

Polar Bear Project IDL wb 18.01.21.

Second level

This week we look at the people of the Arctic and how humans in general have made a difference to the world of the polar bear.

Activity 1 – The Inuit tribes

This first activity gives you lots of sources of information about the people who live in the Arctic Circle. Find out as much as you can using these sources (and feel free to look out more information if you are interested) then try the tasks below:

First are three links that tell you about the people who live closest to where the polar bears live, in the Arctic Circle.

[Inuit Facts for Kids \(kiddle.co\)](http://kiddle.co)

[Inuit People | Inuit Facts For Kids | DK Find Out](#)

[Inuit Homes: by Sara Keane \(prezi.com\)](http://prezi.com)

The link below has a quiz at the end. You can also choose to hear an audio recording of this page, rather than read it.

[Native Americans for Kids: Inuit Peoples \(ducksters.com\)](http://ducksters.com)

Here is a teacher telling you what life is like living in the Arctic today:

[Living in the Arctic - Silagqi, Teacher in Nunavut, Canada - YouTube](#)

This article might challenge some readers, but it has great photos:

[Here's How People Live in the Arctic \(nationalgeographic.com\)](http://nationalgeographic.com)

Tasks to choose from:

1. Draw the Inuit traditional igloo and an example of a house that Inuits live in today. Label them both.
2. Tell us about a day in the life of an Inuit. You can write it as a diary, or make a video as you go through your day. Choose whether you are a grown up or a child.



Activity 2 - Inuit foods

When we think of foods that are traditional to a place, it is usually because of what is grown, or available there. Nowadays we can transport a long distance, which means what we eat may have come from another part of the world.

The Inuit people were unable to grow much in the dessert tundra. They lived mostly on meat from the animals they hunted (caribou, seal and whale), fish and foraged berries. However, since transport became better, food from most parts of the world can be transported to the Arctic Circle, so there is a wider range of fruit and vegetables available now, and also meats from animals that do not live there (such as bacon from pigs, and chicken). In the towns there are grocery shops and cafes.

Here is a link to an Inuit ice-cream recipe:

[Akutaq Recipe, Eskimo Ice Cream Recipe, Whats Cooking America](#)

Here is a recipe for ice cream from Scotland:

Raspberry Ice Cream

Ingredients

100g raspberries, mashed

100ml double cream

50g castor sugar

Method

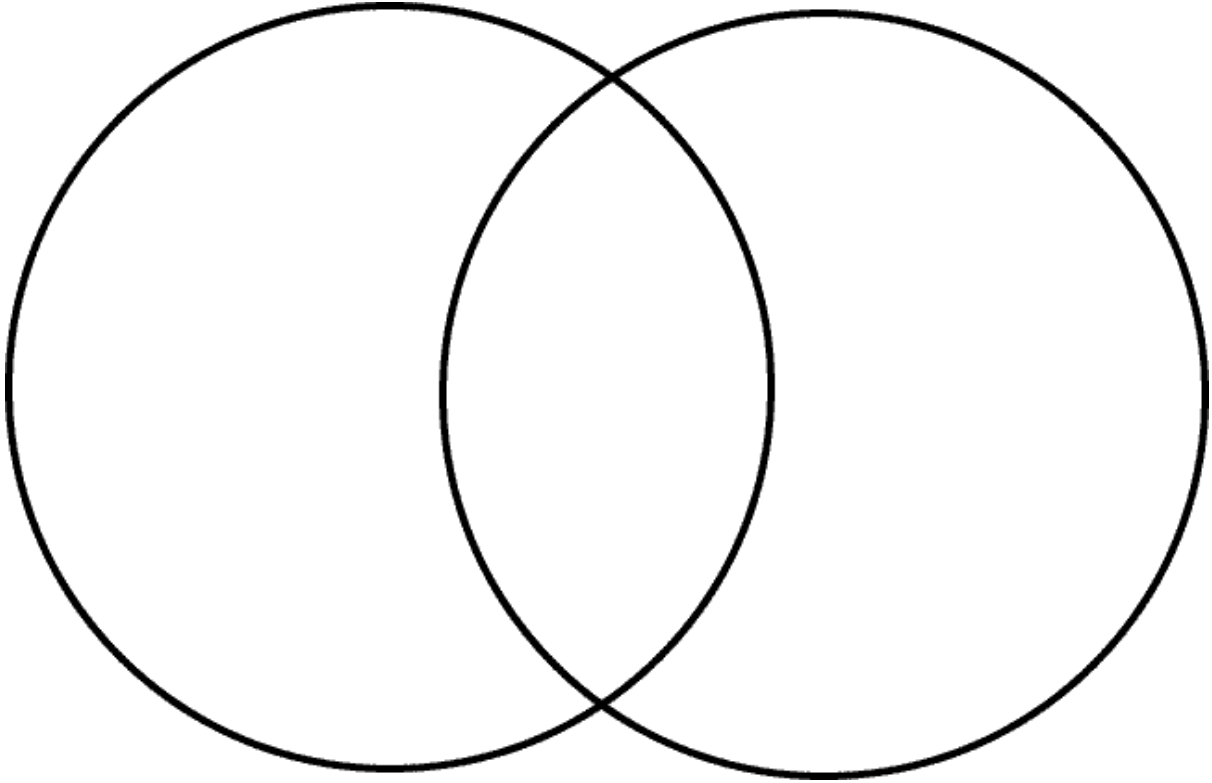
1. Mash the raspberries. Cover with sugar and leave for half an hour to help the sugar dissolve.
2. Whip the cream (with a hand or electric whisk) until it has quite stiff peaks.
3. Fold the raspberries and sugar into the cream.
4. Put it in a freezer-proof container that has a lid. Put it in the freezer and stir after 1 hour.
5. Enjoy, once it is set.

Why do you think the ice cream ingredients are different in Scotland to the recipe from the Inuit?

Choose from these tasks:

1. Make one or both of the ice creams. The Inuit modern recipe has ingredients that you can find in shops in Scotland (Crisco = Trex or Stork margarine, or you can use lard). Let us know how they are!
2. Make a Venn diagram, like this, and fill in as many foods as you can.

This circle has foods produced in the Arctic:



This circle has foods produced in Scotland.

In the middle you can put foods that are produced in both countries, if there are any!



Activity 3 – human impact on polar bears

The Inuit did hunt polar bears, but Polar bears were not the staple diet (the main food) of the Inuit, that was seal, caribou or whale meat. The number of polar bears that Inuit hunted was not enough to cause the polar bears to be endangered.

Read this article:

[Indigenous People & Polar Bears - Polar Bears International](#)

Polar bears are having to come closer to human habitats. They are having to look further afield for food as the ice they live on is forming for less of the year and when it does form it is too thin for a while, for them to hunt safely. Some people say this is due to global warming. The next article explains a variety of reasons why polar bears have been put on the endangered species list. However not all the polar bear species numbers are dropping, which is good news. (Sometimes charities don't mention this positive news, but this is because they would like to keep being able to provide more for the polar bears so that all the species of polar bear are having similar success.)

[Polar Bear Endangered - Polar Bear Facts and Information \(polarbear-world.com\)](#)

Present, in any way you choose, what humans are doing to endanger the polar bear and what humans could do to support the polar bear. For example, you could write about it, or you could pretend to interview a polar bear expert and video it, or you could draw a poster to show how a world would look with and without human impact on polar bears.



Activity 4 - the zoo debate

Polar bears are found in zoos all around the world. Last week we found out about Hamish, a polar bear born in the Highland Wildlife Park in Scotland. The link in Activity 3 is from a charity, Polar Bears International, that explains positives of taking polar bears to zoos. But polar bears come from a unique environment. Many people think that animals are best in their own environment, but a responsible zoo will try to make a habitat like the polar bear's natural habitat.

Choose from these two tasks:

Design a zoo enclosure for a polar bear. You can design it on paper, or make a 3D model.

You could consider:

- Space
- Food
- Water
- Shelter
- Light (day and night)
- Companionship
- Safety
- Floor covering
- Temperature
- Plant life
- Maintenance (eg a sloping floor for drainage and cleaning, how to get food in and how to get waste out. How zoo keepers and vets can get in etc).

OR Present a debate, for why we should or should not have zoos.

Research the issue and give both sides of the debate. Decide upon your conclusion. This could be written, or you could have a debate with a person in your home and video it! (Tip – remember to take turns listening and speaking!)



COMING UP!!

Next week we will look at explorers, survival and tourism in the Arctic. There will be opportunities for learning in history, STEM, HWB and art.