

Overview:

Students listen to an account of the tsunami that struck the Alaskan coastline in 1964 in the book *The Red Cedar of Afognak: A Driftwood Journey* based on a story by John P. Pestrikoff, an Alutiiq elder, then they illustrate a scene on a storyboard and sequence the events to retell the story.

Targeted Alaska Grade Level Expectations:

Science

- [4] SD2.2 The student demonstrates an understanding of the forces that shape Earth by identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes on the surface.
- [3] SF1.1-SF3.1 The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by exploring local or traditional stories that explain a natural event. (L)
- [4] SF1.1-SF3.1 The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface). (L)

Reading

- [3] 1.4.1 The student restates/summarizes information by retelling or dramatizing a story after reading it. (L)
- [4] 2.4.1 The student restates/summarizes information by retelling a story in correct sequence or identifying the correct sequence of events in a story. (L)
- [3] 1.8.1 The student analyzes literary elements and devices by identifying or describing problem and solution, main characters, and setting in fiction.
- [4] 2.8.1 The student analyzes literary elements and devices by identifying or describing in fiction plot (e.g., main conflict or problem, sequence of events), settings (how they affect the characters or plot), and characters (e.g., physical characteristics, personality traits, motivation).

Objectives:

The student will:

- listen to an account of the 1964 tsunami;
- illustrate a scene from a story;
- retell the story;
- identify actions specific to a tsunami; and
- identify characters and setting.

Materials:

- Pastels
- White construction paper (6" x 6")
- *The Red Cedar of Afognak: A Driftwood Journey* by Alisha S. Drabek and Karen Adams

Science Basics:

Many cultures pass on information that is necessary for survival through oral traditions. Although tsunami legends are rare in the Aleutian and Kodiak region, people of the area continue to tell their ex-

periences to younger generations. The danger related to seismic activity is a reality. The story used in this lesson includes several observable occurrences that are not uncommon to tsunami events:

- earthquake
- ocean level receding
- multiple large waves
- community damage (buildings removed from foundations, scattered debris)
- eroded shoreline

Activity Preparation:

1. Create a model for students by drawing a scene from the story on page 20 of *The Red Cedar of Afognak: A Driftwood Journey*. Use the pastels and a 6" by 6" sheet of paper. Use color on the entire sheet of paper.
2. Make arrangements with another teacher for students to use their pictures to retell the story to another class.

Activity Procedure:

1. Explain that in 1964 a large earthquake and tsunami hit the coasts of Alaska. Some people knew about tsunamis because they had heard other people tell stories about their experiences. Elders are an excellent source of information because they have had many experiences in their lifetime. The story students will hear today is based on information from John P. Pestrikoff, an Alutiiq elder.
2. Explain the following vocabulary from the story.
 - apaa: grandfather
 - ata : father
 - debris: parts of something that has been broken down or destroyed
 - emaa: grandmother
 - eroded: washed away
 - maqiwik: banya, steambath
 - qar'usiq: red cedar
 - surge: a huge rush of water, a large wave or incoming swell
3. Read aloud page 20 from *The Red Cedar of Afognak: A Driftwood Journey*. Remind students to listen carefully because they will illustrate different parts of the story afterwards.
4. Show students the model of the illustrated scene. Explain which scene it illustrates. With student input, brainstorm a list of parts of the story that could be illustrated. Have each student choose a part of the story to illustrate. Some possibilities include:
 - the grandfather telling the story to the grandsons
 - women walking the path to the maqiwik
 - Emaa and Apaa walking to the community hall
 - Emaa dropping the pie
 - Earth shaking
 - Apaa telling the story with his eyes closed
 - the tide going way out
 - Apaa and Emaa gathering kids and groceries
 - water crossing the road
 - running up the hill with water behind
 - people sharing food on the hill
 - houses and debris thrown into the forest
 - eroded shoreline
 - community hall floated out to sea

- finding Qar'usiq far inland
5. Distribute the pastels and paper and encourage the students to use color on the entire sheet of paper.
 6. When students are finished, have them hold their pictures, line up in order and retell the story using the pictures. The following summary questions could include:
 - What are some other scenes that could have been illustrated to show more of the story? Ask this question if the story is incomplete.
 - When did Apaa realize that a tsunami was coming? (*He realized a tsunami was coming when the tide went way out.*)
 - How many waves did Apaa talk about in his story? (*He talked about two great waves.*)
 - Which scenes show the actions of the tsunami? Ask students to divide into two groups with their scenes to answer the question: one group with scenes of tsunami actions (tide going out, water running over the road, etc.) and the other without tsunami action scenes.
 - Which scenes show the characters in the story? Ask students to divide into two groups with their scenes to answer the question: scenes with characters and scenes without.
 - Which scenes show the setting where Apaa was telling the story to the grandson and which scenes show the setting of the tsunami story? Ask students to divide into two groups with their scenes to answer the question: each group reflecting one of the two settings.
 7. Take students to another classroom to retell the story using their own pictures.
 8. Post student work in order of the story on a bulletin board.

Answers:

There is no STUDENT WORKSHEET for this lesson.