

# Nature and Its Effect on Humans: the Arctic Region

## Informational Text and Research

(How to find, evaluate, and use information)



Amy Lambries  
Alger Middle School

Summer 2012

*Natives drying fish on the Yukon River, Alaska. 1910*

[http://memory.loc.gov/cgi-bin/query/I?mymhiwebib:1.:temp/~ammem\\_kqEI::displayType=1](http://memory.loc.gov/cgi-bin/query/I?mymhiwebib:1.:temp/~ammem_kqEI::displayType=1)

As part of the *Informational Text and Research* unit in the 6<sup>th</sup> Grade, students will explore primary resources from the Library of Congress website regarding nature and its effect on humans.

[Overview](#)/[Materials](#)/[Historical Background](#)/[LOC Resources](#)/[Standards](#)/[Procedures](#)/[Evaluation](#)/[Rubric](#)/[Handouts](#)/[Extension](#)

<b>Overview</b>		<a href="#">Back to Navigation Bar</a>
Objectives	Students will: <ul style="list-style-type: none"> <li>Identify what life is like in the Arctic and how the people adapt to their environment</li> <li>Plan, prepare, and present their information in PowerPoint or Prezi form</li> </ul>	
Recommended time frame	2 weeks	
Grade level	6	
Curriculum fit	English Language Arts, Social Studies, Technology	
Materials	Life in the Arctic Circle” from <i>Triumphs</i> (Houghton Mifflin) <a href="http://www.hmheducation.com/assets/pdf/journeys/Grade-6/newleveledreaders/newVocabBL/L13%20life%20in%20the%20arctic_U.pdf">http://www.hmheducation.com/assets/pdf/journeys/Grade-6/newleveledreaders/newVocabBL/L13 life in the arctic U.pdf</a> <ul style="list-style-type: none"> <li>Primary Resources from the Library of Congress Image Table</li> <li>Handout: Photo Analysis Worksheet</li> <li>Technology available: computer lab or laptops with internet connectivity</li> </ul>	

# State of Michigan Learning Standards

[Back to Navigation Bar](#)

## **Common Core Language Arts Grade 6:**

### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

## **Social Studies Grade 6:**

6 – W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).

6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).

## **Technology Grade 6:**

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of

media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

6-8.RI.1. use a variety of digital resources to locate information

6-8.RI.2. evaluate information from online information resources for accuracy and bias

## **Procedures**

[Back to Navigation Bar](#)

Students will begin this lesson with the reading of “Life in the Arctic Circle” from *Triumphs* (Houghton Mifflin) text. Text may be assigned reading, silent reading, or reading aloud as accommodations dictate. Discuss as a class how the humans in this story are affected by the nature around them. Help students to visualize this selection by discovering what knowledge they already possess about the geography and history of the Arctic

	<p>Region and its peoples and wildlife. Follow guidelines of text and Teacher’s Guide which is part of Houghton-Mifflin’s Triumph Journeys series.</p> <ul style="list-style-type: none"> <li>• Lead in to research component by projecting <i>Drying Fish on the Yukon River, Alaska</i> overhead. This may also be projected on individual computer screens. Students will be given 2 minutes to study this picture on their own thinking about the following questions: <i>Where are these people? How are they dressed? What are they doing? Why are they doing it?</i> (Post these questions for their reference and provide <i>Photo Analysis Worksheet</i> for note-taking). After 2 minutes, students will pair share with another student to discover new or similar ideas. Call on representative from pair to share information and thoughts to the class.</li> <li>• <i>What else do we need to know? How will we find information that we need? How will we evaluate the information and how will be present the information?</i> Ask these questions to students. Give them the first answer: we will use the Library of Congress website. <a href="http://www.loc.gov">www.loc.gov</a>. Discuss the authority and reliability of the site. Demonstrate the site by going to it and entering a search for “Arctic Peoples” and choosing <i>Photo Print Drawing</i>. Here they will be able to search and explore for information that they will use in their presentation which will be a Prezi or PowerPoint. They will also be able to research maps, recordings, etc.</li> <li>• Students are now ready to discuss what answers we are looking for in this research and presentation creation. Suggestions: What do we want to know? What significance does this have in our lives? Who lives in the Arctic? How do they live because of the climate and the environment? Etc.</li> <li>• Discuss PowerPoint and Prezi and teach uses and basics as necessary.</li> </ul>
<p><b>Evaluation</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<p>Evaluation will be based on discussion participation, question development, answers to questions, and presentation. See: <a href="#">Rubric</a></p>

## **Extension**

[Back to Navigation Bar](#)

Explore available books and materials from local resources by searching online library catalog. Search terms would include: Arctic, Inuit, Eskimo, tundra, polar, polar bears, etc. Students may read on their own for Reading Program (AR, Reading Counts, etc.) points.

## Primary Resources from the Library of Congress

[Back to Navigation Bar](#)

Image	Description	Citation	Permanent URL
	<p>Natives drying fish on the Yukon River, Alaska. 1910</p>	<p>Drying fish on the Yukon River</p> <p>1997.35.3. Mystic Seaport.</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(mymhiwe+97353))">http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(mymhiwe+97353))</a></p>
	<p>Eskimo reading Saturday Evening Post in the arctic region</p>	<p>Title: Eskimo reading Saturday Evening Post in the arctic region Created/Published: c1913 Nov. 26 held in the Library of Congress, Prints and Photographs Division, Washington, D.C. 20540 USA</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c33968">http://hdl.loc.gov/loc.pnp/cph.3c33968</a></p>
	<p>This is an Inuit woman with papoose on back, Arctic Alaska.</p>	<p>Copyright by H.G. Kaiser, Nome, Alaska. Taken and published in 1912</p>	<p><a href="http://www.loc.gov/pictures/collection/coll/item/91482424/">http://www.loc.gov/pictures/collection/coll/item/91482424/</a></p>
			

# Project Rubric

[Back to Navigation Bar](#)

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Questions written and answered</b> Goal: Questions to answer are well thought out and relevant				
<b>Discussion Involvement</b> Goal: Student on task and involved in all discussions				
<b>Information gathered and used in presentation</b> Goal: information is accurate and cited				
<b>Presentation of Information</b> Goal: presentation is clean, neat, and accurate				

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

### Handout: Photo Analysis Worksheet

#### Observation

1. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.
2. Use the chart below to list people, objects, and activities in the photograph


3. Based on what you have observed above, list three things you might infer from this photograph

# Historical Background

This lesson includes three main components. The first is the informational text reading and study. The second component involves the research involved by exploring the resources available on the Library of Congress website. The third component deals with the development of a presentation.

Within the second component the students will explore the adaption of people to their environment. Adapting to one's environment is a means of survival. The lesson here is to look at how one particular people have made that adaption in the past and in current times. The students will study this adaption of the people of the Arctic Circle by exploring the initial reading and the resources available on the Library of Congress website.