

EXPLORING INUIT CULTURE CURRICULUM

Aligning to the District of Columbia Standards
for Teaching and Learning for Grades 4 and 5



By Rosa Flynn

Exploring Inuit Culture Curriculum

Aligning to the District of Columbia
Standards for Teaching and
Learning for Grades 4 and 5

by Rosa Flynn



ISUMA

Isuma Distribution
International Inc.

The District of Columbia Standards for Teaching and Learning mandate the study of the Inuit in the grade 4 and grade 5 social studies program, stressing historical customs and lifestyle in grade 4 and a more contemporary exploration of the Inuit culture in grade 5. ***Exploring Inuit Culture Curriculum*** is designed to fulfill the grade-specific standards for social studies, as well as learning standards set forth in:

- **Reading/English/Language Arts Standards and Learning Activities**
- **Science Standards and Learning Activities**

In addition to fulfilling specific learning standards from the District of Columbia Standards for Teaching and Learning, ***Exploring Inuit Culture Curriculum*** supports the following Historical and Social Sciences Analysis Skills for Grades 3 through 5:

- **Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. (Chronology and Cause and Effect)**
- **Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places. (Geographic Skills)**
- **Students explain the distribution of cultures in places they study and how they create a cultural landscape. (Geographic Skills)**
- **Students use nontext primary and secondary sources such as maps, charts, graphs, photographs, works of art, and technical charts. (Historical Research, Evidence, and Point of View)**

Using a combination of authentic materials developed by the Inuit of Nunavut, Canada and lesson plans aligned to the District of Columbia Standards for Teaching and Learning, students have the opportunity to explore the rich Inuit culture and unique Canadian Arctic from the perspective of its native people.

The following is a breakdown of ***Exploring Inuit Culture Curriculum*** by lesson plan. Included are the specific learning standards from the grade 4 and grade 5 District of Columbia Standards for Teaching and Learning addressed in each lesson.

Section 1: Educational Documentaries on DVD

1 | Qimuksik (Dog Team)

Social Studies Standards and Learning Activities

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas. **(Grade 4)**
- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities. **(Grade 5)**

2 | Aiviaq (Walrus Hunt)

Social Studies Standards and Learning Activities

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Analyze the impact of exploration and settlement on the indigenous peoples and the environment. **(Grade 4)**
- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 1: Educational Documentaries on DVD

Reading/English/Language Arts Standards and Learning Activities

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. **(Grade 4)**
- Ask questions that clarify information not already discussed. **(Grade 5)**

3 Nanugiurutiga (My First Polar Bear)

Social Studies Standards and Learning Activities

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Science Standards and Learning Activities

- Explain how scientific thinking can be distorted by strong feelings, and explain why and when it is appropriate or necessary to separate emotions from the reasoning process. **(Grade 4)**
- Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the predominant forms. **(Grade 5)**
- Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plants and animals to die. **(Grade 5)**
- Explain that many plants and animals can survive harsh environments because of seasonal behaviors. **(Grade 5)**

Section 1: Educational Documentaries on DVD

Reading/English/Language Arts Standards and Learning Activities

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas. **(Grade 4)**
- Identify four basic parts of speech (adjective, noun, verb, adverb). **(Grade 4)**
- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities. **(Grade 5)**
- Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition). **(Grade 5)**

4 Artcirq (Circus School)

Social Studies Standards and Learning Activities

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 2: Isuma Inuit Studies Reader

5 | Unakuluk (Dear Little One) – The Inuit Family

Social Studies Standards and Learning Activities

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Read aloud familiar literary and informational text fluently, accurately, and with comprehension using appropriate timing, change in voice and expressions. **(Grade 4)**
- Locate specific information from text. **(Grade 4)**
- Create paragraphs. **(Grade 4)**
- Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. **(Grade 5)**

6 | The Search for a North-West Passage and the Whalers in the 1800s

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**

Section 2: Isuma Inuit Studies Reader

- Analyze the impact of exploration and settlement on the indigenous peoples and the environment. **(Grade 4)**
- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Identify the purpose and main points of a text and summarize its supporting details. **(Grade 4)**
- Create paragraphs. **(Grade 4)**
- Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order. **(Grade 5)**

7 A Woman's Winter at Baffin Island, 1857-1858

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Analyze the impact of exploration and settlement on the indigenous peoples and the environment. **(Grade 4)**

Section 2: Isuma Inuit Studies Reader

- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words. **(Grade 4)**
- Determine meanings and other features of words using intermediate-level dictionaries and thesauri. **(Grade 4)**
- Identify the four basic parts of speech (adjective, noun, verb, adverb). **(Grade 4)**
- Determine the meaning of unfamiliar words in context using definitions and examples stated in the text. **(Grade 5)**
- Identify meanings pronunciations, alternate word choices, correct spellings and parts of speech of words using dictionaries and thesauri. **(Grade 5)**

8 The Eskimo of Baffin Land

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**

Section 2: Isuma Inuit Studies Reader

- Analyze the impact of exploration and settlement on the indigenous peoples and the environment. **(Grade 4)**
- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression. **(Grade 4)**
- Locate specific information from text. **(Grade 4)**
- Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression. **(Grade 5)**

9 Across Arctic America

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Analyze the impact of exploration and settlement on the indigenous peoples and the environment. **(Grade 4)**

Section 2: Isuma Inuit Studies Reader

- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others and contributing information and ideas. **(Grade 4)**
- Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression. **(Grade 4)**
- Locate specific information from text. **(Grade 4)**
- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities. **(Grade 5)**
- Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression. **(Grade 5)**

10 Nipikti The Old Man Carver and The Giving Tree

Social Studies Standards and Learning Activities

- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 2: Isuma Inuit Studies Reader

Reading/English/Language Arts Standards and Learning Activities

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. **(Grade 4)**
- Compare the moral lessons of several fables. **(Grade 4)**
- Describe a character's traits, relationships and feelings using evidence from the text. **(Grade 4)**
- Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection. **(Grade 5)**
- Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions. **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

11 | Nunavut Flag and Coat of Arms

Social Studies Standards and Learning

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Interpret information in graphic representations (e.g. charts, maps, diagrams, illustrations, tables, timelines) of text. **(Grade 4)**

12 | Land of the Midnight Sun – Seasons and the Arctic

Social Studies Standards and Learning

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Science Standards and Learning Activities

- Demonstrate how the Earth orbits the sun in a year's time, and Earth rotates on its axis about once every 24 hours. **(Grade 5)**
- Explain that the alternation between day and night and the apparent movement of the sun, moon and stars across the sky depend on the rotation of the Earth on its axis. **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

13 | My Community vs. Nunavut – Weather and Climate

Social Studies Standards and Learning

- Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools and utensils. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Science Standards and Learning Activities

- Use numerical data to describe and compare objects and events. **(Grade 4)**
- Explain that predictions can be based on what is known about the past, assuming that conditions are similar. **(Grade 5)**
- Realize and explain why predictions may be more accurate if they are based on large collections of similar events for statistical accuracy. **(Grade 5)**

14 | Understanding Inuit Qaujimagatuqangit (Khao-yee-muh-yah-tut-khang-geet)

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

Reading/English/Language Arts Standards and Learning Activities

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others and contributing information and ideas. **(Grade 4)**
- Make informal presentations that have a recognizable organization using clear enunciation and adequate volume. **(Grade 4)**
- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities. **(Grade 5)**
- Organize ideas into presentations that provide a beginning, middle and end, using various delivery strategies (volume, pitch, phrasing, pace, gestures) to communicate meaning. **(Grade 5)**

15 Inuktitut – The Language of the Inuit (Nunavut)

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Analyze the impact of the European presence on Native American life. **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

Reading/English/Language Arts Standards and Learning Activities

- Identify and apply steps in conducting and reporting research. **(Grade 4)**
- Write summaries of information gathered through research that includes relevant facts and details. **(Grade 4)**
- Apply steps for obtaining and organizing information from a variety of sources, documenting and presenting research in individual and group projects. **(Grade 5)**

16 Animals of the Arctic

Reading/English/Language Arts Standards and Learning Activities

- Identify and apply steps in conducting and reporting research. **(Grade 4)**
- Write summaries of information gathered through research that includes relevant facts and details. **(Grade 4)**
- Apply steps for obtaining and organizing information from a variety of sources, documenting and presenting research in individual and group projects. **(Grade 5)**

Science Standards and Learning Activities

- Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all. **(Grade 5)**
- Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the predominant forms. **(Grade 5)**
- Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plants and animals to die, migrate or become extinct. **(Grade 5)**
- Explain that many plants and animals can survive harsh environments because of seasonal behaviors. **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

17 | Traditional Foods of the Inuit

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Science Standards and Learning Activities

- Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all. **(Grade 5)**

18 | Inuit Art and Music

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

Reading/English/Language Arts Standards and Learning Activities

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. **(Grade 4)**
- Identify and apply steps in conducting and reporting research. **(Grade 4)**
- Interpret speakers' messages (both verbal and nonverbal), purposes and perspectives. **(Grade 5)**

19 The Inuit Style of Filmmaking

Social Studies Standards and Learning

- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**

Reading/English/Language Arts Standards and Learning Activities

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others and contributing information and ideas. **(Grade 4)**
- Read aloud from familiar literary and informational text fluently, accurately and with comprehension, using appropriate timing, change in voice and expression. **(Grade 4)**
- Identify the purpose and main points of a text and summarize its supporting details. **(Grade 4)**
- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities. **(Grade 5)**

Section 3: Lesson Plans on Inuit Culture

- Read aloud from familiar literary and informational text, fluently, accurately and with comprehension, using appropriate timing, change in voice and expression. **(Grade 5)**
- Identify the author’s purpose and summarize the critical details of expository text, maintaining chronological or logical order. **(Grade 5)**

20 Traditional Inuit Games

Social Studies Standards and Learning Activities

- Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g. Inuit, Anasazi, Mound Builders, and the Caribs). **(Grade 4)**
- Describe religious beliefs, customs, and various folklore traditions. **(Grade 4)**
- Identify Indigenous peoples in different areas of the country. (e.g. Navajo, Seminoles, Sioux, Hawaiians and Inuit) **(Grade 5)**