April 3, 2020

To: Families and Caregivers of CMSD Students:

CMRD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMRD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
PARENT INFORMATION

English
Parents & Caregivers – Daily language learning is important! The following packet and links are available for your child to access daily English language learning. Thank you for everything you do for your children!

Spanish
Padres o Encargados – ¡El aprendizaje diario de idiomas es importante! El siguiente paquete y enlaces están disponibles para que su hijo acceda al aprendizaje diario del idioma inglés. ¡Gracias por todo lo que haces por tus hijos!

Swahili
Wazazi & watunzaji – kujifunza lugha ya kila siku ni muhimu! Pakiti zifuatazo na viungo vinapatikana kwa mtoto wako kufikia kujifunza lugha cha Kiingereza cha kila siku. Tunakushukuru kwa ajili ya kila kitu unayatenda kwa ajili ya watoto wenu!

Somali
Waaliddiinta iyo Daryeeleyaasha - Barashada luqadda maalinlaha ah waa muhiim! Xirmooyinka soosocda iyo xiriidhada soosocda ayaa loo heli karaa cunuggaaga inuu marin u helo barashada luqadda Ingiirisiga maalin kasta. Waad ku mahadsan tahay waxkasta oo aad u qabtaan carruurtaada!

Nepali
अभिभावक र हेलेवाहकार्ले - दैनिक भाषा सिक्न महत्त्वपूर्ण छ। निम्न प्याकेट र लिंकहरू तपाईंको बच्चालाई दैनिक अग्रणी भाषा सिक्ने पहुँचको लागि उपलब्ध छ। तपाईंका बच्चाहरूको लागि गर्नुहोस् सबै कुराका लागि धन्यवाद!

Arabic
الآباء ومقدمو الرعاية - تعلم اللغة اليومية أمر مهم! تتوفر الحزمة والروابط التالية لطفلك للوصول إلى تعلم اللغة الإنجليزية اليومي. شكرا لك على كل ما تفعله لأطفالك!
## Bilingual / Dual Language Activities

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Grade Levels</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockalingua</td>
<td>PK-2</td>
<td>Rockalingua.com</td>
<td>Cartoons and music-based learning of various content.</td>
</tr>
<tr>
<td>Story Place</td>
<td>PK-3</td>
<td>Storyplace.org</td>
<td>Listen to stories in English and Spanish</td>
</tr>
<tr>
<td>The Spanish Experiment</td>
<td>K-5</td>
<td>thespanishexperiment.com/stories</td>
<td>Stories in Spanish</td>
</tr>
<tr>
<td>Museums to Visit</td>
<td>3-12</td>
<td>ayudaparamaestros.com/2020/03/10-museos-para-visitar-estando-en-casa.html?m=1</td>
<td>Museums to visit virtually around the world in all languages.</td>
</tr>
<tr>
<td>Colorin Colorado Families</td>
<td>PK-12</td>
<td>Coloringcolorado.org/families</td>
<td>Assistance for families on guidance in reading and language learning.</td>
</tr>
<tr>
<td>70 ideas on what to do at home</td>
<td>PK-12</td>
<td><a href="https://estacionbambalina.com/70-ideas-faciles-para-jugar-con-ninos-dentro-de-casa/">https://estacionbambalina.com/70-ideas-faciles-para-jugar-con-ninos-dentro-de-casa/</a></td>
<td>70 ideas on what to do at home in Spanish.</td>
</tr>
</tbody>
</table>

## English Language Development / English as a Second Language

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Grade Levels</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Education</td>
<td>6-12</td>
<td>Discoveryeducation.com/community/virtual-field-trips/</td>
<td>Varius virtual field trips and videos focused on SEL, College and Career, Civics, etc.</td>
</tr>
<tr>
<td>Scholastics</td>
<td>PK-12</td>
<td><a href="https://www.scholastic.com/teachers/student-activities/">https://www.scholastic.com/teachers/student-activities/</a></td>
<td>Student online activities in all content areas.</td>
</tr>
<tr>
<td>Project Explorer</td>
<td>K-12</td>
<td><a href="https://www.projectexplorer.org/kids-home">https://www.projectexplorer.org/kids-home</a></td>
<td>Travel the world through the eyes of our storytellers.</td>
</tr>
<tr>
<td>Museums to Visit online</td>
<td>6-12</td>
<td>mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online</td>
<td>Museums to visit virtually around the world.</td>
</tr>
<tr>
<td>Kid Lit TV</td>
<td>PK-4</td>
<td><a href="http://www.kidlit.tv">www.kidlit.tv</a></td>
<td>Reading for students in grades K-5. It has storytellers and the research around books.</td>
</tr>
<tr>
<td>Starfall</td>
<td>PK-3</td>
<td>starfall.com</td>
<td>Literacy Activities for grades PK-3</td>
</tr>
<tr>
<td>International Children’s Library</td>
<td>K-12</td>
<td>Em.childrenslibrary.org</td>
<td>Online/virtual libraries for all students.</td>
</tr>
</tbody>
</table>
### Multilingual Multicultural Education Department

"Supporting English Learners Achieve Academic Excellence."

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Grade Levels</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>News ELA</td>
<td>5-12</td>
<td>Newsela.com</td>
<td>Current events from all popular newspapers and magazines curated and aligned to all content standards. Students and teachers are able to join free.</td>
</tr>
<tr>
<td>EL Civics</td>
<td>6-12</td>
<td>Elcivics.com</td>
<td>English learners learn civics with all scaffolds. Also, ESL lessons aligned to civics are available.</td>
</tr>
<tr>
<td>ESL Kids World</td>
<td>K-12</td>
<td>Eslkidsworld.com</td>
<td>ESL Lessons for all grade levels.</td>
</tr>
<tr>
<td>English Listening</td>
<td>K-12</td>
<td>Elllo.org</td>
<td>Free ELD listening lessons for students.</td>
</tr>
<tr>
<td>Lesson Library Online</td>
<td>K-12</td>
<td>Elllo.org</td>
<td>Free ELD listening lessons for students.</td>
</tr>
<tr>
<td>Imagine Learning</td>
<td>K-12</td>
<td>Imaginelearning.com</td>
<td>Language and Literacy Development</td>
</tr>
</tbody>
</table>

**World Languages**

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Grade Levels</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duolingo</td>
<td>K-6</td>
<td>Duolingo.com</td>
<td>Language learning in multiple languages through interactive activities.</td>
</tr>
<tr>
<td>Busuu</td>
<td>4-12</td>
<td>Busuu.com</td>
<td>Language learning in multiple languages through interactive activities</td>
</tr>
<tr>
<td>Quizlet</td>
<td>K-12</td>
<td>Quizlet.com</td>
<td>Language learning in multiple languages through interactive activities</td>
</tr>
<tr>
<td>Plural Plus</td>
<td>9-12</td>
<td>Pluralplus.unac.org</td>
<td>United Nations free resource for language learning and cultural understanding around the world.</td>
</tr>
</tbody>
</table>
## Multilingual Multicultural Education Department

"Supporting English Learners Achieve Academic Excellence."

<table>
<thead>
<tr>
<th></th>
<th>Russian</th>
<th>Spanish</th>
<th>Arabic</th>
<th>Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages Online</td>
<td>K-12</td>
<td>Education.vic.gov.au/languageonline/default</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PARENT DIRECTIONS

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Swahili</th>
<th>Arabic</th>
<th>Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child should be logging in to any of the online resources above daily as enrichment to continue their English language learning.</td>
<td>Su hijo debe iniciar sesión en cualquiera de los recursos en línea anteriores diariamente como enriquecimiento para continuar su aprendizaje de idioma inglés.</td>
<td>Mtoto wako anapaswa kuingia katika nyenzo yoyote ya mtandaoni juu ya kila siku kama kuboresha na kuendelea kujifunza lugha ya Kiingereza.</td>
<td>يجب أن يكون هناك تسجيل الدخول إلى أي من الموارد عبر الإنترنت أعلاه يوميا كتراثا لمواصلة تعلم اللغة الإنجليزية.</td>
<td>तपाईंको बच्चाले उपभोक्ताको रूपमा दैनिक कुनै पनि अनलाइन संसाधनमा लग झने गर्नु पर्दछ उनीहरूको अंग्रेजी भाषा सिकन जारी राख।</td>
</tr>
</tbody>
</table>
## ESL Support Packet

Part 1: Reading/Writing Words in this lesson. Practice reading and talking about these words with your child.

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Nature</td>
</tr>
<tr>
<td>Flowers</td>
</tr>
<tr>
<td>Rain</td>
</tr>
<tr>
<td>Garden</td>
</tr>
<tr>
<td>Plant</td>
</tr>
<tr>
<td>Sprout</td>
</tr>
<tr>
<td>Stem</td>
</tr>
<tr>
<td>Leaf</td>
</tr>
<tr>
<td>Birds</td>
</tr>
</tbody>
</table>
Part 2: Notice and Wonder
Look at the picture below and draw or write what you notice or wonder about the picture.

<table>
<thead>
<tr>
<th>I notice (see)</th>
<th>I wonder (think)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spring scavenger hunt

- bird nest
- ladybug
- worm
- grass
- bunny
- moss
- sunshine
- feather
- frog
- dandelion
- spider web
- ants
- green leaf
- clouds
- ball
- fruit tree
- puddle
- lady bug
- yellow flower
- sprinkler
- a stick
Part 3: Listening/Speaking Domain

- Now watch the YouTube Video about Spring and repeat the words in English. Practice these words two times.

https://www.youtube.com/watch?v=nOqlvHhY284

- Now listen to the song Spring Songs for Children - Spring is Here with Lyrics - Kids Songs by The Learning Station

https://www.youtube.com/watch?v=DobRgD5aOU

- Talk about the words that describe Spring

- Practice the Spring Sight Words
Barack Obama

Barack Obama was born in 1961 in Hawaii. He lived with his grandparents until he finished high school. He moved to New York to go to college. Barack always wanted to help people have better lives. He moved to Chicago and helped people learn about new jobs. He wanted to do more. He moved to Boston and studied to become a lawyer. When he finished, he moved back to Chicago. He soon became a member of the Illinois Senate and worked to create better laws in Illinois. In 2004, Barack Obama was elected to represent Illinois in the U.S. Senate. He spent 4 years as a U.S. Senator. Barack Obama was elected president of the United States in November 2008. In 2012, he was elected to serve a second term as President.

1. What was the author’s purpose for writing this?

2. In what state was Obama born?

3. Where did Obama go to college?
The Dolling family walked into their kitchen from the back door. The floor was covered in water! James didn’t know why but he wanted to find out. James rolled up his pants, took off his socks and shoes, and started walking around. He walked to the sink and opened the cabinet. There wasn’t any water in the cabinet so he knew it didn’t come from there. He kept walking. He walked up to the fridge and opened it. There were no clues to tell him if the fridge was the problem. The last place he thought to look was the dishwasher. He saw the dishwasher had water dripping from the bottom. Was that the problem?

1. What was the problem in the story?

2. What was the source of the water?

3. If you wrote the end of this story, what would it be?
Name: __________________________  Date: __________________

### Frogs vs. Toads

<table>
<thead>
<tr>
<th>Frogs</th>
<th>Toads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth or slimy skin</td>
<td>Dry, bumpy skin</td>
</tr>
<tr>
<td>Lives in wet places</td>
<td>Lives in dry places</td>
</tr>
<tr>
<td>Long, strong back legs (for leaping)</td>
<td>Shorter back legs (for walking)</td>
</tr>
<tr>
<td>Webbed feet</td>
<td>No webbing on feet</td>
</tr>
<tr>
<td>Lays eggs in groups</td>
<td>Lays eggs in long chains</td>
</tr>
</tbody>
</table>

1. What two animals is this table comparing?

2. How is a frog's skin different than a toad's?

3. Given where they live, why is it better that a frog has webbed feet?

4. What does the author want you to learn from this table?
ACTIVITIES FOR GRADES 6 – 8

This section is credited to Baltimore Public City Schools. They have created a helpful PreK-12 learning packets for English Learners. This information was on the Council of the Great City Schools Homepage. This packet was adapted and slightly modified to meet the needs of our ELs at CMSD.

ESL Lesson - Grades 6-8

Unit Title: Responding to Challenge “Tianamen Square”

For this lesson you will need

- Pencil
- Work Packet
- Bilingual Dictionary

At the end of this lesson you will be able to

Explain how a picture from Tiananmen Square shows how a person responds to challenge with nouns using a word bank and sentence starters

Important words in this lesson

- Tank
- Protestor
- Soldiers
- China
- Government
- Challenge
- Respond to
Part 1: Notice and Wonder

Look at the photo.

Write in the boxes.

<table>
<thead>
<tr>
<th>I notice</th>
<th>I wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>I notice......</td>
<td>I wonder...</td>
</tr>
</tbody>
</table>
### Part 2: Vocabulary
Read these words. Complete the *In Your Language* section using your bilingual dictionary.

<table>
<thead>
<tr>
<th>Word</th>
<th>In Your Language</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tank</td>
<td></td>
<td>![Tank Image]</td>
</tr>
<tr>
<td>Soldier</td>
<td></td>
<td>![Soldier Image]</td>
</tr>
<tr>
<td>Protester</td>
<td></td>
<td>![Protester Image]</td>
</tr>
<tr>
<td>Government</td>
<td><img src="image1.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge</th>
<th><img src="image2.jpg" alt="Image" /></th>
</tr>
</thead>
</table>
Multilingual Multicultural Education Department
“Supporting English Learners Achieve Academic Excellence.”

Respond
Responded

China

Part 3: Knowledge Building
Mini PPT with relevant facts/vocabulary
China is a country on the continent of Asia.
Multilingual Multicultural Education Department

“Supporting English Learners Achieve Academic Excellence.”

Tiananmen Square is an important, cultural and historical place in China.
Deng Xiaoping was the leader of China in 1989. He created many laws for China that affected the economy. Many people living in cities in China were angry about these laws.

On June 4th, 1989, the government used force to stop student protests at Tiananmen Square. This was a violent conflict and many people were hurt or killed.
Part 4: Writing Practice

Directions: Look at the photos. Write a list of the people, the activities and the objects that you see.
Use Graphic Organizer to Complete Activity on Part 4: Writing Practice

<table>
<thead>
<tr>
<th>People</th>
<th>Activities</th>
<th>Objects (things)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 1 person.</td>
<td>Example: Standing</td>
<td>Example: Street</td>
</tr>
</tbody>
</table>
Part 5: Discourse Practice

Based on what you have learned during the lesson, complete the following sentences to write about the Tiananmen Square protests and describe the photos.

Example: The soldiers responded to the challenge of a protester by stopping the tanks.

1. The __________ responded to the challenge of ______________ by ________________.
The __________ responded to the challenge of __________ by __________.

The __________ responded to the challenge of __________ by __________.
Part 6: Self-Assessment and Reflection

Remember our objective:

Explain how a picture from Tiananmen Square shows how a person responds to challenge with nouns using a word bank and sentence starters.

Review:
Who responded to a challenge at Tiananmen Square?
What did people do respond to the challenge?
What happened next?
ACTIVITIES FOR GRADES 9 – 12

Parent Information for the Nomads Unit

OHIO’S LEARNING STANDARDS | Social Studies: High School Standard:

World Geography Theme: This Theme builds on students’ understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

TOPIC: HUMAN SETTLEMENT: People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.

Specific Learning Objectives in this Unit:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Swahili</th>
<th>Arabic</th>
<th>Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your children will develop their English language proficiency in the following language domains speaking, reading, listening, and writing):</td>
<td>Sus hijos desarrollarán su dominio del idioma inglés en los siguientes dominios del idioma hablando, leyendo, escuchando y escribiendo):</td>
<td>Watoto wako wataendeleza lugha yao ya Kiingereza ustadi katika maeneo yafuatayo ya lugha akizungumiza, kusoma, kusikiiza, na kuandika):</td>
<td>سوف يطور الأطفال كفاءتهم في اللغة الإنجليزية في مجالات اللغة الثانية في التحدث والقراءة والاستماع والكتابة:</td>
<td>तपाईंका बच्चाहरूले निन्जौ भाषा डोक्मेन्हरू बोल्ने, पढ्ने, सुन्ने, र लेख्ने) मा अ English: ग्रेजुएशनी भाषा प्रतीक्षिता विकास गर्नछन्:</td>
</tr>
</tbody>
</table>

1. Compare and contrast nomadic groups.
2. Conduct research and create a PowerPoint presentation detailing a particular structure.
3. Analyze diagrams for the main details and supporting details.
4. Write essays based on enclosed rubric.
5. Draw Conclusions, Problem/Solution, Cause/Effect, Ask Questions, Chronological Order
6. Predict, Reread, Take Notes, Make Inferences, Find the Main Ideas,
7. Summarize
8. Use graphic organizers Your Children will read three informative texts about different type of nomads: 1. Mongolian nomads, 2. Inuit nomads, 3. Bedouins (Middle Eastern nomads).

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Swahili</th>
<th>Arabic</th>
<th>Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should watch and listen to the videos before reading each selection to build their background knowledge. The link is in guidance box, 3rd row.</td>
<td>Los estudiantes deben ver y escuchar los videos antes de leer cada selección para desarrollar sus conocimientos de fondo. El vínculo está en el cuadro de orientación, 3a fila.</td>
<td>Wanafunzi wanapaswa kutazama na kusikiliza video kabla ya kusoma kila uteuzi ili kujenga uujizi wao wa usuli. Kiungo ni katika sanduku la mwongozo, mstari wa 3.</td>
<td>يجب على الطلاب مشاهدة مقاطع الفيديو والاستماع إليها قبل قراءة كل اختيار لبناء معرفتهم الأساسية. الارتباط في مرحلة التوجيه الصف الثالث.</td>
<td>विद्यार्थिहरूले अपनो पृष्ठभूमि जानने लिए, गार्डन प्रत्येक चयन पढनु अधिक मिशिङहरू हेनुँ र सुन्नु पढ़्नुँ पड्दै। लिक मरमीरर्शन बाकमा हो, तेस्रो प रोवकिन।</td>
</tr>
</tbody>
</table>

NOMADS UNIT
Lesson Plan 1 - Day 1 & 2

<table>
<thead>
<tr>
<th>Lesson Name</th>
<th>Nomads</th>
</tr>
</thead>
</table>

| Vocabulary | Nomad, nomadic, wanderer, livestock, desert, tundra, Iceland |

<table>
<thead>
<tr>
<th>Video</th>
<th>Watch 2 videos back to back: What is the meaning of Nomads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Video 1: Nomad Definition:</td>
</tr>
<tr>
<td></td>
<td>2. Video 2: Life of Nomads:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>1. After listening the videos, write the meaning of each vocabulary word using the graphic organizer below.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Read the information text “Mongolian Nomads” below.</td>
</tr>
<tr>
<td></td>
<td>3. Write one paragraph for the following questions in complete sentences using the Paragraph Graphic Organizer below:</td>
</tr>
<tr>
<td></td>
<td>1. Why do nomads live in some type of tents?</td>
</tr>
<tr>
<td></td>
<td>2. Why do nomads move from one are to another? What are they looking for to be able to survive in a new location?</td>
</tr>
</tbody>
</table>
1. Why do nomads live in different types of tents?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Why do nomads move from one area to another? What are they looking for to be able to survive in a new location?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
<table>
<thead>
<tr>
<th>Lesson Name</th>
<th>Mongolian Nomads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>journey, nomad, herds, buffalo, tents, continental climate, plateau</td>
</tr>
<tr>
<td>Video</td>
<td>Watch video first: Inside the Rugged Lives of Mongolia’s Nomads</td>
</tr>
<tr>
<td>Activities</td>
<td>4. After listening the videos, write the meaning of each vocabulary word using the graphic organizer below.</td>
</tr>
<tr>
<td></td>
<td>5. Read the information text “Mongolian Nomads” below.</td>
</tr>
<tr>
<td></td>
<td>6. Write one paragraph for each prompt below. Use the given transitional words and check you spelling, capitalization, and punctuations. Use the Paragraph Graphic Organizer below:</td>
</tr>
<tr>
<td></td>
<td>3. What countries are on the border of Magnolia and what type of landform is Mongolia</td>
</tr>
<tr>
<td></td>
<td>4. Where do they move during summer and during winter, explain the reasons.</td>
</tr>
</tbody>
</table>
Mongolia, historically Outer Mongolia, country located in north-central Asia. Landlocked Mongolia is located between Russia to the north and China to the south, deep within the interior of eastern Asia far from any ocean. The country has a marked continental climate, with long cold winters and short cool-to-hot summers. Its remarkable variety of scenery consists largely of upland steppes, semideserts, and deserts, although in the west and north forested high mountain ranges alternate with lake-dotted basins. Mongolia is largely a plateau.

**Plant and animal life**

**Vegetation zones**

There are four basic vegetation zones in Mongolia. These run in latitude from north to south and in elevation from the mountains to the basins and plains: forest-steppe, steppe, semidesert, and desert. In addition, the higher mountains have bands of coniferous forest (taiga) and, higher yet, an alpine zone. The steppes (grasslands) predominate, covering more than three-fourths of the national territory.
Animal life

The varied natural conditions, the interior location, and the sparse human population of Mongolia all contribute to a rich and diverse wildlife that has attracted international attention and has commercial importance. Lying on the borders of several distinct zoogeographic regions (the Tibetan, the Afghano-Turkistani, the Siberian, and the North-Chinese-Manchurian), the country has a fauna combining species from each of them. The northern forests harbour lynx, maral (a subspecies of elk), roe deer, and musk deer, in addition to brown bears, wolverines, wild boars, squirrels, and sables. The Mongolian Altai Mountains are the haunt of wild sheep known as argal and snow leopards. Clustering around water holes in the semidesert and desert region may be found kulans (Asiatic wild asses; Equus hemionus kulan), wild camels (called khavtgais in Mongolia), and Gobi bears (mazaalais), all of which are extremely rare. The wild Przewalski’s horse, known to Mongolians as takhi, was reintroduced into the country from European and North American stock after having become extinct in its former habitat.

People

Ethnic background and languages

Archaeological remains dating to the earliest days of prehistory have attracted the attention of Mongolian and foreign scholars. The Mongols are quite homogeneous, ethnically. Within Mongolia, Khalkh (or Khalkha) Mongols constitute some four-fifths of the population. Other Mongolian groups—including Dörvöd (Dörbed), Buryat, Bayad, and Dariganga—account for nearly half of the rest of the population. Much of the remainder consists of Turkic-speaking peoples—mainly Kazakhs, some Tuvans (Mongolian: Uriankhai), and a few Tsaatans (Dhukha)—who live mostly in the western part of the country. There are small numbers of Russians and Chinese, who are found mainly in the towns. The government has given increased attention to respecting and protecting the languages and cultural rights of Kazakhs, Tuvans, and other minorities.

Mongolia’s steppe is home to one of the world’s last surviving nomadic cultures. Nomadic cultural heritage and lifestyle are still very similar to the traditions of centuries ago. During our trip through Mongolia we have the chance to see the Nomadic culture from the inside. We stay with Nomadic families in their Ger, a round tent covered with skin or felt. It is the most incredible experience. We stay with the Champion herder of Mongolia, and help with all her chores of getting the baby goats back to their momma’s. The family of the Eagle Huntress is the most generous we have ever met. At the end of our trip our driver tells us we travel more close to the Nomadic people than most tourists. Here is our list of interesting facts we learn about Mongolian Nomadic Culture.
Living

Nomadic families move two or three times a year

They move according to the nature circumstances of the season. They move from their winter to their summer camp and sometimes to a spring camp in between. A winter camp is usually located in a valley; near mountains to shelter the animals. During summer or spring moving to a more open space is important so the animals can graze. Normally nomadic families don’t move far from one camp to another, and stay within the region.

GER – Mongolian house

Animals

Nomadic people use and eat everything from the animal

They eat camel, goats, sheep, and horses. Their skin is used for making warm clothing and cow poo is used to make fire. It actually gives the fire a nicer smell than wood does!
There are only two-humped camels in Mongolia

During spring baby camels are kept close to the nomadic families to keep them from running away and dying. In summer, nomadic families let the camels be wild – and free – camels. When they collect their camels in fall, they just get the amount they had before.
Multilingual Multicultural Education Department
“Supporting English Learners Achieve Academic Excellence.”

Topic sentence (combine topic and controlling idea): ______________

First, ______________

Also, ______________

Finally, ______________
## NOMADS UNIT - The Inuit
### Lesson 3- Day – 6 & 7

<table>
<thead>
<tr>
<th>Lesson Name</th>
<th>The Inuit (Also Known as Eskimos)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>journey, nomad, herds, buffalo, tents, continental climate, plateau</td>
</tr>
</tbody>
</table>
| **Activities**       | 7. First watch the videos,  
9. Read the information text “The Inuit”  
9. Create a PowerPoint summarizing the information from the video and the text. You will need write about the following:  
1. Geography of the land including landform  
2. Two characteristics of the Mongolian people  
3. Describe Type of shelter  
4. Clothing  
5. Food animals: how they are used and for what?  
6. Language  
7. Present you PowerPoint to members of your family |

- **BY:** Baffin Island Expedition  
- **January 12, 2008**  
- **Categories:** A Guide to Baffin Island 

---

Map showing the members of the Inuit Groups of Nomads
Who are the Inuit?

The Inuit are a group of culturally similar indigenous populations that inhabit the Arctic Circle. Until modern times, they lived almost exclusively on marine mammals and fish, and lived in skin tents and igloos.

Where do they live?

The traditional homelands of the Inuit include the Canadian Arctic — most notably in the region called Nunavut, but also the Arctic coasts of Quebec, the Northwest Territories, and Labrador — and the coastal areas of Greenland.

Are the Inuit the same as Eskimos?

No. “Eskimo” is an umbrella term used primarily by linguists and outsiders to refer to all people who call the Arctic home. The Inuit consider the term offensive, but it is sometimes used by indigenous populations residing in mainland Alaska and the Aleutian Islands. There is some debate surrounding the origin of the word “Eskimo.” The most likely, and most recent, explanation for the word’s origin is the Montagnais Cree phrase meaning “snowshoe-netter,” which sounds similar to “Eskimo,” and may have been used to describe the Montagnais’ northern neighbors, the Mi’kmaq.

History

The Inuit people were the first people to make their home in the Arctic. 5,000 years ago their ancestors crossed the Bering Land Bridge from Siberia to Alaska. Over the course of several centuries they made their way across northern Canada to Greenland, following the Arctic coast. It is here, based on their ability to adapt to the harsh Arctic environment and living resources of this geographic region, that their culture developed. “Inuit” refers to the people formerly called
Eskimos, as described above. The name Inuit, which means ‘the people’ or ‘real people’, is the preferred term and comes from a language called Inuktitut.

Shelter

For thousands of years, Inuit people made their homes from natural materials native to their Arctic surroundings. They built snow shelters known as igloos to house entire families through the long winter. Igloos were complete with snow benches and beds, warm furs for blankets, and long entry tunnels to keep out the wind and cold. The inside of an igloo was often quite comfortable, with temperatures at or just above freezing. In the summer months many families built skin tents framed with whalebones for structure. The tents were easy to set up and take down as the Inuit lived nomadically, following the animals that provided their main food source. While modern day Inuit may still use an igloo for shelter during a winter hunt, prefabricated houses have replaced the igloo as permanent housing. These houses sit on the permafrost — a layer of earth that remains permanently frozen throughout the Arctic year.

Clothing

Traditional Inuit clothing was highly adapted to the Arctic environment. Caribou, polar bear, arctic fox, and musk oxen provided valuable material to make thick parkas, pants, and boots. This kind of clothing kept people warm at incredibly cold temperatures. The boots, known as kamuks, came
up to the knee and were light and easy to run in, perfect for the deep Arctic snows and an active lifestyle. Tanning the hides provided durable skins to sew into cooler summer clothing. With the impacts of global warming, Inuit have recorded rain lasting into the early winter season, something their warm clothing is not adapted to. Furthermore, impacts of global warming on traditional food sources directly affect the availability of fur and leather.

Food

The traditional Inuit diet centered on meat and fat from sea mammals, an excellent source of energy. Berries and a few herbs were included in the diet, but made up a small portion of it. The Inuit also had a wealth of knowledge about medicinal plants that helped keep them healthy. Because the main fuel available for cooking, heating, and lighting was seal oil, most of these traditional foods were eaten raw, either frozen or aged. Due to global warming, ice crossings to traditional hunting grounds are frozen for shorter periods each year. The animals that continue to make up a large percentage of the modern day Inuit diet are encountering more competition for the scarce resources from other species encroaching from the south. Shrinking sea ice is having a dramatic effect on polar bear populations in particular — so much so that they have recently been classified as a threatened species by the U.S. Fish and Wildlife Service. As traditional sources of food diminish, more and more Inuit families turn to imported store bought foods. The most affordable of these foods are highly processed and contribute to high rates of diabetes and other health concerns in the region.

Animals of the Inuit

Inuit hunt different kinds of seals, depending on the time of year. The diet of mostly meat helps them stay warm in the cold climate. Seal and whale meat was used for food and they ate the meat raw. The skin of seals, whales, and walruses were used to make kayaks and drums. The fur of certain seals was used for clothing. They also eat fish and caribou meat. A special treat for children in the summer was “berries and blubber” quote from The Inuit by David C. Kin. Huskies were sled dogs used for work and transportation. See below.
Caribou

Caribou are important to the Inuit because they provide food and clothing, which provided warm protection from the Arctic winters. They also use the skin to make drums. Caribou move from one place to another, migrating each year. Some think the caribou are most important. They use Inukshuk to show them where to walk. They hide in pits and lie in wait for the caribou. They often lead them into a lake or river. The meat they acquire from a successful caribou hunt will last a group of 50-100 people through the winter.

Walrus

Walrus tusks were used for the creative scrimshaw carvings.
Language

Traditional Inuit language is based in a rich history of oral tradition. It wasn’t until the early 1900s, when Inuit people began to interact more regularly with Europeans, that a written language developed. The language has two written forms; one based on the Roman alphabet, and the other on syllabics. Though both written forms were developed by non-Inuit, the language itself reflects the close ties of the Inuit people to their land. An example of this is the number of words the Inuit have for snow. With a culture that depended on snow as an important building material for thousands of years, the Inuit know good snow from bad, wet from dry, grainy from fluffy, etc. The variety of dialects throughout the Arctic, reflecting differences in environment, further illustrates this point. Evidence of global warming is also illustrated by new words that must be added to the dialect. For instance, Inuit communities have reported seeing birds, such as finches and robins, that they have never seen before in their communities and have no words for. These birds are migrating north with milder temperature, thereby changing the Arctic ecosystem.
Inuit Today

Today’s Inuit live in two worlds. Most Inuit villages are a blend of modern and traditional life, with winding gravel roads, pre-fabricated houses, schools, a small inn or two, a nursing station, government offices and churches. The traditional nomadic life has given way to a more community-based lifestyle complete with office jobs. Today’s Inuit watch cable television, fly by jet, use cell phones, communicate by email, and travel in snowmobiles. Daily flights, weather permitting, ensure the communities have most modern necessities. Despite these changes, the Inuit’s passion for the land perseveres. In the spring, entire communities empty as people return to the wilderness to embrace their traditional lifestyle of hunting, fishing, and sharing. Some Inuit still travel by dog sled while others prefer the snowmobile, all terrain vehicles, or powerboats.

Inuit communities have worked hard to bring their culture back from the edge of extinction. From the mid 1800s to the mid 1990s, with the arrival of European whalers, fur companies, and missionaries, and the Canadian government from the south, non-natives increasingly claimed the land. By the 1960s, the Inuit people had become renters in their own home. Something had to be done. Throughout the late twentieth century, Inuit communities across northern Canada began organizing to take ownership of their native lands and people. On April 1, 1999, the largest land claims agreement in Canadian history was signed in Iqaluit, Baffin Island, creating the territory of Nunavut, an area one-fifth the size of the country. The agreement gave power back to the Inuit to govern their own communities. Since then, Inuit pride has experienced a resurgence throughout the Arctic. But their culture has become endangered once more. Increased warming threatens the entire cultural survival of a people who have worked hard to retain their identity in a changing world.
NOMADS UNIT - The Bedouins
Lesson 4- Day 8, 9, 10

Lesson Name: Bedouins (or Bedawi in Arabic)

Vocabulary:
- journey, herds, camels, tents, deserts, oasis

Video:
- https://www.youtube.com/watch?v=4Q3uhqy8eM
- https://www.youtube.com/watch?v=sCs7Bf8z9ww

Activities:
10. First watch the both videos and take notes about their lifestyle (shelter, food, animals etc.)
11. Read the information text ”Bedouins”
12. Write a short personal narrative story based on the following prompt (Fictional): If you were given the choice to be a nomad, what type of nomad would you like to be? Describe the following characteristics:
   - Geography of the land you chose including climate
   - Describe type of shelter you would like to live in
   - Clothing
   - Food and animals that you would eat
   - Write your story in the graphic organizer below

Bedouins:

Bedouins (or Bedawi in Arabic) are the oldest inhabitants of the deserts of Arabia, a semi-nomadic group of desert-dwellers who traversed the sands. These people are known for their resourcefulness and hospitality, having survived the harsh conditions of the weather and environment they found themselves in.

Bedouins regard themselves as true Arabs and the “heirs of glory.” They are found mostly in Jordan, Iraq, Saudi Arabia, Yemen, Oman and Egypt. Bedouins are objects of romance and associated with the idea of freedom for many Arabs. But there life is not easy.
Most Bedouins are animal herders who migrate into the desert during the rainy winter season and move back toward the cultivated land in the dry summer months. Bedouin tribes have traditionally been classified according to the animal species that are the basis of their livelihood. Camel nomads occupy huge territories and are organized into large tribes in the Sahara, Syrian, and Arabian deserts. Sheep and goat nomads have smaller ranges, staying mainly near the cultivated regions of Jordan, Syria, and Iraq. Cattle nomads are found chiefly in South Arabia and in Sudan, where they are called Baqqārah (Baggara). Historically many Bedouin groups also raided trade caravans and villages at the margins of settled areas or extracted payments from settled areas in return for protection.

In addition to the “noble” tribes who trace their ancestry to either Qaysi (northern Arabian) or Yamani (southern Arabian) origin, traditional Bedouin society comprises scattered “ancestor-less” groups who shelter under the protection of the large noble tribes and make a living by serving them as blacksmiths, tinkers, artisans, entertainers, and other workers.

The growth of modern states in the Middle East and the extension of their authority into previous ungovernable regions greatly impinged upon Bedouins’ traditional ways of life. Following World War I, Bedouin tribes had to submit to the control of the governments of the countries in which their wandering areas lay. This also meant that the Bedouins’ internal feuding and the raiding of outlying villages had to be given up, to be replaced by more peaceful commercial relations. In several instances Bedouins were incorporated into military and police forces, taking advantage of their mobility and habituation to austere environments, while others found employment in construction and the petroleum industry.
Personal Narrative

Title: 
Topic: 
Purpose: 

Canny first sentence to capture your reader’s attention:

First,  
Next,  
Last,  

Conclusion: