that is based on 'Conflict in Canadian History'. This section will give examples of different research projects the students could develop based on 'conflict' in Kugluk Territorial Park. Activities in this section will not be as clearly defined as the activities in the grade 7 modules.

#### Conflicts in Canadian History – Research Project – Grade 10 project

This information provided by the Government of Nunavut, Department of Education, Curriculum and School Services

- What went wrong to cause this conflict?
- Historical Thinking Concepts
- How did the participants attempt to seek and restore harmony
- Do you feel they were successful? Why or why not?
- Would the outcome have been similar or different if Inuit practices of Inuuqatigiitsiarniq been applied
- Represent the conflict as an arc or Power curve.
- Written component – built into rubric
- 5 minute presentation

Resources Required: (how it should be presented to students)

- Binder-detailed instructions, check lists, rubrics, examples
- DVD of Elders discussing Inuit conflict resolution-harmony maintaining practices
- Web links and other resources
- Mini unit – template on how to present this to students

### Research Option 1:

There is a geographical and hydrological story found in the park – an environmental story of the river eroding through the tundra. There are examples in the park of glaciation and of erosion. The landscape has changed, not only due to human use, but due to water changes, climate change, and erosion.

#### Materials:

- Examine photographs of the side of the river – look at the striations that one can see in the rocks. What has happened to create this? The water levels in the Coppermine River have changed and this has and continues to affect the park environment.
- Bring in elders or listen to stories of elders that are recorded that are specific to how the look of the environment has changed in their lifetime and in stories they were told. These natural changes can be heightened by human use. Erosion is happening (how, why) from the natural environment – research and discuss the natural changes taking place. Where do humans fit in? Are humans contributing to the natural changes that are being seen in the park? What happens when ATV usage is heavy in an area that may be sinking into the ground (for example)?
- Climate Change – in the past 20-30 years, evidence of climate change and erosion can be seen – it is significant and is affecting the current state of the park and river. Human activities cause erosion as well. What to do? If this conflict (natural and human) continues, how will the park be impacted? How will humans using the park be impacted?

### Research Option 2:

There is a story that exists that has put Kugluk Territorial on the map and this is the story of the massacre that occurred in 1771. It is one story of one person and it was a written story. Are written stories always true? Find the story that Samuel Hearne wrote and compare it to stories told orally by elders about what happened on that day. What are some differences between stories that are written down and stories that are shared by word of mouth?

#### Materials:

- Examples of the journal entries, books that have been written, the story of Bloody Falls in the news, Elders' recollections will all be used for this research option. There are many questions about how the park can and should manage a story filled with conflict. One person's story and one event happened out of thousands of years of events in the park.

### Research Option 3:

- Regulation and regulatory bodies – the park has rules around it, rules about why a park exists, rules about being a park in Nunavut that is governed by the NLCA and that requires an Inuit Impact Benefit Agreement (IIBA) to oversee the use of the parkland. There are regulations about licenses and firearms policies.
- Conflicts can and do arise when people have rules that they are meant to follow. Students will research regulations that govern the park and use the park master and management plans to review some of the rules.
- Materials needed will be simplified information sheets about the regulations that govern the park. Students will research current events, and determine when regulations may have created conflict between park rules and park users.

#### Materials:

- Plain language examples of NLCA, the IIBA for the park, various regulations that exist will be shared with the students. Students should hold a debate for the presentation of this research option – have students argue for or against different regulations. Have specific examples of why hunting and fishing regulations may be contrary to Inuit traditional values or examples of why these same regulations are crucial to maintain and develop the precious resources found in the park.

### Example Evaluation Indicators Framework (for Kugluk Territorial Park)

Category	Heritage Appreciation Objectives	Indicators	Evaluation Method	Evaluation Schedule
Interpretative Signage and/or Displays	<ul style="list-style-type: none"> <li>• Protect and present park and park resources</li> <li>• Increased awareness of park heritage generally, Inuit heritage and resources of significance in the park-specifically</li> <li>• Engage visitors and community in park heritage</li> <li>• Enhance visitor experience</li> </ul>	<ul style="list-style-type: none"> <li>• Negative impacts of visitor use are measurably reduced: specifically vandalism, garbage, and disturbance to cultural sites or Inuit use and enjoyment of parks</li> <li>• Increased knowledge and understanding of NP&amp;SP and the park's heritage among community residents</li> <li>• Park visitors appreciate the story of the park and understand the Inuit heritage of the park</li> <li>• All park user groups and audiences have a positive experience and impression of the park and its heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Visitor Surveys</li> <li>• Community and CJPMC survey</li> <li>• Community open house/meetings</li> <li>• NP&amp;SP staff reporting on the state of the park, its resources, and O+M issues</li> </ul>	<p><i>Starting the season after the signage is installed:</i></p> <ul style="list-style-type: none"> <li>• Visitor Surveys: <b>annually</b></li> <li>• Community open house: <b>annually</b></li> <li>• Community and CJPMC survey: <b>annually</b></li> <li>• NP&amp;SP park report: <b>annually</b></li> </ul>



Category	Heritage Appreciation Objectives	Indicators	Evaluation Method	Evaluation Schedule
<b>Communications Materials</b>  <b>Park Brochure, Maps, online content, etc.</b>	<ul style="list-style-type: none"> <li>• Protect and present park and park resources</li> <li>• Increased awareness of park heritage generally, Inuit heritage and resources of significance in the park-specifically</li> <li>• Engage visitors and community in park heritage</li> <li>• Enhance visitor experience</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge and understanding of NP&amp;SP Program and the parks natural and cultural heritage among community residents and visitors</li> <li>• Consistent and comprehensive park related tourism information available online or through local tourism providers</li> <li>• Increased number of park visits and/or inquiries about park visits</li> <li>• Increased media coverage of the park and community</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the traffic to the NP&amp;SP website for the park, and if possible monitor the downloads from the site</li> <li>• Monitor the numbers of brochures and maps handed out each season</li> <li>• Record attendance in the park or at park related community events</li> <li>• Monitor media coverage that mentions the park</li> </ul>	<p><i>Starting the season after the communications material is available:</i></p> <ul style="list-style-type: none"> <li>• Annual monitoring of visitors accessing the website or taking hand outs</li> <li>• Event specific monitoring</li> <li>• Annual media monitoring</li> </ul>
<b>Education Modules</b>	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <li>• A foundation of knowledge, understanding and appreciation of parks heritage, park planning and park management; and</li> <li>• Demonstrate responsible participation in heritage and environmental issues that affect them, their community and the park</li> </ul>	<ul style="list-style-type: none"> <li>• The delivery of education modules in Grade 7 and Grade 10 classrooms in affected communities</li> <li>• Increased number of student and teacher requests for information about the park or NP&amp;SP program</li> <li>• Increased number of students and classes visiting parks for educational programs, recreation or personal enjoyment</li> <li>• An increase in park appreciation by students as measured by less vandalism and more respectful park use</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics will be created to evaluate students on all of the classroom activities</li> <li>• Students in grade 7 will have a number of different activities and presentations to present to their peers, teachers, elders and parks employees. These presentations will be done throughout the module and will illustrate students' understanding, appreciation and knowledge development of the material presented in the module</li> <li>• Students in grade 10 can choose a variety of different ways to present their research findings</li> </ul>	<p>The modules will be taught annually and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations).</p>



## 6.8.2 'CAREERS IN PARKS' PACKAGE

Seven files:

- Come Work in Nunavut's Territorial Parks (brochure)
- Come Work in Nunavut's Territorial Parks (powerpoint)
- Inuit Benefits and Territorial Parks
- Nunavut Parks Job Descriptions
- Jobs in Nunavut Parks
- Interview Guide for Nunavut Youth
- Quiz: Is a job with Territorial Parks right for you?



## 6.8.3 STUDENT AWARD LETTER AND CERTIFICATE

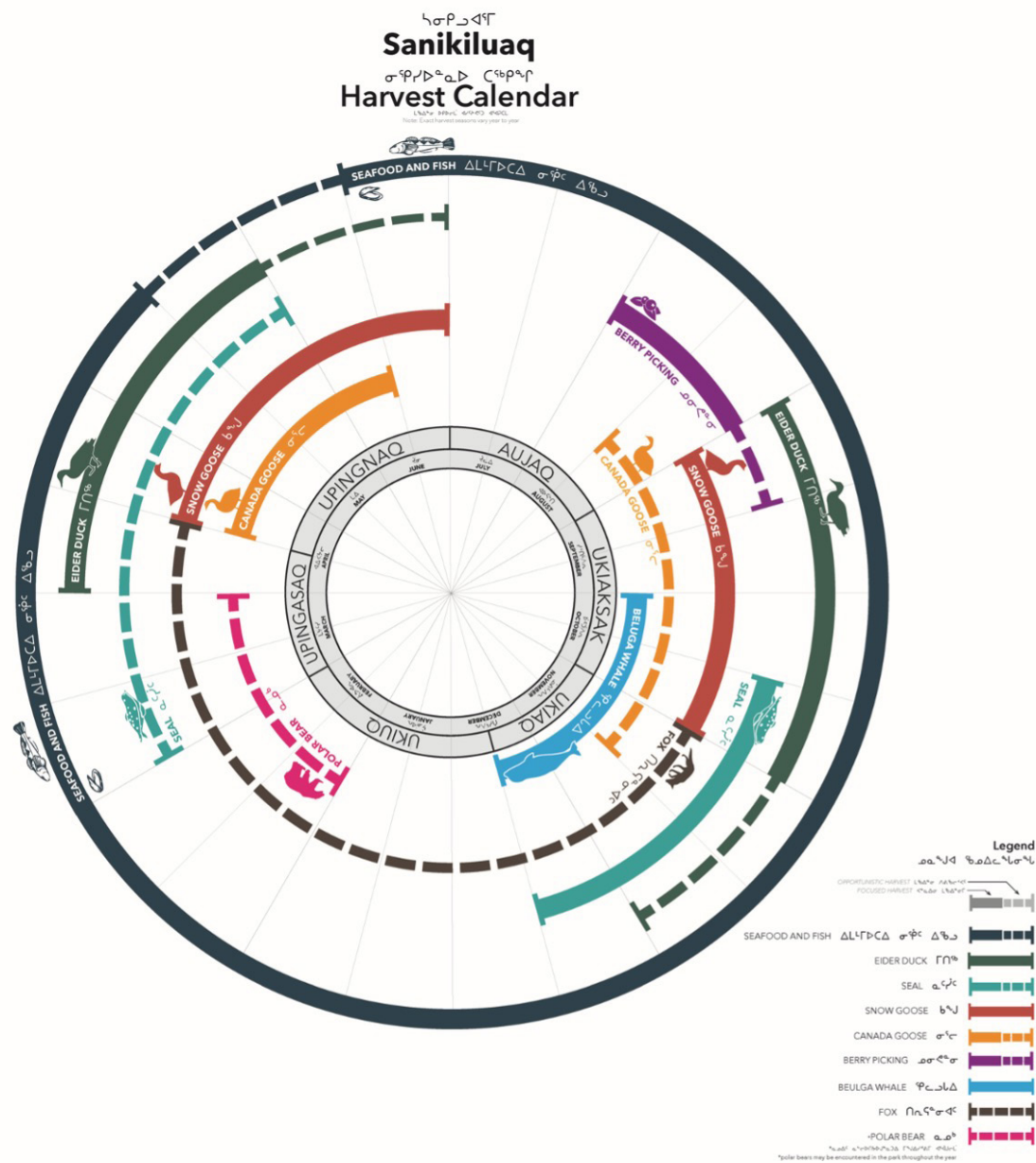
 <b>MIRNGUIQSIRVIIT</b> <small>NUNAVUT PARKS &amp; SPECIAL PLACES</small>  ᓄᓇᓂᓪᓗᓂᓐ ᓂᓄᓐᓂᓐ ᐱᓐᓂᓐᓂᓐ ᓄᓇᓂᓐ ᓂᓄᓐᓂᓐ ᓂᓄᓐᓂᓐ ᓂᓄᓐᓂᓐ ᓂᓄᓐᓂᓐ ᓂᓄᓐᓂᓐ 1000 ᓂᓄᓐᓂᓐ 1340 ᓂᓄᓐᓂᓐ X0A 0H0  <b>NUNAVUT PARKS &amp; SPECIAL PLACES</b> Department of Environment Government of Nunavut P.O. Box 1000, Station 1340 Iqaluit, Nunavut X0A 0H0  <b>NUNAVUMMI UNNAGIURHIQVIIT &amp; INNIITURLIIT</b> Havakviat Avatiligiyikkut Nunavut Kavamatkut Qimqutaa 1000, Nayugaa 1340 Iqaluit, Nunavut X0A 0H0  <b>PARCS ET ENDROITS SPÉCIAUX DU NUNAVUT</b> Ministère de l'Environnement Gouvernement du Nunavut Case Postale 1000, Succursale 1340 Iqaluit, Nunavut X0A 0H0  t 867.975.7700 f 867.975.7747 parks@gov.nu.ca www.nunavutparks.com	<p><u>Date</u></p> <p><u>Name of Principal</u>, Principal, <u>Name of High School</u>, PO Box <u>Number</u>, <u>Community</u>, Nunavut, <u>Postal Code</u> <u>email@gov.nu.ca</u></p> <p><b>Re: Recipient for the Nunavut Parks Student Award</b></p> <p>The Nunavut Parks Student Award recognizes high school students demonstrating achievement in the field of parks-related studies. A certificate and \$500 cheque are to be handed to the winning student during the end of school year ceremony and announced at the annual National Parks Day celebration.</p> <p>If you would like a <u>Name of</u> High school student to be considered for the 20??-20?? school year, please submit the student's name, a copy of their birth certificate and their Social Insurance Number if they have one. This is necessary to prepare the student's cheque.</p> <p>The 2016-26 Umbrella Inuit Impact and Benefit Agreement for Territorial Parks in Nunavut provides \$500 every school year to each park community with a Territorial Park to the winners of this award. The Nunavut Joint Planning and Management Committee for Territorial Parks has decided that the award will go to the highschool student top achiever in a parks-related studies, and recommended Aulajaaqtut or Environmental Studies be considered.</p> <p>Sincerely yours,</p> <p><u>Name of Coordinator</u>, <u>Title of Coordinator</u>, <u>Name of Region</u>, Phone: (867) <u>Phone Number</u> Email : <u>name@gov.nu.ca</u></p> <div style="text-align: right;"> <i>ᐅᓐᓂᓐᓂᓐ katjaqnaaq listen to the land aliannaktuk en osmose avec la terre</i></div>
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## 6.9 CULTURALLY-APPROPRIATE CONSULTATION TECHNIQUES

## 6.10 SAMPLE PARK SEASONAL CALENDAR






## 6.11 SAMPLE BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE

ID #	Source/Reference	Description/Key Contents	Status	File Type	Comments/Gaps
<b>Doc-1</b>	Franklin, John; Narrative of a Journey to the Shores of the Polar Sea, in the years 1819, 20, 21, and 22 (1823). London. John Murray	Book that details John Franklin's travels from England to the north, including passage and portage routes.	Acquired	PDF	Pages 346-357 Bloody Falls.  Not yet reviewed
<b>Doc-4</b>	Jenness, Stuart E.; Arctic Odyssey: The Diary of Diamond Jenness, Canadian Museum of Civilization, 1991	Diamond Jenness personal journals and photos.	Not yet acquired		Available for purchase
<b>Picture Group-1</b>	Prince of Wales Heritage Centre in Yellowknife	<p>The Prince of Wales archives contains multiple photos, fonds, videos and audio clips in "fonds".</p> <p><b>N-1989-008:</b> Northern Heritage Society fonds</p> <ul style="list-style-type: none"> <li>• Audio recordings of oral history by William Kaptuna, including data on the Copper Inuit traditional way of life. Sound files so can't review online.</li> </ul> <p><b>N-1988-009:</b> Richard Finnie fonds</p> <ul style="list-style-type: none"> <li>• 11 photos which are likely a high priority to acquire</li> <li>• 9 photos which are a likely a lower priority to acquire</li> </ul>	Not yet acquired		Need to review clips and lists of materials to determine what to purchase. Costs are \$10 per picture, \$10 per audio clip, and \$20 per video. Descriptions of photos but not thumbnails were available on the PWHC website, so a full review was not possible.

## 6.12 EXISTING PARK AND VISITOR CENTRE SIGNAGE

### EXISTING INTERPRETIVE SIGNAGE AT MALIJUAQ TERRITORIAL PARK

The signage that is currently installed in the park was originally planned and developed in 2003-2005 and last updated in 2009. The following table details the textual and graphic content of this signage.



Map Code	Panel Name	Contents
1.2	<i>Welcome to Malijuaq Island</i>	<ul style="list-style-type: none"> <li>• A place to experience the spirits of the past</li> <li>• Today, Malijuaq Island is still and peaceful, but for more than 3,000 years people lived and thrived here. Look closely and listen you can imagine their lives by exploring the stone remains of several cultures. Though they lived here at different times, each group had similar strategies for surviving. They lived in a cyclical way of life, following their food sources. The traditions of the Inuit reflect these early people's way of life. Through the preservation of the island's archaeological sites we can learn about earlier cultures and traditional Inuit life and preserve their stories for the future.</li> <li>• Preserving the Past - This island is a protected heritage site. Your support and cooperation are essential parts of the preservation strategy. Please do not disturb or remove stones or stand on the artifacts. Cultural artifacts in Nunavut are protected by federal and territorial legislation. Malijuaq means the Big Wave in Inuktitut. If you view the island from Cape Dorset you will see low rolling treeless hills that look like a series of waves.</li> <li>• Cultural Groups - The main cultural groups that occupied the island over time were Pre-Dorset (1700-800 BC), Dorset or Tunnit (800 BC to 1000 AD), and Thule (1000 to 1700 AD). Inuit inhabited the island between 300 and 800 years ago.</li> </ul>  <p><b>Archival Photos and Artwork:</b></p> <ul style="list-style-type: none"> <li>• Wisdom of the Elders by Kenojuak Ashevak, Stonecut &amp; Stencil, 2009 ©Dorset Fine Arts</li> <li>• Myth of the Tunnit by Napachie Pootoogook, Lithograph, 2000 ©Dorset Fine Arts</li> <li>• Photo Peter Pitseolak, 1943, image 2000-1620. ©Canadian Museum of Civilization.</li> </ul> <p>NOTES: If/when the sign panel requires replacement due to weathering or damage, the spelling of "Malikjuaq" should be updated to Malijuaq as per the park name change.</p>




Map Code	Panel Name	Contents
2.1	<i>Tuniqtait, The Thule Winter Houses</i>	<ul style="list-style-type: none"> <li>The low stone walls and stone floors seen in this area are remains of nine Thule winter houses, or whalebone sod houses. The houses were constructed from readily available materials: rock, whalebone, hides and tundra. Earth walls were lined with boulders that reached above the ground and flat stone “paved” the floor. Skins formed the roof, held up by bowhead whale jaw and rib bones up to five metres long. Sod was placed on top of the roof for insulation.</li> <li>Moving with the Seasons – Winter was spent in Thule houses cooking, sewing, making weapons and passing the dark winter months. Spring signaled the move to temporary hunting grounds where seal, whale, walrus and caribou were hunted, and fish and birds were harvested.</li> <li>Location, Location, Location – Archaeologists have found Dorset artifacts inside Thule winter houses. Thule cut sod for the roofs from nearby areas where Dorset people had dumped their garbage in middens. Why do you think this was a good place to live?</li> <li>Designed for the North – A low passage formed a cold air trap that could be blocked, keeping the house warm in the freezing winter months. Large, flat stones, called lintels, formed the top of the entrance passage. Look closely at the ruins to spot them. The only source of heat and light in the house was a soapstone lamp and body heat.</li> </ul> <div data-bbox="1003 327 1417 615" data-label="Image"> </div> <div data-bbox="1003 714 1417 1014" data-label="Image"> </div> <p><b>Archival Photos and Artwork:</b></p> <ul style="list-style-type: none"> <li>Photo Peter Pitseolak, image 2000-1625, ©Canadian Museum of Civilization.</li> </ul> <p>NOTES: This panel will be moved, as per the Master Plan, to a location at the start of the boardwalk. New signage will be developed for the outlook location.</p> <p>As of 2023, the signs backing plate needs to be replaced/repaired.</p>

Map Code	Panel Name	Contents
3.1	<i>Inukshuk</i>	<ul style="list-style-type: none"> <li>Inuksuit (the plural of inukshuk) are among the oldest and most important technologies developed by Inuit people. We do not know how old this particular inukshuk is, or its exact purpose, but we know that inuksuit are created to communicate a message. They were built to mark the location of a cache of food or a good hunting or fishing place, to frame a view or point a direction, or to mark a special place or person. This inukshuk, which is very well built, constructed with great detail, and stands taller than most, may have indicated the strong current in the waters nearby or that this is the location of a camp.</li> <li>Inukshuk means “a likeness of a person” in the Inuit language, Inuktitut.</li> <li>“I do not know every meaning of inukshuks but my grandfather taught me what I know... Some mean this is a path and some are put up so that a lost person can find his way back to the path.” – Atsiaq Alasuaq, Cape Dorset elder</li> <li>Multiple Meanings – There are many different shapes of inuksuit; each one has a different meaning. They can be small or large, and made up of many different types and sizes of stone – each is unique and reflects the landscape where it was built.</li> <li>Luring Caribou – Inuksuit were used to hunt caribou. Inuksuit were positioned along caribou migration routes where they help to funnel the caribou into a narrow corridor, so they were easier to shoot. Often, women chased caribou into the corridor and the men shot the caribou as the heard ran by.</li> </ul> <div data-bbox="1029 459 1459 789" data-label="Image"> </div> <p><b>Archival Photos and Artwork:</b></p> <ul style="list-style-type: none"> <li>Josie, an Inuit from Cape Dorset, N.W.T., chewing seal skin to soften it into condition for the making of boots. Credit: National Film Board of Canada. Photothèque / Library and Archives Canada / RD-002167</li> </ul> <p>NOTES: The sign pedestal needs to be relocated to level ground and filled with rocks.</p>






Map Code	Panel Name	Contents
3.2	<i>Kayak Stands</i>	<ul style="list-style-type: none"> <li>The piled stones seen here were once used as kayak stands to protect the boats from being disturbed by dogs and other animals and allowing them to dry out. These kayak stands were used between 80 and 150 years ago. They remind us of relatively recent changes to the Inuit way of life. Today, gas engine boats have replaced the kayak for transportation and hunting.</li> <li>Thule Hunting Tool – Kayaks were important tools for Thule people, who were skilled beluga, bowhead whale and walrus hunters. Whales were an excellent source of food and bowhead bones were used to hold up the skin roofs of Thule winter houses.</li> </ul>  <p><b>Archival Photos and Artwork:</b></p> <ul style="list-style-type: none"> <li>NWT Archives/Royal Canadian Mounted Police, fonds/G 1979-007:0025</li> <li>Kayak-Men by Jamasie Teevee, no. CD 1977-011 (LS), IMG2009-0162-0149-Dm. ©Canadian Museum of Civilization.</li> <li>Building a Kayakkovik by Kananginak Pootoogook, no. CD 1981-015 (LS), IMG2009-0110-0157-Dm. ©Canadian Museum of Civilization.</li> </ul> <p>NOTES: The sign pedestal needs to be relocated to level ground and filled with rocks.</p>
3.3	<i>Tent Rings</i>	<ul style="list-style-type: none"> <li>Does this look like a good place to stay for a while? In this area you will see several rings of rocks, or tent rings, that have been used over many generations (probably with the most use over the last 60 years or so) to hold down the sides of tents.</li> <li>Mobile Housing – At one time, seal or caribou skin tents housed families over the summer. They are easily moved between hunting areas, over good protection from the weather and were made of readily available – and renewable! – material. Today, you might see canvas tents used in the same way.</li> <li>Different Shape, Same Purpose – In other sites on the island you may see smaller, square tent rings. These are tuniqtaik, meaning places where the Tunnit loved, who lived in the North between 800 BC and 1000 AD.</li> <li>Still in Use Today – Today, people tent on the north part of Malijuaq Island when they dig for clams, hunt geese and whales, or just spend time on the land. The Inuit word for stone tent ring is tupibbik, pronounced topibbick.</li> </ul>  <p><b>Archival Photos and Artwork:</b></p> <ul style="list-style-type: none"> <li>Going into the Tent by Kananginak Pootoogook, no. CD 1981-014 (LS), IMG2009-0110-0155-Dm</li> <li>Camp Site by Shuvinai Ashoona, Etching &amp; Aquatint, 2008, ©Dorset Fine Arts</li> <li>Inuit family outside a tent, L Arthur H. Tweedle / Library and Archives Canada / e002344226</li> <li>Inuit woman and tent, J.L. Robinson / Library and Archives Canada / e002213380</li> </ul> <p>NOTES: The sign pedestal needs to be relocated to level ground and filled with rocks.</p>

Map Code	Panel Name	Contents
3.4	<i>Fox Trap</i>	<ul style="list-style-type: none"> <li>• The tower of rock here was once used to trap foxes and other small animals. This trap has not been definitively dated, but it would have been used before the arrival of Europeans. This simple design was highly effective. Bait was placed inside the trap to lure the animal, which would climb inside and then be unable to climb back out on the inward leaning walls.</li> <li>• Trading Fur – at one time, fox furs and seal pelts were traded at Cape Dorset for supplies like cloth, clothing, tea, sugar, flour, tobacco and gasoline. Qupapik Ragee, a Cape Dorset Elder, remembers, “The only thing we could use to buy supplies in winter were fox furs.”</li> <li>• Material from the Land – Stone provided people on Mallikjuaq Island the material to build houses, cairns, traps and even tools and weapons. Archaeologists have found several areas with fine gravel where at least 1,000 years ago a hunter worked on harpoon and arrowheads made from chert, a hard form of sedimentary rock that is often grey, brown or beige. It does not naturally occur on the island but can be found in the interior of South Baffin Island.</li> <li>• Storing Food – There are several examples of stone caches on the island, used to store food. This was the best way to store food for use later and to protect it from animals. Stones were also used to make puppy pens to keep new pups from wandering off.</li> </ul>
		
		<b>Archival Photos and Artwork:</b> <ul style="list-style-type: none"> <li>• Fox traps and Anxious Hunters by Jamasie Teevee, Lithograph, 1976, ©Dorset Fine Arts</li> <li>• Arctic Ensemble by Pitaloosie Saila, Lithograph, 2009, ©Dorset Fine Arts</li> </ul>
		<p>NOTES: The sign pedestal needs to be relocated to level ground and filled with rocks.</p>



## EXISTING INTERPRETIVE DISPLAYS AT MALIJUAQ VISITOR CENTRE

Map Code	Panel Name	Contents
A	<i>Welcome Panel</i>	<p>Listen to the elders, they will tell you about the land.</p> <p><i>“When we saw mountains and the land, it was so beautiful. The place we left probably had bad spirits. That time I felt stronger inside, thinking about my family and how this land looked.” Mary Pudlat</i></p> <p>They also have a great reverence for their ancestors and all they left behind, like the stone structures you will find all along the coast line. The structures date from several thousand years ago up to the middle of this century. The stones are strong ties to the spirits of the past.</p> <p><i>“The Thule houses are not to be disturbed, but in the future I would be willing to help excavate when the opportunity arises. I would be happy if the Thule houses could be excavated so that we could show our ancestors way of life through them. We could teach tourists and our young people how our ancestors lived.” Padloo Melia</i></p>  <p>NOTES:</p>
B	<i>Map of Camps along Foxe Peninsula Display</i>	<p><b>B1 – Foxe Peninsula Map Panel</b></p> <p><b>Inuit Migration</b></p> <p>As the ancient people moved, they displaced earlier ones which explains the variety of cultural artifacts found across the arctic. Artifacts on Mallikjuaq Historic Park have been identified with the Pre-Dorset (1500 B.C.); the Dorset (500 B.C.) and the Thule (1000 AD). The stone remnants of the Thule houses are still clearly visible on the island.</p> <p><b>Inuit Origins</b></p> <p>About ten thousand years ago, the distant ancestors of arctic native people travelled from Siberia to Alaska and adapted to living conditions in North America. Between four thousand and one thousand years ago, the ancestors of these people migrated in waves across the arctic to Baffin Island and Greenland.</p>  <p><b>B2 – Inuit Origins Panel</b></p> <ul style="list-style-type: none"> <li>• Historic Inuit Occupation</li> <li>• 1600 AD to present</li> <li>• First Wave – Paleo-Eskimo</li> <li>• 2000 BC to 800 BC</li> <li>• Second Wave – Thule and Inuit</li> <li>• 1000 to 1600 AD</li> <li>• Dorset Culture (Tunit)</li> <li>• 800 BC to 1000 AD</li> </ul>  <p>NOTES:</p>

Map Code	Panel Name	Contents
C	<i>Special Places Display</i>	<p><b>C1 – Tellik Bay Panel</b></p> <p><b>Tellik Bay: <i>Spirits of the Land</i></b></p> <p>Located on the coast of Baffin Island, Tellik Bay leads visitors to wide valleys where they can hike the rolling landscape and enjoy the tundra meadows nestled amongst the small rocky mountains. Perhaps you will see caribou or other wildlife at the many small lakes and never ending streams. Here, at various places along the shore, you will find inukshuks and tent rings from recent times.</p> <p><b>C2 – Parketuk Bay Panel</b></p> <p><b>Parketuk Bay: <i>Spirits of the Ancestors</i></b></p> <p>At the head of Parketuk Bay, flat rocks invite you into a small opening, a sheltered sanctuary surrounded by rocks and steep hills. This is a burial site containing three graves. The wood coffin, marked with a crucifix, is from this century – the others are traditional Inuit graves from an older time. This is a quiet place, respectful of the dead, a place to visit with a guide.</p> <p><b>C3 – Keatuq Panel</b></p> <p><b>Keatuq: <i>Spirits from Old Times</i></b></p> <p>Keatuq is a beautiful place, located on a point of land along the Baffin coast. Here, you will find small ponds, a sandy beach and sea grass meadows enclosed by rocky hills.</p> <p>Keatuk is a place of old spirits and represents an era no longer found in the Arctic. Here are the remnants of Peter Pitseolak's camp which, like many others, was abandoned in the 1950's when people moved to communities like Cape Dorset.</p> <p><i>"We used to live at Keatuuq along with Peter Pitseolak and his family. Since I was growing up, we've been living together a long time in the same camp." Mangitak Kellypalik</i></p> <p>There were the old ways of life - traditional clothing was made from animal skins and the kudluk, the soap stone lamp was used for cooking. Hunting and fishing were the main ways of living. From the new ways you can still find the remains of buildings made from wood salvaged from the supply ship, the Nascopie, which sank off Dorset Island in 1947. There are large iron pots from the whaling days, old rifles and remnants of other modern equipment.</p>





Map Code	Panel Name	Contents
		<p><b>C4 – Qulutuk Panel</b></p> <p><b>Qulutuk: <i>Spirits of the Sea</i></b></p> <p>Located at the head of Negus Bay are the reversing falls. At low tide the lake empties into the ocean creating a waterfall about eitht metres (25 feet) high. At high tide, the flow reverses and the ocean floods back into the lake. The mixture of salt and fresh water make this an excellent place for char fishing. You will also find outpost camps or summer tents along the shore.</p> <p><b>C5 – Niulijuqtalik Panel</b></p> <p><b>Niulijuqtalik: <i>Spirits of the Past</i></b></p> <p>Along the east side of Negus Bay is a rocky point of land. Like Mallikjuaq Island, it is a place of spirits of the past. Nestled amongst the ponds and rolling tundra are Thule houses, caches and graves. In the rock, along the shore you will find interesting coloured “marble cake” swirls in the rock which occurred during formation.</p> <p><i>“The traditional ways should not be lost. It is the modern technology that is taking over Inuit lives. In order to get jobs, you need an education. (When I was young), there was not even a school here that I attended. We have to teach our children the traditional ways of life so that it will not be forgotten.” Oqutak Mikkiga</i></p>

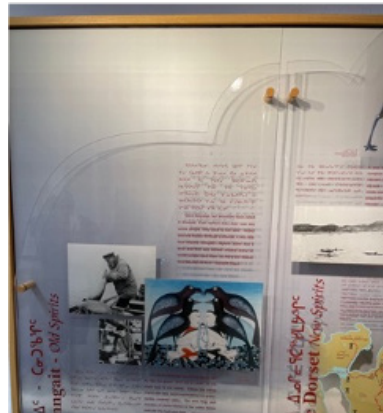


Map Code	Panel Name	Contents
D	<i>Mallikjuaq Island Display</i>	<p><b>D1 – Mallikjuaq Island A Place of Spirits</b></p> <p>The spirit of Mallikjuaq Island is the spirit of People. This is a timeless, place which has changed very little since early cultures, such as the pre-Dorset and Tunnit, walked on the island over 3000 years ago. About 1000 years ago the Thule, the direct ancestors of the Inuit, lived here. The life, spirit and energy of these early people is reflected in the Inuit today.</p> <p>Oshutsiaq Pudlat, an elder, describes a group of people he met when he was young.</p> <p><i>“Although they claimed not to be Tunnit, it was evident by the way they lived that theirs was a Tunnit way of life. The hunting tools they used were made of bones, antlers and the tips were made of stone.”</i></p> <p>The Thule and others from long ago, left behind houses, graves and a sense of spirit. On the island - quiet and far away from the hustle of the community - stop and sense the spirits of the past - as you explore the island and the archaeological sites you can still feel the presence of the ancestors of the Inuit.</p> <p><b>D2 – Thule Winter House</b></p> <p>On Mallikjuaq Island, you can find the stone remains of the Thule winter house. The low stone walls and flat stone floor were placed here by the Thule over 1000 years ago. To form the roof - hides were stretched across whale bone and tundra sod was placed on top.</p> <p>A stone lamp or kudluk provided heat and was used for cooking. Seal or whale fat fueled the wick made from the arctic cotton plant. Children gathered on the raised sleeping platform at the back of the houses, and played amongst the caribou and polar bear skins.</p> <p><i>“Tulukaat was best for hunting beluga whale and the islands around Ikkiarasak are where people would gather. These people would be from different camps, helping each others needs. This would be the time when relatives actually lived in the same camp. That was when our kids and others really got to know each other as relatives.”</i></p> <p>The dwellings have changed over the centuries, however, the way of life continued well into this century. Caribou, seals, arctic char and other animals were all hunted with spears and bows and arrows.</p> <p><i>“I remember what my mother and father used to tell us about how they used to hunt caribou without rifles. The ones with bows and arrows and harpoons would hide behind rocks... the kids and people without weapons would chase the caribou to the hunters in front.” Padloo Melia</i></p>



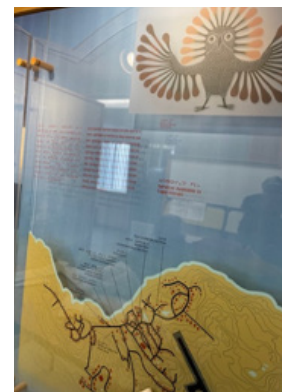


Map Code	Panel Name	Contents
		<p><b>Tent Rings</b></p> <p>Tent rings are rocks (football size) placed in a large circular formation. Many tent rings can be found at a number of locations along the shore. Long ago the Inuit and their ancestors used tent rings to hold down their skin tents. Today, tent rings hold canvas tents in place.</p> <p><b>Inukshuk</b></p> <p>Along the shore of Mallikjuaq Island you will find an Inukshuk, stones piled in the shape of a human. Inukshuks are direction signs on the tundra that mark trails and hunting areas, they may be any shape and size. Some Inukshuks have a special meaning or mark the spirit of the place on the land - spirits take many forms from happy to evil.</p> <p><i>"The inukshuks that you see in the settlement are not to be taken down. They are very important. They should be left alone as they signal that is a spot where there are animals. I do not know every meaning of inukshuks but my grandfather taught me what I know. He taught me the different meanings. Some mean this is a path and some are put up so that a lost person can find his way back to the path. Atsiaq Alasuaq"</i></p> <p><b>The Hunter</b></p> <p>The spirit of the hunter remains on Mallikjuaq Island – here he chipped the hard stone or 'chert' as he made an arrow head. The chert fragments still remain on the ground, untouched since the day he left them, perhaps a thousand years ago.</p> <p><i>"We are losing our traditions, so it would be better if lots of teenagers knew about the traditional ways."</i> Oqsuralik Ottokie</p> <p><b>D3 – Kayak Stands</b></p> <p>For centuries, kayaks were used for hunting sea animals but they disappeared when motorboats were brought to the north in the 50's and 60's. All that remains from the earlier era are the kayak stands, the short square piles of rocks that raised the kayaks off the ground so the dogs could not chew the skin covering.</p> <p><i>"While my father was still alive, he built one for my older brother so sometimes I used my brother's kayak. I've caught seals and while we were going to Novojuag from Dorset, we were in kayaks and I got a big polar bear. I remember it well. Oupapik Ragee"</i></p>

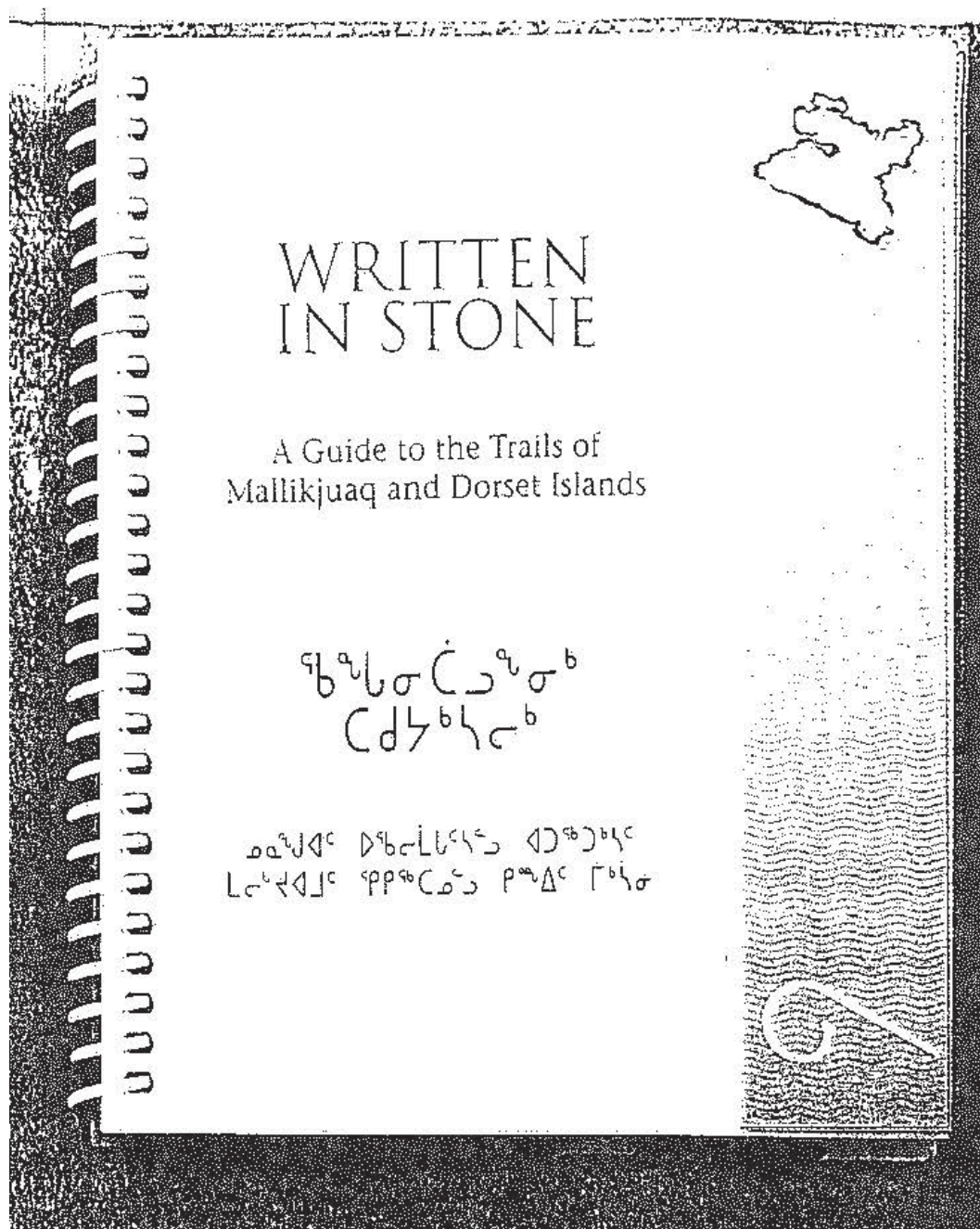
Map Code	Panel Name	Contents
		<p><b>Burial Sites</b></p> <p>Long ago the ancestors of the Inuit were buried on Mallikjuaq Island. In various locations you will find long, low piles of stones which were very carefully placed so as not to rest on the remains.</p> <p>These stones form a protective cover any movement of them or disturbance of the grave will cause the entire structure to collapse. Please follow the example of the elders and respect the spirit of their ancestors by not touching the burial site.</p> <p><b>Fireplaces</b></p> <p>Look carefully for the small stone fireplaces placed up against the rocks where hunters may have gathered many years ago to cook a meal and warm themselves. A small but intense flame was made by burning driftwood or plants such as arctic heather and arctic cotton.</p> <p><b>Caches</b></p> <p>The rocks piled up on top of each other are stone caches which are still occasionally used today to store food. Sometimes the rocks were placed on end to form a pen for puppies.</p> <p><i>"The camps of Nuvujuaq and Nurata would come around Cape Dorset area especially in sprint to hunt. They would hunt walrus in the fall and would cache the meat for winter and lived on it." Oshytsuaq Oydkat</i></p> <p><b>Fox Traps</b></p> <p>On the northern tip of Mallikjuaq Island is another stone structure – the fox trap fox. Attracted by the bait, the fox would climb up the mound of stones and into the hole on the top. Trapped! It is impossible to escape up the inward sloping walls. Fox traps are rarely used today. For your own safety and to respect the past – do not touch the stones. This structure will collapse if you remove stones or climb on it</p> <p>NOTES: The existing panel labelled D1 about Mallikjuaq Island Park includes text and a map that are outdated. <b>Panel D1 will be replaced with a new interpretive text and map of the park, and the panel will be hung in the same location.</b></p>
E	Dorset Island Display	<p><b>E1 – Kinngait Old Spirits</b></p> <p>The rocky landscape has stories about spirits, like the giants “who live in caves” on the south end of the island. Follow the hiking trail to the view point overlooking this green tundra covered valley. The tent rings and remains of stone houses in the valley below indicate the Inuit and their ancestors have lived here for several thousand years.</p> <p><i>"Since long ago, our ancestors have called it Kinngait. Even before they ever saw any white people, they used to live here. I heard this was known through a shaman. It was said that beyond Kinngait's highest point was a mist and this was before anyone knew of white people back then. So there are houses now beyond the hills. Qupapik Ragee</i></p> 



Map Code	Panel Name	Contents
		<p><b>E2 – Cape Dorset <i>New Spirits</i></b></p> <p>It was not until the late 1800's that Europeans visited this area and in 1913 the Hudson's Bay Company established a trading post. In the 1950's the Inuit permanently moved to Cape Dorset in small groups from their camps dotted all along the coast.</p> <p>It was in 1958 when we really moved from or camp to live here in Kinngait. There were not very many people living in Kinngait then." Mangitak Kellypalik</p> <p>Cape Dorset is a bustling, growing modern community - with video games, computers, snow machines and all terrain vehicles, modern houses and schools - electricity is produced at the oil fueled generating plant.</p> <p><i>"It's getting harder for the teenagers to know more about the traditional ways because of lots of technology around them today."</i> Lutka Qiatsug</p> <p><b>E3</b></p> <p>At the West Baffin Eskimo Cooperative, Inuit Artists make prints and soap stone sculptures which are admired by people all over the world. Cape Dorset art is exhibited in Japan, Germany and the United States and local artists like Peter Pitseolak, Parr and Kenojuak have had exhibits in the National Gallery on Ottawa.</p> <p><b>E4</b></p> <p>Local guides will be happy to take you on a tour - perhaps it will be by dog team to see the northern lights or some interesting place such as the floe edge, where the ice and sea meet and there is an abundance of sea life. They will also take you sports fishing, caribou hunting, camping or to photograph the northern landscape. Cape Dorset also has a cultural day complete with local foods, skin tents and people dressed in traditional skin clothing.</p> <p>NOTES: Panel E4 will be removed and replacement E4 panel will be created and hung on the new washroom wall.</p> <p>Content will be developed as per the theme/sub-theme described in section 4.1.2</p>
F	<i>Living with our History</i>	<p>NOTES: A new panel, labelled F, will be hung on the furnace room wall opposite the map of the historic camps.</p> <p>Content will be developed as per the theme/sub-theme described in section 4.1.2</p>
G	<i>Stewardship</i>	<p>NOTES: The existing office partial walls will be removed and the space will become an open area. The walls of the open area will include two new panels labelled G and H.</p> <p>Content will be developed as per the theme/sub-theme described in section 4.1.2</p>
H	<i>Nunavut Parks and Special Places</i>	<p>NOTES: The existing office partial walls will be removed and the space will become an open area. The walls of the open area will include two new panels labelled G and H.</p> <p>Content will be developed as per the theme/sub-theme described in section 4.1.2</p>

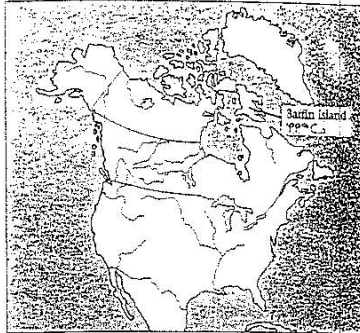


## 6.13 WRITTEN IN STONE” BOOKLET – 1983





Travel north from Montréal, Quebec and you will encounter Baffin Island. Along the southwest coast is Mallikuaq Territorial Park.



and immediately adjacent to it the Inuit community of Cape Dorset. Located in Canada's Eastern Arctic, the Park is about one and a half hours by air southwest of Iqaluit, the largest centre on Baffin Island.

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The weather can change quickly in this part of the world. For even very short trips, always carry warm waterproof clothing, footwear, food and water.

Walking on the soft tundra and up the steep rock hills takes energy and endurance. Plan trips that are within your physical abilities.

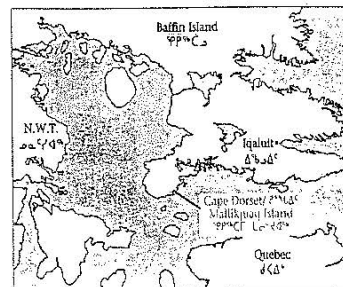
Although the islands are small a person can easily get lost. Stay on the marked trails and check your reference points frequently. If you feel uncertain, guides are available to assist you on hikes and can provide water transportation to Mallikjuaq Island. Make arrangements well in advance of your trip, let people know where you are going, and leave your itinerary and expected time of return with your host.

You are entering a special cultural place with a long undisturbed history. Cultural artifacts are protected by legislation in the NWT, including removal of stones, fossils, bones, etc. Do not disturb or remove stones or stand on

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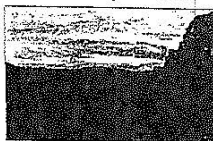






A series of rocky islands and inlets - richly colourful in summer, cold and starkly beautiful in winter - rise out of Hudson Strait on the west coast of Baffin Island. There, two large islands face each other across a narrow inlet. Dorset Island shelters the thriving Inuit community of Cape Dorset; its thousand inhabitants renowned for their art, their lives a blending of age-old traditions and modern ways. Across the inlet lies Mallikjuaq Island, unchanged for centuries; its small rocky mountains and sweeping tundra slopes harbouring clues to lives long past - ancient stories written in stone.

Typical of the Arctic, these islands seem barren yet sustain many forms of life. In July, when wildflowers have sprayed the tundra with colour, birds return for the nesting season and Inuit travel out from the settlements to hunting camps strung out along the shoreline. The trails of Mallikjuaq and Dorset islands will take you to these places. On Dorset, you will walk among low mountains to a secluded waterfall or crystalline lakes, watch the ice flows float slowly by and perhaps see a few Arctic animals.



Landscape of Mallikjuaq  
aq. 1544

1997



On Mallikjuaq the landscape has been imprinted with the stories of northern peoples: Thule from 1000 years ago, Inuit from 100 years ago and local residents from only a generation ago.

*"The park would also help a lot of young people learn what traditional life was like."*

although we know very well that it's impossible to go back completely, at least the knowledge could be applied to them with the help of an elder".

You will see the shapes of an old Thule house, a fox trap or an inukshuk in the stones. You may find the bones of caribou or beluga whales hunted on and around the island.

Any of the trails of Dorset and Mallikjuaq can be walked in two to five hours - some are easy to walk, some difficult. Check this guide for information on levels of difficulty. Mallikjuaq Island is a territorial park reserve, about 5 km x 5 km (3 miles by 3 miles), but the trails only cover a small part of the island.

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 C'l-c'v'c - Δc'y'  
 Aṽḥāyīc' y'c' Δc'y'  
 Aṽḥāyīc' c'l'a  
 D'bēc' y'c' q'dz'j Aṽḥāyīc  
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 Ća l'c' vcl' p'p'c' y' j'z' b' r' l'c' zō m'ac'n'zō<sup>b</sup>  
 c'd'z'zō' d'zō, d'r'e' y'c' y' 5-p'cl'c'  
 p'c'n'zō, Δc'd'zō Aṽḥāyīc' p'c'n'c'





## THE PEOPLE

The stone tools and structures you will see at dozens of sites throughout these islands have been left behind by Aboriginal cultures over the last 3500 years. People from a series of different cultures have made themselves at home here almost continuously during that time. Although the landscape may seem barren and forbidding to a southern visitor, these islands offer the necessities of life in abundance to those who know the ways of the Arctic.

The first people who left their mark on the islands were the Tunnit (pronounced too-neet). Archaeologists have found remains of their culture covering a span of time from 1700 BC to 1000 AD on Mallikjuaq Island. At the end of that period, the second group of people to settle here began to arrive. These people, called the Thule (pronounced too-lee), seem to have moved into the region about 1000 years ago (about the same time Vikings visited the eastern Arctic) during a 300-year spell of warmer weather which permitted easier travel by boat throughout the Arctic.

Anthropologists mainly agree that Arctic Native peoples spread across northern North

*"The Tunnit hunting tools were made out of bones and antlers, and the tips were made from stone".*

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Anthropologists mainly agree that Arctic Native peoples spread across northern North



America in a number of waves after arriving in the region of Alaska from northeastern Asia. Evidence supporting this theory can be found in the dates of archaeological sites which are older in the west than the east and in the culture, appearance and language of modern Inuit which are nearly identical in a circle right around the north pole. The evidence shows the Tunnit came first, followed by the Thule who either absorbed or displaced the Tunnit. The modern Inuit (pronounced ee-noo-weet) have descended from the Thule.

We know little of Tunnit language and appearance. From the remains of their settlements and camps, we can piece together impressions of their culture. On the other hand, much of the Thule culture and their language, Inuktitut, has been passed down to the Inuit living in the Arctic today. From archaeological remains and oral tradition, something has been learned of the differences between Tunnit and Thule culture.

Although they had many of the same weapons and equipment, Tunnit technology was not as advanced as the later Thule technology. The Tunnit made small boats for hunting such animals as walrus and beluga whale but they could



Cinquefoil  
ma'qub

## Δοδο

Οι άνθρωποι που ζούσαν στα νησιά πριν από 3500 χρόνια πριν από το 1700 π.Χ. άφησαν πίσω τους τα ερείπια της πολιτιστικής τους κληρονομιάς. Τα ερείπια αυτά δείχνουν ότι οι άνθρωποι αυτοί ήταν από διαφορετικές πολιτιστικές ομάδες που ζούσαν συνεχώς στα νησιά αυτά για χιλιάδες χρόνια. Παρόλο που το τοπίο μπορεί να φαντάζει ερημικό και απρόσιτο για κάποιον από το νότιο, τα νησιά αυτά προσφέρουν τα απαραίτητα για την επιβίωση σε όσους γνωρίζουν τα μυστικά του Αρκτικού.

Οι πρώτοι άνθρωποι που άφησαν το σημάδι τους στα νησιά ήταν οι Tunnit (προφορά: too-neet). Οι αρχαιολόγοι έχουν βρει υπολείμματα της πολιτιστικής τους κληρονομιάς που καλύπτουν ένα χρονικό διάστημα από το 1700 π.Χ. μέχρι το 1000 π.Χ. στο νησί Mallikjuaq. Στο τέλος αυτής της περιόδου, η δεύτερη ομάδα ανθρώπων που άρχισε να εγκαθίσταται στα νησιά ήταν οι Thule (προφορά: too-lee), οι οποίοι φαίνεται να έχουν μετακομίσει στην περιοχή περίπου 1000 χρόνια πριν (περίπου την ίδια εποχή που οι Βίκινγκς επισκέφθηκαν τον ανατολικό Αρκτικό) κατά τη διάρκεια μιας 300-ετής περιόδου πιο ήπιου καιρού που επέτρεπε ευκολότερο ταξίδι με βάρη σε όλο τον Αρκτικό.

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not hunt really big sea mammals like the bowhead whale. The Thule hunted whales and travelled in such skin boats as the umiak and kayak. They took bowhead whales for food and fuel, making tools and weapons from whalebone, and nets from baleen. In a treeless land, long whale bones did duty as roof trusses for winter houses such as the ones you will see on Mallikjuaq.

Tunnit harpoons were smaller than Thule harpoons and the Tunnit seem not to have developed the float equipment needed in hunting large sea mammals. The weapons the Tunnit developed for hunting on land were also smaller - suitable for caribou and seal hunting. Judging from the absence of dog remains at Tunnit sites, we suppose they pulled their sleds by hand. Tunnit art also seemed to have reached its peak just at the time the Thule began arriving as shown in the many small, fine carvings in wood, bone and ivory which have been found. Carved wooden masks which have been uncovered at Tunnit sites suggest shamanism may have played an important role in Tunnit spiritual life.

It appears, though, that the more effective technology of the Thule people - dogs, boats and whaling gear being just a few examples - helped them move across and dominate the Arctic in a very short time, either absorbing or pushing out the Tunnit.

After their initial success, the Thule fell on harder times over the following centuries.

10



Cooler climates made whales and other marine animals harder to hunt. The people turned to such animals as seal, caribou and musk ox as their mainstay. They became nomadic to hunt these animals - giving up their more permanent winter houses in favour of more temporary skin tents in summer and snow houses or igloos in winter.

These changes in the Thule way of life brought about changes in their culture: regional groups with slightly different dialects and skills emerged. European explorers and whalers brought more changes to individual groups as contact increased over time. Today, these small, slightly different cultural groups scattered across the Arctic are the Inuit.

"We lived in a tent, as soon as the snow started to thaw. I can remember some igloos collapsing due to the melting and that's when we moved to tents".

Thule life around Cape Dorset did not change much until the mid 19th Century when European traders and whalers brought a new world to the people. New materials, weapons and tools made many of the old ways and skills obsolete. But some traditions dating back to Thule times, like soapstone lamps, caribou or sealskin clothing and skin tents, and skills like hunting and fishing have survived in the Thule way of life to this day.

These traditions have had to be strong to resist the modern world of electricity and



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11



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machines which has changed the Arctic so rapidly in the last 40 years. Around Cape Dorset, as in other parts of the Arctic, Inuit traditionally lived in camps up and down the coastlines. But in 1913 the Hudson's Bay Company (HBC) set up a trading post on the site of present-day Cape Dorset. You can still see some of the old HBC

*"When the camps were scattered we would move from one camp to another and would hunt and our kids would not see their friends for a long time".*

buildings, with white walls and red roofs near the present Northern Store.

For the first time, Inuit began to settle permanently in large communities. For quite some time, the community stayed very small. Up until the 1950s, numerous camps persisted along the coast, each lived in by three or four families. Today, however, few year-round camps remain. Most people live in town and venture onto the land to hunt only for short periods. Electricity, schools, computers, videos and the grocery store have brought the 20th Century into their lives.



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# MALLIKJUAQ ISLAND TRAILS

As you look at the island from a distance, the low, rolling, treeless hills look like a series of waves. Mallikjuaq means The Big Wave in Inuktitut and the island has been the site of permanent and temporary camps for longer than 1000 years.

Today, people visit Mallik'uaq Island for long walks, picnics, school outings and an occasional hunting trip. But the island is most significant to local people today because it represents a way of life now long gone. Elders want young people to make a connection to that way of life. They want to keep the island and the old places undisturbed so their people can continue to enjoy the land and its history as they have done for hundreds of years.

The following trail description for Mallikjuaq Island emphasizes cultural features. The island is rich in tundra plants and animals. To learn more about the Arctic landscapes you will see throughout the area, refer to the plant and animal descriptions later in this guide.

The hike on Mallikjuaq Island is about 5 km one way and can take you 2 to 5 hours depending on the amount of time you linger at each site. It is possible for you to make a loop of the entire route on the island but the final leg poses

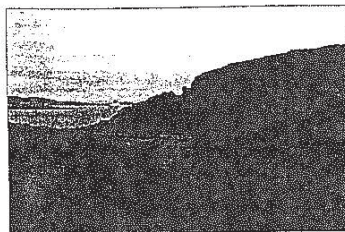


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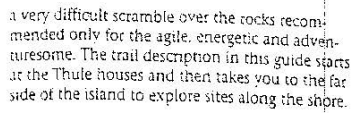
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b<sup>a</sup>σ<sup>a</sup>γD<sup>a</sup>, Δc<sup>a</sup> AP<sup>a</sup>σ<sup>a</sup>DL<sup>a</sup>σ<sup>a</sup>



Malikian Island / 1990 CF Lc 2015





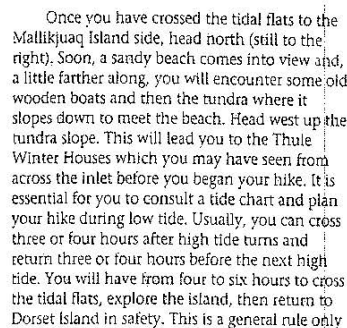
In summer, you can reach the island on foot or by boat. (See reference maps at the back of the brochure)

The hike across the tidal flats from Cape Dorset to Mallikjuag Island stretches 1.7 km and will take you 45 to 60 minutes. Walk west, along the bay to the end of the road, then head down to the water at the base of Kinginait Mountain. Do not follow the rocky isthmus to your left - it looks like an obvious path but it harbours a large gap with a strong current running through it. Instead, keep to the right (as you face Mallikjuag Island) on the tidal flats. Your destination on the island will be to the right of the mountain, so aim for the sandy beach and tundra slope opposite Cape Dorset.

You should be an agile and attentive hiker to attempt to reach Mallikjuaq Island on foot. Be prepared for a wet crossing - there may be rivulets running to the sea, so wear waterproof boots. Avoid the boulders if possible as they are covered with slippery algae.

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check the tide charts at the Hamlet Office or Visitor Centre.

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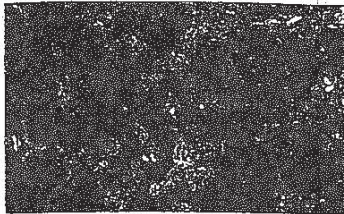


### Boats and Guides

If the tides aren't convenient or if you're uncertain about negotiating the tidal flats, hire a local guide to take you across in a boat. The trip only takes about 10 minutes and guides have much they can tell you about the local area. Make arrangements well in advance so a guide can be located and any supplies or equipment made ready. You can get information on guides at the Kingnalt Inn, Hamlet Office and Visitor Centre.

AT THULE WINTER HOUSES OR  
WHALE BONE HOUSES.

The Thule built winter houses at several locations around Mallikjuaq Island but you can reach the houses at this site most easily. Here, nine houses cluster at the edge of a pond. The Thule built them at different times 300 to 800



Thule House Ruins  
 20° 49' N 150° 45' W

32



years ago and archaeological research shows Pre-Dorset and Dorset (Tunnit) people occupied this site as long ago as 2000 BC.

Each house could accommodate five to eight people. Sometimes two or three houses joined so more than one family could live together. The Thule made the houses from rock, whale bone, hides and tundra. First, they dug a flat depression, sometimes as deep as 1 m (three feet), then they lined the earth walls with boulders which extended up above the ground .5 m (a foot and a half).

The houses have three distinct parts: a low entrance passage at the front, a living area in the middle, and a raised sleeping platform at the back. Throughout the house, flat stones, like flagstones, paved the floor. The Thule dug the entrance passage lower than the rest of the house so it formed a cold air trap and could be blocked to keep cold air out of the living area. A large, flat stone, called a lintel, formed the top support for the entrance passage. You will recognize other lintels in the ruins as you explore the island.

The family gathered in the central living area, cooking, sewing, making weapons and passing the dark winter hours. Here burned the soapstone lamp, fueled by fat from whales and seals, the only source of heat and light, keeping inside temperatures above freezing - very warm when compared to the cold outside.



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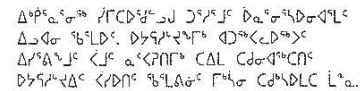
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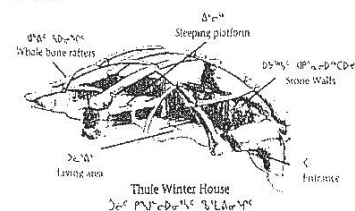
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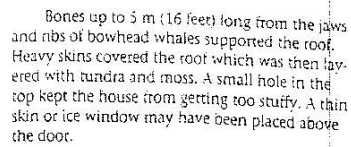
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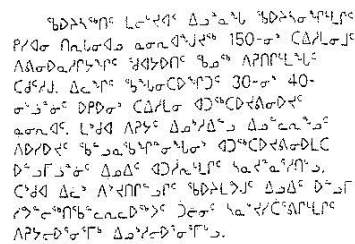




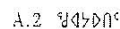
This was home for a Thule family for the winter months - a well insulated dwelling protecting them from winter winds and freezing temperatures. However, spring quickly turned the winter house into a damp, muddy place. The family then moved into a brighter, airier skin tent and the spring hunting season began.

The other sites on Mallikjuaq Island have not been dated by archaeologists but lichen growth on the rocks suggests such sites as the fox trap may be older than 150 years. Some date to only 30 or 40 years ago. These stone structures are distinctive to the Arctic and to a time before European influence was felt strongly here. The sites show a connection between Thule and Inuit culture - the techniques and skills for building them have been passed down through the ages and even today Inuit build stone caches and inuksuks just as their ancestors did.

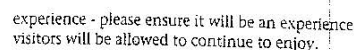
Please remember to be careful exploring all stone ruins on the islands. Only gravity holds them together and they are easily destroyed or damaged through carelessness. Getting a close look at an unprotected archaeological site is a rare



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Before you continue your walk, check the tide and be sure you have enough time before you must leave the island.

## A.2 LICHEN

As you head across the tundra to the far shore and site A.3, watch for ponds and streams. Just past the next pond, keep to the right where it is drier. Half way down the valley, notice a long vertical patch of bright reddish orange lichen spreading up the rock face. The Arctic has its own unique brand of brilliant colour displayed in the lichen, wildflowers and tundra plants. In contrast to this bright spot, notice the black lichen a little farther down the valley, it has a tar-like appearance and covers large areas of rock.

### A.3 FIREPLACES

Amid the jumble of boulders you will find a couple of little low stone fireplaces built within the last 100 years. Inuit built these fireplaces from three rocks - two placed on edge to support a third flat rock placed on top like a stove top. Wood is scarce in the Arctic and the Inuit used mosses, heathers, driftwood and animal oils for fuel. They used materials sparingly - these fireplaces were small to make use of a concentrated flame. Watch your step, another fireplace lies close by.



30

We doubt any of the tent rings date from Thule times - in fact, some may have held down skin tents in this century. Even today, although the material is no longer skin, the Inuit anchor



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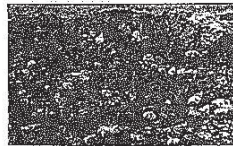
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3

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A.6  
 $\Delta_m^2 / \Delta^2$ ,  
 $\eta \gamma^m$   
 $a \langle P \rangle$ ,  
 $2A^2 \Delta \sigma^2$

 $\Delta \rho^b / \Delta \rho^c$ 

Tent Rings  
2A<sup>4</sup>AA<sub>1</sub>π<sup>2</sup>

[illegible]

$D \rightarrow \Gamma \Delta \sigma^b / \Delta^c$  ካልተፈጸመ ገደብ ካልተፈጸመ  
 $a D^b \rightarrow \Gamma \Delta \sigma^b / \Delta^c$  ካልተፈጸመ ገደብ ካልተፈጸመ  
 $A \rightarrow \Gamma \Delta \sigma^b / \Delta^c$  ካልተፈጸመ ገደብ ካልተፈጸመ







their white canvas tents with rings of rock.

Another two tent rings lie just next to this site. Debris from tin cans suggests this is a more modern site, perhaps only 20 to 30 years old.

Y. INUKSHUK KAYAK STAND.  
TENT RINGS

*brks/buk*

The pile of stones shaped in human form is an inukshuk. The Inuit use inukshuks as markers to indicate trails for others to follow or to mark significant or important locations. In the past, hunters also used inukshuks to direct caribou. Hunters could herd caribou along a line formed by a series of inukshuks towards a location where it was easier to get close enough for the kill. Sometimes hunters built a blind or a hiding spot where they would lie in wait at the killing site.

Today, when travelling on the land, the Inuit still build mukshuks to mark their trail though they may be much smaller and simpler in form than the one you see here. As you travel around, keep an eye out for them.

## Kavak Sands

When you find two tall, square piles of rock about 1 m (3-4 feet) high and about 2.5 m (8 feet) apart, you have found a kayak stand. A sealskin kayak made a terrific big doggie chew and hunters built the stands to keep the boats

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An Inukshuk looking out across the water to the coast of Baffin Island.

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away from eager teeth. The stands at this site may be 50-80 years old. Nearby, another set of older, less well preserved stands can be seen.

Today, as you have seen along the shore of Cape Dorset, fiberglass or wooden boats powered by gas engines have replaced the kayaks. These rock stands are all that remains of the era of skin boats which lasted thousands of years in the Arctic.

*Tent Ring*

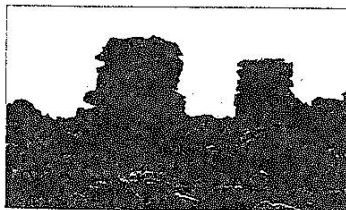
You will also find a tent ring located at this site. The mossy sleeping area is evident, separated from the rest of the tent at one end by a line of small stones.

### A.7 THULE HOUSE AND CACHE

Huddled up against a boulder, a ring of large rocks marks the location of another Thule house. The caches nearby may or may not be from the same era. As you continue walking with the sea on your left and the island on your right, you pass an area where the tundra flows down to the beach. There, you can return to the start of the trail and to Cape Dorset by turning right and crossing the tundra to the other side of the island where you encounter the sandy beach and old wooden boats you met when you first reached the island. En route, you will pass the group of Thule houses and the pond you saw at your first stop.



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Kayak Stands

A.7 300 640 640 640 640

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You should now check the tide to see if there's enough time to continue the hike or if you should return before the water rises.

If you proceed straight ahead, you will find more stones which will reveal the past to you. More caches and tent rings lie ahead in the rocky area between the beach and the steep rocks higher up.

### A.8 BELUGA WHALE BONES

The Inuit still rely on whales and other marine and land mammals for most of their meat. Here you will find the large, flat, white pointed skulls and bones of beluga whales left by hunters over the last few years. Please leave them undisturbed for others to see as you have seen them.

### A.9 HARPOONS AND GRAVES

Up from the beach in an area of open tundra, lie two long, low, narrow piles of rock. One is definitely a grave - human skeletal remains can be seen through the openings.

DO NOT REMOVE ROCKS OR  
LEAN ON THE GRAVE

- the structure is loose and can collapse easily.

The smaller, less distinct pile of rocks nearby may also be a grave. Throughout most of the

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Arctic, the ground is permanently frozen just below the surface. This permafrost and the rocky, shallow soil made digging southern-style graves impossible. The Inuit turned their excellent skill at building with stone to developing a rock cairn style of grave, piling the stones in such a way that none rested on the body, creating a self-supporting and animal-proof burial mound.

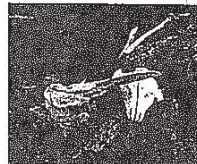
Nearby, you will find a small, flat patch of gravel.

Archaeologists found chert flakes here so small they are almost impossible to spot even if you know what to look for.

They may be fragments chipped away in the process of making tools or weapons. Perhaps a hunter sat here centuries ago and slowly, patiently chipped off the chert flakes, forming an arrow head or harpoon tip. The fragments have remained in place undisturbed, as if the hunter had paused here only yesterday.

### A.10 TENT RING, SLEEPING PLATFORM

You can make out the tent ring easily here on the gravel among the large boulders. The



Beluga Skulls  
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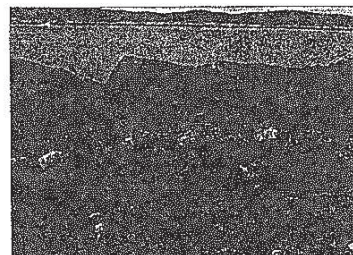
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Graves  
ፊት ምልክት

41





1. The first step in the process of the development of a new product is the identification of a market need. This is often done through market research, which can be conducted in a variety of ways, including surveys, focus groups, and interviews. The goal is to understand what customers want and need, and to identify any gaps in the current market.

2. Once a market need has been identified, the next step is to develop a concept for a new product. This involves brainstorming ideas and creating a rough sketch of the product. The concept should be based on the market need and should be something that is novel and different from existing products.

3. The third step is to create a prototype of the product. This is a physical model of the product that can be used to test the concept and to get feedback from potential customers. The prototype can be made using a variety of materials and techniques, depending on the nature of the product.

4. The fourth step is to conduct a feasibility study. This is a study that is designed to determine whether the product is technically feasible, financially viable, and commercially viable. It involves a detailed analysis of the product and the market, and it is often used to help decision-makers decide whether to proceed with the development of the product.

5. The fifth step is to develop a business plan for the product. This is a document that outlines the business model for the product, including the target market, the distribution strategy, and the financial projections. The business plan is often used to help secure funding for the product and to guide the development process.

6. The sixth step is to manufacture the product. This involves the production of the product in a factory or other manufacturing facility. The manufacturing process should be designed to be efficient and to produce a high-quality product.

7. The seventh step is to market the product. This involves promoting the product to potential customers and getting it into the hands of the target market. This can be done through a variety of marketing strategies, including advertising, public relations, and sales.

8. The eighth step is to evaluate the product. This involves assessing the product's performance in the market and determining whether it is successful. This can be done through a variety of methods, including sales data, customer feedback, and market research.

9. The ninth step is to improve the product. This involves making changes to the product based on feedback from customers and market research. This can be done through a variety of methods, including redesigning the product, improving the manufacturing process, and changing the marketing strategy.

10. The tenth step is to continue to monitor the product. This involves keeping track of the product's performance in the market and making any necessary changes. This is an ongoing process that is essential for the long-term success of the product.



