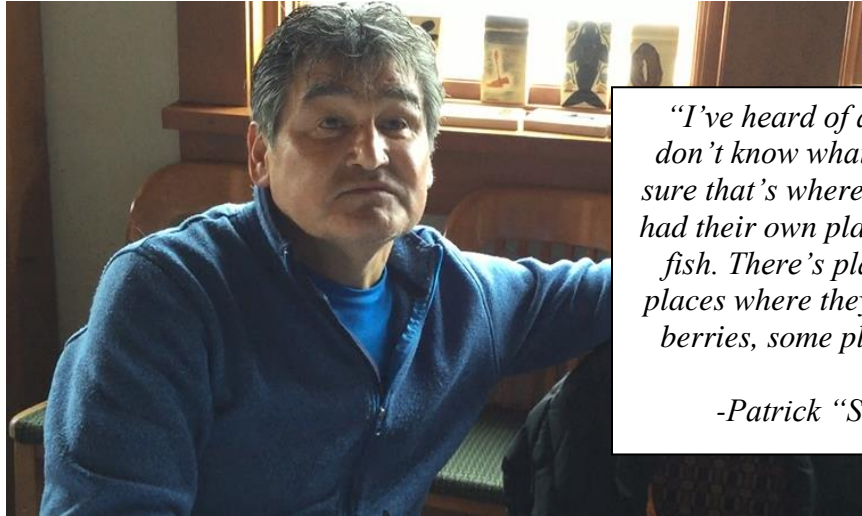


TRADITIONAL PLACE NAMES: MY COMMUNITY GR: 9-12 (3 LESSONS)

Elder Quote/Belief:



“I’ve heard of a place called Nanwaiks, I don’t know what that means, but I’m pretty sure that’s where they would go. Each family had their own place where they would go and fish. There’s places out there named after places where they would do stuff like picking berries, some place where they would seal hunt.”

-Patrick “Swen” Selanoff, Valdez

Grade Level: 9-12

Overview:

Traditional place names, in and around the community, were used to describe areas where ancestors would gather traditional foods or medicinal plants, a safe resting spot for travelers, landmarks to help determine paths for boating and walking. Traditional place name can also tell about a past event that happened. The Elders guiding the development of this heritage kit stressed the importance for the students to know these traditional place names to remember the heritage and culture of the Chugach Region people.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D 4: Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance	Geography A.1.2. 1.) Use maps and globes to locate places and regions. 2.) Make maps and graphs	Geography G 1: A student should learn the name of places in Sugt’s tun and the history of the places of their region.

Lesson Goal:

Students will research and conduct Elder interviews to gather the Elders traditional ecological knowledge (TEK) regarding traditional place names and stories within and surrounding the communities in the Chugach region.

Lesson Objective(s): Students will:

- Research traditional place names in and surrounding their community.
- Interview Elders to gather the TEK on traditional place names and stories of locations around the community.
- Create a final project that is a compilation of information found regarding traditional place names and stories of locations around the community.

Vocabulary Words:

Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Where are you walking?		(place)-men kuing'ua	dAdzahGL
House	Enaa	Enaa	yahd
school	Skuuluq	Skuuluq	qi' k'ud k'ulAdAga'g
Store	Laugkaa	Laugkaa	
Mountain	Ingngiq	Ing'iq	itl'
Beach		Quta	
Ocean	Imaq	Imaq	k'umah

Materials/Resources Needed:

- Maps of Prince William Sound or Kachemak Bay that encompasses the community and surrounding areas, preferably with traditional place names.
- Online Maps
 - Google Earth, Google Maps (found online)
 - Community Profile Maps
 - <https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/CommunityProfileMaps.aspx>
- Laptops, computers for research
- Smart Board to project maps
- Smart device for videotaping and using GPS apps (iPad, cell phones)
- App downloaded (like Avenza for GPS)
- Free open source GIS downloaded on computer (like QGIS <https://www.qgis.org/en/site/>)

Books/ Documents (located on ChugachHeritageAK website):

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

Website/Videos (located on ChugachHeritageAK.org website):

- [Traditional Place Names](#) webpage
- [UAF- Project Jukebox on Nanwalek and PortGraham](#)
- [Jim McDaniel](#)
- [Nicholas Moonin Sr.](#)
- [Prince William Sound Traditional Place Names Work Session](#)

OPTIONAL:

- [SimTable](#) (Available to check out from Chugachmiut Heritage Preservation office.)
- [Drones](#)

Teacher Preparation:

- Invite an Elder/ Recognized Expert who can share stories on traditional place names and history of locations within the Chugach Region.
- Review the way we respect guests in classroom with student prior to visit.
- Familiarize and gather supplies needed for lesson. (Maps, books/documents- and if desired to enhance lessons the SimTable and/or Drones)
- Preview the books/documents and mark pages of stories related to the timeline of origin for reference.
- Preview and download desired GPS/GIS application for mapping
 - GIS - to use with computer <https://www.qgis.org/en/site/>
 - GPS - Avenza app for smart phones, iPads
- 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>
- Go to the Chugachmiut Traditional Place Names website for examples of Elder interviews: <http://chugachheritageak.org/heritage-kit-curriculum-lessons/traditional-place-names.html#resources>
 - [Jim McDaniel](#)
 - [Nicholas Moonin Sr.](#)
 - [Prince William Sound Traditional Place Names Work Session](#)
 - [UAF- Project Jukebox on Nanwalek and PortGraham](#)
- Download Google Earth onto computers for **Eyak** Traditional Place Names.
- Snap a picture map from Google Earth and enlarge (one for each student). –OR–
- Review Community Profile Maps website and find your area. Download map for students.
 - <https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/CommunityProfileMaps.aspx>

Opening:

How many of you know the Sugt'stun/Eyak traditional name for your community?

Can you explain what your community traditional name is, the translation and how did the community get its name?

Traditional place names, in and around the community, were used to describe areas where ancestors would gather traditional foods or medicinal plants, a safe resting spot for travelers,

landmarks to help determine paths for boating and walking. Traditional place name can also tell about a past event that happened. It is important to know these traditional place names to remember the heritage and culture of the Chugach Region people.

This unit will be revitalizing traditional place names around the community. We will start by researching and interviewing Elders for their traditional ecological knowledge (TEK) on traditional place names and any associated stories. After researching for the traditional place names, you will be asked to create a map (PDF and virtual) of the community and surrounding area. This map will list all of the traditional place names and stories/meanings behind the locations. For examples of Elder interviews and stories, there are several Elder interviews on the Chugachmiut website to view. There are interview questions prompt available on the website, for you to use, adapt or create your own questions to use when interviewing Elders to help gather the local TEK.

If available, the [SimTable](#) can be borrowed from Chugachmiut Heritage Preservation office to enhance the mapping experience, as it is a physical hands-on interactive mapping tool that shows topography by shaping the walnut shell sand following the PDF map projected onto table.

If allowed, a field trip to visit these locations is recommended to record and document the area. This possibly can be done with a drone ([Drone Prompt](#) on website) video footage depending on availability and expertise.

Once done, the final project will be compile all of the work and create a video project on traditional place names within your community.

Another great option can be a project that includes creating signs with traditional place names, translation and story behind it for locations within community. Upon approval from the city council, tribal council and school the students can post these signs for the community members to learn from and enjoy for years to come!

Activities:

Class I: Research

1. Introduce the Elder or Recognized Expert to share their TEK on traditional place names, translations and stories that may be associated with the location. (Have map available for Elder to point out areas they are speaking about.)
2. Assign students to videotape the Elder guest that could be used in final project.
3. Ask the students to go to the Chugachmiut Heritage website – www.ChugachHeritageAK.org and go to the Traditional Place Names webpage, search through and familiarize themselves with all the information; resources, prompts, bibliography, and communities.
4. Ask the students to watch the Elder interviews [Jim McDaniel](#), [Nicholas Moonin Sr.](#) and the [PWS work session with Patrick Selanoff](#) located on the Traditional Place Name Heritage videos.
5. Each student should download and print a map of the Chugach Region that includes their community and surrounding areas.
 - a. Google Earth, Google Maps or [Community Profile Maps](#)
6. Once printed out, have students list all the traditional place names they already know, heard from the Elder guest, Elder interview videos, or what they found on the website onto the map.

7. Assign and allow time for the students to conduct more research information not already on the website regarding traditional place names surrounding their community and language.
 - a. Encourage them to find stories.
 - b. Remind the students to SAVE their research (books, websites, etc.) to be used in final project.
8. List information found onto their maps.
9. Researching information will help build more interview questions!
10. Have the students take a look at the Elder Interview Prompt and decide if they want to use it as is, modify or create their own interview questions. Remind them that interview questions should be open ended to encourage stories to be told.
11. Ask students to get a partner to review their interview questions for editing and revise as needed. Turn final revised questions in for teacher approval.

Class II: Elder Interviews

1. When the students have finished their research and interview questions the students will contact Elders or Trained Experts from their community to set up interview times to gather their TEK on traditional place names and stories.
2. For interviewing: Make sure the final interview questions were approved. Make sure you have all of the materials needed for a successful interview!
 - a. [Interview Prompt example](#) (Questions printed for Elder to read along during interview)
 - b. Bring maps, iPad (or smart device), tripod, microphones, H4NZoom Recorder and interview questions.
3. *Optional:* if using the SimTable for interactive mapping, ask the Elder to come into the school and after manipulating the sand for correct topography ask the Elder to point out the locations. Videotape the Elder showing these locations.
4. After the interview, allow time for the students to edit the video.
 - a. Introduction/ Title Page
 - b. Deleting out long pauses, long introductions
 - c. Add in pictures, maps or other effects
 - d. Write out the questions asked
 - e. Give credits at end of video
5. After the editing and revising has been done, if possible, the students can take a field trip to the nearest traditional place name and the student who did the interview will explain the location of the area based on the Elders TEK, explain what was important about that location and what it was used for.
 - a. *Suggestion:* Use a drone to videotape area/locations with traditional place names. Edit as needed and save for final project.

Class III: Projects

- Map (PDF and Virtual) of the community and surrounding area.
 - a. This map will include a list all of the traditional place names and stories/meanings behind the locations, Elder interviews.
- Signs for around the community.
 - b. Signs will include traditional place name, the translation, and story behind it.
 - c. Ask for permission from the community, tribal council and school administration to be able to post the sign with the traditional place name at locations designated.

1. Decide whether working alone or in groups.
2. Allow students to choose project want to create.
 - a. Projects must include the following:
 - Traditional Place Names
 - Translations
 - Stories
 - Elder Interviews
3. Allow time for the creation of projects.
4. Document the work being done throughout process.
5. When finished, compile information, documentation and projects and share with school/ community.
 - a. If desired, share with Chugachmiut Heritage Preservation Department to put on the website.

Assessments:

- Students can point out, correctly pronounce and explain meanings of areas around their community with traditional place names.
- Students can share stories behind the traditional place names.
- Students successfully created project of choice.

