



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Where do we Inuit live?

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

Subject(s)/Course(s): Social Studies, Language Arts

Time: 4 hours or 4 one hour lessons

Learning Module Topic & Description

This learning module will introduce students to the Inuit Regions in Canada and why the Inuit inhabited and continue to live on the land of the north. Students will develop an understanding of the important resources from their environment directly from an Elder.

Essential Question(s)

- Where in Canada do Inuit live?
- How have Inuit adapted to life on the north coast of Canada?
- How many Inuit regions are in Canada and where are they?

Canada C3 Central Theme(s) Addressed

- Environment
- This learning module fits under the central theme of *Environment* because Inuit have lived in the north of Canada and have a strong relationship with the land and the environment
- To learn about environment means looking at it from many different perspectives and approaches; for example, the land and terrain itself, resources from the land, hunting, how colonization has changed Inuit lives, reconciliation, youth engagement, and so much more

Learning Objective(s)/Goals

- In this learning module, students will be expected to explain how environment influenced the development of Inuit society, the diversity of First Nation and Inuit societies in what later became Canada (1000-1400 CE), and how human/environment interactions influenced Inuit society
- Students will also engage in a range of collaborative discussions, use effective presentation skills, and create texts for a wide range of audiences

Essential Concepts/Knowledge/Skills to be Learned/Applied

This module addresses culture and diversity, people, place, environment, time, continuity, and change. Inuit students will learn about their own Inuit culture. They will examine their own community and Inuit region, Nunatsiavut. They will learn about their culture from an Elder from their community who will teach them about their place and the role environment has had (and continues to have) in their culture. Students will also learn about their community's past and how their culture is dynamic and changes with time. In the process, students will be mastering their listening and speaking skills.

* Note: By following the general structure of this learning module, students and teachers from across Canada can engage in similar learning in/for/about the environment and culture of their own regions.*

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?** This theme is a broad topic which can include many subject areas, such as geography, history, social studies, environmental studies, and science. Students will learn the four Inuit regions in Canada and which characteristics of the north were advantageous to our ancestors. As they participate in a land-based activity, they will use their surroundings to understand what resources their Inuit ancestors used. They will learn and understand that culture is a reflection of human life in a particular area or environment.

* See related learning modules from this author, entitled *Song of the Land* and *Caribou in the Arctic*.

Teacher Goals

Students will understand the ways in which environment determines how people live in a particular place. Food, shelter, clothing, and environment determine how people meet their basic needs. They will learn valuable information from an Elder about the land and about the relationship between the Inuit and their surroundings. Students will get to experience an outdoor land-based activity in their own area and learn the history of their Inuit ancestors. They will learn that our Elders hold a wealth of knowledge, and will be able to make the connection that what we learn in school is our reality and influences the world around us.

Student Groupings

(e.g., whole class, small groups, pairs, independent work)

- Small groups (class size divided into 4 equal groups)
- Pairs
- Independent work
- Whole group discussions

Materials/Resources

(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools)

- iPads/tablet computers or desktop/laptop computers
- Pencils and paper
- Outerwear clothing appropriate for the weather
- Transportation to outdoor land-based activity

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"> - Direction instruction - Guest speaker - Co-operative small group work - Outdoor education 	<ul style="list-style-type: none"> - If student attendance is low, then the lesson will have to be postponed; inform students ahead of time when the lesson is scheduled to take place and encourage them to attend - The first part of the lesson is the land-based activity with a guest speaker; in the case of the guest speaker cancelling, the activity can still be completed - The space in which the outdoor activity is to take place should be decided ahead of time to ensure it is a safe location - Weather, proper clothing, and transportation arrangements to be checked prior to departure

Accommodations & Differentiation Strategy <i>(to address different needs & preferences of students)</i>
<ul style="list-style-type: none"> - Provide a written copy of instructions for students who may have a hearing impairment or language delay, or put students in co-operative groups. - If students need extra assistance, teachers may need a teacher assistant for the activity. - For students who may not physically be able to attend for whatever reason, the experience can be video recorded with permission of students and guest speaker. - Students who are uncomfortable speaking in front of the class or group can have the option of a student/teacher one-on-one conference to discuss the class/lesson.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback
<ul style="list-style-type: none"> - As groups are researching, rotate to each group to check for understanding. Ask questions about what information they are finding and notice who is participating. Observe students as they interact with each other and the guest speaker. Take note of their listening skills, co-operation skills, presentation skills, writing skills, and the level of respect they give their Elder/guest speaker. - During the land-based activity, the teacher can note how students are participating and what they were able to contribute to the circle. Also, the reflection journal and sharing their learning experience with a partner at the end will help to assess what the students learned from the activity and if intended goals of the lesson were achieved. - During student-teacher conferencing, provide feedback that highlights areas where students have done well and improved, offer words of encouragement, and discuss areas that need improvement.

Motivational Hook <i>(process for acquiring & focusing students' attention), Time</i> <i>(minutes)</i>
<ul style="list-style-type: none"> - The outdoor land-based activity with the guest speaker from their community will be a motivating hook. - The use of technology and the opportunity to explore their own culture will motivate and keep students engaged.

Open (process for introducing/framing module & agenda), Time (minutes)

- Introduce the new learning module that students will be starting. For the next few days, they will be learning about the Inuit in Canada and the interaction between the environment and Inuit.
- Describe the upcoming activities, including speaking with an Elder outside. (Students will need to know in advance to be prepared to go outdoors.) Teacher can decide whether or not to explain the land-based activity in detail.
- This could take approximately 10-15 minutes, depending if students have questions.

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

- To begin this lesson, the students, teacher, teacher's aide (if necessary) and a guest speaker will be going outside to a location within the community predetermined by the teacher and the Elder/guest speaker (preferably to an area that has a lot of natural features; land, water, wildlife, etc.).
- At the location, the teacher will gather everyone into a circle and introduce the Elder to the group and each student will introduce themselves. The teacher will give the first instructions for the activity; everyone will take 5-10 minutes to look at their surroundings and think about what we use today from the land and what do we think was used many years ago by our ancestors. Students will do this independently. Suggest students find a quiet spot to sit or stand still and use their senses. This will help them to remain focused on the task and to remain present.
- After the given time has elapsed, gather everyone together in a circle and let each student share what they gathered from their surroundings and their answers to the questions posed before they started. After everyone has a turn, the guest speaker will get a chance to talk about any or all of those things and how the Inuit used resources from the land. Students will be learning first-hand how the land is important to where and how Inuit lived and continue to live. Ask the Elder to talk about the history of the community and how it came to be. Let the Elder know he or she has the freedom to talk about what they feel is important for the students to know. This will be an interesting discussion as many modern-day communities were developed by non-Inuit and Inuit families lived in settlements elsewhere until forced relocation. Also, during this time, the Elder can share stories or teachings, which is an important aspect of Inuit culture. This activity outdoors should take approximately an hour (it can last longer if desired). Once the circle is complete, students and teachers will go back to their classroom to discuss the learning experience.
- In the next class, students will build on this land-based activity. For the second part, begin with facilitating conversation and thought: *"In the last few classes we spoke with an Elder and learned about the resources from the environment and how that plays a role in where we, Inuit, live. Now it's time to move out from our own community and into the larger Inuit area. What do you think our next topic will be?"*
- Depending on students' answers, the next discussion questions could be: *"Where are other Inuit in Canada? What are the Inuit regions in Canada, in what provinces or territories? Where are they located?"* (This will provide formative assessment about what the students know prior to the lesson.)
- On the Smart board, or if a map is present, show the class the four Inuit regions in Canada. Once questions are answered (or left unanswered), students will be divided into 4 groups that represent the 4 different Inuit regions in Canada: Nunatsiavut, Inuvialuit, Nunavut, and Nunavik.
- Before the group work begins, ask, *"What do we want to know about each region?"* Brainstorm ideas and write them on a white board or Smart board. When finished, students will all get together in their groups with their iPads/tablet computers or work at a desktop/laptop computer. The class will participate in a jigsaw activity, whereby each group will research their assigned Inuit region and gather information based on the questions on the board. Provide students with 30-45 minutes to generate answers. Once finished, one student from each group will meet with three other students who have studied different Inuit regions and teach each other what they learned. The newly formed groups have approximately 20-25 minutes to share their research. (Note: this isn't a formal presentation; students can present at their desks.)

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

Students will reflect on the land-based activity and the Elder by sharing their learning experiences with a partner: *“What was the most meaningful thing you learned from this activity? What are three new things you learned today? What more do you want to learn about now?”* (10 minutes)

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

To end, students will write in their journals to reflect on what they learned from the land based activity and the Elder. The teacher will ask the following questions for the whole class to answer in their journals: *“What is one thing you liked about the activity? Was there something that really surprised you during the activity? Why did it surprise you? Why do you think learning about other Inuit regions is important?”* (20 minutes)

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

There are opportunities for student reflection in the previous *Consolidation* and *Closure* sections of this Learning Module.

Extension Ideas & Additional Resources

The following website can also be used to gather information on Inuit in Canada, www.thecanadianencyclopedia.ca. Students could research the capitals of the four Inuit regions and go into more depth of research and compare each region. Students could go further and research the various Inuit groups in the four areas. There are 8 in total that could provide more in-depth information on Inuit.

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

Take notes during the whole lesson in a reflective teaching/learning journal to determine the success and effectiveness of the activities.