

ALASKA ROCKS

Objectives:

Children will know: Children will learn about Alaskan rocks and their traditional uses.

Children will do: Children will examine different properties of Alaskan rocks.

Essential Questions:

- What kinds of rocks are in Alaska?
- How do we use these rocks?

Standards:

L14. Recalls people, places, objects and experiences and makes connections.

M3. Describes and compares measurable attributes.

M6. Sorts and groups objects.

SSC3. Asks questions and finds answers through active exploration of nature.



Materials:

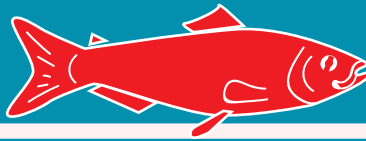
- Magnifying Glass
- Spray Bottle
- Chert
- Slate
- Limestone
- Jet
- Chalcedony
- Mica
- Picture of arrowhead, ulu, mask, labret, beads,

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.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

Alaska Native Values:

Honor Your Elders, See Connections, Ties to Our Homeland



Engage

Set out rocks in front of you so you can talk about them as you present them. "These are all rocks that you find can around Alaska. All of these rocks have a specific purpose depending on what kind of rock they are. How can you tell the difference from one rock to another?" "Today we are going to use different tools to try and identify Alaskan rocks."

Explore:

Activity: 10 minutes

Preparation: Fill spray bottles with water and set out magnifying glasses.

Allow students time to touch and feel the different rocks. Encourage students to hold rocks up to the light while they are observing them. After a few minutes, give students a magnifying glass. "What do the rocks look like through the magnifying glass? Do rocks look bigger or smaller? Do you see anything you didn't see before?" Allow students to observe the rocks for a few minutes and then hand out spray bottles. "Let's try spraying the rocks. What happens? Do they look the same or different? Which rock changed the most? Which rock changed the least?" Make sure to write their answers and observations on paper that can be displayed by each rock.

Explain:

"Let's talk about each rock. The first rock we will talk about is called chert." Hold up chert. "Chert was used to make arrowheads and spearpoints for hunting." Show picture of arrowheads. "People still find chert arrowheads today. What did you notice about chert when you were looking at it and touching it?" Hold up slate. "This next rock is called slate. It was used to make all sorts of tools, like ulus. Do any of you use ulus? Before they were made of metal, they were made of slate like this. What did you notice about slate when you were looking at it?" Hold up limestone. "This is called limestone. People used to grind down limestone and mix it with water to make white paint for masks." Hold up picture of mask. "Did you notice if the limestone made any white marks? What did the surface of the limestone feel like?" Hold up jet. "Jet can be found all over! Jet was used for jewelry." Hold up picture of jewelry. "What did jet feel like when you touched it? Was it heavy or light?" Hold up chalcedony. "Chalcedony was used both for arrowheads and for beads. When you held chalcedony up to the light what did it look like? Was it shiny or dull?" Hold up mica (in a container). "This is a ground up stone called mica. Mica was also used as paint on masks. What does mica look like? Is it sparkly or dull? Do you think it would be easy or hard to break up mica? Have you ever found rocks that look like these by your home?"

Remind students that you have set up a sensory spot for them to explore these new rocks a bit more.

Center Set Up:

Whole Group:

Display essential questions. Display essential questions. Display rocks from kit. Encourage students to use magnifying glass to observe rocks.

Sensory Play:

Set out a variety of rocks from the kit. Have students pick up and touch different rocks. Encourage discussion about the characteristics of the rocks. How do they feel or smell and What do they look like?

Dramatic Art and Play:

Set out a variety of rocks found from outside and glue. Have the students make different patters out of the rocks or create a picture.

Gather a few sturdy materials, such as cardboard or popsicle sticks. Allow students to glue rocks to these materials for a rock creation.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion but does not complete activity.

Proficient:

Student participates in discussion and both activities.

Advanced:

Student participates in discussion, activities, and shares a story.

