

## Foto Quiz: Greenland or not?

**Subject** Geography  
**Level** Easy  
**Duration** 25 min

EXERCISE

F

### Learning Opportunity

Competence	Detailed description
Learning to Learn	The pupils gain orientation and interest in contemporary Greenland, the fundament for forming a basis for ongoing research. They learn how to pose questions.
Cultural awareness	Further the competence to reflect on stereotypical images is improved. They become aware of the diversity of contemporary Greenland.

### Overview

Min.	Topic	Tasks for the pupils	Tasks for the teacher	Material
15	Photo-Quiz	Discuss, whether the picture shows a place on Greenland or not	Showing picture by picture, collecting arguments, revealing the right solution	Presentation with the pictures (F 2), answer sheet (Worksheet F 1)
10	Collecting questions	Write questions, which evolve for them through this exercise and the previous dealing with the Norse Greenland	Structure questions according to the outline of the subsequent work on Contemporary Greenland	Picture cards, board markers

### Outline

#### STEP 1

The activity is organised as a quiz game. The pupils are grouped in small subgroups. Each subgroup receives an answer sheet (worksheet F 1). Show one picture after the other and give the groups some time to discuss, whether the place shown is on Greenland or not. The challenge is that living in Greenland looks in many cases like living in Europe or other places in the world.

Afterwards go through the pictures again and let the pupils present their answers and reasoning. Groups that guessed right, get one point. At the end, there will be a winning group.

Reflect briefly, what made it difficult to locate the picture? What did the pupils learn about living in Greenland?

## 2.F GREENLAND TODAY

Foto quiz: Greenland or not?

### STEP 2

Ask the pupils, what questions they now have after this exercise and the previous research on Norse Greenland. Each pupil should write one question on a card. The pupils present their questions and the cards will be placed on the board.

When all questions are placed on the board, you as a teacher can group them into categories. Ideally the categories suit the following topics being dealt with: climate change, trade, survival on Greenland today, migration, relations between Greenland and their own life.

For this step the interactive online tool SMILE could be used: <http://smile.stanford.edu>

### Solutions

No	What is displayed	GL	not GL	Foto source
1	Hunter on the sea ice with a traditional dog sledge	X		© Kåre Hendriksen
2	Antarctic sea lion (There are no penguins in the Arctic)		X	© axily – Fotolia.com #45051886
3	Fish market at Nuuk	X		© Kåre Hendriksen
4	Supermarket in Nuuk	X		© Ulrik Jørgensen
5	Blocks of flats build in the modernisation period at Nuuk	X		© Kåre Hendriksen
6	House in a settlement	X		© Kåre Hendriksen
7	Students of Arctic Engineering Sisimiut	X		© Ulrik Jørgensen
8	BMX contest at Nuuk	X		Greenland Tourism
9	Skiing at Pitztal, Austria		X	CC: TiemenSlingerland – Flickr.com
10	Playing soccer	X		© Kåre Hendriksen
11	Sledgedograce at Werfenweng, Austria		X	CC: Ralf Κλεγγελ – Flickr.com
12	Young mothers in a café at Sisimiut	X		© Ulrik Jørgensen
13	McDonalds restaurant, USA (There is no McDonalds at Greenland)		X	CC: Jeepers Media - Flickr.com
14	Barbecue on a balcony in Sisimiut	X		© Milo Rosing
15	Stonecarving, Germany		X	CC: .mw – Flickr.com
16	Metal workshop	X		© Milo Rosing
17	Fishing vessels	X		© Kåre Hendriksen
18	Prawn processing in Thailand (although prawns are caught in Greenlandic waters they are often processed in other countries with lower wages)		X	CC: ILO in Asia and Pacific – Flickr.com
19	Seal slaughter in Canada		X	CC: Amber Kost – Flickr.com