



Title: The Inuit Thought of It: Amazing Arctic Innovations

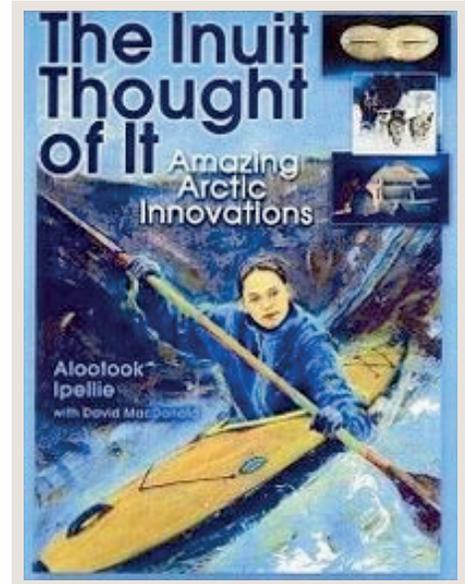
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Genre: nonfiction (descriptive)

Text Features: title, table of contents, headings, archival photographs, contemporary photographs, close ups, bold words, timeline chart, maps, captions, charts, index, italics.

Cultural Connection: history of the Inuit, Inuit adaptations to the land and climate.

Curriculum Connection: Social Studies (innovations that helped the Inuit adapt to the climatic conditions and geography of the Arctic).



SYNOPSIS

Archaeologists estimate that the ancestors of the Inuit crossed a land bridge from Siberia to North America about 20,000 years ago. Gradually the people moved eastward across the Canadian Arctic to Greenland. As the Inuit moved east they adapted their skills and traditions to the conditions they found themselves living in. Hunting tools, clothing and shelter were modified to fit their needs. On contact with the European hunters and traders in the 1800's the Inuit underwent many changes in lifestyle. This book begins with an historical timeline and then moves through a description of Inuit innovations in transportation, shelter, clothing, hunting, food, family activities and medicine. It ends with a look at the contemporary lifestyle of the Inuit people.

LEARNING INTENTION

Focus Reading Connection: #6 Text Features

To be able to demonstrate the use of the following nonfiction text features: photographs, captions, diagrams, labels, headings, italics. Readers use the features of nonfiction text to help find information about the topic they are interested in. When talking to students about the features of nonfiction text it is important to emphasize that:

1. Nonfiction text features help to make the important information easier to find.
2. Nonfiction text features usually highlight the most important pieces of information.

Some Common Nonfiction Text Features:

labels, bold words, title, headings, charts, table of contents, fact boxes, photographs, index, italics, diagrams, maps, glossary, illustrations, graphs, webs, speech bubbles, instructions.

This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educator's page on our website.

Materials Required:

- 1 copy of The Inuit Thought of It
- 1 copy of the labelled diagram worksheet
- 1 copy of the webbing worksheet



BEFORE

- This lesson requires that you have already taught your students the difference between fiction and nonfiction text (comparing fiction and nonfiction books on the same topic is one way to do this).
- Have each student turn to a predetermined partner. Have them brain storm what they remember about the following features of nonfiction text: diagram, table, title, caption, close up, web, italics, heading.
- Have some of the students report out to the larger group.

DURING

- Remind the students that a web is one way to organize information about a topic.
- Explain that today they will be looking for details about Inuit dog sleds and will be webbing the information.
- Share the information on page 12 and 13 (Dog Sleds) with the class. This could be done by displaying the pages on an overhead projector or on an Elmo.
- Read through the information under the heading “dog boots” with the class. Direct the students’ attention to the photo graph, as you read the text.
- Have each student talk to the same partner. Ask them to recall as much information as they can about the dog boots.
- Distribute 1 copy of the webbing worksheet to each student.
- Have the students create the heading “dog boots” on the web and help them to record the information by modelling the web on the chalkboard.
- Repeat this process with each section of information on those 2 pages.

AFTER

- Distribute 1 copy of the labelled diagram worksheet per student.
- Have each student draw a diagram of a husky team pulling a sled (this could be done as a directed drawing with the teacher modelling the drawing on the chalkboard).
- Have the students label the diagram (the words are provided at the top).
- When the diagrams are finished have the students leave them on their desk tops.
- Have each student walk around and look at the other drawings (at least 5).

Suggested Supplemental Resources:

Check on the Kids tab of our website to find similar books such as:

- A Team Like No Other by Georgia Graham
- A Sled Dog for Moshi by Jeanne Bushey
- How I Got My Dogsled by Jackie Lewis



Date: _____

Name: _____

Title: _____





Date: _____ Name: _____

Title: _____

Labels: qamutiik, sealskin rope, husky dog, dog boots, runners, dog harness.