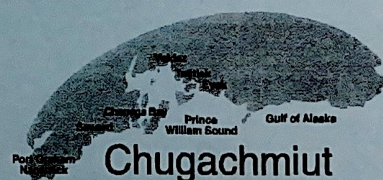


# CHUGACHMIUT

ALU'UTIRPIAT GGWANG'UTA  
"We Are Real Alutiiq"

THIRD DRAFT  
(11/1/98)

Chugachmiut  
4201 Tudor Centre Dr., Ste. 210  
Anchorage, AK 99508



**ALU'UTIRPIAT GGWANG'UTA**  
We Are Real Alutiiq

**THIRD DRAFT**  
(11/1/98)

Cover Design by Kert LaBelle  
Chugachmiut

Developed for the Native youth of the Chugach Region so that they may cherish their language, history, and heritage.

Developed by:  
Chugachmiut

**Curriculum Developers**

Helen Morris, Chugachmiut, Anchorage  
Verna Kvasnikoff, Nanwalek

Larry Evanoff, Chenega Bay  
Seraphim Ukatish, Nanwalek

Mary Babic, Native Village of Eyak, Cordova  
Sandy Wassilie, Qutekcak Native Tribe, Seward

Jim LaBelle, Port Graham  
Anna Gregorieff, Tatitlek

**Consultants to the Project**

Feona Sawden, Elder, Port Graham,

Edward Gregorieff, Elder, Tatitlek  
Chase Hensel, PhD, Fairbanks

Don Kompkoff, Elder, Valdez  
Patricia Partnow, PhD Anchorage

Judy Randazzo, Elder, Tatitlek

© 1998  
Chugachmiut  
4201 Tudor Center Drive, Suite 210  
Anchorage, Alaska 99508

Developed Under the Direction of  
Lora Johnson, Ph.D. Director, Tribal Operations  
Anne M. Walker, Executive Director, Chugachmiut  
Larry Evanoff, Chairman of the Board, Chugachmiut

THEME	PAGE
Design Plan	1
Family	7
Tribe/Community	12
Health/Wellness	18
Living In Place	24
Outdoor Survival	31
Subsistence	36
Alaska Native Claims Settlement Act	41
Material Culture	47
Ecology	52
Exploring Horizons	56
Contemporary Issues In Native Life	63
Cultural Expression	69

### Contemporary Issues In Native Life

#### Cultural Expression





### CHUGACHMIUT CURRICULUM DEVELOPMENT PROJECT A PLAN OF DESIGN

In October 1997, the United States Department of Education awarded Chugachmiut an Alaska Native Education grant to develop, pilot, and disseminate a language, history and heritage curriculum, under the authority of the 'Alaska Native Educational Equity, Support and Assistance Act' ( USC 7931 and 20 USC 7932).

The purpose of the Act and its funding are to:

1. recognize the unique educational needs of Alaska Natives;
2. authorize the development of supplemental educational programs to benefit Alaska Natives;
3. supplement existing programs and authorities in the area of education to further the purpose of the part; and
4. provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on meeting the educational needs of Alaska Natives.

It further states that, "The sheer magnitude of the geographic barriers to be overcome in delivering educational services in rural and village Alaska should be addressed through the development and implementation of innovative, model programs in a variety of areas."

Goals outlined in the project application have provided coordinators direction in their work. Those goals are:

- To improve parent and community participation in the education of their children;

- To provide for community participation, to the maximum extent possible, in the development of the language, history and heritage curriculum;
- To implement the curriculum in local schools;
- To generalize the curriculum so that it can act as a framework for school districts and Native organizations in the development of their own curriculum.

Local Education Coordinators have been hired with pass through grants to each tribal government. These Coordinators have established Native Education Committees to guide the development of curriculum from the local perspective and begun to hold monthly meetings. Coordinators have also undertaken a survey of parents, elders, local recognized experts, students, school administrators, and teachers to determine the priorities, and problems to be reflected in the curriculum, and to identify resources in each community.

#### SURVEY RESULTS

More than one hundred fifty parents and community members and thirty school teachers, administrators, and other recognized experts have participated in a formal interview. All groups surveyed were asked *what* should be taught in a Chugach language, history and heritage curriculum and *when* it should be taught. A general survey of the knowledge of Native languages was made mainly from parents' and Elders' perspectives. School administrators and teachers were asked about Native student achievement, language development, and the programs currently in place to teach the Native language, history and heritage of the Region.

#### Community Size Impacts Results of the Survey:

Valdez, Cordova, and Seward, are larger communities and have wider variety of Native peoples who have requested consideration of their languages and heritage. In Cordova, Eyak language and culture are an issue, though there are few speakers and only one fluent speaker to support development of a language program. The larger communities also report limited access to elders and those with expertise in language and heritage. The lack of written material on the Region's language and culture was felt most in those larger communities. Three of the smaller communities, Tatitlek, Port Graham, and Nanwalek, have bilingual teachers who report a struggle with limited curriculum materials and training though there is more access to elders, parents and other community members with specialized skills. Chenega Bay is a one teacher school. It is described as too small to have a bilingual teacher to support the language and heritage program.

#### Survey Results by Group:

Parent priorities for inclusion in the curriculum include: language and storytelling; subsistence including food gathering, preservation and storage; respect for elders, the land, all people and showing correct forms of behavior; history and tradition; dance and the arts; spirituality including masking, sharing and caring, helping others; families including family history, background, tree, origins, gender and age roles, rites of passage; survival; technologies; traditional laws and regulations; and health and well being including power of self, alcohol abuse prevention, medicinal uses of plants and animals, and Native food values. Parents reported that their children were learning little Native language in the community.

Elders identified priorities for the curriculum as follows: language and storytelling; arts including dance and crafts; subsistence including sharing and food preparation; values; proper behavior; respect; love; learning to listen and seek guidance especially from elders; respect for all people; families including histories, tree and gender roles; and alcohol abuse prevention to be included in the curriculum. Elders agreed that children were not learning their Native languages.

Students wanted to learn about: different Native groups, especially in Alaska; jewelry and clothing; foods; language; history and culture; crafts; plants to collect and use; superstitions; about hunting; dance; and subsistence.

Tribal Leaders and Recognized Experts emphasized: the multi-cultural aspect of the community; respect for the land; understanding of corporations, ANCSA and management of the corporations; language; history; identity and the similarities among people.

School Staff and Administrators said almost unanimously that there should be no more pull outs for Native students. Language, history and heritage curricula should be available for all students and the subjects should be taught together when possible. Lessons must be written so that the classroom teacher is able to present the program in the event that there is no Native Studies teacher.

Educators also called for curriculum developers to keep in mind that: planning time is limited so lessons need to be developed completely; budgets are limited so that when possible they need help purchasing materials and resources. Teachers also noted that there are few teaching materials, i.e. textbooks, videos, computer

materials, audio tapes, posters or games available which are in Alutiiq and Eyak nor are there a good bibliography and workable dictionaries to provide a foundation for research.

All school districts in the State of Alaska are required to assess students' knowledge of English and their Native language, when the language is other than English, and place the student in one of five (5) Language Categories:

- A monolingual speaker of Native language
- B dominant in Native language - some English
- C equally fluent in both
- D dominant in English - some Native language
- E monolingual speaker of English whose family is from a different language group

A majority of the Region's children fall into Language Categories D and E. There are a few students in Category C. Very few Categories A and B students are enrolled in the Region's schools. These students are usually from other parts of the state, who are in Seward temporarily. They usually speak Yup'ik. Tracking Native student achievement has been difficult in the larger communities. Even though emphasis in Johnson O'Malley and Indian Education programs has been on remediation, statistical information to support this focus is difficult to access.

#### DECISIONS BASED ON SURVEY RESULTS

Most decisions made on the composition of the curriculum are based on the information gathered in the survey. Parents, elders and students agreed consistently on the content which should be included. Many respondents from all groups called for "real life" experiences rather than a textbook curriculum. Overall goals for the program are derived from what parents

want their children to know about their culture as well as what elders have identified that young people need to know to hold true to their heritage. Regional educators have guided us to both the Content Standards for Alaska Students and to the Alaska Federation of Natives "Alaska Standards for Culturally Responsive Schools."

#### Theme Identification

What should be taught was one of the most important survey questions. Similarity in responses to the interview assisted developers in easily identifying themes into which subject matter could be organized. These themes, have been generally identified and named by the Alaska Native Knowledge Network. Chugachmiut's Local and Regional Education Coordinators have adopted and are organizing the following themes into teaching units:

**Family:** A family is a group of people sharing a common ancestry, a fundamental social group that shares common goals and values, have long-term commitments to one another, and usually reside in a common place.

**Cultural Expression:** Cultural Expression is more than the display of dance, attire, and other artistic displays. It is these things combined with their deeper symbolism and spirituality which give the Chugachmiut their identity and maintains peace and harmony with the natural surroundings.

**Tribe/Community:** Tribe and Community is the study of people who live in the communities of the Region. It includes their identity and the roles they play. It is the study of tribal, local, and state governments. Traditional rules for life and modern laws and their impact on the people of each community will be studied.

**Health/Wellness** includes emotional and physical well being, sobriety and decision making.



**Living In Place** will help us understand our homeland both in modern and historical times and the effect that land use and significant historical events has had on who we are and our way of life. Elders are the key resource in any culture. They know more about who we are and where we come from. Their knowledge spans many generations. In order to preserve a culture, we need to listen closely to what they have to say. Their knowledge needs to be passed on to the children.

**Outdoor Survival** is the study of the environment around the person. It addresses how each element of outdoor survival plays a major role in the well being of the person. This includes different plants, animals, weather, wind direction and safety measures.

**Subsistence** is a source or means of obtaining the necessities of life. Subsistence is a very important part of life. Subsistence is a Alaskan way of life. A subsistence lifestyle required utilizing Alaska and the region's natural resources to provide rich and nourishing meals, warm clothing, shelter, tools and even games. Subsistence is primarily about people.

**Alaska Native Claims Settlement Act** is the study of a historically unique and comprehensive piece of legislation that has significantly impacted not only the lives of the Alaska Native peoples but also the lives of all Alaskans. The single act set into motion new patterns of land ownership, land use, economic development, political determination, local government, and cultural group identity.

**Material Culture** is that body of knowledge available that is of use in fashioning implements, practicing manual arts and skills and extracting or collecting materials. It includes understanding materials and methods used in making tools and the use of those tools, change and adaptation over time.

**Ecology** is the study of the interrelationship of living things to each other and their complete environment. The interrelationship of man and the environment argues for the cultural and social traditions that have shaped policies, issues and concerns toward our spaceship earth. To the Chugachmiut, the incorporation of generations of ecological understanding has shaped their tribal cultures and social structures.

**Exploring Horizons** is the study of interrelationships with people outside of one's family and culture in the larger community that goes beyond a particular village or neighborhood to the larger settlements and from there, the region, state, nation and globe. A major challenge of modern times is the discovery of one's own unique place in space and time through the interactions with others in the community and on the job.

**Contemporary Issues in Native Life** includes oil spill restoration, compacting, interactions between federal, state, local and tribal governments, corporations, and laws and regulations.

**Language** will not be a stand-alone unit but will be included as an important component of each day's lesson.

#### **Program Goals**

The Chugachmiut Language, History, and Heritage curriculum has three overall goals:

- Cultural Enrichment:  
to provide a firm grounding, awareness, knowledge and appreciation of the history and heritage of the Chugach Region so that students are able to pass on those cultural traditions.
- Native Language Development:  
to develop and improve skills of understanding, speaking, reading, and writing in Alutiiq or Eyak.
- Self Actualization:

to develop a firm understanding of cultural values so that they are built into life and integrated into everyday behavior and ensure that cultural knowledge is used as a foundation upon which to establish personal satisfaction and academic success.

#### **Why an Activities Based Curriculum?**

"An activity-based curriculum, where projects are planned to blend "the academic functions of the school with the cultural patterns of the community" (Barnhardt, 1982) is particularly appropriate for students from the Chugach Region, indeed for any rural Alaskan school.

The Chugachmiut program is centered on a series of twelve projects per year, each project developed and completed by students over the course of several weeks. The activities will be sequenced to build students' language skills, practical knowledge, historical/cultural awareness, and reasoning abilities. projects require increasingly sophisticated skills as students progress through the five levels.

Activities are designed to challenge students' creativity, increase their motivation, and develop positive attitudes about themselves, their communities and their language.

Evaluation of student progress is to be stressed throughout, as an integral part of each project. Pacing and instructional methods will be flexible and culturally appropriate, to allow for individual needs and differences among classes in different communities. Ample supplemental materials, and suggestions for expansion of projects are to be provided as motivation for both reluctant and highly motivated students." (Morrow and Hensel 1987)

#### **Why a Standards Based Curriculum?**

In recent years educators, parents, business people, Native leaders and professionals from across the State have called for higher standards and accountability in the public school system. In 1993 the Alaska Department of Education began the development of Content Standards for Alaska Students in eleven content areas. The primary goal of these standards is to help focus energy and resources on the bottom line: student achievement. In February 1998, an assembly of Native educator associations, sponsored by the Alaska Federation of Natives adopted "Alaska Standards for Culturally Responsive Schools." Rather than being exclusive, the two sets of standards are complementary. State standards outline what students should know and be able to do while cultural standards provide guidelines against which schools and communities can examine what they are doing to attend to the cultural well-being of young people.

Chugachmiut's Local and Regional Education Coordinators recognize that a language history and heritage curriculum will cut across disciplines and cover all content areas. Both the Alaska Standards and Cultural Standards offer a broad definition of what students should know and be able to do as they travel through their school years. Curriculum developers further realize that as school districts adopt the standards, they will require that all curriculum be based upon them.

#### **Levels, Sequencing and Calendar of Topics to be Taught**

The curriculum is a series of eleven themes to be revisited through the five levels of the program. Though themes are revisited in each level, content of the theme

will be different at each level, as will the focus guided by Alaska and AFN Standards for Students. Lessons will be designed to build language skills, develop responsible attitudes and problem solving skills, and learn about the traditions and life of the Chugachmiut. Each subject will be written into a school year calendar so that it is aligned as closely as possible to the traditional and modern cycle of seasonal activities. The five levels will correspond roughly with class groupings found in schools in smaller communities:

- Level - 1 preschool - kindergarten
- Level - 2 first through third grades
- Level - 3 fourth through sixth grades
- Level - 4 seventh through ninth grades
- Level - 5 tenth through twelfth grades

#### **Who Will Teach the Curriculum?**

Curriculum designers again found that community has an impact on those who teach the curriculum being developed. In towns, it may be taught by a certified classroom teacher, who is usually non-Native and who makes a home in the community. Language instruction will depend on the goodwill of elders and community members who are speakers. In villages, there is usually a paraprofessional bilingual or Native Education teacher who provides language instruction.

Native Education instructors have had little support in curriculum and material developed at the school district level. Training opportunities for bilingual teachers has also been limited. All those interviewed have spent hours planning and developing their own instructional program and teaching materials to extend those provided by the school system. Most of the Native Education instructors focus on teaching language skills with little emphasis on the history and heritage of the Region.

The State of Alaska Board of Education enacted, in 1986, certification regulations, which require that new teachers receive training in both multicultural and Alaska studies. Most of the courses offered are generalized classes on the multilingual and multicultural makeup of Alaska's population. There are few courses offered which will meet the parameters of the state regulation and teach the history and heritage of the Chugachmiut.

#### **Need for Teacher Training:**

Chugachmiut's education coordinators will offer teachers a number of training opportunities, beginning with training to field test the program in November or December 1998. Training programs will be designed to support teachers in their quest for excellence in teaching and to ensure that the curriculum will be taught with understanding, sensitivity and completely. In addition to a series of teacher training opportunities, lists of local and regional "recognized experts" will be made available to with each unit so that the program's instructors have support in their home communities.

#### **TIMELINE**

The development and implementation of the Chugachmiut language, heritage and history curriculum has been initiated through the award of a three year grant from the United States Department of Education. Activities, such as evaluation, the continued search for funding to complete the program and teacher training, are ongoing through out the process of developing the program.

#### **Year One:**

is a year of finding out. Coordinators have spent a majority of the first half of the grant year



involved in research activities, reading, interviewing parents, elders, recognized experts, students and others who have an interest in the development of the curriculum. By the end of year one, a curriculum framework, which includes an outline for each theme to be taught in all five levels will be developed and produced for field-testing. The framework will include a definition of each theme, rationale for including the information in the curriculum, standards alignment, an outline of language and learning goals. In addition to the curriculum, there will be a series of at least twenty language lessons outlined for use and review.

#### Year Two:

will be a year of reviewing the material developed during the first year and organizing objectives to support learning goals, developing teaching goals, outlining materials to be developed and developing a training support program for teachers using the program. History and heritage of the Chugachmiut will be the focus of lesson development for year two. All material, including the framework, language lessons, and materials developed during year one will be field tested during year two. A plan for revision will be developed and a timeline for accomplishing those revisions set in motion. By the end of year two, the curriculum framework, design plan, and resource lists will be formalized and prepared for publication.

#### Year Three:

will be a year of publishing and presenting completed material, field testing and revising curriculum developed during year two, designing teaching/learning materials to be developed and

published, translated or collected to support the program. Materials to be developed, translated, or collected are: story and text books, games, manipulatives, audio-visuals, technology, works of art, artifacts, photos, and newspapers. Teacher and administrator training will be an important component of year three's work as will seeking grant support for the continued development of the program.

#### REFERENCES

There are few comprehensive reference materials available on the Chugach Region and its peoples. The materials listed here contain valuable information and are important references for each theme. Copies should be obtained for classroom teachers, elders, and administrators.

Alaska Geographic  
1979 Alaska's Native People. 6(3)  
Alaska Geographic  
1992b Prince William Sound 20(1)  
Alaska Geographic

1994 The Alaska Peninsula 21(1)

Arnold, Robert D.  
1976 Alaska Native Land Claims. Anchorage: Alaska Native Foundation

Birket-Smith, Kaj  
1953 The Chugach Eskimo. Nationalmuseet Publikationsford, Ethnographisk Raekke 6. Copenhagen (translated into English)

Clark, Donald W.  
1975 Koniag-Pacific Eskimo Bibliography. Ottawa: national Museums of Canada

Clark, Donald W.

1984a Pacific Eskimo: Historical Ethnography. In Handbook of North American Indians: Arctic. Vol. 5  
Davis, Nancy Yaw  
1984 Contemporary Pacific Eskimo. In Handbook of North American Indians: Arctic. Vol.5

1977 Gwangkumtenek Sungcarluta. Gregg Brelsford, ed. Anchorage: North Pacific Rim  
Davydov, Gavriil Ivanovich  
1977 Two Voyages to Russian America, 1802-1807. Colin Bearne, trans. Richard A. Pierce, ed. Kingston, Ontario: The Limestone Press  
deLaguna, Frederica  
1934 The Archaeology of Cook Inlet, Alaska. Philadelphia: University of Pennsylvania Museum

1956 Chugach Prehistory: The Archaeology of Prince William sound, Alaska. Seattle: University of Washington Press

The Eyak Indians of the Copper River Delta  
Lantis, Margaret  
1947 Alaskan Eskimo Ceremonialism, American Ethnological Society Monograph 11. New York  
Oleska, Michael

1982 three Saints Bay and the Evolution of Aleut Identity. Anchorage: APU HCRS Village Histories Project

Pierce, Richard A.  
1990 Russian America: A Biographical Dictionary. Kingston, Ontario: Limestone Press.  
Pullar, Gordon L.

1994a Alutiiq. In Native America in the Twentieth Century: An Encyclopedia

Tikhmenev, Petr Alexandrovich

1979 A History of the Russian-American  
Company, Dmitri Krenov, trans. Richard A.  
Pierce and Alton S. Donnelly, eds. Kingston,  
Ontario: The Limestone Press

## FAMILY

**Theme Definition** A family is a group of people sharing a common ancestry, a fundamental social group that shares common goals and values, have long-term commitments to one another, and usually reside in a common dwelling place.

**What Students are Capable of Learning and Should Learn:** Family includes past, present and future immediate and extended family. Individuals are responsible for knowing their role in the family and to show the children their roles. It is also important to know where one has come from by looking at his/her family tree. To honor Ancestors shows respect and pride for oneself and one's culture.

### Alaska Standards Related to Family Science:

- (A) 11. Understand that similar features are passed on by genes through reproduction;
- (C) 4. Understand that some personal and societal beliefs accept non-scientific methods for validating knowledge.

### Geography:

- (A) 1. Use maps and globes to locate places and regions;
- 2. Make maps, globes and graphs.

### History:

- (A) 1. Understand chronological frameworks for organizing historical thoughts and place significant ideas, institutions, people, and events within time sequences;
- 4. Understand that history relies on interpretation of evidence;
- 5. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of specific time and know how the cultural elements influence human interaction;
- 7. Understand that history is dynamic and composed of key turning points;
- 8. Know that history is a bridge to understanding groups of people and an individual's relationship to society;
- (C) 2. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

- 3. Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record.

### 4. Use historical perspective to solve problems, make decisions, and understand other traditions.

- (D) 1. Understand that the student is important in history;
- 4. Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time and context.

### Skills for a Healthy Life:

- (A) 5. Use knowledge and skills to promote the well-being of the family.
- (B) 2. Demonstrate a variety of communication skills that contribute to well being;
- 3. Assess the effects of culture, heritage, and traditions on personal well being;
- 4. Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.
- 6. Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
- (C) 1. Resolve conflicts responsibly;
- 2. Communicate effectively within relationships;
- 3. Evaluate how similarities and differences among individuals contribute to relationships;
- 4. Understand how respect for the rights of self and others contributes to relationships;
- 5. Understand how attitude and behavior affect the well being of self and others;
- 6. Assess the effects of culture, heritage, and traditions on well-being.
- (D) 1. Make responsible decisions as a member of a family or community.
- 2. Take responsible actions to create safe and healthy environments.
- 3. Describe how public policy affects the well being of the families and communities.

### AFN Cultural Standards:

#### Standards for Students:

- (A) A Culturally knowledgeable student is well grounded in the cultural heritage and traditions of their community.
- 2. Recount their own genealogy and family history.
- 3. Acquire and pass on the traditions of their community through oral and written history.

(C) A Culturally knowledgeable student is able to actively participate in various cultural environments.

2. Make constructive contributions to the governance of their community and the well-being of their family.

(D) A Culturally knowledgeable student is able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

1. Acquire in-depth cultural knowledge through active participation and meaningful interaction with elders.

(E) A culturally knowledgeable student demonstrates an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

1. Recognizes and builds upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them. As reflected in their own cultural traditions and beliefs as well as those of others.



**FAMILY LEARNING GOALS (Page – 1)**

Level – 1	Level – 2	Level – 3	Level – 4	Level – 5
<p><b>FAMILY IDENTIFICATION</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>Names of parents, siblings, grandparents</li> <li>Learn kinship terms</li> <li>Self Identity (who they are, gender, where they're from, who they're from)</li> </ul> <p><b>VALUES</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>What respect is, and how it is shown to parents, elders, siblings, others</li> <li>To respect property rights and ownership</li> <li>honesty</li> <li>That cooperation is working together in the family and community</li> <li>About obedience (minding parents, elders, and others)</li> </ul> <p><b>GENDER ROLES</b></p> <ul style="list-style-type: none"> <li><u>Women</u></li> <li>Students will learn: <ul style="list-style-type: none"> <li>that everyone has a mother</li> <li>what mothers do</li> </ul> </li> <li><u>Men</u></li> <li>Students will learn: <ul style="list-style-type: none"> <li>that everyone has a father</li> <li>what fathers do</li> </ul> </li> </ul> <p><b>DEATH</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Understand that people die</li> <li>Know that death makes us sad</li> <li>Know that there is a funeral when a person dies</li> </ul>	<p><b>FAMILY TREE</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>The structure of families including parents, grandparents, siblings, aunts, uncles, cousins, and adopted family members.</li> <li>About traditions and celebrations <ul style="list-style-type: none"> <li>naming traditions, their own name and family names</li> <li>family traditions and family celebrations</li> <li>camping places and trips</li> </ul> </li> <li>Families Working Together, Students will learn: <ul style="list-style-type: none"> <li>to identify and describe work that each family member does to support the family</li> <li>That cooperation, in the family and community is important</li> </ul> </li> </ul> <p><b>SELF</b></p> <p>Students will learn that:</p> <ul style="list-style-type: none"> <li>They have physical, emotional and social components in self</li> <li>There are appropriate ways to displays emotions and understand <ul style="list-style-type: none"> <li>how emotions are shown in families</li> <li>how TV affects emotions (language and violence)</li> <li>they can tell when father, grandfather, great grandfather are happy, angry, ....</li> <li>They are able to read other's emotions</li> </ul> </li> </ul> <p><b>ELDERS</b></p> <p>Students will understand that elders:</p> <ul style="list-style-type: none"> <li>have stories to share</li> <li>know how/why to respect</li> <li>were looked after</li> </ul> <p>Students will know how respect is shown to elders</p>	<p><b>DEVELOP FAMILY TREE</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the extended family and designate maternal and paternal family members</li> <li>About their own family history and write a family history covering maternal and paternal relatives</li> <li>Learn the process and make a family tree</li> <li>Learn how class mates are related</li> <li>Learn where family members originated (geography)</li> </ul> <p><b>VALUES</b></p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>caring and sharing</li> <li>cooperation</li> <li>humor</li> </ul> <p><b>ROLE MODELS</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>understand that elders make the best teachers</li> <li>understand their role as a student and that they are role model for younger children</li> </ul> <p><b>EMOTIONS</b></p> <p>Students will understand that it is important to supporting and understand family members</p> <p><b>ELDERS</b></p> <p>Students will learn that elders:</p> <ul style="list-style-type: none"> <li>Are helped</li> <li>Are given certain parts of meat</li> <li>Have responsibility for passing on knowledge and skills</li> <li>Have collected many things in their lives and why elders share stories of the things and events of their lives</li> <li>Will learn and write about the history of an individual elder</li> </ul>	<p><b>EXTENDED FAMILIES</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>How marriage, divorce, separation, and adoption affects the family unit</li> <li>About traditional adoption and why it was an important part of the culture</li> <li>About and explore kinships with other communities, tribes and people</li> <li>That characteristics and traits are often shared by family members</li> <li>That over time there has been change in traditional and modern expectations of family members and identify the changing roles</li> <li>Where families originated their reasons for migrating and their reasons for settling</li> <li>About their own extended family structure and devise a pictorial display of family</li> </ul> <p><b>VALUES</b></p> <p>Students will demonstrate the values of families which they have been taught</p> <ul style="list-style-type: none"> <li>cooperation</li> <li>interdependence as a family (everyone must do his/her part)</li> <li>caring and sharing</li> <li>humor</li> <li>respect</li> </ul> <p><b>ELDERS</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn about the activities that elders were involved in when they were the students' age</li> <li>Describe their visualization of themselves as elders and discuss what it may mean</li> </ul>	<p>By the end of this unit students will have a deep understanding and be able to demonstrate the traditional knowledge of families, values, self, community, and at this point, be ready to make informed decisions as to the future of themselves and their children.</p> <p><b>BECOMING PARENTS</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Learn what responsible parenting is and develop begin to develop those skills (by demonstrating caring for babies, understanding health needs, gathering and preparing food and nurturing.</li> <li>Demonstrate family subsistence practices and become proficient in them</li> </ul> <p><b>ELDERS</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>That elders have knowledge and understanding of emotional and spiritual well-being</li> <li>That elders have knowledge to pass on and are key to passing on heritage to younger generations</li> <li>How one becomes an elder and that to become an elder one needs to live a fairly healthy lifestyle</li> <li>To compare and contrast traditional and modern roles of elders in their community</li> <li>That elders may feel uncomfortable when treated as if they were not capable of certain things</li> <li>Understand that elders may fear death and loss of independence to age</li> <li>most elders are comfortable with the life they have led, and although they may have regrets, it has only contributed to the their knowledge</li> </ul>



**FAMILY LEARNING GOALS (PAGE - 2)**

Level – 1 (preschool/kindergarten)	Level – 2 (first to third grades)	Level 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>MODERN DISCIPLINE</b> Students will:</p> <ul style="list-style-type: none"> <li>Learn to respect elders, and help anyone in need</li> <li>Understand the difference between traditional and modern forms of discipline</li> </ul> <p><b>ELDERS</b> Students will</p> <ul style="list-style-type: none"> <li>Understand that elders were once were children</li> <li>Learn that grandparents are parents and had parents</li> <li>Understand that they too will grow old</li> <li>Learn how respect is shown to elders by listening and providing help in any way.</li> </ul>	<p><b>DEATH</b> Students will</p> <ul style="list-style-type: none"> <li>Understand that when someone dies, others have many different feelings</li> <li>Know that there is a proper way to behave at a funeral</li> </ul> <p><b>GENDER ROLES</b> Students will:</p> <ul style="list-style-type: none"> <li>Learn the difference between traditional and modern roles</li> <li><u>Women</u> (traditional) <ul style="list-style-type: none"> <li>Students will learn about the work that women did, care for and make clothing</li> <li>preserved and prepared food</li> </ul> </li> <li><u>Men</u> (traditional) <ul style="list-style-type: none"> <li>Students will learn that men played games with their sons to help them develop hunting skills</li> <li>made tools to help the family</li> </ul> </li> <li><u>Children</u> (traditional) <ul style="list-style-type: none"> <li>Students will learn that children had responsibilities to the family</li> <li>That it was expected that they would fulfill those responsibilities without question</li> </ul> </li> </ul> <p><b>VALUES</b> Students will learn</p> <ul style="list-style-type: none"> <li>how families taught respect, honesty, sharing, cooperation, property rights, positive and negative communication and the consequences of nonconformity</li> </ul>	<p><b>GENDER ROLES (traditional)</b></p> <ul style="list-style-type: none"> <li><u>Women</u>, students will <ul style="list-style-type: none"> <li>learn that a woman had know how to sew, cook, prepare food and skins before she got a husband</li> <li>Understand that a woman followed advise of mother, grandmother, mother-in-law</li> <li>recognize and describe body and behavior changes of women or men their own age</li> </ul> </li> <li><u>Men</u>, students will <ul style="list-style-type: none"> <li>Learn and understand that men were providers and protectors of their family</li> </ul> </li> </ul> <p><b>RESPECT</b> Students will learn that</p> <ul style="list-style-type: none"> <li>Respect is earned, not given</li> <li>Kindness to everyone is a form of respect</li> <li>Children don't have to tolerate inappropriate behavior</li> </ul> <p><b>SELF</b> Learn that there is more to a person than another can see and that</p> <ul style="list-style-type: none"> <li>Each person has an intellectual self</li> <li>Culture and heritage have an important impact on the image that each person has of self</li> <li>The traditional view of the importance of the group brought about: <ul style="list-style-type: none"> <li>conformity within the family and community</li> <li>a respect the importance of family and tribe</li> <li>cultural traditions which positively affect their own behavior</li> <li>other's cultural traditions affect their behavior</li> </ul> </li> </ul>	<p><b>GENDER ROLES</b></p> <ul style="list-style-type: none"> <li><u>Women</u>, students will: <ul style="list-style-type: none"> <li>become aware of the changing roles of women</li> </ul> </li> <li><u>Men</u>, students will learn that: <ul style="list-style-type: none"> <li>a man looked after his tools and gear properly so that they were always prepared</li> <li>a man looked to the sky for signs of up coming weather</li> <li>become aware of the changing roles of men</li> </ul> </li> </ul> <p><b>DEATH</b> Students will learn that:</p> <ul style="list-style-type: none"> <li>grief is natural and everyone grieves in their own way</li> <li>funerals often mark begin the grieving process</li> </ul> <p><b>SELF</b> Students will</p> <ul style="list-style-type: none"> <li>realize their burgeoning sexuality and culturally appropriate actions surrounding this stage in their development</li> <li>learn about traditional sexual responsibility</li> </ul> <p>Students will develop a concept of trust and being trustworthy. They will be able to identify:</p> <ul style="list-style-type: none"> <li>people they trust and the characteristics which make them trustworthy</li> <li>people they don't trust and the characteristics which make them non-trustworthy</li> <li>and describe characteristics in themselves which will show others whether they are trustworthy or not</li> </ul>	<p><b>FAMILY HISTORY</b> Students will learn:</p> <ul style="list-style-type: none"> <li>To map kinships extending into other communities and use that map to establish ties with family members</li> <li>About DNA, genes and family related disorders and deficiencies.</li> </ul> <p><b>GENDER ROLES</b></p> <ul style="list-style-type: none"> <li><u>Women and men</u>: students will: <ul style="list-style-type: none"> <li>continue to learn about the changing roles of women in Native society and in the broader world and how those changes can affect their lives</li> </ul> </li> <li><u>Women</u>, students will understand that traditionally women had customs to follow and that many of those customs retain their importance today and affect women as they get married, become pregnant, bear and raise children and help provide for their families.</li> <li><u>Men</u>, students will learn that: <ul style="list-style-type: none"> <li>men were counseled by elders before they got married</li> <li>Fathers would talk to the wife before acting in matters about raising children</li> </ul> </li> </ul> <p><b>MY FUTURE</b> Students will learn that</p> <ul style="list-style-type: none"> <li>To succeed in life they need to set healthy and realistic goals</li> <li>A realistic self assessment of strengths and weaknesses will help establish goals for life</li> <li>Planning is important for the best life possible</li> <li>Strength and determination are their own and come to them through their family, tribe and community elders</li> <li>Statements of personal values need to be taken into adulthood</li> </ul>

# Resources for Teachers:

## Books

Birket-Smith, Kaj: The Chugach Eskimo, Copenhagen, 1953  
(pages 80-83)  
de Laguna, Frederica: Chugach Prehistory, Seattle, Washington, 1956

## Recognized Experts

### Regional:

Nancy Yaw-Davis, Cultural Dynamics  
719 N Street, suite 3  
Anchorage, Alaska 99501  
258-6680  
nydavis@micronet.net

Michelle Moresette, National Parks Service 271-6230, family mapping project

### Tatitlek:

Edward Gregorieff  
Gary Kompkoff  
Irene Kompkoff

### Port Graham:

Feona Sawden  
Robert McMullen  
Ileen Totemoff  
Luba Meganack

# Resources for Students:

# FAMILY LANGUAGE GOALS

Level – 1 (preschool – kindergarten)	Level – 2 (first through third grades)	Level – 3 (fourth through sixth grades)	Level – 4 (seventh through ninth grades)	Level – 5 (tenth through twelfth grades)
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name objects, people, and actions in their environment.</li> <li>Use simple words and phrases to express needs and desires.</li> <li>Follow simple instructions.</li> <li>Participate in simple conversations.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name objects, people, and actions in their environment.</li> <li>Use simple words and phrases to express needs and desires.</li> <li>Follow simple instructions.</li> <li>Participate in simple conversations.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name objects, people, and actions in their environment.</li> <li>Use simple words and phrases to express needs and desires.</li> <li>Follow simple instructions.</li> <li>Participate in simple conversations.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name objects, people, and actions in their environment.</li> <li>Use simple words and phrases to express needs and desires.</li> <li>Follow simple instructions.</li> <li>Participate in simple conversations.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name objects, people, and actions in their environment.</li> <li>Use simple words and phrases to express needs and desires.</li> <li>Follow simple instructions.</li> <li>Participate in simple conversations.</li> </ul>



## TRIBE/COMMUNITY

### Tribe/Community

Tribe and Community is a study about the people who live in certain communities. It is about what their identity is and what roles they play, as well as what each government role plays in the village and the region. What traditional and modern laws there are.

### What Students Should Know:

Students should learn about the community, the structure, what each member of the tribe's role is, identify laws, both traditional and modern. The students will better understand how the government works and what role it plays in the region as well as the village and or town where they live.

### Alaska Standards Related to Tribe/Community:

This unit was submitted with virtually all of the standards listed. Science:

- A) 6,7,11,12,13,14 (a,b,c) 15
- B) 1,2,3,4,5,6
- C) 1,3,4,5
- D) 1,2,3,4,5,6

### Geography

- A) A student should: (1,2, and 3)
- 4) use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
- 6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.
- B) A student should:
- 2) analyze how places are formed, identified, named, and characterized;
- 3) relate how people create similarities and differences among places;
- 4) discuss how and why groups and individuals identify with places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 6) make informed decisions about where to live, work, travel, and seek opportunities;
- 7) Understand that region is a distinct area defined by one or more cultural or physical features;

- 8) compare, contrast and predict how places and regions change with time.

### D) A student should:

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
- 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are globally linked;
- 3) interpret population characteristics and distributions;
- 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) analyze how conflict and cooperation shape social, economic and political use of space.

### E) A student should:

- 1) understand how resources have been developed and used;
- 2) recognize and assess local, regional, and global patterns of resource use;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and
- 6) evaluate the impact of physical hazards on human systems.

### F) A student should:

- 1) analyze and evaluate the impact of physical and human geographical factors on major historical events;
- 2) compare, contrast, and predict how places and regions change with time;
- 3) analyze resource management practices to assess their impact on future environmental systems;
- 4) examine the impacts of global change on human activity; and
- 5) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

### Government and Citizenship:

#### A) A student should:

- 1) understand the necessity and purpose of government;

- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

- 3) understand how nations organize their governments; and
- 4) compare and contrast how different societies have governed themselves over time and in different places.

#### B) A student should:

- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- 3) Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;
- 4) know how power is shared in the United States' constitutional government at the federal, state and local levels;
- 5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;
- 6) recognize the significance of diversity in the American political system;
- 7) distinguish between constitution-based ideals and the reality of American political and social life;
- 8) understand the place of law in the American political system;
- 9) recognize the role of dissent in the American political system.

#### C) A student should:

- 1) understand the various forms of the states' local governments and the agencies and commissions that influence student's lives and property;
- 2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental process;
- 3) understand the Constitution of Alaska and sec. 4 of the Alaska Statehood Act, which is known as Statehood Compact;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6) understand the importance of the multicultural nature of the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state; and
- 8) identify the roles and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.



- D) A student should:
- 3) understand how national politics and international affairs are interrelated with the politics and interests of the state;
- E) A student should:
- 1) know the important characteristics of citizenship;
  - 2) recognize that it is important for citizens to fulfill their public responsibilities;
  - 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;
  - 4) establish, explain, and apply criteria useful in evaluating rules and laws;
  - 5) establish, explain and apply criteria useful in selecting political leaders;
  - 6) recognize the value of community service;
  - 7) implement ways of solving problems and resolving conflict.
- F) Economics should be in ANCSA and/or Contemporary Issues
- G) Economics should be in ANCSA and/or Contemporary Issues
- History:
- A) A student should:
- 2) know that the interpretation of history may change as new evidence is discovered;
  - 4) understand that history relies on the interpretation of evidence;
  - 5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
  - 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
  - 7) understand that history is dynamic and composed of key turning points;
  - 8) know that history is a bridge to understanding groups of people and individuals' relationships to society;
  - 9) understand that history is a fundamental connection that unifies all fields of human endeavor.
- B) A student should:
- 1) understand the forces of change and continuity that shape human history through the following persistent organizing themes:
    - a) human communities and their relationships with climate, subsistence base, resources, geography and technology;
    - c) the origin and impact of ideologies, religions, and institutions upon human societies;
    - d) the consequences of peace and violent conflict to societies and their cultures;
    - e) major developments in societies as well as changing patterns related to class, ethnicity, race and gender.
  - 2) understand the people and political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
  - 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national and global communities
  - 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
  - 5) evaluate the influence of contest upon historical understanding.
- C) A student should:
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;
  - 4) use historical perspective to solve problems, make decisions, and understand other traditions.
- D) A student should:
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;
  - 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
  - 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others;
  - 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.
- AFN Cultural Standards: A culturally knowledgeable student will:
- A) 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- 7) determine the place of their cultural community in the regional, state, national and international political and economic systems.

**TRIBE AND COMMUNITY LEARNING GOALS**

Level - 1 (preschool - kindergarten)	Level - 2 (first to third grades)	Level - 3 (fourth to sixth grades)	Level - 4 (seventh to ninth grades)	Level - 5 (tenth to twelfth grades)
<p><b>IDENTITY, MEMBERSHIP AND RELATEDNESS</b></p> <p>Students will discover ways in which families are interrelated</p> <ul style="list-style-type: none"> <li>• make picture kinship chart of village, including: <ul style="list-style-type: none"> <li>• Sugpiaq names</li> <li>• God parent relationships</li> </ul> </li> </ul> <p><b>COMMUNITY POSITIONS AND ROLES</b></p> <p>Students will learn about people who work in the community. Plan field trips to visit:</p> <ul style="list-style-type: none"> <li>• health aide</li> <li>• city office</li> <li>• city council</li> <li>• IRA or Traditional council</li> <li>• Native corporation board</li> <li>• post office</li> <li>• store keeper</li> <li>• church functionaries</li> </ul>	<p><b>COMMUNITY RESPONSIBILITIES</b></p> <p>Students will learn the details of responsibilities for community positions, including:</p> <ul style="list-style-type: none"> <li>• health aide</li> <li>• city office staff</li> <li>• city council</li> <li>• IRA or Traditional Council</li> <li>• Native corporation</li> <li>• post office</li> <li>• storekeeper</li> <li>• church functionaries</li> </ul> <p>Students will learn how communities are maintained through interactions between people.</p> <ul style="list-style-type: none"> <li>• talking</li> <li>• helping</li> <li>• sharing food, money, labor, and/or love</li> <li>• looking out for each other and each other's families</li> <li>• sharing bad times and good together <ul style="list-style-type: none"> <li>• have parents and care givers come and tell stories to illustrate</li> </ul> </li> </ul> <p>Students will begin to understand their own responsibilities for themselves.</p> <ul style="list-style-type: none"> <li>• respect for self</li> <li>• refusal skills</li> <li>• respect for others</li> <li>• respect for own property</li> <li>• sharing</li> </ul>	<p><b>COMMUNITY HISTORY</b></p> <p>Students will learn about traditional and modern movement between and among villages.</p> <p>History of local village</p> <ul style="list-style-type: none"> <li>• creation from smaller villages</li> <li>• history of family groups</li> <li>• specific village history <ul style="list-style-type: none"> <li>• first settlement</li> <li>• first church</li> <li>• first school</li> <li>• epidemics</li> <li>• tidal waves</li> <li>• earthquakes, subsidence</li> </ul> </li> <li>• create an illustrated time-line</li> <li>• why people moved to the village <ul style="list-style-type: none"> <li>• work available</li> <li>• religion</li> <li>• family ties</li> <li>• after epidemics</li> <li>• connect with family histories</li> </ul> </li> <li>• contemporary movements by village residents <ul style="list-style-type: none"> <li>• for work</li> <li>• to school</li> <li>• after marriage</li> </ul> </li> </ul>	<p><b>ISSUES OF VILLAGE MEMBERSHIP</b></p> <p>Students will learn how communities developed traditionally and in modern times.</p> <p>Traditional community expansion</p> <ul style="list-style-type: none"> <li>• people could join the village by: <ul style="list-style-type: none"> <li>• birth</li> <li>• adoption</li> <li>• marriage</li> <li>• war capture</li> </ul> </li> </ul> <p>Contemporary tribal membership issues</p> <ul style="list-style-type: none"> <li>• ANCSA enrollment</li> <li>• tribal membership (varies depending upon local tribe)</li> <li>• blood quantum for PHS</li> <li>• status of those who have moved away, are they members after 1 year, 5 years, 10 years, 20 years</li> </ul> <p>Determine what the different standards for enrollment or services are</p>	<p><b>INTER-TRIBAL RELATIONSHIPS</b></p> <p>Traditional</p> <ul style="list-style-type: none"> <li>• territorial boundaries</li> <li>• trade</li> <li>• feasts, celebrations and hosting other villages</li> <li>• warfare</li> <li>• alliances (write reports on the alliances people may have brought with them from their previous villages and compare with later alliances)</li> </ul> <p>Contemporary</p> <ul style="list-style-type: none"> <li>• basketball and inter-community rivalries</li> <li>• other regional corporations</li> <li>• research communities from which marriage partners are drawn, now, 25 and 50 years ago</li> </ul>

**TRIBE/COMMUNITY LEARNING GOALS**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<ul style="list-style-type: none"> <li>• Roles                             <ul style="list-style-type: none"> <li>• identify family member's roles in home</li> <li>• what their Sugpiaq names are</li> <li>• discuss their role at home, school, and playing with their peers</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• Sugestun name for each holiday</li> <li>• what event happened each holiday (as holidays arrive do projects and puppet plays)</li> <li>• investigate how and why it became a holiday</li> </ul> </li> <li>• Respect                             <ul style="list-style-type: none"> <li>• invite family members in for storytime to share experiences of how they behaved toward the elders, others, animals, and surroundings</li> <li>• read local stories on beliefs</li> <li>• develop a chart on respect:                                     <ul style="list-style-type: none"> <li>• how is today's behavior different from the past</li> <li>• put a poster to brainstorm ways we could preserve some of the traditional ways</li> </ul> </li> </ul> </li> <li>• Family Tree                             <ul style="list-style-type: none"> <li>• allow students to draw their own family trees</li> <li>• invite family members to the class for show and tell time to share who they are</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identity and Roles                             <ul style="list-style-type: none"> <li>• develop knowledge about who their family members are in the roles they play at home and in the community</li> <li>• what is their role in the family and the community</li> <li>• create a family tree with the help of their family</li> <li>• find out what roles they had in their tribes</li> </ul> </li> <li>• Councils                             <ul style="list-style-type: none"> <li>• Learn what subjects are discussed at the council meetings</li> <li>• What does IRA mean for the Council/Village</li> <li>• What does Traditional mean for the Council/Village</li> <li>• develop a student council with each class to discuss situations and plans</li> <li>• learn how to set an agenda, hold a meeting, take minutes etc</li> <li>• develop classroom/school rules</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• learn Sugpiaq words for the holidays</li> <li>• study how these holidays became and why</li> <li>• have our ways changed from the older traditional ways?</li> <li>• put together a short skit for at least one or two holidays</li> </ul> </li> <li>• Respect                             <ul style="list-style-type: none"> <li>• what does it really mean</li> <li>• how does it feel to be treated with or with our respect</li> <li>• how can we be more respectful to all things around us</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Roles                             <ul style="list-style-type: none"> <li>• make a list of who is on the community council, their responsibilities and goals</li> <li>• what roles do each of the students have in the community, home, school, and to oneself</li> <li>• how does every action taken affect the surroundings around us</li> <li>• study the rules in school, home &amp; community, why we need them</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• study traditional ways and compare to current ways</li> <li>• list differences</li> <li>• try a traditional way</li> <li>• report the importance of each (holiday) in the community</li> </ul> </li> <li>• Respect                             <ul style="list-style-type: none"> <li>• evaluate the levels of attitude and respect of today then compare to 5, 10, 15, 20 years ago</li> <li>• list positive reasons for change</li> <li>• interview elders, find out more about ways and consequences, compare to today's life styles and laws</li> <li>• create a futuristic situation of how you think the kids will be</li> <li>• do an opinion survey on the meaning of respect</li> </ul> </li> <li>• Government/Council                             <ul style="list-style-type: none"> <li>• identify responsibilities of council members</li> <li>• discuss rules and laws, why we have them and what happens with out them</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Roles                             <ul style="list-style-type: none"> <li>• identify family roles in the home, community, tribe</li> <li>• responsibilities for self, family, and community</li> <li>• find out how what rules/laws were set in the old days and what the consequences were</li> <li>• what happens if there are no laws</li> <li>• attend a council meeting to address a problem or suggestion that students could work with the village council</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• study the meaning of each holiday</li> <li>• participate in local celebrations</li> <li>• create a reference log of traditional ways so that the future generations will have it on hand</li> <li>• work on art projects to assist in decorations for the home</li> </ul> </li> <li>• Respect                             <ul style="list-style-type: none"> <li>• evaluate situations that surround the village and school</li> <li>• what are the levels of respect</li> <li>• define the word, then write and summarize their meaning of the word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Roles                             <ul style="list-style-type: none"> <li>• develop language for roles</li> <li>• look into government procedures and how they differ with the Council ways for the village</li> <li>• participate in Village meetings to discuss situations and be involved in the process of problem solving</li> </ul> </li> <li>• Holidays                             <ul style="list-style-type: none"> <li>• why the special days became so important</li> <li>• how long has this tradition been going</li> <li>• develop language for the holidays</li> </ul> </li> <li>• Respect                             <ul style="list-style-type: none"> <li>• discuss the different ways of people and how they react to different situations</li> </ul> </li> <li>• Tribe/Community                             <ul style="list-style-type: none"> <li>• define tribe as a group of people, originating from one place who are interrelated often have common goals</li> <li>• identify the different tribal memberships of class members</li> <li>• define consensus/cooperation</li> <li>• discuss elder's councils</li> <li>• qualities/attitude of a leader/elder</li> <li>• what does trust responsibility mean</li> <li>• issues of sovereignty and dual citizenship</li> <li>• today's self governance issues</li> <li>• tribal responsibility to members, by law-ICWA, etc, and implied</li> <li>• how we choose leaders</li> <li>• establishing govt to govt relations</li> </ul> </li> </ul>







**TIRBE/COMMUNITY LANGUAGE GOALS**[illegible]

## Health and Wellness

The condition of being sound in mind, body, and spirit. The body is free from any pain or physical disease. Health and wellness is important in our community. Children need to grow up in a healthy environment. Their environment includes self, family, and community. Not only do you have a healthy body but also a healthy mind, free from any drugs. When you have a sober mind, you have a sober spirit.

### Alaska Standards Related to Health and Wellness

#### Science

- (A)10. Understand that living things are made up mostly of cells and that all life processes occur in cells (Cells).
11. Understand that similar features are passed on by genes through reproduction (Heredity).
12. Distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems (Diversity).
13. Understand the theory of natural selection as an explanation for evidence of changes in life forms over time (Evolution and Natural Selection).
14. Understand (A) the interdependence between living things and their environments; (B) that the living environment consists of individuals, populations, and communities; and (C) that a small change in portion of an environment may affect the entire environment (Interdependence).
15. Use science to understand and describe the local environment (Local Knowledge).
- (B) 1. Use the processes of science; these processes include observing, classifying, measuring, and interpreting data, inferring, communicating, controlling variables, and developing models and theories, hypothesizing, predicting and experimenting.
2. Design and conduct scientific inquiry using appropriate instruments.
3. Understand the scientific inquiry often involves different ways of thinking, curiosity, and the exploration of multiple paths.
4. Understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry.
5. Employ ethical standards, including unbiased data collection and factual reporting of results.

6. Employ strict adherence to safety procedures in conducting scientific investigations.

#### (C)

3. Understand that society, culture, history, and environment affect the development of scientific knowledge.
4. Understand that some personal and societal beliefs accept nonscientific methods for validating knowledge.
5. Understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge.
6. Understand that sharing scientific discovery is often a combination of an accidental happening and observation by a knowledgeable person with an open mind.
8. Understand that acceptance of a new idea depends upon supporting evidence and that new ideas that conflict with beliefs or common sense are often resisted.

#### (D)

1. Apply scientific knowledge and skills to understand issues and everyday events.
2. Understand that scientific innovations may affect our economy, safety, environment, health, and society and that these effects may be long or short term, positive or negative, and expected or unexpected.
3. Recommend solutions to everyday problems by applying scientific knowledge and skills.
4. Evaluate the scientific and social merits of solutions to everyday problems.

6. Act upon reasoned decisions and evaluate the effectiveness of the action.

#### Geography

#### (A)

1. Use maps and globes to locate places and regions.
2. Evaluate the importance of the locations of human and physical in interpreting geographic patterns.
4. Discuss how and why groups and individual identify with places.
5. Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.
6. Make informed decisions about where to live, work, travel, and seek opportunities.

3. Understand that a region is a distinct area defined by one or more cultural or physical features.

4. Compare, contrast, and predict how places and regions change with time.

- (C) 1. Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.

2. Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

#### (D)

1. Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.
2. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

#### (E)

1. Understand how resources have been developed and used.
2. Recognize and assess local, regional, and global patterns of resource use.
3. Understand the varying capacities of physical systems, such as watersheds, to support human activity.
4. Determine the influence of human perceptions on resource utilization and the environment.
5. Analyze the consequences of human modification of the environment and evaluate the changing landscape.
6. Evaluate the impact of physical hazards on human systems.

#### (F)

1. Analyze and evaluate the impact of physical and human geographic factors on major historical events.
2. Compare, contrast, and predict how places and regions change with the time.
3. Analyze resource management practices to assess their impact on future environmental quality.
4. Interpret demographic trends to protect future changes and impacts on human environmental systems.
5. Examine the impacts of global changes on human activity.

#### Government and Citizenship

(C)

1. Understand the various forms of the state local governments and the agencies and commissions that influence students' lives and property.
2. Accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes.
3. Understand the importance of the historical and current roles of Alaska Native communities.
4. Understand the importance of the multicultural nature of the state.
5. Understand the obligations that land and resource ownership place on the residents and government of the state.

(E)

1. Know the importance of the characteristics of citizenship.
2. Recognize the value of community service.
3. Implement the ways of solving problems and resolving conflict.

(G)

1. Understand that choices are made because resources are scarce.

#### History

1. Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.
2. Know that the interpretation of history may change as new evidence is discovered.
3. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
4. Know that cultural elements, including language, literature, the arts, customs, and beliefs systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.
7. Know that the history is a bridge to understanding groups of people and an individual relationship to society.
8. Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

(B)

1. Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- A) The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.
- B) Human communities and their relationships with climate, subsistence base, resources, geography, and technology.
- C) Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.

2. Understand the people and political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United Stateside, and the world.
3. Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.

(C)

1. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.
2. Use historical perspective to solve problems, make decisions, and understand other traditions.

#### Skills for a Healthy Life

(A)

1. Understand that a person's well being is the integration of health, knowledge, attitudes, and behaviors.
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.
3. Understand and identify the causes, prevention, and treatments for diseases, disorders, injuries, and addiction.
4. Recognize patterns of abuse directed at self or others and understand to break these patterns.
5. Use knowledge and skills to promote the well being of the family.
6. Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well being.
7. Understand the physical and behavioral characteristics of human sexual development and maturity.
8. Understand the ongoing life changes throughout the life span and healthful responses to these changes.

(B)

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.
2. Demonstrate a variety of communication skills that contribute to well being.
3. Assess the effects of culture, heritage, and traditions on personal well being.
4. Develop an awareness of how personal life roles are affected by and contribute to the well being of families, communities, and cultures.
5. Evaluate what is being viewed, read, and heard for its effect on personal well being.
6. Understand how personal relationships, including this with family, friends, and co-workers, impact personal well being.

(C)

1. Resolve conflicts responsibly.
2. Communicate effectively within relationships.
3. Evaluate how similarities and differences among individuals contribute to relationships.
4. Understand how respect for the rights of self and others contribute to relationships.
5. Understand how attitude and behavior affect the well being of self and others.
6. Assess the effects of culture, heritage, and traditions on well being.

(D)

1. Make responsible decisions as a member of a family or a community.
2. Take responsible actions to create safe and healthy environments.
3. Describe how public policy affects the well being of families and communities.
4. Identify and evaluate the roles and influences of public and private organizations that contribute to the well being of the communities.
5. Describe how volunteer service at all ages can enhance community well being.
6. Use various methods of communication to promote community well being.

#### AFN STANDARDS



- (A)
1. Recognizes that all knowledge is imbedded in a larger system of cultural beliefs, values and practices, each with its own beliefs and interconnectedness.
  2. Insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of their beliefs and practices.
  3. Incorporates the contemporary adaptations along with the historical and traditional aspects of the local culture.
  4. Respects and validates knowledge that has derived from a variety of cultural traditions.
- (B)
1. Recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge.
  2. Provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted from forces over time.
  3. Incorporates the in-depth study of unique elements of contemporary like in Native communities in Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty, and self-determination.
- (C)
1. Utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs, and practices.
  2. Recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of place as a basis for a comparative analysis of contemporary social, political, and economic systems.
  3. Views all community members as potential teachers and all events in the community as potential learning opportunities.
  4. Is sensitive to traditional cultural protocol, including role of spirituality, regarding appropriate uses of local knowledge.
- (D)

1. Draws parallels between knowledge derived from the oral tradition and that derived from books.

**LEARNING GOALS FOR HEALTH AND WELLNESS**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<b>FOOD</b> <ul style="list-style-type: none"> <li>• appreciate the diversity of local food sources (plants, fish, land/sea mammals)</li> <li>• learn about keeping food safe-modern food storage and preservation methods</li> </ul> <b>LEARN TO RESPECT PLANTS AS GIVERS OF LIFE</b> <ul style="list-style-type: none"> <li>• appreciate the many uses of plants and their importance to Native people: <ul style="list-style-type: none"> <li>• food</li> <li>• fuel</li> <li>• medicine</li> </ul> </li> <li>• learn which plants grow near the community</li> <li>• learn that berries were used in teas for colds</li> </ul> <b>GOOD HEALTH PRACTICES</b> <ul style="list-style-type: none"> <li>• Prevention <ul style="list-style-type: none"> <li>• preventive (dress for weather)</li> <li>• begin to learn how important it is to live an alcohol and drug free lifestyle</li> <li>• begin to learn how important living a subsistence lifestyle is in keeping us happy</li> </ul> </li> <li>• personal safety – identify abuse, trust feelings, and refusal skills</li> <li>• Behaviors <ul style="list-style-type: none"> <li>• practice finding healthy alternatives to watching TV and video games</li> <li>• learn positive conflict resolution skills</li> <li>• learn what to do and what not to do when around people practicing unsafe behaviors</li> </ul> </li> <li>• Appreciating Health Care Workers (career exploration) <ul style="list-style-type: none"> <li>• learn about the Community Health Aides and the work they do</li> </ul> </li> </ul>	<b>FOOD</b> <ul style="list-style-type: none"> <li>• introduce the Alaska Food Pyramid</li> <li>• begin to learn that food gives us nutrients</li> <li>• connect food products to their source</li> <li>• learn about fat <ul style="list-style-type: none"> <li>• where fat comes from in the diet</li> <li>• how fat helps</li> <li>• how fat is harmful</li> </ul> </li> </ul> <b>LEARN TO RESPECT PLANTS AS GIVERS OF LIFE</b> <ul style="list-style-type: none"> <li>• uses of plants for medicinal purposes <ul style="list-style-type: none"> <li>• know which plants growing in the area are helpful, devil's club, stinkweed and fireweed</li> <li>• know which plants growing in the area are harmful</li> </ul> </li> <li>• practical uses of plants <ul style="list-style-type: none"> <li>• review food, fuel, medicine</li> <li>• insulation</li> </ul> </li> </ul> <b>GOOD HEALTH PRACTICES</b> <ul style="list-style-type: none"> <li>• Prevention – safety <ul style="list-style-type: none"> <li>• around the water and boating</li> <li>• bike, four wheeler, snowmachine</li> </ul> </li> <li>• Behaviors <ul style="list-style-type: none"> <li>• identify natural helpers</li> <li>• how mood affects health/positive thinking <ul style="list-style-type: none"> <li>• handling anger appropriately</li> <li>• self control</li> </ul> </li> <li>• getting along with others</li> <li>• learn traditional games just for fun and as alternatives to TV and video games</li> </ul> </li> <li>• Appreciating Health Care Workers (career exploration) <ul style="list-style-type: none"> <li>• Learn about Public Health Nurses and the work they do</li> </ul> </li> </ul> <b>VALUES</b> <ul style="list-style-type: none"> <li>• respect for plants</li> <li>• humor</li> </ul>	<b>FOOD</b> <ul style="list-style-type: none"> <li>• nutrients from local plants and animals</li> <li>• introduction to biosampling <ul style="list-style-type: none"> <li>• is food safe to eat</li> <li>• what scientists may find</li> </ul> </li> <li>• subsistence food from the sea <ul style="list-style-type: none"> <li>• gumbos, shellfish, spawn, kelp, sea plants, sea cucumbers</li> </ul> </li> </ul> <b>LEARN TO RESPECT PLANTS AS GIVERS OF LIFE</b> <ul style="list-style-type: none"> <li>• know harmful plants of the Region <ul style="list-style-type: none"> <li>• baneberry, water hemlock</li> </ul> </li> <li>• plants for medicinal purposes <ul style="list-style-type: none"> <li>• uses of berries</li> <li>• spruce bud tea</li> </ul> </li> </ul> <b>GOOD HEALTH PRACTICES</b> <ul style="list-style-type: none"> <li>• Behaviors <ul style="list-style-type: none"> <li>• interview elders and other experts to find out about traditional healing</li> <li>• reinforce practicing a healthy lifestyle <ul style="list-style-type: none"> <li>• remain drug and alcohol free</li> <li>• help in a local sobriety celebration and with elder/youth conferences</li> <li>• discuss stds as a part of the sobriety celebration</li> </ul> </li> </ul> </li> <li>• Prevention <ul style="list-style-type: none"> <li>• learn traditional dances as an alternative to destructive behaviors</li> <li>• learn and participate in NYO and traditional games as an alternative to destructive behaviors</li> <li>• study the dangers of punk, ikmik, snuff, and cigarettes and work toward the elimination of their use</li> </ul> </li> </ul>	<b>FOOD</b> <ul style="list-style-type: none"> <li>• learn traditional and modern methods of preserving subsistence foods</li> <li>• learn to prepare traditional subsistence foods</li> <li>• compare the nutritional value of subsistence foods with that of commercial food</li> <li>• continue biosampling training</li> </ul> <b>GOOD HEALTH PRACTICES</b> <ul style="list-style-type: none"> <li>• Traditional Practices <ul style="list-style-type: none"> <li>• learn women's roles as healers and midwives</li> <li>• learn about shamans as healers</li> <li>• learn traditional the physical, mental, and spiritual benefits of traditional cleansing rituals, learn what those rituals are</li> <li>• massage and ash???</li> </ul> </li> <li>• Prevention <ul style="list-style-type: none"> <li>• disease prevention</li> <li>• epidemics which effected the region <ul style="list-style-type: none"> <li>• smallpox</li> <li>• TB</li> <li>• flu</li> </ul> </li> <li>• population decline due to these epidemics</li> <li>• cultural resilience (how people remained culturally intact through the epidemics)</li> <li>• current challenges <ul style="list-style-type: none"> <li>• HIV/AIDS/STDs</li> <li>• hepatitis (especially b &amp; c)</li> </ul> </li> <li>• staying healthy (how to)</li> <li>• continue participating in traditional activities as alternatives to destructive behaviors</li> </ul> </li> </ul>	<b>FOOD</b> <ul style="list-style-type: none"> <li>• participate in biosampling</li> </ul> <b>GOOD HEALTH PRACTICES</b> <ul style="list-style-type: none"> <li>• predict the results of untreated infection and illness</li> <li>• learn to be come a good medical consumer <ul style="list-style-type: none"> <li>• basic medical knowledge to have and understand</li> <li>• questions to ask doctors, nurses and dentists</li> <li>• understanding and following medical instructions</li> <li>• know when to use and when not to use the clinic or hospital (know what to take care of on your own)</li> </ul> </li> <li>• prevention techniques</li> <li>• read and understanding directions on prescription and over the counter drugs</li> <li>• sexual responsibility <ul style="list-style-type: none"> <li>• unplanned pregnancies</li> <li>• paternity issues</li> <li>• maternity issues</li> <li>• fetal alcohol effects and syndrome</li> <li>• date rape</li> <li>• sexually transmitted diseases</li> </ul> </li> <li>• consequences of drinking <ul style="list-style-type: none"> <li>• inappropriate behaviors</li> <li>• arrest</li> <li>• addiction</li> </ul> </li> <li>• continue participating in traditional activities as alternatives to destructive behaviors</li> </ul> <b>VALUES</b> <ul style="list-style-type: none"> <li>• personal empowerment</li> </ul>

Book of games from the Port Graham area (Jim Miller).

22



## LANGUAGE GOALS FOR HEALTH AND WELLNESS

[illegible]

## LIVING IN PLACE

### Theme Definition:

Living in place will help us understand our home land both in modern and historical times and the effect that land use and significant historical events has had on who we are and our way of life.

Elders are the key resource to any culture. They know more about who we are and where we come from. Their knowledge spans many generations. In order to preserve a culture we need to listen closely to what they have to say. Their knowledge needs to be passed on to the children.

### What Students are Capable of Learning and Should Learn:

Students should be actively involved in exploring their environment and learning its history. Since place has such an important impact on lifestyle it also shapes cultures which call it home. Living in Place will include:

- Community history
- Barter systems
- Geographic location
- Place names
- Land influences culture and vice versa
- Effects foreign contact
- Disasters (volcanoes, earthquakes, tsunami)
- Geology (names of land features)
- Factors which influence place and place names
- Watersheds/wetlands
- Ethnic expressions/differences/customs
- Homes and dwelling types
- Connections with other people
- Migration and movement
- Reasons for movement
- Traditional boundaries

### Alaska Standards Related to Living in Place

#### Geography:

- (A) 1. Use maps and globes to locate places and regions;
- 2. Make maps, globes and graphs;
- 4. Use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns
- (B) 1. Know that places have distinct geographic characteristics
- 2. Analyze how places are formed, identified, named, and characterized;

- 3. Relate how people create similarities and differences among places;
- 4. Discuss how and why groups and individuals identify with places;
- 5. Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 7. Understand that a region is a distinct area defined by one or more cultural or physical features;
- 8. Compare, contrast, and predict how places and regions change with time.
- (C) 1. Analyze the operations of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle and tectonics;
- 2. Distinguish the functions of forces and dynamics of the physical processes that cause variations in natural regions.
- (E) 1. Understand how resources have been developed and used.
- 2. Recognize and assess local, regional, and global patterns of resource use;
- 3. Understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4. Determine the influence of human perceptions on resource utilization and the environment;
- 5. Analyze the consequences of human modification on the environment and evaluate the changing landscape;
- 6. Evaluate the impact of physical hazards on human systems;
- (F) 1. Analyze and evaluate the impact of human geographical factors on major historical events.
- 2. Compare, contrast, and predict how places and regions change with time;
- 3. Analyze resource management practices to assess their impact on future environmental quality;
- 4. Interpret demographic trends to project future changes and impacts on human environmental systems;
- 5. Examine the impacts of global changes on human activity;
- 6. Utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens;
- Government and Citizenship:**
- (A) 2. Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility and sovereignty;
- 4. Compare and contrast how different societies have governed themselves over time and in different places;
- (B) 2. Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;

- 4. Know how power is shared in the United States constitutional government at the federal, state and local levels;
- 7. Distinguish between the constitution-based ideals and reality of American political and social life.
- (C) 1. Understand the various forms of the state's local governments and agencies and commissions that influence student's lives and property;
- 4. Understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6. Understand the importance of the multicultural nature of the state.
- 7. Understand the obligations that land and resource ownership place on residents and governments of the state;
- 8. Identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships;
- (E) 1. Know the important characteristics of citizenship;
- 2. Recognize that it is important for all citizens to fulfill their public responsibilities;
- 6. Recognize the value of community service;
- 7. Implement ways of solving problems and resolving conflict;
- (F) 2. Be aware that economic systems determine how resources are used to produce and distribute goods and services;
- 9. Understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority;
- (G) 2. Understand that choices are made because resources are scarce;
- 3. Identify and compare the costs and benefits when making choices;
- 5. Understand how jobs are created and their role in the economy;
- History:**
- (A) 1. Understand chronological frameworks for organizing historical thoughts and place significant ideas, institutions, people, and events within time sequences;
- 4. Understand that history relies on the interpretation of evidence;
- 5. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- 8. Know that history is a bridge to understanding groups of people and an individual's relationship to society;

9. Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

(B) 1. Comprehend the forces of change and continuity that shape human history through the following persistent organized themes:

- A) The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
- B) Human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- C) The origin and impact of ideologies, religions, and institutions upon human societies;
- D) The consequences of peace and violent conflict to societies and their cultures.
- E) The major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

(C) 1. Use appropriate technology to access, retrieve, organize, and present historical information;

2. Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

4. Use historical perspective to solve problems, make decisions, and understand other traditions;

(D) 1. Understand that the student is important in history;

5. Base personal citizenship action on reasoned historical judgement with recognition of responsibility for self and others;

6. Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology;

**Skills for a Healthy Life:**

(A) 1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

5. Use knowledge and skills to promote the well-being of the family;

(B) 2. Demonstrate a variety of communication skills that contribute to well-being;

3. Assess the effects of culture, heritage, and traditions on personal well-being;

4. Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities and cultures;

5. Evaluate what is viewed, read, and heard, for its effect on personal well-being;

(C) 1. Resolve conflict responsibly;

3. Evaluate how similarities and differences among individuals contribute to relationships;

6. Use various methods of communication to promote community well-being;

(D) 1. Make responsible decisions as a member of a family or community;

**Arts:**

(A) 1. Participate in dance, drama, music, visual arts and creative writing;

3. Appropriately use new and traditional materials, tools, techniques, and processes in the arts;

(B) 1. Recognize Alaska Native cultures and their arts;

3. Recognize the role of tradition and ritual in the arts;

4. Investigate the relationships among the arts and the individual, the society, and the environment;

**AFN Cultural standards for Students: A culturally knowledgeable student is:**

A) Well grounded in the cultural heritage and traditions of their community.

1. Assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member.

3. Acquire and pass on the traditions of their community through oral and written history;

5. Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;

6. Live life in accordance with the cultural values and traditions of local community and integrate them into their everyday behavior;

**B) Able to build on the knowledge and skills of the local community as a foundation from which to achieve personal and academic success thought- out life.**

2. Make effective use of knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.

4. Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

**C) Able to actively participate in various cultural environments.**

1. Perform subsistence activities in ways that are appropriate to the local cultural traditions.

**D) Able to engage effectively in learning activities that are based on traditional ways of knowing and learning.**

1. Acquire in-depth cultural knowledgeable through active participation and meaningful interactions with elders;

3. Interact with elders in a loving and respectful way that demonstrates and appreciation of their role as culture-bearers and educators in the community.

4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.

**E) demonstrates an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.**

Standards 1,2,3,4,5,6, and 8 (there is no space to write the out at this time)



**LIVING IN PLACE LEARNING GOALS (page 1)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p align="center"><b>LIVING IN PLACE HOME AND SCHOOL</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>The name of community in which they live and some of the important places around it.</li> <li>How to create a map of the community showing buildings, roads, landmarks, and other features of the community.</li> <li>How to classifying buildings into three or four categories (very old, old, new) and telling how they know the age.</li> <li>To identifying landmarks or land features close to the classroom.</li> <li>To talk about and demonstrate different activities in which they and their families participate and the place of those activities. (fishing, gathering, and play)</li> </ul> <p align="center"><b>IDENTITY</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to recognize self as an individual, member of a family, part of a tribe, and of a certain place</li> <li>Be able to talk about two values of the community (as reflected in the classroom, ex. willing to follow directions; willing to share)</li> </ul> <p align="center"><b>ALL LIFE REQUIRES WATER</b></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>Identify different bodies of water around the community as an important part of place</li> <li>Identify food we from the water</li> </ul> <p align="center"><b>WEATHER</b></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>Identify three different kinds of weather, which of the community experiences throughout the year.</li> </ul>	<p align="center"><b>LIVING IN PLACE THE COMMUNITY</b></p> <p>Students will learn that land is very important to Chugachmiut, they moved from place to place to reap the bounty of the land and surrounding water. They will also learn:</p> <ul style="list-style-type: none"> <li>The location of their community in relation to other important places</li> <li>To identify and map local landmarks which distinguish the community and make it unique.</li> <li>That every kind of land has a name that distinguishes it from other land.</li> <li>That there are directions and the name of each direction.</li> <li>The impact of human use of land around the community, what has been done and what might be done to harm the land</li> <li>How to treat the land with respect and minimize the impact of human land use</li> <li>To visually identify and describe different kinds of stone. Describe the properties of the rock and tell how it may have been used.</li> </ul> <p align="center"><b>CYCLES OF PLACE</b></p> <p>Students will understand that plants, animals, the weather and people's activities change by season, but they go through the same seasons and cycles each year. Students will learn that:</p> <ul style="list-style-type: none"> <li>The lunar calendar has thirteen months and that people's activities change by seasons and the cycle of each year.</li> <li>They are able to predict the next seasons in the cycle and the activities, which will take place during the next seasons.</li> <li>They can identify what occurs with animals during each season.</li> </ul>	<p align="center"><b>LIVING IN PLACE THE LAND</b></p> <p>Students will learn that people identify with the place(s) their ancestors called home. As students move through this unit on the land, they will develop attitudes toward land ownership and stewardship. They will gain a broader knowledge of their home community to support the development of a stronger identity as a Native person. Students will:</p> <ul style="list-style-type: none"> <li>Identify and collect research information from family and elders and find out what a child from nine to thirteen years old (age of fourth to sixth graders) needed to know about the land. Find out how they were taught that information and the skills they needed.</li> <li>Gather information on how the land has been and might be harmed.</li> <li>Predict the potential impact on the land of human development and natural causes</li> <li>Identify traditional places that were used from a map showing the local land use area. Collect place-names and identify the families from the community who traditionally used those places. Find out when and how the different places were used.</li> <li>Collect, illustrate and publish traditional beliefs about different places and land marks in the Region.</li> </ul> <p align="center"><b>LIVING IN PLACE THE WATER</b></p> <p>As much as the land, the waters surrounding the region give identity to the Alutiq people. Through this unit students will learn of the impact the oceans, rivers and bays have had on their culture and that water was the vehicle of the contact with others experienced in the past. Through this unit students will:</p>	<p align="center"><b>LIVING IN PLACE THE LAND USE AREA</b></p> <p>Through this unit, students will understand that Alutiq people had a seasonal cycle of movement to hunt and gather food and raw material for life. They will further:</p> <ul style="list-style-type: none"> <li>Identify traditional and modern land use areas, map the resources found in those areas and compare and contrast that area with the land families and the community claimed as their ANCSA allotment.</li> <li>Research and map traditional trails and transportation routes on both land and sea. Interview family members and elders to find out how people knew how to get where they were going. (research landmarks and traditional ways of navigation)</li> <li>Identify traditional boundaries and the implied ownership of he areas beyond local boundaries. Find out what happened when people crossed those boundaries.</li> <li>Understand that there were wars with other groups in Prince William Sound and the Lower Cook Inlet</li> <li>In the early 1800s the Russians forced a group of hunters from the Chugach Area and Kodiak Island to move to Fort Ross in Northern California to hunt sea otter. This move caused many changes to the families who moved or who had members taken south. Research Ft Ross, who from the region may have moved and what they found in California also find how having Alutiq people changed Ft. Ross.</li> <li>Name, describe, and tell stories about all of the landforms in the area. Research specific landforms.</li> </ul>	<p align="center"><b>LIVING IN PLACE LAND INFLUENCES CULTURE CULTURE INFLUENCES LAND</b></p> <p>Soils, water, weather and their placement on the earth combine to provide a foundation for a culture to develop. To develop an understanding of the interrelatedness of man and the land, students will:</p> <ul style="list-style-type: none"> <li>Identify other northern Native groups with similar language and cultural expressions with the Chugachmiut.</li> <li>Compare and contrast those groups with the various Native peoples of the Chugach Region.</li> <li>Identify, describe, and discuss those differences and similarities, which may be based on the land and its resources.</li> <li>Research and write about inter-tribal relationships, political alliances, and war</li> </ul> <p align="center"><b>rites of Passage</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Study and describe the roles and responsibilities of young adult women</li> <li>Gather research information from elders and family, find out what young women from fourteen to nineteen years were expected to know and to do.</li> <li>Study and describe the roles and responsibilities of young adult men</li> <li>Gather research information from elders and family, find out what young men from fourteen to nineteen years were expected to know and to do.</li> </ul> <p align="center"><b>POLITICS OF PLACE</b></p> <p>Students will begin to understand the political nature of life in Alaska through:</p> <ul style="list-style-type: none"> <li>Researching current issues, which will have a long term affect on the community or region.</li> </ul>

**LIVING IN PLACE LEARNING GOALS (page 2)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
	<p align="center"><b>LIVING IN PLACE THE WATER</b></p> <p>Students will understand that much of the Region's life depends on the waters surrounding them. They will learn:</p> <ul style="list-style-type: none"> <li>To recognize where animals concentrate in certain seasons and its effect on village siting</li> <li>That villages, camps and communities of the Chugachmiut have always been on the water.</li> <li>That water has always provided most of the food for the Chugachmiut</li> <li>That the Alutiiq people have always used water as the most efficient means of transportation</li> <li>That water is powerful and can be dangerous</li> <li>That ocean currents are important and impact life</li> </ul> <p>Students will understand that there are different kinds of water in the Region, salt, fresh and brackish</p> <ul style="list-style-type: none"> <li>identify plant and animal life which make these areas home</li> </ul> <p align="center"><b>LIVING IN PLACE FRIENDS AND NEIGHBORS</b></p> <p>Students will understand that though everything the Chugachmiut needed came from the land, they still traded with other people. They will learn to:</p> <ul style="list-style-type: none"> <li>Identify things people may have needed or wanted that did not come from their own land</li> <li>Contrast the things people need with the things people want</li> <li>Find out how people get things today and how they got them long ago (before European contact)</li> </ul> <p align="center"><b>SELF</b></p> <p>Students will learn to identify themselves with other communities and groups from which their ancestors originated</p>	<ul style="list-style-type: none"> <li>Gather research information from family and elders to find out what a child from nine to thirteen years old was expected to know about the water. Find out how they were taught and the skills they needed.</li> <li>Describe how the waters can be damaged and how to protect them.</li> <li>Describe how to protect the water.</li> <li>Look at artifacts of the region and describe water related designs which may be found as a part of the design of the artifact</li> </ul> <p><b>Times of Contact:</b> Students will explore the history of non-Native contact with the Region. They will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast how people lived before/after times of contact.</li> <li>Explain why Russians, Americans, and Scandinavians came to Alaska</li> <li>Describe cultural changes caused by contact with others</li> <li>Describe environmental changes caused by early Russian and American contact</li> </ul> <p><b>Wetlands and watersheds:</b> Through this unit students will:</p> <ul style="list-style-type: none"> <li>Select a wetland area close to the school to research. Collect, identify and count plants and animals living in or using the wetland.</li> <li>Collect stories, traditions and beliefs about the wetland area and the plants and animals in it.</li> <li>Discuss the use people in the community make and have made of the plants and animals.</li> <li>Participate in a fieldtrip to the wetland to observe the various paths water takes to arrive in it.</li> <li>Identify the wetland on a topographical map of the area. Trace the water from the wetland to its sources.</li> </ul>	<p><b>Disasters</b> have helped shape the history and heritage of the Chugachmiut. Through this portion of the unit, students will learn about:</p> <ul style="list-style-type: none"> <li>Volcanoes through researching and writing about three different volcanoes, which have had an impact on the Chugach Region. Describe the impact of the volcano on the land and water. Tell how it may have affected living things in the Region.</li> <li>Earth Quakes (1964 and others)</li> <li>Exxon Valdez Oil Spill: Research and write about EVOS. Describe the immediate and long-term impact on the environment. Describe the impact on different people in the community and region.</li> <li>Forest Fires Kenai 1950</li> </ul> <p align="center"><b>SHELTERS HOMES AND BUILDINGS</b></p> <p>Students will develop the understanding that all things change over time through a study of shelters, homes, and buildings in area surrounding the community. They will:</p> <ul style="list-style-type: none"> <li>Catalog and photograph structures in the community.</li> <li>Select several of the buildings to research. The structures selected should have a wide age range. Interview two or more elders and builders to learn as much about each structure as possible. Find out about the age, use, construction method, and how the structure was renovated and changed as materials evolved and amenities became available.</li> <li>Make projections for future use.</li> <li>Set up a display and have student presentations on the structures.</li> </ul>	<p align="center"><b>Politics (continued)</b></p> <ul style="list-style-type: none"> <li>Collect issue statement and attitudes from both sides of the issue from a variety of sources, include interviews with elders and politicians.</li> <li>Analyze and draw conclusions on the implications for the future, and plan a strategy to change or promote.</li> </ul> <p align="center"><b>SELF</b></p> <p>Students will understand and be able to discuss ways that culture and tradition affect relationships with other people. Through this unit they will:</p> <ul style="list-style-type: none"> <li>Demonstrate ways that culture affects relationships among people.</li> <li>Look to the future, and identify goals to be set and decisions to be made to promote wellness in adult lives.</li> <li>Students will be well grounded within the spirituality of their people, region and within themselves.</li> </ul> <p align="center"><b>WETLANDS</b></p> <p>Students will understand and appreciate the make up and value of wetlands to the people of the Region, through this unit they will:</p> <ul style="list-style-type: none"> <li>Select a wetland in the area surrounding the community to research. Identify plants and animals that use the wetland or make it their home. Map it.</li> <li>Interview elders and recognized experts in the community to find out how the wetland was used traditionally and how it has changed over time. Collect and publish stories and beliefs.</li> <li>Collect topographical maps of the community land use area, identify the wetland and the watershed it is related to.</li> <li>Build and display a model of one of the local area watersheds.</li> </ul>

**LIVING IN PLACE RESOURCES**  
Resources for Teachers

**Resources for Students**

Resources for Teachers	Resources for Students
<p><b>Living in Place: A Guide for Teachers</b></p> <p>This guide provides teachers with a variety of resources and activities to help students understand the importance of living in place. It includes a list of local businesses and organizations, as well as a variety of activities and projects that can be done in the classroom.</p> <p><b>Living in Place: A Guide for Students</b></p> <p>This guide provides students with a variety of resources and activities to help them understand the importance of living in place. It includes a list of local businesses and organizations, as well as a variety of activities and projects that can be done in the classroom.</p>	<p><b>Living in Place: A Guide for Students</b></p> <p>This guide provides students with a variety of resources and activities to help them understand the importance of living in place. It includes a list of local businesses and organizations, as well as a variety of activities and projects that can be done in the classroom.</p> <p><b>Living in Place: A Guide for Students</b></p> <p>This guide provides students with a variety of resources and activities to help them understand the importance of living in place. It includes a list of local businesses and organizations, as well as a variety of activities and projects that can be done in the classroom.</p>



### LIVING IN PLACE LANGUAGE GOALS

[illegible]

## OUTDOOR SURVIVAL

### Theme Definition:

Outdoor survival is a study of the environment around the person. How each element of outdoor survival plays a major role in the well being of the person. This includes different plants, animals, weather, wind direction, and the safety measures taken before and during \_\_\_\_\_ . The geography of the region that person lives in \_\_\_\_\_ .

### What Students Should Learn:

The student will be able to learn about the environment that he/she lives in. How to survive in it, learn to respect the elements as well as the living things in that region. \_\_\_\_\_ learn to survive using natural things that particular environment. This will also help them to learn to be aware of things around them.

### Alaska Content Standards:

#### Science

- A) A student should:
- 4) understand observable natural events such as tides, weather, seasons, and moon phases in terms of the structure and motion of the earth;
- 5) understand the strength and effects of forces of nature including gravity and electromagnetic radiation;
- 6) understand that forces of nature cause different types of motion and describe the relationship between these forces and motion.
- 7) understand how the earth changes because of plate tectonics, earthquakes, volcanoes, erosion, and deposition, and living things;
- 15) use science to understand and describe the local environment;
- E) A student should:
- 2)

#### Geography

- A) A student should:
- 1) use maps and globes to locate places and regions;
- 2) make maps, globes, and graphs;
- 3) understand how and why maps are changing documents;
- B) A student should:
- 1) know that places have distinctive geographic characteristics;
- 2) analyze how places are formed identified, named and characterized;

- 3) relate how people create differences and similarities among places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;

### Government and Citizenship

- B) A student should:
- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- C) A student should:
- 7) understand the obligations that land and resource ownership place on the residents and government of the state;

### Skills for a Healthy Life:

- A) A student should:
- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety and environmental conditions;
- 5) use knowledge and skills to promote the well-being of the family;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute the well-being;
- B) A student should:
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 5) evaluate what is viewed, read, and heard for its effect on personal well-being;
- C) A student should:
- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others;
- 6) assess the effects of culture, heritage, and traditions on well-being.
- D) A student should:
- 1) make responsible decisions as a member of a family or community;
- 2) take responsible actions to create a safe healthy environment;

- 5) describe how volunteer service at all ages can enhance community well-being; and
- 6) use various methods of communication to promote community well-being.

### AFN Cultural Standards:

- B) 2) Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.
- 3) make appropriate choices regarding the long-term consequences of their actions.
- C) A culturally knowledgeable student is able to actively participate in various cultural events.
- 1) perform subsistence activities in ways that are appropriate to local cultural traditions.
- D) A culturally knowledgeable student is able to engage effectively in learning activities that are based on traditional ways of knowing.
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment.
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- E) A culturally knowledgeable student demonstrates and awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.
- 2) understand the ecology and geography of the bioregion they inhabit;

# OUTDOOR SURVIVAL LEARNING GOALS

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<ul style="list-style-type: none"> <li>Plants and Animals <ul style="list-style-type: none"> <li>collect a variety of plants</li> <li>study what plants animals eat</li> <li>study what plants we use and eat</li> </ul> </li> <li>Weather and Seasons <ul style="list-style-type: none"> <li>keep a weekly chart of current weather</li> <li>make weather predictions</li> <li>study proper clothing for the weather</li> <li>study the consequences for not dressing properly</li> <li>introduce the four seasons and the types of weather which can be expected or each</li> </ul> </li> <li>Directions and Safety <ul style="list-style-type: none"> <li>discuss the dangers of being lost in the wilderness and what safety precautions to follow</li> <li>learn what a safe spot is and hot to keep out of danger from animal dwellings</li> <li>identify a dry shelter</li> <li>discuss the importance of not wandering off too far</li> <li>learn ways to warm up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weather and Seasons <ul style="list-style-type: none"> <li>Study the seasons, what types of weather does each season bring?</li> <li>Observe and note changes in weather.</li> <li>What types of shelters can be used in each season?</li> <li>What material can be used?</li> </ul> </li> <li>Cold can hurt <ul style="list-style-type: none"> <li>find out what happens in extreme cold or heat</li> <li>what happens to the body</li> <li>what happens when it is cold and a person gets wet</li> <li>what can you wear that would be appropriate for each weather type</li> <li>why does the color of clothing effect whether/how warm and cold you are</li> </ul> </li> <li>Survival (identify basic survival needs) <ul style="list-style-type: none"> <li>what happens to the body with our water? food? shelter?</li> <li>how about your thinking</li> <li>what types of plant can be eaten without cooking</li> </ul> </li> <li>Land features <ul style="list-style-type: none"> <li>discuss and draw land features around the community</li> <li>note the changes in features from different locations</li> <li>do they change at different times of the day</li> </ul> </li> <li>The wind <ul style="list-style-type: none"> <li>discuss basic wind directions</li> <li>note the type weather each wind direction brings</li> <li>do clouds move in relationship to the wind direction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Temporary shelters <ul style="list-style-type: none"> <li>gather information on temporary shelters from family members and elders</li> <li>find out what kinds of shelters were used and in which season</li> <li>make a map of the community and the area, note the land features, the direction they are from the community</li> </ul> </li> <li>Wind direction <ul style="list-style-type: none"> <li>what direction does the wind blow from to bring rain</li> <li>what direction does the wind blow from to bring sunshine</li> <li>keep daily notes on weather, temperature, and wind direction</li> </ul> </li> <li>Edible plants <ul style="list-style-type: none"> <li>identify and discuss plants that can be eaten</li> <li>identify sea plants that can be eaten</li> </ul> </li> <li>Animals <ul style="list-style-type: none"> <li>identify parts of animals that can be eaten and cooked with out cooking utensils</li> <li>fish and shell fish</li> <li>birds</li> </ul> </li> <li>Don't get lost <ul style="list-style-type: none"> <li>discuss what you can do to keep from getting lost in the woods</li> <li>breaking branches</li> <li>putting stones on your trail</li> <li>wind direction</li> <li>sun direction</li> <li>land features and the way the water flows in the river</li> <li>stars</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Temporary shelters <ul style="list-style-type: none"> <li>make models of temporary shelters using natural things</li> <li>discuss and write about how they were made</li> <li>discuss and write about the types of material used and what works best</li> </ul> </li> <li>Plants <ul style="list-style-type: none"> <li>identify and discuss what types of plants are poisonous and what to do when they are accidentally eaten</li> <li>what types of bugs can be eaten in an emergency and the nutritional value of each</li> </ul> </li> <li>plan a mock trip hunting, gathering or pleasure <ul style="list-style-type: none"> <li>list what to take</li> <li>identify the type of shelter needed</li> <li>identify where you are going</li> <li>first aid kits</li> <li>mode of travel: boat or motorized vehicle</li> <li>how much gas and oil will be needed</li> <li>what type of clothing will you need</li> </ul> </li> <li>making emergency tools and equipment</li> <li>signs to use to tell you which way to go to get to shore when you are lost on the ocean and can not see the land</li> <li>tides</li> <li>currents</li> </ul>	<ul style="list-style-type: none"> <li>Make temporary shelters using natural things. <ul style="list-style-type: none"> <li>which type holds most heat and why?</li> <li>which type is waterproof.</li> <li>can you build a fire in it?</li> <li>write about and discuss in both languages</li> </ul> </li> <li>Plan a hunting or gathering trip. <ul style="list-style-type: none"> <li>what would you do if you were stranded without proper food, clothing and shelter</li> <li>what would you use</li> </ul> </li> <li>Knowledge of weather <ul style="list-style-type: none"> <li>predicting wind direction from clouds</li> <li>what is a Sun Dog</li> <li>what happens when you see a Sun Dog</li> <li>how to predict wind strength using clouds and ocean waves</li> </ul> </li> <li>Map the area's landforms and discuss: <ul style="list-style-type: none"> <li>from any point on the map, where you would be from the community</li> <li>what would be the closest community</li> <li>how many miles from home using longitude and latitude</li> <li>do oral and written reports on how you can tell where you are exactly</li> <li>in the fog you can tell where you are using a compass</li> </ul> </li> <li>signs to use to tell you which way to go to get to shore when you are lost on the ocean and cannot see the land</li> <li>star knowledge</li> </ul>



# **OUTDOOR SURVIVAL LEARNING GOALS**

Level - 1 (preschool-kindergarten)	Level - 2 (first to third grades)	Level - 3 (fourth to sixth grades)	Level - 4 (seventh to ninth grades)	Level - 5 (tenth to twelfth grades)
<p><b>SAFETY IN/NEAR VILLAGE</b></p> <p>Students will learn basic safety rules and to take responsibility for as much of their own well being as possible.</p> <p><b>Safe Play</b></p> <ul style="list-style-type: none"> <li>learn what a safe place is</li> <li>identify safe places to play in the village or neighborhood</li> <li>learn what makes a place dangerous to children their age</li> <li>identify dangerous places to play</li> </ul> <p><b>Visibility with traffic</b></p> <ul style="list-style-type: none"> <li>students will learn that to be safe they need to be seen</li> <li>experiment with different colored clothing and reflective tape in dim light</li> </ul> <p><b>Importance of telling someone where you are going</b></p> <ul style="list-style-type: none"> <li>play hide and seek, <ul style="list-style-type: none"> <li>tell where they will be hiding</li> <li>do not tell where they'll be hiding</li> <li>discuss the differences in seeking time</li> </ul> </li> </ul> <p><b>Dress for the weather</b></p> <ul style="list-style-type: none"> <li>discuss clothing appropriate to different weather and seasons</li> <li>name all of the clothing</li> </ul> <p><b>DIRECTIONS AND SAFETY</b></p> <ul style="list-style-type: none"> <li>discuss the dangers of being lost in the wilderness and what safety precautions to follow</li> <li>identify a safe spot is and how to keep out of danger from animal dwellings</li> <li>identify a dry shelter</li> <li>discuss the importance of not wandering too far off</li> </ul> <p align="center"><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>how to warm up when cold</li> <li>learn to cool a burn</li> <li>learn how to get help</li> </ul>	<p align="center"><b>SURVIVAL BASICS</b></p> <ul style="list-style-type: none"> <li>practice making basic shelters for winter and summer</li> <li>practice making, using, and safely putting out fires</li> <li>practice gathering emergency food, shellfish, berries, and greens</li> <li>practice cooking without pots <ul style="list-style-type: none"> <li>roasting</li> <li>cooking on coals</li> <li>baking on stones</li> <li>learn hot to make and set rabbit snares using both wire and string</li> <li>learn to fish with minimal gear <ul style="list-style-type: none"> <li>using hooks</li> <li>hand tickling</li> </ul> </li> </ul> </li> <li>learn the importance of carrying necessary medications (asthma, diabetes)</li> </ul> <p align="center"><b>READING THE WEATHER</b></p> <ul style="list-style-type: none"> <li>keep weather records and practice weather prediction</li> <li>compare what you predicted with what happened</li> </ul> <p align="center"><b>FIRST AID</b></p>	<p align="center"><b>LAND SAFETY</b></p> <ul style="list-style-type: none"> <li>learn to orienteer with map and compass</li> <li>learn local land marks <ul style="list-style-type: none"> <li>recognize land marks from a variety of directions</li> </ul> </li> <li>practice signaling with snow, rocks, fire and smoke</li> <li>learn to snare animals including bear</li> <li>learn to make two different kinds of deadfall</li> </ul> <p align="center"><b>FIRST AID</b></p>	<p align="center"><b>WATER SAFETY</b></p> <ul style="list-style-type: none"> <li>learn about hypothermia <ul style="list-style-type: none"> <li>causes</li> <li>signs</li> <li>prevention</li> <li>treatment</li> </ul> </li> <li>learn about exposure to wind chill including use of insulating clothing and wind proof layer</li> <li>learn kayaking skills and background <ul style="list-style-type: none"> <li>clothing and outfitting</li> <li>limitations</li> <li>rolling, self rescue and braces</li> <li>multi-boat rescues</li> <li>trip leadership</li> </ul> </li> </ul> <p align="center"><b>FIRST AID</b></p>	<p align="center"><b>ADVANCED SAFETY</b></p> <ul style="list-style-type: none"> <li>learn to don and swim in survival suits</li> <li>learn rescue swimming and to do surf, beach and rock landings</li> <li>refine weather prediction skills including predominant seasonal weather</li> <li>polish weather/wind prediction skills</li> <li>revisit making shelters using a hands on approach</li> <li>learn about local poisonous plants <ul style="list-style-type: none"> <li>water hemlock</li> <li>bane-berry</li> <li>unidentified or poisonous mushrooms</li> </ul> </li> </ul> <p align="center"><b>FIRST AID</b></p>

## RESOURCES OUTDOOR SURVIVAL

### Teacher Resources

## Student Resources

## OURDOOR SURVIVAL LANGUAGE GOALS

OURDOOR SURVIVAL LANGUAGE GOALS					
Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)	
<p>1. Understand the basic concepts of language and communication.</p> <p>2. Use simple words and phrases to express needs and wants.</p> <p>3. Follow simple instructions.</p> <p>4. Recognize and name common objects and people.</p> <p>5. Engage in simple conversations.</p>	<p>1. Understand the basic concepts of language and communication.</p> <p>2. Use simple words and phrases to express needs and wants.</p> <p>3. Follow simple instructions.</p> <p>4. Recognize and name common objects and people.</p> <p>5. Engage in simple conversations.</p>	<p>1. Understand the basic concepts of language and communication.</p> <p>2. Use simple words and phrases to express needs and wants.</p> <p>3. Follow simple instructions.</p> <p>4. Recognize and name common objects and people.</p> <p>5. Engage in simple conversations.</p>	<p>1. Understand the basic concepts of language and communication.</p> <p>2. Use simple words and phrases to express needs and wants.</p> <p>3. Follow simple instructions.</p> <p>4. Recognize and name common objects and people.</p> <p>5. Engage in simple conversations.</p>	<p>1. Understand the basic concepts of language and communication.</p> <p>2. Use simple words and phrases to express needs and wants.</p> <p>3. Follow simple instructions.</p> <p>4. Recognize and name common objects and people.</p> <p>5. Engage in simple conversations.</p>	



## Subsistence

Subsistence is a source or means of obtaining the necessities of life. Subsistence is a very important part of life. Subsistence is an Alaskan way of life. A subsistence lifestyle requires utilizing Alaska's regions natural resources to provide rich and nourishing meals, warm clothing, shelter, tools, and even games. Subsistence is primarily about people.

### What should students learn about Subsistence?

Subsistence tells Native people who they are and what they are worth and without it Native people would be lost. Subsistence is a very important part of Alaska Natives lifestyles. You need to share what you acquire with those who are unable to provide for themselves and to the community. We need to care for others who cannot, for they are a part of our lives.

A subsistence lifestyle requires cooperation, productive labor, personal responsibility, ingenuity, resilience, and a strong spirit. Families, from elders to children, work together in every aspect of subsistence living.

Children should be taught about hard work, cooperation, sharing, and respect for the environment and the resources.

Subsistence is about wealth. This wealth is expressed in the harvest and in the sharing and celebration that result from the harvest.

### ALASKA STATE STANDARDS RELATED TO SUBSISTENCE

#### Science:

##### (A)

1. Understand that similar features are passed on by genes through reproduction (Heredity);
2. Distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems (Diversity);
3. Understand the theory of natural selection as an explanation for evidence of change in life forms over time (Evolution and Natural Selection);
4. Understand-

- a) the interdependence between living things and their environments;
- b) that the living environment consists of individuals, populations, and communities; and
- c) that a small change in a portion of an environment may affect the entire environment (Interdependence);

5. Use science to understand and describe the local environment (Local Knowledge).

##### (B)

1. Use the processes of science; these processes include observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables, developing models and theories, hypothesizing, predicting and experimenting;
2. Design and conduct scientific investigations using appropriate instruments;
3. Understand that scientific inquiry often involves different ways of thinking, curiosity, and the exploration of multiple paths;
4. Understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry;

Continuation from Science Standards

##### (B)

5. Employ ethical standards, including unbiased data collections and factual reporting of results; and
6. Employ strict adherence to safety precautions in conducting scientific investigations.

##### (C)

1. Understand that scientific knowledge is validated by repeated scientific experiments that conclude in similar results; and
2. Understand that society, culture, history, and environment affect the development of scientific knowledge;
3. Understand that some personal and societal beliefs accept nonscientific methods for validating knowledge;
4. Understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge.

#### Geography

##### (A)

1. Use maps and globes to locate places and regions;
2. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

##### (B)

1. Know that places have distinctive geographic characteristics;
2. Analyze how places are formed, identified, named, and characterized;
3. Discuss how and why groups and individuals identify with places;
4. Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
5. Make informed decisions about where to live, work, travel, and seek opportunities;
6. Understand that a region is a distinct area defined by one or more cultural or physical features.

##### (C)

1. Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.

##### (D)

1. Know that the need for people to exchange goods, services and ideas creates population centers, cultural interaction, and transportation and communication links;
2. Analyze how changes in technology, transportation, and communication impact

Social, cultural, economic, and political activity.

##### (E)

1. Understand how resources have been developed and used;
2. Recognize and assess local, regional, and global patterns of resource use;
3. Understand the varying capacities of physical systems, such as water sheds, to support human activity;
4. Determine the influence of human perceptions on resource utilization and the environment;
5. Analyze the consequences of human modification of the environment and evaluate the changing landscape; and
6. Evaluate the impact of physical hazards on human systems.

##### (F)

1. Compare, contrast, and predict how places and regions change with time;
2. Analyze resource management practices to assess their impact on future environmental quality;
3. Interpret demographic trends to project future changes and impacts on human environmental systems.

#### Government and Leadership

##### (C)

1. Understand the various forms of the state & rsquo;s local governments and the agencies and commissions that influence students&rsquo; lives and property;
2. Accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental process;
6. Understand the importance of the multicultural nature of the state; a)Understand the obligations that land and resource ownership place on the residents and government of the state.

##### (G)

2. Understand that choices are made because resources are scarce.

#### History

##### (A)

6. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
  - a)Know that history is a bridge to understanding groups of people and an individual & rsquo;s relationship to society; and
  - b)Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

##### (B)

1. Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
  - (B) Human communities and their relationship with climate, subsistence bases resources, geography, and technology.
2. Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.
3. Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.

4. Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context.
5. Create new approaches to issues by incorporating history with other disciplines including economics, geography, literature, the arts, science, and technology.

#### Skills for Healthy living

##### (A)

1. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.
2. Use knowledge and skills to provide the well being of the family.

##### (B)

1. Assess the effects of culture, heritage, and traditions on personal well being.
2. Develop an awareness of how personal life roles are affected by and contribute to the well being of families, communities, and culture.

1. Understand how personal relationships, including those with family, and co-workers, impact personal well being.

##### (C)

4. Understand how respect for the rights of self and others contribute to relationships.
6. Assess the effects of cultural, heritage, and traditions on well being.

##### (D)

1. Make responsible decisions as a member of a family or community.
2. Take responsible actions to create safe and healthy environments.
3. Describe how public policy affects the well being of families and communities.
4. Identify and evaluate the roles and influences of public and private organizations that contribute to the well being of the communities.
5. Describe how volunteer service at all ages can enhance community well being.

#### Arts

##### (D)

6. Recognize that people connect many aspects of life through the arts.

#### AEN CULTURAL STANDARDS

##### (A)

1. Recognizes that all knowledge is imbedded in a larger system of cultural beliefs, values, and practices, each with its own integrity and interconnectedness.
2. Insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of their beliefs and practices.
3. Incorporates the contemporary adaptations along with the historical and traditional aspects of the local culture.

##### (B)

1. Recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge.
2. Incorporates the in-depth study of unique elements of contemporary life in Native communities ion Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty, and self determination.

##### (C)

1. Utilizes the local language as a base from which to learn the deeper meaning of the local cultural knowledge, values, beliefs, and practices.
2. Recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of place as a basis for a comparative analysis of contemporary social, political and economic systems.

##### (D)

1. Encourages the students to explore the inter-relationship between their local circumstances and the global community and act responsibly on the basis of the knowledge.

##### (E)

1. Draws parallels between knowledge derived from oral tradition and that derived from books.

# LEARNING GOALS FOR SUBSISTENCE

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<b>INTER-TIDAL RESOURCES</b> (clams, berries, greens) <ul style="list-style-type: none"> <li>names of species</li> </ul> <b>Habitats</b> <ul style="list-style-type: none"> <li>learn habitats</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Enjoying and respect the bounty</b> <ul style="list-style-type: none"> <li>learn how and when to collect</li> <li>learn how processed</li> <li>learn how usually stored</li> <li>learn how prepared</li> <li>clean immediately</li> <li>use clam shells in an activity</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Take a field trip on a minus tide</b> <b>Gathering and sharing of resources</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Effects of Development</b> <ul style="list-style-type: none"> <li>beach digs looking for residual oil</li> <li>examine fish</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Safety</b> <ul style="list-style-type: none"> <li>introduce gun safety</li> </ul> <b>Songs and Stories</b> <ul style="list-style-type: none"> <li>about clams, berries and greens</li> </ul>	<b>NEAR SHORE AND NEAR BY RESOURCES</b> (herring spawn, bird eggs, octopus, bidarkis, spruce root) <ul style="list-style-type: none"> <li>Alutiig Language               <ul style="list-style-type: none"> <li>names of species</li> <li>names of habitats</li> </ul> </li> </ul> <b>Habitats</b> <ul style="list-style-type: none"> <li>learn habitats</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Enjoy and respect the bounty</b> <ul style="list-style-type: none"> <li>learn harvest techniques</li> <li>learn how processed</li> <li>learn how stored</li> <li>learn how prepared</li> <li>first catch parties</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Gathering and sharing of resources</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Effects of Development</b> <ul style="list-style-type: none"> <li>habitats</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Safety</b> <ul style="list-style-type: none"> <li>four wheeler safety</li> <li>inhalant abuse</li> </ul> <b>Songs and Stories</b> <ul style="list-style-type: none"> <li>about bird eggs, bidarkis, octopus</li> </ul>	<b>FISH AND DISTANT OFFSHORE INVERTEBRATE RESOURCES</b> <ul style="list-style-type: none"> <li>Alutiig Language               <ul style="list-style-type: none"> <li>species, habitat, ocean conditions, reefs</li> </ul> </li> </ul> <b>Habitats</b> <ul style="list-style-type: none"> <li>learn habitats</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Enjoy and respect the bounty</b> <ul style="list-style-type: none"> <li>learn harvest techniques</li> <li>learn how processed</li> <li>learn how stored</li> <li>learn how prepared</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Gathering and sharing of resources</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Subsistence Regulations (harvest reports)</b> <ul style="list-style-type: none"> <li>study information collected</li> <li>study why it is collected</li> <li>use reports to monitor resources</li> </ul> <b>Effects of Development</b> <ul style="list-style-type: none"> <li>herring including system wide food-chain</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Safety</b> <ul style="list-style-type: none"> <li>water and boating safety</li> </ul> <b>Songs and Stories</b> <ul style="list-style-type: none"> <li>as appropriate</li> </ul>	<b>HUNTED AND TRAPPED LAND RESOURCES</b> <ul style="list-style-type: none"> <li>Alutiig Language               <ul style="list-style-type: none"> <li>names of species, habitats, landmarks</li> </ul> </li> </ul> <b>Habitats</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Enjoy and respect the bounty</b> <ul style="list-style-type: none"> <li>learn harvest, processing, storage and preparation techniques (do we need to talk about parasites?)</li> <li>learn how skins are prepared and tanned</li> <li>learn how unused parts of the animal were disposed of</li> <li>learn hunting taboos and ceremonies of killing an animal</li> </ul> <b>Gathering and sharing of resources</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Subsistence Regulations (ADF&amp;G regulations)</b> <ul style="list-style-type: none"> <li>for sports hunting</li> <li>for subsistence hunting</li> </ul> <b>Impact of Development</b> <ul style="list-style-type: none"> <li>oil spill and clear cutting long term effect on deer and other land mammals</li> </ul> <ul style="list-style-type: none"> <li></li> </ul> <b>Politics of subsistence</b> <ul style="list-style-type: none"> <li>Study the nutritional value of subsistence food and disease, find out that there are increasing instances of diabetes, heart disease, cancer and how diet impacts those conditions</li> </ul> <b>Safety</b> <ul style="list-style-type: none"> <li>chain saw and tree felling safety</li> </ul> <b>Songs and Stories</b> <ul style="list-style-type: none"> <li>as appropriate</li> </ul>	<b>SEA MAMMAL AND WATERFOWL HUNTING</b> <ul style="list-style-type: none"> <li>Alutiig Language               <ul style="list-style-type: none"> <li>names of species, habitats, weather conditions</li> </ul> </li> </ul> <b>Habitats</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Enjoy and respect the bounty</b> <ul style="list-style-type: none"> <li>learn harvest techniques</li> <li>learn how processed</li> <li>learn how stored</li> <li>learn how prepared</li> <li>learn about skin preparation and sewing</li> <li>learn hunting taboos and demands of praising the seal after killing it</li> <li>learn about the Bladder Festival</li> </ul> <b>Gathering and sharing of resources</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul> <b>Subsistence Regulations</b> <ul style="list-style-type: none"> <li>sea mammal regulations</li> <li>lead vs steel shot</li> </ul> <b>Impact of Development</b> <ul style="list-style-type: none"> <li>oil spill, sea mammal organ contamination</li> </ul> <b>Safety</b> <ul style="list-style-type: none"> <li>reinforce fire arm safety</li> <li>reinforce boating safety</li> <li>do you remember seal finger?</li> </ul> <b>Songs and Stories</b> <ul style="list-style-type: none"> <li>as appropriate</li> </ul>



### LANGUAGE GOALS FOR SUBSISTENCE

[illegible]

## ALASKA NATIVE CLAIMS SETTLEMENT ACT

### Theme Definition/Rationale:

ANCSA is the study of historically unique and comprehensive piece of legislation that has significantly impacted not only the lives of the Alaska Native peoples but also the lives of all Alaskans. The single act set in motion new patterns of land ownership, land use, economic development, political determination, local government, and cultural group identity. These patterns are still resolving themselves today and are at times at odds with the traditional ways of life for the Chugachmiut and all Alaskan native peoples who lie close to the earth and rely on it for spiritual and material sustenance. The study includes an overview of the provisions of the Act, a history of events leading up to the Settlement: a review of the consequent development of the oil industry and accumulation of wealth in the State of Alaska, and an analysis of the unique corporate structures which created shareholders at the village and regional levels.

### What Students Should Know:

Who did this? Who were the major players in developing ANCSA?  
What is it? What are the major provisions of the Act?

Land ownership systems?

- Values – ownership by use vs. private individuals
- Traditional
- Modern Allotments, Corporations

History

- Why, step by step
- Relate to oil discovery, development, income, Permanent Fund Dividend

Corporations

- Structures
- Management
- Shares – relationship to land
- Flexibility/diversity of corporations

Role of the Alaska Federation of Natives (AFN)

- Cooperation of various tribes
- Internal politics
- Change from war to courts and money
- Changing values and lifestyles

- Land
- Money

### Alaska Content Standards:

#### Geography:

- (A) A student should be able to make and use maps, globes, and graphs to gather, analyze and report spatial (geographic) information.
- (B) A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.
- (D) A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.
- (E) A student should understand and be able to evaluate how humans and physical environments interact.
- (F) A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

#### Government and Citizenship:

- (A) A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. A student who meets the content standard should:

- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;
- 4) compare and contrast how different societies have governed themselves over time and in different places.

(B) A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

- 4) know how power is shared in the United State's constitutional government at the federal, state and local levels.

(C) A student should understand the character of government of the state.

A student who meets this content standard should:

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state; and

- 8) identify the roles of and relationships among the federal, tribal and state governments and understand the responsibilities and limits of the roles and relationships.

### AFN Cultural Standards for Students:

E) A culturally knowledgeable student demonstrates an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this standard are able to:

- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;

**ANCSA LEARNING GOALS (page -1)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>HISTORY</b></p> <p>Visit with grandparents of other elders to learn about their lives in the community when they were young (leadership by age, respect).</p> <ul style="list-style-type: none"> <li>what is the same and what is different from now</li> <li>study a topic from history, for example, trading hides for guns, beads and so on</li> <li>Attend Potlatches</li> <li>Learn how to greet visitors</li> </ul> <p><b>SHAREHOLDERS</b></p> <p>Learn about membership in groups (family, class, church, dance group, team for sport or game) and become aware classmates are not members of the same groups as the student.</p> <ul style="list-style-type: none"> <li>play as a member of a team, e.g. tug of war, medicine ball games, Alutiiq traditional games</li> <li>participate in a singing or dancing group or social celebration (Names Day)</li> </ul> <p><b>CORPORATIONS</b></p> <p>Reinforce English language using Alaskan alphabet that focuses on words related to business/economics, e.g. A= , B=bills, C=caribou, D=dividend</p> <ul style="list-style-type: none"> <li>talk about going to the store, what is there, how do you get it, where does it come from</li> <li>participate in Junior Achievement</li> </ul>	<p><b>HISTORY</b></p> <p>Visit with local Native leaders and find out what they do (leadership by function: government, corporation, business, services)</p> <p>Study annual Permanent Fund Dividends:</p> <ul style="list-style-type: none"> <li>who gets them and what are they used for (create a pie chart to show savings, shipping, trips, "big" purchases, pay bills etc.)</li> <li>where do they come from (use play money to demonstrate income from oil)</li> <li>how long have Alaskans received them (learn that grandparents probably did not receive dividends)</li> <li>learn income made by work is different from income made by investment</li> </ul> <p><b>SHAREHOLDERS</b></p> <p>Find examples in the community of memberships in groups by occupations, e.g. fishermen, hunting crews, construction workers, bead makers, teachers, etc. and earn membership is both local and regional</p> <p>Reinforce how the student may be a member of a family, which may be local or regional, and of a tribe, which is both local and regional</p> <p>Reinforce respect for work, whether paid or unpaid labor</p> <p>Reinforce all Alaskans are members (shareholders of the state and get a dividend from the Permanent Fund)</p>	<p><b>HISTORY</b></p> <ol style="list-style-type: none"> <li>Visit or study current Native leaders in the region and/or state (leadership over many groups in an area) to find out what they do.</li> <li>Learn about the steps Alaska Natives took to hold on to their lands and relate the land claims settlement to oil discovery and development (rise in state income and establishment of the Permanent Fund)</li> <li>Write a story for the <u>Tundra Times</u> on how one of the following contributed to developing Native unity: Project Chariot Rampart Dam Mt. Edgecumbe chemawa Jesse Lee Home Alaska Federation of Natives Sheldon Jackson College</li> </ol> <p><b>PROVISIONS OF THE ACT</b></p> <p>Outline the main provisions of the settlement; land, cash, and establishment of corporations</p> <p>Create a map, locating each of the 12 land based regional corporations; make a chart listing at least three characteristics which indicate culture, geographic and economic distinctions for each corporation</p> <p>Explain the significance of the 13<sup>th</sup> region</p> <p><b>SHAREHOLDERS</b></p> <p>Describe how shareholders of a big business function</p> <ul style="list-style-type: none"> <li>buy and own stock</li> <li>receive dividends</li> <li>reasons to buy particular stocks</li> <li>elect board of directors</li> </ul> <p>Explain how Alaska Native shareholders differ from shareholders in business</p> <p>Play the STOCK MARKET game (see Anchorage Daily News)</p>	<p><b>HISTORY</b></p> <p>Write a brief biography on a native leader instrumental in passing ANCSA.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Howard Rock</li> <li>Willie Hensley</li> <li>Emil Notti</li> <li>Cecil Barnes</li> </ul> <p>Tell what each of the major players in passing ANCSA wanted:</p> <ul style="list-style-type: none"> <li>State government</li> <li>federal government</li> <li>conservationists</li> <li>oil companies</li> <li>Alaska Natives</li> </ul> <p><b>PROVISIONS OF THE ACT</b></p> <p>Review the basic provisions of the Act</p> <p>Outline procedures for each of the following:</p> <ul style="list-style-type: none"> <li>enrollment into corporations</li> <li>pay out of funds</li> <li>conveyance of lands</li> </ul> <p>Distinguish the rights and responsibilities of the regional and village corporations</p> <ul style="list-style-type: none"> <li>surface rights</li> <li>subsurface rights</li> <li>rights of way</li> <li>Alaska Native Fund</li> </ul> <p>Explain the significance of the 20 year moratorium on selling stock and taxation</p> <p>Review interpretations on the "termination of aboriginal rights"</p> <p><b>SHAREHOLDERS</b></p> <ol style="list-style-type: none"> <li>Explain how Alaska Natives are shareholders in both village and regional corporations</li> <li>Discuss how tribes and tribal organizations become members of the Alaska Federation</li> </ol>	<p><b>HISTORY</b></p> <p>Interview a current or past board member from the local village or regional corporation on the successes and problems and the future outlook.</p> <p>Hold a panel on what are the important issues for the federal government, state government, conservationists, oil companies and Alaska Natives today as compared to those in 1971 when the Act was passed.</p> <p>Compare the simultaneous development of the oil industry and Alaska Native regional corporations and determine whether one would have occurred independent of the other.</p> <p>Attend council and corporation meetings.</p> <p><b>PROVISIONS OF THE ACT</b></p> <p>Berger Review</p> <p>Land Development and Tax Issues</p> <ul style="list-style-type: none"> <li>1401(c)(3) land held in trust to be distributed can be taken back.</li> </ul> <p>1991 Amendments</p> <p>ANILCA</p> <p><b>SHAREHOLDERS</b></p> <p>Natives born after December 18, 1971</p> <ul style="list-style-type: none"> <li>relationship to tribal membership</li> <li>relationship to shareholders</li> </ul> <p>Stock issues: selling, inheritance, and marriage/how non-Natives become shareholders</p> <p>Chart how the regional corporations are handling their stock</p> <p>Attend an AFN Youth/Elder Convention and support a resolution beneficial to the region</p> <ul style="list-style-type: none"> <li>explain how this resolution was formed and how it will help the region</li> </ul> <p>Research issues surrounding urban at large corporation members, who are they, why are they considered at large.</p>



**ALASKA NATIVE CLAIMS SETTLEMENT ACT LEARNING GOALS (page – 2)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>CHANGING VALUES</b></p> <p><u>Membership in the Group</u></p> <ul style="list-style-type: none"> <li>emphasize taking turns</li> </ul> <p><u>Ownership</u></p> <ul style="list-style-type: none"> <li>discuss what items belong to the student and what belongs to the class as a whole</li> </ul> <p><u>Subsistence vs. Cash Economy</u></p> <ul style="list-style-type: none"> <li>list foods gathered and prepared from the area</li> <li>list foods bought at the store</li> <li>compare the lists to determine what is the same and what is different</li> </ul>	<p><b>CORPORATIONS</b></p> <p>Name local businesses and find out who owns them, who works there, and what the business does. Classify the nature of the business as making goods, retailing, providing services or developing resources. Collect food labels and read the names of businesses on them. Read the labels on advertisements to find the names of businesses. Talk about one of interest and explain why it is interesting. Discuss differences between small and big business.</p> <ul style="list-style-type: none"> <li>List big businesses operating in the community (AC stores, canneries, hatcheries, airline, telephone company etc.)</li> <li>Learn the Permanent Fund is a big business, a corporation, which generates dividends.</li> <li>Participate in Junior Achievement</li> </ul> <p><b>CHANGING VALUES</b></p> <p><u>Ownership by use</u></p> <p>Show collections of rocks, leaves, shells and other special items from nature to the class</p> <ul style="list-style-type: none"> <li>discuss whether anyone owns these items and if so when ownership would exist</li> <li>list public use areas in the community and discuss who owns these areas</li> </ul> <p><u>Lifestyles</u></p> <p>Compare village t Anchorage lifestyle</p>	<p><b>CORPORATIONS</b></p> <p>Introduce corporation structure</p> <ul style="list-style-type: none"> <li>Board of Directors</li> <li>Shareholders (for profit) or Beneficiaries (members)(non-profit)</li> <li>Stock(for profit) or No Stock (non-profit)</li> <li>Articles of Incorporation</li> <li>By-Laws</li> </ul> <p>Compare the individual with a corporation</p> <ul style="list-style-type: none"> <li>Birth – Charter</li> <li>Name, body – Shareholders</li> <li>Occupation (function) etc</li> </ul> <p>Name the Native corporations operating in the community and classify by type</p> <p>Participate in Junior Achievement</p> <p><b>CHANGING VALUES</b></p> <p><u>Ownership by contract (title)</u></p> <ul style="list-style-type: none"> <li>land/house</li> <li>automobile/boat</li> <li>business</li> <li>allotments</li> <li>shares</li> </ul> <p><u>Lifestyles</u></p> <ul style="list-style-type: none"> <li>new responsibilities, new jobs; accountant, business manager, land manager, economic developer, executive director, secretaries, surveyors, etc.</li> <li>effect on Native employment, cash economy, education, gender roles, etc.</li> </ul> <p><u>Conflict</u></p> <ul style="list-style-type: none"> <li>Research articles written in the <i>Tundra Times</i> on tribal conflicts with each other, with state and federal governments, or with other groups. Study how the groups handled the conflict.</li> </ul>	<p>shareholders continued: of Natives</p> <p>3. Diagram the steps for selecting boards of directors</p> <p><b>CORPORATIONS</b></p> <ol style="list-style-type: none"> <li>Reinforce the unique structure of Alaska Native corporations; compare and contrast Native with commercial corporations; discuss the types of businesses undertaken by the regional corporations</li> <li>Create a classroom corporation that models a hypothetical regional corporation</li> <li>Participate in Junior Achievement</li> </ol> <p><b>CHANGING VALUES</b></p> <p><u>Ownership by corporation</u></p> <ul style="list-style-type: none"> <li>Determine the percentage of money received by CAC in the settlement</li> <li>What were its particular assets and what were its liabilities</li> </ul> <p><u>Lifestyles</u></p> <p>Discuss how ANCSA has changed village life with respect to:</p> <ul style="list-style-type: none"> <li>subsistence activities</li> <li>village locations</li> <li>other factors creating conflict between communities</li> </ul> <p><u>Conflict</u></p> <ul style="list-style-type: none"> <li>ANCSA attempted to separate people by putting them into categories.</li> <li>feeling that ANCSA was set up to fail</li> <li>pride taken by BIA returned</li> <li>describe village vs. regional conflicts in managing the resources</li> <li>describe the different functions and overlapping functions of municipal governments, tribal governments, and village corporations</li> <li>describe the role of AFN in resolving conflicts</li> <li>describe the different functions and overlapping responsibilities of municipal governments, tribal governments, and village corporations</li> </ul>	<p><b>CORPORATIONS</b></p> <p>Review status of corporations with respect to:</p> <ul style="list-style-type: none"> <li>profitability</li> <li>shareholder relationships</li> <li>pay out of dividends</li> <li>board representation</li> <li>conveyance of land to corporations</li> <li>current uses of land</li> <li>disposal of land to shareholders and other organizations (EVOS Trustees)</li> <li>compare and contrast Chugach Alaska to other regional corporations</li> </ul> <p>Village corporations can open membership to all ages to include younger shareholders. Participate in Junior Achievement</p> <p><b>CHANGING VALUES</b></p> <p><u>Ownership</u></p> <p>Determine the percentage of land owned in the Chugach region by:</p> <ul style="list-style-type: none"> <li>Native corporation</li> <li>state government</li> <li>federal government</li> <li>other private holders</li> </ul> <p>Research the status of land disposal and development (focus on the land and not the how/cross reference to Contemporary Issues)</p> <p><u>Lifestyle</u></p> <p>Compare lifestyle and social changes in the region since 1971 with respect to employment, residence, health, education, etc.</p> <p>Hold a panel discussion with representatives from three generations to find out what role the regional and village corporations play in the life of each</p> <p><u>Conflict</u></p> <ul style="list-style-type: none"> <li>subsistence as economics and as culture</li> <li>development vs. conservation of lands</li> <li>tribal sovereignty vs. municipal govt.</li> <li>Research and draw conclusions on the growing conflict between AFN and AITC, funding/representation/initiatives</li> </ul>

# Resources for Teachers:

Case, David S: Alaska Natives and American Law. University of Alaska Press, Anchorage 1984  
 Lynch, Kathleen: Alaska Native Claims Settlement Act, a Study Guide, Books I and II, Adult Literacy Laboratory, ACC, Anchorage 1974  
 Alaska Native Claims Act Lessons

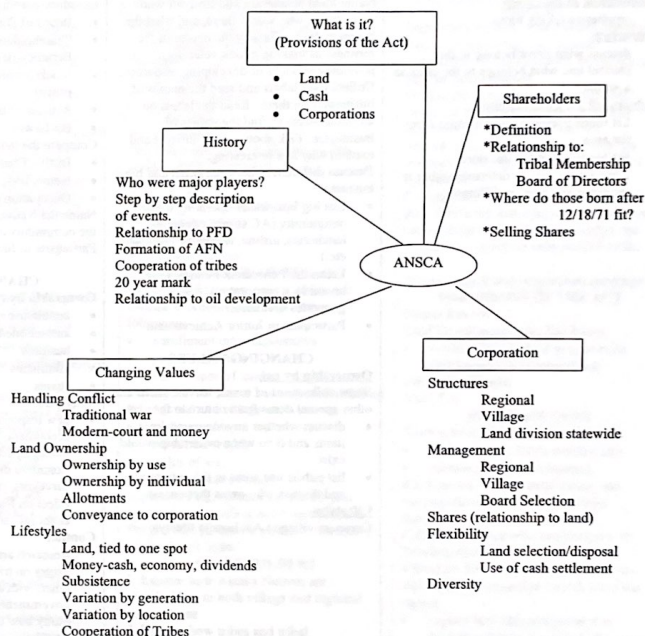
- Book 1: General Information
- Book 2: Land
- Book 3: Money
- Book 4: Corporations
- Book 5: Enrollment

Adult Literacy Laboratory, ACC, Anchorage 1972

Arnold, Robert D: The Alaska Native Claims Settlement Act: Selected Student Readings, Teacher's Guide, An Instructional Series for High School Students,

Arnold, Robert D: Alaska Native Land Claims, The Alaska Native Foundation, Anchorage 1975  
 Pul Ontooguk, Institute of Social and Economic Research, University of Alaska, Anchorage

## Resources for Students:



community, culture, environmental health, and society and their



## MATERIAL CULTURE

### Theme Definition:

MATERIAL CULTURE is the body of knowledge available to a people that is of use in fashioning implements, practicing manual arts and skills and extracting or collecting materials.

### What Students Should Learn:

Students will be offered a variety of opportunities to explore traditional technologies of the Chugachmiut. They will learn that both men and women had a great number of tools used to make the work of daily life easier, safer and more comfortable. They will participate in a search of the environment to identify raw materials used in tool making, identify properties of those materials which made them most appropriate for a particular implement and practice the technologies required in the creation of an implement or object of art. Students will study the concept that form follows function and that the form and materials used changed over time and contact with others who offered a variety of styles and materials. Finally students will compare and contrast the traditional relationship between land and spirit with modern tools and technologies.

## ALASKA STANDARDS RELATED TO MATERIAL CULTURE

### Science:

#### (A) 14. Understand:

- A) the interdependence between living things and their environments;
- B) that the living environment consists of individuals, populations, and communities;

15) use science to understand and describe the local environment;

(C) 2. understand that scientific knowledge is validated by repeated scientific experiments that conclude in similar results;

3) understand that society, culture, history, and environment affect the development of scientific knowledge;

4) understand that some personal and societal beliefs accept nonscientific methods for validating knowledge;

6) understand that scientific discovery is often a combination of an accidental happening and observation by a knowledgeable person with an open mind.

(D) 2) understand that scientific innovations may affect our economy, safety, environmental health, and society and that

these effects may be long or short term, positive or negative, and expected or unexpected;

### Geography:

(B) 3) relate how people create similarities and differences among places;

(D) 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;

4) analyze how changes in technology, transportation, and communication impact social, cultural, and political activity;

(E) 1) understand how resources have been developed and used;

### History:

(A) 2) know that the interpretation of history may change as new evidence is discovered;

9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor;

(C) 2) use historical data from a variety of primary resources, including letters, diaries oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record;

4) use historical perspective to solve problems, make decisions, and understand other traditions;

### Arts:

(B) 1) recognize Alaska Native Cultures and their arts;

2) recognize United States and world cultures and their arts;

3) recognize the role of tradition and ritual in the arts;

4) demonstrate the creativity and imagination necessary for innovative thinking and problem solving;

## AFN CULTURAL STANDARDS RELATED TO MATERIAL CULTURE

B. A culturally knowledgeable student is able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success through out life.

1) acquire insights from other cultures without diminishing the integrity of their own;

2) make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

3) make appropriate choices regarding the long term consequences of their actions;

4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community;

(D) A culturally knowledgeable student is able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;

2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;

(E) A culturally knowledgeable student demonstrates an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

4) determine how ideas and concepts from one knowledge system relate to those derived from another knowledge system;

5) recognize how cultures change over time;

6) anticipate the changes that occur when different cultural systems come in contact with one another;

# MATERIAL CULTURE LEARNING GOALS

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>TOOLS MAKE WORK EASIER</b>  <b>Grandpa's Tools/Grandma's Tools</b>            Students will begin to understand that tools make daily work easier, to explore the many tools used in daily life, and to understand that tools have changed over time. They will:</p> <ul style="list-style-type: none"> <li>Compare and contrast men's and women's work and the tools used.</li> <li>Distinguish old and newer tools.</li> <li>Match tools to the jobs they were made to accomplish.</li> </ul> <p><b>Toys from Long Ago</b>            Students will begin to understand that toys had several uses. They were made for recreation and to help children practice the work they would do as adults. Students will also learn that there were toys used only during certain seasons. They will:</p> <ul style="list-style-type: none"> <li>Make and use simple toys.</li> <li>Learn to play with traditional toys appropriately.</li> <li>Learn traditional games of skill and strength.</li> </ul> <p><b>My Own Tools</b>            Students will recognize the tools they use in daily life. They will</p> <ul style="list-style-type: none"> <li>Identify a number of tasks they engage in or see their parents accomplish during the day and the tools they usually use to accomplish those jobs.</li> <li>Explain how other implements can be used in place of the regular tool. (If I didn't have a hammer, I could use a _____.</li> <li>If I didn't have a needle, I could use a _____.)</li> </ul>	<p><b>HOW TOOLS WERE MADE</b>  <b>It Happened Before I Was Born</b>            Students will analyze the various tools and implements (real, photos, or models) and approximate its age or period of use. To do this, students will:</p> <ul style="list-style-type: none"> <li>Create a timeline of things that happened in the community or area going back from the time the student was born to contact. (timeframes should be time mother/father/grandparents/great grand parents were born)</li> <li>Collect photographs and illustrations to support dates on the timeline.</li> <li>Interview parents, grandparents and elders to find out about changes since they were very young.</li> <li>Collect traditional and modern tools, (photographs, reproductions, artifacts, catalogs and magazines).</li> </ul> <p><b>And There Were No Stores or Catalogs</b></p> <ul style="list-style-type: none"> <li>This is a continuation from the unit above</li> <li>Identify the jobs tools are designed to accomplish.</li> <li>Each child is to select several tools, implements, or utensils from the catalogs. Then compare the item chosen with one from the past. Discuss or demonstrate how the two performed the same function. Compare the size, weight, accuracy, life, and cost (in money/time and material)</li> </ul>	<p><b>FORM AND FUNCTION</b>            Students will use their understanding of the Alutiiq people's ability to modify their environment to provide all that is necessary to prosper as a foundation for understanding that the form or an object is controlled by its function. Through the following units, students will:</p> <p><b>Man's Work (The Provider)</b></p> <ul style="list-style-type: none"> <li>Learn about the variety of hunting, trapping, and netting methods that were used before commercial traps and guns were available.</li> <li>Recognize tools used to "catch" animals needed for everyday life and discuss the design elements, which made them appropriate to the task for which they were made.</li> <li>Appreciate the way the entire animal was used for a variety of purposes.</li> <li>Understand the many habits that animals have of which a perceptive hunter can take advantage.</li> <li>Study traditional fishing technology to find out how weirs, spears, nets and traps were made and used.</li> </ul> <p><b>Woman's Work (Keeping the Home)</b></p> <ul style="list-style-type: none"> <li>Recognize the tools used to prepare, preserve, and finish game into products needed in everyday life and understand how they were made.</li> <li>Understand that materials for sewing clothing and making baskets were collected and preserved, practice sewing and making baskets.</li> <li>Appreciate the way the entire animal was used and the variety of purposes.</li> <li>Study traditional technologies of healing and gathering to appreciate a woman's ability to care for her family</li> </ul>	<p><b>RAW MATERIAL TO TOOL</b>            Students will develop an understanding of, appreciation for and develop an ability to replicate the processes used in tool making. They will further use their knowledge of the Region's geography, resources and trade routes used throughout time (see Living In Place) to understand how raw materials were collected. Through the following units, students will:</p> <p><b>Flaking Stone/Carving Bone (and horn)</b></p> <ul style="list-style-type: none"> <li>Review the geology of the region to find out about the properties of stone.</li> <li>Work with a variety of stone to find how it reacts to pressure and force and to practice flaking and chipping.</li> <li>Select a stone, design an implement then shape it into the implement.</li> <li>Compare and contrast properties of stone and bone</li> <li>Carve or buff bone or horn to make an implement.</li> </ul> <p><b>Tanning /Drying /Dyeing</b></p> <ul style="list-style-type: none"> <li>Know that different kinds of skins were used in construction of clothing, houses, water craft and tools.</li> <li>Study the various uses for skins, hide, and gut, find out when hides were used with and without fur or feathers.</li> <li>Study the traditional methods of preparing skins, hide and gut for use.</li> <li>Experiment to find out about the use of sinew, plant fibers, and thread.</li> <li>Learn a variety of stitches, those for waterproofing, fancy stitches, loose stitches.</li> <li>Study the technology of preserving skin and gut and of maintaining water proofing (pitch and oil).</li> </ul>	<p><b>CHANGE OVER TIME</b>            Students will develop an understanding of how a culture changes as people learn new ways of using materials and as they begin to use new materials which they buy or trade from other places and cultures. Through the following units, students will:</p> <p><b>Changing Tools/Changing Lives</b></p> <ul style="list-style-type: none"> <li>Be given very basic materials with which to prepare a piece of hide (bone, rock, sticks); they will use these raw materials to make scrapers to work the hide; each class for several days students' collection of raw material will grow to improve the ease and quality of work</li> <li>List as many traditionally used raw materials as possible which have been traditionally used in the region</li> <li>Study de Laguna, <i>Archaeology of Prince William Sound</i> and items and catalogs of the Fisher and other collections of the Region compare and contrast findings.</li> <li>Study one tool to identify its evolution from the earliest days, discuss the obvious and subtle changes and the impact of those changes. Using illustrations found in a variety of studies and museum catalogs, classify the tool selected by age or period of use and development.</li> </ul> <p><b>Bidarkas/Kayaks/ Boats</b></p> <ul style="list-style-type: none"> <li>Research boats and water craft traditionally used by the Chugachmiut</li> <li>Compare and contrast with those used by other Northern people</li> <li>if time and money permit, build</li> </ul>



**MATERIAL CULTURE LEARNING GOALS (page 2)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>My Own Tools (Continued)</b></p> <ul style="list-style-type: none"> <li>Select raw materials from the area around the school to make a tool. Then experiment using the tool they have made and the tool regularly used.</li> </ul> <p><b>Make a Museum</b></p> <p>The make a museum project will be for all grades in as many themes as possible. Students will gather, research, label, and display items in a community/school museum. For this theme, students should display the tools they have made during the MY OWN TOOLS unit.</p>	<p><b>The Colors of the Rainbow</b></p> <p>Students will appreciate the beauty and craftsmanship of objects from the past and begin to understand that design and ornamentation had spiritual purpose. To reach this goal, students will:</p> <ul style="list-style-type: none"> <li>Identify and discuss the properties of vegetable and mineral products which help them to lend their color to another object and the processes which must be followed to cause the color change (mashing, boiling, scraping, mixing with, and so on).</li> <li>Collect raw materials for vegetable and mineral dyes and paints. For minerals not conveniently available, purchase the mineral and map locations in the Region where they are available</li> <li>Shape shells and wood into beads, dye and paint, make necklaces.</li> <li>Study "glitter paint" and find out how it was made, add "glitter" to paint used in craft production.</li> </ul> <p><b>Make a Museum</b></p> <p>Complete and write about the products of And There Were No Stores of Catalogs or The Colors of the Rainbow, make attractive displays which will teach viewers about the lessons. Add these displays to the museum.</p>	<p><b>Discovering the Past (Artifacts of the Chugach Region)</b></p> <ul style="list-style-type: none"> <li>Examine artifacts of the Chugach Region and inventory the variety of materials used in making the object.</li> <li>Discuss, and locate regional sources for materials traditionally used in making tools and other implements of daily life.</li> <li>Using knowledge of material and construction techniques, make a replica of a prehistoric artifact.</li> <li>Describe, classify, and discuss the form and function, then classify artifacts or replicas by use, age, and properties.</li> </ul> <p><b>Bending, Braiding, Twining, Shaping, Grinding, Flaking, Pecking, and Carving</b></p> <ul style="list-style-type: none"> <li>Discuss in traditional technologies of tool making.</li> <li>Collect raw materials locally and observe an elder or adult volunteer produce a tool using one of the traditional technologies.</li> <li>Produce a replica of an artifact (see above)</li> </ul> <p><b>Make a Museum</b></p> <p>Complete and write about the products of Man's Work, Woman's Work, Discovering the Past or Bending, Braiding, Twining, shaping, Grinding, Flaking, Pecking, and Carving, make attractive displays which will teach viewers about the lessons. Add these displays to the museum.</p>	<p><b>Bending Wood</b></p> <ul style="list-style-type: none"> <li>Discuss the variety of purposes for which wood was used.</li> <li>Identify the properties of wood which made it appropriate for each use.</li> <li>Identify the various tools used in wood working, including carving, smoothing, cutting, drying, and steaming.</li> <li>Discuss and practice traditional methods of shaping wood to form implements.</li> <li>Steam and bend wood to make fish hooks.</li> </ul> <p><b>Keeping Food</b></p> <ul style="list-style-type: none"> <li>Examine the variety of ways food was preserved for times when there was little (drying, keeping in oil and freezing).</li> <li>Discuss and experiment with various methods of cooking foods, including hot rocks in a basket or skin bag.</li> </ul> <p><b>Homes, Buildings, and Shelters</b></p> <ul style="list-style-type: none"> <li>Study the technology of building traditional homes and shelters, consider: <ul style="list-style-type: none"> <li>siting</li> <li>construction material</li> <li>insulation</li> <li>ventilation</li> <li>wind and weather proofing</li> <li>amenities</li> </ul> </li> <li>Study the changing materials and compare traditional with modern buildings.</li> <li>Compare and contrast the form and function of buildings and materials used today and long ago.</li> </ul> <p><b>Make A Museum</b></p> <p>Complete, write about and display the products of Bending Wood, Tanning/Drying/Dyeing, and Keeping Food.</p>	<p>a bidarka.</p> <ul style="list-style-type: none"> <li>Study the technology of throwing boards used in traditional seal hunting <ul style="list-style-type: none"> <li>find out how and why they were made</li> </ul> </li> <li>Make and practice using a throwing boards and harpoon or spear.</li> <li>Study the technology of traditional bentwood visors. <ul style="list-style-type: none"> <li>Find out about both their spiritual and practical functions.</li> <li>Experiment to find out about the best way for visors to protect eyes and skin from reflected glare.</li> </ul> </li> </ul> <p><b>This Was Borrowed – That Was Loaned</b></p> <ul style="list-style-type: none"> <li>Compare form and design of a variety of items from the Chugach region with those from other areas to find differences and similarities.</li> <li>Select one item which with similarities between two distinct cultures. Study its history and the history of movement of people between the two cultures. Come to a conclusion of whether the item was borrowed or loaned.</li> <li>Study the technology of war. <ul style="list-style-type: none"> <li>armor</li> <li>weapons</li> <li>transportation</li> </ul> </li> <li>Find out about items which may have been borrowed from other cultures and which may have been taken by others</li> </ul> <p><b>Make A Museum</b></p> <p>Complete, write about, and display the products of any one of the subtopics in this theme and add these to the museum.</p>



# **Teacher Resources**

de Laguna, Frederica: Chugach Prehistory, The Archeology of Prince William Sound, Alaska, University of Washington Press, Seattle 1967

## **Resources for Students**

### **Videos**

Curator of Museum Services

Alaska State Museum

395 Whittier Street

Juneau, Alaska 99801

(1) Introduction to Preventive Conservation

(2) Light and Lighting

(3) Relative Humidity and Temperature

(7) Storage

(Protecting Objects on Exhibition

Birket-Smith, Kaj: the Chugach Eskimo, National Museum Publications, Copenhagen 1953

Alaska Archaeology Week

National Parks Services

Cultural Resources Division

2525 Gambell Street Room 107

Anchorage, Alaska 99503

(907) 257-2657

State Archaeologist

Office of History and Archaeology

Alaska Department of Natural Resources

PO Box 107001

Anchorage, Alaska 99510

Regional Archaeologist

U.S.D.A. - Forest Service

Recreation, Cultural, and Wilderness Resources

PO Box 21628

Juneau, Alaska 99802

U.S.D.A. - Forest Service Passport in Time

Passport in Time Clearinghouse

CEHP

PO Box 18634

Washington, DC 20036

Laubenstein, Karen J. Archaeology Smart

Junior, Random House, Inc. New York, 1997

Harrison, Sue Mother Earth Father Sky, Avon

Books, New York, 1991

My Sister the Moon, Avon Books,

New York, 1993

My Brother the Wind, Avon

books, New York

### MATERIAL CULTURE LANGUAGE GOALS

[illegible]

## ECOLOGY

**Theme Definition:** Ecology is the study of the interrelationships of living things to each other and their complete environment. Living things involve plants, animals, and people and what their relationship is to each other and the environment. The environment includes the water, soil, air, and climate. The interrelationship of man the environment argues for the cultural and social traditions that have shaped policies, issues and concerns toward our spaceship earth. To the Chugachmiut, the incorporation of generations of ecological understanding has shaped their tribal cultures and social structures.

### What Students Should Learn:

Respect for nature is a foundation of the Chugachmiut philosophy and value system. Understanding the various systems, which make up the local environment is a first step in the student's acquiring this important value. Because the environment is the grocery story for many families, in the Chugach Region, students must learn the traditions, which regulate use and provide for maintaining the balance in the ecology. This knowledge of the environment will help youth understand that tradition required people to continually prepare themselves for the next phase in the cycle of hunting, gathering, and living.

### Alaska Standards Related to Ecology:

#### Science:

- (A) 4. understand observable natural events such as tides, weather, seasons, and moon phases in terms of the structure and motion of the earth;
- 10. understand that living things are made up mostly of cells and that all life processes occur in cells;
- 11. understand that similar features are passed on by genes through reproduction;
- 12. distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems;
- 13. understand the theory of natural selection as an explanation for evidence of changes in life forms over time.

#### 14. understand:

- A) the interdependence between living things and their environments;
- B) that the living environment consists of individuals, populations, and communities; and

C) that a small change in a portion of an environment may effect the entire environment.

#### 15. use science to understand and describe the local environment;

- (B) 1. use the processes of science: these processes include observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables, developing models and theories, hypothesizing, predicting and experimenting;
- 2. design and conduct scientific investigations using appropriate instruments;
- 3. understand that scientific inquiry often involves different ways of thinking, curiosity and the exploration of multiple paths;
- 4. understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry;
- 5. employ ethical standards, including unbiased data collection and factual reporting of results.
- 6. employ strict adherence to safety procedures in conducting scientific investigations.

#### (C) 3. understand that society, culture, history, and environment affect the development of scientific knowledge;

#### 4. understand that some personal and societal beliefs accept non-scientific methods for validating knowledge;

- 5. understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge;

#### Geography:

- (A) 1. use maps and globes to locate places and regions;
- 2. make maps, globes, and graphs
- 4. use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5. evaluate the importance of locations of human and physical features in interpreting geographic patterns;
- (B) 2. analyze how places are formed, identified, named and characterized;
- 6. make informed decisions about where to live, work, travel, and seek opportunities;
- (C) 1. analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
- (D) 1. know that the need for people to exchange goods, services and ideas creates population centers, cultural interactions, and transportation, and communication impact social, cultural, economic, and political activities;

- (E) 1. understand how resources have been developed and used;
- 2. recognize and be able to assess local, regional, and global patterns of resource use;
- 3. understand the varying capacities of physical systems, such as watersheds, to support human activities;
- 4. be able to determine the influence of human perceptions on resource utilization and the environment;
- 5. analyze the consequences of human modification of the environment and evaluate the changing landscape;
- 6. evaluate the impact of physical hazards on human systems;
- (F) 3. analyze resource management practices to assess their impact on future environmental quality;
- 4. interpret demographic trends to project future changes and impacts on human environmental systems;

#### History:

- (D) 2. solve problems using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;

- 4. recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time and context;

#### AFN Cultural Standards:

- (A) 3. incorporate the contemporary adaptations along with the historical and traditional aspects of the local culture;
- (B) 1. recognizes the contemporary validity of much of the traditional cultural knowledge, values, and beliefs, and grounds students learning in the principles and practices associated with that knowledge;
- (C) 1. utilize the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs, and practices;
- 2. recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of place as a basis for a comparative analysis of contemporary social, political and economic systems;
- (D) 1. encourages students to explore the interrelationship between their local circumstances and the global community and act responsibility on the basis of that knowledge;
- (E) 1. draws parallels between knowledge derived from oral tradition and derived from books.



# ECOLOGY LEARNING GOALS

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<b>WET TUNDRA AND BEACH</b> Local Environment <ul style="list-style-type: none"> <li>vocabulary to identify what is seen</li> <li>observation skill development</li> <li>raise awareness of surroundings</li> </ul> Animal Homes <ul style="list-style-type: none"> <li>know animals have homes and identify some of them (clams, voles, birds)</li> <li>identify animal signs (tracks, bird songs, shells)</li> <li>some animals are colored to look like the place they live</li> <li>animals are used by people in many ways</li> </ul> Plants <ul style="list-style-type: none"> <li>many plants change by season</li> <li>plants are used by people in many ways</li> </ul> Water <ul style="list-style-type: none"> <li>some water is salty, some is not</li> <li>water can change the land</li> <li>ice is frozen water</li> <li>ice can change the land</li> </ul> Wind and Weather <ul style="list-style-type: none"> <li>track daily weather and keep a picture chart</li> <li>wind coming from different directions brings different weather</li> </ul> Patterns In Nature <ul style="list-style-type: none"> <li>water makes curves</li> <li>ice crystals</li> <li>tree branch hexagons</li> </ul>	<b>FRESH WATER, BRACKISH WATER AND SALT WATER</b> Fresh Water <ul style="list-style-type: none"> <li>Lakes</li> </ul> Marshes <ul style="list-style-type: none"> <li></li> </ul> Rivers <ul style="list-style-type: none"> <li></li> </ul> Brackish Water <ul style="list-style-type: none"> <li>Estuaries</li> </ul> Salt Water <ul style="list-style-type: none"> <li>Salt Chunks</li> </ul> Ecosystem Mural <ul style="list-style-type: none"> <li>Make an ecosystem mural showing as many elements as possible</li> <li>web the interrelationship of living and nonliving things</li> <li>remove one element from the web and discuss the impact on other things</li> </ul>	<b>NEAR SHORE</b> Kelp Beds Tides Spawn Investigate the effects one of the following has had on the local ecosystem <ul style="list-style-type: none"> <li>fish farming</li> <li>oyster farming</li> <li>halibut fishing</li> </ul> Cycles and Seasons <ul style="list-style-type: none"> <li>investigate traditional and modern ways of predicting changes in the weather</li> <li>collect research information from family and elders to find out about changes in weather patterns; chart the changes in the local environment that warmer weather have caused</li> </ul>	<b>FOREST AND ALPINE TUNDRA</b> Forest <ul style="list-style-type: none"> <li>logging</li> <li>timber harvest</li> <li>rock mining</li> <li>coal mining</li> </ul> Tree Line Alpine Rock <ul style="list-style-type: none"> <li>investigate rock formations, photograph and map them</li> <li>interview an elder about them, ask elders to tell stories and traditional beliefs</li> <li>interview a geologist to learn the effects of volcanoes, earth quakes, glaciers, and earthquakes</li> <li>compare and contrast traditional and modern scientific information</li> </ul> ANILCA <ul style="list-style-type: none"> <li>What is the act and why?</li> <li>How does it protect/harm Alaska Natives in their traditional use of land based resources?</li> </ul>	<b>DEEP WATER</b> Research and present information on the long term impact of the following: <ul style="list-style-type: none"> <li>commercial limited entry halibut and cod fishing</li> <li>decline in the Stellar Sea Lion population</li> <li>high lining fishing</li> <li>waste fish disposal in ocean and on shore processing</li> <li>off shore drilling</li> </ul> Research the motivation for the Marine Mammal Protection Act. <ul style="list-style-type: none"> <li>Why was it enacted?</li> <li>Why do Alaska Natives retain the right to use marine mammals?</li> </ul> Research off shore drilling Participate in Youth Area Watch Activities Examine careers in ecology. <ul style="list-style-type: none"> <li>What are they?</li> <li>What is the training or educational requirement for holding the job?</li> <li>How many of the positions are held by Natives or the Region? Why are there not more Native people in the positions?</li> <li>How many relate to resource use or development?</li> </ul>

## ECOLOGY RESOURCES

### Resources for Students

## ECOLOGY LANGUAGE GOALS

[illegible]



## EXPLORING HORIZONS

### Theme Definition:

Exploring Horizons is the study of interrelationships with people outside of one's family and culture in the larger community that goes beyond a particular village or neighborhood to the larger settlements and from there, the region, state, nation and globe. Some people live in small communities where everyone is known but increasingly people live in or travel to large towns and cities where they are strangers and where they encounter cultures, values, lifestyles and careers different from what they know and understand.

A major change of modern times is the discovery of one's own unique place in space and time through interactions with others in the community and on the job. It includes the dynamics of keeping one's culture as it is impacted by changes in the environment, economy, governance, and other cultures. It includes recognizing barriers to understanding created by stereotyping and historic issues. The challenge is learning to respect the differences in others, hence one's own talents, abilities and heritage, in the pursuit of common goals that better humankind and the environment, bringing peace and prosperity to share with all.

The Chugachmiut have a tradition of respect for guests that form a foundation for living in the modern world. Exploring Horizons explores Native cultures and other world cultures that came as guests but have stayed as family in the Region.

### What Students Should Know

Their own cultural roots; The major cultures, Native and non-Native, in the local community, region and Alaska; Basics of demography, applied to the local community, region, and Alaska; Definitions of culture, ethnic groups, diversity, acculturation, adaptation, transformation, myths, beliefs, customs, and ethics; Dynamics of cultural maintenance and change; Effect of changes in environment, economy, governance and other cultures on one's own culture and livelihood; Effective communication skills in cross-cultural situations; Understanding stereotyping and tolerance; Conflict resolution; Value of different roles wherein people contribute different talents and perspectives in pursuit of common social and cultural goals; How the

Alaskan Native cultures have changed in the past two hundred years; How western civilization has changed in the past two hundred years.

**Values:** teamwork, consensus building, resourcefulness, sharing, respect, and humor

**Build In:** activities which use elders at each level; community members to show how things are made or how they work; videotape these demonstrations; use videotaped demonstrations from other communities if resource person not available.

## ALASKA CONTENT STANDARDS

### ENGLISH/LANGUAGE ARTS

A. A student should be able to speak and write well for a variety of purposes and audiences.

- 6) When appropriate, use visual techniques to communicate ideas; these techniques may include role-playing, body language, mime, sign language, graphics, Braille, art and dance.

E. A student should understand and respect the perspectives of others in order to communicate effectively.

- 1) Use information both oral and written, and literature of many types and cultures to understand self and others.
- 2) Evaluate content from the speaker's or author's perspective.
- 3) Recognize bias in all forms of communication.
- 4) Recognize the communication styles of different cultures and their possible effects on others.

### SCIENCE

B. A student should understand the nature and history of science

- 3) Understand that society, culture, history, and environment affect the development of scientific knowledge.
- 4) Understand that some personal and societal beliefs accept non-scientific methods for validating knowledge.
- 8) Understand that acceptance of a new idea depends upon supporting evidence and that new ideas that conflict with beliefs or commonsense are often resisted.

### GEOGRAPHY

D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration,

movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation and world.

- 3) Interpret population characteristics and distributions.
- 4) Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) Analyze how conflict and cooperation shape social, economic, and political use of space.

### HISTORY

A. A student should understand that history is a record of human experiences that links the past to the present and future.

- 5) Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
- 6) Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interactions.
- 8) Know that history is a bridge to understanding groups of people and an individual's relationship to society.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events.

- 1) Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
  - a) the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
  - b) human communities and their relationships with climate, subsistence base, resources, geography, and technology;
  - c) the origin and impact of ideologies, religions, and institutions upon human societies;
  - d) the consequences of peace and violent conflict to societies and their cultures;
  - e) major developments in societies as well as changing patterns related to class, ethnicity, race and gender.
- 2) Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

- 3) Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities.

#### SKILLS FOR A HEALTHY LIFE

B. A student should be able to demonstrate responsibility for the student's wellbeing.

- 2) Demonstrate a variety of communication skills that contribute to well being;
- 3) Assess the effects of culture, heritage, and traditions on personal well being;
- 4) Develop an awareness of how personal life roles are affected by and contribute to the well being of families, communities, and cultures.

C. A student should understand how well being is affected by relationships with others.

- 1) Resolve conflicts responsibly;
- 2) Communicate effectively within relationships;
- 3) Evaluate how similarities and differences among individuals contribute to relationships;
- 4) Understand how respect for the rights of self and others contribute to relationships;
- 5) Understand how attitude and behavior affect the well being of self and others;
- 6) Assess the effects of culture, heritage, and traditions on well being.

#### ARTS

A. A student should be able to create and perform in the arts.

- 5) Collaborate with others to create and perform works of art;

B. A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation and the world.

- 5) Recognize universal themes in the arts such as love, war, childhood, and community;
- 6) Recognize specific works of art created by artists from diverse backgrounds;
- 7) Explore similarities and differences in the arts of world cultures;
- 8) Respect differences in personal and cultural perspectives.

D. A student should be able to recognize beauty and meaning through the arts in the student's life.

- 3) Recognize that people tend to devalue what they do not understand;
- 4) listen to another individual's beliefs about a work of art and consider the individual's reason for holding these beliefs;
- 5) consider other culture's beliefs about works of art.

#### AFN CULTURAL STANDARDS

##### STUDENTS

B. Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic successes throughout life.

1. Acquire insights from other cultures without diminishing the integrity of their own.
- C. Culturally knowledgeable students are able to actively participate in various cultural environments.
4. Enter into and function effectively in a variety of cultural settings.

E. Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

3. Demonstrate and understanding of the relationship between worldview and the way knowledge is formed and used.
4. Determine how ideas and concepts from one knowledge system relate to those derived from another knowledge system.
- 5) Recognize how and why cultures change over time.
- 6) Anticipate the changes that occur when different cultural systems come in contact with one another.
- 7) Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

##### CURRICULUM

D. A culturally responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

1. Draws parallels between knowledge derived from oral tradition and that derived from books.

2. Engages students in the construction of new knowledge and understanding that contribute to an ever-expanding view of the world.

E. A culturally responsive curriculum situates local knowledge and actions in a global context.

1. Encourages students to consider the inter-relationships between their local circumstances and the global community.
2. Conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base.
3. Prepares students to "think globally, act locally."



**EXPLORING HORIZONS LEARNING GOALS**

Level – I (Preschool-Kindergarten)	Level – II (First to Third Grades)	Level – III (Fourth to Sixth Grades)	Level – IV (Seventh to Ninth Grades)	Level – V (Tenth to Twelfth Grades)
<p><b>Home/Classroom, Family, Friends, Food, and Animals</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Listen to stories related to animals or food from the different cultures represented in the classroom (or common experiences of the children)</li> <li>Group discussion on brothers and sisters; how they're different but in the same family</li> <li>Have elder's visit to talk about how they have used animals (or read stories; discuss before hand how we respect our elders like our grand parents (common value across cultures) and how to behave when elders come.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>Learn different foods of the different cultures in the classroom (or common experience of the children)</li> <li>Study the relationships of people to animals, learning about cultural differences in food sources, clothing, transportation, pets, mascots, etc.</li> <li>Introduce concept of symbols, using animal examples.</li> </ul>	<p><b>Community, Celebrations, Ceremonies, Clothes, and Regalia</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Listen/read stories/myths associated with local celebrations.</li> <li>Activities about feelings, brainstorm what feelings are and generate different words to describe feelings. (Popsicle stick exercise, 10 positive traits exercise).</li> <li>Use talking circles to talk about school situations, give descriptions to feelings, discuss how conflicts develop, how cooperation develops depending on situation children bring up.</li> <li>Learn about visiting customs. Describe different ways of showing hospitality. Describe making a visit and the circumstances of when one goes to make a visit.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>Discuss local celebrations or festivals. What is celebrated? What foods, clothes, gifts, activities re part of the event? What cultural beliefs are shown?</li> <li>Learn about clothing styles and functions, from traditional to modern. Learn how clothes are made from skin sewing to factory production. Compare natural and synthetic materials. Learn the science of synthetics. What are values associated with clothing materials and methods of making?</li> </ul>	<p><b>South Central Region, Land Use, Tools, Houses, and Transportation</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Study Alaska's various cultural groups, Native and non-Native in the region.</li> <li>Learn about the private and public self and how the values of privacy and public relationships vary in major cultural groups.</li> <li>Read myths and stories from each cultural group; describe similarities and differences.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>Introduce concept of cultural change by acculturation.</li> <li>Learn how people have adapted to the lands and waters of the South Central Region in terms of technology, housing, and transportation over time; write on how the adaptations are similar or different than the traditional Alutiiq peoples.</li> <li>Visit museum of traveling exhibition of artifacts from the region with follow up report on a given artifact, describing its history, how it may have been made, and what it says about the culture of the people who made.</li> <li>Develop models related to housing adaptations, transportation adaptations, and technological adaptations specific to a given period of history and culture. (One model subject per year – use stories selected above for reference; e.g. Two Old Women.</li> <li>Discuss the role of changing technology in changing cultures and give specific examples in terms of lifestyles, values, and customs.</li> </ul>	<p><b>State of Alaska, Social customs and Education</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Study Alaska's various cultural groups, Native and non-native, in the State. Discuss the impact of cultures meeting each other in schools, towns, and cities. Study creation myths across the cultures represented in the United States.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>Learn principles of demography and study the demography of Alaska, prepare a local/regional demographic profile.</li> <li>Discuss how people make transitions from village to urban settings and back; discuss local pattern of rural/urban adaptations.</li> <li>Learn the native and Western concepts of reality, knowledge and education, include indigenous ways of knowing, scientific method, etc.</li> <li>Study the history of education in Alaska and degrees of cultural accommodation, e.g. St. Mary's School.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>Develop a working definition of culture; compare individual definitions for convergence/divergence. Develop a dialog with community elders who tell how it was and students who tell how it is.</li> <li>Read native and non-Native writers on Alaskan issues; how are the perspectives the same and different; what contributes to the similarities and differences; find examples of how the traditional transforms into the modern; discuss how a culture in and of itself changes and how other cultures impact change.</li> </ul>	<p><b>United States and Circumpolar Nations, Government, Ethics and Law</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Learn common characteristics of native American Tribes; explain autonomous relationship to the U.S. government.</li> <li>Learn common characteristics of circumpolar nations: their peoples, both indigenous and immigrant, and their governments.</li> <li>Learn how different cultures address leadership, foster compliance with mores, laws and rules; handle dissent. Use subsistence and resource management examples.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>Discuss the potential translation to college or other places of learning.</li> <li>Organize presentations with charts of the similarities and differences of the circumpolar people in their adaptations to the arctic and subarctic environments.</li> </ul> <p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>Generate student publication profiling community and its people, focusing on traditions, changes, causes of these changes, and degree of diversity, compare to profiles of communities representing a similar size from each of the major geographic regions in Alaska.</li> <li>Oral Communication Exercise: Review variations in communicative styles; discuss the tremendous variations in spoken English and other locally spoken languages and why this might be so.</li> <li>Learn about oral traditions and the structures of myths and legends; describe with examples of how oral discourse is different than written.</li> </ul>



# EXPLORING HORIZONS LEARNING GOALS

Level – I (Preschool-Kindergarten)	Level – II (First to Third Grades)	Level – III (Fourth to Sixth Grades)	Level – IV (Seventh to Ninth Grades)	Level – V (Tenth to Twelfth Grades)
<p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>• Skin color exercises from Teaching Tolerance</li> <li>• Oral Communication Exercises: Animal characters. can demonstrate different body languages, e.g. tired, happy, sad, scared, angry, brave, etc.</li> <li>• Voice – use of volume in daily situations and in games and singing; have children describe how voices of people they know are different.</li> <li>• Listening – see above listening to stories, discuss how to listen politely, appropriate responses to story (laughing, body language that shows interest, response, etc.</li> </ul> <p><b>Common Goals:</b></p> <ul style="list-style-type: none"> <li>• Play Alutiiq group games to teach values of cooperation and teamwork;</li> <li>• Role play favorite animals; tell why they like their animal characters; put the characters together into a play;</li> <li>• Observe string figures being made and learn to make one.</li> </ul> <p><b>Career Exploration:</b></p> <ul style="list-style-type: none"> <li>• Ask mothers and fathers about what they do in their roles at home and on-the-job and report back to class.</li> </ul>	<p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>• Describe “labeling”. Describe how respect is shown for different cultural manifestations. Have children brainstorm what culture is and develop a “working definition”, check to see if they wish to change it from time to time.</li> <li>• Oral Communication Exercise-whisper activity. share how the phrase changed and what may have caused each person to change the phrase. Discuss differences and similarities between translating languages and translating messages.</li> <li>• Body Language . Add dimension of body space, relate to daily situations and dance.</li> <li>• Voice – use of speed; have children observe media (TV, radio, video, songs) for examples of slow and fast and describe situations of examples; add dimension of volume; discuss control of volume and speed in voice in different situations; with peers, with older family members, in public.</li> <li>• Listening – Discuss cues to listen for in stories, ceremonies, and songs used in other lessons and what these cues signify. learn turn taking in conversation and in speaking in groups.</li> </ul> <p><b>Common Goals:</b></p> <ul style="list-style-type: none"> <li>• Learn an Alutiiq or other Alaska native dance (different one each year). Research and make appropriate regalia.</li> <li>• Participate in a school or community ceremony. Describe different roles people/students take on in the preparations.</li> </ul> <p><b>Career Exploration:</b></p> <ul style="list-style-type: none"> <li>• Discuss what different jobs community members do.</li> <li>• Assign each student to a job to learn it in more detail by interviewing the individual</li> </ul>	<p><b>Valuing Differences:</b></p> <ul style="list-style-type: none"> <li>• Organize classroom publications in which elders, parents and students contribute their views on what the land means to each in terms of its use and values. Analyze for common themes and for differences. Interpret the reasons for common themes and divergent perspectives.</li> <li>• Oral Communication Exercises</li> <li>• Find examples of different purposes for oral communication; conveying information, building relationships, and transmitting culture.</li> <li>• discuss “actions speak louder than words” in traditional and modern.</li> <li>• Create and tell stories, using dimensions of voice; learn tone and pitch as well as speed and volume.</li> <li>• Study politeness strategies in different cultures and when these converge and diverge.</li> <li>• Learn how misunderstandings develop in conversations in general and across cultures.</li> <li>• Listening skills: practice response patterns appropriate in personal conversations (Scollon).</li> </ul> <p><b>Common Goals:</b></p> <ul style="list-style-type: none"> <li>• Script or find drama that reflects relationships to the land and produce it, reflect on the different roles of the actors and production crew contribute to the performance.</li> </ul> <p><b>Career Exploration:</b></p> <ul style="list-style-type: none"> <li>• Study Alaskan role models, with a focus on the Kenai Peninsula, Prince William Sound area people who are exemplary in their respective jobs.</li> </ul>	<p><b>Valuing Differences Continued:</b></p> <ul style="list-style-type: none"> <li>• Oral Communication Exercises: Study elements of communicative style: presentation of self, discourse style, and organization of ideas. Role play different styles. Discuss how stereotyping develops.</li> <li>• learn how to make complaints and express needs that saves face for all given cultural and situational factors.</li> <li>• listening skills: practice response patterns appropriate for public dialog.</li> </ul> <p><b>Common Goals:</b></p> <ul style="list-style-type: none"> <li>• Script/produce a drama related to a social situation</li> <li>• Participate in Native Youth Olympics or regional youth activities such as spirit camps.</li> <li>• learn the history and function of the Alaska Federation of Natives, discuss how the different cultures are accommodated.</li> </ul> <p><b>Career Exploration:</b></p> <ul style="list-style-type: none"> <li>• Learn how different careers develop “professional cultures” choose a career and apply the definition of culture (see above) to describe its particular culture.</li> <li>• Develop work experience through paid or volunteer work in or outside school.</li> <li>• go through a self-assessment of strengths and interests.</li> <li>• Set goals for what you want to accomplish I middle school, in high school with outline of steps to reach goals</li> </ul>	<p><b>Valuing Differences Continued:</b></p> <ul style="list-style-type: none"> <li>• Learn different ways to express humor effectively; describe how it is different than joking and comedy. learn cultural pitfalls.</li> <li>• Listening Skills: Practice response patterns that build situations.</li> </ul> <p><b>Common Goals:</b></p> <ul style="list-style-type: none"> <li>• Attend AFN Youth/Elders Conference</li> <li>• Discuss how people achieve ends through politics.</li> <li>• Explore future issues that impact all peoples, such as declining fish populations.</li> <li>• Examine how these impacts are viewed from traditional and modern perspectives.</li> </ul> <p><b>Career Exploration:</b></p> <ul style="list-style-type: none"> <li>• Set goals for several careers based on examination of strengths, interests, skills, aptitudes and experiences.</li> <li>• Develop work experience through paid or volunteer work in or outside of school.</li> <li>• Job shadow an individual with a job close to one of the careers picked above.</li> <li>• Project ahead twenty years and project a resume of your work history, taking into account how the future may be.</li> </ul>

## RESOURCES FOR TEACHERS

Alaska Newspapers, Inc., 1996 The Village news Network -Inupiat Iliquisiat. Portrait of a people by the People (August 29, 1996)

Barnhardt, Ray ed. 1977. Cross-Cultural Issues in Alaskan Education, Vol. I.

ed. 1982. Cross-Cultural Issues in Alaskan Education, Vol. II.

, 1989. Two Cultures, One School: St. Mary's Alaska

Chaussonet, Valerie, 1995. Crossroads Alaska: Native Cultures of Alaska and Siberia. Smithsonian Institution, Washington D.C.

The CIRI Foundation-Education and Career Opportunities Handbook

Collier Jr., John, 1973. Alaskan Eskimo Education

Elade, Mircea, 1959. The Sacred and the Profane: the Nature of Religion. Harcourt Brace Jovanovich, N.Y.

Erb, Brett, and Guy Fisher, 1974. Tanglemegeggun As We See It Taamna Qinnikarkput

Geinstein David, Ann Mortfee, and Stanley Krippner. 1997 Mythical Perspectives for a World in Distress. In: World Future, Overseas Publication

## RESOURCES FOR EXPLORING HORIZONS

## EXPLORING HORIZONS LANGUAGE GOALS

EXPLORING HORIZONS LANGUAGE GOALS				
Level – I (Preschool-Kindergarten)	Level –II (First to Third Grades)	Level – III (Fourth to Sixth Grades)	Level – IV (Seventh to Ninth Grades)	Level – V (Tenth to Twelfth Grades)
<p><b>Native Inhabitants</b></p> <p>Students learn a word for the basket which people fill with corn. It will represent young Americans place in their governments and the government leaders. (State, Federal, State and local levels) working with children's work.</p> <p><b>Students' World Maps:</b></p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p> <p><b>Native Contact Mandates:</b></p> <p>Students</p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p>	<p>Students learn a word for the basket which people fill with corn. It will represent young Americans place in their governments and the government leaders. (State, Federal, State and local levels) working with children's work.</p> <p><b>Students' World Maps:</b></p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p> <p><b>Native Contact Mandates:</b></p> <p>Students</p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p>	<p>Students learn a word for the basket which people fill with corn. It will represent young Americans place in their governments and the government leaders. (State, Federal, State and local levels) working with children's work.</p> <p><b>Students' World Maps:</b></p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p> <p><b>Native Contact Mandates:</b></p> <p>Students</p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p>	<p>Students learn a word for the basket which people fill with corn. It will represent young Americans place in their governments and the government leaders. (State, Federal, State and local levels) working with children's work.</p> <p><b>Students' World Maps:</b></p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p> <p><b>Native Contact Mandates:</b></p> <p>Students</p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p>	<p>Students learn a word for the basket which people fill with corn. It will represent young Americans place in their governments and the government leaders. (State, Federal, State and local levels) working with children's work.</p> <p><b>Students' World Maps:</b></p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p> <p><b>Native Contact Mandates:</b></p> <p>Students</p> <p>Students to study the development of the map, and they will be provided. Maps of the United States, Europe, Africa, Asia, and the Pacific Ocean. (U.S. map, Africa, Asia, and the Pacific Ocean) (U.S. map, Africa, Asia, and the Pacific Ocean)</p>



## CONTEMPORARY ISSUES IN NATIVE LIFE

### Theme Definition:

This theme covers many of the issues which people in the Chugach Region deal with daily. It will prepare young people to take their appropriate place in tribal governments and understand the unique relationships between tribal, federal, state, and local governments. Issues and events beginning with statehood will be studied.

### What Students Should Know:

Opportunities to study the development of the State of Alaska as it impacts every day life will be provided. Issues will include: Government interactions; Corporations; Economic Development; Oil and the Exxon Valdez Oil Spill; Laws and Regulations; Rights and Responsibilities; and Services.

### Alaska Content Standards:

#### Geography:

- (A) 4) use geographic tools and technologies to depict and interpret the world's human and physical systems;
- (B) 7) understand that a region is a distinct area defined by one or more cultural or physical features;
- 8) compare, contrast, and predict how places and regions change with time;
- (E) 1) understand how resources have been developed and used;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape;
- 6) evaluate the impact of physical hazards on human systems;
- (F) 1) analyze and evaluate the impact of physical and human geographical factors on major historical events;
- 3) analyze resource management practices to assess their impact on future environmental quality;
- 6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens;

#### Government:

- (A) 1) understand the necessity and purpose of government;
- (B) 4) know how power is shared in the United States; constitutional government at the federal, state, and local levels;
- 5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;

- 7) distinguish between constitution-based ideals and the reality of American political and social life;
  - 8) understand the place of law in the American political system;
  - 9) recognize the role of dissent in the American political system;
  - (C) 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
  - 3) understand the Constitution of Alaska and sec.4 of the Alaska Statehood Act, which is known as the Statehood Compact;
  - 4) understand the importance of the historical and current roles of Alaska Native communities;
  - 5) understand the Alaska Native Claims Settlement Act and its impact on the State;
  - 6) understand the importance of the multicultural nature of the state;
  - 7) understand the obligations that land and resource ownership place on the residents and government of the State;
  - 8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships;
  - (E) 1) know the important characteristics of citizenship;
  - 2) recognize that it is important for citizens to fulfill their public responsibilities;
  - 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;
  - 4) establish, explain, and apply criteria useful in evaluating rules and laws;
  - 5) establish, explain, and apply criteria useful in selecting political leaders;
  - 6) recognize the value of community service;
  - 7) implement ways of solving problems and resolving conflict;
  - (F) 1) understand how the government and the economy interrelate through regulations, incentives, and taxation;
  - 2) be aware that the economic systems determine how resources are used to produce and distribute goods and services;
  - 4) understand the role of price in resource allocations;
  - 5) understand the basic concepts of supply and demand, the market system, and profit;
- History:
- (C) 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts; art, maps, photos, historical sites, documents, and secondary

research materials, including almanacs, books, indices, and newspapers;

### AFN Cultural Standards Related to Contemporary Issues in Native Life:

**A. A culturally knowledgeable student is well grounded in the cultural heritage and traditions of their community.**

7) determine the place of their cultural community in the regional, state, national and international political and economic systems.

**B. A culturally knowledgeable student is able to build on the knowledge and skills of the local cultural community as a foundation from which achieve personal and academic success throughout life.**

3) make appropriate choices regarding long-term consequences of their actions;

4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community;

**C. A culturally knowledgeable student is able to actively participate in various cultural environments.**

2) make constructive contributions to the governance of their community and the well-being of their family;

**CONTEMPORARY ISSUES IN NATIVE LIFE LEARNING GOALS (page 1)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>OIL HELPS – OIL HURTS</b></p> <ul style="list-style-type: none"> <li>Oil on water</li> <li>Oil on feathers</li> <li>how we use oil</li> <li>plant seeds in oiled dirt and clean dirt, then compare growth</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>Make a store in the dramatic play center                             <ul style="list-style-type: none"> <li>explore what money means and is used for</li> <li>money has value (stands for energy)</li> </ul> </li> </ul> <p><b>RIGHTS AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>Kids Vote</li> <li>Put away toys after playing and consequences for not straightening up</li> <li>Select class helpers for the day/week</li> <li>do community service                             <ul style="list-style-type: none"> <li>trash pick up</li> </ul> </li> </ul>	<p><b>OIL SPILL</b></p> <ul style="list-style-type: none"> <li>Brief history of Exxon Valdez Oil Spill</li> <li>Science Projects to show:                             <ul style="list-style-type: none"> <li>oil floats</li> <li>oil saturates</li> <li>oil does not allow air penetration</li> </ul> </li> <li>How big is an oil tanker?                             <ul style="list-style-type: none"> <li>measure and make a silhouette</li> <li>Why does one take so long to stop? (experiment)</li> <li>How much is a drum? (one drum of oil weighs as much as ____ kids)</li> <li>How many drums in a tanker?</li> </ul> </li> <li>Pipe Line                             <ul style="list-style-type: none"> <li>where oil comes from</li> <li>how it gets to Valdez</li> </ul> </li> </ul> <p><b>NON-PROFIT REGIONAL CORPORATIONS</b></p> <ul style="list-style-type: none"> <li>People who help</li> <li>Name corporations which affect the area and what they do</li> <li>Understand the difference between ownership of shares and beneficiaries of a service</li> <li>Find out who works for local and regional corporations and what they do</li> </ul> <p><b>RIGHTS AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>Kids Vote</li> <li>Make own class club with goals and rules</li> <li>Vote on class rules and officers</li> <li>Do community service                             <ul style="list-style-type: none"> <li>join a dance group</li> </ul> </li> </ul>	<p><b>PETROLEUM!</b></p> <ul style="list-style-type: none"> <li>Oil discovery and development of the oil industry in Alaska</li> <li>Building the Pipeline                             <ul style="list-style-type: none"> <li>map the route</li> <li>how big is the pipe</li> </ul> </li> <li>Impact of oil revenue on the state</li> <li>Off-shore drilling                             <ul style="list-style-type: none"> <li>why drill in the ocean</li> <li>local impact</li> <li>what are the jobs and who holds them?</li> </ul> </li> <li>How oil is used                             <ul style="list-style-type: none"> <li>identify a variety of petroleum products and tell how made and used</li> </ul> </li> </ul> <p><b>CORPORATIONS (for profit)</b></p> <ul style="list-style-type: none"> <li>Make a classroom corporation</li> <li>Understand the difference between owners (shareholders) and beneficiaries of services</li> <li>Research issues at hand and offer their conclusions to the local corporation board</li> </ul> <p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>Form a school government</li> <li>Elect representatives</li> <li>Study Statehood                             <ul style="list-style-type: none"> <li>what did it mean</li> <li>interview people who remember Territorial days and contrast to today</li> </ul> </li> <li>Kids Vote</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>the Region's products (producers)</li> <li>consumers</li> </ul>	<p><b>EXXON VALDEZ OIL SPILL</b></p> <ul style="list-style-type: none"> <li>Impact of the oil spill on Region</li> <li>Clean-up issues</li> <li>Study law suits for damages</li> <li>Study current safety measures</li> <li>Development of Trustees Council                             <ul style="list-style-type: none"> <li>charge</li> <li>representation, who are members</li> <li>money in budget</li> <li>Public Advisory Committee</li> </ul> </li> <li>Land sales</li> </ul> <p><b>CORPORATIONS (regional and village)</b></p> <ul style="list-style-type: none"> <li>For profit and non-profit</li> <li>Why corporations were formed</li> <li>Interactions between corporations (ex. Chugachmiut working with CIRI, Southcentral Foundation, RurAL CAP)</li> </ul> <p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>Traditional and IRA Councils</li> <li>Tribal recognition</li> <li>Government services                             <ul style="list-style-type: none"> <li>health</li> <li>education</li> <li>ICWA</li> </ul> </li> <li>building consensus in the needs of the tribe</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>Study the jobs from production of the Region's resources</li> <li>Study the jobs from the consumption</li> <li>Study advertising as an important component of economics</li> <li>Local Jobs and Native hire issues which affect the local economy</li> </ul>	<p><b>DEVELOPERS VS CONSERVATIONISTS</b></p> <ul style="list-style-type: none"> <li>look at both sides of resource development, research one potential developmental issue, draw personal conclusions, then debate the issues.                             <ul style="list-style-type: none"> <li>study consensus and compromise</li> <li>develop listening and decision making skills</li> <li>develop analysis and debate skills</li> </ul> </li> </ul> <p><b>EVOS TRUSTEES</b></p> <ul style="list-style-type: none"> <li>Understand the scope of responsibility the Council has set for itself and identify the issues which will receive attention and funding; the human emotional and spiritual issues, subsistence issues and what is done for oiled communities</li> <li>Land purchase and corporate support read between the lines</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>Public Assistance issues, study what public assistance is and how many of the community's or Region's families depend on public assistance. Study welfare reform laws to find out their impact on people. Study corporate welfare, what is it, who gets it</li> <li>Study the changes introduced by TV, Internet, and pay to do. How have they changed the economics of the region.</li> <li>Find out what sustainable economics are and discuss the plans for a healthy economy in the local community and region.</li> <li>Study subsistence as a form of economy</li> </ul>

**CONTEMPORARY ISSUES IN NATIVE LIFE (page -2)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grade)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
		<b>RIGHTS AND RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>community service</li> <li>assist elders</li> </ul>	<b>LAWS/REGULATIONS</b> <ul style="list-style-type: none"> <li>Understand that life in Alaska is political and that participation is important. Learn how to get information on election issues. Learn to identify the people with authority and power in government and public life. Learn to address these people so that they will listen.</li> <li>Learn how laws are changed</li> <li>Study Youth Courts which are held various Alaskan communities, consider setting one up in own community</li> <li>Study the various juries which sit in Alaska, what do juries do, how are people selected for jury duty</li> <li>Study the Alaska Court System, find out about the percentage of Alaska Natives incarcerated, how is compare with other groups in Alaska, draw conclusions</li> </ul> <b>RIGHTS AND RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>Develop an understanding of what the right to Self Determination means to tribes and tribal members</li> <li>Census: study the census count that is completed by the US government each decade. Learn the various ways the census is used in this country. Find out how it impacts the local government and its ability to provide services. Find out how it impacts citizen's voice in government and legislation.</li> <li>Kids Vote</li> <li>Community service</li> </ul>	<b>GOVERNMENT</b> <ul style="list-style-type: none"> <li>Compacting and contracting between tribes and the federal government</li> <li>Understand what co-management agreements are and the resources, services and benefits they may cover. Understand the co-management agreements, which have been signed by local and regional governments.</li> <li>Boundary issues</li> <li>Define sovereignty and its meaning for tribal governments in Alaska. Study legislation and court findings which affect tribes in developing</li> <li>Study the court systems developed by various tribes in the United States. What do the courts do? What is the extent of their authority? Are there tribal courts in Alaska, how do they work, are they successful?</li> </ul> <b>LAWS AND REGULATIONS</b> <ul style="list-style-type: none"> <li>Study Local Option Laws, find out what they are and how set into place</li> </ul> <b>GOVERNMENT TO GOVERNMENT RELATIONSHIP</b> <ul style="list-style-type: none"> <li>Study the meaning of government to government relationships, find out how Alaska tribes are similar in relationship with the US government as other tribes</li> </ul> <b>RIGHTS AND RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>Register to vote</li> <li>Participate in Kids Vote and assist younger students consider choices</li> <li>Assessing medical services <ul style="list-style-type: none"> <li>identify services</li> <li>understand which services are covered by treaty rights</li> </ul> </li> <li>Understand Blood Quantum <ul style="list-style-type: none"> <li>what it means and how it is figured</li> <li>issues surrounding blood quantum</li> </ul> </li> </ul>



### Contemporary Issues In Native Life Resources for Teachers

### Resources for Students

## CONTEMPORARY ISSUES IN NATIVE LIFE LANGUAGE GOALS

67

## CULTURAL EXPRESSION

### Theme Definition:

Cultural Expression is more than the display of dance, attire, and other artistic displays. It is these things combined with their deeper symbolism and spirituality, which gives the Alutiiq people their unique identity and maintains peace and harmony with the natural surroundings.

### What Students Should Learn:

There is a great interest in reviving the past before it is lost to the future. People have come to realize that with the great changes brought to the area since the early 1700s many of the old ways are gone and can only be revived through careful study of old records. Cultural Expression will help students study questions of who we are, why do we dance, and meanings of a symbols. A variety of activities will be provided to learn not only dance, drumming, and ornamentation but to find out about why their ancestors participated in these activities. Other important facets of the culture, games, recreation, ceremonies, gatherings, celebrations, and the sharing of resources will be practiced and studied.

### Alaska Standards Related to Cultural Expression:

#### Geography:

- (B) 4) discuss how and why groups and individuals identify with places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features;
- (D) 1. know that the need for people to exchange goods, services, and ideas creates population centers, cultural interactions, and transportation and communication links;
- (F) A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

- 2) compare, contrast, and predict how places and regions change with time;

#### History:

- (A) 5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
- 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a

specific time and know how the cultural elements influence human interaction;

- 7) understand that history is dynamic and composed of key turning points;

(C) 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices and newspapers;

- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;
- 4) use historical perspective to solve problems, make decisions, and understand other traditions;

#### Arts:

- (A) 1. participate in dance, drama, music, visual arts, and create writing;

- 2. refine artistic skills and develop self-discipline through rehearsal, practice, and revision;

- (B) 1. recognize Alaska Native cultures and their arts;

- 3) recognize the role of tradition and ritual in the arts;

- 4) investigate the relationship among the arts and the individual, the society, and the environment;

- 5) recognize universal themes in the arts such as love, war, childhood, and community

- 6) recognize specific works of art created by artists from diverse backgrounds;

- 7) explore similarities and differences in the arts of world cultures;
- 8) respect differences in personal and cultural perspectives;

- (D) 1. make statements about the significance of the arts and beauty in the student's life;

- 2) discuss what makes an object or performance a work of art;

- 3) recognize that people tend to devalue what they do not understand;

#### World Languages

- (B) 1. learn the relationship between language and culture;

- 2) learn about and experience surface characteristics of the culture, including art, cuisine, dance, geography, history, music, and literature;

- 3) learn about and experience deep characteristics of the culture including folkways, mores, laws, traditions, customs, and patterns of behavior;

#### AFN Cultural Standards

- (A) A culturally knowledgeable student is well grounded in the cultural heritage and traditions of their community.

- 3) acquire and pass on the traditions of their community through oral and written history;

- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how the understand the world around them;

- (C) A culturally knowledgeable student is able to actively participate in various cultural environments.

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;

- 3) attain healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;

- 4) enter into and function effectively in a variety of cultural settings;

- (D) A culturally knowledgeable student is able to engage effectively in learning activities that are based on traditional ways of knowing and learning;

- 1) acquire in-depth cultural knowledge through active participation and meaningful interactions with Elders;

- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

- (E) A culturally knowledgeable student demonstrates an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

- 1) recognize and build upon the inter-relationship that exists among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;

- 5) recognize how and why cultures change over time;

- 6) anticipate changes that occur when different cultural systems come in contact with one another;

- 8) identify and appreciate who they are and their place in the world;



**CULTURAL EXPRESSION LEARNING GOALS (page 1)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
<p><b>SINGING DANCING AND DRUMMING</b></p> <ul style="list-style-type: none"> <li>learn traditional Alutiiq songs and why songs are important to us</li> <li>learn traditional dances and songs</li> <li>drumming and the sound of a drum is like a heart beat – relate to animals/ fast and slow/loud and soft</li> <li>hear different drums and their beats</li> </ul> <p><b>HOLIDAYS AND CELEBRATIONS</b></p> <ul style="list-style-type: none"> <li>learn about and appreciate the different holidays the Alutiiq people celebrate</li> <li>know what happens during Christmas</li> <li>know what happens during Easter</li> <li>know what happens during Thanksgiving</li> <li>participate in projects which are appropriate to the holiday</li> <li>participate in plays and dramatizations appropriate to the season</li> </ul> <p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>learn and enjoy participating in traditional games boys and girls played</li> <li>learn about and enjoy playing with traditional toys</li> <li>produce a toy and demonstrate its use</li> </ul> <p><b>STORIES AND STORYTELLING</b></p> <ul style="list-style-type: none"> <li>appreciate elders and the stories they have to tell</li> <li>learn about legends and what they mean</li> <li>practice and enjoy making up and retelling stories</li> <li>realize that many stories were appropriate to camping, develop a camp scene and enjoy telling stories there</li> </ul>	<p><b>SINGING DANCING &amp; DRUMMING</b></p> <ul style="list-style-type: none"> <li>learn and appreciate traditional Alutiiq songs and dances</li> <li>understand that dance has traditionally been important in the Region</li> <li>appreciate the elders as they teach how to make songs and dances</li> <li>learn Alutiiq language required for developing songs</li> <li>learn about masks and why they were worn during dance</li> <li>make and paint a mask</li> <li>learn about traditional instruments</li> <li>make and use a dance rattle of shells collected off the beach</li> </ul> <p><b>HOLIDAYS AND CELEBRATIONS</b></p> <ul style="list-style-type: none"> <li>understand that potlatches were traditional celebrations and know what they are like today</li> <li>find out how potlatches came about</li> <li>put on a potlatch for another class</li> <li>learn Alutiiq words for greetings at</li> <li>understand that the values of sharing, caring and respect were important to Native people of the Region and that potlatches often served as ways of showing these important values</li> </ul> <p><b>GAMES AND TOYS</b></p> <ul style="list-style-type: none"> <li>learn and enjoy toys which were used by boys and girls and why</li> <li>learn about NYO activities</li> <li>learn and demonstrate string games</li> </ul> <p><b>STORYTELLING</b></p> <ul style="list-style-type: none"> <li>appreciate and retell elder's stories</li> </ul> <p><b>TRADITIONAL DRESS</b></p> <ul style="list-style-type: none"> <li>understand that traditional clothing was made by hand of material of the Region</li> <li>make a traditional item of clothing</li> <li>make and use traditional puppets</li> </ul>	<p><b>SINGING DANCING &amp; DRUMMING</b></p> <ul style="list-style-type: none"> <li>learn and appreciate traditional Alutiiq songs and dances</li> <li>learn and appreciate songs and dances from other regions of the state</li> <li>understand the meaning behind traditional dances</li> <li>enjoy working with elders of the community to develop songs, dances descriptive of activities around us</li> <li>enjoy drumming</li> <li>learn to make and use a drum</li> </ul> <p><b>TRADITIONAL DRESS AND GEAR</b></p> <ul style="list-style-type: none"> <li>develop a deeper understanding of the meaning of masks for dancing</li> <li>research area masks and ceremonies</li> <li>make a mask and decorate a mask of clay</li> <li>understand the importance of other dance regalia, headdresses, belts, and head bands</li> <li>study dance dress of the area</li> <li>compare and contrast with traditional dress</li> <li>understand the history of beads and beading in the Region</li> <li>make necklaces and earrings in traditional colors</li> </ul> <p><b>CEREMONIES AND CELEBRATIONS</b></p> <ul style="list-style-type: none"> <li>learn about traditional Starring and Masking</li> <li>interview elders to find the importance of these celebrations</li> <li>interview people from different communities in the Region to find out how celebrations differ</li> <li>participate in both celebrations</li> </ul>	<p><b>SINGING DANCING &amp; DRUMMING</b></p> <ul style="list-style-type: none"> <li>understand that in some communities traditional dance has been lost as a community activity</li> <li>investigate to find out why people stopped dancing</li> <li>investigate and find out why dancing was revived</li> <li>study Alutiiq songs and dances from this and other Regions</li> <li>make Alutiiq drums decorate with traditional paints and materials</li> </ul> <p><b>TRADITIONAL DRESS AND GEAR</b></p> <ul style="list-style-type: none"> <li>understand the traditional belief that beauty was spiritually important and played an important role in successful hunting</li> <li>traditional dress and gear was decorated to attract and honor animals</li> <li>study traditional parkas that were worn in the region, the material used in construction and decoration</li> <li>compare and contrast the decoration and symbols found in traditional clothing and gear</li> <li>understand that masks were important in some of the traditional dance ceremonies</li> <li>learn decorative elements used in masks</li> <li>carve and decorate a mask using traditional materials and paints</li> <li>study masks from this Region and others</li> <li>appreciate traditional clothing made from natural materials</li> </ul>	<p><b>SINGING DANCING &amp; DRUMMING</b></p> <ul style="list-style-type: none"> <li>appreciate the music and dance of other Alaska Native cultures</li> <li>study other related cultures and draw conclusions about the differences and similarities in the form and purpose of dance</li> <li>learn songs and dances from other cultures</li> </ul> <p><b>TRADITIONAL RELIGION</b></p> <ul style="list-style-type: none"> <li>understand that the people of the Region had a viable belief system which provided spiritual and moral guidance</li> <li>understand who and what shaman were</li> <li>understand that great change was wrought by Russians following contact</li> <li>research journals of Russian era priests to gain an understanding of their views toward and feeling about the Native people</li> <li>understand that while much of the traditional spiritual system was lost to conversion to Russian Orthodoxy, there were changes in the Russian Orthodox system of services and celebrations which reflect traditional Alutiiq beliefs</li> <li>study the Russian Orthodox church as practiced in the local community</li> <li>compare it with the Church practiced in Russia and other Orthodox countries</li> </ul>

**CULTURAL EXPRESSION LEARNING GOALS (page 2)**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)
		<p><b>TRADITIONAL GAMES</b></p> <ul style="list-style-type: none"> <li>participate in and enjoy Native Youth Olympic traditional activities                             <ul style="list-style-type: none"> <li>develop skill in the events</li> <li>have athletes from the high school put on a workshop to help develop skills, good sportsmanship and an understanding of the need for safe participation</li> <li>learn the history of each event</li> </ul> </li> </ul> <p><b>STORIES AND LEGENDS</b></p> <ul style="list-style-type: none"> <li>participate in and enjoy traditional stories from the region                             <ul style="list-style-type: none"> <li>collect and publish stories from the Region</li> <li>research and tell about mythological characters</li> </ul> </li> <li>understand that words have power                             <ul style="list-style-type: none"> <li>good listening and speaking skills are necessary to make storytelling enjoyable for all participants</li> <li>begin a study of traditional oratory</li> </ul> </li> </ul> <p><b>STEAMBATHS</b></p> <ul style="list-style-type: none"> <li>understand that steambaths are a traditional means of bathing                             <ul style="list-style-type: none"> <li>learn about of the history and technology of steambaths</li> <li>learn an Alutiiq steambath song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>understand the time and knowledge required move from raw material to finished product                             <ul style="list-style-type: none"> <li>learn skin sewing stitches and beading techniques and make seal skin slippers</li> <li>make a belt of leather and beads to represent the traditional colors</li> </ul> </li> </ul> <p><b>BODY ORNAMENTATION</b></p> <ul style="list-style-type: none"> <li>understand the traditional belief that beauty was spiritually important and played an important role in successful hunting                             <ul style="list-style-type: none"> <li>learn about the processes of body piercing, tattooing, and labrets</li> <li>compare and contrast Alutiiq tattoos, piercings and labrets with those of other Alaska Native Groups</li> </ul> </li> </ul> <p><b>TRADITIONAL RELIGION</b></p> <ul style="list-style-type: none"> <li>understand that the people of the Region had a viable belief system which provided spiritual and moral guidance</li> <li>learn about the cycle of ceremonies which took place in the Region                             <ul style="list-style-type: none"> <li>understand that masked dances were an important part of the traditional belief system</li> <li>research and learn about traditional religious ceremonies</li> </ul> </li> <li>understand that contact with Russians, Americans and other Christian peoples brought great regional religious change                             <ul style="list-style-type: none"> <li>research the Russian Orthodox church in this and other regions of the state</li> </ul> </li> </ul> <p><b>TRADITIONAL GAMES</b></p> <ul style="list-style-type: none"> <li>understand that the purpose of many traditional games and activities was to develop skill and endurance for hunting and other adult activities in an enjoyable way                             <ul style="list-style-type: none"> <li>practice and participate in games</li> </ul> </li> </ul>	<p><b>TRADITIONAL DRESS AND GEAR</b></p> <ul style="list-style-type: none"> <li>understand that it was often believed that beautiful well maintained clothing, hunting equipment were appealing to the spirits of animals and that they would in turn allow themselves to be caught by a well dressed hunter with beautifully decorated gear                             <ul style="list-style-type: none"> <li>learn about bentwood hunting visors, spruce root hats and other helmets made and worn by Alutiiq hunters</li> </ul> </li> <li>identify designs and design elements which were frequently repeated                             <ul style="list-style-type: none"> <li>learn about bentwood bowls and boxes made and used by the people of the Region</li> </ul> </li> <li>identify designs and design elements which were frequently repeated                             <ul style="list-style-type: none"> <li>seek the origins of the designs by comparing and contrasting with other cultures</li> <li>make a bentwood box or visor</li> </ul> </li> </ul> <p><b>CONTEMPORARY NATIVE ARTS</b></p> <ul style="list-style-type: none"> <li>understand that a culture's history and tradition is portrayed through art and decorative elements on a variety of implements</li> <li>understand that art and art forms evolve over time and that they may retain many of their original designs</li> <li>actively participate in a variety of art activities                             <ul style="list-style-type: none"> <li>identify and appreciate contemporary Native arts</li> <li>learn about contemporary Native artists and their art forms</li> </ul> </li> </ul>

# CULTURAL EXPRESSION Resources for Teachers

Mishler, Craig: Aurcaq: An Alutiiq Men's Dart Game, Journal of American Folk Lore, No. 436, Spring 1997

Ray, Dorothy Jean, the Traditional Arts. In Aleut and Eskimo Art, University of Washington Press, Seattle 1981

Kelly, Joe and Larry Matfay, Alutiiq Games and Rules, Alutiiq Museum, Kodiak

Varjola, Pirjo, The Etholen Collection. National Board of Antiquities, Helsinki 1990

Black, Lydia T: The Art of Women, In Aleut Art: Unagam Aguqaadangin, Unangan of the Aleutian Archipelago, APIA, Inc, Anchorage, 1984

Fitzhugh, William and Aron Crowel ed: Prehistory of Alaska's Pacific Coast, Crossroads of Continents: cultures of Siberia and Alaska, Smithsonian, Washington DC

Postcontact Koniag Ceremonialism on Kodiak Island and the Alaska Peninsula: Evidence from the Fisher Collection. Arctic Anthropology

Desson, Dominique, Masked Rituals of the Kodiak Archipelago, PhC Dissertation, UAF

Dmytryshyn, Basil, EAP Crownhart-Vaughan, and Thomas Vaughan Russian Penetration of the North Pacific Ocean: A Documentary Record 1700-1797, Oregon Historical Press, 1988

Gideon, Hiermok, The Round the World Voyage of Hiermonk Gideon, 1803-1809. Translated by Lydia Black, edited by Richard Pierce, Limestone press, Kingston, Ontario, 1989

Holm, William Art and Culutre Change at the Tlingit-Eskimo Border. Crossroads of Continents

Jordon, Richard: Qasqiluteng: Feasting and Ceremonialism among the Traditional Koniag of Kodiak Island, Alaska. Anthropology of the North pacific Rim, 1994

Merck, Carl Heinrich: Siberian and Northwestern America 1788-1792: The Journal of Carl Heinrich Merck, introduction by Richard Pierce and translated by Rritz Jaensch. The Limestone Press 1980



**CULTURAL EXPRESSION LANGUAGE GOALS**

Level – 1 (preschool – kindergarten)	Level – 2 (first to third grades)	Level – 3 (fourth to sixth grades)	Level – 4 (seventh to ninth grades)	Level – 5 (tenth to twelfth grades)