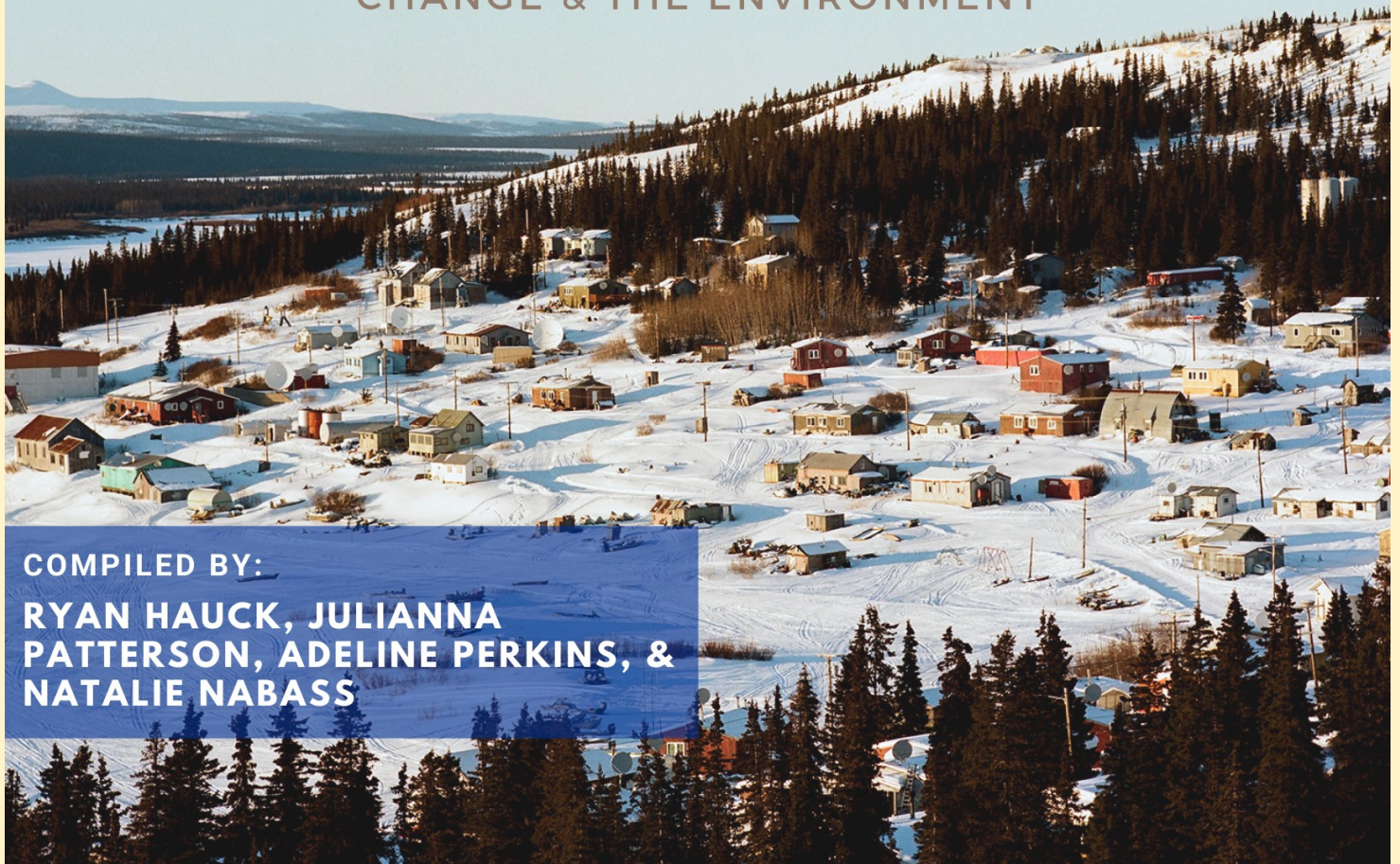


RESOURCE GUIDE FOR EDUCATORS



# ARCTIC SERIES 2021

THE ARCTIC TODAY: INDIGENOUS PEOPLES, CLIMATE  
CHANGE & THE ENVIRONMENT



COMPILED BY:  
**RYAN HAUCK, JULIANNA  
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NATALIE NABASS**

**W**  
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UNIVERSITY of WASHINGTON  
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Consulat Général du Canada / Seattle  
**Canada**



**THURSDAY | MARCH  
25TH, 2021**

**4:00-6:00PM PDT**

# SESSION 5

The Arctic in the Classroom:  
Innovative Teaching Strategies  
& Resources



**ARCTIC SERIES 2021**

**WORLD-AFFAIRS.ORG**

# How to Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

***GLOBAL CLASSROOM WANTS TO KNOW  
HOW YOU HAVE USED THIS RESOURCE  
PACKET IN YOUR CLASSROOM!  
EMAIL [GC@WORLD-AFFAIRS.ORG](mailto:GC@WORLD-AFFAIRS.ORG)  
AND TELL US YOUR STORY***



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# Outlining Standards

## A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

| Dimension 1:<br>Developing Questions<br>and Planning Inquiries                              | Dimension 2:<br>Applying Disciplinary<br>Tools and Concepts  | Dimension 3:<br>Evaluating Sources and<br>Using Evidence  | Dimension 4:<br>Communicating Conclusions<br>and Taking Informed Action   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>Developing Questions and Planning Inquiries</li></ul> | <ul style="list-style-type: none"><li>Civics</li><li>Economics</li><li>Geography</li><li>History</li></ul> | <ul style="list-style-type: none"><li>Gathering and Evaluating Sources</li><li>Developing Claims and Using Evidence</li></ul> | <ul style="list-style-type: none"><li>Communicating and Critiquing Conclusions</li><li>Taking Informed Action</li></ul> |

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Four Categories within Dimension 2

| Civics   | Economics                | Geography  | History                         |
|--|--------------------------|--|---------------------------------|
| Civic and Political Institutions   | Economic Decision Making | Geographic Representations: Special Views of                 | Change, Continuity, and Context |
| Participation and Deliberation: Applying Civic Virtues and Democratic Principles | Exchange and Markets     | Human-Environment Interaction: Place, Religions, and Culture | Perspective                     |
| Processes, Rules, and Laws   | The National Economy     | Human Populations: Spatial Patterns and Movement             | Historical Sources and Evidence |
|  | The Global Economy       | Global Interconnections: Changing Spatial Patterns           | Causation and Argumentation     |



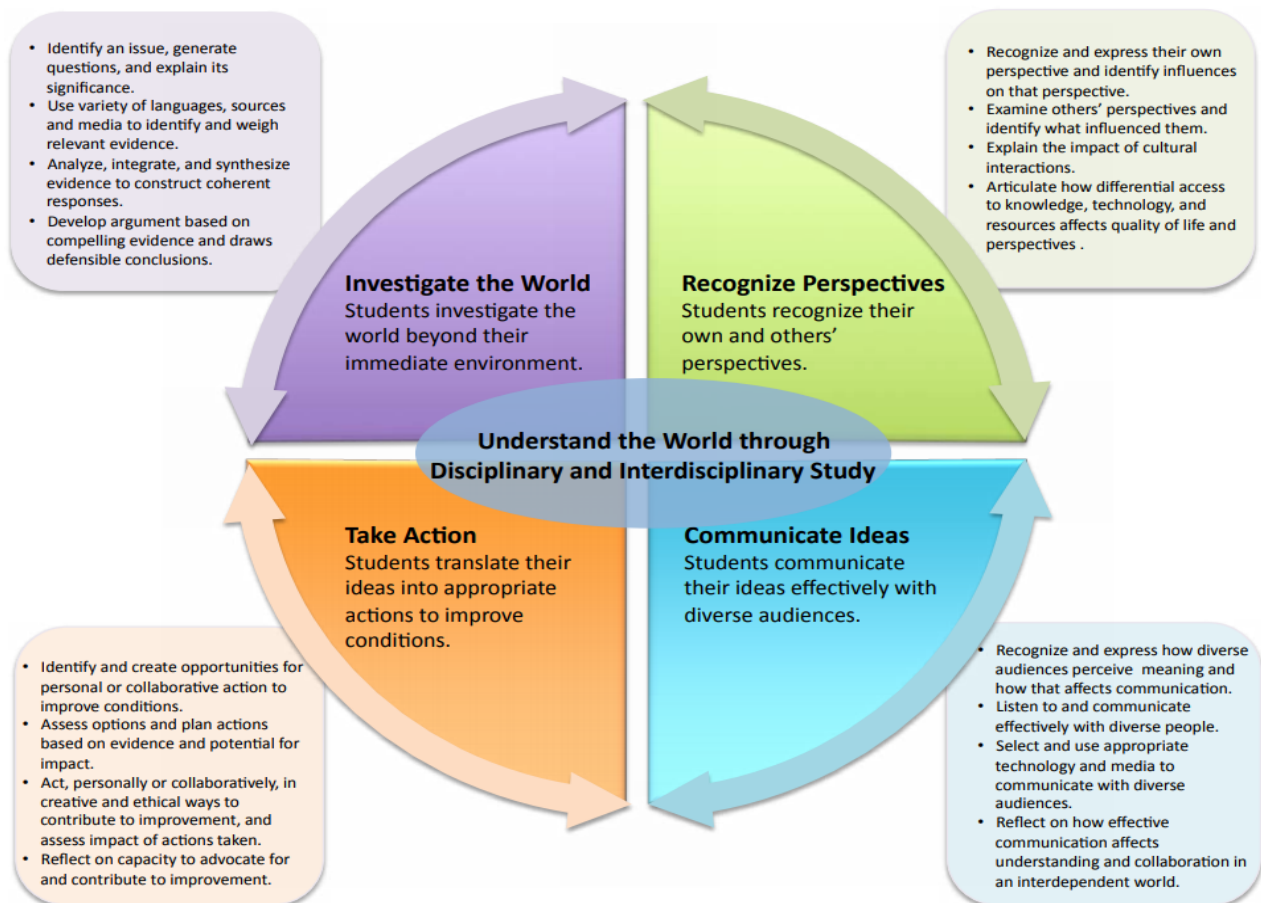
# Educating for Global Competence

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**"Global competence is the capacity and disposition to understand and act on issues of global significance"** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



# Introduction to Session Speakers



**Jennifer Chavez-Miller** is a full-time faculty member in Teacher Education at Central New Mexico Community College in Albuquerque, NM. As a 2013 Teachers for Global Classrooms Alum to Colombia, 2014 Fulbright Distinguished Awards in Teaching Fellow to Finland, 2018 Grosvenor Teacher Fellow to Svalbard, and 2019 National Geographic grantee and Explorer, Jennifer has cultivated her own attitudes, skills, and knowledge to create opportunities for students to develop global competence and an Explorer mindset using literature, technology, geography, outdoor experiences, and inquiry to connect students with the world.

**Amanda Killough** is a 2019 National Geographic Grosvenor Teacher Fellow, born and raised in Houston, Texas but, for the last 14 years has called Flower Mound, Texas her home. She has taught AP Human Geography or World Geography throughout her 19 year career as an educator. Growing up, she traveled around the United States with her family, visiting national and state parks, where her love of learning took root. As a self-titled “geography enthusiast”, Amanda uses every experience in her classroom to engage her students and encourage them to explore and learn about the world around them. Her 16 day expedition to the Arctic with Lindblad Expeditions and National Geographic was life changing and has sparked a green initiative at Flower Mound High School where she hopes to bring awareness to sustainable development.







**Shannon Comartin** is a current high school educator from a small town near Windsor, Ontario, Canada, who also teaches part time for Nipissing University's Bachelor of Education program focusing on Social Studies education. She's always had a passion for the environment and world around her, so after receiving her teaching qualifications, she headed to South Korea where she began teaching at an international school. After extending her contract, and visiting over 20 countries, she headed home and helped to open a pilot private school focusing on project-based learning where she still works today! In 2015, she became a Grosvenor Teacher Fellow with National Geographic and circumnavigated Iceland in a life changing professional development arctic expedition. Immediately upon her return, she was inspired to work towards a Masters Degree in Education with a research focus on how better to expand the worldview of students through environmental and multicultural project based learning. In 2019 she was honored to be one of the Geographic Grosvenor Teacher Fellow Alumni to travel on an expedition to the Galapagos to again further her knowledge.

**Lindsay Lancaster** is passionate about connecting students in urban areas who have limited access to green spaces with plants, nature, and healthy food. Since 2012, she has been working with Healthy Foods for Healthy Kids as the Program Manager where she trains teachers in garden-based curriculum, coordinates the volunteer program, and assists with PR, fundraising, and strategic planning initiatives. Prior to her position at HFHK, Lindsay was a third-grade teacher for three years at Green Woods Charter School, a school with an environmentally integrated curriculum. In 2018, she was selected as one of National Geographic's Grosvenor Teacher Fellows and embarked on an epic expedition to the Arctic with Lindblad Expeditions.



**KERRI  
WESTGARD**



***Kerri Westgard*** teaches eighth-grade geography in Dilworth, MN. She has recently discovered the power of project-based learning, which empowers students to develop meaningful solutions for today's global issues. Through her active involvement with the Minnesota Alliance for Geographic Education, Kerri has developed geography workshops for teachers, is a National Geographic Educator Certification Mentor Lead and 2018 National Geographic Grosvenor Teacher Fellow. Kerri holds a PhD in Teaching and Learning from the University of North Dakota.

***Svea Anderson*** is a lifelong learner and always looking for experiences to bring back to the classroom. In 2018 she was selected as a PolarTREC educator and spent a month helping a researcher conduct ecological research at a field site in the high Arctic. In 2019, as a Grosvenor Teacher Fellow, Svea circumnavigated Newfoundland, conducting plastic drags and learning about the collapse of the cod industry. Also in 2019, Svea was awarded the prestigious Presidential Award for Excellence in Mathematical and Science Teaching (PAEMST) for Science.

**SVEA  
ANDERSON**



# Curriculum Resources



# Session 1

INUIT  
HOMELANDS &  
ARCTIC  
INDIGENOUS  
PEOPLES

February, 25th, 2021  
4:00 - 6:00PM PST





### [Full Circle: First Nation, Metis, Inuit Way of Knowing](#)

This curriculum document was developed by Aboriginal teachers, and other educators with significant experience working with Aboriginal students. Topics covered include civics, science, health, history, geography, business, and social sciences.



### [Through Mala's Eyes: Life in an Inuit Community](#)

This series of lesson plans, built around the first-person narrative of a 12-year-old Inuk boy, will help you and your students appreciate life in the Inuit community of Salluit, in the northern part of Nunavik, Northern Quebec. Although designed for students from 9 to 12 years of age, some of the lesson plans and strategies in this unit can be adapted for other grade levels.



### [The Virtual Museum of Metis History and Culture](#)

A Teachers' Resource for First Nations, Métis and Inuit Education in Alberta.



### [Native Land Map](#)

Interactive map allows you to see what the languages, traditional territories, and treaties are in an area.



### [Inuit Teacher Resources](#)

A variety of resources for all age groups. Need to create a free account to access.



### [Peoples under the Arctic Sky](#)

Beyond Penguins and Polar Bears is an online professional development magazine which focuses on preparing elementary teachers to teach polar science concepts while also integrating inquiry-based science and literacy instruction. The project draws on research showing that an integrated approach can improve student achievement in science, as well as in reading comprehension and oral and written discourse abilities. Ultimately, the project seeks to bring the polar regions "closer to home" for elementary teachers and their students.



### [Inuit BrainPop](#)

Interactive lessons for all ages. Included are simulations, primary sources, worksheets, quizzes, related reading and more!



### [Concept to Classrooms: Inuit People Lesson Plans](#)

6 part lesson plan focusing on different aspects of Inuit life.



### [Exploring Inuit Culture](#)

Multimedia learning material designed for grades 4-6, to teach students about the Inuit, the native people of the Canadian Arctic, and Nunavut, the newest territory in Canada established in 1999.



### [Inuit- Cut, Sort, and Paste Activity](#)

(Grades 3-4) This worksheet uses facts about the Inuit. The students are able to sort the facts into four categories: Food, Shelter, Clothing, Location/Climate.



### [Soap Sculptures](#)

(Grade 2-3) The purpose of this lesson is to teach students about Inuit soapstone carvings and to help them develop an understanding of some techniques, tools and carving materials. Students will learn that the birds and animals in Inuit sculpture have their own special character and they will aim to achieve that in a soap carving.



### [Inuuqatigiit: The Curriculum from the Inuit Perspective](#)

This K-12 curriculum was developed by a team of Inuit educators.



### [Four Directions Teaching](#)

Four Directions Teachings is a visually stunning audio narrated resource for learning about indigenous knowledge and philosophy from five diverse First Nations in Canada.



### [Deepening Knowledge](#)

Infusing Aboriginal Perspectives into Your Teaching Practice. University of Toronto



### [Traditional Inuit Games](#)

6th grade students in Nunavut gathered their favorite Traditional Inuit Games for other students to enjoy.



### [CCTV America Documentary: 'On Thin Ice: the People of the North'](#)

This 2015 film shot in northern Alaska and Canada portrays the lives of people in the arctic challenged by climate change.



### [Keeping the Inuit Way of Life Alive in a Changing World | Short Film Showcase](#)

National Geographic provides a short video of an Inuit man watching and experiencing Arctic Canada changing before his eyes and impacting the Inuit way of life.



### [Arctic Climate Curriculum](#)

This first activity provided by NOAA's climate.gov allows for students to explore the Arctic and its various components such as vegetation, people, and more. Included in the guide are teaching tips, technical details, and more.



### [Arctic Climate Connections](#)

CIRES education and outreach designed a project focusing on polar science that focused on high school students. Explore their three-part curriculum series complete with materials, learning goals, descriptions, and even standards alignment information!



### [The Future of the Arctic: What Does It Mean for Sea Ice and Small Creatures?](#)

We seek to connect curious minds to the experts and information that will motivate them to ask informed and critical questions about real science throughout their lives. By working directly with scientists, we ensure that our content is of the highest quality. By working directly with kids, we help foster curiosity both in and out of the classroom and engage the next generation of citizens and scientists.



### [Empowering the Spirit: Educational Resources to Support Reconciliation](#)

This website provides support for all levels within school jurisdictions to increase awareness, understanding and application of First Nations, Métis and Inuit histories, perspectives and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission Calls to action.



## Curriculum Resources

# Ice & Climate Change

# SESSION 2

March 4th, 2021 | 4:00 - 6:00PM PST



### [Education Lesson Plans](#)

The NOAA has compiled various lesson plans grouped in categories based on grades From 5-12 that discuss relevant research being conducted in the Arctic. Content is framed around topics such as Arctic Climate Change with regard to glaciers, Arctic biology like zooplankton, and social consequences of climate change.



### [Polar Climate Change Lesson Plans](#)

With lesson plans ranging across various issues relevant to climate change and its impact on the Arctic, the American Museum of Natural History provides detailed information about each unit they have created and which grade group it should address.



### [Lesson Plan: Arctic Animals and a Changing Climate](#)

This lesson plan for grades 5-8 by PBS has student to go in-depth about the impacts of climate change on animals in the Arctic. Complete with videos, questions, charts, and more!



### [Sea Level Rise: Climate Change](#)

Provided by Everglades National Park, this lesson plan wants to show students grades 3-5 how melting Arctic ice sheets will impact low-lying cities, states, and countries, such as Florida, and provides an opportunity for students to discuss how such communities can adapt and mitigate rising sea levels.



### [Polar Literacy](#)

A program designed to connect scientists, educators, and students using data and research from the Arctic and Antarctic regions.



### [On Thin Ice: the People of the North](#)

Released across the United States through NETA Programming, this 2015 film is written and narrated by Sean Callebs and shot by Andrew Smith. Produced by the American arm of China Central Television all rights reserved. Jim Laurie of Focus Asia Productions consultant on the film and its distribution. Shot in northern Alaska and Canada, the film portrays the environmental changes presenting a challenge to the lives of the people of the arctic regions. The film is available for broadcast complete with closed captioning for the hearing impaired.



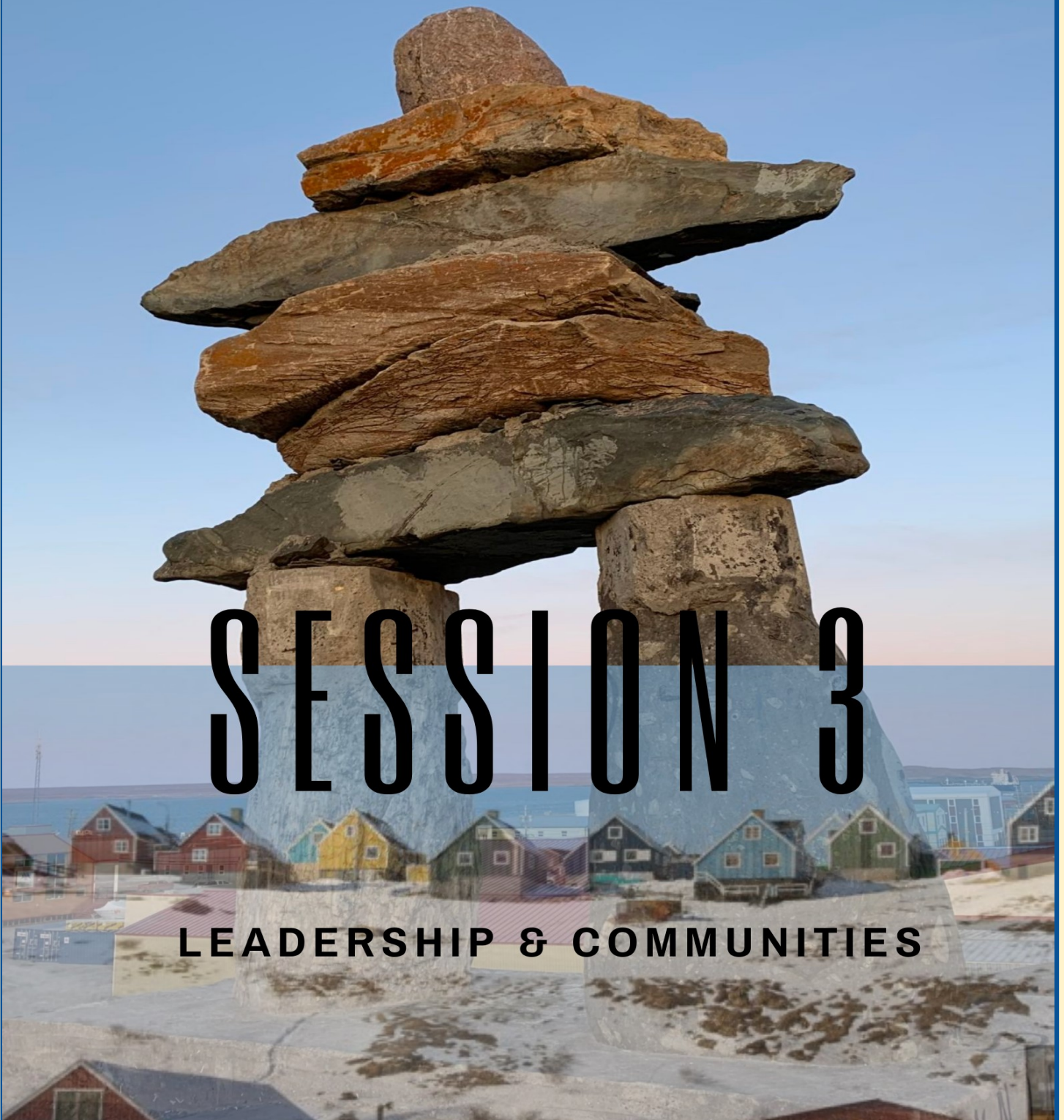
# Curriculum Resources

MARCH 11TH, 2021

4:00 - 6:00PM PST

## SESSION 3

LEADERSHIP & COMMUNITIES







### [Arctic Imperative—Canadian Geographic](#)

Use this lesson as a launching point to learn more about specific issues related to Arctic sovereignty.



### [Arctic Council Simulation](#)

Lead your students through Contemporary Sovereignty Issues in the Arctic.



### [Discovering The Arctic—Interactive Education for Schools](#)

Investigate the challenges people face, discover the wildlife and learn how the Arctic is governed.



### [A Year in the Ice](#)

Multidisciplinary lesson plans on the Arctic.



### [Lesson Plan: Debate—Should Oil Drilling Be Allowed in the Arctic National Wildlife Refuge?](#)

This lesson plan is designed to be used in conjunction with the film Arctic Son, which captures the lifestyle of Native people (the Vuntut Gwitchin) living above the Arctic Circle in the Canadian Yukon while documenting the reunion of a father and son after a lifetime apart. This lesson asks students to conduct a role-play debate that discusses whether or not oil drilling should be allowed in the Arctic National Wildlife Refuge.



### [International development](#)

Students will discover the principal issues facing the world today, understand Canada's role in international development, and identify the needs of certain less-developed countries.



### [Arctic Expedition Primary Resource](#)

Plan an imaginary class trip to explore the extreme environment of the Arctic.



### [Lessons and Activities about Arctic Peoples](#)

Teaching about indigenous peoples and cultures in elementary school is vitally important, yet challenging. How do you ensure that your lessons are accurate and avoid stereotypes and misconceptions?

## Curriculum Resources

MARCH 18TH, 2021 | 4:00 - 6:00 PM  
PST

# SESSION

# 4



## LANGUAGE & EDUCATION



### [Language Lesson 3: Inuktitut](#)

Immerse students in Inuktitut , the language of the Inuit indigenous peoples who inhabit Nunavut, Canada. This University of Maine lesson plans includes links to Inuktitut words and phrases, a syllabics chart, and a student worksheet.



### [Music from the Edge of Civilization Inuit Music for the Classroom](#)

Developed by Christopher Leonard at the University of Washington, this Smithsonian Folkways lessons plan allows students grades 6-8 to experience the music of the Inuit culture. Included are a list of materials, instructions, and guidelines for post-lesson assessment.



### [Inuit Games: Vocal Compositions About the Canadian Arctic](#)

The Toronto Symphony Orchestrated created the *Inuit Games* to have students grades 4-6 experience traditional Inuit throat-singing, explore the sound composition, and connect such music to their own social studies curriculum. Several different lesson plans are available, all including points on sharing and reflecting on the lesson plan and experience, materials, objectives, and more.



### [An Inuksuk Means Welcome](#)

Based off of Mary Wallace's picture book of the same name, the University of Calgary has developed a lesson plan for students grades Pre-K through 3 to gain further understanding of Inuit culture, various traditions, words, and cultural symbols. As the lessons require access to Mary Wallace's book, purchase is required (Barnes and Noble offers a paperback copy for \$9.95, and Amazon an hardcover copy for \$16.00).



### [Inuktitut Apps Resources](#)

Cultural, educational, recreational and social support services to children, youth and families of Ottawa's growing Inuit community. The centre serves as a major hub of early years and youth services for Inuit families in Ottawa.



### [Canada: Inuit Games and Songs](#)

From 1974 to 1976, researchers traveled to Arctic villages in Northeastern Canada to record the verbal games and songs of the Inuit people.



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The [World Affairs Council - Seattle](#); the [Pacific Northwest National Resource Center on Canada](#) (Canadian Studies Center/Arctic and International Relations, Henry M. Jackson School of International Studies, University of Washington and the Center for Canadian-American Studies, Western Washington University); the [Center for Global Studies](#), Henry M. Jackson School of International Studies, University of Washington, the [Henry M. Jackson School of International Studies](#), University of Washington; the [Center for American and Indigenous Studies Center](#), University of Washington; and the [Consulate General of Canada in Seattle](#).

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