1964: Learning, Family, and Sharing

Grades K-4

Overview:

Through the following lesson, students reflect how Elders live their lives in accordance with cultural values in the wake of this life-changing event, and how cultural values are displayed in their everyday actions.

Targeted Alaska Cultural Standard:

[A6] Students who meet this cultural standard are able to live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.

Objectives:

The student will:

- view Elders describing their experiences from the 1964 tsunami;
- evaluate experiences for actions that reflect cultural values; and
- connect a cultural value to an everyday action in the student's life.

Materials:

- *8.6: The Great Alaska Earthquake March 27, 1964* by Stan Cohen
- ATEP DVD: Elder Mentor Lecture, December 13, 2006
- STUDENT WORKSHEET: "1964: Learning, Family, and Sharing"

Science Basics:

The second largest earthquake, ever recorded, struck Alaska in 1964; the epicenter was in northern Prince William Sound. Intense shaking during the earthquake triggered many submarine and surface landslides along the Alaska shoreline. The earthquake caused a tectonic uplift of the sea floor, which generated open-ocean tsunamis that traveled around the world. These tsunamis devastated many Alaska communities. The death toll from the earthquake and tsunamis totaled 122, and more than $100 million in damage was reported. Entire communities were relocated as a result.

Activity Preparation:

1. Preview the DVD and cue it to a segment that is of an appropriate length of time for the students to view.
2. Preview the book, *8.6: The Great Alaska Earthquake March 27, 1964* by Stan Cohen. Select and flag photos of interest to students that will help build background knowledge prior to viewing the DVD.

Activity Procedure:

1. Write the word "Values" on the board. Explain that values are ideas about how we should live our lives to be good people. The Native people of Kodiak, the Alutiiq, have values that they live by to help them live well. Some of their values are: Learning by doing, observing and listening, sharing, and family. Write each of these values on the board and clarify what they mean.
2. Ask students to think about what they have already learned about tsunamis. Explain that they will see a DVD of Elders telling how they lived through a tsunami in 1964.

3. Display and describe photos from *8.6: The Great Alaska Earthquake March 27, 1964* by Stan Cohen.
4. Play the preselected segment from the ATEP DVD: Elder Mentor Lecture, December 13, 2006.
5. After viewing the DVD, ask students to respond to the Elders' experiences using the following critical thinking method.

Critical Thinking:

Activity Response Method: Ask students to think of a response to the stories told in the DVD. They can begin their response with "I was surprised to learn…" or "I learned that…" or "I wonder if…"

6. Distribute STUDENT WORKSHEET: "1964: Learning, Family and Sharing" for students to complete. Review the worksheet with the students and tell them that, in the first column, they are to draw or write an action from the Elders' stories related to each value shown in the middle column. Then students draw or write one of their own actions that shows how the value relates to his or her life, in the third column.

Extension Ideas:

- Invite an Elder to the classroom to share his or her earthquake or tsunami experience in person.
- Review other Alutiiq cultural values.
- Create posters of cultural values.

Answers:

In the first column, student drawings or written responses should relate actions, from the Elders' experiences, to the cultural values.

In the third column, student drawings or written responses should relate actions, from his or her own life, to the cultural values.

Name:_____

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Student Worksheet

1964: Learning, Family, and Sharing

Elders and 1964 Tsunami	**Cultural Values**	Me
	Learning by doing, observing and listening	
	Sharing	
	Family	