

How did Russian Orthodox and Presbyterian Schools Impact Traditional Ways of Knowing in Alaska?

Alaska Studies Grade 9, Social Studies Grades 9-12

Introduction

Historically, Alaska Native tribes used art and the spoken word as a form of expression and/or a way to maintain cultural traditions versus abiding by the written word. They were all affected by the settlement of whites, as their arrival introduced religion, boarding schools, disease, sickness, and the implementation of new ways of learning and knowing that contradicted and stamped out their existing belief systems. That, in combination with the introduction of new germs and diseases depleted many Alaska Native populations. Those who survived would face cultural changes.

“First contact with the Europeans occurred in 1741. By the early 1800s, the Tlingit were trading regularly with non-Natives. They were eager to possess modern goods and follow the white man’s trends. By the time the United States purchased Alaska from Russia in 1867, acculturation was well underway. Toward the turn of the century, the Tlingit depended on guns, tools, and other modern goods, played imported musical instruments and integrated non-traditional foods into their diet.”¹ Some natives sought to assimilate by abandoning their traditions and adopting white cultural norms and values, others were forced to do so.

“I call the paper ‘Conflicting Visions in Alaskan Education.’ It is about the life and work of two men: John Veniaminov and Sheldon Jackson. Their careers were remarkably parallel. Both were visionaries and both were missionaries to Alaska. Each, at the time of his death, occupied the highest position in his church. Both were educators and founded schools. Herein lies the major distinction between the two men: their radically differing attitudes toward religion and culture in general, and toward Alaskan education as a direct result of the outcome of that conflict.”² This unit examines the connection between the ways in which Alaska Natives were taught and how this impacted their language, preservation of culture, and overall sense of self-worth.

¹ Light, David P. *Brothers in Harmony: The Haines Alaska Native Brotherhood Founders*. D.P. Light, 2002. Page 3.

² Dauenhauer, Richard L. *Conflicting Visions in Alaskan Education*. University of Alaska, Fairbanks, 1997. Page 5.

Unit Overview

As a result of this unit students will understand:

- Ioann Veniaminov (Russian Orthodox) and Sheldon Jackson (Presbyterian) had differing approaches when it came to implementing schools in Alaska.
- Russian Orthodox schools produced students that were literate, bilingual and successful in both cultures.
- The initial “Americanization” of Alaska Natives in a western education system removed a connection to culture.
- Alaska Natives who experienced this new education system experienced a sense of loss and confusion about where they “fit” so to speak.
- Implementing the western education system in Alaska has had a direct impact on loss of language, which negatively impacted the preservation of culture.

As a result of this unit students will be able to:

- Analyze and evaluate information related to the Russian Orthodox and western education school systems and express ideas both in writing and orally.
- Examine how moving from a traditional way of learning a western way of learning has impacted Alaska Native cultures.
- Explore ways in which we can revitalize Alaska Native cultural traditions.
- Evaluate the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Educational Significance

- This unit will analyze the impact of having to participate in both traditional and western learning processes.
- This unit will emphasize revitalizing Tlingit cultural traditions that may have weakened as a result moving into the western world of educating our youth.
- In addition, this unit will emphasize the value of functioning in a western world (literacy and advocacy) as well as continuing to uphold tradition.

Tlingit Elder or Culture Bearer Role

- Elders who experienced these new schools in Alaska and experienced the lasting effects of participating well in a traditional setting and a modern setting would be a valuable resource during this unit.
- Panel members who experienced Russian Orthodox, segregated, and boarding schools would be welcome to come testify to their experiences. In addition, scholars such as Richard Dauenhauer and Father Michael Oleksa would be welcome to participate in our panel.

Culminating Project or Event

- Prepare and present an iMovie highlighting the impact that western school systems have had on our culture. Invite cultural specialists, panel members, and extended family members and offer them traditional food to thank them for their support in the community and in the classroom.

Lesson Overview

Lesson Description	Literacy Strategies	Vocabulary
<p>1 Introduction to Unit Expectations The purpose of this lesson is to activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of implementing the western educational system in Alaska and they are introduced to respect protocols and expectations. The teacher describes the classroom expectations: be present, be prepared, and be productive. Students do a fastwrite describing their ideas about how these words are defined and what they look like in action. Students share their ideas with an elbow partner and pick two ideas to report out to the group. The group agrees to adhere to protocol of respecting one another and valuing what each person brings to the table while we learn. As a group, the class develops a K-W-L graphic organizer based on our essential question. Students are assessed on sharing ideas within small groups, or adding ideas to the whole group discussion about the graphic organizer. Homework: ask someone in our community what they know/remember about segregated schools in the state of Alaska.</p>	<p>Collaboration Fast Write Elbow Partner K-W-L Graphic Organizer</p>	
<p>2 Backstory: Differing School Systems in Alaska The teacher defines all vocabulary words and students make a vocabulary foldable (word and illustration on the outside flap, definition on the inside flap). The teacher teaches students how to take Cornell Notes (topic on top during class, notes in the right-hand column during class, Level 2 or Level 3 questions to organize thoughts in the left-hand column after class, highlight key topics after class, summary at the bottom of the page addressing the essential question after class). Students take Cornell Notes while the teacher describes the reality of everyday life for a student in a traditional education system, a Russian Orthodox education system, a Presbyterian education system, and a segregated school system. Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions), and taking quality Cornell Notes. Teacher models quality Level 2 and Level 3 questions and a summary with the document viewer. Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes.</p>	<p>Vocabulary Foldable Cornell Notes Written Summary</p>	<p>Ioann Veniaminov Sheldon Jackson Russian American Co. Acculturation Proselytize Ethnic Cleansing Genocide Dualism Assimilate Alaska Organic Act Boarding Schools Americanization</p>
<p>3 Initial Contact: Russian Orthodox Churches & Presbyterian Churches While students take notes on a T-chart (looking for similarities and differences), the teacher states that the Russian Orthodox Churches and Presbyterian Churches had differing approaches when it came to implementing schools in Alaska; that Russian Orthodox schools produced students that were literate, bilingual and successful in both cultures; the initial “Americanization” of Alaska Natives in a western education system removed a connection to culture; and that Alaska Natives who experienced this new education system experienced a sense of loss and confusion about where they “fit”. Students complete a “Meeting of Frontiers” charting exercise, where they plot the emergence of churches in Alaska (Russian Orthodox, Evangelical Lutheran Church of America, and Church of the Nazarene). Homework: In a short essay, analyze what strategies religious leaders might have used to proselytize religious beliefs in Alaska AND how their work impacted local cultures.</p>	<p>T-Chart Graphic Organizer Information Plots Short Essay</p>	

Lesson Description	Literacy Strategies	Vocabulary
<p>4 Differing Styles: Veniaminov v. Jackson Students participate in My \$.02 (students respond in writing to Father Oleksa’s quote on page 59 in Conflicting Landscapes American Schooling/Alaska Natives, pass their paper to their neighbor and continue to respond to the comments/statements they see). Teacher facilitates Jigsaw: students break up into teams of two; read and mark Richard Dauenhauer’s Conflicting Visions in Alaskan Education; take notes on a T-chart looking for similarities and differences; and report back to teammates about their assigned section of reading. Each group takes notes and asks questions of one another. After both groups share their knowledge, teacher facilitates a whole group discussion about issues/ideas raised in Oleksa’s and Dauenhauer’s work.</p>	<p>My \$.02 Jigsaw Marking the Text Collaboration T-Chart Graphic Organizer</p>	
<p>5 Rest Stop/Check for Understanding Teacher explains Total Physical Response (TPR) Vocabulary expectation (students get into small groups and they choose vocabulary terms to act out, they must make/use props and write a short script) and students participate in TPR Vocabulary. Teacher explains Mean Muggin’ Vocabulary expectations (students get into two lines and stand facing a partner, we move down the line and one set of students “mean mugs” each other, the student who breaks first has to define the vocabulary word, if they cannot answer it the other team gets to define it) and students participate in Mean Muggin’ Vocabulary. Teacher explains storyboard expectations (divide your paper into 10 slides, draw 1 picture on each slide, use less than 10 words/slide to paraphrase vocabulary definitions). Teacher provides class with a sample storyboard. Students complete vocabulary storyboards. Students write a fastwrite about what they’ve learned about western education systems in Alaska. Homework: complete storyboard and study vocabulary terms.</p>	<p>Vocabulary Foldables TPR Vocabulary Collaboration Mean Muggin’ Vocab Storyboards Fastwrite</p>	<p>Ioann Veniaminov Sheldon Jackson Russian American Co. Acculturation Proselytize Ethnic Cleansing Genocide Dualism Assimilate Alaska Organic Act Boarding Schools Americanization</p>
<p>6 What Were Indian Boarding Schools Like? The teacher asks students to read, mark, and chart the article “Indian Country Diaries” while focusing on what the author is saying versus what the author is doing. Students focus on summarizing/paraphrasing ideas, collaborate with their peers to discuss their work, and write a ½ page summarizing the main ideas presented in the article. Homework: Develop at least 5 thought provoking questions for visiting panel members.</p>	<p>Marking the Text Charting the Text Paraphrasing Collaboration Written Summary</p>	
<p>7 Let’s Listen to Those Who Experienced It Teacher talks with students about the impact that western schools had on traditional ways of knowing. Teacher introduces panel members (those who experienced segregated schools, Richard Dauenhauer, and Father Michael Oleksa) and students demonstrate respect protocols and take Cornell Notes while the panel talks about their school experiences and the impact schooling had on the preservation of culture. Students are assessed on participation (active listening skills), demonstrating respect protocols during the panel discussion, and offering thought-provoking questions to the panel members. Homework: complete your Cornell Notes summary and write down any questions you were left with after you heard from our guests. Develop at least 5 thought-provoking questions to pose during a Socratic Seminar tomorrow.</p>	<p>Guest Speakers Panel Discussion Cornell Notes Written Summary</p>	

Lesson Description	Literacy Strategies	Vocabulary
<p>8 Socratic Seminar: Let's Discuss What We've Learned Students are encouraged to start with sharing their thoughts/questions after yesterday's panel discussion. Teacher facilitates a whole group discussion based on comments/questions that surfaced. Students whip around the room share one of their Socratic Seminar questions. Teacher facilitates a Socratic Seminar based on the quote on page 14 in <i>Conflicting Visions in Alaskan Education</i>: "...no books in any Indian language shall be used, or instruction given in that language to Indian pupils...instruction in their vernacular is not only of no use to them but is detrimental to their speedy education and civilization." Tell us what you think and why. If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion. Homework: summarize today's discussion in ½ page or more.</p>	<p>Whip Around Socratic Seminar Graphic Organizer Written Summary</p>	
<p>9 So What Does It All Chalk Up To? Teacher facilitates a chalk talk session about the quote from yesterday's discussion (students receive a writing utensil and they cannot speak, they must write down their ideas on paper and they can respond to each others' ideas but they have to do so in writing). The teacher facilitates a whole group discussion about the ideas that were written. The students take a few moments to review their notes take a unit quiz. Afterwards, the teacher reviews the iMovie project guidelines and students break out into small groups to begin a storymap for their iMovie. Homework: finish your storymap and begin searching for imagery and music that would compliment your theme.</p>	<p>Chalk Talk Discussion Quiz Collaboration Storymap</p>	
<p>10 Literacy: Making Meaning of Our Learning (Part I) The teacher revisits the iMovie project guidelines and students ask clarifying questions about the expectations. Students work in small groups to a) reflect on their storymap to write a narrative for each slide in their storymap, b) record a narrative in a quiet location, c) add music and images to their iMovie, d) review, revise, and edit iMovies.</p>	<p>iMovies Storymap Collaboration</p>	
<p>11 Literacy: Making Meaning of Our Learning (Part II) Upon completion of iMovies, students share their work with the class and "test run" their materials. Group members hear back from their classmates on any parts they might need to revisit before the culminating activity with community members. Teacher asks students to revisit the initial KWL graphic organizer to update information. Homework: Bring supplies/goods for tomorrow's event and polish iMovies.</p>	<p>Storymap iMovies Collaboration KWL graphic organizer</p>	
<p>12 Sharing Our Learning Students invite elders, cultural specialists, panel members, and extended family members to come see what they've done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank their families, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to have a light snack while they share their iMovies. Students display storyboards, and related to work and teacher thanks everyone for their support upon completion of the presentations. Students are assessed on their willingness to contribute and help out, willingness to share their work with others, and demonstrating respectful listening skills.</p>	<p>Culminating Activity iMovies</p>	

Suggested Pacing

Lesson	50 Minute Class Sessions
1 Introduction to Unit Expectations	1
2 Backstory: Differing School Systems in Alaska	1
3 Initial Contact: Russian Orthodox Churches & Presbyterian Churches	1
4 Differing Styles: Veniaminov v. Jackson	2-3
5 Rest Stop/Check for Understanding	1-2
6 What Were Indian Boarding Schools Like?	1
7 Let's Listen to Those Who Experienced It	1
8 Socratic Seminar: Let's Discuss What We've Learned	1
9 So What Does it All Chalk Up To?	1
10 Literacy: Making Meaning of Our Learning (Part I)	3-5
11 Literacy: Making Meaning of Our Learning (Part II)	1
12 Sharing Our Learning	1
Total Class Sessions	15-19

Standards Addressed in this Unit

Content Area	Alaska State Standards Addressed
English/Language Arts	<ul style="list-style-type: none"> A. A Student should be able to speak and write well for a variety of purposes and audiences. B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technological materials, and a variety of other information. C. A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively. D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. E. A student should understand and respect the perspectives of others in order to communicate effectively.
Mathematics	<ul style="list-style-type: none"> A. A student should understand mathematical facts, concepts, principles, and theories.
Science	<ul style="list-style-type: none"> A. A student should understand and be able to apply the processes and applications of scientific inquiry. E. A student should understand the relationships among science, technology, and society. F. A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives.
Geography	<ul style="list-style-type: none"> A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information. B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions. C. A student should understand the dynamic and interactive natural forces that shape the Earth's environments. D. 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. E. A student should understand and be able to evaluate how humans and physical environments interact. F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

Content Area	Alaska State Standards Addressed
Government & Citizenship	<ul style="list-style-type: none"> A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. C. A student should understand the character of government and the state. E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.
History	<ul style="list-style-type: none"> A. A student should understand that history is a record of human experiences that links the past to the present and the future. B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events. C. A student should develop the skills and processes of historical inquiry. D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
Skills for a Healthy Life	<ul style="list-style-type: none"> A. A student should be able to acquire a core knowledge related to well-being. C. A student should understand how well-being is affected by relationships with others. D. A student should be able to contribute to the well-being of families and communities.
Arts	<ul style="list-style-type: none"> A. A student should be able to create and perform in the arts. B. A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world. D. A student should be able to recognize beauty and meaning through the arts in the student's life.
World Languages	<ul style="list-style-type: none"> B. A student should expand the student's knowledge of peoples and cultures through language study. C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international workplace.
Technology	<ul style="list-style-type: none"> A. A student should be able to operate technology-based tools. B. A student should be able to use technology to locate, select, and manage information. C. A student should be able to use technology to explore ideas, solve problems, and derive meaning. D. A student should be able to use technology to express ideas and exchange information. E. A student should be able to use technology responsibly and understand its impact on individuals and society.
Employability	<ul style="list-style-type: none"> A. A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.
Library/Information Literacy	<ul style="list-style-type: none"> A. A student should understand how information and resources are organized. B. A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas. C. A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning. D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources. E. A student should understand ethical, legal, and social behavior with respect to information resources.

Content Area	Alaska State Standards Addressed
Cultural Standards	<ul style="list-style-type: none"> A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life. C. Culturally-knowledgeable students are able to actively participate in various cultural environments. D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Teacher Preparation for Unit

- Review lesson plans and outlines.
- Get a document viewer, a projector, and electronic devices capable of making iMovies.
- Make copies of vocabulary foldable template and all articles.
- Get markers, highlighters, glue, scissors, and butcher paper.
- Recruit panel members to come in for a presentation

Master English Academic Vocabulary List

- **Ioann Veniaminov:** Russian Orthodox priest/linguist who converted many Alaska Natives to religion.
- **Sheldon Jackson:** Presbyterian minister who “educated” Native children and Americanized the north.
- **Russian American Company:** Russian chartered company in Alaska, California, and Hawaii: profits went straight to the Czar.
- **Proselytize:** to convert someone from one religious belief to another.
- **Acculturation:** the process of adopting the cultural traits or social patterns of another group.
- **Ethnic Cleansing:** the elimination of an unwanted ethnic group or groups from a society, as by genocide or forced emigration.
- **Genocide:** the deliberate and systemic extermination of a national, racial, political, or cultural group.
- **Dualism:** the state of being dual or consisting of two parts; division into two.
- **Assimilate:** to take in and incorporate as one’s own; absorb.
- **First Organic Act:** brought a civil government to Alaska in 1884.
- **Boarding Schools:** a school at which the students receive board and lodging during the school term.
- **Americanization:** to make or become American in character; assimilate to the customs and institutions of the U.S.

Lesson Plan #1

Introduction to Unit Expectations

Duration: 50 minutes

Description

The purpose of this lesson is to activate and assess student background knowledge. Students are presented with the unit essential question and final assessments. With teacher support, students unpack the meaning of both so they are clear about what they will be expected to do and know. Students communicate background knowledge of implementing the western educational system in Alaska and they are introduced to respect protocols and expectations. The teacher describes the classroom expectations: be present, be prepared, and be productive. Students do a fastwrite describing their ideas about how these words are defined and what they look like in action. Students share their ideas with an elbow partner and pick two ideas to report out to the group. The group agrees to adhere to protocol of respecting one another and valuing what each person brings to the table while we learn. As a group, the class develops a K-W-L graphic organizer based on our essential question.

State Standards Addressed

- English/Language Arts A, D, E
- Science: F
- History A, B, C
- Employability A
- Cultural Standards D

Learning Targets

- I can collaborate with others to identify what it means to be prepared, present, and productive while learning.
- I can identify which topics I'd like to learn more about (as they relate to Western education systems in Alaska).

Materials Needed

- White board/butcher paper
- Dry erase marker/makers

Assessments

Students are assessed on sharing ideas within small groups, or adding ideas to the whole group discussion about the graphic organizer.

Independent Practice/Homework

- Ask someone in our community what they know/remember about segregated schools in the state of Alaska.

Lesson Plan #1 Outline

Introduction to Unit Expectations

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs (constructed in notebooks).

2. Introductions/Orientation to Unit
 - a) Introduce yourself to the group and ask students to introduce themselves and one thing others might not know about them.
 - b) Tell students that we're going to be examining how Russian Orthodox and Presbyterian schools impacted traditional ways of knowing in Alaska.

3. Develop Working Protocol
 - a) Ask students to write a fastwrite about what it means to be present, prepared, and productive.
 - b) Students share their ideas with an elbow partner and decide which ideas to offer to the whole group during the report out.
 - c) Invite one student to write down ideas on the board/poster.
 - d) Ask students to contribute ideas that exemplify respect that will help us foster a positive learning environment.
 - e) Ask students to list ways in which they can adhere to our working protocol while we learn about the western education system and it's impact on Alaska Native cultures.

4. K-W-L Graphic Organizer
 - a) Ask students to jot down some ideas that they already have about implementing the western education system in Alaska (accessing prior knowledge), share their ideas with an elbow partner, and then report out to the group.
 - b) One person scribes ideas on the K-W-L (Know, Want to Know, Learned) poster while classmates share their ideas.

5. Assign homework, ask students to clean up and reorganize workspace.

Lesson Plan #2

Backstory: Differing School Systems in Alaska

Duration: 50 minutes

Description

The teacher defines all vocabulary words and students make a vocabulary foldable (word and illustration on the outside flap, definition on the inside flap). The teacher teaches students how to take Cornell Notes (topic on top during class, notes in the right-hand column during class, Level 2 or Level 3 questions to organize thoughts in the left-hand column after class, highlight key topics after class, summary at the bottom of the page addressing the essential question after class). Students take Cornell Notes while the teacher describes the reality of everyday life for a student in a traditional education system, a Russian Orthodox education system, a Presbyterian education system, and a segregated school system.

State Standards Addressed

- English/Language Arts A, B
- Science F
- Geography B, D, E, F
- Government/Citizenship A, C
- History A, B, C
- Skills for a Healthy Life C, D
- Cultural Standards D, E

Learning Targets

- I can define: Ioann Veniaminov, Sheldon Jackson, Russian American Company, Acculturation, Proselytize, Ethnic Cleansing, Genocide, Dualism, Assimilate, Alaska Organic Act, Boarding Schools, and Americanization.

English Academic Vocabulary

- **Ioann Veniaminov:** Russian Orthodox priest/linguist who converted many Alaska Natives to religion.
- **Sheldon Jackson:** Presbyterian minister who “educated” Native children and Americanized the north.
- **Russian American Company:** Russian chartered company in AK, CA, and HI: profits went straight to the Czar.
- **Proselytize:** to convert someone from one religious belief to another.
- **Acculturation:** the process of adopting the cultural traits or social patterns of another group.
- **Ethnic Cleansing:** the elimination of an unwanted ethnic group or groups from a society, as by genocide or forced emigration.
- **Genocide:** the deliberate and systemic extermination of a national, racial, political, or cultural group.
- **Dualism:** the state of being dual or consisting of two parts; division into two.
- **Assimilate:** to take in and incorporate as one’s own; absorb.
- **First Organic Act:** brought a civil government to Alaska in 1884.
- **Boarding Schools:** a school at which the students receive board and lodging during the school term.
- **Americanization:** to make or become American in character; assimilate to the customs and institutions of the U.S.

Materials Needed

- Scissors
- Glue
- Vocabulary foldable templates
- Document viewer

Assessments

Students are assessed on following designated protocols, participation during the discussion (active listening and/or verbal contributions), and taking quality Cornell Notes.

Independent Practice/Homework

- Add Level 2 and Level 3 questions and a summary to your Cornell Notes.

Lesson Plan #2 Outline

Backstory: Differing School Systems in Alaska

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to talk about differing school systems in Alaska and they're going to evaluate the reality of everyday life for an Alaska Native in a traditional education system, a Russian Orthodox education system, a Presbyterian education system, and a segregated school system.

3. Introduce New Vocabulary
 - a) Teach students how to make a vocabulary foldable:
 - Fold paper along center line
 - Open paper and cut along the lines to form tabs/flashcards
 - Glue foldable into notebook
 - b) Define vocabulary terms
 - Top flap: vocabulary word and illustration
 - Inside flap: definition

4. Explain Cornell Notes Layout/Expectations
 - a) Top portion: topic (listed while organizing layout)
 - b) Right hand column: notes (taken during class)
 - c) Left hand column: Level 2 or Level 3 questions (done after class, after you reflect on notes)
 - d) Bottom portion: summary reflecting on topic (done after class, after you reflect on notes)

5. Introduce New Content
 - a) Ask students to take Cornell Notes while you talk about the reality of everyday life for an Alaska Native in a traditional education system, a Russian Orthodox education system, a Presbyterian education system, and a segregated school system.
 - b) Ask students to check in with one another to compare notes.

6. Model Level 2 and Level 3 Questions and Assign Homework
 - a) Homework: add Level 2 and Level 3 questions and a summary to your Cornell Notes.

7. Ask students to clean up and reorganize workspace.

Lesson Plan #3

Initial Contact: Russian Orthodox Churches & Presbyterian Churches

Duration: 50 minutes

Description

While students take notes on a T-chart (looking for similarities and differences), the teacher states that the Russian Orthodox Churches and Presbyterian Churches had differing approaches when it came to implementing schools in Alaska; that Russian Orthodox schools produced students that were literate, bilingual and successful in both cultures; the initial “Americanization” of Alaska Natives in a western education system removed a connection to culture; and that Alaska Natives who experienced this new education system experienced a sense of loss and confusion about where they “fit”. Students complete a “Meeting of Frontiers” charting/plotting exercise, where they plot the emergence of churches in Alaska (Russian Orthodox, Evangelical Lutheran Church of America, and Church of the Nazarene).

State Standards Addressed

- English/Language Arts A, B, D, E
- Mathematics A
- Science F
- Geography A, D, E, F
- Government/Citizenship A, C
- History A, B, C, D
- Skills for a Healthy Life A, C, D
- Arts D
- World Languages B
- Library/Information Literacy C
- Cultural Standards A, B, D, E

Learning Targets

- I can analyze what strategies religious leaders might have used to proselytize religious beliefs in Alaska AND how their work impacted local cultures.

Materials Needed

- T-Chart templates/copies
- Meeting of Frontiers Packets/Timelines

Assessments

Students are assessed on active participation (spoken or active listening) during the class.

Independent Practice/Homework

- In a short essay, analyze what strategies religious leaders might have used to proselytize religious beliefs in Alaska AND how their work impacted local cultures.

Lesson Plan #3 Outline

Initial Contact: Russian Orthodox Churches & Presbyterian Churches

Duration: 50 minutes

1. Organizational Prep
 - a) Write down learning targets on the board.
 - b) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson/Explain T-Chart Expectations
 - a) Tell students that we're going to discuss the differences in styles between Russian Orthodox schooling and Presbyterian schooling of Alaska Natives. You will be asked to identify and note similarities and differences amongst these two groups.
3. Introduce New Content
 - a) The Russian Orthodox churches and Presbyterian churches had differing approaches when it came to implementing schools in Alaska.
 - b) Russian Orthodox schools produced students who were literate, bilingual, and successful in both cultures.
 - c) The initial "Americanization" of Alaska Natives in a western education system removed a connection to culture.
 - d) Alaska Natives who experienced this new education system experienced a sense of loss and confusion about where they "fit".
4. Meeting of Frontiers Information Plots
 - a) Ask students to plot the emergence of churches in Alaska over the course of time (Russian Orthodox, Evangelical Lutheran Church of America, and the Church of the Nazarene).
5. Assign homework, and ask students to clean up, and reorganize workspace.
 - a) In a short essay, analyze what strategies religious leaders might have used to proselytize religious beliefs in Alaska AND how their work impacted local cultures.

Lesson Plan #4

Differing Styles: Veniaminov v. Jackson

Duration: 100-150 minutes

Description

Students participate in My \$02 (students respond in writing to Father Oleksa's quote on page 59 in *Conflicting Landscapes American Schooling/Alaska Natives*, pass their paper to their neighbor and continue to respond to the comments/statements they see). Teacher facilitates Jigsaw: students break up into teams of two; read and mark Richard Dauenhauer's *Conflicting Visions in Alaskan Education*; take notes on a T-chart looking for similarities and differences; and report back to teammates about their assigned section of reading. Each group takes notes and asks questions of one another. After both groups share their knowledge, teacher facilitates a whole group discussion about issues/ideas raised in Oleksa's and Dauenhauer's work.

State Standards Addressed

- English/Language Arts A, B, D, E
- Mathematics A
- Science F
- Geography B, D, E, F
- Government/Citizenship A, C
- History A, B, C, D
- Skills for a Healthy Life A, C, D
- Arts B, D
- World Languages B
- Library/Information Literacy B, C, D
- Cultural Standards B, D, E

Learning Targets

- I can analyze and evaluate themes presented in *Conflicting Visions in Alaskan Education*.

Materials Needed

- T-chart graphic organizer
- *Conflicting Visions in Alaskan Education* packets
- Highlighters

Assessments

Students are assessed on participating in the literacy activity and sharing quality information with their peers.

Lesson Plan #4 Outline

Differing Styles: Veniaminov v. Jackson

Duration: 50-150 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that over the next couple of days, we'll be reading, marking, and analyzing a text about how Russian Orthodox and Presbyterian schools were implemented in Alaska.
3. Fastwrite, My \$.02
 - a) Please respond in writing to the following quote from page 59 in Father Michael Oleksa's Conflicting Landscapes American Schooling/Alaska Natives.

"Imbued with a spirit of western individualism and personal success, many of the newly educated youth viewed their grandparents as illiterate, stone-age barbarians. While they still loved them as family, they were also ashamed of their social ignorance and backwardness. Of course they could not voice these criticisms, but they found integration into village life difficult...the graduates felt a sense of loss and separation from their own families and their culture. Sensing this alienation, one elder commented, 'These kids come back from school, and they are strangers to us. But worse than that, they are strangers to themselves'."

- b) Students pass their writing to the person on their RIGHT, read and respond to comments in writing. Continue passing papers until the papers have made it most of the way around the room. Students retrieve their original paper and read classmates' thoughts.
4. Jigsaw Expectations: you are to read and mark your sections (in Richard Dauenhauer's Conflicting Visions in Alaskan Education), identify similarities and differences on your T-chart, and report back to your teammate about your sections.
 - a) All students: read pages 5-6 (stop at Veniaminov)
 - b) Person #1: read pages 6-9 (stop at Jackson)
 - c) Person #2: read pages 9-12 (start at Jackson, stop at mark on page 12)
 - d) All students: read page 12-19.
5. Facilitate a whole group discussion about issues/ideas raised in Oleksa's and Dauenhauer's work.
6. Ask students to clean up and reorganize workspace.

Lesson Plan #5

Rest Stop/Check for Understanding

Duration: 50-100 minutes

Description

Teacher explains Total Physical Response (TPR) Vocabulary expectation (students get into small groups and they choose vocabulary terms to act out, they must make/use props and write a short script) and students participate in TPR Vocabulary. Teacher explains Mean Muggin' Vocabulary expectations (students get into two lines and stand facing a partner, we move down the line and one set of students "mean mugs" each other, the student who breaks first has to define the vocabulary word, if they cannot answer it the other team gets to define it) and students participate in Mean Muggin' Vocabulary. Teacher explains storyboard expectations (divide your paper into 10 slides, draw 1 picture on each slide, use less than 10 words/slide to paraphrase vocabulary definitions). Teacher provides class with a sample storyboard. Students complete vocabulary storyboards. Students write a fastwrite about what they've learned about western education systems in Alaska.

State Standards Addressed

- English/Language Arts A, B, C, D, E
- Science F
- Geography B, D, F
- Government/Citizenship A, C
- History A, B, C
- Arts A, B, D
- Technology D
- Literacy/Information Literacy B
- Cultural Standards B, E

Learning Targets

- I can physically depict my vocabulary terms for this unit.

English Academic Vocabulary

- **Ioann Veniaminov:** Russian Orthodox priest/linguist who converted many Alaska Natives to religion.
- **Sheldon Jackson:** Presbyterian minister who "educated" Native children and Americanized the north.
- **Russian American Company:** Russian chartered company in AK, CA, and HI: profits went straight to the Czar.
- **Proselytize:** to convert someone from one religious belief to another.
- **Acculturation:** the process of adopting the cultural traits or social patterns of another group.
- **Ethnic Cleansing:** the elimination of an unwanted ethnic group or groups from a society, as by genocide or forced emigration.
- **Genocide:** the deliberate and systemic extermination of a national, racial, political, or cultural group.
- **Dualism:** the state of being dual or consisting of two parts; division into two.
- **Assimilate:** to take in and incorporate as one's own; absorb.
- **First Organic Act:** brought a civil government to Alaska in 1884.
- **Boarding Schools:** a school at which the students receive board and lodging during the school term.
- **Americanization:** to make or become American in character; assimilate to the customs and institutions of the U.S.

Materials Needed

- Vocabulary terms and definitions
- White, unlined paper
- Coloring supplies

Independent Practice/Homework

- Complete your storyboard, study vocabulary terms.

Lesson Plan #5 Outline

Rest Stop/Check for Understanding

Duration: 50-100 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that over the course of the next couple days, we're going to work with our unit vocabulary.
3. Total Physical Response (TPR) Vocabulary
 - a) Explain expectations: students break into small groups and choose vocabulary terms to act out; the team must make/use props and write out a short script.
 - b) Facilitate TPR Vocabulary
4. Mean Muggin' Vocabulary
 - a) Explain expectations: students get into two lines and stand facing a partner; we move down the line in sets of two as the two students "mean mug" each other; the student who breaks first has to define the vocabulary word; if they cannot answer it the other team gets the chance to do so; the team with the most points at the end of the activity wins.
 - b) Facilitate Mean Muggin' Vocabulary
5. Storyboard
 - a) Explain expectations: divide your paper into 10 slides, draw one picture on each slide, use less than 10 words/slide and paraphrase your vocabulary terms.
 - b) Facilitate storyboard workshop.
6. Fastwrite: please write about what you've learned about the western education system in Alaska.
7. Assign homework and ask students to clean up and reorganize workspace.
 - a) Ask students to complete storyboard and study vocabulary definitions.

Lesson Plan #6

What Were Indian Boarding Schools Like?

Duration: 50 minutes

Description

The teacher asks students to read, mark, and chart the article “Indian Country Diaries” while focusing on what the author is saying versus what the author is doing; students may work in small groups. Students take time to summarize/paraphrase ideas, collaborate with their peers to discuss their work, and write a ½ page summarizing the main ideas presented in the article.

State Standards Addressed

- English/Language Arts A, B, D, E
- Mathematics A
- Science A, E, F
- Geography B, D, F
- Government/Citizenship A, C, E
- History A, B, C, D
- Skills for a Healthy Life A, C, D
- Arts B, D
- World Languages B
- Library/Information Literacy A, C, D
- Cultural Standards A, B, C, D, E

Learning Targets

- I can analyze and explain the Native American experience in an Indian Boarding School.

Materials Needed

- “Indian Country Diaries” articles
- Highlighters
- Charting the Text Worksheets

Assessments

Students are assessed on participation, collaboration, and providing a written summary explaining the ideas presented in the article.

Independent Practice/Homework

- Develop at least 5 thought provoking questions for visiting panel members.

Lesson Plan #6 Outline

What Were Indian Boarding Schools Like?

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to spend some time analyzing the Native American experience within an Indian Boarding School in preparation for a panel discussion tomorrow.

3. Charting the Text Expectations
 - a) Explain expectations:
 - Students break up into small groups and may work together to read, mark, and chart the text.
 - Students begin by reading and marking the text.
 - In the "saying" column, students paraphrase what the author said (in their own words).
 - In the "doing" column, students outline how the author organized their writing.
 - Students use the "doing" column as an outline for their written summary and write ½ page about what they read.
 - b) Students participate in Charting the Text

4. Assign homework and ask students to clean up and reorganize workspace.
 - a) Ask students to prepare at least 5 thought-provoking questions for tomorrow's panel members.

Lesson Plan #7

Let's Listen to Those Who Experienced It

Duration: 50 minutes

Description

Teacher talks with students about the impact that western schools had on traditional ways of knowing. Teacher introduces panel members (those who experienced segregated schools, Richard Dauenhauer, and Father Michael Oleksa) and students demonstrate respect protocols and take Cornell Notes while the panel talks about their school experiences and the impact schooling had on the preservation of culture.

State Standards Addressed

- English/Language Arts A, B, D, E
- Science F
- Geography B, D, E, F
- Government/Citizenship A, C, E
- History A, B, C, D
- Skills for a Healthy Life A, C, D
- Arts B, D
- World Languages B, C
- Employability A
- Library/Information Literacy C, D
- Cultural Standards A, B, C, D, E

Learning Targets

- I can demonstrate respectful listening skills and ask our panel members thought-provoking questions about their experience transitioning to a western education system.

Materials Needed

- Panel members
- Water for panel members

Assessments

Students are assessed on participation (active listening skills), demonstrating respect protocols during the panel discussion, and offering thought-provoking questions to the panel members.

Independent Practice/Homework

- Complete your Cornell Notes summary and write down any questions you were left with after you heard from our guests. Develop at least 5 thought-provoking questions to pose during a Socratic Seminar tomorrow.

Lesson Plan #7 Outline

Let's Listen to Those Who Experienced It

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning targets on the board.
 - c) Welcome panel members and invite them to make themselves comfortable while students arrive. Offer guests some water.
 - d) Welcome students and ask them to write down their learning targets in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that we're going to hear from panel members about their school experiences and the impact schooling had on the preservation of culture. Remind students that they should take Cornell Notes during today's lesson.
3. Panel Discussion: Did Western Schools Have an Impact on Traditional Ways of Knowing?
 - a) Introduce panel members.
 - b) Panel members testify to their school experiences.
 - c) Questions and answers.
 - d) Thank panel members for coming.
4. Assign homework, and ask students to clean up and reorganize workspace.
 - a) Complete your Cornell Notes summary and write down any questions you were left with after you heard from our guests. Develop at least 5 thought-provoking questions to pose during tomorrow's Socratic Seminar.

Lesson Plan #8

Socratic Seminar: Let's Discuss What We've Learned

Duration: 50 minutes

Description

Students are encouraged to start with sharing their thoughts/questions after yesterday's panel discussion. Teacher facilitates a whole group discussion based on comments/questions that surfaced. Students whip around the room share one of their Socratic Seminar questions. Teacher facilitates a Socratic Seminar based on the quote on page 14 in *Conflicting Visions in Alaskan Education*: "...no books in any Indian language shall be used, or instruction given in that language to Indian pupils...instruction in their vernacular is not only of no use to them but is detrimental to their speedy education and civilization." Tell us what you think and why. If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion.

State Standards Addressed

- English/Language Arts A, B, D, E
- Science E, F
- Geography B, D
- Government/Citizenship A, C
- History A, B, C, D
- Skills for a Healthy Life A, C
- Arts B, D
- World Languages B
- Employability A
- Library/Information Literacy D
- Cultural Standards B, D, E

Learning Targets

- I can demonstrate respectful listening skills and offer thought-provoking questions and comments to the discussion about Americanization.

Materials Needed

- Socratic Seminar graphic organizers

Assessments

Students are assessed on active participation (spoken or active listening) during the Socratic Seminar.

Independent Practice/Homework

- Summarize today's discussion in ½ page or more.

Lesson Plan #8 Outline

Socratic Seminar: Let's Discuss What We've Learned

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to have a discussion about a quote that appeared in print in 1884 in an Alaskan magazine.

3. Whip Around
 - a) What questions were you left with after yesterday's visit?
 - b) What questions did you prepare for today's discussion?

4. Teacher Explains Socratic Seminar Expectations
 - a) We will divide into 2 small groups to discuss our ideas related to a quote I'm going to read.
 - b) One group will speak while the other group takes notes, then we'll rotate.
 - c) If your group is listening, you're responsible for taking notes on your graphic organizer during the discussion. When it's your turn to participate, please offer thought-provoking questions and comments to the discussion.
 - d) Please tell us what you think about the following quote and why:

"...no books in any Indian language shall be used, or instruction given in that language to Indian pupils...instruction in their vernacular is not only of no use to them but is detrimental to their speedy education and civilization." (Conflicting Visions in Alaskan Education, page 14).

5. Assign homework and ask students to clean up and reorganize workspace.
 - a) Summarize today's discussion in ½ page or more.

Lesson Plan #9

So What Does It All Chalk Up To?

Duration: 50 minutes

Description

Teacher facilitates a chalk talk session about the quote from yesterday's discussion (students receive a writing utensil and they cannot speak, they must write down their ideas on paper and they can respond to each others' ideas but they have to do so in writing). The teacher facilitates a whole group discussion about the ideas that were written. The students take a few moments to review their notes take a unit quiz. Afterwards, the teacher reviews the iMovie project guidelines and students break out into small groups to begin a storymap for their iMovie.

State Standards Addressed

- English/Language Arts A, B, D, E
- Science E, F
- Geography B, C, D, E, F
- Government/Citizenship A, C, E
- History A, B, C, D
- Arts B, D
- World Languages B
- Cultural Standards A, B, E

Learning Targets

- I can respond to my classmates' ideas in writing.

Materials Needed

- One large piece of butcher paper/white board
- One marker for each student
- Unit Quizzes
- iMovie Rubrics
- iMovie Storymaps

Assessments

Students are assessed on chalk talk participation- beginning new threads of thought and responding to their peers' ideas.

Independent Practice/Homework

- Finish your Storymap and begin searching for imagery and music that would compliment your theme.

Lesson Plan #9 Outline

So What Does It All Chalk Up To?

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.
2. Orientation to Today's Lesson
 - a) Tell students that today we're going to participate in an activity called "Chalk Talk", assess their knowledge, and begin the culminating project activity.
3. Chalk Talk: What are your thoughts/questions about yesterday's quote?
 - a) Students receive a writing utensil and they cannot speak, they must write down their ideas on paper and they can respond to each other's ideas in writing.
 - b) Students are assessed on beginning new threads of thought and responding to their peers' ideas.
 - c) Whole group discussion based on ideas that surfaced.
4. Students Review Their Notes and Take Unit Quiz
5. Introduce iMovie Guidelines and Expectations
 - a) Tell students that we'd like to share our end product (iMovies) with panel members, cultural specialists, elders, and extended family members during our culminating activity.
 - b) Break students into teams of 2-3 to begin their Storymap.
6. iMovie Workshop
 - a) Students use the remaining time to complete their Storymap with their teammates.
7. Assign homework and ask students to clean up and reorganize workspace.
 - a) Finish your Storymap and begin searching for imagery and music that would compliment your theme.

Lesson Plan #10

Literacy: Making Meaning of Our Learning (Part I)

Duration: 150-250 minutes

Description

The teacher revisits the iMovie project guidelines and students ask clarifying questions about the expectations. Students work in small groups to a) reflect on their Storymap to write a narrative for each slide in their Storymap, b) record a narrative in a quiet location, c) add music and images to their iMovie, d) review, revise, and edit iMovies.

State Standards Addressed

- English/Language Arts A, B, C, D, E
- Mathematics A
- Science E, F
- Geography A, B, D, E, F
- Government/Citizenship A, C, D
- History A, B, C, D
- Skills for a Healthy Life A, C, D
- Arts A, B, D
- World Languages B, C
- Technology A, B, C, D, E
- Employability A
- Library/Information Literacy A, B, C, D, E
- Cultural Standards A, B, C, D, E

Learning Targets

- I can work collaboratively and productively in order to produce an iMovie documenting our learning.

Materials Needed

- Storymaps
- iMovie Rubrics
- iPads/computers with iMovie
- Quiet space to record audio sections

Assessments

Students are assessed on collaboration skills, on task behavior, and preparing a quality product that meets the project expectations.

Lesson Plan #10 Outline

Literacy: Making Meaning of Our Learning (Part I)

Duration: 150-250 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to spend the next few days preparing, revising and presenting iMovies with our classmates.

3. Review iMovie expectations/rubric
 - a) Offer students an opportunity to ask clarifying questions.

4. iMovie Workshop
 - a) Reflect on your Storymap.
 - b) Research imagery and music.
 - c) Write a narrative for each slide/scene in your Storymap.
 - d) Record narratives in a quiet location.
 - e) Add music and imagery to your iMovie.
 - f) Review, revise, save, and edit your work.

5. Ask students to clean up and reorganize workspace.

Lesson Plan #11

Literacy: Making Meaning of Our Learning (Part II)

Duration: 50 minutes

Description

Upon completion of iMovies, students share their work with the class and “test run” their materials. Group members hear back from their classmates on any parts they might need to revisit before the culminating activity with community members. Teacher asks students to revisit the initial KWL graphic organizer to update information.

State Standards Addressed

- English/Language Arts A, B, C, D, E
- Science E, F
- Geography B, D, E, F
- Government & Citizenship A, C, E
- History A, B, C, D
- Skills for a Healthy Life A, B, C, D
- Arts A, B, D
- World Languages B, C
- Technology A, B, C, D, E
- Employability A
- Library/Information Literacy A, B, C, D, E
- Cultural Standards A, B, C, D, E

Learning Targets

- I can collaborate with others to provide them with feedback about their work.

Materials Needed

- Completed iMovies
- Previewing materials (electronics)
- Original KWL graphic organizer

Assessments

Students are assessed on collaborative skills, willingness to share their ideas with others, and completion of their Cornell Notes.

Independent Practice/Homework

- Bring supplies/goods for tomorrow’s event and polish iMovies.

Lesson Plan #11 Outline

Literacy: Making Meaning of Our Learning (Part II)

Duration: 50 minutes

1. Organizational Prep
 - a) Gather necessary supplies.
 - b) Write down learning target on the board.
 - c) Welcome students and ask them to write down their learning target in their learning logs.

2. Orientation to Today's Lesson
 - a) Tell students that we're going to test-run our movies and provide one another with feedback about our films prior to sharing them at tomorrow's event.

3. Rehearse for Tomorrow's Event
 - a) Eagle/Raven introduction
 - b) Welcome
 - c) Share iMovies
 - d) Feedback time
 - e) Identify clean up crew and ushers for tomorrow's event
 - f) Sign up to bring food/drinks

4. KWL Graphic Organizer
 - a) As a group, what do you know, want to know, what did you learn?

6. Assign homework and ask students to clean up and reorganize workspace.
 - a) Polish iMovies and bring materials for tomorrow's event.

Lesson Plan #12

Sharing Our Learning

Duration: 50 minutes

Description

Students invite elders, cultural specialists, panel members, and extended family members to come see what they've done during this unit. Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank their families, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to have a light snack while they share their iMovies. Students display storyboards, and related to work and teacher thanks everyone for their support upon completion of the presentations.

State Standards Addressed

- English/Language Arts A, B, C, D, E
- Science E, F
- Geography B, D, E, F
- Government & Citizenship A, C, E
- History A, B, C, D
- Skills for a Healthy Life A, B, C, D
- Arts A, B, D
- World Languages B, C
- Technology A, B, C, D, E
- Employability A
- Library/Information Literacy A, B, C, D, E
- Cultural Standards A, B, C, D, E

Learning Targets

- I can share my work with others.

Materials Needed

- Completed storyboards and iMovies
- Food and drinks to share with the guests
- Thank you cards for panel members
- Electronic equipment to present students' work
- Microphone with sound system
- Elders, cultural specialists, panel members, and extended family members

Assessments

Students are assessed on their willingness to contribute and help out, willingness to share their work with others, and demonstrating respectful listening skills.

Lesson Plan #12 Outline

Sharing Our Learning

Duration: 50 minutes

1. Preparation for Culminating Activity
 - a) Gather presentation materials.
 - b) Run a dress rehearsal with students so that they're prepared to share their work with a larger audience.

2. 30 Minutes Prior to Culminating Activity
 - a) Ask students to prepare and arrange snacks and drinks to serve to guests after the show.
 - b) Assign students to usher guests in and to help seat elders.
 - c) Assign students to bring snacks and drinks to elders after the show.

3. Culminating Activity
 - a) Two students (preferably an Eagle and a Raven) introduce themselves to the group, thank the elders, cultural specialists, and panel members for helping them out during the unit, thank people for coming, and invite people to enjoy what they've prepared for them.
 - b) Students share their iMovies.
 - c) Students present thank you cards to panel members.
 - d) Teacher thanks the students for all their hard work and thanks the audience for their support. Teacher invites the guests to have some snacks/drinks with the students and encouraged kids to help clean up and usher elders to their transportation.