

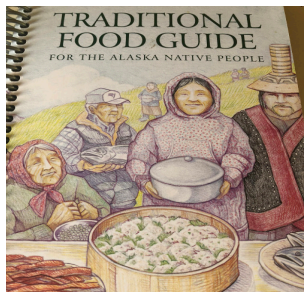
Gathering Tundra or Labrador Tea Lesson

Timeline: 2 days

Objectives: Students learn how to identify and use Labrador Tea

Essential Questions:

- Do you ever have tea at home or with family or friends?



Standards:

L10. Follows directions. L11. Uses expanding vocabulary. L20. Uses a variety of writing or art tools. M5. Understands spatial relationships.

Alaska Native Values:

Know who you are: You are a reflection on your family. See Connections: All things are related. Have patience: Some things cannot be rushed.

Materials:

- Book, Traditional Food Guide for the Alaska Native People. Pg. 109 (Should be on site)
- Ziplock bags
- Tea bags
- Sugar Cubes
- Tea Kettle
- Gathered Tundra Tea
- Spoons
- Baking Sheet
- Cups



Promoting Culture Self Assessment:

- (1) I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- (4) I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general.
- (13) For children who speak languages of dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.

Center Set Up

Whole Group

Have Tundra Tea set out for students to sort and explore. Have students separate the stems and collect the leaves. Stems can be thrown away and leaves can then be laid out on a baking sheet or cardboard.

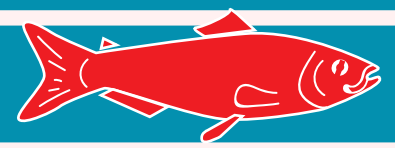
Writing Center

Have Tundra Tea available for students to look at and practice drawing. They can draw (or pretend write) about their trip outdoors gathering Tundra Tea or a time when they had tea with someone.

Play Center

Set up a space for 'tea time' with tea set. Allow students to pretend to play with set but also set the standard rules, use manners, share, listen to each other.

Activity: Gathering Tundra Tea



Engage: Hook, Iqsak, Uqtaq, Ihshak

Show students pg. 109 in the book Traditional Food Guide. The picture shows flowers seen in the summer or early fall so it is also important to show the plant provided in the kit.

Display the Tundra Tea plant. Tell students, *“We are going to go out on a hunt to look for Tundra Tea! Tundra tea has different names. One name is Labrador Tea. It has been used for a long, long time by people who have lived here for thousands of years. It’s a good plant to use and can be picked all year round. The best time to pick it is now, in the fall, because it is said the leaves are older and darker and they taste better. But don’t drink too much of it because it’ll give you a tummy ache, just a cup a day is a good amount.* Pass around a Tundra Tea plant. *“First, we need to really look at the plant to make sure we know what we are looking for. The tundra has lot of different plants and you always want to know the plant you are eating or drinking because plants are very powerful. Some are good for you and some can make you very sick. Always make sure to ask BEFORE eating anything!”* Ask the following questions to help guide students into observing the plant:

“What color are the leaves?” (greenish brown) *“What shape are they?”* (narrow, thin)

Feel it! *“How do the leaves feel?”* (smooth, waxy) Smell it! *“What does it smell like?”* (Tundra)

Demonstrate: (Day 1) Bring the students outside on the tundra where Tundra Tea can be found. Demonstrate how to cut just a section of the plant. Show how not to rip out of the tundra, but show students how they can cut the stems when they find the plant. Help students to gather plants and place into Zip-lock bags to bring back into the classroom. Allow students to explore the tundra, but remind them to stay close to you as a class. Have students go in pairs to gather a Zip-lock container full of tundra tea. Return to the classroom.

Explore: Touch, Agturu, Agtur, Vandaniichit

(Day 1) Gather together and demonstrate how to separate the leaves from the stems. Have a station set up for students to cut or pull off the leaves separating them from the stems. Stems can be thrown away and leaves can be laid out to dry over night before putting them into the tea bags. Tell students, *“Now the leaves need to stay out to dry before we are able to make tea bags tomorrow.”*

(Day 2) Come together and hold a quick discussion about their gathering process from Day 1. Check to see if leaves are dry. Allow students to touch the dry leaves. Demonstrate and help students to fill bags halfway full of tundra tea leaves. Boil hot water to make the tea. Steep tea bags for 3 min and take out of water. Serve and share tea with students. Teach students ‘tea etiquette.’ 1)Keep tea cups on the table, don’t walk around with tea. 2)Don’t guzzle the drink down, tea is meant to be sipped and enjoyed. 3)Say ‘Quyana’ or ‘Chunan’ to the person making you tea. 4) Socialize! Allow students to talk and listen to each other. Allow students to take tea home, if there is extra, so they can share it with an elder or family member.

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: *“Making tea for someone when they visit is a way to show that you are welcoming them into your home. Tundra tea is a special plant that grows in the tundra and we’re so lucky to have it right where we can pick and enjoy it!”*

Evaluation

Emerging:

Student cannot identify tea.

Developing:

Students can identify the tundra tea plant, but cannot tell what we can use the plant for.

Proficient:

Students can identify tundra tea and tell what it can be used for.

Advanced:

Students share their tundra tea with an older relative and share with them what it is and what it is used for.

