

## **Oral Traditions** **CARC Social Studies**

<b>Grade Level</b>	2	<b>General Outcome</b>	2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.
<b>Time Frame</b>	Class dependent	<b>Enduring Understanding (purpose of the lesson)</b>	Students will investigate daily life in an Inuit community
<b>Critical Challenge/Big Idea</b>	<b>Students will create a post card that effectively illustrates aspects of daily life for Inuit children.</b>		
<b>Value and Attitude Outcomes</b>		<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>
<p><b>2.1.1 appreciate the physical and human geography of the communities studied</b> 2.1.1.3 value oral history and stories as ways to learn about the land (LPP, TCC)</p> <p>2.1.1.1 appreciate how a community's physical geography shapes identity (I, LPP)</p>		<p><b>2.1.3 investigate the cultural and linguistic characteristics of an Inuit community in Canada</b> 2.1.3.3 How are these communities strengthened by their stories, traditions and events of the past? (CC, TCC)</p> <p><b>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada</b> 2.1.2.6 How does the physical geography of each community shape its identity? (CC,I)</p> <p>2.1.2.7 What is daily life like for children in an Inuit community (e.g., recreation, school)? (CC, I, LPP)</p>	<p><b>Apply the research process</b> <b>2.S.7.4</b> access and retrieve appropriate information from electronic sources for a specific inquiry <b>2.S.7.5</b> navigate within a document, compact disc or other software program that contains links <b>2.S.7.9</b> draw conclusions from organized information</p>
<b>Summative Assessment Strategies</b>	<b>This activity is intended for formative assessment only and is not summatively assessed in Social Studies.</b>		

<p><b>Introductory Activity/ The Hook</b></p>	<p><b>Storytelling</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of oral traditions to the Inuit way of life. Why is it important that these stories are remembered and passed on through the generations? The following website has information that can be read to students about story telling <a href="http://www.tighsolas.ca/page512.html">http://www.tighsolas.ca/page512.html</a></li> <li>2. Read Michael Kusugak story: "Baseball Bats for Christmas" (See website <a href="http://michaelkusugak.com/wordpress/?page_id=66">http://michaelkusugak.com/wordpress/?page_id=66</a> for more information on Michael Kusugak) Discuss with class to ensure they understand why Kusugak continues to write and tell stories.</li> <li>3. Discuss how the Inuit lifestyle is affected by the climate?</li> </ol>
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Inuit Lifestyle</b></p> <ol style="list-style-type: none"> <li>1. Complete online Sampler activity: webquest Inuit Lifestyle Sampler <a href="http://www.wired-and-inspired.ca/inuit/sampler">http://www.wired-and-inspired.ca/inuit/sampler</a> Use the <i>worksheet</i> attached "Inuit Sampler Worksheet" in resources section below (also available on the sampler web site)</li> <li>2. Discuss responses, hand in for teacher to check over. <ul style="list-style-type: none"> <li>• use "Oral Traditions Checklist" (see below in resources section)</li> <li>• Enrichment Activity: Arctic Trivia Challenge <a href="http://www.timeforkids.com/TFK/kids/games/white/0,28416,1040327,00.html">http://www.timeforkids.com/TFK/kids/games/white/0,28416,1040327,00.html</a></li> </ul> </li> </ol> <p><b>Daily Life Across Canada</b></p> <ol style="list-style-type: none"> <li>1. Read aloud, <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst. Discuss with students whether students in Nunavut could also experience these things? (e.g., Wake up with gum in their hair?) Have students support their opinions with evidence from their background knowledge about Nunavut.</li> <li>2. Students rank events that would utterly ruin their days. Set up an online visual ranking at <a href="http://www97.intel.com/en/ThinkingTools/VisualRanking/Overview/">http://www97.intel.com/en/ThinkingTools/VisualRanking/Overview/</a>. In the workspace tab teachers can create spaces for teams to work together to rank the events by dragging the coloured choices around to rank them in order. At the top, students will put the event that would most likely ruin their day and rank in descending order. Click on the coloured icon above the links to compare with other groups and the class.</li> <li>3. Do visual ranking in pairs. Rank the events again by cutting and pasting them to your sheet. Use worksheets <i>attached</i> "Morning Madness Worksheet". Have students work in groups and discuss/debate their results.</li> </ol>

	<p>4. <b>Postcard Activity</b>  Give students the scenario that they currently live in Nunavut. They have missed a day of school and must explain to the teacher what could have happened to ruin their day. Criteria for the information on their postcards may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant</li> <li><input type="checkbox"/> Accurate</li> <li><input type="checkbox"/> Plausible</li> </ul> <p>Students can use <a href="http://www.readwritethink.org/materials/postcard/">http://www.readwritethink.org/materials/postcard/</a> as a tool to create their postcards.</p> <p>* Alexander board game for students who are finished their work. <a href="http://tinyurl.com/2rjfxl">http://tinyurl.com/2rjfxl</a> or <a href="http://www.kennedy-center.org/programs/family/alexander/students.html">http://www.kennedy-center.org/programs/family/alexander/students.html</a></p>
<b>Resources</b>	<p>Arctic Trivia Challenge <a href="http://www.timeforkids.com/TFK/kids/games/white/0,28416,1040327,00.html">http://www.timeforkids.com/TFK/kids/games/white/0,28416,1040327,00.html</a>  Ranking tool <a href="http://www97.intel.com/en/ThinkingTools/VisualRanking/Overview/">http://www97.intel.com/en/ThinkingTools/VisualRanking/Overview/</a>  Postcard Creator <a href="http://www.readwritethink.org/materials/postcard/">http://www.readwritethink.org/materials/postcard/</a>  Alexander board game <a href="http://www.kennedy-center.org/programs/family/alexander/students.html">http://www.kennedy-center.org/programs/family/alexander/students.html</a></p>
<b>Formative Assessment Strategies</b>	<p>Assessment –use observation checklist (see resources below).</p>
<p><b>Other ICT Outcomes Addressed</b></p> <p><b>Note: All ICT outcomes for social studies are infused in the Program of Study for each grade level and the “Outcomes” section of this document.</b></p>	<p><b>C.4 - Students will use organizational processes and tools to manage inquiry.</b>  1.1 follow a plan to complete an inquiry</p> <p><b>F.3 - Students will demonstrate a moral and ethical approach to the use of technology.</b>  1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies  1.2 work collaboratively to share limited resources  1.3 demonstrate appropriate care of technology equipment</p> <p><b>P.3 - Students will communicate through multimedia.</b>  1.3 access sound clips or recorded voice to support communication</p> <p><b>P.5 - Students will navigate and create hyperlinked resources.</b>  1.1 navigate within a document, compact disc or other software program that contains links  1.2 access hyperlinked sites on an intranet or the Internet</p> <p><b>C.5 - Students will use technology to aid collaboration during inquiry.</b>  1.1 share information collected from electronic sources to add to a group task</p> <p><b>C.6 - Students will use technology to investigate and/or solve problems.</b>  1.1 identify a problem within a defined context  1.2 use technology to organize and display data in a problem-solving context  1.3 use technology to support and present conclusions</p>

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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
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## Oral Traditions Checklist (S.S. Outcomes)

<b>Criteria</b>	<b>Description of Criteria</b>	<b>Yes!</b>	<b>Not Yet</b>	<b>Teacher Comments</b>
<b>2.1.3</b> Investigates cultural and linguistic traditions of Canadian Inuit	Listened intently to Kusugak audio file and story. Can orally describe new understandings.			
<b>2.1.2</b> Explore how the physical geography affects the Inuit community	Completed Inuit Lifestyle Sampler, answers show depth of understanding. Describes logical reasons for Inuit lifestyle			
<b>2.1.1</b> Appreciate physical and human geography	Demonstrates respect throughout lesson for Inuit lifestyle and traditions.			

## (ICT Outcomes)

Criteria	Description of Criteria	Yes!	Not Yet	Teacher Comments
<b>C.4 – 1.1</b> Follow a plan to complete an inquiry	Completed Sampler inquiry worksheet by working their way down the page.			
<b>F.3 – Demonstrate courtesy and follow procedures(1.1)</b> Demonstrate appropriate care of technology equipment ( <b>1.3</b> )	Demonstrate log-in procedures, follow Sampler directions, help neighbors if needed. Properly log-off, push-in chair, ensure head set put away.			
<b>P.3. –1.3</b> Access sound clip to support communication	Student successfully found and listened to Kusugak speech file as directed.			
<b>P.5-1.1</b> Navigate within document that contains links. <b>1.2</b> Access hyperlinked sites on the Internet.	Students demonstrate abilities to use links and then return back to main menu.			

# Observation Checklist

WOW!	Yes	Not Yet	
			-thorough discussion, demonstrates understanding for similarities and differences in morning routine regardless of where you live. 2.1.2
			-effortlessly uses technology to complete online ranking C.6 – 1.1, 1.2
			-compared my ranking to that of group members C.5 – 1.1
			-used hardcopy ranking to debate with group members C.6 – 1.3
			-created 1 <sup>st</sup> postcard from your own point of view 2.1.1, 2.1.2
			-create 2 <sup>nd</sup> postcard from Inuit point of view 2.1.1, 2.1.2

# Morning Madness Worksheet



Out of favorite breakfast food

No hot water

Can't decide what to wear

Cold inside the house

You get yelled at

Waiting for others

Bus gets stuck/car quits

Wake up late

Waiting for others

Cold weather outside