

ALASKA: LANDFORMS, TLINGIT CULTURE, AND SALMON
A TWO WEEK SCHOOL WIDE STUDY OF ALASKA CULMINATING IN A COMMUNITY POTLATCH CELEBRATION.
K-8 CROSS-CURRICULAR
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SETTING

<p>Where/When does this unit fit into your larger curriculum map? The unit will take place in October and November during our annual community wide cultural exploration.</p>
<p>What skills and knowledge will students need <i>before</i> beginning this unit? Students will need to know the difference between state, country, and continent. Students will need to know the different aspects that make up a culture.</p>
<p>What are the unit goals? Students will experience an in-depth exploration into our 49th state, Alaska, and the Tlingit Culture specifically, and will create projects which will demonstrate new learning in these areas.</p>
<p>What is the timeframe? 2 weeks: Last week in October through first week in November, with an extended period for long-term projects.</p>

UNIT SCAFFOLD

<p>Enduring Understanding(s): This unit is grounded in what big idea(s)? Knowledge of Other Cultures</p>
<p>Essential Questions: What questions frame this unit and guide student inquiry? What are the landforms of Alaska? What are some of the distinguishing characteristics of the Tlingit Culture? How do Vermont landlocked salmon compare to wild Alaskan salmon?</p>

STUDENT LEARNING OBJECTIVES

<p>Describe the landforms of Alaska and create a relief map. Compare the life cycles of wild Alaskan salmon and Vermont landlocked salmon. Create a model of traditional Tlingit village demonstrating cultural knowledge. Interpret the symbols of a totem and create a memorial totem for our own school.</p>
<p>Our students will demonstrate research, design, mapping, comparing, observation, and presentation skills.</p>
<p>What performance standards are addressed? Students will interpret geography by creating effective geographic representations. Students identify reproduction concepts: Details of a life cycle vary for different organisms. Students examine how different societies address issues of interdependence.</p>

EVIDENCE OF LEARNING: How will student learning objectives be measured?
Additional tables can be added by using “cut and paste” functions.

Assessment / Performance Task/Project	Learning Objectives
K,1,2 classes will create a salt dough relief map of Alaska modeling mountains, glaciers, oceans, lakes, and rivers.	Knowledge: Recognize Alaskan landforms.
	Skill: Mapping skills and salt dough construction.
Materials per Class: Topographical maps of Alaska. Salt, flour, cream of tartar, paint, plywood base.	
Materials per Student: Portions of salt dough.	
Differentiation Strategy: Some students will produce fine details, and some will manipulate larger areas of the map.	

Assessment / Performance Task/Project	Learning Objectives
Grades 3 and 4 will construct a model of a traditional Tlingit village representing the major cultural traits and environment of the community. Assessment through checklists and rubrics.	Knowledge: Students will identify the homes, clothing, food, art, transportation, tools, and environment of the Tlingit culture.

	Skill: Research, note-taking, writing, designing and construction skills.
Materials per Class: Reference books and artifacts, railroad board bases, model magic, popsicle sticks, material scraps, tagboard, raffia, glue, hot glue gun, and paint.	
Materials per Student: Students choose from the above list.	
Differentiation Strategy: Partner students of differing abilities.	

Assessment / Performance Task/Project	Learning Objectives
Sequence salmon life cycle pictures. Grades 3 and 4 will place the various stages of the two salmon life cycles in the correct order, and then compare the life cycles of wild Alaskan salmon with that of Vermont landlocked salmon. Students compare their sequence with other students in small groups.	Knowledge: Through sequencing activities, students will learn about the natural changes that take place in the life cycles of wild Alaskan salmon and Vermont landlocked salmon, and compare the two cycles. There are distinct differences in appearance and habitat at different stages. Skill: Gain understanding through reading and observing illustrations.
Materials per Class: Salmon life cycle pictures and written descriptions for each salmon type.	
Materials per Student: One of the above for each student.	
Differentiation Strategy: Pair students with varying reading abilities.	

Assessment / Performance Task/Project	Learning Objectives
Grades 5-8 will design and create a memorial totem pole.	Knowledge: Students will gain knowledge in the reasons for creating totem poles, and will experience the process of designing and carving a totem pole. Skill: Research about totems, carving and painting skills.
Materials per Class: Research books, Log, carving tools, sandpaper, paint	
Materials per Student: Students will share materials	
Differentiation Strategy: Students will gain knowledge in each part of the project, and have	

some choice in amount of time spent in area of greatest interest.

LEARNING PLAN: Outline the teaching and learning plan, describing learning experiences that support students in reaching unit goals. Learning plan should be guided by the unit's "big idea" and essential questions, and give context for the performance tasks.

Each year our school researches a culture somewhere in the world, researches it in a variety of ways, and holds a school/community event to show what we have learned. This year we will be studying the Tlingit culture of Southeast Alaska. The youngest students will work on mapping and geography skills and create a relief map depicting the landforms of Alaska. The 3-4 class will focus on the life cycle of the salmon and create a diorama of a Tlingit village. The 5-8 class will design and create a memorial totem pole for our school, in honor of a former teacher.

MATERIALS AND RESOURCES

Photos and artifacts from our trip.
Community member to demonstrate chainsaw carving.
Museum Art Photographs

REFERENCES

- The Tlingit**, Wallace M. Olson, Heritage Research, Auke Bay, AK, 2004
Tlingit Indians, Suzanne M. Williams, Heinmann Library, Chicago, IL, 2003
Northwest Native Arts: Basic Forms, Roberst E. Stanley, Sr., Hancock House, Surrey, BC, Canada, 2002
Sea and Cedar, Lois McConkey, Firefly Books, Buffalo, NY, 1973
History of Alaska Land, People, and Events, John Hinde Curteich, 2002
If You Lived With the Indians of the Northwest Coast, Anne Kamma, Scholastic, Inc., Broadway, NY, 2002