



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Caribou in the Arctic

Grade(s)/Teaching Division(s): Grade 5

Subject(s)/Course(s): Science, Language Arts

Time: Approximately six hours spread over multiple classes

Learning Module Topic & Description

In this learning module, students will learn about caribou, an important land animal to Inuit and other Indigenous groups. They will learn to consider and integrate a variety of perspectives and viewpoints, including traditional knowledge, when studying a topic such as caribou conservation.

Essential Question(s)

- Why is caribou an important animal for Inuit?
- How can listening to different perspectives help us conserve this important animal?

Canada C3 Central Theme(s) Addressed

- Environment
- Diversity and Inclusion

Learning Objective(s)/Goals

The main objective of this learning module is for students to develop a greater appreciation for caribou, and the important role this animal plays in sustaining Inuit culture.

Essential Concepts/Knowledge/Skills to be Learned/Applied

Students will demonstrate proper respect for the visiting Elders and guest speakers by:

- using appropriate listening strategies
- using appropriate speaking strategies
- completing their assigned role (e.g., recorder, note taker, interviewer) for the benefit of the group's learning

Curriculum Connections/Big Ideas

This learning module is part of a larger collection of lesson plans based on the theme *Where do we Inuit live?**

Newfoundland & Labrador English Language Arts Grade 5 curriculum:**

Specific Curriculum Outcomes:

- 2.1 – Engage in a range of collaborative discussions. (pp. 47, 58-59, 147, 152-153)
- 2.2 – Use effective presentation skills. (pp. 47, 60-61, 147, 154-155, 219-223)
- 9.1 – Create texts for a wide range of audiences and purposes. (pp. 47, 108-109, 147, 198-199)
- 9.2 – Create texts in various genres and forms. (pp. 47, 110-119, 147, 200-207, 219, 236-239)

Northwest Territories' *Inuuqatigiit* Curriculum Document (p. 113):***

- Caribou are a major part of the food chain in the north.
- There are different herds of caribou.
- Changes in nature affect caribou.
- There are proper ways to prepare and preserve caribou.
- Over the years, the Inuit have gathered much knowledge about caribou. They know the places to hunt them, their habits, behaviours, sounds, actions, diet, calving, grounds, migration routes, their predators, and how to conserve them.

* See related learning modules from this author, entitled *Where do we Inuit Live?* and *Song of the Land*.

** Newfoundland & Labrador Department of Education. *Grade 5 English Language Arts Curriculum Guide* (Interim Edition). September 2013. – <http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/>;
http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/grade5/grade_5_ela.pdf

*** Northwest Territories Education, Culture and Employment. *Inuuqatigiit*. The Curriculum from the Inuit Perspective. August 1996. – https://www.ece.gov.nt.ca/sites/www.ece.gov.nt.ca/files/resources/inuuqatigiit_k-12_curriculum.pdf

Teacher Goals

This is an opportunity for teachers to deliver culturally relevant curriculum for Inuit students. It's also an opportunity to have students engage in co-operative project-based learning that considers information from a variety of perspectives.

Student Groupings <i>(e.g., whole class, small groups, pairs, independent work)</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools)</i>
<ul style="list-style-type: none"> - 3 small groups (size of groups will vary depending on class size) 	<ul style="list-style-type: none"> - Photo(s) of caribou - Brief biographies of guest speakers - iPads/tablet computers or other recording devices - Chart paper - Markers - Materials for student presentations (computers with slideshow software, projector, poster board, etc.)

Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.)</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns)</i>
<ul style="list-style-type: none"> - Guest speakers - Student presentations 	<ul style="list-style-type: none"> - Ensure that iPads/tablet computers or other recording devices are fully charged for guest speaker sessions - Ensure that guest speakers are adequately prepared to speak about what you would like them to cover - Consider ways you and your students can show gratitude and thanks for the visiting guest speakers

Accommodations & Differentiation Strategy <i>(to address different needs & preferences of students)</i>
<ul style="list-style-type: none"> - Strategically assign groups of students with various learning abilities. This will allow students, for example, with higher listening comprehension and/or comprehension of non-verbal cues, to help and teach those with lower comprehension levels in a co-operative learning environment. - Encourage students to engage different learning styles when presenting their information to their peers.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback
<ul style="list-style-type: none"> - The teacher can conduct a formative assessment while students are engaged in the learning activity with the guest speakers, including observations about how they interact with each other and the guest speakers, their listening skills, and the level of respect they give their Elders and guest speakers. As students work on their projects, the teacher can also observe their cooperation skills, presentation skills, and writing skills. - Teachers also have the option to conference with each group and each student individually to assess their understanding of how different cultures are all connected to caribou. This also provides the opportunity to offer feedback, including highlighting areas where students have done well and improved, words of encouragement, and a discussion of areas for improvement.

Motivational Hook <i>(process for acquiring & focusing students' attention), Time (10 minutes)</i>
<p><u>Class 1:</u></p> <ul style="list-style-type: none"> - Display a photo of a caribou or caribou herd that all students can view. - Invite students to share what they know about this animal, and record their ideas on chart paper or an interactive whiteboard. - Tell students, "In the next few classes we will be having three guest speakers coming in to talk to us about caribou. There will be an Elder from the community, a government Wildlife Conservation Officer, and a director of an international wildlife conservation non-profit." Ask students, "Why do you think we will be talking about caribou?" and "How and why is caribou important to us Inuit?" - Continue to record students' ideas on chart paper or the interactive whiteboard.

Open <i>(process for introducing/framing module & agenda), Time (50 minutes)</i>
<p>Display or hand out the project instructions to review as a class:</p> <ul style="list-style-type: none"> - All students in the class will be divided into three groups and assigned one of the guest speakers to interview. - Groups will plan interview questions they wish to ask their guest speaker. - Each group will select members to do the following tasks: <ul style="list-style-type: none"> • video and/or audio recording the guest speaker's interview (with permission) • taking notes during the discussion with the guest speaker • guiding the discussion and asking questions to the guest speaker <p style="text-align: right;"><i>continued...</i></p>

- After each interview with the guest speaker is complete, groups will compile the information into a presentation to share with other groups.
- Groups can decide how to present the information (e.g., a PowerPoint presentation, an iMovie video, an oral presentation, etc.).
- Discuss the instructions, answer student questions, and co-create with students the success criteria for this project. (20 minutes)

Group Organization Instructions:

- Divide students into mixed-ability groups and assign each group a guest speaker.
- Provide each group with a brief biography of their guest speaker so that students can discern their speaker's area of expertise in this field (e.g., hunting places and practices, proper ways of preparing and preserving the skin and meat, Inuit or other Indigenous traditional knowledge about the importance of caribou, the moratorium on caribou hunting, herd populations and distributions, migratory routes, current conservation efforts, etc.).
- Ask students to use their prior knowledge of caribou, as well as their speaker's area of expertise, to devise interview questions that they wish to ask them.
- Conference with each group during this time to guide their discussions and question generating. (30 minutes)

Body (*main instructional & learning processes to build understanding, skills, attitudes*), Time (60 minutes)

Class 2:

- Divide students into their small groups and assign each group an area in the classroom or school.
- Ensure that each group has their necessary materials for meeting with their guest speaker, including their pre-decided interview questions, note-taking tools, recording devices, etc.
- Remind students how to appropriately and respectfully welcome their guest speaker, ask for permission to record their interviews, and thank them for their time. (5 minutes)
- When the set-up and preparations are complete, students can conduct their interviews with the guest speakers, completing their assigned role (e.g., asking questions, recording audio/video, taking notes) as the interviews progress.
- Circulate between the groups to provide support as needed, and to record observations about students' success in meeting the expectations. (45-50 minutes)
- Ensure that groups properly thank their guest speaker for sharing their expertise.
- Tidy up the small group areas and re-convene as a class. (5 minutes)

Consolidation (*processes for application & practice of knowledge, skills, attitudes*), Time (+/-180 minutes)

Classes 3-5:

- Provide students with ample time to review their video and audio recordings and their notes to determine the most important and interesting information to share with the class.
- When students have selected the information they wish to share with their peers, they will work collaboratively to create a 15-minute presentation for their peers.
- Students can select roles for creating this presentation that match their skills and expertise (e.g., video editing, writing Inuktitut subtitles for video clips, creating artistic displays or slides, writing cue cards with the presentation script, etc.).
- Circulate between groups to conference with them and guide their work as needed. (approximately 180 minutes)

Closure (processes for recapping, looking ahead), Time (60 minutes)

Class 6:

- Provide each group with 15 minutes to deliver their presentation to their peers, as well as a 5-minute question-and-answer period following each presentation.
 - Remind students that when they are listening to the other presentations, they should think about how the information presented compares to the knowledge they gained from their guest speaker, and how these different perspectives can all help paint a broader picture of this topic.
- (3 groups x 20 minute presentations and Q&A sessions = 60 minutes)

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

At the end of the presentations have a discussion or ask students to journal about the experience:

- What was one thing that really caught your attention or that was really interesting to you while learning from your guest speaker?
- How did you feel learning from the expert guest speaker that your group met with?
- What was one thing that was really interesting to you that you learned from another group's presentation?
- How did hearing about the different perspectives that different people hold about caribou help you better understand this topic?

Extension Ideas & Additional Resources

For teachers who are not teaching in a northern area, guest speakers will be the most challenging resource to find. Consider utilizing video-conferencing or tele-conferencing options for your students to learn from guest speakers about this topic. Consider reaching out to Indigenous friendship or cultural centres, northern provincial/territorial government offices, and wildlife conservation non-profit organizations to find expert guest speakers for your students to interview.

Teacher Reflection (e.g., notes for next time)

Teachers may choose to reflect upon a number of questions at the end of this learning module, such as:

- How did using expert guest speakers support student learning about this topic?
- How can I continue to support co-operative student learning in the classroom?
- How can I continue to provide culturally relevant curriculum for my students?