



Arctic/Subarctic Culture Map



The **Arctic Culture Area** includes a small part of Alaska and northern Canada, from the western to the eastern ocean. Here, winters are long and harsh, and summers are short and not very hot. It was, and is, a hard place to live. Native people lived in igloos made of blocks of ice. At other times, they lived in homes made from animal skins. Most Native people lived along the coastline or in river valleys. On the coast, they depended on sea mammals, especially seals and walrus, for food. Inland, they hunted caribou or caught fish from rivers. The Arctic has few trees and thin top soil. Underneath, the soil is called permafrost and it is frozen all the time. It is impossible to farm in the Arctic.

The **Subarctic Culture Area** includes parts of Alaska and seven Canadian provinces. It also includes the Yukon Territory, Northwest Territories, and Nunavut. This large region has long, cold, and snowy winters and short summers. The Native people were hunters, fishermen, and gatherers. They relied on moose, elk, bear, caribou, and other animals. They also hunted animals for furs. This region has woodlands, rivers, lakes, and ponds.



Arctic/Subarctic Mural



Using the following learning objectives and activities tied to them, this section explores Plains cultural artifacts to understand both the similarities and differences between tribal nations.

Learning Objective 1: Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

Learning Objective 2: When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.



STUDENT WORKSHEET **BEFORE VISITING THE MUSEUM**

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.

Pre-assessment: See what you already know! Look at the pictures below and circle those that show some of the ways people of the Arctic met their needs. Cross out the pictures that do not show the Arctic Culture area.





STUDENT WORKSHEET **BEFORE** VISITING THE MUSEUM

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.

A. Use an atlas to color in the Arctic and Subarctic regions on this map. Make the Arctic area *red* and the Subarctic area *yellow*.



B. Use the map and what you know to answer these questions.

1. What are some of the different natural resources to eat in the Arctic and the Subarctic?

Arctic _____

Subarctic _____

2. How do you think permafrost affects the natural resources in the Arctic?

3. What North American countries are part of the Arctic and Subarctic?



STUDENT WORKSHEET **BEFORE** VISITING THE MUSEUM

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.

Read: There are few trees and plants in the Arctic so people here were not farmers as in other culture areas. The people had to keep moving to hunt for meat and to gather any other food they could find. They ate mostly animals like whales and caribou. Arctic people used the caribou in a similar way to how the Plains Indians used the buffalo. They used all parts of the animal to eat, make clothes, and create tools like spears, harpoons, and other things. They also used natural materials like ivory and soapstone to carve animal figures.

1. Look at the pictures. Decide what you think they are made of. Write your answer next to the picture.







2. Discuss your answers with your classmates. When you visit the museum, check your answers.



STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.

Word Find A. Look in the puzzle and try to find the words that have to do with the way Arctic people met their needs. The words may be written across, down, or on a diagonal. When you find them in the puzzle, circle them and then cross them off on the word list underneath.

P	J	C	A	R	I	B	O	U	B	N
X	A	F	R	D	O	G	S	L	E	D
Y	M	R	L	E	S	E	A	L	V	M
U	U	W	K	X	E	N	K	H	D	H
P	K	W	H	A	L	E	I	J	F	A
I	L	A	P	M	K	A	Y	A	K	R
K	U	L	L	K	A	S	H	I	M	P
C	K	R	K	E	G	I	G	L	O	O
I	N	U	I	T	U	D	F	H	G	O
Q	W	S	S	V	B	T	D	C	B	N

caribou	dog	sled
harpoon	igloo	Inuit
kayak	parka	seal
walrus	whale	

B. Color the Words

- Color the words that have to do with food **red**.
- Color the words that have to do with transportation **green**.
- Color the words that have to do with clothing **blue**.
- Color the word that has to do with housing **pink**.
- Color the names of the Arctic people **yellow**.



STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.

Read: “What is Snow Blindness?”

The snow in the Arctic area can make a person unable to see. When the bright sun reflects back on white snow, it makes rays that are damaging to the eyes. These rays give the eyes a kind of sunburn. The people in this area learned how to protect their eyes by making snow goggles.

How do people know if they have snow blindness?

Their eyes feel sensitive to light. They get pain in their eyes or in their forehead. Sometimes, the eyes feel like they have little bits of grit in them. It is a dangerous condition.

Snow Goggles

Arctic people have long made snow goggles to protect their eyes from snow blindness. They usually made them out of wood, bone, or shell. Today, Arctic people wear modern sunglasses or snow goggles often made with polarized lenses. So, if you are ever in the Arctic, make sure to bring your sun glasses.

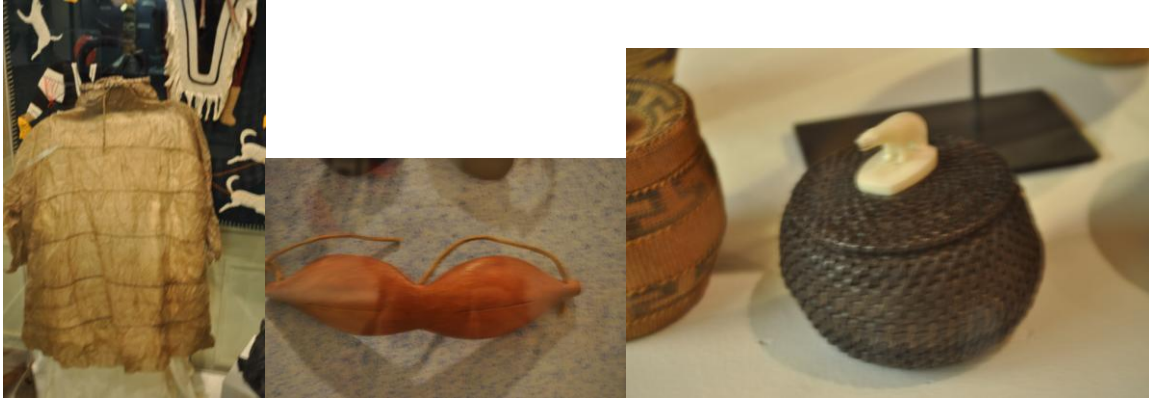
Extension Activity:

1. Cut a slit in a paper towel tube.
2. Cut two small rectangular holes to see through. Try to make these holes as thin as possible.
3. Using a hole punch, make a hole on both sides of the paper towel tube.
4. Tie yarn through the holes.
5. Tie the yarn together so the goggles fit around eyes and enjoy!



STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

Learning Objective 1: Native People met their fundamental basic survival needs for food, houses, clothes and transportation by using resources available in their environment.



1. What are some of the resources available to the people in the Arctic and Subarctic regions?

2. What were the two basic forms of transportation used in this area?

3. Cite at least three food items that made up an important part of the northern diet.

4. How does daily life in the Arctic Culture Area compare to that of the Southwest Area?

5. What single environmental feature had the greatest impact on the lives of the people in the Arctic and Subarctic regions?

6. Do you think you would like to grow up in this part of North America? Explain your answer.



STUDENT WORKSHEET **AFTER** VISITING THE MUSEUM

Learning Objective 2: When European arrived, new resources from another part of the world became available to Native people and altered their ways of life.

Read: When Europeans, Asians, and Eurasians arrived in the Arctic and Subarctic in the past, their presence impacted Native people’s culture and their basic way of life in many ways. Today, these changes seem to be happening even more rapidly. New technologies and the exploitation of the region’s natural resources have had a major impact on the availability of fish and wild life, the major food sources of the region. These technologies have also devastated the environment. A form of strip mining that extracts oil from the tar sands of Alberta, Canada scars the land. It takes approximately two tons of tar sand to recover one barrel of oil. Transporting oil across the region via hundreds of miles of oil pipelines disturbs the migrating routes of caribou and other hooved animals. Purse seining, a fishing technique to capture very large numbers of food fish that travel in schools near the surface of the water such as sardines, mackerel, and herring, often leads to over fishing in some areas.



Activity*: Using the resources of the museum, your school library and/or the Internet, develop an essay on the major environmental issues of this region today. Describe how life in the region has changed and what additional changes can be expected if on-going trends are not reversed. Use the following guidelines to organize your information.

Location _____

Major Issues _____

Future Issues _____

***TEACHERS:** You may want to make this a team assignment of at least several weeks duration that can lead to the development of a visual project depicting the students’ findings.



STUDENT WORKSHEET **AFTER** THE MUSEUM

Learning Objective 1: Native people met their fundamental, basic survival needs for food, houses, clothes, and transportation by using the resources available to them in their environment.

Learning Objective 2: When Europeans arrived, new resources from another part of the world became available to Native people and altered their ways of life.

Post-Assessment: Write facts about the Arctic/Subarctic in the correct place. Put a question mark if you don't know an answer. Add other information that you remember at the end of the chart.

	Subarctic	Arctic
Location/Climate		
Food		
Houses		
Clothes		
Transportation		
Trade Items		