

Lesson 2: Our Village: Identifying Key Places and Placements on the Village Map

Timeline: 1 day

Objectives: Students recognize important structures and places in their village.

Essential Questions:

“If someone were visiting our community for the first time, where could we show them to go?” “Where do we go to catch fish?” “Where can we gather berries?”

Standards:

L1. Knows words and pictures carry message. L.6. Notices sounds in words. L13. Persists, attends and engages. L19. Understands writing has meaning. L20. Uses a variety of writing or art tools. M2. Know basic shapes. M3. Describes and compares measurable attributes. M5. Understands spatial relationships. SSC1. Draws and constructs. between living & non-living objects and natural events.

Alaska Native Values:

Have Patience: Some things cannot be rushed.

Materials:

Board to list places in community

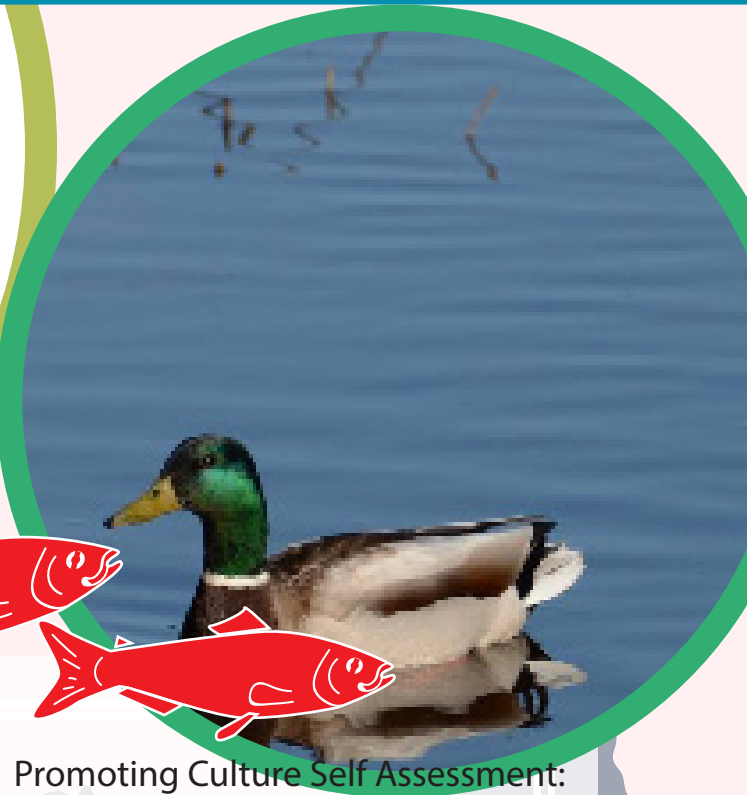
Modeling Clay

Paper and Stencils

Scissors

Camera or Phone to take photos

Small square pieces of cardboard for house templates.



Promoting Culture Self Assessment:

- (2) I select props for the dramatic play/ housekeeping area that are culturally diverse including those that reflect Alaska Native culture (e.g. dolls, clothing, cooking utensils, household articles, furniture).
- (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.
- (7) I plan trips and community outings to places where children can learn about their own cultural or ethnic history.

Center Set Up

Whole Group

Gather lesson materials for the opening activities. Have materials available for students to make a replica of their house (They can also add details such as steam-bath or smokehouse in their yard if they have such).

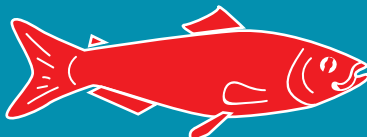
Art Center

Revisit their imaginative maps they created on the previous day. Assist students with adding initial sounds to the items within their map. For example, add an ‘R’ by the road or add an ‘H’ by the house, or any other item they have included.

Blocks Center

Encourage students to build roads and buildings that they would see around the community. Assist them in using the same position words as used in the lesson, such as before, after, next to, and beside when describing the location of places.

Activity



Engage: Hook, Iqsak, Uqtaq, Ihshak



Engage: In advance, plan a day to take students out on a walk or with a vehicle to look at different important places in your village. Hold conversations about structures they see along the trip. Students can take pictures (These can also be printed out and pasted onto your cardboard village model). Write down names or draw quick pictures to represent the different structures. (ex airport, houses, steam-bath, clinic, church, school, store, post office, subsistence use building, smoke houses, boat launch, village council office)

Students could be given clipboards with paper and a pencil to draw/sketch things they see along their walk.... They could cut these out and paste them to the model as well.

Demonstrate: On the board or somewhere where all students can see, demonstrate how to make a building using the stencils. "This is called a stencil. It is a tool to help create an image easily. This stencil has different shapes and sizes of shapes on it. Watch how I can use it to make the clinic. First, I use the large rectangle stencil for the buildings frame. Like this (demonstrate how to hold the stencil and make a rectangle). Next, I will make the roof. See how I have to line up the triangle to the rectangle to make them match?" (demonstrate how to make the roof). "What else does our clinic need? What shape should I use to make them?" Listen to student responses. Model how you will cut out the shape and attach it to the map they have begun to create. After your model house is made, glue them onto a piece of cardboard to create a firm back then use modeling clay to place them upright on the map.

Explore: Touch, Agturu, Agtur, Vandaniichit

Explore: Have different materials out for students to make their houses or community structures. Allow them to experiment and show their way of making their house.

Activity: Have students create their own houses using stencils or modeling clay. Work together to create structures in the village. For village buildings (ex. clinic, store) you can also just print out the pictures taken on your walk and have students cut out pictures and paste on cardboard that can be propped up and placed on map. Once students are finished, work with them to find where to put them on the map. Place them on the map and label each structure. This is a good activity to help with initial sounds when finding places on the map. Example: "What is this building again? Here, I wrote a word let's see if we can look at the word to help us remember the building. It starts with an 's' and I know 's' makes an 'sss' sound. Then there is a 't' which makes a 't' sound. Let me put those two together and tell me if you can guess what this building is. St...st..." (store). Continue through the sounds to help students if they need more clues. Having names on each building will help with identifying words with pictures.

Explain: Talking, Niugtuk, Qalarte, Qenax

"Now look at our map! It looks like our village! Now that we have added our important places, we can use our map to play."

Evaluation

Emerging:

Student does not make a structure.

Developing:

Student attempts to make a structure, but needs help.

Proficient:

Student makes their house with either paper or clay

Advanced:

Student makes their house and can show where it goes on the map.

