

Archives on the Arctic:
Connecting to Global Issues with Primary Sources

Defining the Arctic Region - Annotated Resource Set (ARS) Phase I	
1. Title / Content Area:	Defining the Arctic Region / Geography
2. Developed by:	Carol Gnojewski and Kindra Kilgore (Hidden River Middle School - Monroe, WA)
3. Grade Level:	Grades 6 - 8
4. Essential Question:	How might the Arctic region be defined?
5. Contextual Paragraph:	<p>Primary source photographs of Inuit people will be used as an introduction to the Arctic region. We then use additional primary source photographs of Inuit life and art to help students deepen their understanding of the Inuit culture and the region in which they live. Doing this in class has them witness use of LoC and other websites for research. Next students use primary source maps to help determine key factors in defining the region. Finally students will look at political cartoons to help introduce the idea of border disputes and the key players that are involved in resolving those conflicts.</p> <p>Supplementary resources include the following:</p> <ul style="list-style-type: none"> ➤ Supplement 1: Arctic Region Convention Graphic Organizer – This will help students in their analysis of the primary documents considered in the first two lessons. ➤ Supplement 2: Arctic Region Convention Worksheets – Student handouts that represent each stakeholder group and assign tasks for completion. ➤ Supplement 3: Personal Action Plan - Arctic Region Convention Goals. This graphic organizer will help students set individual goals for the Arctic Region Convention. ➤ Supplement 4: Individual Assessment of Personal Action Plan. This graphic organizer will be completed by students during the Arctic Region Convention as a self-assessment tool. ➤ Supplement 5: Final Essay Rubric – A checklist and scoring guide for the summative written assignment. ➤ The outline map for the mapping activity is found at: http://www.worldatlas.com/webimage/countrys/polar/arcoutl.htm

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- Weblinks to Brainpop lessons along with their enrichment activities are offered below. (Note: You must sign up for a Brainpop account to access most videos and resources. Membership requires a paid subscription.)
 - Brainpop Inuit Culture: Video and Quiz <http://www.brainpop.com/socialstudies/culture/inuit>
 - Brainpop Inuit Culture: Graphic Organizer <http://www.brainpop.com/socialstudies/culture/inuit/activity>
 - Brainpop North Pole: Video and Quiz: <http://www.brainpop.com/socialstudies/geography/northpole>
- Possible Inuit Art Resources:
 - *"Mother and Child with Ulu and Fish" by an unknown artist*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=131925
 - *"Polar Bear and Dogs" by Thomassie Echalook*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=132181#
 - *"Muskox" by Isa Smiler*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=131932
 - *"Hunter with Club" by Elijassiapik*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=131936
 - *"Umiak" by Daniel Inukpuk*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=131984#
 - *Appliqué wall hanging, by Annie Kingalik*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=132025
 - *Sealsking Wall hanging by Eva Kasudluak*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=132096#
 - *Throatsingers by Unknown Artist*
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&fl=0&lg=English&ex=00000440&hs=0&rd=131891#



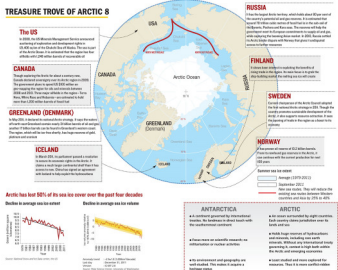


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6. LOC Resource Set

(Resource Title Here)	CIA Arctic Region Map	Ultimatum on the Oregon Question	Another Polar Expedition	Nunavik Woman	Six Arctic Natives
(Context)	(Context)	Political Cartoon	Political Cartoon	Photo	Photo
					
http://www.loc.gov/pictures/source/cph.3g09011	http://www.loc.gov/item/2007630644	http://www.loc.gov/pictures/item/2008661460/	http://www.loc.gov/pictures/item/2010717691/	http://www.loc.gov/pictures/item/90710199	http://www.loc.gov/pictures/item/91794673/

Notes/Comments:

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Scramble for the Arctic	National Strategy for the Arctic Region	Arctic Caucus Statement on Human Rights and Extractive Industries	Russia Leads Arctic Oil Race	(Resource Title Here)
(Context)	(Context)	(Context)	(Context)	(Context)
<p style="text-align: center;">Scramble for the Arctic</p> <p>As climate change melts ice in the Arctic, several nations are vying for dominance of resources and shipping routes.</p>  <p style="font-size: small;">Source: National Research Council MARK NOWLIN / THE SEATTLE TIMES</p>		<p style="text-align: center;">TREASURE TROVE OF ARCTIC 8</p> 	 <p style="font-size: small;">All locations approximate</p>	
http://seattletimes.com/html/nationworld/2008187217_russia18.html	http://www.whitehouse.gov/sites/default/files/docs/nat_arctic_strategy.pdf	http://www.minesandcommunities.org/article.php?a=11709	http://priceofoil.org/2010/09/23/russia-leads-arctic-oil-race/	(Resource Link Here)

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Defining the Arctic Region – Annotated Resource Set

Phase II

Foundations Annotations

7. Curriculum Connections

This unit will be used as a bridge between a semester on geography, in general, and a unit on Canada.

8. Curriculum Standards

WA State Geography Standard 3.1.2 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.

WA State Civics Standard 1.2.3 Understands various forms of government and their effects on the lives of people in the past or present.

WA State Social Studies Skills Standard 5.3.1 Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.

Common Core Social Studies:

- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

9. Content & Thinking Objectives

- Students will use primary sources to create maps of the Arctic region and then rank the importance of 7 criteria in defining a region.
- Students will analyze maps and demonstrate their understanding of key players in the Arctic by defending their position in a discussion on regional borders.
- students will show what they have learned by writing a summary of the classroom debate on the border dispute.

10. Inquiry Activities & Strategies

Introduce the topic by having students analyze a photograph of an Inuit woman using an SIOP questioning strategy involving pre-determined categories and sticky notes. The focus of this analysis is full participation in brainstorming about what students already know about the Arctic.

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Give students background information on the Arctic by showing a Brainpop lesson on the Inuit or an alternative Inuit cultural PowerPoint lesson as determined by the teacher and following up with a Brainpop quiz taken individually or in whole group. Notes taken in the Brainpop Inuit Graphic Organizer will aid them in subsequent analysis and categorization activities.

Break students into small groups and have them analyze additional photographs of Inuit people and art. The purpose is to apply what they have already learned about the Inuit/Arctic to unpack the meaning behind what they observe in these photographs and to provide practice in categorizing this information on their own.

Teacher leads the Brainpop lesson on the North Pole or alternatively presents the North Pole Powerpoint followed by a Brainpop quiz taken individually or in whole group. This video expands their knowledge of the Arctic from cultural considerations to geographical/political considerations.

Arctic Circle Mapping Activity – The purpose of this activity is to present geographical information about the Arctic in a different way, and to apply what they have already learned about the Arctic using map reading and map making skills. They will focus on the following categories for their maps: 24 hour day/night, climate, people, political, resources, vegetation, permafrost / sea ice, natural features.

- Divide class into groups of 4-5 students
 - Each child is given an overhead plastic overlay sheet
 - They color in their map according to one or two of the criteria as listed above (they are accountable to the accurate completion of their own map.)
 - They can use classroom atlases as well as primary source documents to determine how to fill in their maps.
 - The teacher will meet with each subgroup to analyze the primary source documents.
 - The group then looks at all of the overlays together and ranks the importance of each criterion. They present their order with rationale to the class.
- Introduce the topic of border disputes by having students analyze relevant political cartoons using Library of Congress primary source questioning strategies.
 - Why are there border disputes?
 - Who might want to change a border of a country or region?
 - In what manner do border disputes get resolved?
 - Final class discussion: Who are the key players involved in determining the borders of the Arctic region?
- UN-type Convention – Arctic Region Convention –
Key players: Canada, US, Russia, Denmark (Greenland), [Finland, Iceland, Sweden, Norway], Inuit Circumpolar Council, Greenpeace, ExxonMobile
 - Each student will develop one speaking and listening goal for the convention assignment
 - Each group will represent a key player in determining the definition of the Arctic region
 - They will be given a handout that explains the background and provides pertinent information about the motivations of the key player.
 - As a group they will (1) create a statement that provides a definition and rationale of the Arctic region and (2) develop at least two opposing claims along with counterarguments.
 - Each group will present their statements and then use the Socratic Method to generate a student led discussion (acknowledging the previous speaker, and adding to his or her statement or disagreeing and explaining his or her opposing view). This will lead to a class vote about the best way of defining the Arctic region.
 - Each student revisits his or her goals and does a final self-evaluation.

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↓ **11. Assessment Strategies** ↓

Students will write a two to three paragraph essay that summarizes the outcome of the Arctic Region Convention. The final paragraph will include a self-assessment of what they learned and how they contributed to the class during the unit. Along with their summary and self-evaluation, they will include a map that shows the final determination of Arctic borders.

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Other Resources

12. Web Resources

Arctic Conference Worksheet Links:

- *A Circumpolar Inuit Declaration of Sovereignty in the Arctic*
<http://inuitcircumpolar.com/files/uploads/icc-files/declaration12x18vicechairsigned.pdf>
- *Arctic Leadership* pamphlet distributed by Exxon Mobil
http://www.exxonmobil.com/Corporate/files/news_pub_poc_arctic.pdf
- *A Parliamentary Resolution on Iceland's Arctic Policy*
<http://www.mfa.is/media/nordurlandaskrifstofa/A-Parliamentary-Resolution-on-ICE-Arctic-Policy-approved-by-Althingi.pdf>
- *Sweden's strategy for the Arctic Region*
<http://www.government.se/content/1/c6/16/78/59/3baa039d.pdf>
- *The Norwegian Government's High North Strategy*
<http://www.regjeringen.no/upload/Ud/Vedlegg/strategien.pdf>
- *Finland's Strategy for the Arctic Region*
<http://www.finland.fi/public/download.aspx?ID=63216&GUID...1188>
- *Changes in the Arctic: Background and Issues for Congress*
<http://www.fas.org/sqp/crs/misc/R41153.pdf>
http://www.arctic.gov/maps/ARPA_Alaska_only_150dpi.jpg
- *Vladimir Putin's speech at the Second International Arctic Forum*
<http://arctic.ru/news/2011/09/vladimir-putins-speech-second-international-arctic-forum>
- Greenpeace International's Arctic Impact Campaign
<http://www.greenpeace.org/international/en/campaigns/climate-change/arctic-impacts/The-dangers-of-Arctic-oil>
<http://www.greenpeace.org/usa/en/campaigns/global-warming-and-energy/Save-the-Arctic>
<http://www.greenpeace.org/usa/en/campaigns>

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Other Resources:

- How to analyze primary source maps:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf
- How to analyze political cartoons:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf
- How to analyze a photograph:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf



13. Secondary Sources



14. Print and Other Media Resources

