

Elder Quote/Belief:



“We need to teach these things to younger kids while they are in school so that this information is not lost, we are getting old and we won’t be here forever.”

-Robert “Chung” Vlasoff,
Tatitlek

Grade Level: 6-8

Overview:

The earliest known origin about the Chugach people and the region was documented by the European explorer, Vitus Bering, who came to Kayak Island, Alaska in 1741. In reality, the Chugach people have inhabited the region since the last ice age 10,000 years ago, at that time the glaciers were receding and exposing land, known today as Prince William Sound. During the time period of first contact between the Chugach people and the Russians explorers, the Chugach people were still living the nomadic life of living off of the land and living the traditional lifestyle.

During the time period of Russian Explorers first contact and over the next hundreds of years, the Chugach people endured a harsh lifestyle by being forced into slavery to hunt of sea otters for their furs. During this time the Chugach people were strongly influenced and adapted to the Russian culture and heritage and embraced the Russian Orthodox religion.

Many years later when Alaska was purchased by the United States, the Chugach people again had to adapt to a new lifestyle. Much has happened over these hundreds of years to the ancestral Chugach people. In this activity lesson, the students will delve into the history, origins and ancestry of the Chugach Region and its people.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
A (1) Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member.	G (1) Develop an understanding that the historical perspective of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.	Geography G(1) A student should learn the name of places in Sugt'stun and the history of the places of their region.

Lesson Goal:

The students will learn the history and the origins of the Chugach people and the historic events that shaped the Chugach region and its communities.

Lesson Objective(s): Students will:

- Learn the traditional history and events that shaped the Chugach Region
- Learn the culture of the Chugach ancestors
- Learn the Sugt'stun/Eyak vocabulary words

Vocabulary Words:

Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Story		Quliyanguaq	wAXah
Glacier		nitniqluku	La'
village		Nunaka	iiyaaGdaad
Long ago		Qangin	
People used to be like that long ago		Qangin sug'et tawaten ellaumalriit	
In the past, at first		Cuumi	
In the distant past		Cuuliyami	
Ancestors		Cuuliyalleq	qaadALyAXyiinhinuu

Materials/Resources Needed:

Note book, pen or pencil
Laptop or iPad

Books: (Hyperlinks to some of the books/documents available on website)

In kit:

- *Chenega Diaries*
- *Crossroads of the Continent*
- *Making History*
- *Conversational Alutiiq Dictionary* (in kit, and possibly located in local tribal office library)

Located on Chugachmiut Cultural Heritage website:

- [*Chugach Eskimo*](#)
- [*Old Beliefs*](#)
- [*Nupuget*](#)
- [*Alexandrovsk – English Bay in its Traditional Way Vol. 1, 2, 3*](#)
- [*Fireweed – Life and Times in Port Graham Vol. 1, 2, 3, 4*](#)
- [*Kenai Peninsula Alutiiq Place names*](#)
- [*Dictionary of Alaska Place Names*](#)
- [*Chugach Place Name Gazetteer*](#)

Teacher Preparation:

- Invite an Elder/ Recognized Expert who can share stories on history of the Chugach Region
- Review the way we respect guests in classroom with student prior to visit
- Gather supplies needed for lesson
- Download map from Google Maps and enlarge (one for each student)
- Preview the books/documents and mark pages of stories related to the timeline of origin.
- Display books and documents and write down the Chugachmiut Heritage website on whiteboard for students to review for additional resources:
 - <http://chugachheritageak.org/heritage-kit-curriculum-lessons/traditional-place-names>
 - <http://chugachheritageak.org/resources>

Opening:

How many of you know about any traditional stories about how the Chugach Region communities became established? Who were the first peoples that resided here? How long ago? What about any historical events that had impacts on our communities? The earliest known origin about the Chugach people and the region was documented by the European explorer, Vitus Bering, who first came to Kayak Island in 1741. The Chugach people have inhabited the region since the last ice age 10,000 years ago when the glaciers were still receding and exposing the Prince William Sound. The people lived a traditional nomadic lifestyle, living off of the land and water.

For this lesson, we will be researching traditional historic events and stories regarding the origins of the Chugach Region. Please take notes, search for videos, stories, historical documentation that will help you to create a map with a timeline of historical events about origins of the Chugach Region.

Activities:

Class I:

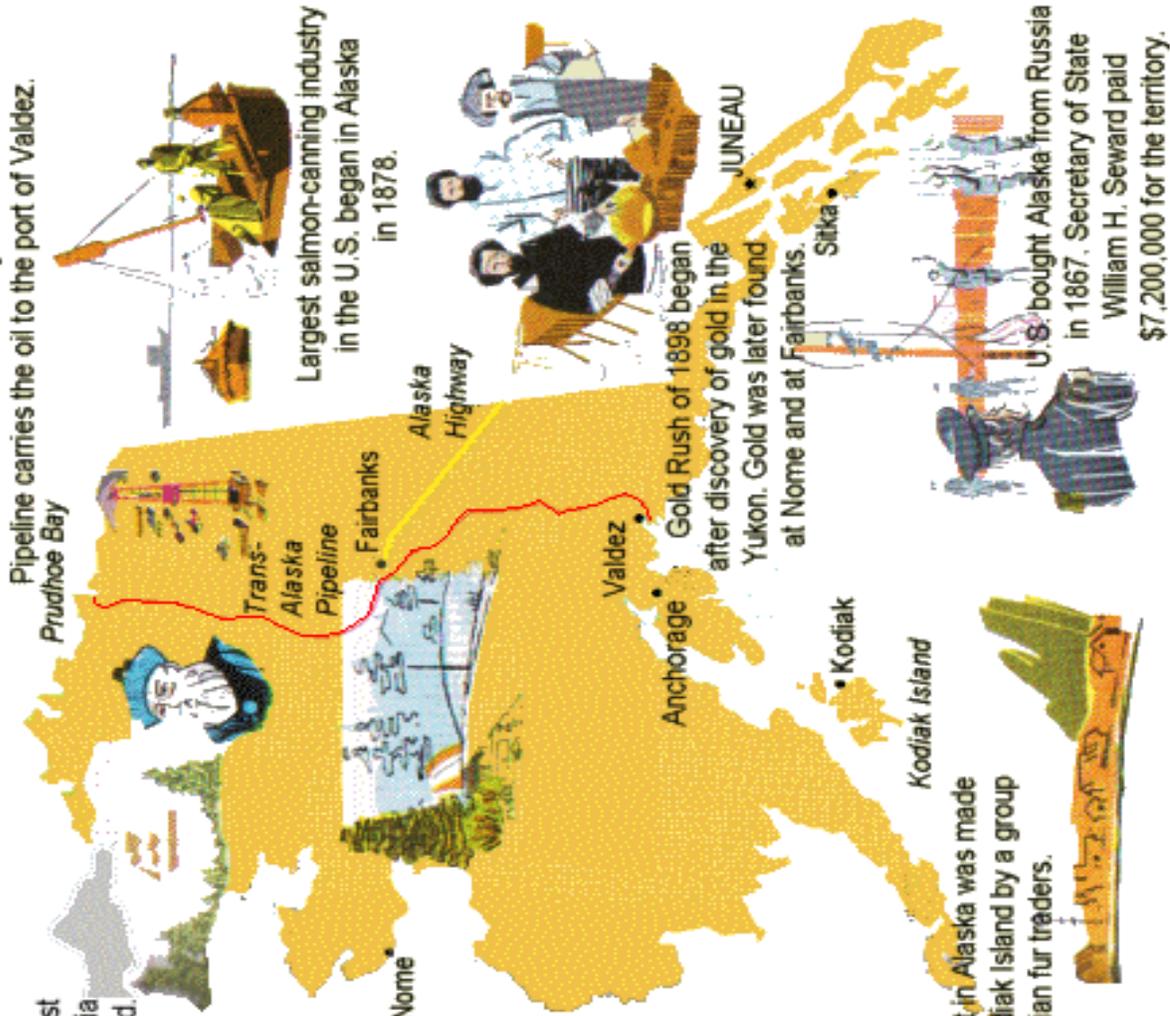
1. Introduce the Elder or Recognized Expert to share their expertise/stories regarding the history and origin of Chugach Region and its people
2. Suggest a couple of students to videotape the Elder/Recognized Expert who is sharing their TEK and stories. These videotapes can be incorporated in final project.
3. Allow time for the students to ask questions regarding stories the guest has heard regarding the establishments of various communities.

4. Show students the example (attached below) of what a ‘Timeline Map’ looks like and explain they will be creating one similar but their timeline map will focus on the traditional history of the Chugach Region.
 5. Ask the students to research for stories on the history of the culture of the Chugach people and take extensive notes to use on their final project. Show the books, websites listed and Chugachmiut Cultural Heritage website’s resource page as some resources available.
 6. Hand out the google maps of region to each student.
- OR–**
7. If desired, the students can also look on Google Maps/ Google Earth.
 - a. Take a screen shot.
 - b. Open it up in Paint.
 - c. Mark locations with pin points.
 - d. Insert text boxes and write in the historical event for timeline.
 8. Allow time for the students to create a map of the Chugach Region.
 9. The students will start the activity by researching historic events by looking and reading through the books that are provided and the students will take notes about the earliest documentation found about the Chugach People. Hyperlinks of some resources below:
 - [*Chugach Eskimo*](#)
 - [*Old Beliefs*](#)
 - [*Alexandrovsk – English Bay in its Traditional Way Vol. 1, 2, 3*](#)
 - [*Fireweed – Life and Times in Port Graham Vol. 1, 2, 3, 4*](#)
 - <http://chugachheritageak.org/heritage-kit-curriculum-lessons/traditional-place-names>
 - <http://chugachheritageak.org/resources>
 10. Allow the students to research websites online for more information on history of the Chugach Region.
 11. Suggest that students should find historic pictures to include on their map display and help describe the historic events.
 12. Remind students they need to include Sugt’stun/Eyak words to their maps. *Extra credit for traditional place names used.*
 13. **OPTIONAL:** Students can find an Elder/Recognized Expert in the community who can share a traditional story regarding the origins of the Chugach Region and incorporate video clip during their presentations.
 14. When finished, ask students to present their timeline maps to class and then display for others to see.

Assessment:

- The students can describe specific traditional historic events that helped shaped the Chugach Region.
- Students can explain their research project on finding historic information regarding the Chugach Region, people, heritage and their culture
- Students successfully implemented the use of Sugt’stun/Eyak vocabulary words and/or traditional place names on their timeline map.

Large deposits of oil and natural gas were discovered in 1968 in the area of Prudhoe Bay. The Trans-Alaska Pipeline carries the oil to the port of Valdez.



Captain Vitus Bering, of the Russian Navy, first sighted Alaska in 1741. He proved that Asia and North America were not connected.

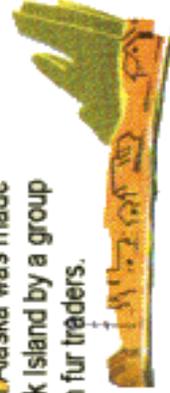


Alaska joined the Union in 1959 as the 49th state. After Congress approved statehood in 1958, Alaskans dyed the Chena River at Fairbanks gold, and flew a 50-foot gold star over the city. Huge bonfires were lit in other cities.



Japanese troops invaded Agattu, Attu, and Kiska in 1942, the only parts of North America they occupied during World War II.

First settlement in Alaska was made in 1784 on Kodiak Island by a group of Russian fur traders.



Largest salmon-canning industry in the U.S. began in Alaska in 1878.



Gold Rush of 1898 began after discovery of gold in the Yukon. Gold was later found at Nome and at Fairbanks.



U.S. bought Alaska from Russia in 1867. Secretary of State William H. Seward paid \$7,200,000 for the territory.

