

Nunavut and the Five Themes of Geography

Submitted by: Jeff Funk

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Description:

Students will create their own version of the Inuit calendar to learn about Nunavut. The people of Nunavut originally based their calendar on the phases of the moon; as a result, the year was divided into 13 periods of approximately 4 weeks each. Every section was named after an event such as: it is cold, the sun returns; baby seals are born, etc. Based on this model, my students will also divide the year into thirteen equal parts. This can be tied into geometry by having each student take a piece of 8 ½" x 11" paper and draw a large circle on it using a compass. After calculating how many degrees on part would equal, the student will divide the circle into thirteen parts using a protractor and the write a description of each section. Particular emphasis will be placed on movement with the cycles of the calendar.

Grade Level:

Elementary or Middle School

Subjects:

Geography or Social Studies.

Objectives:

1. Students will be able to explain the different types of movement (people, ideas, goods and services).
2. Students will give examples of movement in the territory of Nunavut (historic and current).
3. Students will develop artistic skills.

Materials:

- Copy of circle picture for each student from *Nunavut: Land and People* by Bill MacDonald – p. 31.
- Colored pencils
- Map of North America

Procedures:

1. First we will have a class discussion in order to give examples of and then formulate a definition of movement (See I A above).
2. Review evidence that people first came to America by crossing a land bridge from Asia.
3. Discuss how explorers from Europe were looking for a "Northwest Passage" to the Orient. (Read portions of *The Inuksuk Book* and *Nunavut Land and People* in order to provide background on explorers to area now contained in the Nunavut territory.)

4. Discuss current situation:
 - a. Travel- snowmobile, plane (daily service to Montreal and Ottawa)
 - b. Housing- prefab houses brought in by ship
 - c. Food and clothing- modern styles brought by plane or ship
 - d. Communication- TV, radio, computers-internet
5. Assign calendar while explaining to students its historical significance.
 - a. Distribute copies of picture found on page 21 in Nunavut Land and People.
 - b. Students will add appropriate color to picture.
 - c. Students will describe the various types of movement found in the picture using complete sentences and paragraphs.

Student Rubrics:

- **Rubric for picture**

- 1= not complete
- 2= partially complete or inappropriate
- 3= complete, choice of colors are appropriate

- **Rubric for writing**

- 1= not complete
- 2= limited or incorrect information and complete sentences and paragraphs or correct information with incomplete sentences or paragraphs.
- 3= correct information and writing mechanics.

Additional Notes:

The writing connection will occur when the student labels and then explains in sentences and paragraphs, the thirteen parts based on the previous year of his or her life. The student can use some commonly known events that would be consistent from year-to-year such as birthday, start of school or winter vacation. The student should also be encouraged to record some unique events that are not commonly known such as first frost, most sunny days, plant garden, or first outdoor picnic. The artistic component would occur when each student illustrates and colors an example for each section.