

Inuksuk: Thing That Can Act in the Place of a Human Being

Developed by: Jen Reiter, 2014 Iditarod Teacher on the Trail™, created May, 2017

Discipline / Subject: Reading, Tech Integration

Topic: Reading for Information, Stop Motion Animation

Grade Level: 2-6, younger with included modifications

Resources / References / Materials Teacher Needs:

Making Thinking Visible by Ron Ritchhart, Mark Church, Karin Morrison, pages 147-153

Mentor Texts:

Older students: The Inuksuk Book by Mary Wallace

Younger students: An Inuksuk Means Welcome by Mary Wallace

Other Resources:

The Gift of the Inuksuk by Mike Ulmer

Make Your Own Inuksuk (Wow Canada! Collection) by Mary Wallace

I is for Inuksuk: An Arctic Celebration by Mary Wallace

Introduction Video: <https://www.youtube.com/watch?v=N3BfuYz-B1U>

Inuksuk Builder Video: <https://www.youtube.com/watch?v=NKQ97rOwBH0>

Lesson Summary:

Students will learn about the types and uses of Inuksuit and then create a stop motion video of the creation of an Inuksuk. They will then explore the ways that the Iditarod Trail Committee marks the Iditarod Race trail. They will design an inuksuk that could be used during the race, choose a location to place it, and write the ITC a letter to explain their choices.

Standards Addressed: (Local, State, or National)

Third Grade Common Core:

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Objectives:

TLW identify the meanings and uses for Inuksuit.

TLW create a stop motion video showing the creation of an inuksuk.

TLW design an inuksuk for the ITC and write to explain their choices.

Assessment:

- Students can be assessed on their planning sheets.
- They can be assessed on the final written assignment

Procedural Activities:

Day One – Background Knowledge:

1. Present the students with the following question to explore in groups of four via the thinking routine “The Micro Lab Protocol”: Knowing what we know about the arctic, how do you think people avoided getting lost? How did they find their way around?
 - a. Set Up: Allow the students a few minutes to reflect on the question silently. They may make notes about what they are thinking.
 - b. Share: Student number one is to begin sharing with the group for one minute. No one else is to speak. They are to listen attentively, and may take notes if they wish.
 - c. Call for Silence: Allow 30 seconds of silence for everyone to take in what was heard.
 - d. Do Rounds 2, 3, and 4: Repeat as needed for all students to have a chance to share.
 - e. Commence Discussion: Announce that the groups may now have an open discussion for about 5 minutes. They should make connections and ask each other questions for clarification.
 - f. Share the thinking: Come together as a whole group to share their thinking.
2. Share the introduction video with the students.
3. Share the appropriate mentor text with the students. Depending on your resources you could:
 - a. Have the students read and explore the mentor text in partners or small groups
 - b. Read the mentor text to the students as a shared reading
4. Distribute the appropriate notetaking sheet to the students (two versions are included). They could complete the sheet while they are reading, or complete it with a second reading of the text.
 - a. For the older students, the sketches needed for the worksheet occur throughout the text. You could project the text with a document camera to allow the students to see the images better while completing their sketches if there aren't individual copies of the books.
 - b. For the younger students, the last page in the book shows all of the sketches for all of the types. Again, you may want to project the page with a document camera to allow the students to see the images better.
5. To give the students even more background knowledge, share the Inuksuk Builder video with the students.

Day Two – Technology Connection:

1. Tell the students that today they will have the chance to become mini- Inuksuk builders.
2. Give them some time to play with building various inuksuit with the rocks.
3. Have the students work in partners to create the stop motion video. It works best if one person moves the rocks and one person takes the photos.
4. Tips for creating the stop motion video:
 - a. The video should appear as if the inuksuk is building itself.
 - b. Once the inuksuk is built, students can use small arctic animal figurines to make it appear that animals are crossing through the scene.
 - c. It's really important that they hold the iPads still and in the same place.
 - d. The more pictures they take the longer the video will be.
 - e. Shoot the video in front of a green screen. Pizza boxes painted green make great individual green screens.
5. App smash the stop motion video into a green screen app like Do Ink. Tips for creating the green screen video:
 - a. The students should find a digital image of an arctic scene to serve as their background.
 - b. Have them layer the video and background picture to create the final video.
6. The teacher may want to gather all of the videos and combine them into one class movie using iMovie.

Day Three – Iditarod Connection:

1. Repeat the Micro Lab Protocol from day one with this new question: “Knowing what we know about the environment that the Iditarod is run in and how some people mark locations in that type of environment, how do you think the trail is marked for the race?”
2. Allow the students time to explore the text set.
3. As a final wrap up, have the students imagine that the Iditarod Trail Committee has decided to feature a few inuksuits as trail markers in this year’s race.
 - a. They should design an appropriate inuksuk and draw a sketch.
 - b. They should write a letter to the Trail Committee to explain their suggestion
 - c. The letter should identify the type of inuksuk they chose, where they would place it, and why they designed it the way they did.
2. Examples could include:
 - a. Inunnguaq – could show mushers they are on the right path and be placed along the trail
 - b. Nakkatait – could show mushers where there is overflow and may be placed along the Yukon River or the Bering Sea
 - c. Pirujaqarvik – could show mushers they are near a checkpoint and be placed on the trail near Takotna
 - d. Inuksuk quviasuktuq – could show joy and be placed along side the finish line

Materials Students Need:

- Worksheet (included)
- iPad loaded with stop motion and green screen apps
- rocks – students could go on a hike to gather stones, or they can be purchased from craft stores. FLAT stones work best!
- mini arctic animal figurines

Technology Utilized to Enhance Learning:

- Stop Motion Studio by Cateater LLC or similar app
- Green Screen by Do Ink or similar app
- iMovie or similar app to combine individual movies into one class video

Other Information:**Modifications for Special Learners/ Enrichment Opportunities**

- Students could complete a writing assignment to wrap up their studies. They could either write an informational paragraph about what they have learned or a fictional story with their inuksuk as a character or setting.

Additional Information

Name: _____ Date: _____

Inuksuk: Thing That Can Act in the Place of a Human Being

Define Inuksuk:

List the 5 main uses of Inuksuit:

Inuksuit and Their Meanings	Sketch the Inuksuk that is described.	
Nikisuittuq – “North Star” – points to the North Star	Nakkatait – “things that fell in water” – points to good fishing spots	Inunnguaq – “image stone” – in the shape of a person Qajakkuviit – “kayak rests” – place to store kayak while it dries
Pirujaqarvik – “where the meat cache is” – shows where meat is stored	Tupjakangaut – “footsteps of game” – shows good places to hunt	Inuksuk Quviauktuq – “inuksuk expressing joy” – expresses the joy of the place and the builder

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Text Set: Marking the Iditarod Trail

From Iditarod's Education Portal:

<http://d3r6t1k4mqz5i.cloudfront.net/wp-content/uploads/2012/11/Behind-the-Scenes-Trail-Stakes.m4v?x86326>

From Zuma's Paw Prints:

<http://iditarod.com/zuma/97-2/>

Marking the Trail in the Early Years of the Race:

<https://lastfrontiermagazine.com/2016/03/08/breaking-the-iditarod-trail/>

News Report from KTU:

<https://www.youtube.com/watch?v=tGqpA18Hz2g>