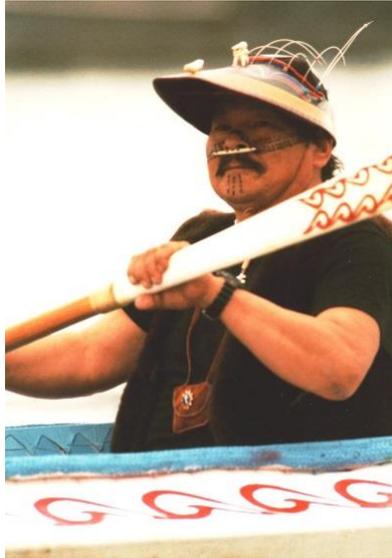


TRADITIONAL PLACE NAMES: MIGRATION AND SETTLEMENTS TIMELINE GR: 3-5 (3 LESSONS)

Elder Quote/Belief:



When resources became limited, people moved on. They took all of their camp out. Then they would go back when resources returned. Villages didn't exist, there were seasonal camps. They always traveled, from fall to spring. That's what is happening here, we're not moving."
 -Nick Tanape Sr., Elder, Nanwalek, 2004
Imam Cimiucia- Our Changing Sea, Pg. 40

Grade Level: 3-5

Overview:

Many years ago, the Chugach Region people traveled throughout Prince William Sound and Lower Cook Inlet by qayaq, anyaq, dugout canoe or walking through mountain passes. A nomadic life was vital to their survival during this time, traveling to new land abundant in wildlife helped them survive year round. As the Chugach people began to move throughout the region, the villages began to form, creating tribal territories.

When the Russian explorers arrived in the 1700's they forced the Chugach people into slavery and made them hunt sea otters for the pelts. The sea otters' fur was a high-demand commodity in Russia and were over hunted and almost wiped out. The Russians forced the native people to assimilate to Russian culture and customs; over time the Chugach people adopted a mixed culture of traditional and Russian.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
A (3) Acquire and pass on the traditions of their community through oral and written history.	F (1) Develop an understanding of the interrelationships among individuals, cultures, societies, science and technology.	Geography G (3) Students should have knowledge of geographic land marks, safe shelters, and resource maps in their areas: Hunting sites, gathering sites, fishing locations, trapping sites.

Lesson Goal: The students will learn about the migration of the Chugach people, how they established themselves in communities throughout Prince William Sound and the Lower Cook Inlet and create a timeline.

Lesson Objective(s): Students will:

- Learn of the eight prehistoric villages in the Chugach Region
- Learn what tribes inhabited the Chugach region and their boundaries
- Learn the traditional names for the seven communities in the Chugach Region

Vocabulary Words: Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Chenega		Caniqaq	
Tatitlek		Taatiillaaq	
Seward		Qutalleq	
Valdez		Suacit	
Port Graham		Paluwik	
Nanwalek		Nanwalek	
Cordova		Arwartuliq or Katuwaq	

Materials/Resources Needed:

- An Elder or Recognized Expert to share TEK on historical stories of origin and changes throughout time.
- Map of tribal territories for the Chugach people
- Map of the Chugach Region
- Sticky Notes
- Presentation paper
- Writing instruments
- Scissors
- Glue
- Pictures available to cut out and paste to timeline

Books:

- *Chugach Legends, Pgs. 16-17*
- *Chugach Eskimo, Pg. 20*
- *Alexandrovsk – English Bay in its Traditional Way Vol. 1, 2, 3*
- *Fireweed – Life and Times in Port Graham Vol. 1, 2, 3*
- *Chenega Diaries*
- *Conversational Alutiiq Dictionary*

Teacher Preparation:

- Invite an Elder or Recognized Expert to share TEK with students
- Review ways to be respectful with students when guest visits.
- Locate the maps of the Chugach Region and of the tribal territories.

- Review the stories from the book *Chugach Legends*
 - Page 16 “Chugach Migration”
 - Page 17 “How Different Villages Started in Prince William Sound”
- Review in *Chugach Eskimo*, Pgs. 18-22 regarding “Territory and Tribes”
 - Page 135 “How the Different Village Started in Prince William Sound”

Websites:

- Simeon Kvasnikoff Elder Interview on Jukebox Website:
 - <http://jukebox.uaf.edu/NanPG/prtgrham/html/23507.html>

Opening:

Today, we will discuss how the ancestral Chugach people traveled throughout Prince William Sound and Lower Cook Inlet. We will create a timeline of historic events that helped to shape the region to what it is today. We will research and plot information starting from first known establishments, first contact with Russian explorers to this present time and day.

An example using Kachemak Bay area...

Before Alaska was purchased by the United States the Russian Priests and fur traders occupying the area on the Lower Cook Inlet convinced some of the natives to move from their villages of Yalik, Aiyalik, Nuka, Windy and Rocky Bay, Port Chatham and nearby Seward villages and relocate to Alexandrovsk, which is now the present village of Nanwalek.

Port Chatham, a once thriving community with an active cannery, became abandoned when the cannery shut down. Residents moved to or seasoned in Port Graham and Nanwalek because of their proximity to Port Chatham. When the cannery shut down, the people of Port Chatham would leave in the summer to work in Port Graham at the cannery. Over the years Port Graham and Nanwalek could provide year-round jobs hence these communities still exist today.

Activities:

Class I:

1. Have Chugach Region maps available to see when pointing out certain original establishments, migration routes, etc.
2. Introduce the Elder if available. Ask students to take notes as they listen and allow time for any questions the students may have. If Elder unavailable, listen to Simeon Kvasnikoff’s Elder Interview on Jukebox.
3. Read the stories from either *Chugach Eskimo* or *Chugach Legends* regarding “Chugach Migration”, “Tribes and Territories” and “How Different Villages started in Prince William Sound” out loud.
4. Explain what a timeline is and how the timeline created for the lesson will be specifically of the Chugach Region and should include the area their community is located. Show an example.
5. Allow students to work in groups or individually to create the timeline. Create the groups.
6. Assign the students to conduct research for historical information on Chugach origins, tribal territories, villages established, migration, significant events and present day communities.
7. Remind students they will need to take extensive notes of the event and year it took place on a sticky note, adding them to the presentation paper and rearranging until they all fit.
8. Suggest strongly that students add pictures to the timeline by downloading photos or cutting and pasting from approved and available materials or drawing them.

9. OPTIONAL: Include an interview of an Elder or Recognized Expert with their TEK of an event that can be added to timeline.
10. The timeline should start from the beginning before any contact, first contact with Russian explorers and priests, events, etc.
 - Questions students need to answer **and include** on the timeline:
 - a) What events happened that changed the way of life for the Chugach people?
 - b) What events had a significant impact on the life and culture of the Chugach people?
 - c) Were there worldwide or nationwide events that affected the Chugach Region and the people within it?
 - d) How many villages/communities are presently in existence?
 - e) How many villages/communities are no longer in existence? Why?
 - f) What were the traditional place names if they are different today? What is the meaning of the traditional place name?

Class II:

1. Allow time for students to conduct research and create their timelines.

Class III:

1. Display timelines in the classroom.
2. Student presentations of their timelines in class.

Assessment:

- The students successfully researched the ancestry/origins of the Chugach people, migration, important events to correctly create a historical timeline of the Chugach Region communities and people.
- The students can explain their findings of historic changes throughout the Chugach Region.
- The students can give the traditional place names of original and present day communities studied.

