

TRADITIONAL WEATHER FORECAST: SEASONS GR: PREK-2 (LESSON 2)

Elder Quote/Belief: *“Springtime the herring and trout return. By late spring, when the swallows and robins come back, you start to see the black flies. That’s a sign that spring is almost over and the red salmon will start running.” -Ben Meganack Sr., Port Graham*

Grade Level: PreK-2

Overview: The Chugach Sugpiaq people were observant to the changing season by observing the animal behavior and the change of the plant life around them. The traditional Sugpiaq people did not have months instead they counted by days, observed the sun and moon rotation, and the animal and plant behavior.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
A3 Acquire and pass on the traditions of their community through oral and written history.	D3 Develop an understanding of the cyclical changes controlled by energy from the sun and by earth’s position and motion in our solar system.	Survival S1 Students should know the importance of outdoor/seasonal survival skills and the potential risks that are involved.

Lesson Goal:

Students will learn the seasonal weather months, patterns, animal behavior and plant activity as the seasons change.

Lesson Objective(s): Students will:

- Learn the Sugt’stun or Eyak names for each season
- Learn two traditional observations about each season changing
- Color the calendar of the seasonal change

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Summer		Kiak	xah
Winter		Uksuq	XAlaag
Spring		Iciwaq	xahLch’aad
Fall		Uksuaq	XAlaagLch’aad

Materials/Resources Needed:

- [Nupuget- A Beginning Alu’utiq Pictionary Dictionary](#) for Sugt’stun words for seasonal months and weather
- Seasonal Weather Calendar from *Nupuget* book (Attached)
- Colored pencils, crayons, or markers

Teacher Preparation:

- Invite an Elder or Recognized Expert who can share their traditional observations of seasons and the predictors associated with each.
- Review ways to show respect to guests in classroom.
- Print off copies of the Seasonal Weather Calendar for each student.
- Locate and mark the pages in the *Nupugot- A Beginning Alu'utiq Pictionary Dictionary*. **Pg. 72 for Sugt'stun and pg. 107 for English**

Opening:

Today, we will also be learning Sugt'stun/ Eyak vocabulary words for each season and what are some of the activities and identifiers for each season the Elders have passed down through the years that helped predict the coming weather or season.

As we discuss the seasons and activities, I would like you to color only the season we are talking about at that time. Please observe the picture of the season, repeat the Sugt'stun or Eyak word after the Elder and then we will give you time to color in the season on the calendar picture before we move on to the next season.

Activities:

Class I:

1. Introduce the Elder or Recognized Expert, if available. If not, please read the following beliefs shared by Elders:
 - a. *"Springtime the herring and trout return. By late spring, when the swallows and robins come back, you start to see the black flies. That's a sign that spring is almost over and the red salmon will start running."* -Ben Meganack Sr., Port Graham
 - b. *"When the weather is about to change, sometimes you can smell it, like the rain or snow, before it gets to your village."* -Alma Moonin, Nanwalek
 - c. *"The fireweed is a clock for the summer season. When the fireweed flowers start to bloom, they start from the bottom and move to the top. When the flowers reach the top and the bottom flowers begin turning to seed, that is a sign summer is almost over. They start blossoming from bottom to top, when the flower bloom at the top of the fireweed, it means that fall is going to start and summer is ending."* -Mary Malchoff, Port Graham
 - d. *"When the skunk cabbage comes out, the bears will start showing up in spring."*
-Ed Vlasoff, Tatitlek
 - e. *"Late summer and early fall, silver salmon start running and the plants are starting to die off. By then the humpies (pink salmon) are spawning and that's when you can go walk in the higher parts of the creek to collect humpy eggs."* -Stella Meganack, Port Graham
2. Hand out a copy of the seasonal calendar to each student.
3. Read through each season saying the English and Sugt'stun/ Eyak name of each season.
4. Describe a season and name two identities (activities) done during that time that help predict the coming seasonal changes.

5. Ask students to repeat the Sugt'stun or Eyak words being taught and what observations are used for each season.
6. After the Elder and teacher discuss the season and two seasonal observations, pause and ask the students to color in the season discussed until the calendar is fully colored.

Assessment:

- Students can explain the seasonal round and activities that the Elders TEK use to predict the changes in each season.
- Students are able to pronounce the Sugt'stun or Eyak words.

SEASONAL CALENDAR



