Cynthia McIntyre

Unit: Alutiiq Storytelling

Title of Lesson: Alutiiq Storytellers, Graphic Artists  
Grade Level: 4th Grade

Timeframe: 2 - 45 min sessions  
Subject Area: Alutiiq Studies (Social Studies)

Planning for Instruction

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<th>Student Learning Goals/Outcomes</th>
<th>Students will identify that Alutiiq petroglyphs and incised rocks are a form of Alutiiq literature. They will also recognize that they are a form of storytelling that provide us with information about the Alutiiq people, including what they wore, their values and their way of life. Students will also write their own story based on Alutiiq values and create their own graphic symbolism, representative of petroglyphs and talking rocks.</th>
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| Standards Addressed: | Alaska Content Performance Standards  
AH.PPE 2: The student demonstrates an understanding of the interaction between people and their physical environment by: using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native Peoples.  
RL.4.10: By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 with scaffolding as needed.  
W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
SL.4.1.a-d: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |
| Alaska Culturally Responsive Teaching Standards  
B1: Students will acquire insights from other cultures without diminishing the integrity of their own. |

Materials Needed

- PowerPoint Presentation with five slides of modern graphic art of people/faces/animals/nature, pictures of Alutiiq talking rocks/petroglyph symbolism and facts and information about graphic symbolism in Alutiiq culture.
- Drawing paper
- Charcoal for drawing
- Anchor Chart (optional)
- Scratch Art paper (approximately 5x7 in size and enough for 2 per student)
- Tools to “scratch” with such as plastic knives or tooth picks.
- Construction Paper
- Glue
This lesson will utilize PowerPoint slides, computer, and a document camera/smart tv.

- Write on the whiteboard: Qulyanguiciiqaken, I will tell you a story.
- Play Alutiiq songs/music while the students explore.
- Have Alutiiq symbols and books placed throughout the room for easy access and reference.

This lesson is presented in visual, auditory, and kinesthetic ways that will appeal to various learning styles and abilities. If students require options for demonstrating their learning, accommodations can easily be made. A student can write what they've learned (by hand or typing), create a PowerPoint slide or collage, or give an oral “presentation.”

**Pre-lesson Assessment:** In the opening activity, you will review the key points of the prior lessons in a group format. This will guide any further discussions to clarify key points in the unit.

**Formative Assessment:** Throughout the lesson, you will have the opportunity to observe and listen to discussions and written work to ensure the students’ comprehension and engagement in the lesson.

**Summative Assessment:** The students will write their own story based on traditional Alutiiq values. They will create associated pictograms, based on those used by the Alutiiq people to tell their stories.

This is the last lesson in the unit on storytelling in the Alutiiq culture. In the prior lessons, the students explored cultural traditions, practices, and values, as well as how to live and survive, and the importance of storytelling as the means to teach about them. They also explored other forms of storytelling such as dance and signing. The students will also already know that this is an oral tradition because Alutiiq language was not written.

1. Review with the students the reasons the Alutiiq people told stories, including what aspects of their culture were important to tell. Record their responses on the whiteboard. Monitor for understanding and guide responses and further discussions as needed.
2. Using a T-Chart graphic organizer, review with the students the other forms of storytelling and how they are different from the way we share our stories today. Discuss as a group what is similar.
3. Tell students that you are going to show them a modern perspective of storytelling, called graphic art. Show them the PowerPoint displaying modern graphic art.
4. Pause at each slide to allow the students to comment and/or ask questions. Engage them in a dialogue about what they can describe or learn about each picture.
5. At the end of the presentation ask the class, “Did you know that the
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<th>Learning Activity (Explore/Explain/expand)</th>
<th><strong>Alutiiq people were also graphic artists?</strong></th>
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<tr>
<td>1. Show the students a slide with a compilation of images of petroglyphs and talking rocks.</td>
<td><img src="image_url" alt="Example from Alutiiq Museum" /></td>
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<td>2. Ask them to find a partner and explore five images. They must each a) draw the images on paper using charcoal and b) answer the following questions for each image: <em>What stories do these glyphs tell? What do you see?</em> (Ensure these questions are on the slide or on the whiteboard for easy reference.)</td>
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<td>3. Monitor for comprehension and guide conversations and explorations as needed. Give the students approximately 10 minutes to complete.</td>
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<td>4. Bring the group together and have them share their drawings and ideas using the document camera. Record all their ideas on the white board or anchor chart.</td>
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<td>5. Continue the slide presentation discussing the rich history of graphic symbolism in the Alutiiq culture. <strong>Key points to emphasize:</strong></td>
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<td>• Glyphs and etchings are a form of Alutiiq literature.</td>
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<td>• Petroglyphs can be found on cliff faces, boulders and cave walls. There are seven known sites in the Kodiak archipelago and they show human faces, animals, and geometric designs. Some people think they may be characters from myths or family stories. (Crowell, Steffian, &amp; Pullar, 2001)</td>
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<td>• Talking rocks/Incised pebbles appear in the Alutiiq village sites approximately 1300-1500 AD. While the purpose of the drawings is unknown (although some think they could have been used in games or to record pictures of powerful people), they provide a lot of information about people, clothing, jewelry, headdresses as well as drums and rattles. (Crowell, Steffian, &amp; Pullar, 2001) and (Talking Rocks, n.d.)</td>
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<td>• Common symbols such as the raven, sea otter, other sea mammals and people.</td>
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<td>• Tools that may have been used to create the images.</td>
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<td>6. Tell the students that now that they have more information about the Alutiiq people as graphic artists, revisit their drawings with their partner and see if they can come up with another idea about what those glyphs mean, and the stories they tell. Give them about 5 minutes.</td>
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<td>7. Have the groups share their thoughts and findings. Ask them if they changed their original guess on the meaning of the symbols and the stories they tell. Prompt the discussion as necessary.</td>
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<p>| Summative Assessment | 1. Divide the class into groups of four or five. |</p>
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<td>2.</td>
<td>Assign each group a theme for a story that correlates to an Alutiiq cultural value, such as respect for nature (the earth), respect for animals, cooperation, and happiness.</td>
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<td>3.</td>
<td>Instruct the students to come up with a simple story that illustrates their assigned theme. Model a story for the class. They will work together to create this story. Each group member is responsible to write one sentence.</td>
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<td>4.</td>
<td>Monitor the group discussions for understanding and guide students with their stories and pictures.</td>
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<td>5.</td>
<td>Once the story is written, each group member will great a petroglyph or pictogram that represents their sentence using the scratch art paper. Give each student two scratch cards: one to practice and the other for their pictogram. Their images should be related to those used by the Alutiiq people.</td>
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<td>6.</td>
<td>Have the students arrange the scratch art sheets to follow the sequence of the story, and attach to a piece of construction paper.</td>
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<td>7.</td>
<td>The group will present their glyphs/pictographs to the class via the document camera. The class will guess what their story is about based on the pictures.</td>
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**Closure**

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<td>1.</td>
<td>Bring the class together as a group and discuss why they think storytelling is important to the Alutiiq people.</td>
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<td>2.</td>
<td>Ask the students to consider the significance of storytelling in their own lives</td>
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<td>3.</td>
<td>Post all the stories on the bulletin board for others in the school to view. The title of the board should be <em>Qulyanguiciiqaken, I will tell you a story.</em></td>
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**Sources**

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| 7. | *Looking Both Ways* by Crowell, Steffian & Pullar, University of Alaska Press, 201