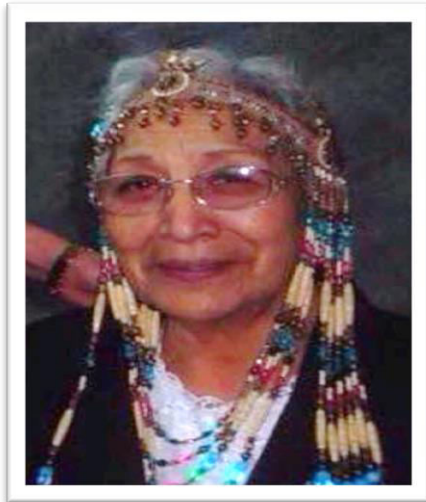


TRADITIONAL WEATHER FORECASTING: WHAT IS WEATHER? GR: PREK-2 (LESSON 1)

Elder Quote/Belief:



“My two uncles could tell what weather would be like by looking at the clouds and the moon.”

-Mary Kompkoff, Chenega

Grade Level: PreK-2

Overview: Traditionally, the Chugach Region people would depend on a weatherman who would predict the weather. This was done by many hours spent observing the environment, which included ocean, tides, stars, moon and sun. Before one can predict weather, it is important to know what is “weather?”

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.	F3 Develop an understanding of the importance of recording and validating cultural knowledge.	S2 Students should know the importance of being prepared for the elements:

Lesson Goal: To know what “weather” means, different types of weather, and what to observe to identify changes.

Lesson Objective(s): Students will:

- Understand what weather is.
- Know the different types of weather and what can observe to identify changes.
- Learn the Sugt’stun/Eyak vocabulary words.

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
weather	llakcaq	lla’m cimiucia	

cloudy	taluluku	taluluku	q'ahs (clouds)
rain	qitaq	qitaq	k'uleh
snow	qaniq	qaniq	xAtl'
wind	aqlaq	aqlaq	k'uuy
sunny	macaruaq	macaruaq	GAdAgiL (sun)

Materials/Resources Needed:

- Invite an Elder or Recognized Expert to share traditional ecological knowledge (TEK) on different types of weather, what to observe and identify changes
- Thermometer (or can use weather app online for temperature)
- Rain gauge
- Pinwheel or wind sock
- Art supplies; drawing paper, markers, color crayons, paint, etc.

Websites/videos:

- What's the Weather Like Today <https://www.youtube.com/watch?v=Jn7uAsLWXpk>
- Weather Song <https://www.youtube.com/watch?v=e5UTaPV-DIg>
- How to Draw Different Types of Weather for Kids
 - <https://www.youtube.com/watch?v=HloTVOBecJ0>

Teacher Preparation:

- Invite an Elder or Recognized Expert to share TEK on different types of weather, what to observe and identify changes. Ask if able to translate a song/songs into Sugt'stun/Eyak for students to sing.
- Review with students how to show respect to guest in classroom.
- Review lesson and gather supplies needed.

Opening: Can anyone tell me what “weather” means? (Allow time for answers.) Weather is the conditions in the atmosphere when air gets heated up and cools down. Weather could be defined as what is happening outside currently like sunny, snowy, rainy or windy. Weather affects everything we do, such as playing outside in warm sunny weather or making snowmen in cold snowy weather. Can we determine what type of weather may be coming in the future without the use of television, internet or radio? Traditionally, there was a weatherman in the Chugach Region who would be able to forecast weather based on his keen observations of the environment, oceans, tides, sun, moon and stars. The weatherman would use all his senses of sight, smell, sound, and touch.

Activities:

Class I:

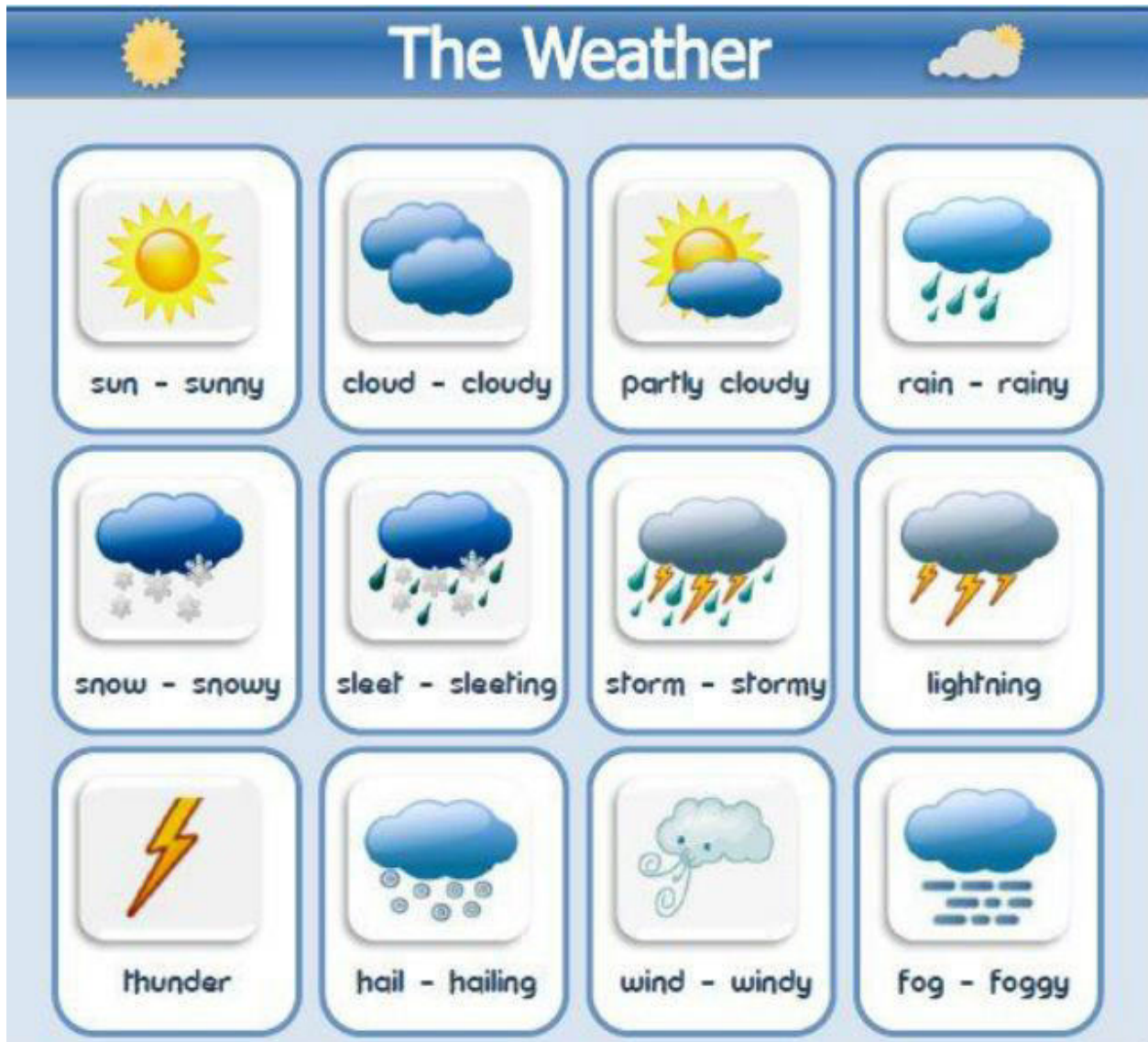
1. Introduce Elder or Recognized Expert to share traditional ecological knowledge (TEK) on different types of weather, what to observe and identify changes.

2. Watch the Youtube videos:
 - What's The Weather Like Today <https://www.youtube.com/watch?v=Jn7uAsLWXpk>
 - Weather Song <https://www.youtube.com/watch?v=e5UTaPV-DIg>
3. If possible, ask the Elder or Recognized Expert to do the Sugt'stun/Eyak translations for the songs and teach it to the students.
4. Hand out the art supplies for students to draw different types of weather and what would type of clothing would they be wearing in each type.
 - a. Optional, show video "How to Draw Different Types of Weather for Kids" <https://www.youtube.com/watch?v=HloTVOBecJ0>
5. Allow time for students to create their pictures. Display when finished.
6. Explain to the students that they will also use observation and their senses to determine different types of weather. We will do this by going outside everyday for a week. When outside we need to do the following observations:
 - a. Take the thermometer to find out temperature. Is it cold? Warm? Hot?
 - b. Using a pinwheel or a windsock, Is it windy or calm?
 - c. Is it wet outside? Dry? Snowy?
 - d. Observe the sky, are there clouds? Or clear? If there are clouds, are they billowy like cotton balls or wispy like paint swishes? Are the clouds high, middle or low in the air? Are they light or dark colored?
 - e. What does it smell like outside? What can you hear? What do you feel?
 - f. Are you dressed properly for the weather? If not, what should you be wearing?
 - g. What about the ocean/tides? Is the tide in or out? Is the ocean rough or calm?
7. When back in the classroom, discuss what students observed/smelled/felt outside, keep notes of their weather observations written on the smartboard for each day.
8. At the end of the week, review "what is weather?"
9. Review the songs they learned and practice to share!

Assessment:

- Students can explain what weather means.
- Students can list the different types of weather and what might observe to identify changes.
- Students can successfully say and know meaning of the Sugt'stun/Eyak vocabulary words.







cloud

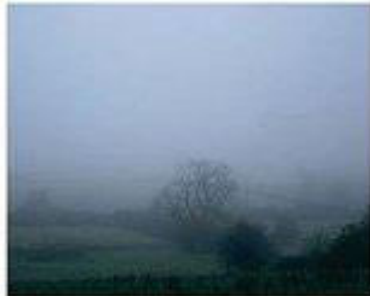


rain

lightning



storm



mist



fog



rainbow



snow



frost



ice

icicle



freeze







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 *Nupuget- 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:

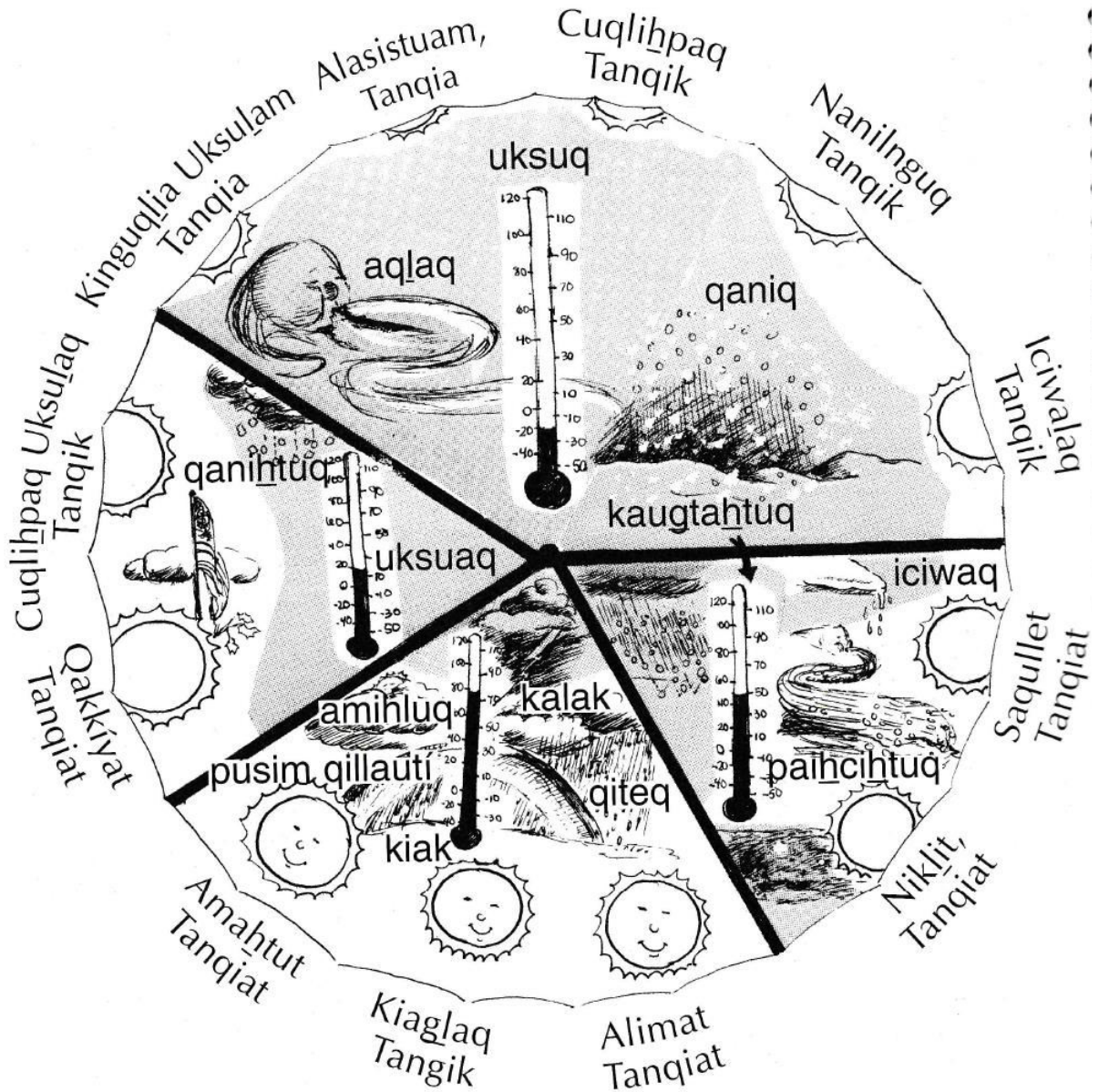
1. Introduce the Elder or Recognized Expert, if available. If not, please read the following beliefs shared by Elders:
 - a. *"Springtime the herring and trout return. By late spring, when the swallows and robins come back, you start to see the black flies. That's a sign that spring is almost over and 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



TRADITIONAL WEATHER FORECAST: CLOUDS GR: PREK-2 (LESSON 3)



Elder Quote/Belief:

“Cloud streaks high in the sky means it’s windy and it is going to be windy.” -Mary Malchoff, Port Graham

Grade Level: PreK-2

Overview:

The Elders have shared their traditional ecological knowledge for predicting weather based on keen observation of cloud formations and movement.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D1 – Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.	B4 - Concepts of physical science. A student should understand and be able to apply the concepts, models, theories, universal principals and the facts that explain the physical world.	Survival S7 Students should be able to learn/observe the weather and tides.

Lesson Goal:

Students will be able to identify the different cloud formations and explain how each was used to traditionally predict the weather.

Lesson Objective(s):

Students will:

- Learn three Sugt’stun/ Eyak vocabulary words
- Observe cloud formations and what each indicated for weather forecast.
- Gather items outside to create a collage of what weather type they observed.

Vocabulary Words:

Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Cloud observation		Llat’surtet or Llaciurtet	
Clouds	Amirluq	Amirluq	q’ahs
Cloudy, overcast		Taluluku	

Materials/Resources Needed:

- Construction paper
- Colored pencils, markers, crayons

- Elmer's glue
- Cotton balls
- Ziploc baggies
- Found objects from outside: grass, moss, twigs, gravel

Books/Documents:

- *The [Chugach Eskimo](#)*, Weather Lore, page 115.
- *Project learning Tree, Environmental Education Activity Guide*, Water Wonders Systems, P. 143
- *Alaska Native Science, A Curriculum Guide* by Dolly Garza, pp. 104-105
- *Ellavut Our Yupik World & Weather*
- Clouds Out My Window <https://www.weather.gov/media/owlie/CloudsOutMyWindow.pdf>

Websites:

- Types of Clouds <https://www.youtube.com/watch?v=yod3wMbFHUY>
- Using Clouds to Predict Weather <https://thehomeschoolscientist.com/using-clouds-to-predict-the-weather/>
- Predicting Weather with Clouds <http://www.instructables.com/id/Predicting-Weather-with-Clouds/>
- Making Cloud Collages <http://sassafrasscience.com/cloud-collages-uncle-cecil-activity/>
- https://www.nasa.gov/centers/langley/pdf/245892main_MeteorologyTeacherRes-Ch16.r3.pdf

Teacher Preparation:

- Invite an Elder or Recognized Expert into the classroom to share stories and traditional knowledge relating to clouds as traditional weather predictors.
- Prepare the students on being respectful and courteous of Elders/guests in the classroom.
- Review the books, YouTube video and gather materials needed for the lesson.
- Send out permission forms for a field trip, if needed, to observe the weather, clouds and collect items to make their weather collage.

Opening:

Our Elders have shared their traditional ecological knowledge (TEK) of predicting weather by careful observation of cloud formation and movement. (Introduce the Elder guest if available). There are many different beliefs that were used to predict weather, listen carefully to the following Elder quotes:

- “Cloud streaks high in the sky means it is going to be windy.” -Mary Malchoff, Port Graham
- “Cap on St. Elias. In Cordova, if there is a cap (clouds) on it (St. Elias Mountain) means it is going to blow.” -Tom Anderson, Cordova.
- “Dark clouds means there will be rain, snow, or wind” Tom Yeaton Sr., Port Graham.
- Elders have also stated that when clouds create a circle around the sun and the moon is an optical effect which is a sign that the weather is going to get bad.

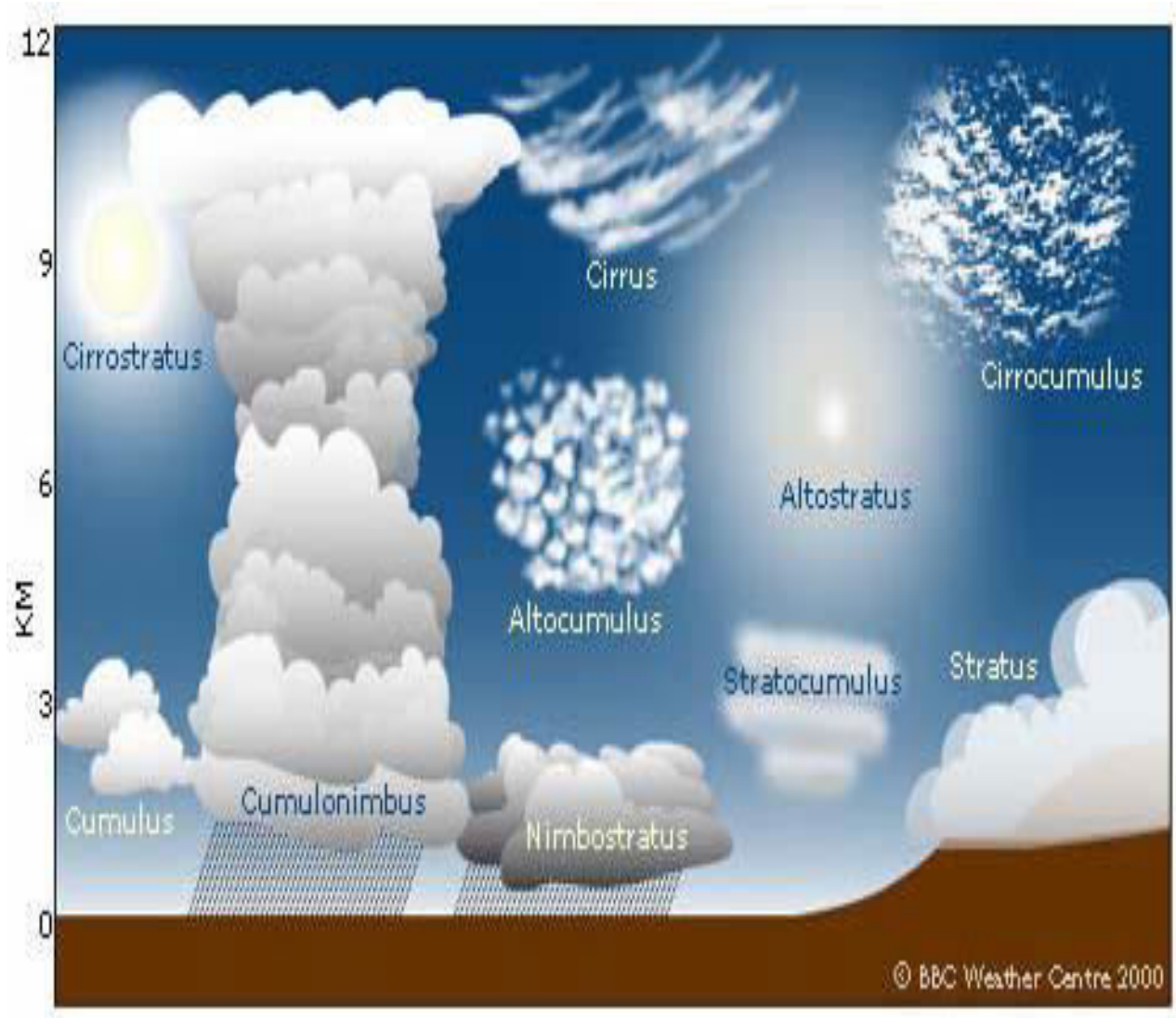
How many of you have seen these types of clouds that streak in the sky? Have you seen clouds over a mountain like a cap? What about clouds those seem to create a circle around the sun or moon? Did you hear about the various beliefs before today? Now, I will be reading about the

weather lore of the Chugach people from the Chugach Eskimo book. Again, I would like you to listen carefully and think about whether you have personally seen or experienced some of these weather lores. (Read the excerpt in *Chugach Eskimo*, on page 115, out loud to the students.)

Activities:

Class I:

1. If available, introduce Elder to share TEK on cloud identification and what it may mean for weather forecasting.
2. For additional information on clouds use NOAA's "Clouds Out My Window"
 - a. <https://www.weather.gov/media/owlie/CloudsOutMyWindow.pdf>
3. Pass around the picture of different clouds (or have pictures projecting on the smartboard) and have a discussion on which clouds were used to indicate the weather according to Chugach Region Elders and how it correlates with current weather forecasting. For example: dark clouds mean it is going to rain, streaking clouds mean it is going to get windy, fluffy clouds are clouds on nicer calm days and clouds that are moving are caused by the wind in the direction the clouds originated.
4. Show the YouTube video on identifying types of clouds.
 - a. <https://www.youtube.com/watch?v=yod3wMbFHUY>
5. Say the Sugt'stun or Eyak words out loud and ask the student to repeat after you as you point to the clouds. Repeat this process until you feel the students can say and identify what they are saying.
6. Have the students get prepared to go outside so they can observe the clouds and compare them to the pictures they were shown earlier.
7. Hand out a Ziploc baggie to each student and ask them to gather items like grass, moss, twigs, gravel, etc. that they want to use to create an art collage (picture) that shows a replica of what they have observed.
8. When return to the classroom, ask the students to draw a picture and design the clouds they observed outside by gluing the cotton balls on a sheet of construction paper. Then have them decorate it by gluing on the grass, twigs, and gravel they found outside to create a realistic picture.

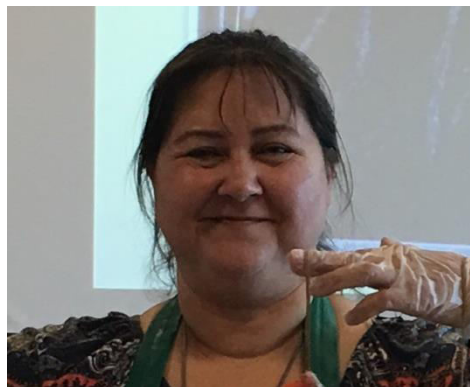


Assessment:

- Students correctly identify various cloud types.
- Students are able to recite the Sugt'stun/ Eyak vocabulary words used for clouds.
- Students can explain and give an example of how cloud observation was traditionally used to predict the weather.

TRADITIONAL WEATHER FORECAST: ANIMAL BEHAVIOR GR: PREK-2 (LESSON 4)

Elder Quote/Belief:



“When you observe animals, look at how ruffled their necks are, the more ruffled they are means how cold the winter will be.”

-Diane Selanoff, Valdez

Grade Level: Pre-K-2

Overview: Traditionally, the hunters from the Chugach Region could predict the weather by observing wild animal behavior. The animals have adapted to survive in the wild and its harsh environment. Careful observation of various animal adaptations helped the hunter’s ability to predict the weather and seasonal changes by watching the animal’s behaviors, such as; migration, foraging, color change, etc. in their environment and as they migrate.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D1 Acquire in depth cultural knowledge through active participation and meaningful interaction with Elders.	C3 Concepts of life science. A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and process of life science.	SS5 Students should be familiar with habits and behavior characteristics of traditional subsistence animals, fish, and birds: Migration patterns, seasonal/cycles for safe use/eating.

Lesson Goal:

Students will learn that observing animal behavior can be used to indicate changes in the weather or seasons.

Lesson Objective(s): Students will:

- Learn the Sugt’stun/Eyak vocabulary words.
- Learn the Elder traditional ecological knowledge (TEK) to predict the weather and seasonal change by observing animal behavior.

Vocabulary Words:

Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Summer	Kiak	Kiak	GALxa'L

Winter	Uksuaq	Uksuq	XAlaag
Spring	Icuwaq	Iciwaq	xahLch'aad
Fall	Uksuaq	Uksuaq	XAlaagLch'aad
Black bear	Tan'erliq	Tan'erliq	ts'iyuh
Sea Otter	Ikam'aq	Ikam'aq	sahs
Eagle	Kuskalaq	Saqrtuliq	GuujgAIAG

Materials/Resources Needed:

- School supplies; scissors, glue, pencils and paper
- Pictures of birds/animals that change colors during seasons, such as; ptarmigans, ermine and rabbits, etc.

Books:

- *Disappearing Lake, Natures Magic in Denali National Park* written by Debbie S. Miller
- [Chugach Eskimo](#), page 160, "The Brown Snipe and the Weather Which Changed Most Opportunely"

Websites for Bird/Wildlife photos:

- U.S. Fish & Wildlife Service:
 - Seasons of Wildlife https://www.fws.gov/refuge/Alaska_Peninsula/seasons_of_wildlife/index.html
 - Alaska Peninsula and Becharof Bird List https://www.fws.gov/uploadedFiles/APB-Bird_List.pdf
- Alaskan Animals: 40 Species <https://greenglobaltravel.com/alaskan-animals-species/>
- Alaska Photo Graphics:
 - Wildlife <https://alaskaphotographics.photoshelter.com/gallery-collection/Wildlife/C0000EZKo7bpVEFs>
 - Birds <https://alaskaphotographics.photoshelter.com/gallery/Birds/G0000s1SP70iq5eI/C0000EZKo7bpVEFs>

Teacher Preparation:

- Invite an Elder or Recognized Expert to share their knowledge about animal behavior
- Locate and review the book *Disappearing Lake*
- Locate the [Chugach Eskimo](#) book, mark page 160 to read story out loud to students.
- Locate and make copies of bird and animal pictures that depict correlate changes of their fur or feathers during the changing seasons to help them adapt and camouflage with their environment.

Opening:

(Introduce the Elder if available). Today, we will be learning how the Chugach Region ancestors closely observed animal and bird behaviors to help predict weather and seasonal changes. One traditional ecological knowledge (TEK) passed on through generations was to observe how the animal prepares for the changing seasons. Do you know of any changes or behaviors that animals or bird do during seasons? For example, a ptarmigan or spruce grouse changes their feather colors so they can camouflage in summer or winter. What color do you think they would be in the summer? What about winter? Have you heard of any behaviors that relate to weather predictions or seasonal changes? Listen carefully to some Elder quotes:

- *“Eagles flying up high in the sky mean it’s going to get windy.”*
-Ben Meganack Sr. Port Graham
- *“When crows eat small rocks on the road is a sign that it is going to be getting cold.”*
-Stella Meganack, Port Graham
- *“When you observe animals, look at how ruffled their necks are, the more ruffled they are means how cold the winter will be.”*
-Diane Selanoff, Valdez

Please listen carefully to the story about “The Brown Snipe and the Weather Which Changed Most Opportunely” out of the *Chugach Eskimo* book. (If the Elder is available, ask them to read the excerpt.)

Activities:

Class I:

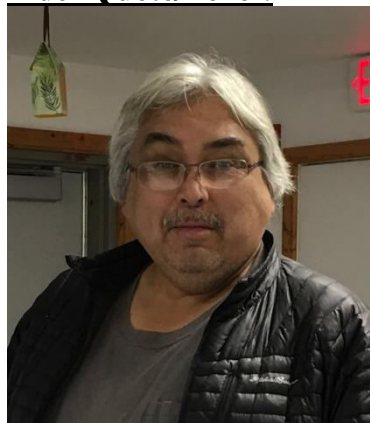
1. Read the excerpt from *Chugach Eskimo*, “The Brown Snipe and the Weather Which Changed Most Opportunely” p. 160.
2. Say the Sugt’sun/Eyak words out loud and ask the students to repeat each word several times.
3. Have a discussion with students on the various behaviors or color changes of animals/birds that they know or heard about.
4. Read the book *Disappearing Lake* to the students.
5. If available, show photos up on white board and hand out photos of animals that change their fur or feathers when seasons change and animals that prepare for winter hibernation.
6. Hand out a blank sheet of paper to each student.
7. As the book is being read and showing pictures, pause and ask the students to glue one animal down at a time. Then move on to the next animal. Continue reading to the students until all the animals have been cut out and glued on the blank paper, so that the students can see which animals to observe due to changing weather and seasons.
8. Ask the students to finish cutting out the pictures of animals or birds that they heard either in the traditional story or Elder quotes/beliefs that also describing the changes or behaviors of birds/animals during changing weather or seasons.
9. Allow time to finish.
10. Discuss each student’s poster and display.



Assessment:

- Students will give examples animal indicators/ behaviors traditionally used to predict the weather.
- Students can correctly pronounce the Sugt'stun/ Eyak vocabulary words

Elder Quote/Belief:



“Superstition and Belief – like the story of the swallows may be more of a teaching tool rather than a superstition teaching that for every action, there is a reaction. How do we integrate that into the lesson plan? In the past these were taught by parents, aunts and uncles instead of at school.”

-Pat Norman, Port Graham

Grade Level: PreK-2

Overview: Superstition and belief has always been a part of our culture and heritage. These stories have always been a way of teaching the younger kids. If the child disobeyed their parent, there would be consequences. These beliefs and superstitions were a way to help guide each other through various situations in life. Superstitions are difficult to explain but are very real and should be heeded. Our ancestors have used superstition and beliefs as guidelines through many years of observation of the environment in which they lived.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D4 Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance	F2, 3 Cultural, social, personal perspectives and science. A student should understand the dynamic relationship among scientific, cultural, social and personal perspectives.	CE Students should have knowledge of traditional stories and methods of teaching through story telling.

Lesson Goal: Students will learn about various beliefs and superstitions and how the Elders used these stories as a way of teaching.

Lesson Objective(s): Students will:

- Be introduced to traditional superstitions and beliefs that the Elders knew and passed on as lessons used through generations.
- Learn the Sugt'stun or Eyak vocabulary words

Vocabulary Words:

Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
story		Quliyanguaq	wAXah
Old Belief		Qangirllat Picit	

Legend			tsahgL
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Materials/Resources Needed:

Books: (**OR**, if there are teaching beliefs/superstitions in your community, replace these ones with local)

- [*Old Beliefs- Qangirllat Picit*](#)
- [*Fireweed – Life and Times in Port Graham*](#)

Teacher Preparation:

- Invite an Elder to share their beliefs and teaching stories if available. Review ways to show respect for guests with students before they arrive.
- Research for local beliefs and superstitions from your community to share with students.
- Review and mark the following stories, so can quickly locate to read out loud:
 - “When to Take Toys Out” p. 8
 - “When February and March Fight” p. 24
 - “The Little Boy and His Words” p. 32

Opening:

(Introduce the Elder, if available, to share some of their teaching superstitions/beliefs regarding weather.)

How many of you heard of a superstition? For example, one old superstition is that if you step on a spider, it will rain. Superstitions and beliefs have played an important part of the Chugach Region’s culture and heritage. These stories have always been a way of guiding and teaching others and children. Sometimes superstitions are difficult to explain, but the Elders want to stress they are very real and should be heeded. Our ancestors have used superstition and beliefs as guidelines through many years of observation of the environment in which they lived.

We will be reading stories from the books *Old Beliefs* and *Fireweed – Life and Times in Port Graham*. (Try to locate other beliefs from the surrounding communities.) Hopefully, these stories will help give a better understanding of what some of the Chugach Regions superstitions and beliefs are regarding weather or seasonal change and how the Elders used them to teach.

Activities:

Class I:

1. Read and discuss the following Elder quotes to the students:
 - a. “Beliefs – don’t whistle when you’re in the wheelhouse, in the boat. You’re calling the bad weather.” -Tom Anderson, Cordova
 - b. “It was considered taboo for young girls to talk about the weather and that they should always wear a scarf around their head, like a pelat’uuk, like the women wear in church.” – Jennie Kamluck, Port Graham.
 - c. “If you burn green grass, it will make it rain.” -Stella Meganack, Port Graham.
 - d. “Fog leads the salmon into the bay. If you’re lost in the fog, you look to the sky and see which way it’s moving. The fog moves inland from the ocean, and if you’re lost in the fog in the woods you find a creek and follow it down stream.” -Stella Meganack, Port Graham

- e. *“Superstition and Belief – the story of the swallows may be more of a teaching rather than a superstition, for every action there is a reaction, how do we integrate that into the lesson plan? In the past these were taught by parents, aunts and uncles instead of school.” -Pat Norman, Port Graham.*
2. Ask the students if they have heard of these beliefs and are they aware of other beliefs in regards to weather.
 3. Read out loud to the students, the following stories from the book [*Old Beliefs- Qangirllat Picit*](#) and after each story is read, ask what the students think the plot of the story was.
 - a. *“When to Take Toys Out”* This story was about the timing of seasons. The lesson was for kids, that if you took your toys out before the geese returned, you would make the winter last longer into spring.
 - b. *“When February and March Fight”* This story is about the spring months that fight each other on who is the most stormy.
 - c. *“The Little Boy and His Words”* This story is about a boy who wished for summer and made the winter longer.

Assessments:

- Students can correctly pronounce the Sugt’sun or Eyak words
- Students are able to retell the superstitions and beliefs and weather forecast.

