



# A Walk on the Tundra

# A WALK ON THE TUNDRA

## Book Study



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Innarnut Ilinniarniq



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Nunavut  
Arctic College

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Innarnut Ilinniarniq

#### **Explanation of Logo**

The *Innarnut Ilinniarniq* logo is inspired by the ingenuity and creativity of a traditional fishing lure crafted by respected Elder Mariano Aupilaarjuk for use in his teachings. Widely recognized and honoured for his wisdom and teachings of traditional knowledge, Aupilaarjuk provides inspiration to adult learners. “We have to begin thinking about where Inuit have come from and where we are going to go in the future . . . we have to start reviving ourselves again.” (Perspectives in Traditional Law, pages 34–35)

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This is the first in a series of four sessions focused on *A Walk on the Tundra*. In this session, learners will be introduced to the unit. They will explore their prior knowledge of the topics of study (plants, the environment, and the community) and take part in active discussions. They will participate in a field study, in which they must interview a local community member about the topics of study (plants, the environment, and the community). Learners will begin a series of language activities on sentence structure, starting with simple sentences. Finally, the class will be asked to select and invite a knowledgeable community member into the classroom as a guest speaker for the next session.

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This is the second in a series of four sessions on *A Walk on the Tundra*. In this session, learners will verbally summarize the results of their interviews, discussing what they were able to learn from their local community members. They will read *A Walk on the Tundra* using the guided reading technique. They will learn about compound sentences and begin a series of comprehension activities on text features, starting with setting. Learners will continue to build their knowledge of local plants, the environment, and the community as they listen and respond to a guest speaker.

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This is the third in a series of four sessions on *A Walk on the Tundra*. In this session, learners will complete their study of sentence structure, learning about complex sentences. From there they will continue learning about text features, focusing on character development. They will hold a class debate over important environmental issues and they will venture into the community with a local expert for a field study of plants. Learners may wish to use digital cameras for the field study.



Session 4 . . . . .45

This is the fourth in a series of four sessions on *A Walk on the Tundra*. In this session, learners will present their plant research and read the plant glossary in the back of the book. From there, learners will determine the structure and appearance of their class plant book and begin working on their pages. Learners will participate in a paragraph-writing activity, using the knowledge they have gained on sentence structure throughout the unit. Learners will also complete a series of activities on text features, learning about plot.

# Introduction

The *Uqalimaarummaq Reader* series is a unique resource development initiative directed towards supporting adult educators and adult learners in Nunavut. The resource combines the educational goals of the Adult Basic Education programs of Nunavut Arctic College, and the experience and skills of Nunavut Arctic College staff members, with culturally relevant publications created by Inhabit Media Inc. and other publishers focused on the North and northern issues.

The Adult Basic Education program is an essential part of Nunavut Arctic College's programs. The program includes six levels of study, ranging from basic literacy (110) to course work at the Grade 12 level (150-160). It offers opportunities for students to upgrade their existing literacy skills in both Inuktitut and English in a variety of subject areas.

The Government of Canada's Canadian Northern Economic Development Agency provided funding for this publication through the Adult Basic Education Program Enhancement project. The purpose of the initiative is to enhance northern colleges' capacity to provide sustained adult education programming and improve the socio-economic well-being of northern residents through improved Adult Basic Education services, and as a consequence improve the ability of adult learners to take advantage of the opportunities provided in the growing economic sectors in Nunavut.

Inhabit Media Inc. is an Inuit-owned publishing company that aims to promote and preserve the stories, knowledge, and talent of northern Canada. They promote research in Inuit mythology and the traditional Inuit knowledge of Nunavummiut. Their authors, storytellers, and artists bring this knowledge to life in publications that are steeped in Inuit traditions. Inhabit Media Inc. is assisting in the development of these resources to engage learners in northern Canada in a literacy program that is culturally relevant, supports cultural literacy, and promotes the acquisition of basic literacy skills.

Inhabit Media Inc. and Nunavut Arctic College have partnered to help bring quality, Northern-focused education to learners of the Adult Basic Education (ABE) program. The *Uqalimaarummaq Reader* series was created in accordance with ABE standards and provides instructional support to adult educators delivering this program.

*A Walk on the Tundra Book Study* is the second in the *Uqalimaarummaq Reader* series. This learning resource uses the publication *A Walk on the Tundra*, by Rebecca Hainnu and Anna Ziegler, as the basic textbook, and provides information and activities to help adult educators teach Inuktitut and English. The manual has detailed learning activities, instructor notes, and

handouts to help adult learners strengthen their skills in reading, writing, and oral communication.

The Adult Basic Education program and the *Uqalimaarummaq Reader* series aim to develop advanced learners who are prepared for entry-level positions in a variety of fields, and who are equipped for continuing education at the post-secondary level.

# ***A Walk on the Tundra Book Study***

## **Unit Description**

This unit consists of a series of four sessions focused on *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler. This book study seeks to bring the local community and the natural environment into the learning experience. As they participate in reading, writing, oral communication, community inclusion, and field study activities, learners will become more knowledgeable on the following topics of study: local plants, the environment, and their community.

Learners will perform interviews with local community members, select and host a guest speaker, and build their own class plant book after participating in an outdoor field study. They will also engage in a series of language activities on sentence structure and paragraph development, and will strengthen their writing skills. Learners will emerge from this unit as knowledgeable community members ready to apply their skills, and, hopefully, share what they have learned with the next generation.





# Icon Descriptions

## Reading

- Learners will read assigned passages using a variety of reading strategies.

## Vocabulary

- Through organized activities, learners will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.

## Oral Communication

- Learners will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.

## Listening

- Learners will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.

## Writing

- Learners will develop their written communication skills through the following activities: sentence development, graphic organizers, journal writing, reflections, report writing, short answers, research, and creative writing tasks.

## Comprehension Activities

- Learners will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.

## Language Skills

- Using organized activities, handouts, and examples from the text, learners will develop their language skills in a sequential progression.

## Reflection

- Learners will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.

## Visual Depictions

- Learners will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.

## Viewing

- Learners will examine and interpret a variety of forms of work (e.g., films, art, work created by peers, etc.) and respond to these elements in writing, oral presentations, and group discussions.

## Community Inclusion

- Learners will extend the walls of the classroom, incorporating community perspectives and examples from their neighbourhood into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.

## Technology

- Learners will use different forms of technology to broaden their learning, create assigned work, and demonstrate their understanding of the material at hand.

## Field Study

- Learners will venture into the community to research and gain hands-on experience.

## Global Perspectives

- Learners will look outside of their classroom and community to explore other cultures and beliefs and important issues affecting the global community.

## Research Skills

- Learners will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.

## Evaluation

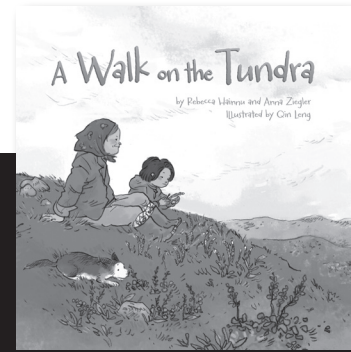
- At the conclusion of each unit, evaluation techniques will be suggested to allow instructors to informally assess learners' understanding and abilities.

## Handout

- Handouts accompany many activities throughout the guide that include exercises to accompany the activity. These handouts are to be photocopied and handed out to the learners, allowing them to practice and expand on the information they are learning.

# BOOK STUDY

# A Walk on the Tundra



## SESSION 1

### Objective

This is the first in a series of four sessions focused on *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler. In this session, learners will be introduced to the unit and work to achieve the following objectives:

- Exploring their prior knowledge of the topics of study and participating in active discussions.
- Participating in a field study, in which they must interview a local community member about the topics of study (plants, the environment, and the community).
- Beginning a series of language activities on sentence structure, starting with simple sentences.
- Selecting and inviting a knowledgeable community member into the classroom as a guest speaker for the next session.

### Reading

- *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler

### Handouts

- Handout 1: Topics of Study
- Handout 2: Predicting
- Handout 3: Simple Sentences
- Handout 4: Interview



## Learning Activities



### Activity 1 – Writing

#### Topics of Study: Plants, the Environment, and the Community



- Explain that this upcoming unit will be a study of *A Walk on the Tundra*. In this book, learners will encounter three topics of study: plants, the environment, and the community. Learners will learn about the topics of study in the following ways.
  - Plants: Learners will learn about plants through Inuujaq and her grandmother's journey in the book. They will read the plant glossary, discuss plants with local community members, and participate in a field study and an investigative research project, in the end creating a plant book as a class.
  - The environment: Learners will learn about the environment through the characters in the story and from local community members invited to participate in this unit of study. They will discuss littering and how to care for local vegetation.
  - The community: Learners will learn about the community Inuujaq and her grandmother live in. They will invite members of their own community into their class to learn about their areas of expertise and discuss their local community.
- Encourage learners to define plants, the environment, and the community and discuss their prior knowledge of each topic.
- Ask learners to identify things they would like to learn about each topic. Record a list on the board or on flipchart paper.
- Distribute **Handout 1: Topics of Study**.
- On the handout, learners will fill in each column in point form, stating what they know and what they want to know about each topic. Encourage learners to use the notes on the board as a guide.
- Discuss completed handouts as a class.
- Before concluding this discussion, answer any outstanding questions.



## Activity 2 – Reading

### Pre-Reading Predictions



- Introduce *A Walk on the Tundra*.
- Direct learners to the cover of the book. Gauge learners' prior knowledge of the title and discuss the author and illustrator as a class. If anyone in the class has read the book before, ask them to explain what they liked about it.
- View the illustrations on the front cover. Ask learners to explain the images they see and predict what the story is about. Use the following suggested questions to engage learners in prediction thinking:
  - Who is on the front cover?
  - What is their relationship to one another?
  - What are they doing?
  - Where are they?
  - When is this taking place?
  - Why is this happening? How do you know?

Record point form notes on the board or on flipchart paper.

- Read the blurb on the back cover of the book. Again, ask learners to predict what is going to happen in the story. Use the following suggested questions to engage learners in prediction thinking:
  - Who are the characters in the story?
  - What are the characters like in the story?
  - Where does the story take place?
  - What do the characters learn?
- Tell learners to flip through the pages of the book and view the illustrations. Ask them to share any reactions or comments they may have. Use the following suggested questions to engage learners in prediction thinking:
  - Who is in the pictures?
  - What are they doing?
  - What is the setting?
  - What happens to the characters?

- What do the characters learn?

Record point form notes on the board or on flipchart paper.

- Distribute **Handout 2: Predicting**.
- On the handout, learners must write predictions in point form based on the following elements, referring to specific examples from the text:
  - Title
  - Front cover
  - Back cover
  - Illustrations
  - Their prior knowledge
  - Class discussions
- Ask learners to share their predictions before concluding the discussion.



### Activity 3 – Community Inclusion Community Experts



- Tell learners that they will be including members of the community in this unit of study to broaden their knowledge and perspective on the book and the topics of study (plants, the environment, and the community). Ask learners to brainstorm ways community members can become involved in this unit (e.g., guest speakers, video talks, field visits, etc).
- Ask learners to list any local community members who may be able to provide additional information to help them with this unit (e.g., an Elder with knowledge of plants, a park ranger with knowledge of the local environment, a community leader with knowledge of their community, etc). Record a list on the board or on flipchart paper.
- As a class, select one community member to be a guest speaker and another to guide a field study. The sessions can take on the following suggested structure.
  - Guest speaker: The speaker gives a thirty-minute presentation on their area of expertise (plants, the environment, or the community). Tell them to expect questions from the class and encourage them to bring in props to assist with the presentation.
  - Field study: The guide brings the learners into the community to explore a

designated area (e.g., local garden, forest, park, etc). The guide will lead a thirty-minute study, allowing learners to explore the area and discover what they have learned by taking pictures, sketching, or collecting plants.

- Discuss ways they can contact these community members to invite them to participate in the unit (e.g., telephone conversation, letter writing, email, etc), recording ideas on the board or on flipchart paper.
- Next, discuss what should be said to the community member (e.g., date and time of visit, length of visit, materials needed, details about the unit of study, etc), recording ideas on the board or on flipchart paper.
- Divide the class into two groups.
- Assign one group to the guest speaker and the other group to the field study guide.
- Groups must determine the best way to contact their community member and create the script that will be used to contact them.
- Ask the groups to present their plans. Provide feedback and suggestions at this time.
- Each group must select two learners to follow through with the plan of action and approach their chosen community member. Explain that they are in charge of communication, and confirming the individual's visit. Provide these learners with help along the way to ensure the visit is booked properly.
- The remaining group members will be responsible for creating a personal bio of the guest, introducing them upon their visit, and ensuring all necessary materials are in place for their visit.
- Invite a guest speaker into the class for Session 2 and invite a field study leader into the class for Session 3.



## Activity 4 – Language

### Simple Sentences



- Explain that there are three types of sentences: simple sentences, compound sentences, and complex sentences.



- Ask if anyone can describe a simple sentence.
- Explain that a simple sentence is a group of words that expresses a complete thought. It has both a subject (noun) and a predicate (verb). Subjects can be described as the component that performs the action described by the predicate.



- Distribute **Handout 3: Simple Sentences**.
- There are two parts to the handout. Complete the first question in each part together before encouraging learners to answer the rest of the questions on their own.
- When learners have finished the handouts, bring the class back together and discuss their answers.



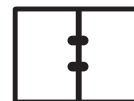
## Activity 5 – Field Study Interview



- Explain to learners that in this activity they will connect what they are learning to their community by performing an interview with a community member.
- Distribute **Handout 4: Interview**.
- Explain that they must interview one member of their community. This person can be a family member, neighbour, local professional, friend, etc. Using the questions on the handout, learners will interview this person on plants, the environment, and the community.
- As a class, discuss possible interview candidates and ask learners to make their selections.
- Together, discuss the best way to contact their chosen community members (e.g., telephone conversation, personal visit, email, etc.) and brainstorm how to conduct the interview. Learners may choose from the following options:
  - Interviewing face-to-face, recording point form notes of the interviewee's responses on the handout.
  - Videotaping the interview.
  - Recording the interview through a voice recorder.
  - Video chatting, recording point form notes of the interviewee's responses on the handout.
  - Conversing through email, requesting written responses from the interviewee.
  - Conversing on the phone, recording point form notes of the interviewee's responses on the handout.
- Explain to learners that they must come to the next session prepared to verbally summarize their interviews for the class.

Handout 1

# Topics of Study



PLANTS	THE ENVIRONMENT	COMMUNITY
What I know . . .	What I know . . .	What I know . . .
What I want to know . . .	What I want to know . . .	What I want to know . . .



## Handout 2

# Predicting

Generate predictions based on the following elements, writing point form notes in the appropriate boxes.

ELEMENTS	PREDICTIONS
Title	
Front Cover	
Back Cover	
Illustrations	
Prior Knowledge	
Class Discussions	

# Handout 3

## Simple Sentences



**Part I:** Circle the subject (noun) and underline the predicate (verb) in these simple sentences.

1. At the stroke of midnight, the carriage turned into a huge orange pumpkin.
2. Several of her favourite songs played on the radio that afternoon in the car.
3. Cool, dark blue water flowed through the rough limestone rocks in the gorge.
4. Three years ago, her baby was born on the first day of January.
5. Three girls carried back packs filled with books, food, pens, paper, and other assorted items.

**Part II:** Create simple sentences using one subject (noun) and one predicate (verb) from the chart below.

SUBJECT	PREDICATE
She	Ran
Friend	Laughed
Dog	Walks
Player	Dances
Tree	Played

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

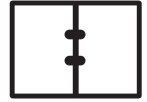
5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Handout 4

# Interview



Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Relationship: \_\_\_\_\_

## PLANTS

Question	Answer
1. What are some of the plants that grow in this area?	
2. What are some of the uses of these plants?	
3. Do you grow any plants on your own?	
4. Do you have any favourite plants or find some plants particularly useful? If so, please share which ones and what their uses are.	

5. How can others care for or protect the plants in your area?	
6. Where did your knowledge of plants come from?	
7. Do you believe it is important for future generations to learn about plants? If so, why?	

## THE ENVIRONMENT

Question	Answer
1. What is the environment?	
2. Why is the environment important?	

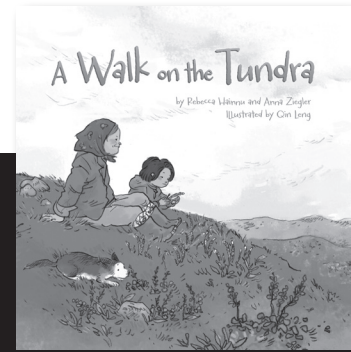
3. What actions do you take to care for the environment?	
4. What actions should others take to care for the environment?	
5. Are there any environmental issues that you are aware of that affect your community?	
6. How can we educate others about protecting the environment?	
7. Is there any additional information you wish to share about the environment?	

## COMMUNITY

Question	Answer
1. What is a community?	
2. Describe your community.	
3. What type of people are needed to create and maintain a healthy community?	
4. How can people become good community members?	
5. Is there any additional information you wish to share about communities?	

# BOOK STUDY

# A Walk on the Tundra



## SESSION 2

### Objective

This is the second in a series of four sessions on *A Walk on the Tundra*. In this session, learners will work through the following objectives:

- Verbally summarizing the results of their interviews, discussing what they were able to learn from their local community members.
- Reading *A Walk on the Tundra* using the guided reading technique.
- Learning about compound sentences.
- Beginning a series of comprehension activities on text features, starting with setting.
- Continuing to build knowledge of local plants, the environment, and the community as learners listen and respond to a guest speaker.

### Reading

- *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler

### Handouts

- Handout 1: Elements of Setting Development
- Handout 2: Compound Sentences

## Learning Activities



### Activity 1 – Oral Communication Interview Discussion



- Divide the class into small groups (three or four learners) and ask learners to share their interview session with their group members. Learners must compare and contrast the responses from their interviewees.
- Hold a class discussion around learners' interviews. Ask learners to explain what they learned about plants, the environment, and the community in their interview and from the discussion with their group members. Encourage learners to discuss the benefits of asking questions and seeking a community member's opinion on a topic.



### Activity 2 – Reading Guided Reading



- **Pre-reading:**
  - Review learners' predictions from the previous session (Session 1, Handout 2: Predicting) and allow them to make any further predictions.
- **Reading:**
  - Divide the class into guided reading groups (four or five learners in each group).
  - Using the guided reading technique, groups must sit in a circle and take turns reading a page from *A Walk on the Tundra*. This process will continue around the circle until the book is finished.
  - When reading is complete, question learners' understanding of the text.
- **Post-reading:**
  - Provide each group with a blank piece of paper and ask them to write *A Walk on the Tundra* as the title.
  - Groups must write a summary of the passage in point form.
  - Discuss group summaries, reviewing the events in the book.

- Review the topics of study (plants, the environment, and the community) and discuss the ways in which they are presented in the story.



### Activity 3 – Vocabulary

#### Important Vocabulary



- Ask learners to review the book and identify important words that describe the story and give a sense of what it is about (e.g., tundra, grandmother, plants, etc). Record a list of important words on the board or on flipchart paper.
- Go through the book and ask learners to find all the different plants Inuujaq and her grandmother discover along their walk. Record a list of plants on the board or on flipchart paper.
- Learners must select two words from the list of important words and one plant from the list of plants. Learners must write point form notes about each of their selected vocabulary using complete sentences. They must provide a definition of each word, explain how the word is used in the story, and describe what Inuujaq learns about this item.
- Ask learners to turn to a partner and discuss their important vocabulary and written reflections.



### Activity 4 – Comprehension

#### Text Features: Setting



- Ask learners to describe the setting of the story. Explain that the setting is where the story takes place, including location (e.g., city, country, town, house, mountain, etc), time (e.g., morning, afternoon, evening, the future, present, etc), and environment (i.e., details that describe the weather, the noise level, the temperature, etc).
- Distribute **Handout 1: Elements of Setting Development**.
- Learners must search the book and identify examples that illustrate the development of the setting in the story and describe time, place, and environment. They must record these examples from the story in point form on the handout.
- Discuss handouts as a class.



- In a written response, ask learners to describe the setting as seen by Inuujaq. Encourage learners to use quotes from the story to support their answers.
- Discuss written responses as a class.



### Activity 5 – Language Compound Sentences



- Revisit the language activity from Session 1. Ask learners to recall what they learned about simple sentences.
- Ask if anyone can explain what a compound sentence is.
- Explain that a compound sentence is a sentence that contains two or more complete ideas (called clauses) that are related. These two clauses are usually connected by a conjunction, such as and, but, for, or, yet, or so.
- Distribute **Handout 2: Compound Sentences**.
- There are two parts to the handout. Complete the first question in each part together before encouraging students to answer the rest of the questions on their own.
- When learners have finished their handouts, bring the class back together and discuss their answers.



### Activity 6 – Community Inclusion Guest Speaker



- Based on the guest speaker selected in Session 1, encourage learners to develop a series of questions to ask at the conclusion of the presentation.
- Ask the group assigned to the guest speaker in Session 1 to take the lead. They must ensure all materials are prepared for the presentation. They will also invite the guest speaker into the classroom and introduce them, providing a general summary of the speaker's background and expertise (e.g., name, profession, experience, awards, etc).
- Allow the guest speaker to begin their thirty-minute presentation.
- When the presentation is complete, allow learners to question the speaker.
- Formally thank the guest speaker for attending the class. At this time, you may

wish to present them with a card and a small thank you gift.

- As a class, discuss the benefits of learning from a knowledgeable member of the community.



## **Activity 7 – Reflection**

### **Journal Writing**

- Reflect on the presentation given by the guest speaker in a class discussion.
- Ask learners to write a reflection on the presentation. In their writing they should reflect on three things they learned from the guest speaker.
- Discuss reflections as a class.



## Handout 1

# Elements of Setting Development

Identify examples in the story that illustrate the development of the setting in the following three areas:

- **Place:** The location in which the story takes place; for instance, city, country, town, house, mountain, etc.
- **Time:** When the story takes place; for example, in the morning, afternoon, or evening, in the future, present, or past, etc.
- **Environment:** The physical conditions under which the story takes place; this includes details that describe the weather, the noise level, the temperature, etc.

PLACE	TIME	ENVIRONMENT

## Handout 2

# Compound Sentences



**Part I:** Turn the following sentence pairs into single compound sentences using a conjunction.

1. The black dog has won many prizes. He doesn't know many tricks.

---

---

2. There was a meteor shower. The family did not know how to get a good view.

---

---

3. Her daughter wanted a new bike for the summer. She started to save her babysitting money.

---

---

4. They decided to go swimming in the lake. It was hot inside their house.

---

---

5. I have never visited Asia. I have never visited Africa.

---

---

**Part II:** Create four compound sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

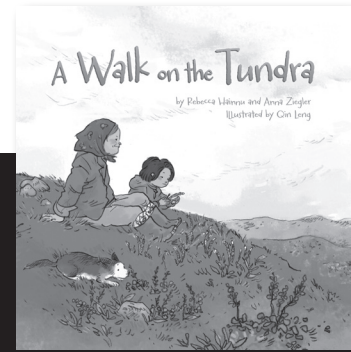
4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# BOOK STUDY

# A Walk on the Tundra



## SESSION 3

### Objective

This is the third in a series of four sessions on *A Walk on the Tundra*. In this session, learners will work to achieve the following objectives:

- Completing their study of sentence structure, learning about complex sentences.
- Continuing to learn about text features, focusing on character development.
- Participating in a class discussion on mining in small groups, analyzing the different sides to the argument around this important environmental issue.
- Venturing into the community with a local expert for a field study of plants. Learners may wish to use digital cameras for this field study.

### Reading

- *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler

### Handouts

- Handout 1: Inuujaq
- Handout 2: Complex Sentences
- Handout 3: Plant Research

## Learning Activities



### Activity 1 – Oral Communication Review Questions

- Review what has been learned thus far in the unit through an active class discussion. The following list provides suggested questions to help guide the discussion:
  - What have you learned about plants thus far in the unit? List some plants you have learned about that interest you.
  - What have you learned about the environment thus far in the unit? Is there anything about the environment that interests you? Have you learned any new information about the environment?
  - What have you learned about community thus far in the unit? What are some interesting facts about your community?
  - What have you learned from members of your community during the interview activity and the presentation from the guest speaker?
  - Have any of the topics in this unit peaked your interest and inspired you to do any further research?
- Before concluding this discussion, allow learners to ask any outstanding questions they may have.



### Activity 2 – Comprehension Text Features: Character Development



- Ask learners to name the main character in the story. Ask them to explain what makes Inuujaq the main character (e.g., first person narration).
- Ask learners to explain what they know about Inuujaq and how they came to these conclusions.
- Explain that we know about Inuujaq through her actions, her feelings, what she says, her appearance, and how others treat her.
- Distribute **Handout 1: Inuujaq**.
- Ask learners to look back through the story and find examples of Inuujaq's actions, feelings, words, appearance, and how others treat her that provide the

reader with clues about her personal characteristics, along with her likes and dislikes. Learners must record these examples in point form on the handout.

- After completing the handout, ask learners to write a reflection on how Inuujaq changes and develops throughout the story.
- Discuss handouts and reflections as a class.



### Activity 3 – Oral Communication Environmental Issues – Mining



- Explain to learners that on the first page of *A Walk on the Tundra*, Inuujaq is seen sitting on her porch drinking from a pop can. When the can is empty, she throws it on the ground. Ask learners to explain why she does this.
- Ask learners the following suggested questions about littering:
  - How do you feel about littering?
  - Why do people litter?
  - What impact does littering have on the environment?
  - What can you do to prevent littering?
- Encourage learners to list off environmental issues they feel passionate about (e.g., climate change, pollution, waste, deforestation, etc). Record this list on the board or on flipchart paper.
- Explain to the class that they are going to participate in a two-sided discussion about an environmental issue in small groups of four. In their groups of four, one set of partners will argue for one side of the issue, while the other set will argue for the other side of the issue. The following is an example of a two-sided discussion around deforestation.
  - Side 1: The logging industry provides work for millions of people, and countries such as Canada depend on the money it generates.
  - Side 2: Deforestation is destroying the habitats of animals, many of which are becoming extinct.
- Revisit the list on the board or on flipchart paper. Ask learners to brainstorm the different positions that can be maintained for each environmental issue.
- Divide the class into groups of four.



- In their groups, have learners number off as one or two and become partners with their group member with the same number.
- Explain to the class that today they will be discussing mining. All partners with number one must argue in favour of mining, while all partners with number two must argue against mining. Explain to learners that it does not matter if they support the points they are arguing, since they are merely learning the different sides of this environmental issue.
- Tell learners that each set of partners must gather five points to support their side. Each point must be accompanied by three to four pieces of evidence (e.g., quotes, statistics, facts, etc.) to support the argument. They will do this by researching their topic on the Internet and in print resources such as books and newspapers. Explain that while they are researching, they must also anticipate arguments that will be presented by their opposing partners and create a list of points that can be used to argue against what their partners might say.
- Allow partners to begin their research.
- Once partners have assembled their five points, evidence, and additional arguments, ask groups to gather together.
- At this time, groups will hold discussions around mining, using their points and evidence to support their side. Encourage groups to have fluid conversations, using their notes as support.
- Talk about the discussions as a class. Ask learners to summarize their arguments, addressing which team had stronger points.
- Ask learners to explain their true feelings about mining.
- Revisit *A Walk on the Tundra*, discussing why Inuujaq regretted her actions (littering) by the end of the story.



### **Activity 4 – Language Complex Sentences**



- Revisit the language activities from Sessions 1 and 2. Ask learners to recall what they learned about simple and compound sentences.
- Ask if anyone can explain what a complex sentence is.

- Explain that a complex sentence has an independent clause joined by one or more dependent clauses. Complex sentences are often formed by putting these words at the beginning of the dependent clause: as, as if, before, after, because, though, even though, while, when, whenever, if, during, as soon as, as long as, since, until, unless, where, and wherever. These words are called subordinating conjunctions, because for one clause to make sense it needs the other.
- Provide learners with the following list of conjunctions: for, and, but, yet, after, although, because.
- Next, provide learners with the following plant-related nouns and verbs: grow, bloom, flower, blossom, root, seed, wilt, petal, stem.
- Tell learners that they must make up sentences about plants using the nouns and verbs and linking them with conjunctions. Explain that conjunctions are words that link ideas.
- Ask volunteers to share their sentences with the class. Write these sentences on the board or on flipchart paper and together underline the clauses and the conjunctions.
- Distribute **Handout 2: Complex Sentences**.
- There are two parts to the handout. Complete the first question in each part together before encouraging learners to answer the rest of the questions on their own.
- When learners have finished the handouts, bring the class back together and discuss their answers.



### Activity 5 – Field Study Plants In Our Community



- Encourage learners to bring digital cameras into class for this activity.
- Based on the field study leader selected in Session 1, encourage learners to develop a series of questions to ask at the conclusion of the presentation.
- Ask the group assigned to the field study leader in Session 1 to take the lead. They must ensure all materials needed are prepared for the field study. Then they must invite the field study leader into the classroom and introduce them,

providing a general summary of the speaker's background and expertise (e.g., name, profession, experience, awards, etc).

- Ask learners to gather digital cameras, blank paper, and writing utensils. Under the field study leader's guidance, venture out into the chosen area and allow the field study leader to begin the session. The field study will take place for thirty minutes, during which time learners should be encouraged to explore the area and experience what they have been learning about in class by taking pictures or collecting plants (learners may wish to press and dry the plants). They must document their findings by taking notes, taking photos, or drawing pictures.
- When the field study is complete, gather the class back together and travel back to the school.
- Discuss findings as a class and allow learners to ask the field study leader questions.
- Formally thank the guest for attending the class. At this time, you may wish to present them with a card and a small thank you gift.
- As a class, discuss the benefits of learning from a knowledgeable member of the community.



## Activity 6 – Research

### Plant Research



- As a class, generate a list of plants from the story (view the glossary for assistance), writing responses on the board or on flipchart paper. Further, list any additional plants encountered during the field study and add them to the list.
- Assign each learner to one plant.
- Distribute **Handout 3: Plant Research**.
- Learners must research their plant, filling in the information on the handout. Provide learners with the following sources to help with their research:
  - Electronic:
    - Plants Video: National Geographic – <http://video.nationalgeographic.com/video/kids/green-kids/plants-kids/>

- Evergreen Native Plant Database – <http://nativeplants.evergreen.ca/>
- Agricultural Institute of Canada – <http://www.aic.ca/>
- Northern Research Portal – <http://scaa.usask.ca/gallery/northern/content?pg=ex11-1>
- Print:
  - *Walking with Aalasi: An Introduction to Medicinal and Edible Arctic Plants*
  - *Uumajut, Volume Two: Learn About Arctic Wildlife!*
  - *Uumajut: Learn About Arctic Wildlife!*
- With the information they gather, learners must be ready to summarize their research to the class in the next session in a one-minute oral presentation.



## Handout 1

# Inuujaq

We learn about Inuujaq through her actions, her feelings, what she says, her appearance, and how others treat her. Find examples from the story for each category.

<b>Action</b>	<b>Feelings</b>	<b>Words</b>
<b>Inuujaq</b>		
<b>Appearance</b>	<b>How Others Treat Her</b>	

## Handout 2

# Complex Sentences



**Part I:** Identify the independent and the dependent clauses in each of the following complex sentences.

Example: After I came home, I made dinner.

Dependent clause: "After I came home"

Independent clause: "I made dinner"

1. We visited the museum before the exhibit closed for the evening.

Dependent clause: \_\_\_\_\_

Independent clause: \_\_\_\_\_

2. Although the blue jacket was on sale, I did not buy it.

Dependent clause: \_\_\_\_\_

Independent clause: \_\_\_\_\_

3. He treated me as if we were best friends, even though we had just met.

Dependent clause: \_\_\_\_\_

Independent clause: \_\_\_\_\_

4. I practice guitar all the time because I love to play.

Dependent clause: \_\_\_\_\_

Independent clause: \_\_\_\_\_

5. I work part-time so that I can save money.

Dependent clause: \_\_\_\_\_

Independent clause: \_\_\_\_\_

**Part II:** Create six complex sentences.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

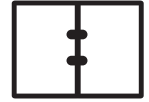
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Handout 3

# Plant Research



Research your assigned plant, filling in the following sections.

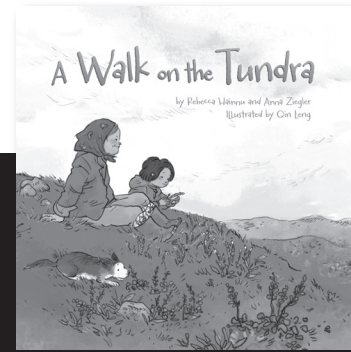
Inuktitut name	
English name	
What does it look like?	
Where it is found?	
What does it need to grow?	
What can it be used for?	
How common is it?	
Can you eat it?	
Picture	





# BOOK STUDY

# A Walk on the Tundra



## SESSION 4

### Objective

This is the fourth and final session on *A Walk on the Tundra*. In this session, learners will work to achieve the following objectives:

- Presenting their plant research and reading the plant glossary in the back of the book.
- Determining the structure and appearance of their class plant book and beginning work on their pages.
- Participating in a paragraph-writing activity, using the knowledge they have gained on sentence structure throughout the unit.
- Completing the series of activities on text features, learning about plot.

### Reading

- *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler

### Handouts

- Handout 1: Plot
- Handout 2: My Plant
- Handout 3: Paragraph Organizer

## Learning Activities



### Activity 1 – Oral Communication Plant Presentations



- Ask learners to explain the plant they researched and their findings to the class in a one-minute summary.
- At the conclusion of the presentations, discuss the plants as a class and identify any additional research learners must do.



### Activity 2 – Writing



- Ask learners to open *A Walk on the Tundra* and turn to the plant glossary in the back of the book.
- Discuss the glossary together, analyzing the information included for each plant and the way the glossary is structured.
- Explain to learners that they will be creating a class plant book using the research they have collected. Learners will be responsible for creating one page in the book, focusing on their assigned plant. All pages must be similar in structure and layout.
- As a class, discuss the structure and layout of this plant book (e.g., Will the plants be arranged in alphabetical order? Will the information be typed or handwritten? Will pictures be digital or drawn? How will each page be arranged?)
- Distribute **Handout 2: My Plant**.
- Learners will begin by creating a rough copy of their plant page on the handout. They must complete the handout using the research they collected in Session 3.
- Review rough copies as a class.
- Refine the plan for the class plant book and determine what the good copies should look like. Learners will resume work on the plant book in Activity 5.



### Activity 3 – Comprehension

#### Text Features: Plot



- Ask if anyone can explain what plot is to the class.
- Tell learners that the plot is the sequence of events or actions in the story. Ask learners to brainstorm the significant events in the story. Record suggestions on the board or on flipchart paper.
- Review the list as a class. Identify any items that have been omitted or items that should be combined.
- Note: It should be mentioned that plot structure and narrative styles differ from culture to culture. Most southern books we encounter follow a plot structure familiar to Western culture. Inuit traditional stories follow a different plot structure. If the class has had experience with traditional stories, you might want to provide an opportunity for the students to explore and discuss these differences.
- Distribute **Handout 1: Plot**.
- Explain that within the plot of a story there is an introduction, rising actions, a climax, falling actions, and a resolution. Explain that the climax can take on many forms, from a conflict to a realization made by the main character.
- Looking at the series of events listed on the board, discuss where these events may fit along the plot graph.
- Following this discussion, ask learners to work independently on the handout, placing the events in the book in the chart.
- Compare and discuss completed charts as a class.



### Activity 4 – Language

#### Paragraph Writing



- Explain to learners that a paragraph is a distinct division of written or printed matter that begins on a new, indented line, consists of one or more sentences, and typically deals with a single thought or topic or quotes one speaker's continuous words. There are three parts to the paragraph:

- Topic sentence: The first sentence in the paragraph. It introduces the main idea and generates interest.
- Supporting details: Sentences forming the body of the paragraph. They give details and support the main idea of the paragraph.
- Conclusion: The last sentence in the paragraph. It restates the main idea and concludes the thought. It leads readers to the next paragraph.
- Distribute **Handout 3: Paragraph Organization**.
- As a class, discuss paragraph ideas (e.g., Ways to care for the environment in your community, how to make your community a better place, or what someone can learn by studying plants, etc).
- Ask learners to select a topic for their paragraph and complete Part I on the handout, recording their ideas.
- With their list of ideas, ask learners to complete Part II of the handout, generating their topic sentence, supporting ideas, and concluding sentence. Model this for the class before encouraging them to write their sentences independently.
- Ask learners to share their writing with a partner. Partners must offer each other feedback on how paragraphs can be improved.
- Using their handout, ask learners to create a good copy of their paragraph in their journals.
- Review completed paragraphs as a class.



### **Activity 5 – Writing Plant Book**



- Review the plan for the class plant book decided upon in Activity 2.
- Learners must create the good copy of their page for the plant book. This can be done on the computer using digital pictures, on blank paper using hand-drawn images of the flowers, or on Handout 2. Those who finish early can create a front cover, back cover, table of contents, and introduction page for the book.
- When learners are finished their pages, combine all pages in alphabetical order and bind the book.



## Evaluation

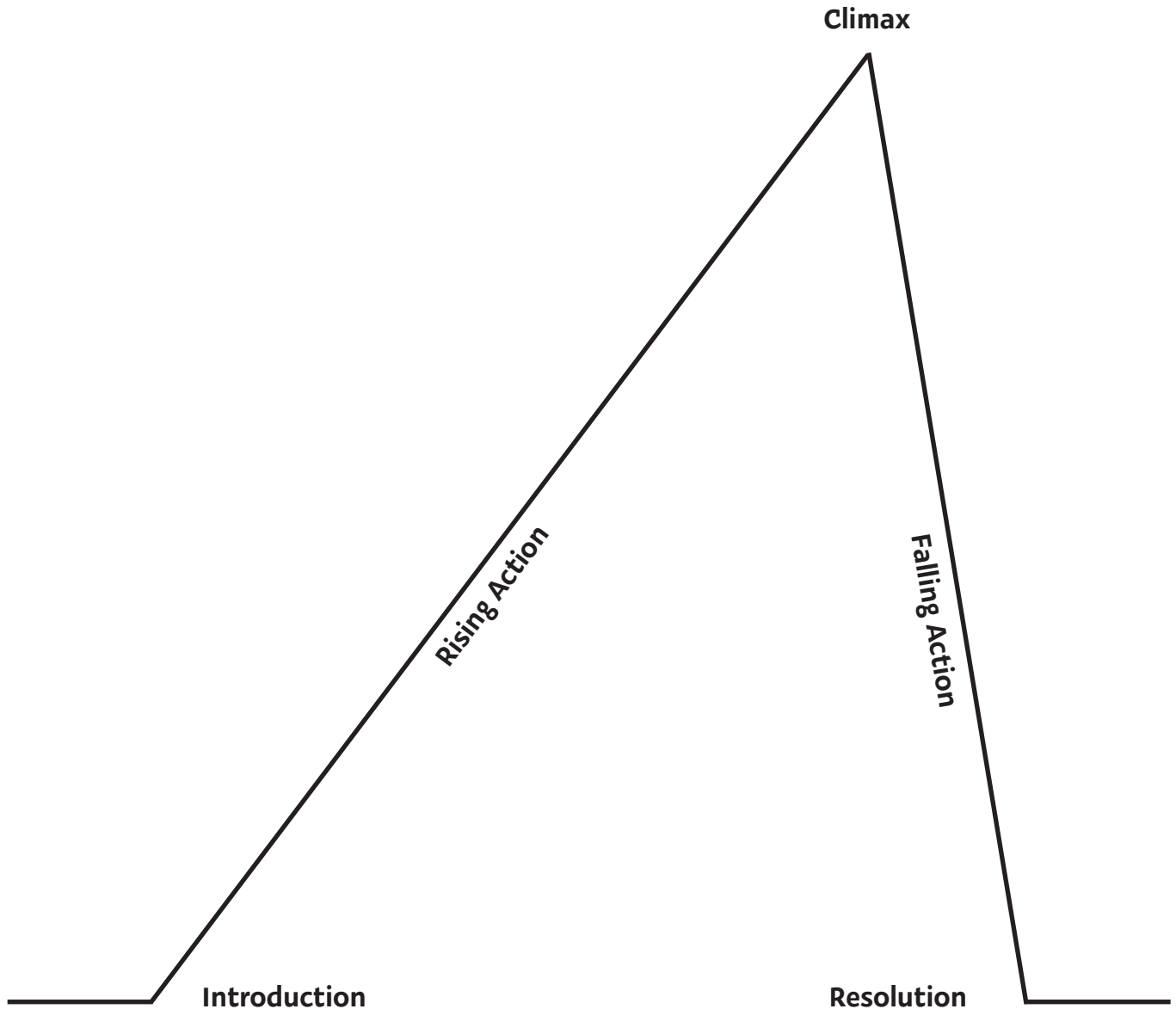
- Evaluate learners' reading abilities through observations.
- Assess learners' understanding of sentence structure by administering a quiz.
- Assess learners' abilities to write a paragraph by reviewing their paragraph writing.
- Monitor the improvement of learners' oral communication skills as they progress through the unit by providing participation marks.
- Evaluate learners' contributions to the class plant book. Grade on the quality of work submitted and their ability to meet the requirements of each assignment.



## Handout 1

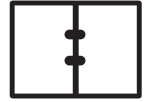
# Plot

Label the events of the story where they belong on the plot chart.



Handout 2

# My Plant



Inuktitut name: \_\_\_\_\_

English name: \_\_\_\_\_

Picture

Appearance: \_\_\_\_\_

---

---

Location: \_\_\_\_\_

---

---

Habitat: \_\_\_\_\_

---

---

Use: \_\_\_\_\_

---

---

Interesting facts:

○

○

○





## Paragraph Organizer

## Paragraph Ideas

Topic sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Idea 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concluding sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_