

## TRADITIONAL TRANSPORTATION: TRAVEL AND TRADE GR 3-5 (LESSONS 10)

### Elder Quote/Belief:



*"I used to hear these little stories we do this masking in January and people would actually walk that same evening and go dance here to Port Graham and back then to Port Lock... that's a long stretch and just to dance, wow those guys were full of energy to walk that far."*

-Wally Kvasnikoff, Nanwalek, Alaska

11/15/2016

### Grade Level: 3-5

**Overview:** Alaska Native cultures throughout traveled by land and water to trade and share ideas. The Sugpiaq and Eyak of the Chugach region traveled extensively using the qayaq and dugout canoe.

### Standards:

AK Cultural:	AK Content Science:	CRCC:
<b>D (1)</b> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.	<b>F (3)</b> Cultural, Social, Personal Perspectives and Science: A student should understand the dynamic relationships among scientific, cultural, social and personal perspectives.	<b>G (2)</b> Students should be able to read local, regional and navigational maps.

**Lesson Goal:** Learn how our ancestors got around to trade throughout Alaska specifically in the Chugach Region.

**Lesson Objective(s):** Students will:

- Listen to the story *Alaska's First People* by Judy Ferguson.
- Create a drawing of what they comprehended from the story.

### Vocabulary Words:

### Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	<a href="#">Eyak:</a>
Trade		Cimigiujq	
Grandpa	Uppa	Uppa	<a href="#">WeeshGAshah</a> (mothers Father) <a href="#">uhshah</a> (fathers Father)
Travel		ang'asiigluni	<a href="#">qe</a> (travel by boat)

### **Materials/Resources Needed:**

- If possible, invite an Elder or Recognized Expert from the Region to share their traditional ecological knowledge (TEK) and expertise to enrich the lesson(s).
- Chugach Region Map
- Book: *Alaska's First People* by Judy Ferguson
- Drawing paper
- Crayons, Colored pencils or Watercolors
- Eyak Dictionary: [www.eyakpeople](http://www.eyakpeople.com)

### **Teacher Preparation:**

- Invite an Elder or Recognized Expert that could share their expertise on the lesson content.
- Before the Elder or Recognized Expert arrives, please review with all of the students, ways to show respect for the Elder during their visit.
- Preview the book *Alaska's First People* and the Traditional Transportation kit contents.
- Prepare drawing paper
- Gather art supplies for students to use.
- Practice the included Sugt'stun vocabulary words

### **Opening:**

The watercrafts of the Sugpiaq and Eyak people of the Chugach Region were the qayaq (kayak), anyaq and dugout canoe. Today, we will be reading *Alaska's First People*, and while reading, please pay close attention at the illustrations to find examples of the different types of watercrafts. We also will need to listen for what did they do and see while traveling.

### **Activities:**

#### **Class I:**

1. If available, introduce Elder or Recognized Expert to share their stories of traditional travel.
2. Together as class, read the story [\*Alaska's First People\*](#).
  - a. Make reference to the use of the qayaq (kayak) and dugout canoe (pages 7-15). Was there an anyaq?
3. Practice the included Sugt'stun/ Eyak vocabulary words while reading the story.
4. Discuss how the Sugpiaq/ Eyak traditionally traveled over land and water in the Chugach Region, referring to the regional map.
5. Make a chart and ask the students to guess how many miles did Tahita and his Grandpa travel?
6. Fill out the chart with student's guesses.
7. Using the classroom smartboard and Google maps, trace the approximate route according to the map next to the title page of *Alaska's First People*.
8. Ask students to return to their tables for an art and writing project.
9. Hand out drawing paper and art supplies to students.

10. Ask students to answer one of the questions below and create an art project including at least two of the artistic requirements to represent their answer:

a. Questions (choose one):

- i. Why was/is travel so important to the Sugpiaq and Eyak?
- ii. What kinds of items were traded in the story?
- iii. A new fact you learned in the story

b. Artistic Requirements (choose two):

- i. One element of trading
- ii. One element of water travel
- iii. One animal from the story

11. Allow time for the students to work on the project.

12. Share projects with class.

**Assessment:**

- Student completes the art and writing project with an answer to one question and includes two artistic elements into the drawing.
- Student correctly pronounces the Sugt'stun/Eyak vocabulary words
- Student can explain how they calculated the mileage and/or mapping the route taken by Tahita and his Grandpa