

**TRADITIONAL TRANSPORTATION: TRAVEL AND TRADE GR: PRE K-2 (LESSON 9)**

**Elder Quote/Belief:** “Although the Sound is nearly sealed off from the Alaskan interior by the rugged Chugach range, the ancient Portage Pass route provided access for trade with the Cook Inlet Eskimos. The Valdez Glacier route near Valdez offered trade routes for the Athabaskan speaking Ahtnas of the Interior Copper River area. In the fall, the Ahtnas often descended the Copper River in moose hide boats called bidairkas to trade with the coastal Eyaks.”<sup>1</sup>

**Grade Level:** PreK-2

**Overview:** Alaska Native cultures throughout traveled by land and water to trade and share ideas. The Sugpiaq and Eyak from Chugach Region traveled extensively by foot, qayaq, anyaq and dugout canoe to access resources, visit villages and celebrations.

**Standards:**

<i>AK Cultural:</i>	<i>AK Content Geography:</i>	<i>CRCC:</i>
<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>D (1)</b> A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation and world.	<b>G (2)</b> Students should be able to read local, regional and navigational maps.

**Lesson Goal:** Learn about how trade happened and where the people travelled throughout Alaska and 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.
- Students can correctly use one Sugt’stun/Eyak word from the vocabulary list.

**Vocabulary**

Sugt’stun Dialects

**Words:**

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Trade		cemuteq	
Grandpa	Uppa	Uppa	uhshah
Travel		ang’asiiglun	Qe (travel by single 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

**Teacher Preparation:**

- Contact your Local Education Coordinator for a list of Elders 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.
- Prepare drawing paper
- Gather art supplies for students to use.
- Practice the included Sugt'stun/ Eyak vocabulary words

**Opening:**

The Sugpiaq and Eyak people of the Chugach Region use the kayak/qayaq and dugout canoe. While reading Alaska's First People, look at the illustrations to find examples of the kayak/qayaq and dugout canoe.

**Activities:****Class I:**

- Together as a class read the story *Alaska's First People*.
  - Make reference to the use of the qayaq and dugout canoe (pages 7-15).
- Practice the included Sugt'stun/ Eyak vocabulary words while reading the story.
- Talk about how the Sugpiaq/ Eyak traditionally traveled over land and water in the Chugach region, referring to the regional map.
- Students return to tables for an art project.
- Hand out art paper and supplies to students.
- Students will write one Sugt'stun word and draw a picture of a boat or character from the story.
- Each student will make a hypothesis/guess: How many miles did Tahita and his Grandpa travel? Write the students answers on a chart.

**Assessment:**

- Student uses provides one example of trade and one Sugt'stun word in the art project.
- Student can explain how Tahita and Grandpa interacted with different cultures, and traded objects throughout their journey.



