

## Overview:

In this lesson, students interview community members who witnessed a tsunami, earthquake, or volcanic activity.

## Targeted Alaska Grade Level Expectations:

### *Science*

- [3-4] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [4] SE2.2 The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by identifying multiple explanations (e.g., weather, seasonal changes).
- [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.
- [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).
- [3] SG2.1 The student demonstrates an understanding of the bases of the advancement of scientific knowledge by comparing the results of multiple observations of a single local event.

### *Writing*

- [K] 1.1.2 The student writes about a topic by dictating or writing words, phrases, or sentences related to a single topic.
- [1] 1.1.2 The student writes about a topic by writing about a single topic using drawings and a minimum of three complete sentences.
- [2] 1.1.2 The student writes about a topic by writing and organizing thoughts into a topic sentence and two supporting sentences.
- [3] 1.1.2 The student writes about a topic by writing a paragraph on a single topic with two or more supporting details.
- [4] 2.1.1 The student writes about a topic by writing a paragraph that maintains a focused idea and includes details that support the main idea.

## Targeted Alaska Cultural Standards:

- D1 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. Students who meet this standard are able to acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.
- D4 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. Students who meet this cultural standard are able to gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.

## Objectives:

The student will:

- interview several people about a tsunami, earthquake, or volcanic activity;
- identify commonalities among the reports; and
- type a summary on a Microsoft Word template.

## Materials:

- Audio or video recorder (optional)
- Computers with Microsoft Word
- Microsoft Word Form: “Eyewitness Accounts,” available under Student Resources/Forms on the ATEP website (<http://www.aktsunami.org>).

## Whole Picture:

Without the use of technology, people rely on observation and information passed on orally to learn what signs to watch for, or what to expect in the event of a tsunami, earthquake, or volcanic activity. Through sharing observations, people learn what natural signals are given and what to expect in an event that causes rapid changes to Earth’s surface.

## Activity Preparation:

1. Organize a panel of people who witnessed a tsunami, earthquake, or volcanic activity. Ask them to tell their experience to your students and to describe any observations that they felt, saw, heard, and maybe even smelled. Ask for permission to record their stories, if necessary. Plan for the speakers’ comfort with snacks and drinks. Consider making a small gift of appreciation. NOTE: If local people are difficult to access for this activity, access and identify segments of entire lectures to show from Elder Mentor lectures at the ATEP website ([www.aktsunami.org](http://www.aktsunami.org)). The following lectures are the most applicable, *Stories of the 1964 Earthquake and Tsunami* by Elders Nick Alokli, Dennis Knagin, and Phyllis Peterson; *Tsunamis and Culture* by Elders Betty Nelson and Helen Nelson; and *Memories of Afognak* by Betty Nelson and her children.
2. Download the Microsoft Word Form: “Eyewitness Accounts” (see Materials, above for URL) to each computer.
3. Schedule older student or adult volunteers to type for younger students, if necessary.

## Activity Procedure:

1. Explain students will listen to people tell about their experiences witnessing a tsunami, earthquake, or volcanic activity.
2. Introduce the speakers and ask them to share their stories, or display segments of mentor lectures.
3. Thank the speakers. Explain that students will fill out a template on the computer using the information shared by the speakers. Ask students to retell each story and then identify commonalities among the stories.
4. Model accessing the Microsoft Word Form: “Eyewitness Accounts” and review the information it requires. For younger students, this template might be best used with an older student or adult helper.
5. After students have filled out their templates and printed them, ask them to share their writing with the class.

## Extension Idea:

- Feature the guest speakers on a bulletin board. Include pictures and student writing.
- Make a copy of student work and any recordings for each guest.

## Answers:

*Answers will vary. Student’s writing should reflect the writing skills designated by his or her grade level expectations for writing.*

## Lesson Information Sources:

Watermark image on template from Alaska Native Knowledge Network clip art. [www.ankn.uaf.edu](http://www.ankn.uaf.edu) The Alutiiq people have lived around volcanoes for many years. This image was taken from an Alutiiq box that was discovered in the Kodiak area. It is believed to be about 500 years old.