

THE DOG LOT

TEACHING MATERIAL FOR THE INTERMEDIATE LEVEL

The Dog Lot is one out of nine podcasts produced by Katrine Nyland for The Icefjord Centre in Ilulissat.

Subjects

Cross-curricular – languages and science

Qualification fields

Nature/culture/technology

Learning goals

- Students acquire a fundamental knowledge of the sled dog and its importance for humans at the Icefjord.
- They practise their skills in communication and collaboration.
- They obtain an understanding of the importance of ice for life around the Icefjord.

Organization

We recommend that students work in pairs or individually. Depending on what suits each student best and the competences to be developed. Keep in mind that your best friend is not necessarily the one you collaborate best with. Working together is about *working* together and not just *being* together.

Guide to the Book Creator book

The Dog Lot is a student's book associated with the podcast *The Dog Lot*. The duration of the podcast is 5:38 minutes.

The activities have been designed to focus on the investigative, experimental, and creative approach of the students to learning. The process consists of three steps:

- Preparation before listening to the podcast
- Listening to and working with the podcast
- Further work with topics and insights from the podcast

We recommend that you listen to the podcast before presenting it to the students.

Page by page guide to the Book Creator student's book "The Dog Lot"

Welcome to the Icefjord Centre, page 4-7

The students meet the Icefjord Centre in two pictures, showing respectively summer and winter.

In the classroom you can talk about:

- What the Icefjord Centre is.
- What it looks like around the centre.
- The difference between summer and winter.
- How summer and winter differs where you live.

Map Illulissat, page 8-9

The students see a map of Greenland. A marker indicates where Ilulissat is located.

In class you can talk about:

- What you see on the map.
- How many people are living in Ilulissat.
- What else you know about Greenland and Ilulissat.
- Do you know the names of other places on the map?

I live here, page 10-11

In class you can talk about:

- Where your hometown or settlement is located.
- How many people are living there?
- Do you know the names of other places on the map?

Listen and talk, page 12-13

Now it is time for the students to listen to the podcast *The Dog Lot*. They start the podcast by clicking on the icon in the middle of page 12.

It is recommended that they listen in pairs or small groups.

Let the students spend some minutes talking to the one next to them about what they just heard.




On page 13 the students will make short sound recordings telling about the podcast. The pictures on the page may help them remember what they heard.

This is how to make a sound recording in Book Creator, web version:

1. Click on **+**
2. Choose *Record*
3. Click on **Start recording**

4. Start talking
5. Click on  *Stop recording*
6. Choose USE RECORDING

And in the Book Creator app:

1. Tap 
2. Tap *Media* (if necessary)
3. Tap *Add Sound*
4. Tap  – *Start recording*
5. Start talking
6. Tap  – *Stop recording*
7. Choose **Yes**

The recording will now be represented by a small sound icon. This icon can be placed where you wish on the page. You can listen to the recording over and over again.

Review in class

It is recommended to have a joint discussion in class when working with pages 12-13 is finished. We suggest that you support this with writing and maybe illustrating concepts and keywords on the blackboard.

In class you could talk about:

- What surprised the students when listening to the podcast.
- Concepts and keywords that the students encountered in the podcast.

You may find inspiration for the conversation below.

Concepts and keywords

- Culture
Culture consists of all the values, habits, traditions, knowledge and attitudes which characterize a society or an individual in their own historical and geographical context.
- Hunting and fishing culture
Since the first immigrations at Thule about 4-5.000 years ago Greenland has been dependent on nature's resources in the form of fish, birds and land and marine mammals. Hunting and fishing are still the most important livelihood for Greenlanders and Greenlandic society. These natural conditions have led to the development of a unique culture, built upon proud traditions.

What do you know about the culture of Greenland?

What other cultures do you know?

- Cornerstone – the dogs are a cornerstone of the Greenlandic hunting and fishing culture
A cornerstone is part of the supporting foundation, an important precondition for or component of something. A house without a foundation tumbles down. Without frost ice becomes water; frost is a precondition for the formation of ice. The dogs transport the catch, fish and people across ice and mountains, where no other means are available. The dogs are the cornerstone of transport.

Why are the dogs a cornerstone in this culture?

Could you be a hunter and fisher without having dogs?

- Lifeblood – in the community/ transportation of catch and humans
The dogs are the lifeblood of the community where they in generation after generation have hauled the catch home to the settlement and transported people between settlements and continents.
Lifeblood is an element that is a critical condition for something being able to function. The dogs are a condition for transporting the catch back to the settlements and towns.

What does it mean that something is the lifeblood of a community?

What is the lifeblood of your everyday life?

- Cycle – the cycle of the game animals follows the seasonal cycle of the ice
A cycle is characterized by something returning more or less regularly, repeating itself. A calendar day has a known and fixed course. It is divided into day and night. The seasons come and go in a definite order. The ice has a cycle. The movements of the ice are influenced by cold and heat (the cycle of the seasons), which in turn influence the conditions of life for the game animals.

What are the four seasons called?

What is characteristic of each season?

Do you know the cycle of water?

How does the cycle of the ice affect working with dog sledges?

- Tradition – the sled dogs, hunting and fishing
The sled dogs are part of special Greenlandic traditions that granddad Niels would like to pass on to his grandchildren.

What is the difference between a working dog and a family dog?

What is a tradition, and what other traditions do you know?

- Missing – Granddad Niels lives in Ilulissat, and his grandchild William lives in Hjørring. Granddad Niels misses his grandchild and the time when they could seek adventure and go hunting together.

William and his granddad talk together on Messenger. Do you know Messenger?

How do you talk with those you miss, or who are far away?

William misses his dogs, granddad Niels misses William. What might the dogs be missing?

My reference book, page 14-15

Now the students will make their own reference book using words from the blackboard. Text as well as pictures can be inserted.

Book Creator, web version

Insert *text* like this:

1. Click on **+**
2. Choose *Text*
3. Choose *Text* again
4. *Write* your text
or:
click on the microphone and *dictate* your text
(Important: choose the right language before dictating!)
5. Finish by choosing *DONE*
6. Move the text box to where you want it

Insert a *picture* like this:

1. Click on **+**
2. Choose *Images*
3. Select a picture from your computer
or:
search for one on the internet, select by clicking and choose **Add**
4. Resize by dragging a corner

Book Creator, app

Insert *text*:


1. Tap 

2. Tap *Add Text*
3. Tap *Text*
4. *Write* your text

or:

click on the microphone in the keyboard and *dictate* your text
(Important: choose the right language before dictating!)

Insert *picture*:

1. Tap 
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The students may also draw their own pictures and place them on a page as described above.

Videos about the sled dog, page 16-21

Now the students will watch films about the sled dog in modern Greenland.

The Natural History Museum of Denmark in five videos zooms in on five people who all have the sled dog as part of their existence and everyday life in modern Greenland. The five films can be found on the [home page](#) of the museum.

In the book we have chosen three of the five films. The videos are in Greenlandic with English subtitles.

It may be a good idea to watch the videos together in class and pause when needed to talk about them.

With the videos you find a description of them and a question that may help the students to reflect on what they see in the film.

Qimmeq – the Greenland sled dog, page 22-23

Here you read the book *Qimmeq* which is about the Greenland sled dog. On the following pages we have selected a small part of this book for our work.

The topics are:

1. The origin of the sled dog, pages 7, 8, 11 and 13
2. The life of a sled dog, page 16
3. The significance of the sled dog, page 23

We recommend that you read the text together with the class.

If you want to, you may choose further topics in the book and learn even more about the Greenland sled dog.

In class you could talk about:

- Why the sled dog has to be so strong and enduring.
- What makes the sled dog capable of coping with very low temperatures.
- Why it is necessary for the dog to be able to handle those low temperatures.
- The size of the sled dog.
- The difference between sled dogs and family dogs.
- The appearance of the sled dogs

Life of the sledge dogs, page 24-25

Let the students read or listen to the text.

In class you can talk about:

- Why the sea around Disko no longer freezes to ice.
- What the future will be like for Willams's dogs and the other dogs in the dog lots.

The students could reread or listen to page 16 in the book *Qimmeq*.

What goes together, page 26-27

Here the students can move the boxes around to make them match.

The origin of the sled dog, page 28-29

Now the students must answer the question: *Where do sled dogs come from?*

The students could reread or listen to pages 7, 8, 11 and 13 in the book *Qimmeq*.

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The students may also draw their own pictures and place them on a page as described above.

The significance of the sled dog, page 30-31


Here the students will answer these questions:

- Which role did sled dogs play through history?
- Which role do they play today?



The students could reread or listen to page 23 in the book *Qimmeq*.

Book Creator, web version

Insert *text* like this:


1. Click on 
2. Choose *Text*
3. Choose *Text* again
4. *Write* your text
or:
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(Important: choose the right language before dictating!)
5. Finish by choosing *DONE*
6. Move the text box to where you want it

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2. Choose *Images*
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or:
search for one on the internet, select by clicking and choose 
4. Resize by dragging a corner

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My story, page 32-37

The students now must work with their knowledge about the sled dog.

They will make an interview or an audio story describing the significance of sled dogs for the Greenlandic community.



If the students want to make an *interview*, they can contact the Icefjord Centre [here](#). They can help finding a sledge driver (“musher”) to interview. Or the students can assume the roles of e.g., a sledge driver and his/her talking dog.

Or they can make their own *audio story* from the perspective of the dog or a human – which could be William. Their product can contain real dog sounds or just sounds of silence.




Several pages have been placed in the Book Creator book. The students can choose one or more of these or make their own.

The students can work with the sound recorder, images, text and video.

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Presentation

As conclusion of the process the students will present their work to the rest of the class. Focus will be on the communicative and presentational abilities.

Colophon

The podcast *The Dog Lot* has been developed for the Icefjord Centre in Ilulissat by Katrine Nyland. Graphics were produced by Oncotype.

Teaching material for the podcast has been developed by Lotte Brinkmann from *Anholt Læringsværksted* with feedback from *Leg med It*.

The student's book in Book Creator has been developed as part of the project *Nutaaliorta* from Kivitsisa. The template was designed by Rikke Falkenberg Kofoed and Daniella Manuel, *Leg med It*.

The teaching material *The Dog Log* is published under a Creative Commons crediting licens CC:BY.

The [Qimmeq project](#) has been developed by Ilisimatusarfik and the University of Copenhagen. The children's non-fiction book "Qimmeq – kalaallit qimmiat qimuttoq – the Greenland sled dog" was produced by Anne Katrine Gjerløff, Ilisimatusarfik and the Natural History Museum of Denmark.

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