



Walking with Aalasi

Book Study



Δ^aΩ^c Δ^aσ^c
Innarnut Ilinniarniq



**Nunavut
Arctic College**

Fourth publication in the educational resource series, *Uqalimaarummaq Reader*, developed by 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. According to Aupilaarjuk, the lure draws fish to the fisherman in a way they would not be drawn on their own. He notes that our great ancestors were the inventors of the lure, which became a survival tool with which they could feed their families. This fishing lure is important, both as a tool and as a symbol, because it brought many fish to those who may have otherwise gone hungry.

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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**Nunavut
Arctic College**

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In this session, learners will complete the following objectives:

- Establish their prior knowledge of plants found throughout Nunavut.
- Read Walking with Aalasi.
- Analyze text features and make pre-reading predictions about the content of the book.
- Read the following sections from the book: Acknowledgements, About this Project, and Introduction, by reading aloud and using the guided reading technique.
- Participate in a field study in the local community.
- Organize a group of plants into provided categories.

Session 2 28

In this session, learners will complete the following objectives:

- Draw comparisons between Aalasi and the main characters in A Walk on the Tundra.
- Draw comparisons between the setting in Walking with Aalasi and A Walk on the Tundra.
- Write a story based on a real life event(s).

Session 3 43

In this session, learners will complete the following objectives:

- Participate in a series of activities examining plants from the book.
- Learn about the major parts of plants and their functions.
- Explore what plants need to grow and to survive.
- Examine how plants are suited to their individual habitats.
- Learn about plant adaptations and why they are necessary in all climates.

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 learners 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.

Walking with Aalasi is the seventh in the *Uqalimaarummaq Reader* series. This learning resource uses the publication *Walking with Aalasi* by Anna Ziegler, Aalasi Joamie, and Rebecca Hainnu as the basic textbook, and provides information and activities to help adult educators teach the text in 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.

Walking with Aalasi Book Study Unit Description

This study consists of a series of activities focused on the book *Walking with Aalasi: An Introduction to Edible and Medical Plants* by Anna Ziegler, Aalasi Joamie, and Rebecca Hainnu. It has been created to partner the Uqalimaarummaq Reader, *A Walk on the Tundra* by Rebecca Hainnu and Anna Ziegler.

Walking with Aalasi is a non-fiction introductory guide to traditional Inuit plant use. Throughout the book, Aalasi shares her knowledge and memories of eighteen plants commonly found across Nunavut. The authors, Aalasi, Rebecca, and Anna, used the story of Aalasi's life as inspiration to write the fictional story *A Walk on the Tundra*.

Throughout this book study, learners will participate in a variety of reading, writing, oral communication, and field study activities that will expand their knowledge of the topics of study presented in the book study that accompanied *A Walk on the Tundra*: Plants, The Environment, and The Community.

Learners will also participate in a variety of comprehension activities, comparing the text features, setting, and characters in each book. Learners will emerge from this unit with a better understanding of plants and their many uses and the ability to share what they have learned with the next generation.

This guide should be used directly following a study of *A Walk on the Tundra* and during the spring/summer months, when learners can participate in outdoor activities.

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, 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, which include exercises designed to enhance each unit, accompany many activities throughout the guide. These handouts are to be photocopied and handed out to learners, allowing them to practice and deepen their understanding of what they are learning.

BOOK STUDY

Walking with Aalasi

SESSION 1

Objective

In this session, learners will be introduced to the book and work to achieve the following objectives:

- Be introduced to the book, *Walking with Aalasi*, and explore their prior knowledge of plants found throughout Nunavut.
- Analyze text features and make pre-reading predictions about the content of the book.
- Using the books *A Walk on the Tundra* and *Walking With Aalasi*, examine the differences between fiction and non-fiction texts.
- Read the following sections from the book: Acknowledgements, About this Project, and Introduction using both the read-aloud and guided reading techniques.
- Participate in a field study into the local community.
- Organize the plants from the book into the following categories: Food, Medicine, and Other.

Reading

- The following sections: Acknowledgements, About this Project, and Introduction

Handouts

- Handout 1: Arctic Plants
- Handout 2: Predictions
- Handout 3: Fiction vs. Non-Fiction Texts
- Handout 4: Field Study Planning
- Handout 5: Field Study



Activity 1: Writing

Arctic Plants



- Say to the learners, “This unit will be a study of the book *Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants*. This learning resource was created to partner with the book study of *A Walk on the Tundra*. *Walking with Aalasi* is a non-fiction introductory guide to plant use. Throughout the guide, Aalasi shares her knowledge and memories of eighteen plants commonly found across Nunavut. Two of the authors, Anna and Rebecca, used the story of Aalasi as inspiration to write the fictional story *A Walk on the Tundra*. The activities throughout this resource are designed to engage you in a variety of learning opportunities to expand your knowledge about the topics of study presented in *A Walk on the Tundra*: Plants, The Environment, and The Community.”
- To begin the series of activities, ask the learners to recall what they have learned about plants through their study of *A Walk on the Tundra*.
- Distribute **Handout 1: Arctic Plants** to each of the learners.
- Ask the learners to turn to the plant glossary in their copy of *A Walk on the Tundra*. With a partner, tell the learners to fill in each section of the chart for each of the six plants.
- Create the same chart on the board with the following headings:

Plant	Food	Medicine	Other
-------	------	----------	-------
- Ask for volunteers to share their answers. Record learners’ answers under the correct heading.
- Explain to learners that they will continue to build on this list as they progress through the unit and learn about different plants found in the book *Walking with Aalasi*.



Activity 2: Writing

Pre-Reading Predictions



- Provide each learner or group of learners with a copy of *Walking with Aalasi*. Remind the learners that this book was the inspiration behind the story of *A Walk on the Tundra*, and centers around a real woman named Aalasi.
- Say to the learners, “Before we read the book, it is important to understand that effective readers make predictions. Each text holds clues, and effective readers

combine these clues with their own background knowledge to make reasonable predictions. By making predictions, readers have the ability to think actively. Good readers are active readers.”

- Distribute **Handout 2: Predictions**.
- Inform the learners that when making predictions, they should use what they already know as well as any new information they get from the book.
- Explain to learners that they will use the following text features to help make predictions (e.g. title, authors, illustrator, front cover, back cover, and photographs).
- Before allowing the learners to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
 - o Direct learners’ attention to the title of the book. Ask learners to make predictions about the book based on the title.
 - o Ask learners to find the names of the authors. If any learners are familiar with their work (*A Walk on the Tundra*) ask them to describe it.
 - o View the images on the front cover. Ask the learners to explain the images they see and predict what the story is about.
 - o View the blurb on the back cover of the book. Ask learners to predict what is going to happen in the book. Record point-form notes on the board.
 - o Tell the learners to flip through the pages of the book and view the illustrations. Ask them to share any reactions or comments they may have. Record point-form notes on the board.
- Together, pairs must complete **Handout 2: Predictions**, recording their predictions about the book.
- Encourage learners to share their predictions before concluding the discussion.



Activity 3: Writing

Fiction vs. Non-Fiction Texts

- Ask the learners to use their predictions from the previous activity to determine if *Walking with Aalasi* is a book of fiction or non-fiction, and discuss the reasons for their answer.
- Reinforce to learners that the book *Walking with Aalasi* is a non-fiction text. Tell the learners that non-fiction texts communicate factual information through text and images. Ask the learners to brainstorm a list of other types of non-fiction texts. Help the learners by pointing out examples that are all around them: books about the environment, maps, some magazines, and NAC publications.
- Have learners share experiences they've had with non-fiction using the following prompts:
 - What books about real people, places, and events have you read?
 - Do you enjoy reading these types of books? Why or why not?
 - Have you ever had to read a recipe or instructions for putting something together?
- **Note:** Make sure the learners understand why *Walking with Aalasi* is a non-fiction text.
- Ask the learners if *A Walk on the Tundra* is a book of fiction or non-fiction.
- Say to the learners that because *A Walk on the Tundra* is a fictional story and *Walking with Aalasi* is a non-fiction text, the two books contain some text features that are the same and some text features that are different.
- Divide the class into partners and provide each pair with a copy of both *Walking with Aalasi* and *A Walk on the Tundra*.
- Distribute **Handout 3: Fiction vs. Non-Fiction Texts** and explain to learners that they are going to examine each book and locate the various text features.
- When the learners are finished, bring them together as a class and discuss their results. Discuss each book, and compare the text features presented in each.
- Make sure that the learners understand that the text features are there to help the reader locate, prioritize, and make sense of the information.



Activity 4: Reading

Read Aloud and Guided Reading

Pre-Reading

- Review learners' predictions.
- Say to the learners, "We are going to begin this book study by reading the following sections of the book: Acknowledgments, About this Project, and Introduction. Everyone take out your books and use the table of contents to locate these sections in your book."
- As a class discuss the purpose of each section and discuss why each would be included in this type of text. Say to the learners, "These sections are included to set a purpose for the reading and to get an overview of the content."

Reading

- Using the read-aloud technique, in which the instructor reads aloud to the learners, begin reading the Acknowledgements as learners follow along.
- When the reading is completed, question learners' understanding of the Acknowledgments section. Ask:
 - o Who does Aalasi thank and why?
 - o Who does Anna thank and why?
 - o Who does Rebecca thank and why?
 - o Who is the book dedicated to?
 - o Why is it important to include this section in the book?
- Continue reading the section About this Project to the learners. Encourage volunteers to raise their hands to take a turn reading.
- When the reading is complete, ask the learners questions about the content to ensure that they understand the material presented throughout the reading. Ask:
 - o Where was the information gathered?
 - o What important role did Aalasi's daughter play in the interview process?
 - o Where did Aalasi grow up?
 - o Who taught her about plants?
 - o What warning do they include in the last paragraph? Why?

- Divide the class into guided reading groups to read the introduction. Each reader will read one paragraph before moving on to the next group member.

Post-Reading

- Explain to learners that good readers make predictions and revise them based on information from the text.
- Reflect on the reading together and answer the following suggested questions.
 - Which of my predictions were right?
 - What information from the three sections, Acknowledgements, About the Project, and Introduction, tells me that I am correct?
 - What were the main ideas communicated in the reading?
 - Why are these ideas important to Inuit communities?
- Following the discussion, ask the learners to take out **Handout 2: Predictions** and answer the questions they created prior to reading.



Activity 5: Reading Arctic Plants Continued

- Tell the learners that they are going to continue creating their chart of Arctic plants. Tell the learners to take out **Session 1, Handout 1: Arctic Plants**.
- Say to the learners, “In the book *Walking with Aalasi*, Aalasi describes twenty Arctic plants found throughout Nunavut. In partners, you are going to complete Part II of the chart. I am going to assign each group of learners to two or three plants from the book (depending on the number of learners) and you are going to use the table of contents to find and read the descriptions, and use the information to fill in your charts. Remember that while you are reading, to take turns with your partner. The easiest way is to alternate paragraphs.”
- **Instructor Note:** Tell the learners that some of the plants overlap with the ones they previously recorded from *A Walk on the Tundra*. Learners are required to read the section in *Walking with Aalasi* and add any new information.
- When each group is finished, tell the learners that they are going to rotate to meet with each group of partners and exchange information. Groups will rotate

until everyone's chart is complete.

- Bring the class together and discuss the handout as a class. Ask the learners to comment on the activity and if they learned anything interesting that they didn't know before.



Activity 6: Writing Field Study



- Ask the learners:
 - o What is Aalasi's favourite activity?
 - o Why is it Aalasi's favourite activity?
 - o Who taught her about plants?
 - o Has anyone taught you anything about the natural environment that has become one of your interests or something that you have passed on and taught to others? Record learners' answers on the board or on chart paper.
- Explain to learners that for this activity they will plan a field study to explore one aspect of their natural environment (not plants).
- Ask the learners to brainstorm a list of possible ideas and locations and record their answers on the board or on chart paper.
- Depending on the locations presented, decide if the learners should split up and go to various locations or if they should all go together to one location.
- Plan a day when the class will visit the selected location(s).
- Distribute **Handout 4: Field Study Planning**. Using the handout, have the class plan and organize the field study.
- Learners will go through the list and make the necessary arrangements.



Activity 7: Field Study

Natural Environment Field Study

- **Distribute Handout 6: Field Study.** Instruct each learner to record observations on the handout throughout the field study.
- Tell learners that throughout the field study they should record observations on their handout, take pictures, sketch images, and record any relevant or interesting information that is not included on the handout.
- Make sure that the learners do not take anything from the site that has not been approved.
- When the field study is complete, the class will compile their information and create:
 - o One completed copy of **Handout 6: Field Study**.
 - o A collage of pictures/sketches taken throughout the field study.
- Present learners' information in a classroom display.

Extension Activity:

- Invite learners to share what they learned throughout the field study with another class or arrange to take a group of younger students out to the same location and teach them about the chosen topic.

Handout 1

Arctic Plants



Part I: A Walk on the Tundra

PLANT	FOOD	MEDICINE	OTHER
QIJUKATTA English: Scientific:			
QUNNGULIIT English: Scientific:			
PAUNNAIT English: Scientific:			
UQAUJAIT English: Scientific:			
A'AASAAQ English: Scientific:			
UJJUNNAQ English: Scientific:			



Handout 1

Arctic Plants

Part II: Walking with Aalasi

PLANT	FOOD	MEDICINE	OTHER
PUALUNNGUAT English: Scientific:			
MANIQ English: Scientific:			
UQPI SPUTILLU English: Scientific:			
QUARAIT English: Scientific:			
ALAKSAUJAIT English: Scientific:			
PUJUJALUK English: Scientific:			

Handout 1

Arctic Plants



PLANT	FOOD	MEDICINE	OTHER
SAPANGARALAANN - GUAT TUQTAILLU English: Scientific:			
PAURNGAIT AJJIGIINGITTUT English: Scientific:			
QIJUKTAAQPAIT English: Scientific:			
SIURAUP UQAUJANGIT English: Scientific:			
MALIKKAAT English: Scientific:			
URJU English: Scientific:			
IJISIUTI English: Scientific:			



Handout 2

Predictions

After examining text features, including the title, author, front cover, back cover, and images, I predict the following things:

1.

2.

3.

4.

I think the following questions will be answered as I read:

1.

2.

Handout 2
Predictions



3.

4.

Handout 3



Comparing Fiction and Non-Fiction

Text Feature	<i>A Walk on the Tundra</i> YES / NO	<i>Walking with Aalasi</i> YES / NO
Contents (Table of Contents) Page Numbers		
Foreword / Introduction		
Titles		
Headings		
Subheadings		
Bold Print		
Italics		
Dedications / Acknowledgements		
Introduction		

Handout 4

Field Study Planning



You will be planning a field study in your community. It is important to make sure that all of the necessary arrangements are made ahead of time. As a class, we will go through each step on the handout and ensure you are organized and ready to participate in your chosen field study.

1. Where are you going on your field study? What is the purpose of visiting this location? What makes it special or unique?

2. What day(s) and time(s) is this location available?

3. What arrangements need to be made before your visit? List them here and check them off as they are made.

4. Will there be a tour guide or someone to show you around the location? If so, arrangements will need to be made.

5. What is the travel time to the location? Will you require transportation? If so, arrangements will need to be made.



Handout 4

Field Study Planning

6. What equipment will you need to bring with you (e.g., camera, writing utensils, paper, handouts)?

7. Is there any background information about this location that would enhance the study?

8. Write any other notes about the trip here.

Handout 5

Field Study



Fill in the following chart during your field study. Remember to take pictures and, if possible, sketch your own illustrations.

LOCATION	
TOUR LEADER (IF PRESENT)	
DESCRIBE THE SETTING	
DOES THE SITE HAVE ANY CULTURAL SIGNIFICANCE?	
IN POINT FORM, PLEASE LIST ANY INTERESTING FACTS YOU LEARNED ON YOUR FIELD TRIP	

BOOK STUDY

Walking with Aalasi

SESSION 2

Objective

In this session, learners will work to achieve the following objectives:

- Draw comparisons between Aalasi and the characters in *A Walk on the Tundra*.
- Draw comparisons between the setting in *Walking with Aalasi* and *A Walk on the Tundra*.
- Create a classroom mural of the learner's natural environment.
- Write a story based on a real-life event(s).

Resource

- *Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants* by Anna Ziegler, Aalasi Joamie, and Rebecca Hainnu

Handouts

- Handout 1: Venn Diagram
- Handout 2: Comparing Characters
- Handout 3: Event Map
- Handout 4: Story Event Map
- Handout 5: Short Story



Learning Activities

Activity 1: Comprehension



Setting Comparison



- To begin the discussion, remind the learners that the setting is where the story takes place, including location (e.g., city, country, town, house, etc.), time (e.g., morning, afternoon, evening, the future, present, etc), and the environment (e.g., the weather, the noise level, the temperature, mountain, ocean, etc.)
- Write the headings Location, Time, and The Environment on the board. Ask the learners to reflect on their study of *A Walk on the Tundra*. Refresh their knowledge of the setting using some of the following questions to guide the discussion:
 - o What is the time period?
 - o What is the season/time of year?
 - o What are the sights, sounds, tastes, and smells?
 - o What other details establish a sense of place?
 - o What does the setting tell us about the characters?
 - o What feelings or attitudes do the characters reveal about the setting? Pleasure? Challenge? Respect? Dislike? Peace?
 - o How would you describe the atmosphere or mood created by the setting? Is it gloomy? Cheerful? Mysterious? Threatening? Familiar?
- Record the learners' answers under the appropriate headings.
- Create the same chart again, with the headings Location, Time, and the Environment, on the board or on chart paper. This time, ask the learners to describe the setting presented in *Walking with Aalasi*. Use the same suggested questions and record learners' answers under the appropriate headings.
- Distribute **Handout 1: Venn Diagram**. Read through the instructions with the learners and instruct them to use the Venn diagram to compare the two charts recorded on the board.
- As a class, make note of the similarities and differences between the two books.
- Ask the learners to comment on why the books share a similar setting.

- Say to the learners, “The setting of both *A Walk on the Tundra* and *Walking with Aalasi* reflect the landscape and natural environment that can be found throughout parts of Nunavut. As a class, we are going to draw inspiration from the two books to create a classroom mural. Together we will decide how we want to design it, either using a large piece of roll-out paper, or by individually creating images and combining them into a display. When our mural is complete, we will invite guests into the classroom to view what we have created.”



Activity 2: Comprehension

Character Comparison



- Tell the learners to take out their copies of *A Walk on the Tundra*. Ask the learners about Inuujaq’s grandma, Silaaq. Ask:
 - What was her role in the book?
 - What did she teach Inuujaq?
 - Who do you think taught Silaaq about plants?
 - Do you think Inuujaq will teach her children and grandchildren about plants when she grows up?
 - Why is it important to pass on our knowledge to future generations?
 - Do you think Aalasi represents the character of Inuujaq or Silaaq? Ask the learners to provide reasons for their answers. After the discussion, make sure that learners understand that Aalasi is represented in both of the characters Inuujaq and Silaaq.
- Distribute **Handout 2: Comparing Characters** to the learners.
- Say to the learners, “As we have learned, the story of *A Walk on the Tundra* was inspired by the real-life story of Aalasi. Aalasi was taught about plants by her parents and continues to teach her daughter everything she has learned over the years. Today we are going to work in partners to complete the handout and compare the character of Silaaq OR Inuujaq to the real-life Aalasi. You will be asked to use point-form notes to record the similarities and differences.”
- When the learners are finished, bring them together as a group and discuss the handout.
- Hold a class discussion reflecting on both the setting and character activities.

- Reiterate to the learners that the setting and the characters presented in *A Walk on the Tundra* were based on the real-life story of Aalasi. Tell the learners that in the next activity they are going to choose an event or series of events from their own life to create a fictional story.



Activity 3: Writing Creative Writing



- Say to the learners, “Imagine an author was going to base a book on your life. If you were to be a character in that book, who would you be?” Ask:
 - o What would your name be?
 - o What would you be like? Describe your personality.
 - o What would you do in the story?
 - o How would the story end?
- Ask the learners to volunteer answers and record them on the board or on chart paper.
- Explain to the learners that they are going to think about these questions and write a fictional story based on a real-life event. Ask the learners to brainstorm a list of ideas and record them on the board or on chart paper.
- Distribute **Handout 3: Event Map**. Tell the learners to use the map to provide details of the real-life event (not the story).
- When the learners are finished, provide them with **Handout 4: Story Event Map**. Learners will start at the top and complete the handout, this time describing the events of their fictional story, using the real event as inspiration.
- Distribute **Handout 5: Short Story** to the learners.
- Tell the learners to use the first page as a front cover, and the last page as a back cover. On the middle page, learners will write and illustrate their story. Provide learners with as many middle pages as they need to finish their story.
- After the learners have written or typed their good copy, if you want to continue with the activity you can have the learners write an acknowledgement/dedication and/or an introduction.

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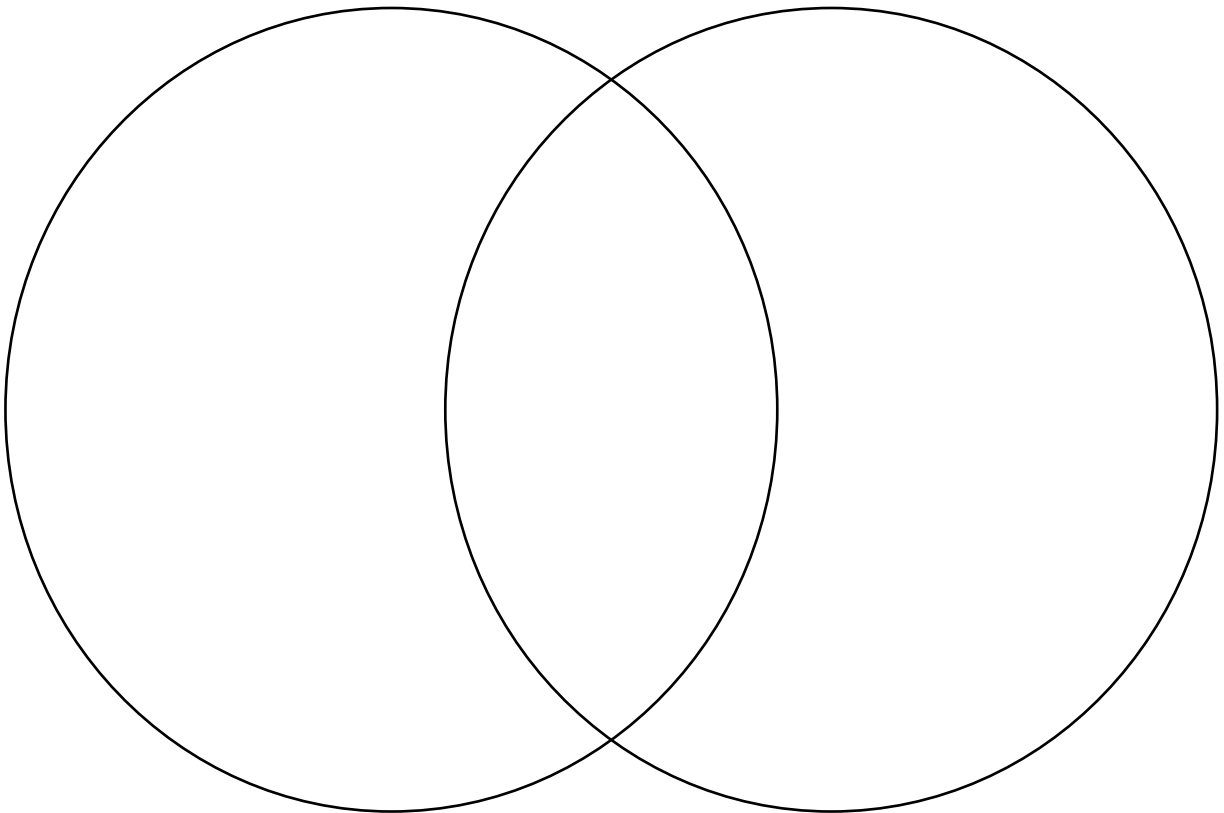
- When the learners are finished writing their fictional stories, ask for volunteers to read theirs to the class. Before they begin reading, ask them to share the real-life event that was the inspiration behind the story.

Handout 1

Venn Diagram



Use the Venn diagram to compare the settings of *A Walk on the Tundra* and *Walking with Aalasi*. Information in the overlapping area signifies similarities between the two books. Information not in the overlapping area is unique to that book only.





Handout 2

Comparing Characters

AALASI

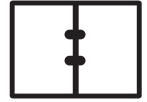
SILAAQ or INUUJAQ

How are they alike?

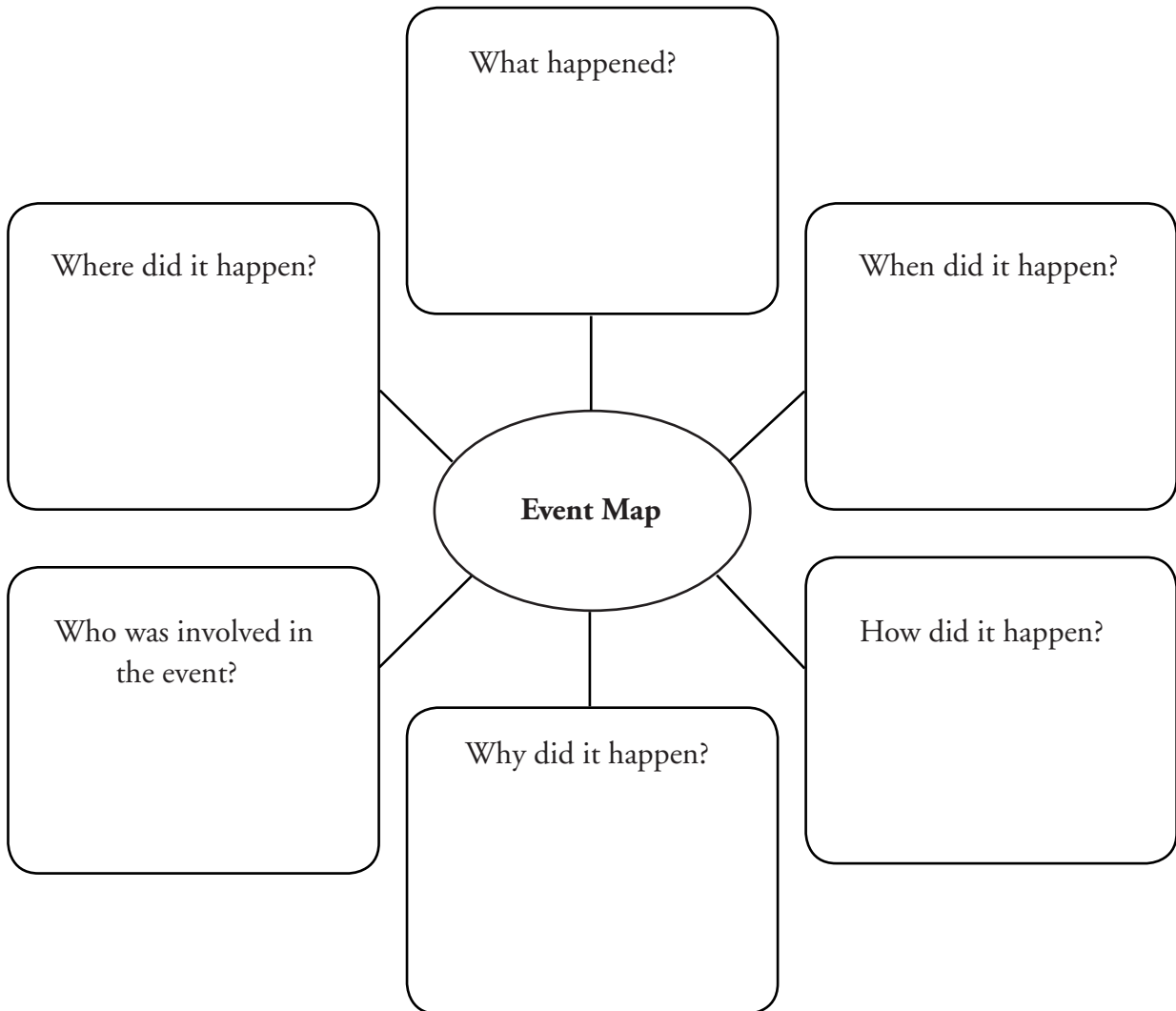
How are they different?

Handout 3

Event Map



Use the event map to organize your information for writing.

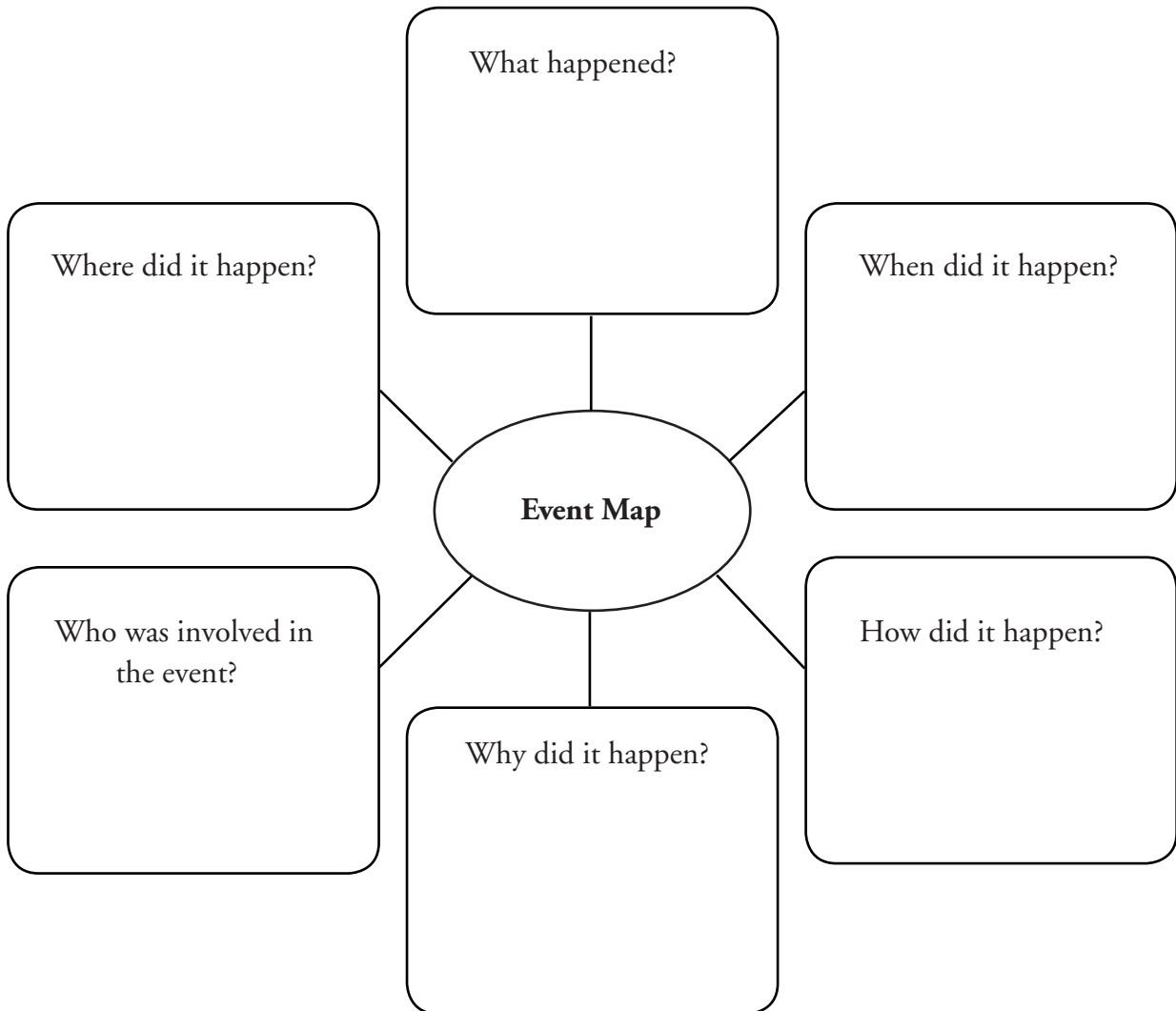




Handout 4

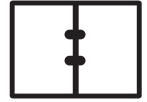
Story Event Map

Use the event map to organize your information for writing.



Handout 5

Short Story



A large rectangular box with a double border, intended for writing a short story.

[illegible]

Handout 5

Short Story



BOOK STUDY

Walking with Aalasi

SESSION 3

Objective

In this session, learners will work through the following objectives:

- Participate in a series of activities examining plants from the book.
- Learn about the major parts of plants and their functions.
- Explore what plants need to grow and survive.
- Examine different plant habitats.
- Learn about plant adaptations and why they are necessary in certain climates.
- Use plants from the local environment to make plant pressings.

Resource

- *Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants* by Anna Ziegler, Aalasi Joamie, and Rebecca Hainnu

Handouts

- Handout 1: Parts of a Plant
- Handout 2: Plant Parts and Their Functions
- Handout 3: Needs vs. Wants
- Handout 4: Something Is Missing
- Handout 5: Plant Habitats
- Handout 6: Plant Adaptations
- Handout 7: Transect Study



Activity 1: Research

Parts of a Plant



- **Instructor Note:** Before/while completing the following activities, you may wish to have the students grow a variety of plants in your classroom. This will provide them with the opportunity to experience the growth of a plant first-hand.
- Explain to learners that throughout their study of *A Walk on the Tundra* and *Walking with Aalasi*, they have learned the value of plants and their different uses. Ask the learners to name some of these uses and record their answers on the board or on chart paper.
- Explain to learners that just like humans, plants are alive.
- Tell the learners that they are going to continue learning about plants. In this session, they will learn the different parts of the plant, what plants need to survive and grow, and why different plants are suited to particular habitats.
- **Instructor Note:** If possible, select a variety of plants to show the learners (possibly the ones you are growing, if they have reached maturation). Display them throughout the classroom and allow the learners to walk around and view them. If you do not have live plants, print out photos of a variety of plants from the Internet and display them around the room.
- Tell the learners to examine each plant and write down what they have in common.
- When the learners have had time to look at the different plants, bring them together as a group and ask the learners what similarities they found among the plants. Record their answers on the board or on chart paper.
- Distribute **Handout 1: Parts of a Plant**. Go through the handout as a class, together naming the different parts of a plant (stem, root, leaf, seed, etc.).

Parts of a Plant: Part II

- Explain to the learners that each part of the plant has a function, much the same way that parts of our body provide different functions. For example, our arms help us to lift things, our legs allow us to walk, our eyes to see, our mouths to eat, and so forth.

- Distribute **Handout 2: Plant Parts and Their Functions**.
- Say to the learners, “On the handout, you will find unlabelled descriptions of the various parts of the plant and their functions. Each of the descriptions matches one part of the plant that you labelled in the previous activity. Use the information provided to determine which part of the plant corresponds to the descriptions provided. You may use any available resources to make the correct choices.”
- Go through the handouts as a class, and ask the learners why it is important to understand the function of each part of the plant. Ask the learners how each part of the plant helps the plant to grow and survive.



Activity 2: Oral Communication

What Plants Need to Live



- Ask the learners if they know the difference between a need and a want. Explain that a “need” is something that a person must have to physically stay alive. A “want” is something that might be nice to have or that we think we need, but we could still physically live without.
- Divide the classroom into pairs and distribute **Handout 3: Needs vs. Wants**.
- Tell the pairs to divide the cards into two piles, one pile with things humans need to live and one pile with things humans might want. Each partner should agree to which pile the card belongs.
- Make two columns on the board, one titled “Need” and the other “Want.” When each group is finished, discuss what they identified as a need and a want. Make sure that the learners identify shelter, food, water, and air as needs.
- Create another column on the board titled “Plant Needs.” Ask the learners to think about what plants need to grow. Prompt the learners and offer clues if they do not identify the key elements (air, water, nutrients, and sunlight).
- Ask the learners to identify the similarities and differences between human and plant needs. Ask the learners what would happen to plants if they didn’t receive one of these needs. Record learners’ answers on the board or on chart paper.



Part II: Research

What Plants Need To Live

- Review the four needs - air, water, nutrients, and sunlight - that plants need to grow.
- Ask the learners what they think will happen if a plant does not receive one of these basic needs.
- Distribute **Handout 4: Something Is Missing**.
- Explain to learners that they will now see what happens when a plant does not receive air, water, sunlight, or nutrients.
- Place five small local plants (all the same) around the classroom so that each plant is deprived of one of the key elements. Make sure to label the plants accordingly so there is no confusion regarding what need is being eliminated.
 - Place one plant in a dark area, such as a cabinet (no sunlight).
 - Do not water one plant (no water).
 - Place one plant in a sealed, clear plastic bag (no air).
 - Remove the soil from one plant's pot (no nutrients).
 - Have one plant receive all the necessary elements.
- Tell the learners to use their handouts to record their predictions.
- Throughout the week, observe the plants and their growth. Tell the learners to record their observations on the handout. Don't forget to water all of the plants, except the one that is being deprived of water.
- At the end of the week, ask the learners to look at their observations and discuss the best and worst growing conditions for the plant. Remember to emphasize that a plant will grow best when all four elements are present.

Extension Activity: Gardening

- Once the learners understand the basic elements that plants need to grow, discuss the ideal location in which to create a small garden.
- Because of the climate, it may be best to create your garden in the classroom and during a time when the plant has access to sunlight through a window.
- Have the learners decide what plants they would like to grow in their garden and research the best growing conditions for each plant. Using this information, have the learners map out the best way to plant the garden.



Activity 3: Research

Plant Habitats

- Say to the learners, “Plants can be found in many different habitats throughout the world. Plants are found in the mountains, on the tundra, and even in the water. However, to be successful in their habitat, plants need to be able to grow, reproduce, and complete their life cycle. In each habitat, there are wide ranges of environmental factors that can affect the plants living there.”
- Ask the learners to recall what plants need to grow and survive. Record their answers on the board or on chart paper. Learners should remember that plants need water, air, sunlight, warmth, and mineral salts from the soil.
- Say to the learners, “While all plants require these elements to grow, like humans, not all plants are the same. Different plants grow all over the world and in many different environmental conditions, from the Arctic, to the desert, to the rainforest. To survive, plants develop different adaptations or physical features that help them to grow and live successfully in their particular habitat.”
- Divide the learners into four groups and distribute **Handout 5: Plant Habitats**. Label each group one of the following titles: Tropical Rainforest, Arctic Tundra, Desert, and Prairie Grasslands.
- On the handout, learners will write the environmental conditions associated with each location, and the corresponding problems that plants living in these climates might face.
- **Instructor Note:** If possible, provide the learners with books about plants to assist them in their research. If needed, allow the learners to use the Internet. The following is a good Internet link to get them started: <http://www.mbgnet.net/bioplants/adapt.html>.
- When each group has finished filling in the handout, bring the class together.
- Invite each group to present their findings. After each group presents, ask the class to brainstorm a list of physical features or adaptations that the plants living in these different climates might have developed to survive and grow.
- Write the learners’ predictions on the board to be used in the next lesson.



Activity 4: Research Plant Adaptations



- Ask the learners to assemble in their groups from the previous activity.
- Distribute **Handout 6: Plant Adaptations**.
- Explain to learners that within their groups they will be researching three plants found in their given climates/locations.
- Again, provide the learners with available research materials if possible, or allow them to gather available research materials on their own.
- Explain to learners that they are going to use the available resources to research their plants and provide details about their physical characteristics that allow them to grow and survive in various climates.
- When the groups are finished, again, have each group present their findings for the class. **Note:** Before each group presents, ask them to recount the class's predictions that are written on the board.
- After they are finished presenting, ask the class whether any of their predictions were right.
- Did anything from the presentation surprise you?
- What did you learn from the presentation? What was the most interesting thing that you learned?
- Allow the class to ask the presenting group any questions before moving on.
- Before concluding the activity, invite the learners to ask any last questions or make any last statements.



Activity 5: Research

Transect Study

Instructor Notes: A transect is a straight-line profile that creates a cross-section of an area to study plants. The objective of this activity is for learners to choose an outdoor location in which to set up a transect and observe/classify the plants found on it. Make sure to choose a site that has a large enough area for eight to ten 25-foot transects. For this activity, learners will need:

- o 24' string between every four learners
 - o two stakes for every four learners (sticks, rulers, or pencils)
 - o a 12 inch ruler for each learner
 - o green, red, or yellow flagging tape.
- Tell the learners that they will be completing their study of plants by going out into the community and examining local plants in their natural habitat.
- Divide the learners into two groups.
- Distribute **Handout 7: Transect Study**.
- Tell the learners they will be performing a transect study.
- Ask the learners:
 - o If someone asked you to study all of the plants and vegetation found over a very large area, an area that would be too hard to cover by foot, how would you do it? Ask for volunteers to share their answers and record them on the board or on chart paper.
- Say to the learners, “Biologists and other scientists who study plants use a method called transects. This means that they create a cross-section of an outdoor area (draw what a cross-section looks like on the board or on chart paper) to get samples of an area’s vegetative cover.”
- Demonstrate for the learners how to set up a transect by stretching their string into a long line along the ground and staking it at either end. “The string is then divided into four equal sections, marking the string with flagging tape. The plants touching the string are identified and recorded. The non-living components that fall directly under the string are also identified. With your group, you will be following the instructions on the handout, examining both the living and non-living components of your transects.”

- Take the learners to the site and have them follow the directions on the handout.
- Help any learners that are having difficulty. When each group has completed the handout, ask them to leave their transects in place and return to the classroom.
- When the learners are back in the classroom, have each team use their illustrations to identify each plant species. Learners can use the Internet, available resource books, and local experts. When they are finished, ask them to make a list of the different plants they found in their transects.
- Ask the learners the following questions:
 - Did everyone find the same things, or were the transects different? Why?
 - Did any of the results surprise you?
 - What was the most interesting thing you observed?
 - Why do you think transects may be important tools for scientists to use when studying the tundra?
- When you have completed the follow-up discussion, have each team trade their handouts with another group. Revisit the area and have each group identify another group's transect based on what they reported.
- Ask the following questions again:
 - Did anything surprise you?
 - What was the most interesting thing you observed?
 - Do you think if you made a longer transect, maybe 96 feet long (four times larger than what you did), would you find different things? Why or why not?
 - Again, why do you think transects may be important tools for scientists to use when studying the tundra?

Instructor Note: Possible Answers

- Technique used to sample a population of species living in a given area.
- Used to estimate the number of species living in a given area.
- Transect lines are helpful because it would be nearly impossible to count every single plant in an entire ecosystem

Extension Activities: Plants Inspiring Art

- Invite the learners to share any art/activities/or other events that are inspired by art. Some good examples are listed below. You may wish to explore these further with the learners.
- Poems
- Watercolours (Monet)
- Tapestry
- Sealskin Adornment (kamiks)
- The tulip festival in Ottawa
- Music / Folklore
- Tattoos
- Plant Pressings

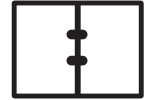
Evaluation

Throughout the unit, learners can be evaluated in the following ways:

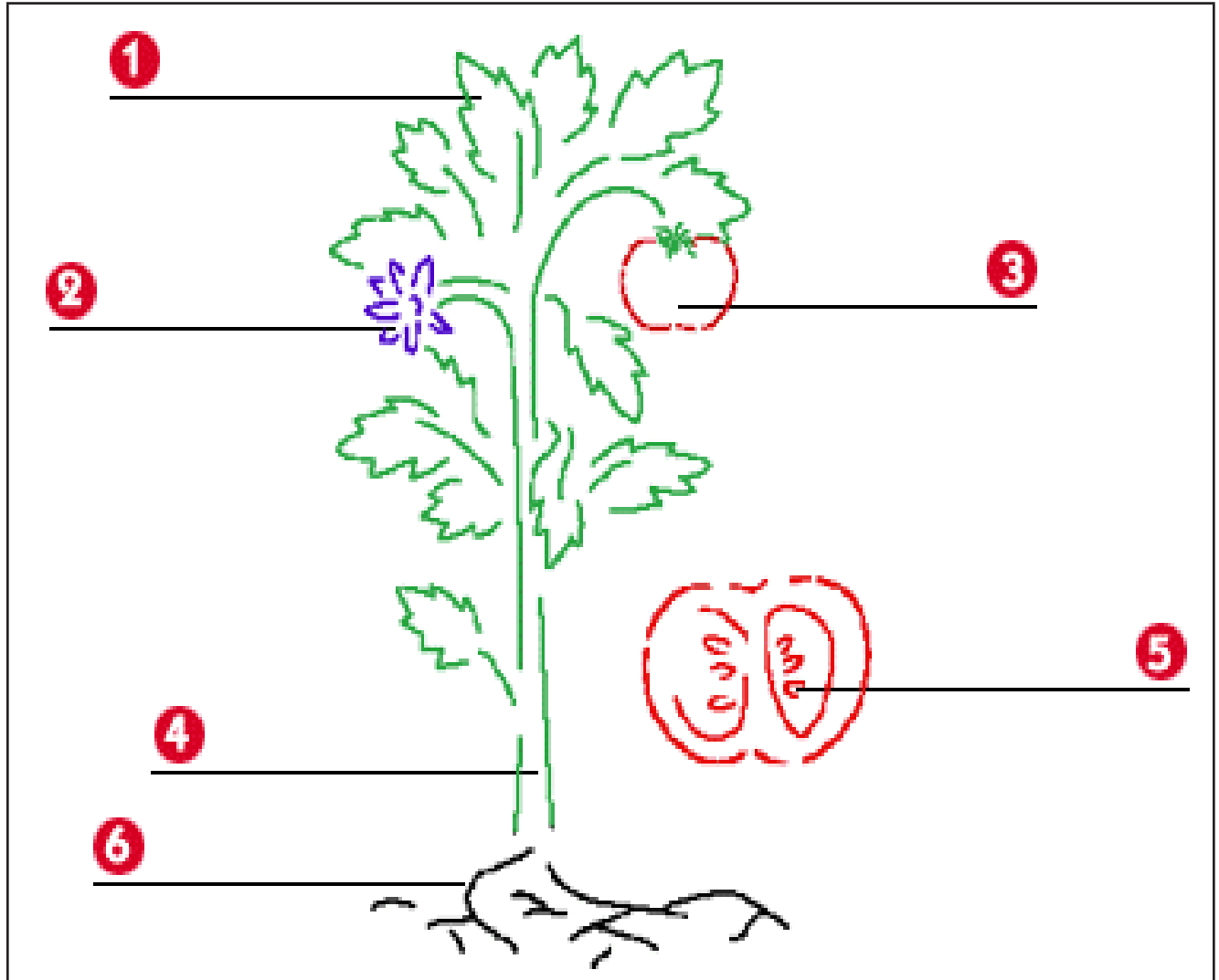
- Assess learners' reading abilities through observations during the guided reading process.
- Assess learners' ability to perform research by collecting and evaluating their research assignments for quality and completion.
- Assess learners' participation throughout the unit by administering participation marks.
- Evaluate learners' understanding of the book and the topics of study through continuous observations, assessing their willingness to participate in class discussions and the overall quality of their work.
- Evaluate learners' writing abilities through assessment and completion of written work.

Handout 1

Parts of a Plant



Label the plant using the correct terms. The terms are provided at the bottom of the page.



Stem

Roots

Fruits

Leaves

Flower

Seeds



Plant Parts and Their Functions

Read the following definitions. Using the Internet or other available resources, match the correct definition to each part of the plant.

Term: _____

ORIGINATE FROM THE LOWER PORTION OF THE PLANT AND ARE IN THE SOIL. THEIR FUNCTIONS ARE TO ABSORB NUTRIENTS AND MOISTURE, ANCHOR THE PLANT IN THE SOIL, SUPPORT THE STEM, AND STORE FOOD.

Term: _____

THE UPPER PART OF THE PLANT, WHICH BEARS BRANCHES, LEAVES, FLOWERS, AND FRUITS. IT IS GENERALLY GREEN WHEN YOUNG AND LATER OFTEN BECOMES WOODY AND DARK BROWN. IT CONDUCTS WATER AND MINERALS FROM THE ROOT TO THE LEAVES.

Term: _____

PROVIDE TREES WITH ALL THEIR FOOD BECAUSE THEY TURN SUNLIGHT INTO FOOD THROUGH ENERGY AND PHOTOSYNTHESIS. THEY ALSO PROVIDE OXYGEN IN THE AIR WE BREATHE.

Term: _____

ARE USUALLY THE SHOWIEST PART OF A PLANT. THEIR BEAUTY AND FRAGRANCE ATTRACT POLLINATORS (INSECTS OR BIRDS) THAT PLAY AN IMPORTANT ROLE IN THE REPRODUCTIVE PROCESS.

Term: _____

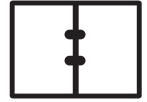
THE FLESHY STRUCTURE OF CERTAIN PLANTS THAT MAY BE SWEET AND EDIBLE IN THE RAW STATE, SUCH AS APPLES, ORANGES, GRAPES, ETC. IT ALSO CONSISTS OF SEEDS, WHICH ARE FOR PROPAGATION OF THE PLANT.

Term: _____

CONTAIN FOOD, WHICH SUPPLIES ENERGY AND MATERIALS FOR GROWTH UNTIL THE PLANT GROWS ITS FIRST LEAVES ABOVE GROUND.

Handout 3

Needs vs. Wants



Use scissors to cut out each card. Divide the cards into two piles. One pile will be things that people **NEED** to live, and one list will be things that people might **WANT**. Remember that each partner should agree to which pile the card belongs.

CANDY	WATER	CARS	COMPUTER
SHELTER	FOOD	TABLE	CLOTHES
MONEY	SOAP	DISHES	BOOKS

Something Is Missing



PLANT:	MISSING:
--------	----------

PREDICTIONS

--

OBSERVATIONS

DAY 1:
DAY 2:
DAY 3:
DAY 4:
DAY 5:

FINDINGS

--

Handout 4

Something Is Missing



PLANT:	MISSING:
--------	----------

PREDICTIONS

--

OBSERVATIONS

DAY 1:
DAY 2:
DAY 3:
DAY 4:
DAY 5:

FINDINGS

--



Something Is Missing

PLANT:	MISSING:
--------	----------

PREDICTIONS

--

OBSERVATIONS

DAY 1:
DAY 2:
DAY 3:
DAY 4:
DAY 5:

FINDINGS

--

Handout 4

Something Is Missing



PLANT:	MISSING:
--------	----------

PREDICTIONS

--

OBSERVATIONS

DAY 1:
DAY 2:
DAY 3:
DAY 4:
DAY 5:

FINDINGS

--

Handout 4



Something Is Missing

PLANT:	MISSING:
--------	----------

PREDICTIONS

--

OBSERVATIONS

DAY 1:
DAY 2:
DAY 3:
DAY 4:
DAY 5:

FINDINGS

--

Handout 5

Plant Habitats



PLANT HABITAT: _____

CLIMATE CONDITIONS

ILLUSTRATIONS

--	--

PROBLEMS FOR PLANTS

--



Handout 6

Plant Adaptations

PLANT HABITAT: _____

PHYSICAL CHARACTERISTICS

ILLUSTRATION

--	--

ADAPTATIONS

--

Handout 7

Transect Study



Part I: Choose an area that has a variety of plant types. Set up your transect. Remember to place your string as close to the ground as you can and in a straight line. Stake both ends, making the string as tight as you can. Mark your string into four equal parts by tying a piece of flagging tape onto the string.

Part II: Make a sketch of your transect below.

Transect Study



<p>PLANT NAME: DRAW IT BELOW:</p> <p>QUANTITY IN SECTION 1: QUANTITY IN SECTION 2: QUANTITY IN SECTION 3: QUANTITY IN SECTION 4:</p>	<p>PLANT NAME: DRAW IT BELOW:</p> <p>QUANTITY IN SECTION 1: QUANTITY IN SECTION 2: QUANTITY IN SECTION 3: QUANTITY IN SECTION 4:</p>
<p>PLANT NAME: DRAW IT BELOW:</p> <p>QUANTITY IN SECTION 1: QUANTITY IN SECTION 2: QUANTITY IN SECTION 3: QUANTITY IN SECTION 4:</p>	<p>PLANT NAME: DRAW IT BELOW:</p> <p>QUANTITY IN SECTION 1: QUANTITY IN SECTION 2: QUANTITY IN SECTION 3: QUANTITY IN SECTION 4:</p>