

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

Lesson Plan: Who Owns the Arctic?

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Description:

This lesson is a document-based inquiry and debate of the essential question: *Who owns the Arctic?* Students will be divided into groups and asked to make an argument about ownership rights in the Arctic based upon various primary source documents shared with them via a Document/Resource Packet – Pages 5-10 below. Similar to an AP document-based question (DBQ), some of the documents serve as context. If possible, students should make use of all of the documents.

Grade Level(s):

Grades 9-12

Subject(s):

History

Duration:

At least two 45 minute classes. Students should be given one class period to analyze the resources for point-of-view and to consider how they can support their argument. The second class period should be used for discussion/debate.

Goal:

The goal of this lesson is for students to analyze both primary and secondary source documents and then, using their historical inquiry and logic skills, construct a fact-based argument using those sources to prepare for a public forum debate in the class. The sources do not answer the essential question because the answer is contested. The sources do, however, give students a basis upon which to create their group argument.

Objectives:

Students will:

- Differentiate between primary and secondary sources.
- Analyze pressing issues facing the Arctic.
- Support opinions with evidence and recognize points of view of various sources
- Work successfully in groups to formulate ideas and follow debate protocols appropriately in class.
- Write effectively and assess their own learning by composing a 1-page reflection piece that considers how the debate activity impacted their opinions.

Background Information:

This lesson may be used after some prior geographic/historical study of the Arctic. If not, be sure to discuss the “so what?” of who owns the Arctic prior to students’ using the documents. Teachers can emphasize, for example, that the Arctic is believed to have approximately 1/4 of the world’s undiscovered oil and natural gas as well as the implications of an oil spill in the area.

As a class motivator, consider streaming the 2:37-minute video *Scrambling for the Arctic* (Al Jazeera English, accessed at <http://www.youtube.com/watch?v=TwpRORFFABl>) or the interview with Michael Byers about his book, *Who Owns the Arctic?* available at <http://www.youtube.com/watch?v=vWjvE7KNvIc>.

NB: If unfamiliar with debate formats, teachers may want to refer to a guide created by Tina Storer, Education and Curriculum Specialist, Center for Canadian-American Studies, Western Washington University. It is posted at http://www.k12studycanada.org/files/default/Forensic_Resources_For_Teachers.pdf. It is recommended that the format of Public Forum Debate (aka Ted Turner / Current Controversy Debate) is used for this activity – although opening it up to the whole class rather than just two teams of two in order to save time.

Materials:

- Pre and Post-Assessment Worksheet (see Page 4)
- Document/Resource Packet (see Pages 5-10)
- A stopwatch.

Procedures:

1. Have students brainstorm a list of possibilities about who owns the Arctic prior to distributing the Document/Resource Packet for students to review.
2. Have students complete the Assessment Worksheet individually.
3. Depending upon the size of your class, divide the class in half.
4. Assign sides in the debate. The lesson's essential question will be converted to the following resolution:

Resolved: the Inuit, who have lived in the Arctic for the last four hundred years, should be the primary decision makers in the Arctic. [The pro side will support this resolution. The con side will argue against it.]

5. Distribute the Document/Resource Packet and allow each group the remainder of the period to analyze and discuss the resources so that they can support their argument's point of view in a debate to take place the next day.
6. Near the end of the period, have students select their lead speakers.
7. For homework, students can prepare an opening statement and a list of questions for the opposing side.
8. During the second class, allow some time for students to share their ideas within their group before the debate begins. They can pass "evidence notes" to the lead speakers during the debate or be called on by the lead speaker to speak instead (though this is a convenient change in format from usual public forum style). Each side will be able to openly ask questions of the other side as per the schedule below. A more quiet student can be asked to serve as the "timer". Toss a coin to see which side goes first. Adjust the schedule to suit your own needs.

Team A: First Speaker: Constructive Speech 4 minutes

Team B: First Speaker: Constructive Speech 4 minutes

Crossfire 3 minutes

Team A: Second Speaker: Rebuttal 4 minutes

Team B: Second Speaker: Rebuttal 4 minutes

Crossfire 3 minutes

Team A: First Speaker: Summary 2 minutes

Team B: First Speaker: Summary 2 minutes

Grand Crossfire 3 minutes

Team A: Second Speaker: Final Focus 2 minutes

Team B: Second Speaker: Final Focus 2 minutes

9. For larger classes, you can do a fish bowl, where half of the class debates and the other half assesses the debate and then have students switch roles. The teacher is primarily silent during the debate to focus on student assessment.

10. Students should be given time immediately following the debate to write notes for a 1-page reflective writing assignment that will be handed-in to the teacher the next day.

Evaluation/Assessment:

Students' grasp of the documents and their meaning can be assessed by the teacher during the discussion planning stage as well as the debate. The same grade will be assigned to all members of each group. Some questions to consider would be:

1. How many of the documents were used?
2. Were the documents used correctly?
3. Was the document's point of view considered?
4. How compelling was the argument?
5. Did all members of the group contribute to the argument?

A second – individual – assessment will be based on a 1-page reflective writing assignment that considers the benefit of discussion for learning and whether or not the debate impacted their opinions. To highest grades will be given to students who 1) display a strong understanding of the issues; 2) express their ideas coherently and meaningfully; and 3) show attention to language use while avoiding grammatical errors.

Possible Extension:

Students could also be asked to write a longer expository essay using the Document/Resource Packet as the basis for supports.

Name: _____

Who Owns the Arctic? - Pre/Post-Assessment Worksheet

1. Before any reading, I believe that:
2. Based upon my reading of the issues, I now believe that:
3. My opinion is based upon the following evidence:
4. Questions for presenters (if applicable):
5. Since listening to the discussion, I now/still believe that:
6. My views have changed/remained the same because:

Who Owns the Arctic? Document/Resource Packet

Background Video – *Scrambling for the Arctic* (2:37 minutes)

Al Jazeera English: <http://www.youtube.com/watch?v=TwpRORFFABl>

Note: The above video seems to freeze at times. An alternative is to share this interview with Mike Byers on his book, *Who Owns the Arctic?* - <http://www.youtube.com/watch?v=vWjvE7KNvc>

DOC A - Circumpolar Map

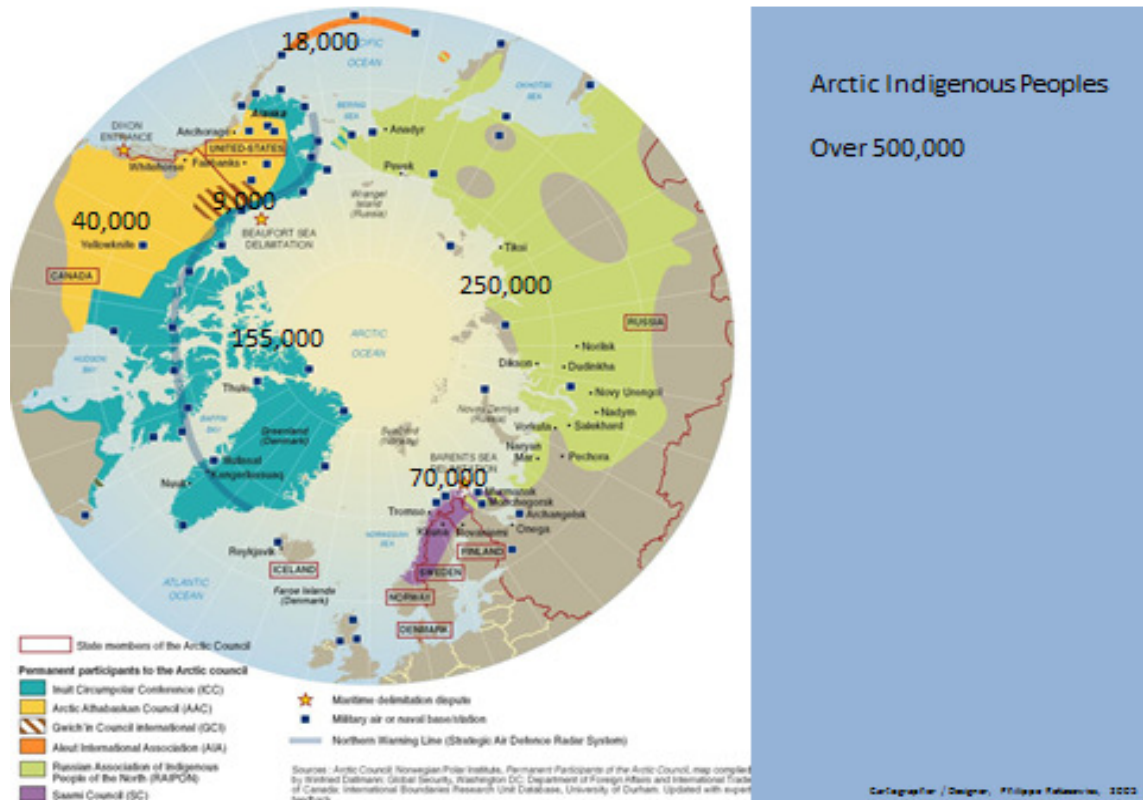


The map above displays not only the circumpolar north but also the locations of the 8 countries that make up the Arctic Council: Canada, Denmark (including Greenland and the Faroe Islands), Finland, Iceland, Norway, Russia, Sweden and the United States. Six international organizations representing the Arctic Indigenous Peoples have permanent participant status. The six international organizations representing the Arctic Indigenous Peoples are the Arctic Athabaskan Council, Aleut International Association, Gwich'in Council International, Inuit Circumpolar Council, Russian Association of Indigenous Peoples of the North (RAIPON), and the Saami Council.

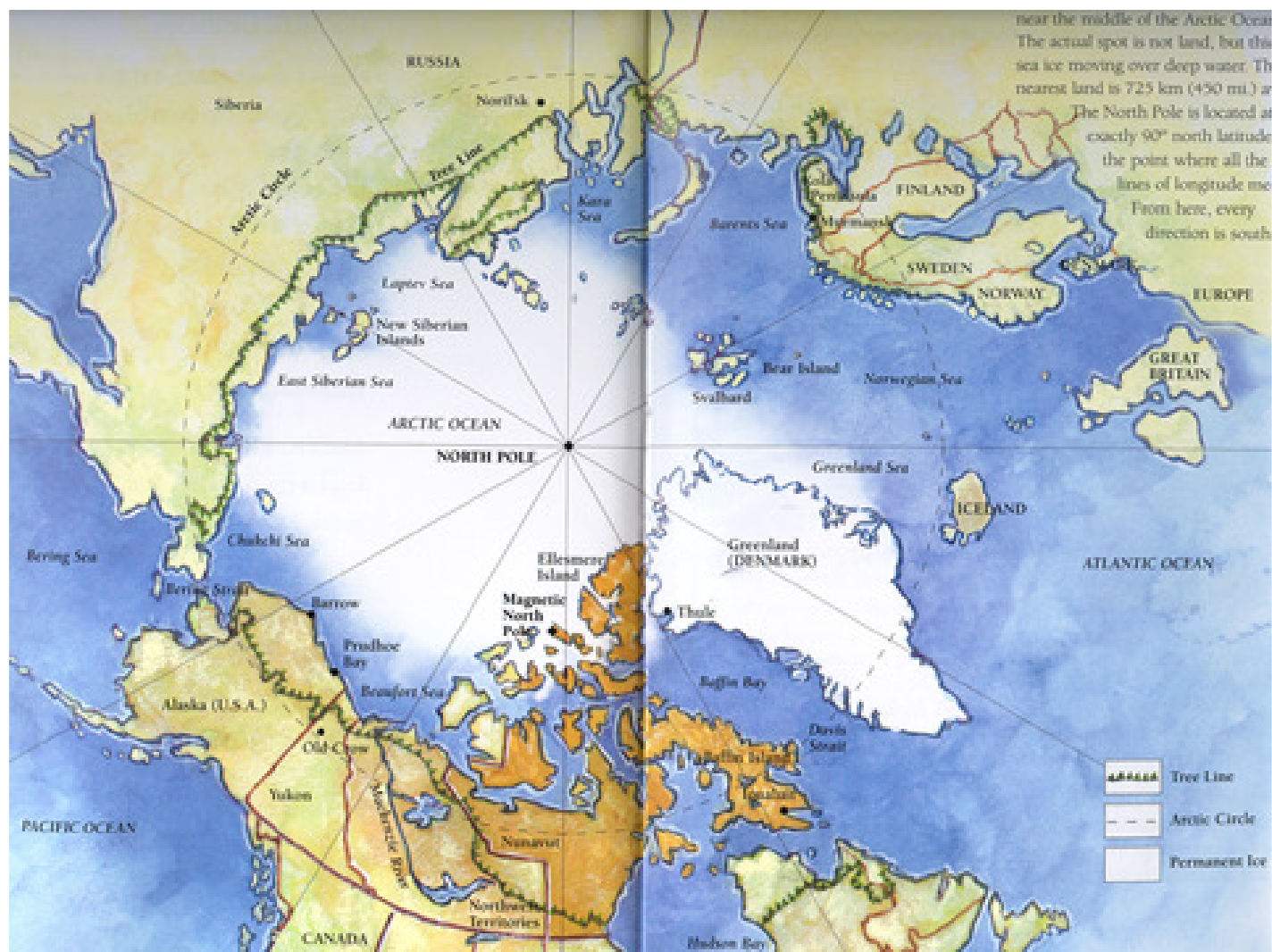
DOC B - Arctic Circle Population Statistics



DOC C – Population Map of Indigenous Peoples



DOC D – Map of the Arctic Circle and Tree Line



The Inuit are distinct from other circumpolar peoples and other aboriginal groups distinguished by the fact that their traditional homeland is above tree line. There are only four nations that have regions and peoples above tree line: Greenland is completely above tree line and has the largest population of Inuit or about 55,000 Katladlit. The US has the second highest population with about 50,000 Innupiat and Yu'pik. Canada has about 45,000 Inuit living in four distinct political regions. And, Siberia is home to about 5,000 Yu'pik. Total, there are only about 150,000 Inuit in the world.

Source: Nadine Fabb, "History of the Inuit in Canada and the Circumpolar North," Presentation at "Archives on the Arctic" Workshop, Metropolitan State College, Denver, CO, 25 June 2013.

DOC E – Quotation

This is our land. We aren't happy with everyone trying to claim it... Statehood [Alaskan] happened without our consent. It is our land and our water. They [the U.S] don't own it, it is ours. – Delice Calcote, liaison with the Alaskan Inter-Tribal Council, an advocacy group representing the region's indigenous peoples.

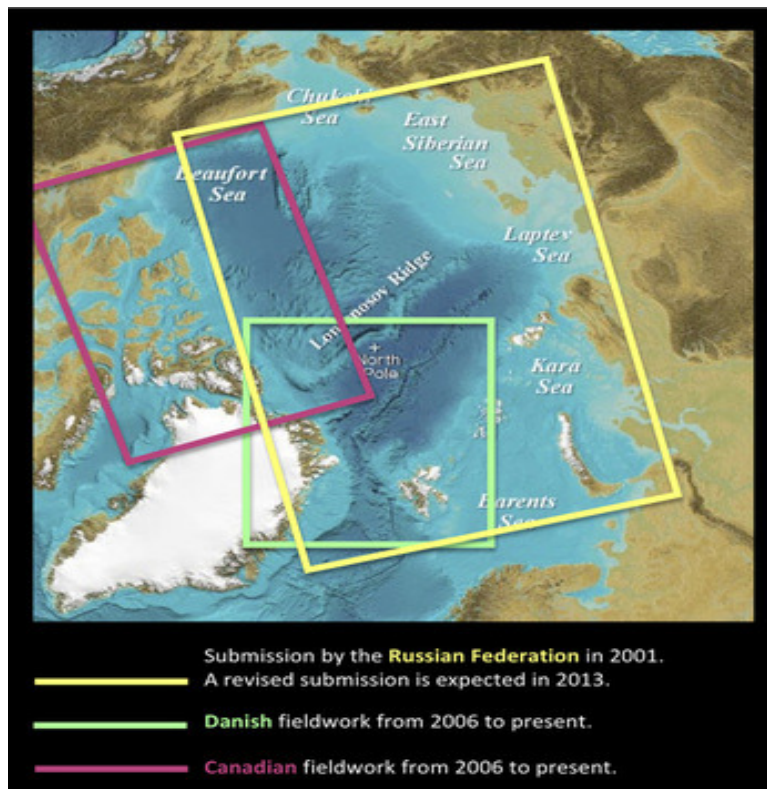
Source: Chris Arsenault, "A Scramble for the Arctic," Al Jazeera, 08 Dec. 2010.

DOC F - Eskimo Camp, Nome Alaska, ca. 1916



Source: Library of Congress, American Memory. Available at: <http://www.loc.gov/pictures/item/99615169/>

DOC G - Claims beyond the continental shelf made by Russia, Denmark, and Canada



Source: "The Right Arctic," arcticcontroversy.weebly.com/territorial-claims.html

DOC H – Quotation

The Arctic Ocean is governed by the United Nations Convention on the Law of the Sea. Article 56 states that 'coastal states have sovereign rights for the purpose of exploring and exploiting, conserving, and managing the national resources, whether living or non-living' on and below the sea bed within 200 nautical miles from the baselines from which the breadth of the territorial sea is measured. Sea bed and ocean floor which lie beyond national jurisdiction can, however, be claimed by coastal states if they are scientifically proven to be natural prolongations of the land mass.

Source: <http://arcticcontroversy.weebly.com/unclos--clcs.html>

Doc I – Magazine Cover (and Article)



Source: <http://content.time.com/time/covers/0,16641,20071001,00.html>

DOC J – Quotation

Arctic sea ice is a key indicator of climate change and a powerful global weather-maker. Last year, Arctic sea ice melted to its lowest levels on record, authorities have said.

Besides making global sea levels rise and influencing world weather, the ice melt means new water routes are opening between Europe, Asia and North America, a trend that will have a profound impact on global shipping. Last year, as summer sea ice shrank, the first Chinese icebreaker made the trip from Shanghai to Iceland via the Northern Sea Route along the Russian coast.

By mid-century, the quickest way to get goods from Asia to the U.S. East Coast might well be right over the North Pole, according to a University of California-Los Angeles study.

Source: Deborah Zabarenko, "China, India, Singapore could join new Arctic Circle Forum," Reuters, US Edition, 15 April 2013.

Teacher's Guide to Document/Resource – Some Possible Interpretations

Doc A – Map of countries surrounding the Arctic Ocean suggests that they, by proximity, should determine the future of the region.

Doc B – Map of population statistics for the Arctic can be used as background information.

Doc C – Map of indigenous population suggests that Indigenous Peoples are prominent in the area.

Doc D – Map showing the tree line raises the question: Do peoples who live above the tree line have special claims to the land?

Doc E – This quotation represents a prominent Inuit POV – the land is ours.

Doc F – This historical photograph depicts a traditional summer lifestyle of indigenous people living off the land.

Doc G – New and conflicting claims by different nations to underwater Arctic resources indicates the importance of the region now and for the future.

Doc H – This reference to the United Nations' statement on control of the Arctic shows that there are limits to the control that Arctic nations have in the region.

Doc I – background

Doc J – suggests Arctic belongs to all because of its ability to impact the world.