

Unit 2: Alaska's People

Essential Question: What is culture? How does where we live impact how we live?

Learning Targets (SWBAT):

- Compare and contrast the cultures of Alaska Native groups
- Explain how younger generations maintain their traditional culture while adapting to modern lifestyles
- Describe the importance of oral storytelling as a means to pass on traditional beliefs
- Describe the current demographics of Anchorage and compare/contrast to Alaska and the United States

Relevant Standards

AH. PPE 1: compare & contrast geographic regions of AK

AH. PPE 2: Use texts to analyze the similarities/differences in the cultural attributes, movement, interactions, and settlement of AK Native peoples

AH. PPE 3: Use texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups, and local, regional, state, international organizations

AH. ICGP 1: Identify and summarize the structures, functions, and transformation of various attributes of traditional AK Native governance

Lesson Outlines:

1. Culture Notes: What is culture? How do you study it?
Cultural archetypes; *A Day in Our Bay*
2. Reading: Alaska's Prehistoric and Protohistoric Past
3. Alaska Native Jigsaw Readings
4. Alaska Native Storytelling (*Never Alone*)
5. Case Studies: *Children of the Arctic*,
 - a. Look for cultural archetypes, Branches/Roots
 - b. *NYO, AFN*: Examine how groups try to keep their traditions alive
6. Immigration to Alaska and Alaska Demographics
7. Summative Assessment: My Cultural Tree

Lesson 1: Culture Notes

LT: Define culture and identify cultural archetypes for AK Native groups

Materials: Student Note-books

Lesson Outline:

1. PPT notes on Culture
 - a. Key Vocabulary: Culture, Cultural Archetypes, Stereotypes
 - b. Tips for Note-Taking
 - c. Cultural Tree: Branches are what we see, Roots are what actually gives the culture substance
2. Give students a copy of the Culture tree as a rough draft and have them identify their own culture
3. *Culturally Responsive Teaching and the Brain* (pg. 24)
 - a. Branches: Observable (Food, Fashion, Festivals, Beliefs)
 - b. Roots: Unspoken rules/norms (communication, spirituality, world view, decision making, notions of fairness, etc.)
4. [*A Day in Our Bay*](#) case study
 - a. Play the clip and have students identify elements of culture that would fit on the branches and the roots

Lesson 2: Prehistory of Alaska Native People

LT: Summarize the prehistoric migration of AK Natives and begin compare/contrast of AK Native cultures

Materials: Chapter 2-1: Alaska's Prehistoric and Protohistoric Past

Lesson Outline:

1. Key Vocabulary in note-book: History, Prehistory
2. Guided Reading: Chapter 2-1

Lesson 3: Native People of Alaska: Cultural jigsaws (3 days)

LT: Compare/contrast cultures of AK Native indigenous groups

Materials: Alaska Native Cultures Reading; Investigation Sheet; Chromebooks (Adobe Spark?)

Lesson Outline:

1. Assign Native Groups and Research time
 - a. Students will be assigned a native group based on the region they used for the Wilderness Survival project→ Explain to students to identify how the land impacted the lifestyle of the Native group
 - b. Students can begin research on the “branches” including Food, Fashion, Festivals, etc. but must also try to explore the roots (communication, belief systems, respect of elders, etc.)
 - c. Resource: <http://ankn.uaf.edu/ANCR/aleut.html>
2. Presentation: Students will use Adobe Spark to either create a poster (no video or website yet, save those for end of semester project)

Lesson 4: Alaska Native Storytelling (2 days)

LT: Describe the importance of oral storytelling as a means to pass on traditional beliefs

Materials: Cultural Stories

Lesson Outline:

1. Students will choose a story to read and will then analyze the cultural elements within the story
2. *Never Alone*-Introduce students to the website where they can learn about the video game and watch videos related to the culture

Lesson 5: *Children of the Arctic*

LT: Compare/contrast Native cultures and identify how younger generations maintain their culture while adapting to modern lifestyles

Materials: *Youtube: Children of the Arctic*

Lesson Outline:

1. Play *Children of the Arctic*
2. Have students identify elements of their traditional culture and elements of a more “modern” culture

Lesson 6: *Alaska Today: Modern Demographics*

LT: Describe the current demographics of Anchorage and compare to Alaska and the US

Materials: Immigration Passport and demographics sheet

Lesson Outline:

1. *The Alien Has Landed* quick write
2. Key Vocabulary: Demographics
3. Demographics Graphing: Class, Bartlett, Anchorage, AK, USA
4. Immigration Passport

Lesson 7: Summative Project *My Cultural Tree*

LT: Students will create a cultural tree to identify cultural archetypes across Alaska's population

Materials: *My Cultural Tree*

Lesson Outline:

1. Students will create a poster of their culture identifying the following themes:
 - a. "Branches": Food, Fashion, Festivals
 - b. "Roots": Communication, Religion, relationship with elders, relationship with the land, etc.