

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

Being Inuit/Being Me: Student Projects that Compare and Contrast Inuit Life with Lummi Life

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Description:

Sixth graders in my class at Lummi Nation School will conduct individual research about the Inuit peoples of the Arctic region. They will read about the peoples' lives and the challenges they face. They will learn about the history of the people, and find documents that will help them to gain knowledge and insight into the Inuit people and, by comparison, themselves.

After initial research, the students will use the gathered references to create a detailed VENN diagram to help them compare and contrast the lives of the Inuit people with their own lives on the Lummi Native Reservation. They will use their VENN diagrams to create essays that compare and contrast their Lummi traditional way of life, "shelangen" and their modern suburban lives, with that of some of the Inuit people. As a culminating activity, the Lummi sixth graders will present their essays and any accompanying graphic illustrations and support materials at an Author's Conference at Lummi Nation School, possibly as part of a school-wide International Social Studies gathering.

Grade Level(s): Grade 6

Subject(s): Language/Arts

Duration:

10 days (3 days of research; 3 days of composition; 2 days of proofreading/editing/creating final copies; 2 days of presentation and participation in the Author's Conference/International Social Studies Gathering).

Goals:

The main goal is to strengthen students' research, writing, and presentation skills while encouraging them to include primary source documents and images such as those offered on the www.loc.gov website. They will gain insight into the customs and traditions of the Inuit people of the Arctic while also considering their own customs and traditions. They may even form pen-pal relationships with Inuit students. This approach fosters a spirit of international curiosity in the sixth graders and challenges them with the realization that they are citizens of a varied and exciting world.

Objectives:

Students will:

- *Research and communicate with* Inuit people who live in the Arctic.
- *Discover* primary source documents, images and more that help illustrate the history of the people of the Arctic.
- *Compare* similar aspects of the culture and daily lives of the Inuit people and the Lummi people (ie. fishing, ceremonial practices, traditions, living conditions, clothing, economic and educational opportunities, interests, pets, family dynamics...)
- *Contrast* different aspects of the culture and daily lives of the Inuit people and the Lummi people (ie. fishing, ceremonial practices, traditions, living conditions, clothing, economic and educational opportunities, interests, pets, family dynamics...)
- *Write* informative/explanatory texts comparing and contrasting topic.
- *Create* bindings for their compositions and possibly image montages.
- *Present* gathered data and informative comparisons and contrasts.
- *Analyze* their data.
- *Draw and defend* their conclusions.

Standards:

This lesson meets Common Core Literacy standards for:

1) English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

KEY IDEAS AND DETAILS

- 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- 6- Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RANGE OF READING AND LEVEL OF COMPLEXITY

- 10- Read and comprehend complex literary and informational texts independently and proficiently.

2) Reading Standards for Literacy in History/Social Studies

KEY IDEAS AND DETAILS

- 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.

CRAFT AND STRUCTURE

- 4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5- Describe how a text presents information (eg., sequentially, comparatively, causally).

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7- Integrate visual information (eg., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- 8- Distinguish among fact, opinion, and reasoned judgment in a text.

3) College and Career Readiness Anchor Standards for Writing

TEXT TYPES AND PURPOSES

- 3- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Background Information:

Sixth graders will have already studied the geography, seasons, history, and politics of the Arctic and the Pacific Northwest, including: completion of maps labeled with specific physical and political features; successful mastery of general knowledge tests about the history of the Inuit people; personal interviews of Lummi Tribal Elders for historical information and personal perspectives of students' own culture and traditions.

Primary Source Documents/Resources:

Please note that this is a partial list of resources. The students will find and add to their own documentation as they do their research on the Internet and in the library. They will be encouraged to explore archival material at www.loc.gov.

- *American Indians of the Pacific Northwest*, Resource Collection, Teachers. (This collection integrates over 2300 photographs and 7,700 pages of text relating to the American Indians in two cultural areas of this region, the Northwest Coast and Plateau. These resources illustrate many aspects of life and work, including housing, clothing, crafts, transportation, education and employment.) www.loc.gov (collection)
- *AGHVEGHNIIGHMI: At the Time of Whaling*, Alaskan Native Heritage Film Project, 1974. Kamerling, Dr Leonard and Elder, Sarah. Library of Congress, FCA 9421. www.loc.gov (Copyright collection)
- *Alaska: The Yup'ik Eskimos*, Chevron U.S.A., Inc., 1985. Lansburgh, Lawrence, Director. Library of Congress, VBF 2178. www.loc.gov (Copyright collection)
- *HUTEETL: Koyukon Memorial Potlatch*, Yukon Koyukon School District, 1983. Madison, Curt, Director. Library of Congress, VDB 6069. www.loc.gov (Copyright collection)
- *In the Land of the War Canoes: Kwakiutl Indian Life on the Northwest Coast*, 1914, Documentary. Curtis, Edward S., Holm, Bill, and Quimby, George, editors (re-edited version) Library of Congress, FDA 2741. www.loc.gov (Copyright collection)
- *Curtis, Edward S., Collection (Prints and Photographs-Reading Room)*, Library of Congress. www.loc.gov (Collection)
- *INUQQAANIN: From the First People*, Kamerling, Leonard and the Village of Shungnak, AK, 1976, Documentary. Elder, Sarah and Kamerling, Leonard, Directors. Library of Congress, FDA 6285. www.loc.gov (Copyright collection)
- *The Sea Is Our Life*, Boudart, Bo, 1979, Documentary. Boudart, Bo, Director. Library of Congress FBB 9216. www.loc.gov (Copyright collection)
- *Shadow Catcher*, L. C. Purchase, Shadow Catcher, Inc., and South Carolina Educational Television Network, 1975. McLuhan, T. C., Director; Sutherland, Donald and Watson, Patrick, Narrators. Library of Congress, FCA 9356-9357. www.loc.gov (Documentary)
- *The 21st Annual World Eskimo-Indian Olympics*, Blumberg, Skip, 1983. Documentary. Library of Congress, VDB 4387. www.loc.gov (Copyright collection)
- *UKSUUM CANYAI: The Drums of Winter*, Elder, Sarah and Kamerling, Leonard, 1988, Documentary. Library of Congress, FDA 9371-9372. www.loc.gov (Copyright collection)
- *UMEALIT: The Whale Hunters*, Angier, John, Director. WGBH Educational Foundation, 1980 (From NOVA series). Library of Congress, VBE 2681. www.loc.gov (Copyright collection)
- *Village of No River*, Newark Museum; Hersh, Stuart, 1981. Documentary. Library of Congress, FDA 6980. www.loc.gov (Copyright Collection)
- *Waterborne: Gift of the Indian Canoe*, Suquamish Museum, 1989. Documentary. Library of Congress, VBH 2073. www.loc.gov (Copyright collection)

- *Music of the American Indian: NORTHWEST (PUGET SOUND)*, Rhodes, Willard, Recorder and Editor. From the Archive of Folk Culture, Library of Congress; Motion Picture, Broadcasting and Recorded Sound Division; Recording Laboratory AFS L34. www.loc.gov (Recording)
- *Washington's Local Legacies projects, Educational Materials related to Washington*. The American Folklife Center. Library of Congress Research Centers. www.loc.gov (Collection)
- *A Picture of Northwest Indians*, George, Anton and Stillman, R. G., 1938. Book. Library of Congress, www.loc.gov
- *The 59th Anniversary of Treaty Day, Celebrated January 22, 1913 at Tulalip, Washington. Tribes represented: Snohomish, Swinomish (sic), Snoqualmie, Su-Quamish (sic), Skagit, Lummi, Yakima, Puyallup, Skykomish.* Juleen, J. A. copyright claimant. 1915. Photograph. Library of Congress, Prints and Photographs Online Catalog. www.loc.gov (Photograph)
- *The 60th Anniversary of Treaty Day, Celebrated January 22, 1914 at Tulalip, Washington. Tribes represented: Snohomish, Swinomish (sic), Snoqualmie, Su-Quamish (sic), Skagit, Lummi, Yakima, Puyallup, Skykomish.* Juleen, J. A. copyright claimant. 1915. Photograph. Library of Congress, Prints and Photographs Online Catalog. www.loc.gov (Photograph)
- *Native Americans of the Pacific Northwest Coast*, Kiser, Fred H. copyright claimant. c1924. Images depict Swinomish men in canoes and a "Lummi chief" spearing and shooting salmon with bow and arrow. Photographs. Library of Congress, Prints and Photographs Online Catalog. www.loc.gov (Photographs)
- *A Family of the Lummi Tribe of Siwash Indians*, Photograph. Library of Congress, Prints and Photographs Online Catalog, Digital ID: (b&w film copy neg.) cph 3c18482 <http://hdl.loc.gov/loc.pnp/cph.3c18482>. www.loc.gov (Photograph)
- *H.R. 14427 - A Bill to Authorize the Purchase, Sale, and Exchange of Lands by the Lummi Indian Tribe of the Lummi Indian Reservation, Washington, and for Other Purposes.* 93rd Congress (1973 - 1974); Sponsor Meeds, Lloyd Representative (WA-2). Introduced 04/25/1974. Source: www.loc.gov

Materials:

- Computers (for online research, written reports and PowerPoint presentations)
- Hardcopy Research Materials (Lummi Nation School Library, Northwest Indian College Library, Public Libraries)
- Teacher Handouts (photocopied material regarding Inuit and Lummi peoples)
- Lummi Nation Archival Materials
- Other primary and secondary source materials, printed for research and display
- Paper and Pasteboards
- Art Supplies

Procedures:

1. After having taught the sixth graders about the Inuit people and the Arctic regions of the world, they will research their customs and traditions as well as those of the Lummi people by searching primary source sites such as the Library of Congress website, local and Inuit history books, pamphlets, artwork, articles in various current media and previous interviews with Lummi Tribal Elders.
2. During this research phase of the activity, an important possibility intent is to access some websites on which the students might communicate with schools where there are Inuit students near their age for direct contact and exchange of information, If our computer system permits, we could talk in real-time settings, or even face-to-face via computer. Should this be possible, more time will be needed for this phase of the project.
3. After gathering cultural, historical, physical, and graphic data such as charts, photographs, artwork, and graphs, the sixth graders will prepare large VENN diagram charts and place their data in appropriate sections of the two overlapping circles (ie. one circle for information only about the Inuit people, one circle only about the Lummi people and an overlapping region with similar points of information that fit both societies.)

4. The students will organize their data and evaluate the whole of it to decide the most important points to include in their comparison/contrast essays. They will then number the points of information in the order they choose to use them to guide their writing.
5. They will next compose an introduction to their essay and begin the writing process to create the rough draft. They will add an effective conclusion to summarize their final thoughts.
6. The sixth graders will spend several class periods self-editing, peer-editing, proofreading and correcting their rough drafts into final copies for publication using self-created covers and sewn bindings.
7. They will create compelling visual displays to include which enhance their compositions using some of the photographs and other pieces of supportive information found during their research.
8. The sixth graders will present their published work to the class and possibly invited guests during an Author's Chair activity. In addition, the essays will be published in the Lummi Nation newspaper, *The Squol Quol*, with the original compositions displayed as part of a Language Arts bulletin board in the Intermediate wing hallway so families and community members can enjoy them.

Evaluation/Assessment:

Students will be evaluated for the effort and work that they put into their research, and for their original presentations (written organization, visual aids, oral presentations). In addition, evaluations that assess the students' understanding of the similarities and differences between the culture and lives of the Inuit people and the Lummi people will take place in the form of a written reflection and a "Trivia Bowl"-type game.

Possible Extension:

- If the students are able to connect via computer with some Inuit students, they could become pen pals and share the events of their school year.
- Detailed map projects of specific areas settled by Inuit people could be studied and illustrated in detail.
- Some students may want to focus time on studying and creating artwork in the Inuit style. They might even exchange some Lummi artwork for artwork from contacted Inuit people.
- Some students might want to spend time learning about animals the Inuit people live near and possibly depend upon for survival.
- Some students may want to learn about sled dogs and how they might be of help to the Inuit people.