

Lesson 2: Learning About Our Names

Objectives:

Students will learn about how they received their birth and given Yup'ik, Dena'ina, or Alutiiq names.

Essential Questions:

“What are your different names that people call you? Do people call you a different name at school then they do at home? Do you know where you got your name from?” Were you named after someone or something?”

Enduring Understanding:

Recognizing students given native names in the classroom and honoring their origins is an important tool in solidifying student identity.

Standards:

L3. Listen to, enjoys, and actively participates in stories.
L5 Understands that letters have a name and sound.
L6. Notices sounds in words. L18. Uses letter like marks to communicate and write name

Materials:

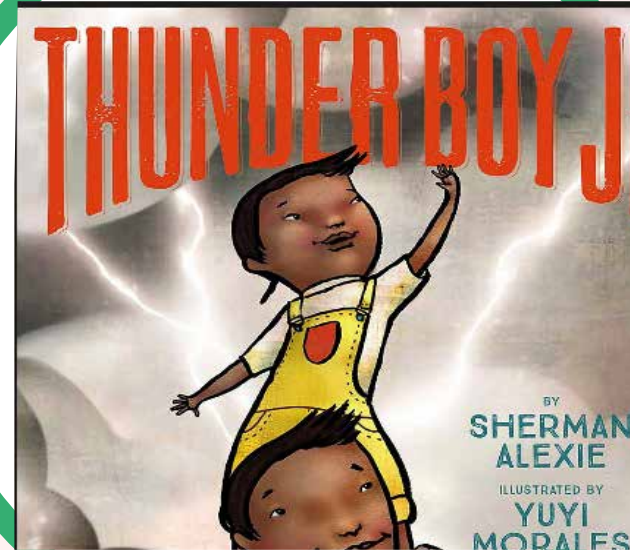
Thunder Boy Jr. (This book was sent out in kit 1)
Two different printed names of students (ex. English & Yupik name)
Connecting cubes, blocks or any object that can help students compare the letters in their names.

Center Setup: Writing Center

1. Have names both 'English' and given names (if possible) printed or posted where students can see while they are at centers. Have students practice identifying their names.

Write student names on connecting cubes (one letter for each cube) or written so letters are spaced out and are easy to see each individual letter.

Provide a variety of writing materials: story knives, white board/markers, paint anything to make it fun!



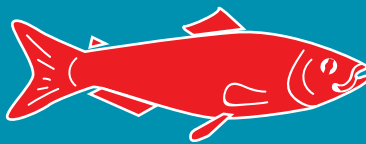
Alaska Native Values:

Know who you are: You are a reflection of your family. See connections: All things are related. Show respect to others: Each person has a special gift. Accept what life brings: You cannot control many things.

Promoting Culture Self Assessment:

- 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.
- I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curricula.

Activity



Engage: Hook, Iqsak, Uqtaq, Ihshak

"Have you ever wished you had a different name? What name would you give yourself?"

"This week we are learning about our names and where they came from. Sometimes a person can have lots of different names. Most of the time we have a first name, a middle name, and a last name. But you can also have a Yup'ik, Athabascan, Alutiiq name given to you when you were born or shortly after. Many times those names come from relatives who might have recently passed, or a special animal, or it can just be a name that has been given to you."

"This is a story about a boy who isn't too excited about his name but finds a way to be happy with the name he has received."

Read Thunder Boy and discuss how names are sometimes passed down from a relative or someone close who has recently passed or is still alive. Names can sometimes mean things, or they can just be a 'name.' Ask students, "What name do you like to be called?"



Explore: Touch, Agturu, Agtur, Vandanihit

Activity 30 minutes

"What's your name? Do you have any other names?" Have students share their different names.

Using connecting cubes, magnetic letters, or paper write two names of each student (first, last or birth name/given name) carefully to match the spacing of each name so that students can compare the length of each name in letters. Help students to count each letter in each name.

Write the number next to each name and talk about it. EX: Beth (4)

I r p u k (6)

"How many letters does 'Beth' have? How many does 'Iirpuk' have? Which has more? Who has the longest name? Who has the shortest? Does anyone have the same amount of letters in both names?"



Explain: Talking, Niugtuk, Qalarte, Qenax

"Our names are very special because they follow us through our whole lives. Our names make us unique and also often connect us to our past relatives. Many Alaskan Native cultures believe that the people who you are named after live inside you. Their experiences and knowledge have been passed down through you making you a strong and important person."

Evaluation

Emerging:

Students cannot identify their names beyond their first name.

Developing:

Students can provide their first and last names.

Proficient:

Students can provide two of their names and tell which one is the longest.

Advanced:

Students can tell where their name came from and what it means (if applicable) and how many letters are in their name.

