



Date: _____

Igloo Building

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the land, water, and people of Nunatsiavut, Labrador from where this lesson plan originates. We also acknowledge Doris Boase, Inuit educator, as the creator of this lesson plan; the Elders of Hopedale who shared their knowledge and skills in making this lesson possible; and the Amos Comenius Memorial School in Hopedale, Newfoundland where the lesson was taught.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Demonstrate an understanding of the relationship between humans and the physical environment; [Social Studies SCO 7.0]
2. Discuss personal experiences with supporting details; [English Language Arts SCO 1.1]
3. Use active listening strategies for a variety of purposes; [English Language Arts SCO 1.2]
4. Apply knowledge of word formations to spoken language. [English Language Arts SCO 1.4]

LIST OF ACTIVITIES

1. Igloo Building

MATERIALS

- Handouts: KWL Chart and Reflection Snapshots Worksheet
- Book: "Building an Igloo" by Ulli Steltzer
- Video: How to Build an Igloo
- Supplies: images of different types of homes and shelters from around the world
- Supplies: paper and coloured pencils, markers
- Sample Rubric



Social Studies

Origin

Nunatsiavut
Hopedale
Newfoundland and Labrador

Learning Level / Grade

4



210 mins

Related Subjects

English Language Arts,
Physical Education,
Indigenous Language,
Indigenous Ways of Knowing
& Being, History

DESCRIPTION

This lesson plan provides students with the opportunity to learn about the traditional skill of igloo building through experiential land-based learning.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan provides students with the opportunity to learn about the traditional skill of igloo building through a hands-on, land-based learning experience guided by a knowledgeable community member. To effectively and respectfully facilitate a lesson based on traditional skills and values, it is important to engage those who are best able to share that knowledge with the students. It is important to be familiar with the appropriate ways in which to engage community members in the sharing of traditional knowledge. It is also important to discuss the lesson with students in advance to determine what they already know about the topic, to ensure that they understand its significance, and to provide them with time to begin reflecting on their personal connections to the content.

Teachers can access online information for the acquisition of knowledge in these areas, including the links provided in this lesson plan for educators to find additional information. However, priority would be given to reaching out to Indigenous community organizations and local District School Boards to be connected with the First Nations, Metis, and Inuit representative.

ACTIVITIES

1 - Igloo Building**Purpose**

The purpose of this activity is to provide students the opportunity to learn about igloos, and the relationship between humans and their physical environment.

Time: 210 mins

Activity Instructions

In this activity, students will engage in dialogue, active listening, hands-on learning, and representing. They will be encouraged to reflect on their learnings and connect to the content in a variety of ways.

Activation

The teacher may begin the lesson by asking students what they know about igloos and taking notes on the whiteboard using a KWL chart. After a brief discussion, if available the teacher will read the book, *Building an Igloo* by Ulli Steltzer, and draw attention to the pictures to help explain the process. Next, a short video of the teacher's choice can be shown, such as NFB's "How to Build an Igloo," to further illustrate the steps to building an igloo. Students may take some time to reflect and then share what they have learned about igloos as well as anything they would like to know about igloos. This information can be added to the KWL chart started at the beginning of the lesson.

Students are encouraged to share what they have learned with their families and to continue the conversation at home.

Connection

If possible, the teacher will invite a community member to share their knowledge of igloo building with the class in an outdoor, hands-on learning experience. Under the teacher's supervision, students will be guided to an outdoor location where they will learn about the skill of igloo building from the community member. They will learn about the history, values, and language associated with the craft as well as the techniques and materials required for the construction of an igloo. They will view a demonstration of how the snow is cut and assembled and they may participate in the preparation and assembly of the pieces, assisted by the community member and teacher. Students are expected to be active listeners throughout this activity. They will be encouraged to reflect upon their learnings in the following components of this lesson.

Consolidation

The teacher may invite students to take a few minutes to reflect upon their experience on the land. The teacher may ask students to consider what they learned about the techniques used in constructing an igloo, the historical importance of igloos, and the cultural values associated with this dwelling. Students may take notes, journal, or just reflect quietly in this part of the lesson. The teacher may then open up the discussion, encouraging students to share what they have learned with the class. These discussion points may be added to the notes started at the beginning of this lesson.

In pairs, or in small groups, students will brainstorm other materials that can be used to make homes and shelters (e.g., wood, clay, hide, bark, and stone). They will be invited to share their ideas with the class and, together, create a comprehensive list of materials. Using an interactive whiteboard (if available), the teacher can show the class images of different types of homes and shelters from around the world and discuss which materials, from the list, were used. This can lead to a discussion about how people use materials from their environment, or obtain materials from other environments, to construct their dwellings. The class may also discuss the design elements used in each structure.

Next, students will be asked to draw a home or a shelter using their own original design. They will be encouraged to consider the materials, overall function, and location of the dwelling. The teacher may ask students to share their completed designs with the class.

Extension

Students may complete the 'Reflection Snapshots' worksheet provided.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

- Spiritual - Students connect identity and relationship with the land through learning about a traditional skill, preferably from a community member out on the land.
- Emotional - Students develop an emotional connection to the lesson content through reflection, creative expression, and dialogue.
- Physical - This lesson provides students with land-based experiential learning as they observe and participate in igloo building.
- Intellectual - Students learn about the traditional skill of igloo building and its cultural and historical significance through reading, viewing, and listening. This lesson also provides students with opportunities to share, write, and represent their knowledge.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Handouts: KWL Chart and Reflection Snapshots Worksheet	File (KWL Chart and Reflection Snapshots Worksheet.pdf) 📄
1) KWL Chart for the 'Activation' activity - What I Know? What I Want to Know? What I Learned? 2) Reflection Snapshots Worksheet - for the 'Extension' activity	
Book: "Building an Igloo" by Ulli Steltzer	Supplies 📖
See if your library has this or a similar book.	
Video: How to Build an Igloo	Link 🔗
This film was created with funding from the National Film Board of Canada. Other videos are listed in "Where Can I Go for Additional Information?"	
Supplies: images of different types of homes and shelters from around the world	Supplies 📖
To display (on whiteboard, via powerpoint, etc.) and discuss with the whole class.	
Supplies: paper and coloured pencils, markers	Supplies 📖

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

- Pre-assessment is used at the beginning of this lesson to determine what students already know, as well as what they would like to learn.
- Formative assessment occurs throughout this lesson. Student learning is demonstrated through classroom discussion, participation in hands-on learning, artistic representation, and written reflections.
- Summative assessment - The dwelling design may be graded using a rubric (a sample of which is provided with this lesson plan).

Resource Title	Type
Sample Rubric	File (Sample Rubric - Igloo Building .docx) 

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Igloo	Link 
The Igloo, Northern Canada	Link 
How to Build an Igloo	Link 
The Inuit Education Initiative of the Nunatsiavut Government	Link 

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land
This lesson provides students with a land-based learning experience in igloo building and the history and cultural values associated with this Inuit dwelling.
Participatory and experiential learning activities
Language and Culture
A community member will be invited to share/demonstrate their knowledge of building an igloo as well as any history, language, or stories that they may want to share. Students may be taught Inuktitut terms related to igloo building, such as aputik (snow).
Relationship with family, ancestors

Students are encouraged to discuss what they learn about the traditional skill of igloo building with their families throughout this lesson. They are also encouraged to seek input to complete the 'Reflection Snapshots' worksheet. Family dialogue fosters a deeper connection to the content and provides great opportunities for intergenerational learning.

Connections are made with everyday life

The land-based learning experience provides students with an opportunity to learn about, and participate in, the traditional skill of igloo building. Through this experience, students also learn about Inuit cultural values, language, and history. Students are encouraged to reflect upon their experience and make personal connections through a reflection activity.

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders

Ethics in the classroom: care, truthfulness and trust, respect, integrity

- Care - demonstrated through actively listening and sharing knowledge and perspectives and through demonstrating one's learning through educational activities;
- Respect - demonstrated through acknowledging the cultural values, traditions, language, and history present in the lesson;
- Truthfulness and Trust - participating in the sharing of values, opinions, and ideas in a safe and inclusive educational space;
- Integrity - reflecting upon and presenting connections to content that positively influence identity.

Different learning styles; attention given to mind, body, and spirit

Healthy relationship with self and identity

The reflection activity encourages dialogue between students and their families. This dialogue is intended to enable students to connect what they have learned about igloos with their own sense of identity.

Personal reflection time (connecting with thoughts and feelings)

Both the KWL chart and the Reflection Snapshots worksheet are examples of how reflection is incorporated throughout this lesson. The KWL chart is used to determine what students already know about the topic, what they would like to learn throughout the lesson, as well as what they have learned by the end of the lesson. The Reflection Snapshots worksheet provides students with prompts to make connections between what they have learned and how it relates to their everyday lives. These activities both nurture identity and foster a positive relationship with self.

OTHER DETAILS

Unit Plan Title: Exploring our World

CONTRIBUTORS

Name	Role/Job Title	Place
Doris Boase	Teacher	Nunatsiavut
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QUESTIONS/MORE DETAILS

For Questions contact: [Sylvia Moore \(sylvia.moore@mun.ca\)](mailto:sylvia.moore@mun.ca) for more information.