A 22 Rifle in the Shopping Trolley

Oldest level

*A 22 Rifle in the Shopping Trolley* is one out of nine podcasts produced by Katrine Nyland for The Ilulissat Icefjord Centre.

**Subjects**

Cross-curricular – history, social studies, mathematics, biology and religion.

**Learning goals**

* The students acquire fundamental knowledge about Northern Greenland as a *hunter society* and the importance of hunting and fishing in everyday life.
* The students acquire special knowledge about a culture where it is normal growing up as a hunter and fisherman from early childhood.
* The students practise their skills in communication and cooperation.

**organization**

We recommend that the students work in small groups, in pairs or singly. 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 Book Creator book *A 22 Rifle in the Shopping Trolley* is a student’s book associated with the podcast *A 22 Rifle in the Shopping Trolley.*

The duration of the podcast is 3:56.

The activities have been designed to focus on the students’ investigative, experimental and creative approach 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 – the Book Creator book**

**“A 22 Rifle in the Shopping Trolley”**

**Welcome to the Icefjord Centre, pages 4-7**

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

In class you can talk about:

* What the Icefjord Centre is.
* What the surroundings around the Centre look like.
* The difference between summer and winter.
* How summer and winter differ where you live.

**Map Ilulissat, pages 8-9**

Talk about the map and how many people live in Ilulissat and about how many people live in the town or settlement where you live.

**I live here, pages 10-11**

The students see part of a world map.

The task now is to move the red marker down into the map in order to show where each student lives.

The marker is found in the white box and can be drawn into the map.

In class you can talk about:

* Differences and similarities between Ilulissat and your own town or settlement.

**The seal, pages 12-13**

The students are to find out what different kinds of seals live in Greenland.

On page 12 there are two speech balloons with questions the students answer by recording an audio file and inserting this in the speech balloon. There is also a link to [greenland-travel.com](https://www.greenland-travel.com/inspiration/wildlife/seals/), where they can find information about the different species. The students can also search on the internet for pictures of the different kinds of seals.

On page 13 four pictures are inserted of a common seal, a Greenland seal, a ringed seal and a hooded seal respectively.

*Insertion of an audio file*: see instruction 1[here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf).

**Listen and talk, pages 14-15**

Now it is time for the students to listen to the podcast *A 22 Rifle in the Shopping Trolley.* They find the podcast by clicking on the picture on page 14.

Before the students listen to the podcast, you can give a short introduction to the contents of the podcast.

*The contents of the podcast:*

The story starts with the sound of a seal being skinned.

William’s story retold by Katrine:

* William tells about the day when he goes sailing with his grandfather. The grandfather spots a seal that he tries to shoot. But he does not succeed. William takes the rifle and shoots the seal in the head. On their way home, William spots one more seal that he also shoots.
* It is a big day when you shoot your first animal and it is celebrated with all of the family and all of the friends. (*Kaffemik)*
* William is only 11 years old and cannot eat that much at the party, because he has two loose milk teeth.

Malik tells that:

* he lives in a hunter society and the first thing he thinks of, when going sailing, is to bring his rifle.
* if they encounter a seal, they shoot it or try to shoot it.
* the dead seal is skinned right away and when this is done, they bring it onto a rock somewhere and eat it.
* they enjoy themselves on their way home and catch maybe 10 codfish and some redfish that they bring home and put in the freezer.
* everything is about hunting and fishing. It is the Greenlandic way of life.
* from childhood you are raised to use a rifle; everyone is a potential hunter, even his 1½ year old daughter…
* up here (Northern Greenland) there are no motorways so you do not just drive somewhere and shop. You take the boat and fetch the “groceries” out here (the sea/fjord). This is the food you get every evening.
* he as a young man was a guide and an American tourist runs up to him and says, “there are two people carrying a rifle”. But that is quite normal, maybe they are on their way to the bank to draw money for fuel.

Katrine tells that:

* it is normal to go sailing to fetch your “groceries” out in nature.
* you can buy a 22 rifle in the supermarket and that makes many tourists wonder.

It is recommended that the students listen in pairs or small groups.

Let the students spend a few minutes discussing what they have heard in the podcast.

On page 15 the students are to record small audio files where they tell about the podcast. The pictures on the page will help them remember what they have heard.

*Sound recording* see instruction 1[here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf).

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

*Review in class*

We recommend that you have a joint discussion in class when the work with pages 14-15 is finished.

While doing this, it would be a good idea to support the discussion by writing concepts and keywords on the board.

In class you could talk about:

* Why is the podcast called *A 22 Rifle in the Shopping Trolley?*
* Why is it more natural to go by boat than by car?
* That it is normal to grow up using a rifle from early childhood in Northern Greenland.

Below you can find inspiration for the class discussion.

For some of the concepts there are pages with tasks in the Book Creator book.

If you wish, you can add more pages for other topics, concepts and keywords that you discuss.

*Concepts and keywords*

* Hunter society – this keyword must not be confused with the historical concept that is connected to ancient history.

When Malik talks about Northern Greenland as a hunter society, he is referring to the fact that everything is about hunting and fishing. If there is a good catch possible in the sea surrounding Ilulissat, you immediately drop whatever you are doing and go hunting.

The Greenlanders love to go hunting and fishing. The magnificent nature is always close by. When the season is in, it is all about getting the freezer filled with meat, so that there is a lot of good stuff to eat during the winter. For most people the favorite is reindeer or musk ox.

The strong tradition for hunting also means that weapons are far more normal in Greenland than in Denmark. They are part of everyday life.

*In Greenland there is a tradition for hunting and fishing. Have any of you shot an animal?*

*What kind of traditions are there where you live?*

* [Harp Seal](https://natur.gl/arter/harp-seal/?lang=en) – is one of six kinds of seals that live in Greenland. You can see it all year round in Greenland. In the summer there are especially many, when they arrive from their breeding fields in Newfoundland to eat and become big and fat, before they in February return to the breeding fields to give birth to their pups. The seals are often seen in the Greenlandic fjords in small flocks of about 10-20 individuals.

Characteristics:

The adult seals (black sides) have a dark head and a characteristic horseshoe marking on their back. While the young Greenland seals (blue sides) have grey, spotted backs and a light grey underside. The newborn pups have pure white fur.

Feed:

Its feed consists of polar cod and themisto (a kind of seaweed fleas). An adult seal eats about 3 kg fish a day.

*Do you know the names of some of the other seals that live in Greenland?*

* 22 rifle – it shoots with small bullets of 5,6 mm in diameter and are effective up to 50 – 100 m. It shoots using a small gunpowder charge in a cartridge that is lit on the rim. The bullet is made of lead and can be rounded on the tip or with a hole (hollow Point) and can hit and kill an animal at a distance of up to 200 m.

*Why is it called a 22 rifle?*

**The three sector model, pages 16-19**

On pages 16-17 the students read the text that explains how they can interpret the model.

There is an additional explanation of Fourestié’s three-sector model, that they should try to make use of in connection with seal hunting on pages 18-19.

Furthermore, there is on page 16 a quotation from the podcast that emphasizes the fact that it is a *hunter society* the students now are to work with.

On page 18 there is an example of how wheat moves through the three sectors, from wheat growing on the field to a bag of flour in the shop. Moreover there is a link to Royal Greenland’s [homepage](https://www.royalgreenland.co.uk/our-seafood/natural-fish/greenland-halibut/), where you can find more knowledge about the production of halibut.

On page 19 there is a task box for the students. They are to use Fourastié’s model on the halibut as an example, instead of wheat that they have read about on page 18. They must tell about the halibut’s voyage through the three sectors from the sea to the shop.

Here are some questions you can use to help the students get started:

* How do you catch the halibut?
* Do you have to prepare the halibut somehow before you can sell it?
* How do people in other countries become aware that you have halibut for sale?
* How is the halibut transported from Greenland to the rest of the world?

At first the students solve the task in small groups, afterwards you make a joint review in class. Thus the students can get inspiration from each other for using the three sector model and how to explain it later on in their own reference book.

**Hunter society, pages 20-21**

On pages 20-21 the students work with seal hunting in Greenland and the importance of this to the Greenlanders.

On page 20 there is an excerpt from the podcast that the students are to read and furthermore there is a PDF file about hunting in Greenland. Here the students can make use of pages 22-33 about seal hunting.

On page 23 there are three questions:

* How can you use the three sector model on seal hunting?
* Of what importance is hunting to people in Greenland?
* What do you think would happen if hunting seals was prohibited all of a sudden? Or hunting other animals in Greenland?

Let the students work in small groups where they read the pages in the PDF file together and answer the questions. They insert their answers in the speech balloons as an audio file.

When the students are finished working with the pages, you can make a joint review in class.

Here are some suggestions to questions you can discuss in class:

* Was it possible to use the three sector model on seal hunting?
	+ Why/why not?
* How does Greenland differ from for example Denmark concerning the three-sector model?
* Do you think that Denmark could become a hunter society the way Malik describes it in the podcast?

*Recording of audio file*:see instruction 1 [here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf).

**My reference book, pages 22-23**

On these pages the students make short descriptions of the keywords and concepts that you have been through and worked with until now. They can write them, record them as an audio file or make a drawing and insert the picture. Their products will be used in the further work with the podcast. Please give the students the opportunity to clarify their reference book and add new knowledge as they go along with their work.

*Sound recording* *and insertion of pictures* see instruction 1 and 2 [here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf)

**A 22 rifle, pages 24-25**

On pages 24-25 the students imagine that they have to go shopping for a weekend trip where they are going to spend the night in a tent and go hunting.

On page 24 there is a note with the things they have to buy for the trip. There is no upper limit to the budget, so the students have free hands concerning how much equipment they will need. There is also a link to a Greenlandic shopping centre: [Pisiffik.gl](https://www.pisiffik.gl/da/). Here the students search for the things they want to buy and put the items in their shopping trolley. Be aware that the items are in Danish, but it is possible to search in English, and then look at the pictures and prices.

On page 25 there is a space where the students can insert a screenshot of their shopping trolley.

If it is necessary to differentiate the task, you can set a top amount of money they may use or tell them that there is a 10% offer and then they calculate the discount.

*Insertion of pictures*:see instruction 1 og 2 [here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf)

**An encounter in Ilulissat, pages 26-29**

The students make a small role play about an encounter between a group of Greenlanders who are going hunting and a group of tourists who have just arrived in Ilulissat.

On page 26 there are links inserted that the students use and a text concerning the requirements for the role play.

On page 28-29 the students can insert a film with their role play.

They create the manuscript and here are the requirements for the conversation:

* It must be clear where they are going hunting.
	+ So they must find a location on Google Maps.
* It must be clear what they are going to hunt.
	+ Is it a seal, fish or something else?
* It must be clear what they are going to use their catch for.
	+ Is it for food, clothing, fishing gear or other things?
* It must be clear what hunting weapons they will be using.
	+ Is it a rifle, a harpoon or something else?
* The tourists have only just arrived in Greenland and are very interested in everything that has to do with hunting and fishing.

*Insertion of video:* see instruction 5 [here](https://isfjordscentret.gl/wp-content/uploads/2022/12/Appendix-2-Book-Creator.docx-2.pdf)

**Evaluation**

The students show their products to the class.

Make sure that the framework for feedback is positive criticism.The students should be supported in assessing what is good – and what might be done better. Find more inspiration [here](https://vimeo.com/38247060).

Not specifically with a view to making new products, but foremost to let the students discover and work with this kind of constructive and positive criticism.

If you intend to work with some of the other podcasts from the Icefjord Centre, it might make sense to save the students’ Book Creator book, so the work they have done with it can be used again.

If you wish to let the students make use of the feedback they have received from the class, you could reserve time for them to continue their work with their products. So that they can use the feedback they have received from each other to change things in their product.

**Colophon**

The podcast *A 22 Rifle in the Shopping Trolley* has been created by the Icefjord Centre in Ilulissat.

The teaching material for the podcast *A 22 Rifle in the Shopping Trolley* has been developed by Lotte Brinkmann and Daniella Maria Manuel, Anholt Læringsværksted with feedback from Leg med IT.

The student’s book in Book Creator has been developed as a part of the *Nutaaliorta* project from Kivitsisa. The template is developed by Rikke Falkenberg Kofoed and Daniella Maria Manuel, Leg med IT.

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