

TPS

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Title of Learning Unit: Alaskan Traditions

Subjects: History, Geography, Art, Language Arts, and Math

Grade Level/Range: 3rd grade

Overarching Goal or Concept for the Learning Unit:

After learning about the culture and traditions present in Alaska, students will be able to illustrate three important parts of Alaska's history.

Overview:

During this Social Studies unit, students will be learning about the different aspects that make up Alaska. They will learn about the different cultural aspects that are a part of the Alaskan population. The students will think about what they already know or think they know about Alaska. They will then learn about cultural aspects like the totem pole through a mixture of engaging activities. They will then dive into a book that details information about sled dogs and their journey. They will explore the sled dog events through the use of mathematical reasoning. Lastly, they will explore the phenomenon that is the Aurora Borealis. Through the different activities, students will engage with the content to help build their understanding. With the use of multiple formal and informal assessments students will demonstrate their deepening understanding of Alaska and its different aspects.

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Pre-instructional Assessment/Introduction:

Students will be introduced to the idea that their next unit will be on the state of Alaska. They will then be given a handout by the teacher (attached) which will ask the students to write what they think and what they know. This way, the teacher can see what they really know and what they think they know. This will allow the teacher to plan the lessons around the student's prior knowledge. As the students complete the sheet, the teacher will collect it to go over.

Name: _____

Date: _____

Alaska

List three facts that you know about Alaska:

1. _____

2. _____

3. _____

List three facts you think you might know about Alaska:

1. _____

2. _____

3. _____



Title of Lesson/Activity #1: Haida Totem Poles

Created By: McKenzie Shaffer

Overview of Lesson: The students will begin the lesson by looking at a primary source document. The students will look at the totem pole provided; they will then hypothesize what animals that they think they see in the totem pole. They will then talk about the different colors that they think are used in the totem pole. After the class discussion, the teacher will introduce the Haida community that is a part of Alaska and creates these totem poles. Students will learn about the Haida community and their attributes that make them unique. The students will focus in on the Haida totem poles, especially the meaning of the animals and the colors on the totem poles. Students will then create totem poles that represent their families using the animals and colors discussed during the lesson.

PA Standards:

Social Studies: 8.3.3. A. Identify and describe the **social, political**, cultural, and **economic** contributions of individuals and groups in United States history.

Art: D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

Investigative Question for this activity:

- What do the different animals on the totem pole represent?
- What do the different colors on the totem pole represent?

Objective(s):

After teacher guided instruction on the Haida totem poles, students will use the provide animal and color meanings handouts to individually create a totem pole to represent their family with at least three different animals and colors.

Materials:

- Power point on Haida community
- Note guide for power point
- Animal meaning hand out
- Construction paper
- Scissors
- Glue
- Markers
- Totem pole primary source page
- Smart board

Print Sources

1. Totem pole primary source <https://www.loc.gov/item/99615202/>

2. Power point presentation on Haida Community
3. Animal meaning handout
4. Power point note guide

Student Learning Process:

1. The teacher will pull up the power point slides that will be used for the lesson.
2. To open up the lesson, the teacher will pass out a primary source document of a totem pole from Alaska to the students.
3. The teacher will then ask the students, **“Who can tell us what they think a primary source is?”** The teacher will then wait for student responses and then say that a primary source is a source that was created during a time of study.
4. The teacher will then have the students analyze the picture and think about what they notice and wonder about the picture. She will ask them to also think about the different colors that might be used even though they cannot see them.
5. Next the teacher will have the students discuss with the class what they notice and wonder. She will then tell the students that they are going to learn more about the meaning of the totem poles and who creates them.
6. The teacher will first talk about who the Haida community is. The teacher will remind the students to fill in the blanks in their note guide as they look at the slides.
7. The teacher will talk about who the tribe is and where they lived.
8. The teacher will flip on the next slide of a map of Alaska; she will then ask **“Who can find Ketchikan on the map to show us where the Haida community is located?”** She will call on a student to point out the city on the map. She will net show other areas where they live (Prince of Whales Island).
9. The teacher will then talk about the Haida culture, specifically the totem poles.
10. The teacher will first ask, **“What does that picture look like to you on the screen?”** The teacher will then wait for the student responses before going over the points on the screen.
11. The teacher will then show a picture of the Haida community totem poles to the students. She will ask, **“Do you notice any figures in the picture that look like a thunderbird?”** She will then discuss with the class what they notice.
12. The teacher will continue the discussion on why totem poles are made.
13. The teacher will then move on to talk about what makes totem poles authentic. She will then ask, **“What does authentic mean?”** She will then wait for student responses and say that authentic means real, not fake and original.
14. The teacher will then discuss these points with students before taking about how totem poles are read.
15. The teacher will then ask, **“What do you think these different animals will represent?”** She will allow the students to discuss before giving a handout with the different meanings that the Haida had for the animals.
16. Students will look at the list and popcorn read them out loud before going to back to the power point.
17. Students will go through the meanings of the different colors that are included on the totem pole.

18. The teacher will then present the students with their activity. They will be creating a three animal totem pole with at least three different colors to represent their families. (assessment)
19. The teacher will show the students an example and explain that all of the materials are on the back table for their use.
20. The teacher will then be around to help the students and answer questions if needed.

Closure:

1. For the closure of the activity, the teacher will have the students finish and put away their materials.
2. The teacher will then ask students to come up to the front of the room where they can share their example of the totem pole.
3. The students will share their totem pole and talk about how the different animals and colors represent their families.

Modifications/Accommodation Techniques for Students with Special Needs:

For a student with dyslexia in the classroom, the teacher would have the note guide already filled for the power point. The words that would be blanks on other student's note guides would be underlined. This way, the student would just have to highlight the words instead of writing them in. By doing this, the student would be able to focus on the content and not rushing to fill in the blanks.

Formal Assessment:

Students will be creating their own totem pole to represent their families. They will be required to include at least three animals and three different colors. This will show their understanding of how animals and colors can represent something bigger. By relating totem poles to their family, they show their understanding of animals and colors and how they use to make meaning.

Informal Assessment:

The teacher will listen to how the students answer questions and engage in discussion. By listening to their discussion points the teacher can tell if they are on the right track to understanding the lesson content.

URLs used to help create lesson:

- <https://www.nlm.nih.gov/nativevoices/exhibition/healing-totem/index.html>
- <http://discoveringourstory.wisdomoftheelders.org/history-of-the-haida-tribe>
- <http://members.home.nl/t.overberg1/Totem Pole.htm>
- <https://www.hellobc.com/stories/every-totem-pole-tells-a-story/>

Who were the Haida Community?

- A tribe that settled in _____ communities
- These communities would settle on the _____ islands and in a city called _____
- Seafaring tribe that were skilled _____ and _____
- Were not considered a tribe, but a _____
- They live in houses called _____ houses
- They traveled around in _____ that were dug out from tree trunks

Haida Culture: Totem Poles

- Expert _____ carvers
- Created many types of _____ poles to _____ and _____ over the families
- The _____ is always at the _____ of the totem pole
 - It is the _____ of thunder, lightning and storms
 - These are created when the thunderbird flies