

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

Mini-Unit Plan: Portrait of an Inuit and an Inuksuk

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Description:

This series of six short lessons will examine Inuit culture and the many uses for the collection of stones known in the Arctic as an Inuksuk. In the lessons, elementary level students find visual evidence of elements of Inuit culture using photos from the early 1900's and more recent photos. The lesson helps students build historical inquiry skills and are evaluated for their efforts only in Social Studies and Art, and for a grade in writing of O, S, or N for the written component. Students will draw (and explain their choice in written and verbal form) an Inuit and an inuksuk. After presentations, the writings (1/2-1 page long) and drawings will be hung together in the hall to share with the school.

Grade Level(s):

Grades 2-3

Subject(s):

Social Studies, Language Arts, Art

Duration:

- A series of six lessons (30-45 minutes per lesson) is included here and can be combined as needed and completed in 3 days.
- A larger unit can extend to 4-5 weeks when a few weeks' of preliminary and supplementary material are included (e.g.: additional picture books, YouTube videos, and primary sources images).
- Although the core activity in this series of lessons is a student-drawn portrait of an inuksuk, additional curriculum is included here for improved classroom curricular context.

Goal:

Students will explore photographic resources available from the Library of Congress website, YouTube videos and books, and will develop historical inquiry skills that lead to an appreciation of Inuit culture. They will learn about the cultural, the food, clothing, homes, habitat, and the many purposes of the inuksuk among the Inuit of Canada and Alaska.

Objectives:

Students will:

- Improve their oral and written and artistic communication skills;
- Be motivated to learn by viewing and responding to primary source images about the Inuit lifestyle;
- Gain an understanding of various cultures through the exploration and analysis of life rituals which unite a group by preserving cultural identity and heritage

Standards:

- This series of lessons meets the following Alaska State History Standards :
 - B-1b- Students should comprehend the forces of change and continuity that shape human history through human communities and their relationships with climate, subsistence base, resources, geography, and technology.
 - C-2- Students should use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
 - C-6- Students should assess the effects of culture, heritage, and traditions on well-being.
 - D-6- Students should use use various methods of communication to promote community well-being
- This series of lessons meets the following Common Core Literacy Standards:
 - Reading for Informational Text -
 - RI.2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - RI.2.9 - Compare and Contrast the most important points presented by two texts on the same topic.
 - Writing Standards: Text Types and Purposes -
 - W.2.1 - Student will write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
 - Speaking and Listening Standards: Comprehension and Collaboration -
 - SL.2.1 - Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
 - Students will follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Students will build on others' talk in conversations by linking their comments to the remarks of others.
 - Students will ask for clarification as needed about the topics and texts under discussion.
 - SL.2.2 - Students will recount or describe key ideas or details read aloud or information presented orally or through media.
 - SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of the topic or issue.
 - Presentation of Knowledge:
 - SL.2.4 - Students will tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Background Information:

Prior to start of this lesson, students will have been introduced to books on Inuit culture and food sources, YouTube videos on Inuit life, *What is an inuksuk?*, primary sources images, group interaction about the Inuit lifestyle; compare and contrast writing about Inuit families and the different types and uses of an Inuksuk.

Primary Source Documents/Resources from Library of Congress online catalog (www.loc.gov):

- Image Title: ***Inuit hut and family*** Digital ID: (digital file from color film copy transparency) cph 3g08295 <http://hdl.loc.gov/loc.pnp/cph.3g08295> Reproduction Number: LC-USZC4-8295 (color film copy transparency) LC-USZ62-101338 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>
- Image Title: ***Eskimo family and their igloo from Labrador, Seattle***, A.Y.P.E. Date Created/Published: c1909 October 25. Medium: 1 photographic print. Summary: Photograph shows two Inuit couples and two children, outside fake igloo at the Alaska+-Yukon-Pacific Exposition, Seattle, Washington. Reproduction Number: LC-USZ62-136050 (b&w film copy neg.) Rights Advisory: No known restrictions on publication. No renewal in Copyright office. Call Number: LOT 12790 Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Subjects: Subjects: Inuit--Clothing & dress--Washington --Seattle--1900-1910.

- Image Title: ***Inuit killing salmon with spears***, Canada] Date Created/Published: [between 1910 and 1925] Medium: 1 photographic print. Reproduction Number: LC-USZ62-112765 (b&w film copy neg.) Rights Advisory: No known restrictions on publication. Call Number: LOT 11454 Notes: Photo by Canadian Geological Survey. Frank and Frances Carpenter Collection. Subjects: Inuit--Subsistence activities--Canada--1910-1930.
- Image Title: ***Inuit man standing next to tent and woman in doorway of tent, in the Arctic region*** Date Created/Published: New York : Made by Chas. Beseler Co., [ca. 1901] Medium: 1 slide : lantern, hand colored. Reproduction Number: LC-USZ62-103162 (b&w film copy neg.) Rights Advisory: Restricted. Information on reproduction rights available at P&P reference counter. Call Number: USE MICROFILM LOT 12408 Notes: Frederick Cook Collection. Date based on vintage photo from the Frederick A. Cook Papers. LC-C754-180 (col. transparency) Subjects: Inuit--Structures--Arctic regions--1900-1910.
- Image Title: ***Eskimo family from Labrador Seattle*** A.Y.P.E. Date Created/Published: c1909 October 25. Medium: 1 photographic print. Summary: Photograph showing two Inuit couples and two children, with backdrop of snow covered log buildings in background. Reproduction Number: LC-USZ62-136051 (b&w film copy neg.) Rights Advisory: No known restrictions on publication. No renewal in Copyright office. Call Number: LOT 12790 [item] [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Notes: J133777 U.S. Copyright Office. On recto: No. 1088. Title from item. On recto: Seattle A.Y.P.E. 09. Copyright by A.P. Fot., Goetze, Seattle, Wash., A.Y.P.E. Subjects: Inuit--Clothing & dress--1900-1910.

Materials/Resources:

- water color paper or heavy weight sketch paper
- water color paints and brushes
- reference photos
- wax crayons
- ruled paper
- pencils
- erasers
- Inuit cultural photographs from Library of Congress primary resources (Pages 2-3 above).
- *Picturing Anchorage Teacher's Guide* (Art lesson page 104) written by Clare Glauster, Pamela J. Orme, Karen Pollard, Graphic design by Ronald Adams, Brenda Lester, Janelle Peterson, Photography by Clark James Mishler, Matt Crockett, Editor, Sue Mitchell (social studies text for the Anchorage School District in Anchorage, Alaska).
- Inuksuk paintings and images by Ted Harrison - <http://zamoranoarts.blogspot.com/2011/03/inukshuk-and-ted.html>
- Inuksuk images (Trekearth) http://www.trekearth.com/gallery/North_America/Canada/Western/British_Columbia/Stewart/photo401697.htm
- *The Inuit* by Barbara A. Gray-Kanatiiosh, Illustrated by David Kanietakeron Fadden.
- YouTube videos:
 - 1) *What is an Inukshuk?*- Uploaded on Mar 30, 2007 Peter Irniq, Inuit cultural activist, explains the meaning of an Inukshuk. <http://www.youtube.com/watch?v=NKQ97rOwBH0>
 - 2) *Inuit Hunting and Fishing* Uploaded on Jun 15, 2010 Inuit Hunting and Fishing documentary video - <http://www.youtube.com/watch?v=Ric3wCEIO4Y>
 - 3) *How to Build an Inuksuk.* <http://www.youtube.com/watch?v=ltrLX5q3CT0>

Procedures:

- **Lesson 1: (1 Class Period)**
Students will examine and analyze a set of photographs (cited pages 2-3 above) and then compare them to celebrations or ritual events familiar to them. Write student answers on board noting similarities or differences in rituals. Compare the photographs or ritual events familiar to the students.

Hang up additional pictures from classroom resources or the internet of Inuit people in traditional clothing, scenes from Inuit travel including landscapes and possible hunting, fishing, dog sled, camping, food cache in a traditional Northern Western Inuit habitat etc. Discuss (whole group and round-robin style) how the Inuit people are similar and different than us. Then write a short compare/contrast worksheet about how Inuit life is the same/different than our lives.

- **Lesson 2: (1 Class Period)**

Students will examine and analyze Inuit society-- where the Inuit live, what food they eat, the types of homes they live in, the styles of clothing they wear, family traditions and values as well as historical contact with Europeans.

Begin with teacher read-aloud: *The Inuit* by Barbara A. Gray-Kanatiiosh, Illustrated by David Kanietakeron Fadden. Then students will review pictures from last lesson. Give students 10 minutes to answer the following questions:

1. Where is your favorite camping, hiking, biking or fishing spot?
2. Why do you go?
3. Do your parents/grandparents and other relatives use maps?
4. How are the Inuit people the same and different from you?

The students will then be introduced to the word Inuksuk and shown a short YouTube video *What is an Inuksuk?*

After this, students will be asked to name the different ways Inuit people use an Inuksuk. Allow 10 minutes to answer the following questions:

1. Where do Inuit people live?
2. What kind of map do Inuit people use when they travel over the tundra?
3. What kind of food do they eat?
4. What kind of home do they live in?
5. What kind of clothing do they wear?
6. How is their family like yours?
7. How is their family different than yours?

Students will also answer these same questions after the lesson on a worksheet. Then, each child will present their answers to the class for further discussion as to what more could be added to their writings?

- **Lesson 3 - (1 Class Period)**

The teacher will read aloud the book *Whale Snow* as children draw and label the story at their desks. Afterward, children will discuss their favorite part of the story and why they like it.

The teacher will discuss whole group how this story is similar to a Thanksgiving celebration their own homes.

Students will then draw a picture of their favorite page in the story and label the settings and characters in the picture.

After the pictures are finished a short YouTube video will be viewed called *Inuit Hunting and Fishing* and students will be asked to write a short review of how an inuksuk would help a family to find their way while out hunting on the ice.

- **Lesson 4 - (1 Class Period)**

Students will watch the YouTube video *How to Build an Inuksuk*. The teacher will use the whiteboard while leading a class discussion about the different types of inuksuk that have been introduced so far.

Students will then complete a worksheet independently that requires each to select a type of inuksuk, draw it and explain their choice. [NB: The teacher will observe and try to encourage a variety of choices such as: good hunting spot, good fishing spot, good camping spot, food cache, etc. (About 4-5 students or less per type is ideal.)]

- **Lesson 5- (1 Class Period)**

Students will work in small groups of like-topics to revise their work and add more information as well as to peer edit using the *Writing Rubric Check List* (see next page).

- **Lesson 6- (1 Class Period)**

The teacher will guide students to draw a landscape for their inuksuk. They will add details to their pictures and to show which inuksuk they have chosen. For example, after drawing their landscape and placing an inuksuk in their picture, they must also add an animal, fishing spot, food cache, people camping around inuksuk or so on...

Once complete, the papers they have edited will be attached to their drawings and they will present both to the class. These will later be hung in the hallway to share with students in other classes.

Evaluation/Assessment:

Assessment will be considered formative as well as summative. Student participation will be observed formatively throughout this series of lessons and summatively via their assignment responses. Students will also be summatively assessed for their artwork. Their lines, shapes and colors will be credited as well as their explanations of the landscape depicted. Classroom dialogue and discussion will ensure students are on the right track.

Writing Rubric Check List:

1. Did you use Capitals letters at the beginning of your sentences, for all names of people, places, country or states?
2. Do you have a finger space for each word?
3. Do you have an ending for each sentence?
4. Did you write neatly?
5. Did you include the name of your inuksuk?
6. Did you talk about the purpose of the inuksuk you chose and why you chose it?
7. Did you check your word choice in your sentences? (Does it make sense? Can you add more?)
8. Did you check your spelling?
9. Did you check with a table partner to see if you missed anything that could improve your writing?
10. Do your words tell a story about your picture?

Picture Rubric Check List:

1. Write your name on the bottom right-hand corner of your paper.
2. Draw one line going all the way from side to side, moving either up or down right above your name.
3. Draw another line above this one. Do not go up very far. The first line should not go over the horizontal half of the page.
4. Draw 2 or 3 more line. Try different types. End on a straight line.
5. Draw a large circle above the horizontal halfway part of the page.
6. Add a picture that tells which inuksuk you have chosen (Arctic animal, fishing spot, food cache, camping area).
7. Add your inuksuk over or around your last picture.
8. Did you color your pictures?
9. Display students' art work. Ask students to show where the foreground is in the pictures. Do the same with the middle ground and background.
10. Use pictures or photographs from other sources and ask students to find the fore, middle and backgrounds.

Possible Extension:

Students could extend this lesson by choosing their favorite northern animal such as; whales, seals, walrus, polar bears, caribou or salmon to write a research report on (and possibly the effect of melting ice on their habitats).

Supplementary Curriculum Ideas/Classroom Resources for Extension:

- Many lesson plans about the Arctic / the Inuit are at: http://www.k12studycanada.org/arctic_lesson_plans.html
- *The Inuksuk Book* by Mary Wallace. Owl Books. ISBN: 1-895688-90-6
- *Whale Snow* by Debby Dahl Edwardson. Illustrated by Annie Patterson, Publisher: Charlesbridge Pub Inc. (June 2004) Language: English ISBN-10: 1570913943, ISBN-13: 978-1570913945
- *Life in Iqaluit Nunavut* - Uploaded on Dec 3, 2010 - Watch as we walk around the city of Iqaluit (Nunavut's capital city) and discover all sorts of interesting and sometimes quirky things. <http://www.youtube.com/watch?v=x30IPvBuFA4>
- *Inuksuk, It's Usage and Build Your Own Inuksuk*. Uploaded on Mar 14, 2010. Inuit Cultural Online Resource. This video is a discussion about an inuksuk and its uses. Learn how to make your build your own inuksuk. Canadian Heritage Gateway Fund. http://www.youtube.com/watch?v=-DmH8-N-5cs&list=TLXCp_ePszPZc
- *The Inuksuk* - Uploaded on Jan 8, 2009. <http://www.youtube.com/watch?v=N3BfuYz-B1U>
- *INUKSUK* / www.inuksuk.be / Bert Poffé & Kiki Nardiz Published on Jan 11, 2013. An inuksuk is a pile of rocks in the shape of a person. Inuk means person in the Inuit language, suk means 'substitute'. The inuksuk was used by the Inuit in Canada to show people the way. The Inuksuk stands for Inuit power, leadership and motivation. It's an important symbol for us, inspiring us on our expeditions and adventures. http://www.youtube.com/watch?v=T5HPddRveqE&list=TLXCp_ePszPZc
- *Eskimo Family, 1959* - Uploaded on Feb 22, 2011 - <http://www.youtube.com/watch?v=W9oIYE4iWMk>