

# Make an Alutiiq Legend Comic Strip



Alutiiq Legend: \_\_\_\_\_ Name: \_\_\_\_\_


## Kit Includes:

- 4 Different Comic Strip Templates
- Unigkuat— Kodiak Alutiiq Legends Book
- Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community:  
<https://anchor.fm/alutiiqmuseum>

## Materials Needed:

- Marker and/or Colored Pencils

## Create:

- Read and/or Play the Podcast readings of the Alutiiq Legend Stories in the Unigkuat Book. Have the students pick which story they would like to draw and create a comic strip.
- Once they have selected a story have the students pick which layout for their comic strip they would like to use. (4 different templates are included)
- Provide the students with markers and/or colored pencils and have them draw the Legend.

## Cultural Relevance:

Storytelling is an integral part of the Alutiiq culture. The Alutiiq legends shared here contain stories of powerful individuals, shapeshifting animals, and magical beings. The stories are entertaining, humorous, frightening, and hold moral lessons. Alutiiq Elders continue to tell stories to teach the Alutiiq people how to live. Storytelling comes in many forms, which helps portray the deeper message being shared. Storytelling helps children learn, as stories connect them to their families and heritage values while also building a strong sense of identity and well-being.

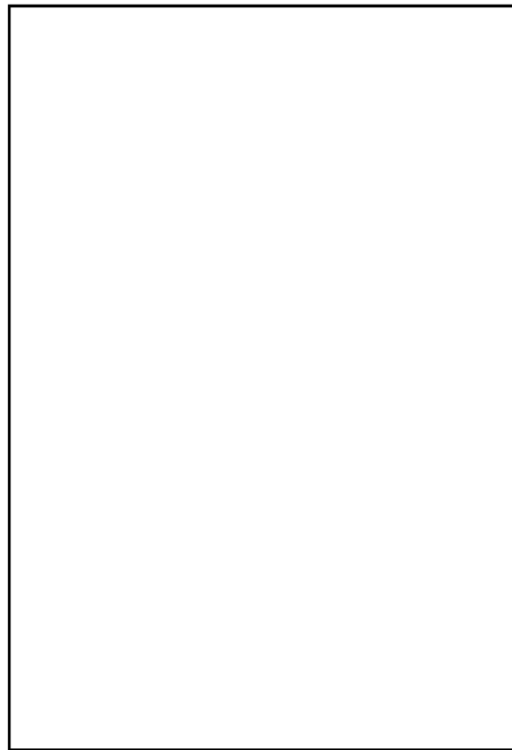
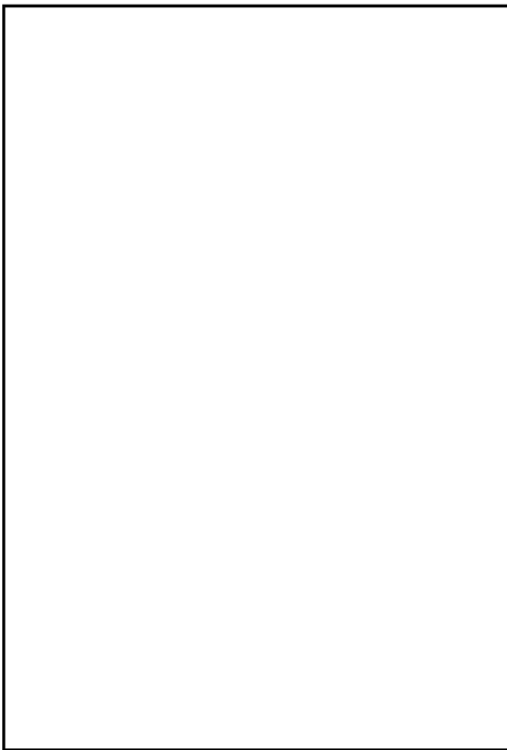
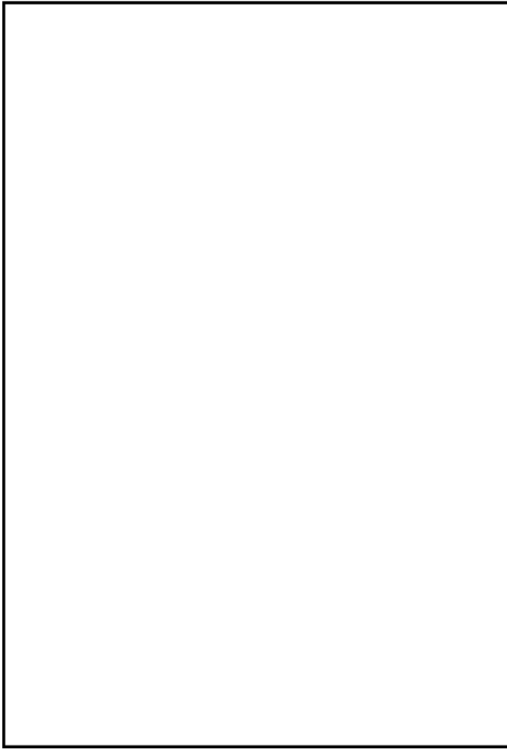
In each legend, readers learn about the Alutiiq world—the origins of the moon and the sun, how animals can sometimes appear as people, the importance of respectful hunting, and most of all how generosity, bravery, and perseverance are essential to a happy and successful life. In the Alutiiq language, there are distinct terms for story and legend. In the Alutiiq world, a story—*quliyanguaq*—is a tale that recounts historical events. An Alutiiq story may describe a family member’s kayak journey, a bear hunt, or the life of an ancestor. Alutiiq stories are factual and related to the events of daily life. People tell stories for entertainment, to share their experiences, and to teach history. In contrast, legends—*unigkuat*—are tales that explain the world. Origin stories, the chronicles of heroes, and Raven tales fit this category. In the Alutiiq world, legends explain the cosmos: the origins of people, the stars, and the animals. They reveal the nature of things unseen and provide lessons about values.

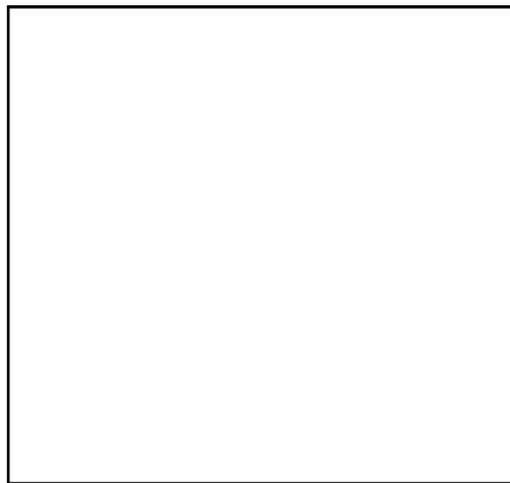
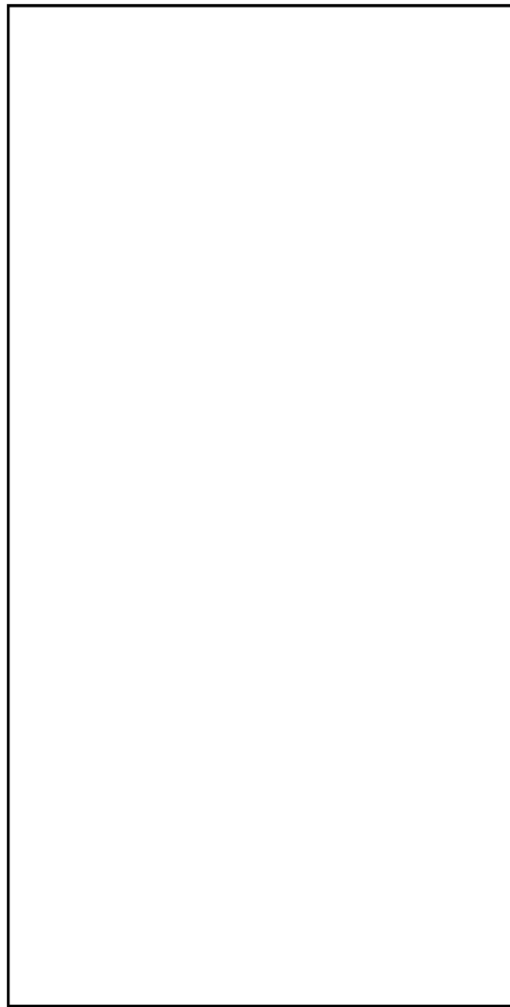
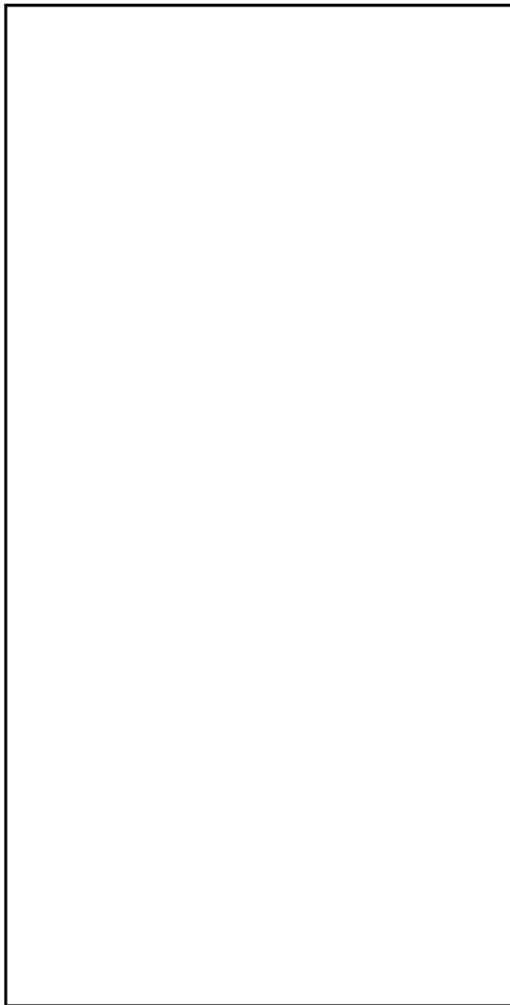
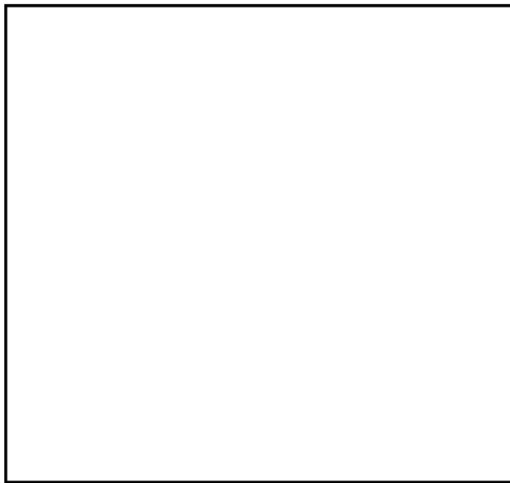
## Modifications:

- Students can either create a comic based on the details in the Legend story or they can create their own comic based on their interpretation of the story.

Alutiiq Legend: \_\_\_\_\_

Name: \_\_\_\_\_





Alutiiq Legend: \_\_\_\_\_

Name: \_\_\_\_\_

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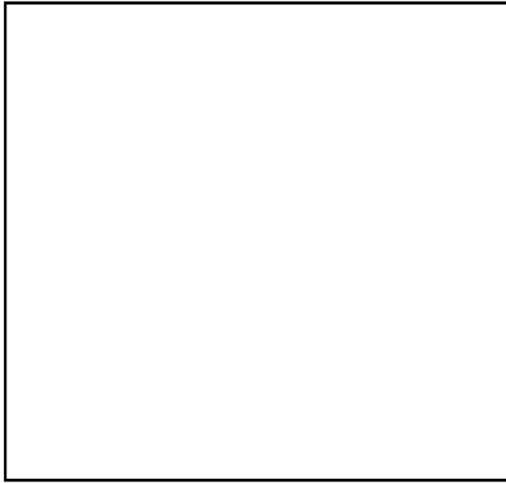
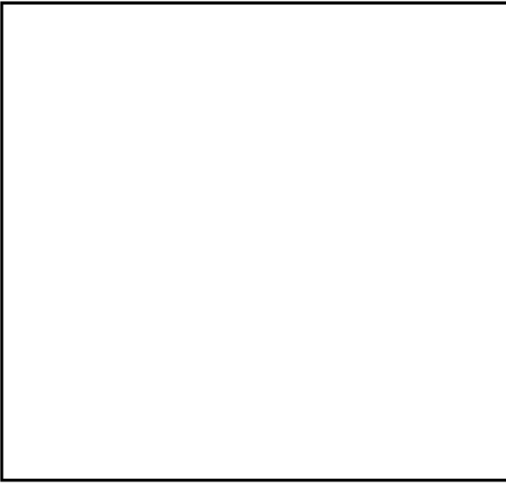
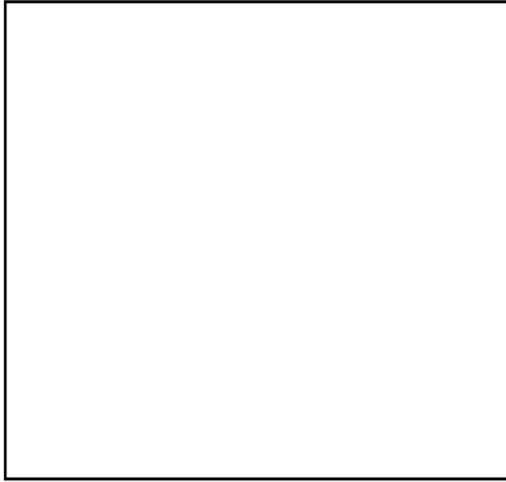
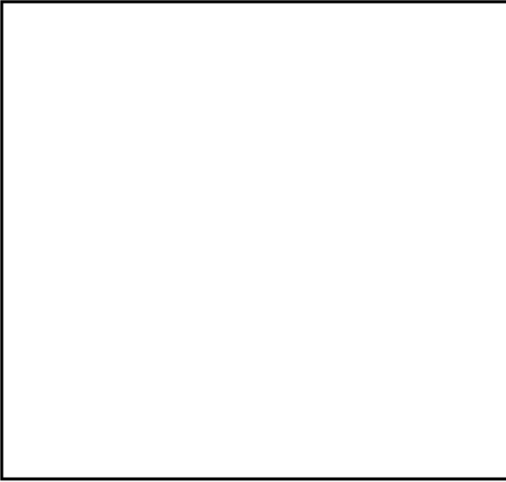
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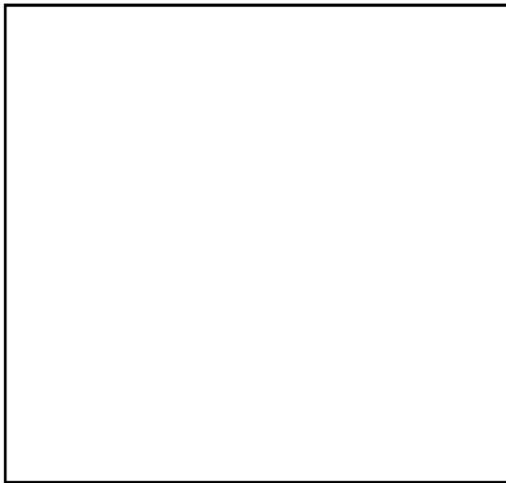
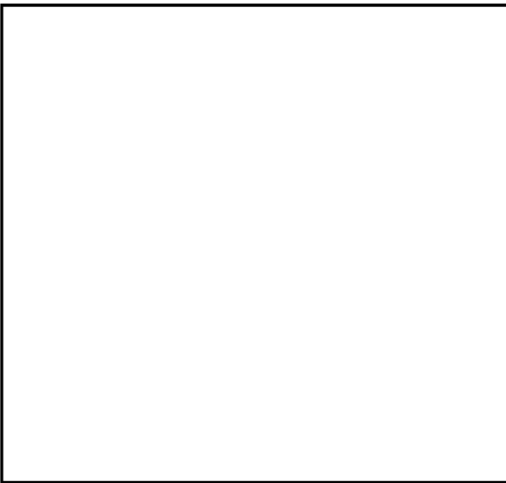
Alutiiq Legend: \_\_\_\_\_

Name: \_\_\_\_\_

Alutiiq Legend: \_\_\_\_\_



Name: \_\_\_\_\_



# Introducing Literature Circles Using Alutiiq Legends



**Grade:** 4-8

**Time:** 8-10 days

**Lesson Description:** Students will become familiarized with Literature Circle Roles/Jobs, Read Legends "The White-Faced Bear" (pages 181- 187) (animal tale), "The Unnatural Uncle"(pages 149- 158) (hero tale), "Akcinguq and the Woman Who Became a Bear" (pages 63- 67) (transformation tale), "The Sun and Moon"(pages 6-22) (creation tale), and "The Girl Who Went in Search of Her Lover"(pages 123-128) (shaman tale), fill out Literature Circle Response, Self-Assess Literature Response, and share/discuss Literature Circle Response (have meeting) with peers.



## Materials Needed:

- Five sticky note packages in different colors.

**Photo:** Bear Woman. Digital Media by Alyssa Ugausqaq Madrid, 2021.

## Kit Includes:

- Literature Circle Role Sheets (with example answers): Discussion Director, Summarizer, Inference Maker, Passage Picker, Vocabulary Enricher, and Connector.
- Literature Circle Meeting Rubric
- Literature Circle Written Response Rubric
- Literature Circle Video: Developing Collaborative Conversations Through Literature Circles: (YouTube: SanBdoCitySchools)  
<https://www.youtube.com/watch?v=t5MIRQ5c0Ws&t=356s>
- Video: A Flash of Beauty: Bigfoot Revealed (YouTube: 1091 Pictures): [1:55]
- <https://www.youtube.com/watch?v=bVR9wWMIpAg>
- Alutiiq Museum Word of The Week: Bear
- Reading Checklist
- Unigkuat: Kodiak Alutiiq Legends (digital copy)

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215 Mission Rd, Suite 101, Kodiak, AK 99615, (844) 425-8844, [alutiiqmuseum.org](http://alutiiqmuseum.org)

- Visit the Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community:  
<https://anchor.fm/alutiiqmuseum>
- Paper Copy of following legends in Unigkuat: Kodiak Alutiiq Legends:
  - “The White-Faced Bear” (animal tale)
  - “The Unnatural Uncle” (hero tale)
  - “Akcinguq and the Woman Who Became a Bear” (transformation tale)
  - “The Sun and Moon” (creation tale)
  - “The Girl Who Went in Search of Her Lover” (shaman tale)

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Literature Circles	See Below	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Cultural Standards
Inference		<input type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	AK RL Standard
Connection		<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	AK W Standards
Summarize		<input type="checkbox"/> Value	<input type="checkbox"/> Balance	AK SL Standards
		<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	
		<input type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	AK L Standards

### Alutiiq Vocabulary:

#### “The Sun and Moon”

Awaqutat – Sons  
 Paniyaq – Daughter  
 Arhnaq – Sea Otter  
 Qanganaq – Ground Squirrel  
 Ciqlluaq – Sod House  
 Usguq – Nephew  
 Aana – Mother  
 Ata – Father  
 Tai maagun – Come Here  
 Nanwaq – Lake  
 Tuntuq – Caribou  
 Kakiwik – Sewing Bag  
 Alutaq – Bowl  
 Tuqmik – Bucket  
 Qantaq – Dish  
 Qayat – Kayaks  
 Ar’uq – Whale  
 Arlluk – Killer Whale  
 Isuwiq – Seal  
 Angyat – Open Skin Boats  
 Kuik – River  
 Qakiiyat – Silver Salmon  
 Taquka’aq – Bear

#### “The Girl Who Went in Search of her Lover”

Nuna – Village  
 Qayaq – Kayak  
 Kanaglluk – Gut Skin Jacket  
 Ciqlluaq – Sod House  
 Tuquneq – Corpse  
 Kalla’alek – Shaman

#### “Akcinguq and the Woman Who Became a Bear”

Paniyaq – Daughter  
 Awa’i – Stop  
 Taquka’aq – Bear  
 Ciqlluaq – Sod House  
 Qayaq – Kayak  
 Taqukaraat – Bears  
 Waspataq! – Oh my!

#### “The Unnatural Uncle”

Angall’raaq – Unnatural Uncle  
 Kum’agyak – Eagle  
 Wamqutat – Toys  
 Nuusiq – Knife  
 Kenerkaq – Firewood  
 Saqul’at – Ducks  
 Manit – Eggs  
 Mamaayat – Clams  
 Nuusiq – Knife

#### “White-Faced Bear”

Ciqlluaq – Sod House  
 Taqukaraat – Bears  
 Taquka’aq – Bear

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### Objectives and Assessment Criteria:

1. Students will be familiarized with Literature Circle Roles/Jobs
  2. Students will read Alutiiq legends “The White-Faced Bear” (animal tale), “The Unnatural Uncle” (hero tale), “Akcinguq and the Woman Who Became a Bear” (transformation tale), “The Sun and Moon” (creation tale), and “The Girl Who Went in Search of Her Lover” (shaman tale) in Literature Circle Groups.
  3. Students will write and share Literature Circle responses.
  4. Students will self-assess their reading, Literature Circle response, and meeting/discussion.
  5. Students will review and learn the Alutiiq vocabulary words.
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### Cultural Relevance:

Storytelling is an integral part of the Alutiiq culture. The Alutiiq legends shared here contain stories of powerful individuals, shapeshifting animals, and magical beings. The stories are entertaining, humorous, frightening, and hold moral lessons. Alutiiq Elders continue to tell stories to teach the Alutiiq people how to live. Storytelling comes in many forms, which helps portray the deeper message being shared.

Throughout history, colonization caused many Kodiak Alutiiq families to suppress cultural traditions. This suppression led to a silence causing many traditional stories to be extinguished in their oral form. In recent years, communities have made efforts to maintain traditional storytelling as a means of educating youth. Storytelling helps children learn, as stories connect them to their families and heritage values while also building a strong sense of identity and well-being. In each legend, readers learn about the Alutiiq world—the origins of the moon and the sun, how animals can sometimes appear as people, the importance of respectful hunting, and most of all how generosity, bravery, and perseverance are essential to a happy and successful life.

In the English language, the word “story” is a broad term that can be used to describe many different types of tales, from fairy tales to newspaper articles. Not so in the Alutiiq language, where there are distinct terms for story and legend. In the Alutiiq world, a story—*quliyanguaq*—is a tale that recounts historical events. An Alutiiq story may describe a family member’s kayak journey, a bear hunt, or the life of an ancestor. Alutiiq stories are factual and related to the events of daily life. People tell stories for entertainment, to share their experiences, and to teach history.

In contrast, legends—*unigkuat*—are tales that explain the world. Origin stories, the chronicles of heroes, and Raven tales fit this category. In the Alutiiq world, legends explain the cosmos: the origins of people, the stars, and the animals. One familiar *unigkuaq* tells how Raven brought light to the world; another explains how people descended from the sky in a bladder. Like stories, legends are filled with helpful information. They reveal the nature of things unseen and provide lessons about values. A young man who helps his family is rewarded. A girl who fails to follow directions loses her lover.

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## Standards Addressed:

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.

RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 7.10: 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 7

W 7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL 7.1b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.

SL 7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them; recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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## Create:

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace. Work completed each day/week will vary.

Day 1:

1. Lesson Hook:
  - a. Video: A Flash of Beauty: Bigfoot Revealed (YouTube: 1091 Pictures): [1:55]  
<https://www.youtube.com/watch?v=bVR9wWMIpAg>
  - b. Who remembers Robin Hood, Paul Bunyan, the Loch Ness Monster, or Bigfoot? Brainstorm other legends. Big Foot is a legend in the Alutiiq culture. Define legends: A legend is a semi-true story, which has been passed on

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from person-to-person and has important meaning or symbolism for the culture in which it originates. A legend usually includes an element of truth, or is based on historic facts, but with fantasy elements. Legends can be filled with mythical elements, suspense, action, courage, and conflict.

2. Introduction:

- a. Introduce Alutiiq Legend Literature Circle Unit. Explain to students they will be doing the following in this unit:
  - become familiar with Literature Circle Roles/Jobs
  - read Alutiiq legends “The White-Faced Bear” (animal tale), “The Unnatural Uncle” (hero tale), “Akcinguq and the Woman Who Became a Bear” (transformation tale), “The Sun and Moon” (creation tale), and “The Girl Who Went in Search of Her Lover” (shaman tale) in Literature Circle Groups.
  - Write Literature Circle responses.
  - share Literature Circle responses.
  - self-assess their reading, Literature Circle response, and meeting/discussion.
  - review Alutiiq vocabulary words and other vocabulary.
- b. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- c. The students will be reading the Alutiiq legends in Literature Circle groups and discuss them with their peers. Show the Literature Circle video for a better understanding.
  - Literature Circle Video: Developing Collaborative Conversations Through Literature Circles:( YouTube: SanBdoCitySchools)  
<https://www.youtube.com/watch?v=f5MIRQ5c0Ws&t=356s>

Day 2:

3. Lesson:

- a. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- b. Discuss video. What do you notice about their discussions? Did they look like they were enjoying the text? Did it seem like they were enjoying talking about the book/story?
- c. Introduce Literature Circle Role/Job Sheets: Discussion Director, Connector, Passage Picker, Inference Maker, Summarizer, and Vocabulary Enricher. Give each group a job/role sheet. Give them time to read it as a group.

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Each group will present what the job/role is and how to write the answer. The teacher can display the job/role sheet while they are presenting. Make sure students observe how to write a Literature Circle Response. Their grades on their responses will be based on following the rubric for written responses and following the example answers.

Day 3:

3. Lesson Continued:

- d. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- e. Finish presenting job/roles and discuss.
- f. Put the students into groups of 4-5. Use your district adapted assessment. Use the data to put the kids into Literature Circle Groups. Include the following in each group:
  1. Leader (student that can keep the group on task)
  2. Average reader
  3. Average reader (likes to help others)
  4. Strong personality
  5. NOTE: Separate students with stronger personalities to help facilitate more of an engaged group amongst the other groups of students.
- g. IMPORTANT: Make sure the students have a job/role BEFORE they begin reading because they are required to take notes and find their connections, questions, important events, inferences, etc. While reading, have them write the page numbers on a sticky note. This will guide the students to the parts of the text when it is time to write the response. Give them time to pick roles/jobs. IMPORTANT: Since they are reading shorter legends, they will not switch and only have one job in this unit.
- h. Model how you found connections, questions, inferences, etc. in the text. Display first page. For example, "In the beginning of the legend, it talks about how the hunter killed so many bears. This made me think of a connection. I remember a story I was told about an Afognak bear hunter named Peter Kewan. His grandson was my uncle. He was a well-known bear hunter. He killed approximately 20 plus bears but had misfortune in the end. One ended up killing him on Afognak Island. "As an ***inference maker***, I would talk about the last sentence in the first paragraph of the legend which states, "The hunter ignored this advice and said that he would attack every taquka'aq (bear) he came across." I know that in the Alutiiq culture, hunters should be respectful. I would infer that since the hunter was being greedy, he will have misfortune in the end of the story. If students know all the words, they can pick two words they want to share with the group. It could be the Alutiiq vocabulary. As a ***discussion director***, ask critical thinking questions. An example question could be, "If the bear gave you a second chance, would you listen and be a respectful hunter, even though you might look "weak" or unsuccessful to other hunters?"

Would you care about your image, or would you listen?" Why or why not? Critical thinking questions don't have answers in the text. The goal is to create enjoyable discussion about the legends using the roles.

- i. Before students start reading the Alutiiq legends, ask the students to brainstorm rules to follow when reading in a group. Once completed, have the students turn in the checklist. There is a checklist which is already made but, the students do not know. Display the checklist later.

Day 4:

3. Lesson Continued:

- j. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- k. Make sure all the students picked their jobs in the groups, have sticky notes to record where they find their answers for their responses, a pencil, and the Alutiiq legends.
- l. Review Reading Rules Checklist. Once they are done reading the entire legend, each student will self-assess their reading using the checklist.
- m. Mark a sticky note with "1", one with "2", one with "3", "4", and "5." Have a group member from each group pick a number. The group who picks "1" gets to pick from the following legends to read: "The White-Faced Bear" (animal tale), "The Unnatural Uncle" (hero tale), "Akcinguq and the Woman Who Became a Bear" (transformation tale), "The Sun and Moon" (creation tale), and "The Girl Who Went in Search of Her Lover" (shaman tale). Make sure each group has a legend.
- n. Have students get into their groups. Begin reading the legends. Encourage students to enjoy the legend and discuss it with their group, not to just complete their response.

Day 5:

3. Lesson Continued:

- o. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- p. Review how to take notes on sticky notes. Modeling how to find a connection and write the page number on the sticky note.
- q. Review the different rules to follow when reading.
- r. Continue reading legends in groups. You can join each group as a member and help guide discussions.

Day 6:

3. Lesson Continued:

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- s. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- t. Display Literature Circle Role/Job Sheets. Review how to write each answer.
- u. Display Literature Circle Written Response Rubric. This rubric will guide the students through their responses when it's time to write.
- v. Have groups finish reading legends.
- w. Begin written responses using sticky notes.

Day 7:

3. Lesson Continued:

- x. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- y. Discuss how the groups will share their written responses with each other in a "Literature Circle Meeting." But first, you need rules for a meeting. Ask them what rules they should follow when discussing their responses? NOTE: You already have one but would like to still get their input. They will give you answers that are already on the rubric provided.
- z. Have the students finish their responses. Make sure the students check over their responses for capitalization, usage, punctuation, and spelling (C.U.P.S.) mistakes.
- aa. Have the students self-assess their written responses using the rubric and turn it in.

Day 8:

3. Lesson Continued:

- bb. Review Cultural, Reading for Literature, Speaking and Listening, Writing, and Language Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to learn about the indigenous people of Kodiak Island? Why is it important to comprehend text through writing? Why is it important to self-assess your learning? Why is it important to learn how to collaborate?
- cc. Show 2-3 examples of thorough and well-done written responses. NOTE: Make copies and save them to show as a future reference.
- dd. Display Meeting Checklist. Discuss rules to follow when talking about responses and the legends.
- ee. Have a few literature circle meetings.

- ff. Have the students self-assess their meetings. Have them pick one quick and neat writer to record on the rubric.
  - gg. At the end of the unit students will get grades for the following: their reading/participation, written response, and their meeting/discussion.
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#### Close and Assessment:

- Students will self-assess the following: their reading, their written responses, and their meeting/discussion about the legends.
  - Students understand and participate in Literature Circle Groups.
  - Students read and understand the Alutiiq Legends.
  - Students learned Alutiiq vocabulary.
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#### Modification:

- For students who need more of a challenge, have them further their research on a topic in their legend and present to the class. For example, these groups can research shamans in the Alutiiq culture and present on that topic.
- Alutiiq Word of the Week: Shaman:
- For students who need more help, modify the Literature Circle Job/Role Sheet and expectations, reading with group, and sharing all together.

## Literature Circle Reading Checklist

Title of Book \_\_\_\_\_ Chapters \_\_\_\_\_  
Points Received \_\_\_\_ Fraction \_\_\_\_ Percent \_\_\_\_ Letter Grade \_\_\_\_ Points Possible \_\_\_\_ Group  
Members Initials: \_\_\_\_\_

Instructions: Put a "1" on the blank line if you completed the task while reading your book.

- \_\_\_\_1. Did you follow along while the group was reading?
- \_\_\_\_2. Did you wait until the reader got to the end of the sentence or the speaker was done speaking before you interrupted?
- \_\_\_\_3. Did you read with expression and loud enough?
- \_\_\_\_4. Did you correct your mistakes while reading?
- \_\_\_\_5. Did you correct your group members' mistakes while reading?
- \_\_\_\_6. Did you work together as a team and work through any challenges you had with patience?
- \_\_\_\_7. Did you stop the group when you didn't know a word, or you knew a group member didn't know a word?
- \_\_\_\_8. Did you encourage the reader if he/she was having a difficult time reading or participating?
- \_\_\_\_9. Did you summarize after reading each page?
- \_\_\_\_10. Did you take notes and complete your role/job for the day on your sticky note? (6 points)
- \_\_\_\_11. Did your Vocabulary Enricher use the iPad to look up unknown words?
- \_\_\_\_12. Did you finish reading your assigned pages at home? (Worth 5 points)
- \_\_\_\_13. Did you give at least one compliment to a group member for the day?
- \_\_\_\_14. Did you come to the group with all your materials?
- \_\_\_\_15. Did you show the symbol if you heard someone interrupt while someone else was talking?
- \_\_\_\_16. Did your conversations focus on the book?
- \_\_\_\_17. Were you respectful and kind with your group members (no making fun)?
- \_\_\_\_18. Did you listen carefully to the speaker (eye contact and no movement)?
- \_\_\_\_19. Did you group ask for help if you needed it?
- \_\_\_\_20. Did you help a member when needed?
- \_\_\_\_21. Did you talk about the book, but continue after two minutes?

## Literature Circle Meeting Rubric

Title of Book \_\_\_\_\_ Chapters \_\_\_\_\_  
 Points Received \_\_\_\_\_ Fraction \_\_\_\_\_ Percent \_\_\_\_\_  
 Letter Grade \_\_\_\_\_ Points Possible \_\_\_\_\_ Group Members Initials: \_\_\_\_\_

You will grade yourself and your literature circle members with the four categories below:

**A. Preparation:**

- Did you read your literature circle entry to your group?
- Did you come to your group with the following supplies: iPad, lit entry completed, pencil, lit book, and home book?
- Did your lit entry demonstrate a good level of care and commitment?

**B. Participation:**

- Did you respond at least once to each member with an insightful comment or question?
- Were your comments interesting and engaging?

**C. Cooperation:**

- Did you stay on topic during the discussions?
- Did you listen to other group members while they were talking, and did you look at them as well?
- Did you work together to solve challenges?
- Did you give at least one compliment to a member?

**D. Independence:**

- Did you work well without supervision?
- Did you stay on task?

Use this five-level scale:

- Level 5-exceeds expectations, completing tasks all of the time
- Level 4-meets expectations and completes all tasks
- Level 3-meets expectations; completes tasks most of the time
- Level 2-meets some expectations; completes tasks some of the time
- Level 1-meets few expectations; work/participation is limited

Using the rubric above, grade yourself and your team members below:

	Preparation	Participation	Cooperation	Independence	
Meeting Grade					
Name:					
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____
_____	Y__+G__=__	Y__+G__=__	Y__+G__=__	Y__+G__=__	= _____



## Literature Circle Role Sheets Rubric: Alutiiq Legends Unit

Title of Legend \_\_\_\_\_ Group Members \_\_\_\_\_

Instructions: Self-assess your literature circle job role written response for the Alutiiq legend.

### Connector: \_\_\_\_

10- With complex understanding, connects the legend to world events, personal experiences, or other legends/texts. You included text-based evidence (quote) and typed TWO connections. Each connection is detailed and has four plus sentences. There are 0-3 capitalization, usage, punctuation, and spelling (C.U.P.S) mistakes.

8- With good understanding, connects the legend to world events, personal experiences, or legends/texts read elsewhere. You included text-based evidence (quote) and typed two connections. Connections might be missing sentences. There are 4-6 CUPS mistakes.

6- With general understanding, connects the legend to world events and personal experiences or other texts. Text-based evidence might be missing. Some components of answer are included with 7-9 CUPS mistakes.

4- Connects the assigned legend to world events, personal experiences, or legends/texts read elsewhere, with some understanding. Might be missing a connection. Some components of answer are included with 10-12 CUPS mistakes.

2- Connects the legend to personal experiences and legends/texts read elsewhere, with difficulty. Few components of answer are included. A lot of CUPS mistakes.

### Vocabulary Enricher: \_\_\_\_

10- With a high degree of effectiveness, identifies and defines TWO unfamiliar words (or two words of choice to share) in legend and includes all components of answer. There are 0-3 CUPS mistakes.

8- With considerable effectiveness, identifies and defines 2 unfamiliar words (or two words of choice to share) and includes most components of answer. There are 4-6 CUPS mistakes.

6- With some effectiveness, identifies and defines two unfamiliar words (or two words of choice to share) and includes some components of answer. There are 7-9 CUPS mistakes.

4- Identifies and defines two unfamiliar words (or two words of choice to share) and includes few components of answer. Some components of answer. There are 10-12 CUPS mistakes.

2- With limited effectiveness, identifies and defines one unfamiliar word (or one word to share) with some components. 13 plus CUPS mistakes.

### Passage Picker: \_\_\_\_

10- Identifies TWO significant passages from the text and makes relevant and complex comments about the passage or asks thought-provoking questions (four plus sentences). All components of answer are included (including page and paragraph, typed sentence and response) with 0-3 CUPS mistakes.

8- Identifies two significant passages from the text and makes relevant comments about the passage or asks thought-provoking questions (four plus sentences). Most components of answer are included (including page and paragraph, typed sentence and response) and passage has 4-6 CUPS mistakes.

6- Identifies two significant passages from the text and makes some relevant comments about the passage or asks thought-provoking questions. Some components of answer are included with 7-9 CUPS mistakes.

4- Identifies two passages from the text and makes some relevant comments about the passage or asks questions. Some components of answer are included with 10-12 CUPS mistakes.

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2- Identifies one passage from the text and makes few relevant comments about the passage or asks thought-provoking questions. Missing most components. There are 13 plus CUPS mistakes.

**Discussion Director: \_\_\_\_\_**

10- Thoroughly and with a high degree of ability, develops and asks TWO critical thinking questions to stimulate conversations within the group AND comes up with own answer (at least four plus sentences). All questions focus on the major themes and big ideas presented. All components of answer are included with 0-3 CUPS mistakes.

8- Develops and asks two critical thinking questions to stimulate conversations within the group with considerable ability AND comes up with answer (at least three sentences). All questions focus on the major themes and big ideas presented. Most components of answer are included with 4-6 CUPS mistakes.

6- Develops and asks two critical thinking questions to stimulate conversations within the group with considerable ability with some answers (at least two sentences). All questions focus on the major themes and big ideas presented. Some components of answer are included with 7-9 CUPS mistakes.

4- Develops and asks one critical thinking question to stimulate conversations within the group with some ability. Some questions focus on the major themes and big ideas presented. Some components of answer are included with 10-12 CUPS mistakes.

2- Develops and asks one question to stimulate conversations within the group with limited ability. Few questions focus on the major themes and big ideas presented. Missing most components and a lot of CUPS mistakes.

**Summarizer: \_\_\_\_\_**

10- Thoroughly demonstrates a strong ability to summarize part of text using IVF sentence with all important components, transitions, and most important events. Summary flows. (0-3 CUPS mistakes)

8- Correctly demonstrates a strong ability to summarize part of text using IVF sentence with most components, transitions, and most important events. Summary flows. (4-6 CUPS mistakes)

6- Demonstrates an ability to summarize part of text using IVF sentence with two important components missing, transitions, and most important events. Most of summary flows. (7-9 CUPS mistakes)

4- Demonstrates an ability to summarize part of text using IVF sentence with some important components missing, few transitions, and some of important events included. Summary does not flow. (10-12 CUPS mistakes)

2- Demonstrates a limited understanding of summarizing the text. (a lot of CUPS mistakes)

**Inference Maker: \_\_\_\_\_**

10- Demonstrates a thorough understanding of the text by writing two inferences. Each inference will have the four components: state the page number and paragraph of inference, include text-based evidence, tell what you know (your background knowledge) about the topic, and state your inference. (0-3 CUPS mistakes)

8- Demonstrates an understanding of the text by writing two inferences. Each inference has at least three of the four components: state the page number and paragraph of inference, include text-based evidence, tell what you know (your background knowledge) about the topic, and state your inference. (4-6 CUPS mistakes)

6- Demonstrates an understanding of the text by writing two inferences. Each inference has at least two of the four components: state the page number and paragraph of inference, include text-based evidence, tell what you know (your background knowledge) about the topic, and state your inference. (7-10 CUPS mistakes)

4- Demonstrates a weak understanding of the text by writing one inference. The inference has at least two of the four components: state the page number and paragraph of inference, include text-based evidence, tell what you know (your background knowledge) about the topic, and state your inference. (ten or more CUPS mistakes)

2- Demonstrates a weak understanding of the text by writing part of an inference. The inference has at least one of the four components: state the page number and paragraph of inference, include text-based evidence, tell what you know (your background knowledge) about the topic, and state your inference. Barely any effort went into the response. (a lot of CUPS mistakes)

## Discussion Director

As Discussion Director, it is your responsibility to write down two thought-provoking questions to ask your group and type an answer. They can be “thick” or “heart” questions. The question types are below:

### Question Types:

a) **Thin** – asked to clarify confusion or understand key facts and information. These are questions where the answer can be pointed to “on the line” of a page. **EX:** How many times did Marielle ask her teacher for help that day at school?

b) **Thick** – addresses larger, more complex concepts. Answers are NOT IN THE BOOK and are often longer and involve further discussion between group members as there is often not a clear cut, correct answer. These are questions where the answer can be found “between the lines” by inferring. **EX:** Why do you believe Jimmy calls the police after the fight behind the school?

c) **Heart** – questions that force you to share your ideas about the thoughts and feelings of the characters within the story. These questions often have the word “you” in them and usually involve personal reflection. **EX:** How do you believe Stanley felt when he heard Leo’s answer to his question? OR: How would you feel if you were forced to take a pill that wouldn’t let you like someone?

**\*\*TIP** – As the Discussion Director, after asking for answers from the group, you must provide your own answers to the questions being asked. So please make sure they are written down and be ready to share. **\*\* NOTE:** YOU CAN ADD THIN QUESTIONS AS THE DISCUSSION PROGRESSES AND YOU THINK OF THEM, BUT THE QUESTIONS YOU WRITE ON YOUR PAPER SHOULD BE THICK AND HEART QUESTIONS.

Here is what an answer looks like (four plus sentences):

1. What is one rule you would change in the society (The Giver) and why?

I would change the rule about “releasing” a new child. I would try to encourage the Committee of Elders to reconsider this rule and perhaps create a home for these children, so they are taken care of. I would do this because it is not their fault, they progress slower than others. The community should not “release” them but take care of them.

Example base on the book, The Giver by Lois Lowry

## Summarizer

As Summarizer, your job is to provide a brief recap of the reading that will be discussed during the meeting. Your group members are counting on you to refresh their memories. This is a little different than summarizing an entire story (as you are only highlighting a portion of it); however, here are some things to keep in mind when you write your summary.

1. Starts with an IVF (information, verb, finish thought/main idea/theme) Sentence: Your first sentence should contain the genre, title, author, verb, and main idea or theme. The next couple sentences should give the key events of the story in the beginning, middle, and end. Use transitions so your summary flows. Summaries are 4-6 sentences. An example is below:

The book Julie of the Wolves, by Jean Craighead George, entertains readers about a girl named Julie (Eskimo name Miyax) who gets lost on the tundra of North Slope Alaska where she befriends a group of wolves and realizes the importance of her native ways of knowing. **In the beginning**, Julie decides to run away from Point Barrow to Point Hope in hopes of getting on a ship and traveling to her friend in San Francisco. **Along the way**, she befriends a group of wolves because she knows they know how to survive in the harsh environment. The wolves accept her but eventually leave her because of their nomadic lifestyle. Although on her journey she realizes that the traditions of the Inuit people suit her better than her Aunt Martha's ways, she chooses to return to civilization because she finds out her father is alive after her went missing for a while on a hunting trip.

## Inference Maker

As Inference Maker, it is your responsibility to write down two inferences you gathered from the text. You use what you know and explicit or implicit details to come up with your inference or conclusion. Each answer has the following components: where you found inference (page and paragraph), text-based evidence (quote the book), an explicit or implicit detail, and what you know about the topic.

**Explicit Detail:** Detail that is found directly in the text.

**Implicit Detail:** An assumption or guess that comes from an explicit detail.

**Inference:** A conclusion based on what you read and what you already know.

Your answer should look like this:

The inference I made was on p. 24, p. 3. The text states, "But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the piece of fruit had – well this was the part that he couldn't adequately understand -the apple had changed. Just for an instant. It had changed in mid-air..." In the book, the explicit detail is Jonas can see things others can't. I know that when someone is given special powers, they are special. I'm making an inference that Jonas will be an important person in the society or part of the committee or group of Elders.

Example base on the book, The Giver by Lois Lowry

## Passage Picker

As Passage Picker, it is your job to select two special sections of text from the reading that you believe your group would like to hear read aloud. There are many possible reasons why you believe the group would like to hear a passage read aloud.

It could be that the passage was...

- funny
- important
- well-written
- emotional-surprising

OR some other reason not listed above. All that is important is that YOU believe it is worth revisiting!

Here is an example of how your Passage Picker Role could look...

**Passage #1 –**

**Location:** P 37, P 4

**First/Last Line:** “Stirrings...ATTENTION: A REMINDER THAT STIRRINGS MUST BE REPORTED IN ORDER FOR TREATMENT TO TAKE PLACE.”

**Reason for selecting the passage (FOUR PLUS SENTENCES):** I selected this passage because it astonished me. I can't believe they won't let adolescents have emotions. It is a natural occurrence. They act as if it is evil or against the law. I wonder if they are allowed to “love” someone? I can't believe they would announce it out loud, expect people to take pills, and call it “treatment!”

**\*\*TIP DURING MEETING –** Before you read out the passage and share the reason you selected it, make sure that all members of your group find the passage so that they can follow along as you read aloud\*\*

Example base on the book, The Giver by Lois Lowry

## Vocabulary Enricher

As the Vocabulary Enricher, it is your responsibility to build your group's vocabulary by searching for two words that may be...

- new
- interesting
- unfamiliar
- repeated
- used in an unusual way

Here is an example of how you type your answer:

**Word:** adherence

**Location and Sentence:** P12, P3 "He glanced at his mother, the one responsible for adherence to the rules..."

**Part of Speech:** Noun

**Definition:** A commitment to a person, cause, or belief.

**Two Synonyms:** obedience, compliance, abidance

**Reason I Chose the Word:** I didn't know what the word meant.

**USE IT IN YOUR OWN SENTENCE:** Jonas was consistent to his adherence to treating the Elderly with respect.

Example base on the book, The Giver by Lois Lowry



## Connector

As the Connector, it is your responsibility to find two connections between the text you are reading and: yourself, other texts, and the world around you.

Here are 3 types of connections:

**Text to Text:** linking big ideas and themes from this text to another book that you have read in the past.

**Text to Self:** linking the text to your own personal life.

**Text to World:** making connections between what you have read and the larger world (think world events, news, conflicts etc.)

Here is an example of how one connection could look. Two get full credit, you must have two different connections.

### Connection #1: Text to Text (NEED TEXT-BASED EVIDENCE- 4 SENTENCES OR MORE)

On page 30, the text talks about how Jonas, Fiona, and Asher volunteered at the House of the Old. They took care of the Elders there. The text states, "He helped the woman from the chair, led her to the tub, removed her robe, and steadied her with his hand on her arm..." Here, Jonas is being respectful and realizes the importance of taking care of the Elderly. He is not making fun of the old woman. This reminds me of my life because there was a time, I had to take care of my Grandma Irene. Like Jonas, I didn't feel uncomfortable or embarrassed. I was proud to take care of her because she needed me. When I look back, I am proud of these moments.

Example base on the book, The Giver by Lois Lowry

# Type or Write a Compare Essay Using Alutiiq Hero Tales “The Boy Who Became a Mink” and “The Old Man of the Volcano”



**Grade:** 7-10

**Time:** 7-9 days

**Lesson Description:** Students will read the legends “The Boy Who Became a Mink” (pages 70-77) and “The Old Man of the Volcano,” (pages 145-148) fill out Tri-Chart notes thinking chart, write a compare essay, complete a self-revise and edit, and partner revise and edit evaluation. They will also complete a self-assess essay.



## Materials Needed:

- Yellow Highlighters
- Green Highlighters
- Pink Highlighters

**Photo:** The Lure. Drawing by Rhonda Shelford Jansen, 2021

## Kit Includes:

- Unigkuat: Kodiak Alutiiq Legends (digital copy)
- Tri-Chart Notes Teacher Answer Sheet Example
- Blank Tri-Chart (students can make their own or make enough copies for each student of this blank chart)
- Compare Essay Checklist (make copies for students)
- Example Essay
- Self and Partner Revise and Edit Checklist
- Types of Leads Handout and Practice (CNN- Content Notes and Nuggets) PP (Process Practice) Practicing T-Charting (Prior to Assessment Essay)
- Visit the Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>

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Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Tri- Chart Thesis Sentence Plan Key idea Significant details Supporting details Detail transition. Key idea transition Annotating	Ciqlluq –Sod House Qayaq – Kayak Kum’agyak –Eagle Tuapak – Pebble Mingqun – Needle Amutaq – Codfish Amitatuk – Mink Ar’uq – Whale	<input checked="" type="checkbox"/> Line <input type="checkbox"/> Shape <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/ Movement <input type="checkbox"/> Proportion/ Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Cultural Standards  AK L Standards  AK RL Standards  AK SL Standards  AK W Standards

### Objectives and Assessment Criteria:

1. Students will review the elements of a legend.
2. Students will identify the 14 components in a Tri-Chart Compare Thinking Chart/Outline for an Essay (paragraph has 13 components)
3. Students will define important vocabulary in Tri-Chart Outline: tri-chart, key idea, key idea transition, detail transition, significant details, supporting details, and annotating.
4. Students will organize notes on Tri-Chart Compare Outline using legends “The Boy Who Became a Mink” and “The Old Man of the Volcano.”
5. Students will self-revise and edit. Then partner-revise and edit using checklist.
6. Students will self-assess essay using checklist.

### Cultural Relevance:

In Alutiiq legends and stories, many animals can shift between human and animal forms. Animals play an important role in Alutiiq society. They are spiritually important as well as a source of food, shelter, and clothing. It is very important to show the animals respect during a hunt and not to waste. Alutiiq people believe that generosity, bravery, and perseverance are essential to a happy and successful life. In the legends, “The Boy Who Became a Mink” and “The Old Man of the Volcano,” both characters show significant courage overcoming the most intense challenges.

Everything in the Alutiiq universe is believed to have a *sua*—a person inside that gives it consciousness—only humans and animals are thought to have souls. When an animal dies, its *sua* dies as well. However, if the animal is properly treated, its soul survives and can be reincarnated in another animal. As such, respectful human action is critical to regeneration of game. The Chugach Alutiiq people of Prince William Sound believed that an animal’s soul rested in a particular part of its body and hunters had to be careful to release this part to the environment. Honoring the animal’s inner person, or *sua*, was also an important part of regeneration.

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The *unguwallriat* (Animals) were cared for by two powerful female beings. *Imam Sua*, who lived at the bottom of the ocean, ruled over marine creatures. Hunters asked her to provide them with game and for protection from the wind and waves when they were caught in a storm. *Nunam Sua*, the ruler of creatures that lived on the land, lived in mountain forests. She wore a knee-length coat covered with small animals and was surrounded by a bright light that made her difficult to see. Some people believed that she could read hunters' thoughts.

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### **Standards Addressed:**

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly.

RL 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text.

W 7.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W 7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W 7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W 7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W 7.2.e. Establish and maintain a formal style.

W 7.2f. Provide a concluding statement.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W 7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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### **Create:**

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace. Work completed each day/week will vary.

Day 1:

1. Lesson Hook:

- a. Who do you think of when you think of legendary heroes? Brainstorm heroes. What makes hero stories or legends so appealing to readers? Define legends: A legend is a semi-true story, which has been passed on from person-to-person and has

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important meaning or symbolism for the culture in which it originates. A legend usually includes an element of truth, or is based on historic facts, but with fantasy elements. Legends can be filled with mythical elements, suspense, action, courage, and conflict.

2. Introduction:

- a. Introduce Compare Essay Legend Unit. Explain to students they will be reading two Alutiiq legends “The Boy Who Became a Mink” and “The Old Man of the Volcano,” writing a compare essay, revising, and editing with a partner, and self-assessing their essays when finished.
- b. Review Cultural, Reading for Literature, Writing, Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check over your work for mistakes? Why is it important to learn how to collaborate?
- c. Define important vocabulary when taking tri-chart notes. Write vocabulary terms on poster paper and hang in classroom:
  1. Tri chart – It is an organized note template used when comparing or contrasting. There are different charts used with different skills. Tri-Chart will be color-coded. Explain to the students that the Tri-Chart is extremely important because that is how they organize their thoughts and ideas before they write/type the essay.
  2. Thesis Sentence – This is the sentence that tells what the essay is going to be about or main idea (always green). It is the most important sentence in the essay.
  3. Plan – The two ways the topics are the same or different. They are the key ideas. The plan is at the end of the thesis sentence. These two key ideas will turn into the two body paragraphs of the essay. The reader gets a “taste” of what they are at the end of the thesis sentence, which is at the very end of the introduction. (Green in the thesis sentence) Here is the example thesis with plan: Although there are differences in the legends “The Boy Who Became a Mink” and “The Old Man of the Volcano,” there are two similarities such as the courage the main characters showed, and the fantasy elements embedded in each.
  4. Key Idea – Represented by a star. Tells more about the topic and is always dark yellow.
  5. Significant Detail – Represented by a dash. A significant detail tells more about the star or key idea.
  6. Supporting Detail – Represented by a dot. A supporting detail tells more about the dash.
  7. Key Idea Transition – Transition (one word) or transitional phrase (two or more words) that introduces a key idea yellow sentence.
  8. Detail Transition – Transition or transitional phrase that introduces red detail sentences. They guide the reader.

Day 2:

3. Lesson:

- a. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different

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world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to write an essay with minimal mistakes? Why is it important to learn how to collaborate?

- b. Show students blank Tri-Chart Outline. It is almost more important than the essay itself because this chart helps you organize your thoughts so you could type an essay. Ask the students, "What chart is used to compare or contrast?" They should say, "Tri-Chart." Ask them this throughout the unit. Different charts go with different skills. Review and point to each component: 1. Name, date, and period 2. Title or topic (green), 3. Name of thinking chart and skill associated with it, 4. Two topics you are going to compare, 5a. key idea #1, 5b. key idea transition or transitional phrase, 5c. complete key idea starting with transition, 6. Significant (dash) details and supporting (dot) details go here. You do NOT have to have a dot after a dash. A dot tells more about a dash. However, you do have to have a dash first. So, you could have a box with just dashes in it. You need at least six short details in this box (for an essay). This means you could have four dashes and two dots, or three dashes and three dots etc. If the details are longer, you could have three in each box. It depends on the notes. 7. A compare transition goes here to tell the reader you will start comparing to another topic (put a comma after it), 8. You need six plus details here, just like in box #6. 9. Concluding sentence for body paragraph #1 goes here. Say the same thing as the yellow key idea sentence but use different words.
- c. 10. a. key idea #1, 10b. key idea transition or transitional phrase, 10c. complete key idea sentence starting with transition, 11. Significant (dash) details and supporting (dot) details go here. You do NOT have to have a dot after a dash. A dot tells more about a dash. But you do have to have a dash first. So, you could have a box with just dashes in it. You need at least six details in this box (you could have three longer details—depends on length of notes). 12. A different compare transition goes here to tell the reader you will start comparing to another topic. 13. You need six plus details here, just like in box #11. 14. Concluding sentence for body paragraph #2 goes here. Say the same thing as the yellow key idea sentence above but use different words.
- d. Hand out a copy of "The Boy Who Became a Mink" and "The Old Man of the Volcano," to each student so they could annotate the text when they read it the first time. NOTE: You can make copies and let them annotate with pencil, or they can annotate in Notability on their iPads. The students can use the following symbols when annotating draw a star on the side of paper where they find important information, draw a question mark when they have a question, or a "W" when they don't know a word.
- e. Important: In this essay, students will be comparing the theme of courage in both and how each legend has fantasy elements (you can pick other key ideas if you want – I chose these two). So, the students will underline in each story when the characters show courage and when the legend includes fantasy elements (text-based evidence).
- f. The students will read both legends. You can have them read aloud and takes turns in groups of 4-5 or have them read silently.

Day 3:

3. Lesson Continued:

- g. Review Cultural, Reading for Literature Standards, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should

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learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to write an essay with minimal mistakes? Why is it important to learn how to collaborate?

- h. Finish reading legends and annotating.
- i. Display copy of legends. Go over and underline text-based evidence that shows how the characters were courageous and where the stories had fantasy elements.
- j. Define important vocabulary at beginning of lesson. Put on word wall. Hang in classroom or make a poster.
- k. Display blank tri-chart. Review: Point to each component of tri-chart and ask class to tell you the names. #1 name, date, period #2 etc.
- l. Since this is the first tri-chart outline, you will begin filling it out as a whole class together. You will fill out answers 1-9 together. Then, have students get into partner pairs or groups and finish the outline, components 10-14. Make sure to tell student to write ONLY notes, not complete sentences. Students will want to do this. Make sure to model how to write only important words in chart first. If student runs out of room in box, they could write on back. Remind them to write small.

Day 4:

3. Lesson Continued:

- m. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check over writing for mistakes? Why is it important to learn how to collaborate?
- n. Explain to students that they will use their tri-chart notes to begin typing the two body paragraphs of their essays in Microsoft Word. Important: These Tri-Chart notes only represent the body paragraphs of the essay. Tell the students they will complete the introduction and conclusion after they type their body paragraphs.
- o. Review Compare Essay Checklist so the students know exactly how to get a 100% on the assignment.
- p. Review how to write a concluding sentence. It should say the same thing, but with different words. For example, you could use the word “similar” in the topic sentence and the word “compare” in the concluding sentence.
- q. Let students type or write paragraphs.

Day 5:

3. Lesson Continued:

- r. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check over writing for mistakes? Why is it important to learn how to collaborate?
- s. Introduce components of introduction: lead, background sentences, thesis/plan. Students will start and “hook” the reader with a lead sentence. This can be a quote, startling statistic, etc. Look at lead handout for other examples. Next is the 3-4 background sentences. These sentences should give the reader some background

knowledge of the topic so the reader will be ready to read details in the body paragraphs. How do the key ideas or components make the legends so enticing for readers? Look at example essay. The final sentence in the introduction is the thesis sentence. The thesis is always at the end of the introduction, is the main idea sentence of the essay, and has a plan attached to the end of the sentence (key ideas). Look at example essay thesis/plan.

- t. Introduce components of conclusion: restate thesis, restate key ideas, and end with bang or strong opinion sentence. It is all about wording in this sentence.
- u. Let students type essays.

Day 6:

3. Lesson Continued:

- v. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check your writing for mistakes? Why is it important to learn how to collaborate?
- w. Review parts of introduction and conclusion of an essay.
- x. Students will continue typing essays.

Day 7:

3. Lesson Continued:

- y. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check your writing for mistakes? Why is it important to learn how to collaborate?
- z. Continue typing essays. Print rough drafts.
- aa. Next, students will self-revise and self-edit using checklist. The author and partner will use different color pens on the editing and revising checklist. Whoever finds the edits and revisions writes them down on the handout. The students will give themselves points on the Compare Essay Checklist for this portion of the project when they self-assess for final grade.

Day 8:

3. Lesson Continued:

- bb. q. Review Cultural, Reading for Literature, Writing, and Speaking and Listening Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of WHY the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to write a compare essay? Why is it important to check over writing for mistakes? Why is it important to learn how to collaborate?
- cc. r. Finish partner revising and editing.
- dd. s. Have authors fix mistakes in final draft and print final copy in color.



- ee. t. Have the student's staple papers in following order: 1. Compare Essay Checklist first or on top, 2. Final draft, 3. Rough draft, 4. Tri-Chart Notes, and 5. Both legends (optional).
- ff. u. Students will self-assess their essays and fill out the checklist.
- 

### **Close and Assessment:**

- Students will self-assess their essays and outline with the Essay Checklist.
  - Students will understand the Alutiiq legends and be able to share their evaluations.
  - Students will successfully define the vocabulary in the Tri-Chart Outline.
  - Students will identify the 14 components in a Tri-Chart comparative thinking chart/outline in an essay.
- 

### **Modification:**

- Students who need more of a challenge, have them type a compare essay using two different key ideas or incorporate different topics. For example: they could use an Alutiiq legend and a hero from another story or game.
  - For students who need extra help, you can give the student the outline filled out and have them type an essay with sentence starters (fill in blanks).
- 

### **Additional Resources:**

- Alutiiq Word of the Week: Animal

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Revise and Edit Checklist: Self and Partner

My name is \_\_\_\_\_, and I am the author of this paper. I am going to revise and edit with my partner. I will write with a \_\_\_\_\_, and my partner will use \_\_\_\_\_ on this page.

Instructions: The partner will read each sentence aloud. Wait two seconds, then read the next sentence. The author or the partner can record below if the author needs to add or take out the following: words, phrases, sentences, or any other part of the project that needs revising.

1. Example: added "Furthermore," at beginning of sentence
2. Example: added lead at beginning of essay

Author or partner can record below if you find capitalization, usage, punctuation, or spelling (C.U.P.S.) plus T. (tense of verb) mistakes in the author's project:

1. Example: Put " ," after To conclude,

### Compare Essay Checklist “The Boy Who Became a Mink” and “The Old Man of the Volcano”

- \_\_\_ 1. Did you type your name, date, and period in the top right-hand corner? (1)
- \_\_\_ 2. Did you type the complete title (look above, just take out word “checklist”) (3)
- \_\_\_ 3. Did you center the title and color-code it green?
- \_\_\_ 4. Did you use Times New Roman for your font, use size 12, and double space your essay? (3)
- \_\_\_ 5. Did you include all 12 bold, Alutiiq vocabulary words in your essay? (12)

#### INTRODUCTION

- \_\_\_ 5. Did you start with a blue lead or “hook?” You could quote someone, quote a text, or use a startling statistic. There are many different kinds of leads, but you need to get the reader’s attention in the first sentence. (1)
- \_\_\_ 6. Did you type about three green background sentences about your topics you are comparing? What is so cool about legends and give a little background knowledge about each. (3)
- \_\_\_ 7. Did you write a thesis or main idea sentence for your essay AND INCLUDE A PLAN AT THE END (your two key ideas)? (3) THIS IS THE MOST IMPORTANT SENTENCE OF YOUR ESSAY.

#### BODY PARAGRAPH #1 (KEY IDEA #1)

- \_\_\_ 8. Did you write a key idea sentence that starts with a transition (one word) or transitional phrase (two words)? This sentence should be the first way both legends are similar. (2)
- \_\_\_ 9. Did you include at least eight sentences for your details (four for one legend and four for other)? (8)
- \_\_\_ 10. Did you add detail transitions throughout the red sentences to help writing flow and guide the reader? (2)
- \_\_\_ 11. Did you include the one comparison transition (#7 on Tri-Chart) in body paragraph #1 to tell the reader you were going to talk about a different legend? (1)
- \_\_\_ 12. Did you write a concluding sentence that sums up the paragraph and starts with a concluding transition or transitional phrase? Make sure to say the same thing as the yellow key idea transition sentence but use different words. (2)

#### BODY PARAGRAPH #2 (KEY IDEA #2)

- \_\_\_ 8. Did you write a second key idea sentence that starts with a transition (one word) or transitional phrase (two words)? This sentence should be the second way both legends are similar. (2)
- \_\_\_ 9. Did you include at least eight sentences for your details (four for one legend and four for other)? (8)
- \_\_\_ 10. Did you add detail transitions throughout the red sentences to help writing flow and guide the reader? (2)
- \_\_\_ 11. Did you include the one comparison transition (#12 on Tri-Chart) in body paragraph #2 to tell the reader you were going to talk about a different legend? (1)
- \_\_\_ 12. Did you write a concluding sentence that sums up the paragraph and starts with a concluding transition or transitional phrase? Make sure to say the same thing as the yellow key idea transition sentence but use different words. Use a different transition than in body paragraph #1. (2)

#### CONCLUSION

- \_\_\_ 13. Did you restate your thesis sentence? (1)
- \_\_\_ 14. Did you restate your yellow key idea sentences? (1)
- \_\_\_ 15. Did you end with a strong opinion statement about your topic? End with a “bang!” It’s all about the vocabulary you use in this sentence. (2)

#### SELF-REVISE AND EDIT

- \_\_\_ 16. Did you print out a rough draft? (1)
- \_\_\_ 17. Did you revise your essay using the Self-Revision Checklist? (1)
- \_\_\_ 18. Did you edit your essay using the Self-Edit Checklist? (1)
- \_\_\_ 17. Did a partner revise your essay using the Partner-Revision Checklist? (1)
- \_\_\_ 18. Did a partner edit your essay using the Partner Self-Edit Checklist? (1)
- \_\_\_ 19. Did you include a quote from one of the texts? (1)
- \_\_\_ 20. Did you cite it correctly in your text? (1)

## Compare Essay “The Boy Who Became a Mink” and “The Old Man of the Volcano”

“Before the spear reached him, the boy changed himself into an amitatuk again, and the spear went over his head, sticking into the wall. Quickly transforming back into a boy, he grabbed the spear and called to her, ‘Change and save yourself if you can!’ Then the boy hurled the spear at her, cutting her into two,” are the words from the Alutiiq legend titled “The Boy Who Became a Mink” (Chya and Steffian p. 71). Legends continue to fascinate people of all ages because of their exaggeration, action, suspense, conflict, character’s courage, and fantasy elements! Both legends do just that! The Alutiiq legend, “The Boy Who Became a Mink,” talks about a courageous boy who miraculously survives numerous plots to have him killed by turning himself into an amitatuk (mink). The Alutiiq legend, “The Old Man of the Volcano,” talks about a boy who uses three tools his mom gave him to magically survive plots to have him killed. Although there are differences, there are two similarities in the legends such as how both characters showed courage and how there were fantasy elements in each story.

First of all, both characters in the legends showed courage. In the legend “The Boy Who Became a Mink,” the boy entered a ciqlluaq (sod house) and observed an old woman. She threw a spear at him and missed because he quickly turned himself into an amitatuk (mink). He then threw a spear at her, killing the old woman instantly. Furthermore, an old man with daughters sent him into the forest, and the boy listened (ignoring grandma’s warning) because he wanted to marry one of his girls. Here, he observed a wild beast/monster and had to kill it by shooting two arrows in its sides. Later in the story, when the girls of the old man dared him to jump on the whale’s tail, he agreed, but made sure to stick arrow into the whale’s head and sides, killing it. In the end, he had to shoot an arrow through a gigantic wave. The arrow split the wave in half and the boy survived. Similarly, in the beginning of the legend “The Old Man of the Volcano,” the wife realized the husband was with another family, so she swooped down, snatched him into her claws, and dropped him in the ocean. Later in the story, her son wanted to go up the river to hunt, even though he knew it was dangerous and many hunters have died. He was determined. In the end, he managed to follow a large, fire-breathing old man, even though he was frightened. To conclude, both characters were brave throughout the stories.

Furthermore, both legends had fantasy elements embedded throughout the stories. In the legend “The Boy Who Became a Mink,” when rocks fell on the boy, covering him in a hole, he managed to escape by chewing amitatuk (mink) skin, pulling it over his head, changing into a mink, and escaping. Then, when an earthquake caused the ciqlluaq (sod house) to cave him, the boy managed to use the amitatuk skin, crawl out, and escape. The text also states when he was paddling in his kayak, he heard, “Look out! You are in danger!” The boy looked ahead, but there was nothing dangerous there, so he paddled on. Again, the amitatuk skin called to him, “Look out! You are in danger!” (p. 75). In the end, he managed to turn into an amitatuk and escape through a monster’s gills! In comparison, in the legend “The Old Man of the Volcano,” the boy had three sisters. After they bathed 2-3 times, they began to talk. Later in the story, the wife, boy’s mom, made eagle skin out of the head and claws of a kum’aguak (eagle). She put on the skin and flew away to find her husband who wasn’t coming home. Eventually, the boy ventured up the river, even though his mom told him not to and that it was dangerous. Along the way, he met a fire-breathing man who pushed him off a cliff. Immediately, he turned himself into a feather, and the wind brought him back up the mountain. In the end, when the man tried to trap him in the steam bath with oil spread on the rocks, he managed to turn himself into a pebble, allowing himself to breath. To sum up, both legends had mythical qualities throughout.

In conclusion, the legends “The Boy Who Became a Mink” and “The Old Man of the Volcano” compare in many ways. The characters in both legends show a miraculous amount of courage to survive deadly plots against them, and both legends include fantasy elements that intrigue the reader and fill the stories with suspense, action, and excitement! “The Boy Who Became a Mink” and “The Old Man of the Volcano” keep readers on their toes because of their heroic characters and fantasy-filled plots!

3.

Thinking Chart= \_\_\_\_\_

2. T= \_\_\_\_\_

1. Name: \_\_\_\_\_  
Date: \_\_\_\_\_

\_\_\_\_\_ (Skill)

\_\_\_\_\_

4.

\_\_\_\_\_ Topics

5.

A. \_\_\_\_\_

B. ( \_\_\_\_\_ )

C. \_\_\_\_\_

6.

8.

7. \_\_\_\_\_

9.

10.

A. \_\_\_\_\_

B. ( \_\_\_\_\_ )

C. \_\_\_\_\_

11.

13.

12. \_\_\_\_\_

14.

3. **Tri-Chart**

Thinking Chart=

Compare or Contrast

(Skill)

2. **T = Tri-Chart Thinking Chart**

Compare Essay Using Alutiiq Legends

"The Boy Who Became a Mink" and "The Old Man of the Volcano"

1. Name:  
Date:

4.

"The Boy Who Became a Mink" and "  
The Old Man of the Volcano"

Topics

5. A. **Courage**

B. **(First of all, )**

C. First of all, both characters in the legends showed courage.

9. To conclude, both characters were brave throughout the stories.

10. A. **Fantasy elements**

B. **(Furthermore, )**

C. Furthermore, both legends had fantasy elements embedded in the stories.

14. To sum up, both legends had mythical qualities throughout.

6. Entered ciqlluag (Sod house) saw old women **Similarly** 8.

7. Threw spear at him, missed him because he changed into amitatuk (mink)

- Hurled spear at her, cutting her into two
- Old man sent him into forest, saw wild beast/monster Sent two arrows in beast's sides, killed it
- Girls of old man dared boy to jump on whale tale
- Stuck arrows into whale head
- Kept sticking arrows into body
- When he finally got to the tail, it did not move. The aruq was dead.
- Shot arrow into massive wave broke it.

11. Rocks fell, he jumped in hole, rocks covered him.

12. Chewed amitatuk skin and pulled it over his head - changed to mink, escaped

- Earthquake caused ciqlluag to cave in.
- Used amitatuk skin, changed to mink and crawled out
- Q- While paddling in his kayak, he heard, "Look out, you are in danger!" "The boy looked ahead, but there was nothing dangerous there, so he paddled on. Again, the amitatuk skin called to him, "Look out! You are in danger!" (P.75)
- Put on amitatuk skin and escaped through monsters gill.

13. -Main character had three sister  
• After they bathed two or three times, they began to talk

- -Wife made eagle skin out of head and claws of kum'agyak (Eagle)
- Put on skin flew away to find her husband
- -Fire-breathing man pushed him off cliff
- Turned himself into feather, wind brought him back to top.
- -Young man changed himself into tuapak (pebble) when trapped in steam bath with oil

# Type or Write a Compare Paragraph Using Alutiiq Hero Tales “The Qikarlluk (Sinew) Rope” and “Ughek”



**Grade:** 3-7

**Time:** 4-6 days

**Lesson Description:** Students will read the legends “The Qikarlluk (Sinew) Rope” (pages 159-160) and “Ughek,” (pages 161-164). Fill out Tri-Chart notes thinking chart, and type/write and compare paragraph.



**Photo:** The Suirliq. Block print by Jordan Norquist, 2021

## Materials Needed:

- Computer to play the video and listen to podcast of legends being read out loud.

## Kit Includes:

- Tri-Chart Notes Teacher Answer Sheet Example
- Blank Tri-Chart (students can make their own or make enough copies for each student of this blank chart)
- Informative Paragraph Checklist (make copies for students)
- Compare Paragraph Answer Sheet for Teacher
- Unigkuat: Kodiak Alutiiq Legends (digital copy). You will also need to copy each legend for each student or have them download legends in Notability on iPads.
- Visit the Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>
- Video: A Flash of Beauty: Bigfoot Revealed (YouTube: 1091 Pictures): [1:55] <https://www.youtube.com/watch?v=bVR9wWMIpAg>

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Tri-Chart	Nukallpiaq – Man	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Cultural Standards
Topic Sentence	Qayaq – Kayak	<input type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	
Key idea	Qikarluk – Sinew	<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	AK Arts Standards
Significant details	Ciqlluaq – Sod House	<input type="checkbox"/> Value	<input type="checkbox"/> Balance	AK RL Standards
Supporting details	Qasiq – Ceremonial House	<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	AK SL Standards
Detail transition	Suirliq – Half Human/Half Beast	<input type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	AK W Standards
Key idea transition	Sea Monster			
	Yaamaq – Stone			

### Objectives and Assessment Criteria:

1. Students will review the elements of a legend.
2. Students will identify the three components in a Tri-Chart Compare Thinking Chart/Outline
3. Students will define important vocabulary in outline: tri-chart, key idea, transition.
4. Students will fill out Tri-Chart Summary Outline/Thinking Chart using legends “The Qikarluk (Sinew) Rope” and “Ughek”
5. Students will write/type a compare paragraph using two Alutiiq legends.
6. Students will self-assess the paragraph using a checklist.

### Cultural Relevance:

For many years the means of communication in Alutiiq society was oral. People did not start to write in the Alutiiq language until recently. Storytelling was an important way to share stories and record history. Story telling included sharing events, accomplishments, values, spiritual beliefs, and even survival techniques that were passed from generation to generation through people rather than books. Traditional Alutiiq tales and stories held many lessons. Legends recounted the pursuits of ancestors, explained unusual events, discussed the dangers of wandering far from home, and gave examples of model behavior.

Legends—*unigkuat*—are tales that explain the world. Origin stories, the chronicles of heroes, and Raven tales fit this category. In the Alutiiq world, legends explain the cosmos: the origins of people, the stars, and the animals. One familiar *unigkuaq* tells how Raven brought light to the world; another explains how people descended from the sky in a bladder. Like stories, legends are filled with helpful information. They reveal the nature of things unseen and provide lessons about values.



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## Standards Addressed:

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them:

recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

**W 7.2.a:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W 7.2.b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W 7.2.c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**W 7.2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W 7.2.e.** Establish and maintain a formal style.

**W 7.2.f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**RL 7.2:** Determine a theme or central idea of a text and analyze its development over the course of the text.

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## Create:

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace. Work completed each day/week will vary.

Day 1:

1. Lesson Hook:
  - a. Show this video: Video: A Flash of Beauty: Bigfoot Revealed (YouTube: 1091 Pictures): [1:55] <https://www.youtube.com/watch?v=bVR9wWMlpAg>  
Who remembers Robin Hood, Paul Bunyan, the Loch Ness Monster, or Bigfoot? Discuss how many people/cultures believe these legends. Define legends: A legend is a semi-true story, which has been passed on from person-to-person and has important meaning or symbolism for the culture in which it originates. A legend usually includes an element of truth, or is based on historic facts, but with "mythical qualities."
2. Introduction:
  - a. Introduce Compare Paragraph Legend Unit. Explain to students they will be reading two Alutiiq legends "The Qikarlluk (Sinew) Rope" and "Ughek." They will also be writing a compare paragraph using the two legends.
  - b. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard

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(how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important for you learn how to write an informative compare paragraph? Why is it important to write an informative paragraph without many mistakes?

- c. Define important vocabulary when taking tri-chart notes. Write vocabulary terms on poster paper and hang them in the classroom.
  - 1. Tri chart – note template used when comparing or contrasting.
  - 2. Topic or topic sentence – sentence that tells what paragraph is going to be about or main idea (always green)
  - 3. Key Idea – Represented by a star. Tells more about the topic and is always dark yellow.
  - 4. Significant Detail – Represented by a dash. A detail that talks more about the star or key idea.
  - 5. Supporting Detail – Represented by a dot. A detail that talks more about the dash.
  - 6. Key Idea Transition – Transition (one word) or transitional phrase (two or more words) that introduces a key idea yellow sentence.
  - 7. Detail Transition – Transition or transitional phrase that introduces red detail sentences.

Day 2:

3. Lesson:

- d. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important for you learn how to write an informative paragraph or to compare two legends? Why is it important to write an organized paragraph without many mistakes?
- e. Show students blank Tri-Chart Outline. Review each component: 1. Name, date, and period 2. Title or topic (green), 3. Name of thinking chart and skill associated with it, 4. Two topics you are going to compare, 5a. key idea #1, 5b. key idea transition or transitional phrase, 5c. complete key idea starting with transition, 6. Significant (dash) details and supporting (dot) details go here. You do NOT have to have a dot after a dash. A dot tells more about a dash. But you do have to have a dash first. So, you could have a box with just dashes in it. You need at least three details in this box. 7. A compare transition goes here to tell the reader you will start comparing to another topic, 8. You need three details here, just like in box #6. 9a. key idea #1, 9b. key idea transition or transitional phrase, 9c. complete key idea starting with transition, 10. Significant (dash) details and supporting (dot) details go here. You do NOT have to have a dot after a dash. A dot tells more about a dash. But you do have to have a dash first. So, you could have a box with just dashes in it. You need at least three details in this box. 11. A different compare transition goes here to tell the reader you will start comparing to another topic, 12. You need three details here, just like in box #10.
- f. Hand out a copy of “The Qikarlluk (Sinew) Rope” and “Ughek” to each student so they could annotate the text when they read it the first time. Note: The students can also download Notability and annotate on their iPads. The students can use the following symbols when annotating, draw

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star on the side of paper where they find important information, draw a question mark when they have a question, or a “W” when they don’t know a word. The students can read aloud in the groups they’re already in or groups of 4-5. Each student will read three sentences, and then they can switch. They could just go around the circle until they’re done reading.

- g. Discuss the stories with the students and review Alutiiq bold vocabulary.

Day 3:

3. Lesson Continued:

- h. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to compare legends? Why is it important to write an organized paragraph without many mistakes?
- i. Review important vocabulary in tri-chart and paragraph.
- j. Point to blank tri-chart and ask students to define important vocabulary-parts of outline 1-12.
- k. Since this is the first tri-chart outline, you will begin filling it out as a whole class together. You will fill out answers 1-8 together. Then, have students get into partner pairs and finish the outline, components 9-12. Look at the answer sheet for guidance.

Day 4:

3. Lesson Continued:

- l. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important for you learn how to write an informative paragraph? Why is it important to write an organized paragraph without many mistakes?
- m. Explain to students that now they will turn their tri-chart notes into an informative compare paragraph. Discuss that the color coding will probably sound like this: green, yellow, red, red, red, yellow, red, red, red, and green. Look at the answer sheet for guidance. Depending on the grade you teach, the amount of red detail sentences you have your students write after each yellow key idea sentence. For example, a third or fourth grader might write one red detail sentence after each yellow. For grades 5 and 6, they might write two red detail sentences after each yellow.
- n. Review Informative Compare Checklist so the students know exactly how to get a 100% on the assignment.
- o. Let students type or write paragraphs. Print in color. If students write paragraph, they could underline I.V.F. (Information, power Verb, Finish thought) sentence with green highlighter, underline key idea sentences with yellow highlighter, underline detail sentences with pink highlighter, and underline concluding sentence with green highlighter.
- p. Review how to write a concluding sentence. It should say the same thing, but with different words. For example, you could use the word “similar” in the topic sentence and the word “compare” in the concluding sentence.

- q. Students will self-assess their paragraphs using the checklist. They will staple the checklist on top of their paragraphs and turn it in.
- 

**Close and Assessment:**

- Students will self-assess their paragraphs and outline them with a Paragraph Checklist.
  - Students can identify the elements of a legend.
  - Students can identify the three components in a Tri-Chart compare thinking chart/outline.
  - Students understand the important vocabulary in the outline: Tri-Chart, key idea, transitions etc.
- 

**Modifications:**

- Students who need more of a challenge, have them type a compare essay using two different key ideas or incorporate different topics. For example: they could use an Alutiiq legend and a hero from another story or game.
  - For students who need extra help, you can give the student the outline filled out and have them type an essay with sentence starters (fill in blanks).
- 

**Additional Resources:**

- The Proof is Out There: BIGFOOT CAPTURED IN SHOCKING FOOTAGE (Season 2): (YouTube: History Channel): [4:56] <https://www.youtube.com/watch?v=sOEV3Q0fZs0>
- 4 SHOCKING BIGFOOT SIGHTINGS–The Proof is Out There: History Channel: (YouTube: History Channel): [18:59] <https://www.youtube.com/watch?v=d9Ghi7MUKIE>

Name \_\_\_\_\_

Date \_\_\_\_\_

### Informative/Expository Paragraph Checklist

\_\_\_ = points      \_\_\_/35 = fraction    \_\_\_%    \_\_\_ = letter grade

Instructions: Put the points on the line once you've completed each task.

- \_\_\_ 1. Did you write/type your name, date, and period in the top right-hand corner? (3)
- \_\_\_ 2. Did you write/type the complete title of the paragraph and underline it with green highlighter? (2)
- \_\_\_ 3. Did you write/type a green topic sentence for the paragraph? (1)
- \_\_\_ 4. Did you indent your first green topic sentence? (1)
- \_\_\_ 5. Did you write/type the two topics you were comparing at the top of each pink section? (2)
- \_\_\_ 6. Did you write/type the first key idea yellow sentence completely, starting with transition and turning the words dark yellow (use light orange)? (1)
- \_\_\_ 7. Did you turn the dashes and dots in box #6 into complete sentences and turn them red? You should have at least two sentences. (2)
- \_\_\_ 8. Did you use a detail, comparison transition to let the reader know you are switching topics? (1)
- \_\_\_ 9. Did you turn the dashes and dots in box #8 into complete sentences and turn them red? You should have at least two sentences. (2)
- \_\_\_ 10. Did you write/type the second key idea yellow sentence completely, starting with a different transition and turning the words dark yellow (use light orange)? (1)
- \_\_\_ 11. Did you turn the dashes and dots in box #10 into complete sentences and turn them red? You should have at least two sentences. (2)
- \_\_\_ 12. Did you use a detail, comparison transition to let the reader know you are switching topics? (1)
- \_\_\_ 13. Did you turn the dashes and dots in box #12 into complete sentences and turn them red? You should have at least two sentences. (2)
- \_\_\_ 14. Did you write/type a green concluding sentence that starts with a concluding transition (In conclusion, to sum up, to conclude)? (1)
- \_\_\_ 15. Did you fill in all 12 parts of the tri-chart outline? (12)
- \_\_\_ 8. Did you read over your paragraph at least twice? (2)
- \_\_\_ 9. Did you check to see if you need a comma before a coordinating conjunction (but, or, yet, for, and, nor so) in any compound sentences? (3)
- \_\_\_ 10. Did you check to see if you had run-on sentences? (1)
- \_\_\_ 11. Did you write without any CUPS mistakes? (5)
  - 0-2 mistakes = 5      9-11 mistakes = 2
  - 3-5 mistakes = 4      12 + mistakes = 1
  - 6-8 mistakes = 3

Name \_\_\_\_\_

Date \_\_\_\_\_

### **T = Compare Paragraph: Alutiiq Legends- “The Qikarlluk (Sinew) Rope” and “Ughek”**

There are similarities between the Alutiiq legends “The Qikarlluk (Sinew) Rope” and “Ughek.” First of all, both Alutiiq legends have characters that overcome obstacles. In the Alutiiq legend “The Qikarlluk (Sinew) Rope,” the village had successful hunters, yet the main character (man) never killed anything and was deeply humiliated. When he ventured off, a man caught him with his rope, took him to his family, and cut off his toe to feed to his child. Surprisingly, the man was able to escape with the captor’s rope. In the end, he killed lots of game and became a renowned hunter. Similarly, in the Alutiiq legend “Ughek,” a man named Ughek was disliked by everyone and never was invited to gatherings. The entire village ended up leaving him, and he was fearful of the suirliq, a half human, half beast sea monster. So, he devised a successful plan and killed the sea monster with his stone. Furthermore, the truth was exaggerated in both legends with fantasy elements. In the Alutiiq legend “The Qikarlluk (Sinew) Rope,” when the baby was hungry, the father had the mother cut off one of the young man’s toes, and he still continued to play dead. In comparison, in the legend “Ughek,” every time he sang and talked to the yaamaq (stone), he was able to carry it inside. Later in the story, the stone eventually fell on a suirliq (half human, half beast sea monster). In conclusion, there are many comparisons between the Alutiiq legends “The Qikarlluk (Sinew) Rope” and “Ughek.”

3. Thinking Chart = \_\_\_\_\_

2. T = \_\_\_\_\_

(Skill) \_\_\_\_\_

\_\_\_\_\_

1. Name: \_\_\_\_\_  
Date: \_\_\_\_\_

4. Topics \_\_\_\_\_

<p>5. A. _____ B. ( _____ ) C. _____</p>	<p>6. _____</p>
<p>9. ( _____ ) _____</p>	<p>10. _____</p>
<p>_____</p>	<p>7. _____</p>
<p>_____</p>	<p>8. _____</p>
<p>_____</p>	<p>11. _____</p>
<p>_____</p>	<p>12. _____</p>

13. Concluding Sentence: \_\_\_\_\_

**3. Tri-Chart**

Thinking Chart =

Compare or Contrast

(Skill)

**2. Tri-Chart Thinking Chart**

Compare Paragraph Using Alutiig Legends

"The Qikarluk (Sinew) Rope" and "Ughek"

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**1.** "The Qikarluk (Sinew) Rope" and "Ughek"  
**4.** \_\_\_\_\_  
Topics

<p><b>5.</b> <b>Characters</b></p> <p><b>A. overcome an obstacle</b></p> <p><b>B. (First of all,)</b> First of all, the Alutiig legends both have characters that overcome obstacles.</p> <p><b>C.</b> have characters that overcome obstacles.</p>	<p><b>9.</b> Truth exaggerated or has fantasy elements</p> <p><b>(Furthermore,)</b> Furthermore, "The Qikarluk (Sinew) Rope" and "Ughek" are both stories that include exaggeration or some type of fantasy element.</p>
<p><b>6.</b> -Village had successful hunter, but the men never killed anything</p> <ul style="list-style-type: none"> <li>• humiliated</li> </ul> <p>-Man captured him with a rope.</p> <ul style="list-style-type: none"> <li>• Cut off his toe to feed to baby</li> </ul> <p>-Escaped with rope</p> <ul style="list-style-type: none"> <li>• Killed much game</li> <li>• Became renowned hunter</li> </ul>	<p><b>7.</b> Similarly,</p> <p><b>8.</b> -Disliked by everyone, never invited to gatherings.</p> <ul style="list-style-type: none"> <li>• They left him in village</li> <li>• Fearful of suurliq, a half human and half beast sea monster</li> <li>• Ughek's yaamaq (stone) fell on monster, killed him</li> <li>-Yaamaq Killed</li> </ul>
<p><b>10.</b> Baby of the captor became hungry</p> <ul style="list-style-type: none"> <li>• Cut off his toe for the child</li> </ul> <p>Even though operation painful, he played dead</p>	<p><b>11.</b> In comparison,</p> <p><b>12.</b> -He talked to yaamaq (stone)</p> <ul style="list-style-type: none"> <li>• Every time he sang and danced, able to carry stone inside</li> <li>• Stone fell on suurliq - half human, half beast sea monster</li> <li>• Body covered in sea shells and kelp</li> </ul>

**13. Concluding Sentence:**



# Text-Based Evidence: “Raven and His Grandmother”



**Grade:** 3-7

**Time:** 2-3 days

**Lesson Description:** Students will read the legend “The Raven and His Grandmother” (pages 191-196) and complete the Text-Based Evidence Handout.



Photo: Alutiiq Raven. Ink drawing by Clarissa Selig, 2021

## Kit Includes:

- Text-Based Evidence Handout.
- Text-Based Evidence Answer Sheet.
- Unigkuat: Kodiak Alutiiq Legends (digital copy)
- SciShow Kids: Ravens Are Super Smart! | Animal Science for Kids (YouTube) [4:36]: <https://www.youtube.com/watch?v=tjcuKcfz8qY>
- Visit the Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Text-based evidence	Ciqlluaq – Sod House	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Cultural Standards
Annotate	Qalngaaq – Raven	<input type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	AK RL Standards
		<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	
		<input type="checkbox"/> Value	<input type="checkbox"/> Balance	
		<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	
		<input type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	

## Objectives and Assessment Criteria:

Students will learn...

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- To define text-based evidence.
- To read Alutiiq legend “The Raven and His Grandmother.”
- To complete Text-Based Evidence Handout

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### **Cultural Relevance:**

The common raven (Latin: *Corvus corax*) is a year-round resident of Alaska that lives happily in every environment, from coastal meadows to arctic tundra and even city streets. This large member of the Corvidae family includes crows, jays, and magpies, the raven is an all-black bird with a distinctive, wedge-shaped tail, shaggy feathers around its throat, a large bill, and a variety of hoarse calls. Ravens say “kraak” or may coo “glook.” These quick learning birds are known for their cunning. They chatter, use tools, and have a complex social life. Alaska Natives have long admired the raven’s intelligence, and in Tlingit, Athabaskan, Yup’ik, and Alutiiq tales, Raven is a favorite character.

In the Alutiiq language, the word *cip’ausngasqaq* translates to a “know it all” or “smart aleck.” People use the term to refer to someone who thinks of themselves as a big shot. Among Alutiiq people, behaving like a big shot can be dangerous. Boasting is not only bad manners it can poison your luck. For example, a boastful hunter may offend the animals his family depends on and cause them to avoid his arrows. In the case of a bear, boasting can cause the animal to become enraged. A braggart can bring starvation on his family or get himself killed. Despite warnings about boastful behavior, Alutiiq stories feature the raucous, boastful Raven, an obnoxious bird that does great deeds. In these stories, Raven lives in Alutiiq communities and can speak in Alutiiq, but he is arrogant, dirty, and impolite to his Elders. Yet despite his poor behavior, Raven is smart and keeps his promises, and he ends up succeeding where others fail.

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### **Standards Addressed:**

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them; recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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### **Create:**

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students’ needs and pace. Work completed each day/week will vary.

Day 1:

1. Lesson Hook:
  - a. Show the video: SciShow Kids: Ravens Are Super Smart! | Animal Science for Kids (YouTube) [4:36]: <https://www.youtube.com/watch?v=tjcuKcfz8qY>
  - b. Ravens are significant in Alutiiq culture. Read the Cultural Relevance section above to students.
2. Introduction:
  - a. Introduce Text-Based Evidence Lesson. Explain to students they will be reading the Alutiiq legend “The Raven and His Grandmother.” They will find text-based evidence to answer questions about the legend. Tell the students they will need to provide text-based evidence to back up their answers.

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- b. Review Cultural Standards and Reading for Literature Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to include text-based evidence when you're answering questions about text?
3. Lesson:
- a. Define text-based evidence and annotate.
  - b. Display "Text-Based Evidence Practice Handout." Discuss what a text-based evidence answer looks like by reading over the first example. The answer should have three sentences. Use the R.A.C.E. acronym (R-estate the question, A-answer the question, C-cite the evidence, and E-explain text-based evidence or quote from text). The first sentence should restate and answer the question. The second sentence should be the text-based evidence, and the third sentence should be explaining the text-based evidence in your own words or elaborating on it.
  - c. Define annotate. Annotating is taking notes while you read. Hand out copies to each student of "The Raven and His Grandmother" to annotate the text when they read it the first time. The students can use the following symbols when annotating draw a star on the side of paper where they find important information, draw a question mark when they have a question, and a "W" when they don't know a word. IMPORTANT: The student will also underline the text-based evidence when they find it.
  - d. Read over questions on handout as whole class so they students know what to underline when they find it.
  - e. Have the students can read legend silently, or split them into groups of 4-5, and have them take turns reading each paragraph out loud.

Day 2:

3. Lesson Continued:
- f. Review Cultural Standards and Reading for Literature Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important to include text-based evidence when you're answering questions about text?
  - g. Have the students complete the handout. They can complete #1 with a partner and do the next two individually.
  - h. You can grade the students as a whole class by having the students grade their own handout while you display how to write the answers on the board.

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### Close and Assessment:

- Students completed their self-assessment handouts.
  - Students used text-based evidence to understand the Alutiiq legend "The Raven and His Grandmother."
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**Modification:**

- Students who need more of a challenge could type their own questions at end of the legend and come up with answers.
- For students who need more help, modify the number of questions you give the students. Add sentence starters to the answers in the handout, fill in the blanks to help guide.

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**Additional Resources:**

- Alutiiq Word of the Week: Raven
- Alutiiq Word of the Week: Show Off, Smart Alec
- Alutiiq Word of the Week: Elder

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Text-Based Evidence Practice Handout “The Raven and His Grandmother”

When you write a text-based evidence answer, use the acronym R.A.C.E. The R stands for restate the question. The A stands for answer the question. You can combine R and A in one sentence. Next, the C stands for cite your evidence. Copy evidence from the text using quotes and start it with one of the sentence starters: “According to the text,” or “The text states,” or the legend notes,” etc. Finally, the E stands for explain the quote or text-based evidence sentence in your own words. Each answer is worth three points (three sentences). There is also 3 points possible for capitalization, usage, punctuation, and spelling (3-most of answers are written correctly, 2-some mistakes throughout, about five to ten, 1-answers are filled with mistakes). So, there are 12 total points possible in this handout. Here is an example three-sentence answer from a different legend:

1. One word that describes the young Alutiiq man is courageous. 2. When the marine animal that was known to capsize kayaks, started moving toward his kayak, the man said, “Against me...you cannot do anything...Then he showed the large clam salaq and said, “You see this figure, the salaq? It is the power of the sea, which can seize you.” 3. Even though many Alutiiq stayed away from this place, the young Alutiiq man bravely decided to kill the animal using the power of the figures on his kayak.

#### PRACTICE

1. What is one word to that describes qalngaaq’s (raven) and how he treated his grandmother? What text-based evidence can you include in your answer? Don’t forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

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2. What is one word to that describes qalngaaq’s (raven’s) first wife? What text-based evidence can you include in your answer? Don’t forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

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3. What is one word to that describes qalngaaq’s (raven’s) second wife? What text-based evidence can you include in your answer? Don’t forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

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#### Text-Based Evidence Practice Answers

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## “The Raven and His Grandmother”

When you write a text-based evidence answer, use the acronym R.A.C.E. The R stands for restate the question. The A stands for answer the question. You can combine R and A in one sentence. Next, the C stands for cite your evidence. Copy evidence from the text using quotes and start it with one of the sentence starters: “According to the text,” or “The text states,” or the legend notes,” etc. Finally, the E stands for explain the quote or text-based evidence sentence in your own words. Each answer is worth three points (three sentences). There is also 3 points possible for capitalization, usage, punctuation, and spelling (3-most of answers are written correctly, 2-some mistakes throughout, about five to ten, 1-answers are filled with mistakes). So, there are 12 total points possible in this handout. Here is an example three-sentence answer from a different legend:

One word that describes the young Alutiiq man is courageous. 2. When the marine animal that was known to capsize kayaks, started moving toward his kayak, the man said, “Against me...you cannot do anything...Then he showed the large clam salaq and said, “You see this figure, the salaq? It is the power of the sea, which can seize you.” 3. Even though many Alutiiq stayed away from this place, the young Alutiiq man bravely decided to kill the animal using the power of the figures on his kayak.

### PRACTICE

1. What is one word that describes qalngaaq (raven) and how he treated his grandmother? What text-based evidence can you include in your answer? Don't forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

One word that describes qalngaaq is demanding. When his grandmother was questioning how he would get a whale for the village, he yelled, “Caw! Caw! Caw! Be quiet and do what I tell you. Make the belt and shoes. I will do what I say,” he angrily exclaimed, also pecking her. Throughout the story, he repeatedly makes his grandmother complete tasks with no patience and pecks at her each time.

2. What is one word to that describes qalngaaq's (raven's) first wife? What text-based evidence can you include in your answer? Don't forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

One word that describes qalngaaq's first wife is sad. The text states, “During the day she was sad and worried. When the qalngaaq offered her food, she would not eat it. The oldest daughter was miserable, couldn't sleep, cried, and ran away back to her father.

3. What is one word to that describes qalngaaq's (raven's) second wife? What text-based evidence can you include in your answer? Don't forget to end with a sentence of your own to elaborate about the quote or text-based-evidence.

Qalngaaq's second wife was determined. According to the text, “she was determined to endure it if possible.” Even though she had bad and sleepless nights, she decided to remain until spring.

# Create a Shadow Puppetry Presentation Using Alutiiq Legend “The Magpie that Ate a Seal and a Sea Lion.”



**Grades:** K-5

**Time:** 7-10 Days

**Lesson Description:** Students will read/listen to the Alutiiq legend “The Magpie that Ate a Seal and a Sea Lion,” (pages 197-199) and perform the story through a shadow puppetry show.



## Kit Includes:

- Unigkuat: Kodiak Alutiiq Legends Book (Digital Copy)
- A Magpie, Sea Lion, and Seal Puppet Templates
- Beach and Lake Scenery Puppet Templates
- Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community:  
<https://anchor.fm/alutiiqmuseum>

**Photo:** The Hungry Magpie! Digital Media by Dimi Macheras, 2021

## Materials Needed:

- Shadow Puppet Stage\*\* (Districts may have stages available or make your own with suggestions found in the additional resources section)
- Glue or Tape
- Black Construction Paper, Black Poster Board or Card Stock
- Markers
- Flashlight, Lamp, or Overhead Projector.
- Bamboo Skewers or Popsicle Sticks
- Scissors
- Pencils

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Legend	Qallqaayaq – Magpie		<input checked="" type="checkbox"/> Pattern	AK Cultural Standards
Beginning		<input checked="" type="checkbox"/> Line	<input checked="" type="checkbox"/> Rhythm/ Movement	
Middle	Awa'i – Enough	<input checked="" type="checkbox"/> Shape		
End		<input checked="" type="checkbox"/> Color	<input checked="" type="checkbox"/> Proportion/ Scale	AK RL Standard
Characters	Isuwig – Seal	<input checked="" type="checkbox"/> Value	<input checked="" type="checkbox"/> Balance	AK W Standards
Setting		<input checked="" type="checkbox"/> Texture	<input checked="" type="checkbox"/> Unity	AK A Standards
Plan	Wiinaq – Sea Lion	<input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	AK E Standards
Conflict	Unigkuaq – Legend			
Problem				
Events				
Resolution				
Dialogue				
Puppet				
Shadow				
Stage				
Script				
Voice				

### Objectives and Assessment Criteria:

Students will learn...

- To deepen their understanding of the Alutiiq legend “The Magpie that Ate a Seal and a Sea Lion” by participating in a shadow puppetry play.
- To identify Alutiiq vocabulary for the words in the legend.
- To identify important components in the plot of the Alutiiq legend.

### Cultural Relevance:

For many years the means of communication in Alutiiq society was oral. An alphabet was not created until more recent years. Storytelling was an important way to share stories and record history. Story telling included sharing events, accomplishments, values, spiritual beliefs, and even survival techniques that were passed from generation to generation through people rather than books. Traditional Alutiiq tales and stories held many lessons. Legends recounted the pursuits of ancestors, explained unusual events, discussed the dangers of wandering far from home, and gave examples of model behavior.

In the English language, the word “story” is a broad term that can be used to describe many different types of tales, from fairy tales to newspaper articles. Not so in the Alutiiq language, where there are distinct terms for story and legend. In the Alutiiq world, a story—*quliyanguaq*—is a tale that recounts historical events. An Alutiiq story may describe a family member’s kayak journey, a bear hunt, or the life of an ancestor. Alutiiq stories are factual and related to the events of daily life. People tell stories for entertainment, to share their experiences, and to teach history.

In contrast, legends—*unigkuat*—are tales that explain the world. Origin stories, the chronicles of heroes, and Raven tales fit this category. In the Alutiiq world, legends explain the



cosmos: the origins of people, the stars, and the animals. One familiar *unigkuag* tells how Raven brought light to the world; another explains how people descended from the sky in a bladder. Like stories, legends are filled with helpful information. They reveal the nature of things unseen and provide lessons about values. A young man who helps his family is rewarded. A girl who fails to follow directions loses her lover.

Magpies are a member of the crow family, a group that includes crows, ravens, and jays. There are just two species of magpies in North America, the black-billed magpie (*Pica hudsonia*) found in Alaska and the western United States, and the yellow-billed magpie (*Pica nuttalli*), indigenous to California. The black-billed magpie is common in central and western Alaska. This large black-and-white bird inhabits shrub thickets and open forests but can live in urban areas. Its most distinctive feature is a black, wedge-shaped tail that is nearly as long as its body. Magpies live in groups and eat everything from bugs and seeds to baby birds, road kills, and garbage.

Magpies are known for their boisterous “mag, mag, mag” call and their bold, confident personalities. These characteristics have made them the subject of stories and jokes in many cultures. Both the Tlingit and the Alutiiq people use the word magpie as a nickname. For example, a difficult person or a talkative person may be called a magpie. To Alutiiq people, magpies are an annoyance because they steal drying food. Many people cover their fish racks with netting to keep the birds away. Alutiiq artists also use the magpie’s black feathers to decorate crafts, as they have a beautiful iridescent green or purple sheen. However, because magpies are protected under the federal Migratory Bird Treaty Act, their feathers may not be bought or sold.

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### **Standards Addressed:**

RL.1.2. Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.

RL.1.3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

W.1.3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).

A4.2: Organize and develop artistic ideas and work.

A4.3: Refine and complete artistic work.

A4.5: Develop and refine artistic techniques and work for presentation.

A4.6: Convey meaning through presentation of artistic work.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them:

recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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### **Create:**

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students’ needs and pace. Work completed each day/week will vary.

Day 1:

- Can a bird eat a sea lion? Can a bird eat a seal? Review the definition of legend: A legend is a semi-true story, which has been passed on from person-to-person and has important meaning or symbolism for the culture in which it originates. A legend usually includes an element of truth, or is based on historic facts, but with “mythical qualities.”
- Ask the students if they can think of a legend to share with the class. Ex: Bigfoot, Bogeyman, etc. Discuss all together.
- After the discussions about legends ask the students, Who are the Alutiiq people? Have students explore the Alutiiq museum’s resources and learn about the people and culture. Then share with the students the cultural relevance section to help them understand Alutiiq legends and the main character in the legend.

Day 2:

- Review Cultural, Reading, Writing, and Art Standards for lesson. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of WHY the students should learn about these standards. Why is it important to acknowledge different world views/beliefs? Why is it important to integrate art into learning? Why is it important to learn how to collaborate?
- Before they read the story, the students learn more about the terms: Alutiiq, legend, characters, setting, plan/problem, events, climax, resolution. Share the resource below about the different animals in the legend:  
Alutiiq Word of the Week:
  - Magpie — Qallqayaaq, Uguusiq:
  - Seal — Isuwiiq
  - Sea Lion — Wiinaq

Day 3:

- Before you read the legend, tell the students the magpie is going to eat in the story. When he eats, he makes a sound “Chomp! Chomp!” Take your arms and extend them out, move them up and down like an alligator mouth while you say “Chomp! Chomp?” Remind the kids that while staying seated, when they hear this part coming up, they will say “Chomp! Chomp!” and move their arms like a mouth or beak. Practice all together.
- Also practice how to sing the magpie song. The kids will sing this part as well and sway their bodies back and forth, like a magpie walks. You could sing it to the tune of “Twinkle Twinkle Little Star.”
- Read and/or listen to the Alutiiq legend <https://anchor.fm/alutiiqmuseum> “The Magpie that Ate a Seal and a Sea Lion” to the students. Pause and wait for the kids to say, “Chomp! Chomp!” and move their hands, sing the song, and sway their bodies.
- Discuss the story. Do the kids have questions? Identify elements in the story as a whole group: Characters (magpie, sea lion, seal), setting (beach), plan or problem (plan- to eat), climax (ate sea lion), event (ate seal), resolution (drank entire lake.)
- Tell students that they will be creating shadow puppets using the legend. Research shadow puppetry to have a better understanding:
  - Shadow Puppets Workshop Video: (YouTube) TryonFineArtsCenter: <https://www.youtube.com/watch?v=yYSqVutu0yE&t=8s>

- Kids Activity: Introduction to Shadow Puppetry Video (YouTube)  
Bunjil Place: <https://www.youtube.com/watch?v=CzRRP5mFeR0>

Day 4:

- Have students split into smaller groups. Provide students with copies of the Alutiiq Legend. Ask students what shadow puppets and scenery they think they will need to re-create the legend. (A magpie, sea lion, and seal puppet. Ocean and lake scenery)
  - Using the example templates explain to the students how the puppets should look and how the shadow puppetry story will work.
- Once students understand their assignment, they can decide which members in their group will play each character in the story. They could highlight or circle the different parts in the story to help distinguish each role.
- NOTE: Groups should decide who is responsible for the following:
  1. Manipulating the shadow puppet character behind the scenes
  2. Placing and changing scenery
  3. Creating lighting effects
  4. Providing narration and character dialogue

Day 5:

- Students will make shadow puppets. Students can use the templates for each puppet/scene already cut out (magpie, sea lion, seal, water with waves, and lake with trees). Tracing the templates onto black construction paper, black poster board or card stock. Then, they will cut out their puppets and scenery. NOTE: Students can make their own templates or use the already made puppets in the box. The students will use their puppets to make a collage story poster at the end of the unit to share their understanding of the legend.
- Provide the students with the necessary materials to make shadow puppets.
- Once each of the groups has made their own shadow puppets to tell the story, invite the students to practice. Remind the students:
  - When a character speaks, move the puppet up and down or side to side, which lets the audience know where to focus their attention.
  - Make sure not to hold the puppet too close to the screen and to try not to have their hands appear on the screen.
  - Students can either hold a flashlight behind the screen or set up a lamp or overhead projector.
- After the practice presentation, reflect using the questions below:
  - What did you like about the play?
  - How can we make it better?
  - Was it easy to move behind the screen.

Day 6:

- Performance day: Review the importance of posture, movement, and vocal skills when performing. Ask the groups to come up to perform. If the student can't read, you can whisper to them the lines.
- After each performance, ask the audience what the group did well.
- After everyone performs, provide the students with a self-assessment tool that you use in your district.

Day 7:

- Reflect on presentations and story. Why did the magpie want to eat the sea lion and seal? What could be the moral or theme of the story?

- Make story posters with puppets. The students will glue their puppets to a large piece of white construction paper. In the middle of the paper, they will write what the story was about. It can be one sentence or more. Non-writers can draw a picture of their understanding of the legend. Finally, another option would be to write a beginning sentence, middle sentence, and end sentence.
- 

### **Close and Assessment:**

- Students read and understood the Alutiiq legend.
  - Students became familiar with the literary elements in the story and performed a shadow puppetry show using the elements.
  - Students complete a story poster to show their understanding of the legend.
  - Students identified the Alutiiq words that are in the text of the story.
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### **Modifications:**

- Students who need more of a challenge can write a story with a beginning, middle, and end (numerous sentences).
  - For students who need more help, write down what the student tells you for their story poster.
  - Students that have a difficult time with speaking can hold the scenery and still be an important part of the presentation.
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### **Additional Resources:**

- Puppet stage:
  - DIY Shadow Puppet Theatre out of a cardboard box in 5 minutes at home for a Halloween spooky story: (YouTube) KITCHEN SCIENCE LAB: <https://www.youtube.com/watch?v=nK4d9g9WQUU>
  - How to Make a Quick and Simple Shadow Puppet Theatre// Kids English Theatre: (YouTube) Kids English Theatre: <https://www.youtube.com/watch?v=Y5AjmTU66go>
  - How To Create a Puppet Theatre Using A Shoebox (YouTube) Scribble: <https://www.youtube.com/watch?v=VHYqFvFd-tE>
  - Shadow Puppets in a Cereal Box Theater: KIX <https://www.kixcereal.com/kix-cereal-shadow-puppets-in-a-cereal-box-theater/>
  - SHADOW PUPPET THEATRE: Brandywine Museum of Art <https://www.brandywine.org/museum/blog/shadow-puppet-theatre>

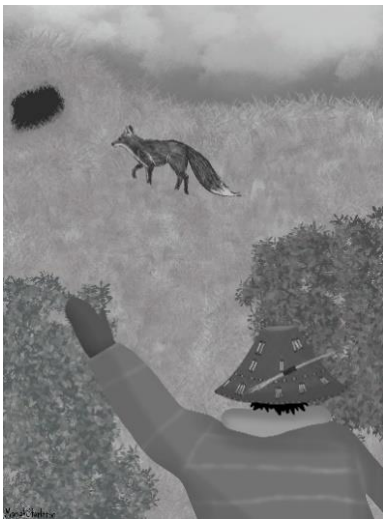
# Create a Shadow Puppetry Presentation Using Alutiiq Legend “A’ula’aq in Olga Bay”



**Grades:** 6-9

**Time:** 9-11 days

**Lesson Description:** Students will read/listen to the Alutiiq legend “A’ula’aq in Olga Bay,” (pages 228-229) and perform the story through shadow puppetry. Students will then self-assess their progress with a rubric and write their own Bigfoot or monster legend.



**Photo:** Pampallua – Her Tail. Digital media by Mariah Liisngaq Stapleton, 2021

## Kit Includes:

- Unigkuat: Kodiak Alutiiq Legends Book and Digital Copy
- Man, and Bigfoot Puppet Templates.
- Lake, Stove, and Bed Scenery Puppet Templates.
- Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>

## Materials Needed:

- Shadow Puppet Stage\*\* (Districts may have stages available or make your own with suggestions found in the additional resources section)
- Glue or Tape
- Black Construction Paper, Black Poster Board or Card Stock
- Markers
- Flashlight, Lamp, or Overhead Projector.
- Bamboo Skewers or Popsicle Sticks
- Scissors
- Pencils

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Puppet Shadow Stage Script Beginning Middle End Resolution Conflict Character Setting Voice	Uqtuk – Olga Bay  Kaugya’at –Foxes  Bigfoot – Aula’aq (N), Arula’aq (S)	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input checked="" type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/ Movement <input checked="" type="checkbox"/> Proportion/ Scale <input checked="" type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Cultural Standards  AK Arts Standards  AK RL Standards  AK SL Standards  AK W Standards

### Objectives and Assessment Criteria:

1. Students will deepen their understanding of the Alutiiq legend “A’ula’aq in Olga Bay” by performing a shadow puppetry play.
2. Students will identify Alutiiq vocabulary for the words in the legend.
3. Students will identify important components in the plot of the Alutiiq legend.
4. Students will write their own bigfoot/monster legend.
5. Students will self-assess their legends using the district/state assessment rubric.

### Cultural Relevance:

Stories of Bigfoot creatures—hairy, man-like beings that live in the wilderness—are common in the Kodiak Archipelago and Prince William Sound. Alutiiq people call these beings *aula’aq* or *arula’aq*, which means to run away. Some say these creatures are half human and half beast; others believe that they are small people that can turn themselves into animals. Whatever their form, southcentral Alaska’s Bigfoots have extra-human powers. People who have tracked strange footprints find that the impressions simply disappear, as if the creature vanished into the air. Those who try to touch a Bigfoot reach out to find nothing. And one man who shot at a strange man with a long white beard returned later to discover a dead weasel. Although Bigfoot-like creatures have never been photographed, clues suggest their existence. Some people have seen odd human-like tracks, others have lost food from wilderness cabins, heard strange whistling noises that made them dizzy, experienced thumping on the sides of their house at night, or been visited by peculiar people they believe to be *arula’at*. People hunting and trapping from remote cabins typically encounter these creatures. Some *arula’at* are thought to be shy, stealing from camps when their occupants are away or sleeping. Others are more aggressive, asking for food and shelter, helping themselves to cabins, and even following and attacking people. In Prince William Sound, Alutiiq people report carrying religious icons, holy water, or incense to ward off *arula’at*.

Bigfoot legends may have arisen from stories about people who committed crimes and were expelled from their villages. In classical Alutiiq society, people who lived alone in the wilderness could turn into dangerous, evil spirits who spoke through whistling. Alutiiq people are not alone in their belief in nonhuman persons. Alaska’s Yup’ik and Iñupiat people speak of encounters with similar extraordinary beings, thought to travel between this world and another.

Alutiiq people traditionally harvested foxes for fur because their meat has an unpleasant musty taste. They were only taken for food in extreme emergencies. In fall, people hunted foxes with bows and arrows, snared them along habitually used trails, or since historic times, captured them with traps. Most Kodiak bays taper from a wide mouth to a narrow head. Olga Bay, at the southern end of Kodiak Island, is the opposite. Here, a narrow channel connects this large body of water with the ocean. To enter Olga Bay, boats must pass through Moser Bay. At the head of Moser Bay lies the Olga Narrows, a two-kilometer stretch of shallow water leading into Olga Bay. At their slimmest point, the narrows are less than half a kilometer wide. This constriction limits tidal flow. Water can't fully fill or empty Olga Bay by the time the tide turns again. As such, the bay has small tides. Fishermen report that the bay can feel like a large lake, although it is full of seals and salmon.

Olga Bay is particularly known for its salmon resources. Horse Marine Stream, Frazier River, Akalura River, and the Olga Lakes all drain into the bay and support substantial fish runs. The Olga Lakes are especially productive, with prime habitat for pink, red, and silver salmon. The annual red salmon run is the largest. An average of about 800,000 fish to the lakes in two distinct runs. The early run begins in late May and the late run in August. Late run fish continue to return well into December and are available into March. The later run is a valuable source of fresh fish in winter. Akhiok Elder Nick Alokli remembers hiking a portage trail between Moser Bay and the east end of Upper Olga Lake to harvest these fish. This use is probably quite old. Archaeological studies show there are more than 60 ancestral settlements along the shores of the Olga Lakes, including camps at the far inland end of Upper Olga Lake.

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### **Standards Addressed:**

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics and texts, building on others' ideas and expressing their own clearly.

SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

W5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A4.1: Generate and conceptualize artistic ideas and work.

A4.2: Organize and develop artistic ideas and work.

A4.3: Refine and complete artistic work.

A4.4: Select, analyze, and interpret artistic work for presentation.

A4.5: Develop and refine artistic techniques and work for presentation.

A4.6: Convey meaning through presentation of artistic work.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them: recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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## Create:

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace, work completed each day/week will vary.

### Day 1:

1. Hook of Lesson:
  - a. Show this video: A Flash of Beauty: Bigfoot Revealed (YouTube: 1091 Pictures): [1:55] <https://www.youtube.com/watch?v=bVR9wWMIpAg>  
What is Bigfoot? Discuss legends with your students.
2. Introduction:
  - After the discussions ask the students, Who are the Alutiiq people? Have students explore the Alutiiq museum's resources and learn about the people and culture. Then share with the students the cultural relevance section to help them understand Alutiiq legends and aspects of the legend.
    - Before they read the story have the students learn more about the terms: Alutiiq, legend, characters, setting, plan/problem, events, climax, resolution. Share the resource below to learn more about the aspects in the story.
  - Alutiiq Word of the Week:
    - Fox — Kaugya'aq
    - Olga Bay — Uqtuk
    - Bigfoot — Aula'aq (N), Arula'aq (S)
  - Explain to students they will be reading and/or listening to an Alutiiq legend <https://anchor.fm/alutiiqmuseum> "A'ula'aq in Olga Bay."
  - Identify Olga Bay on the Kodiak Island Map. <https://alaska.guide/bay/olga-bay/1896053> The students will use the legend to perform a shadow puppetry play for their class, self-assess their presentations, and write their own bigfoot legend.

### Day 2:

- Read/listen to the story again. Discuss the story. Do the kids have questions? Review literary elements of the story: characters (man), setting (Olga Bay), internal response (felt sick), problem/plan (dark presence in cabin, kickoff (event that starts the story-something round and dark walk by him), rising action events (took pistol into first bedroom, took pistol into kitchen following dark presence), climax (ducked so piece of firewood that was thrown wouldn't hit him), falling action events (fell asleep), internal response (feeling suspicious), and resolution (never figured out what it was).
- Tell students that they will be creating shadow puppets using the legend. Research shadow puppetry to have a better understanding:
  - Shadow Puppets Workshop Video: (YouTube) TryonFineArtsCenter: <https://www.youtube.com/watch?v=yYSqVutu0yE&t=8s>
  - Kids Activity: Introduction to Shadow Puppetry Video (YouTube) Bunjil Place: <https://www.youtube.com/watch?v=CzRRP5mFeR0>

### Day 3:

- Have students split into smaller groups. Provide students with copies of the Alutiiq Legend. Ask students what shadow puppets and scenery they think they will need to re-create the legend. (A man and bigfoot puppet. A lake, stove, and bed scenery.)

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- Using the example templates explain to the students how the puppets should look and how the shadow puppetry story will work.
- Once students have an understanding on their assignment, have the students decide which members in their group will play each character in the story. They could highlight or circle the different parts in the story to help distinguish each role.
- NOTE: Groups should decide who is responsible for the following:
  1. Manipulating the shadow puppet character behind the scenes
  2. Placing and changing scenery
  3. Creating lighting effects
  4. Providing narration and character dialogue

Day 4:

- Students will make shadow puppets. Student can use the templates for each puppet/scene already cut out (Man, bigfoot, lake, stove, and bed). Tracing the templates onto black construction paper, black poster board or card stock. Then, they will cut out their puppets and scenery. NOTE: Students can make their own templates or use the already made puppets in the box. The students will use their puppets to make a collage story poster at the end of the unit to share their understanding of the legend.
- Provide the students with the necessary materials to make shadow puppets.
- Once each of the groups has made their own shadow puppets to tell the story, invite the students to practice. Remind the students:
  - When a character speaks, move the puppet up and down or side to side, which lets the audience know where to focus their attention.
  - Make sure not to hold the puppet close to the screen and try not to have their hands appear on the screen.
  - Students can either hold a flashlight behind the screen or set up a lamp or overhead projector.
- After the practice presentation, reflect using the questions below:
  - What did you like about the play?
  - How can we make it better?
  - Was it easy to move behind the screen.

Day 5:

- Performance day: Review the importance of posture, movement, and vocal skills when performing. Ask the groups to come up to perform. If the student can't read, you can whisper to them the lines.
- After each performance, ask the audience what the group did well.
- After everyone performs, provide the students with a self-assessment tool that you use in your district/state.

Day 6:

- Reflect on the presentations and story. Why did the Aul'aq come into the cabin? What could be a moral or theme of the story?
- Make story posters with puppets. The students will glue their puppets to a large piece of white construction paper. In the middle of the paper, they will write what the story was about. It can be one sentence or more. Non-writers can draw a picture of their understanding of the legend. Another option would be to write a beginning sentence, middle sentence, and end sentence.

Day 7:

Introduce the writing component of the lesson: Students will write/type their own bigfoot/monster legends. Review the definition of a legend: A legend is a semi-true story, which has been passed on from person-to-person and has important meaning or symbolism for the culture in which it originates. A legend usually includes an element of truth, or is based on historic facts, but with “mythical qualities.”

- Share with the students the standard assessment rubric you use for essays and narratives. This will depend on your district/state curriculum.
- Review the literary components that should be in the story: characters, setting, internal response (how character is feeling at beginning of story), problem/plan, kickoff event, rising action events, climax, falling action events, internal response (how character is feeling at end of story) and resolution.
- Have students think about a legend they would like to create and then share with the class once they have finished.
- Students will self-assess their legends using the assessment rubric and turn it in.

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### **Close and Assessment:**

- Students will self-assess their shadow puppetry performance with the assessment rubric used in the district/state.
- Students will also self-assess their written legends using the assessment rubric used in the district/state.
- Students will understand the components in the plot of the Alutiiq Legend.
- Students will write their own bigfoot/monster legend.

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### **Modifications:**

- Students who need more of a challenge can write a script about a different culture's view/stories on bigfoot and include facts and more details. For the essay, they can write a compare or contrast essay looking at two bigfoot legends from different cultures.
- For students who need more help, you can ask them for a dialogue and write for them. You can give the student the role of scene puppets. For the written legend, you can type or write for the student and have them verbally tell you the story. You can also give them a story with sentences starters, and they can fill in the blanks.

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### **Additional Resources:**

- Puppet stage:
  - DIY Shadow Puppet Theatre out of a cardboard box in 5 minutes at home for a Halloween spooky story: (YouTube) KITCHEN SCIENCE LAB: <https://www.youtube.com/watch?v=nK4d9g9WQUU>
  - How to Make a Quick and Simple Shadow Puppet Theatre// Kids English Theatre: (YouTube) Kids English Theatre: <https://www.youtube.com/watch?v=Y5AjmTU66go>

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- How To Create A Puppet Theatre Using A Shoebox (YouTube) Scribble:  
<https://www.youtube.com/watch?v=VHYqFvFd-tE>
- Shadow Puppets in a Cereal Box Theater: KIX  
<https://www.kixcereal.com/kix-cereal-shadow-puppets-in-a-cereal-box-theater/>
- SHADOW PUPPET THEATRE: Bradywine Museum of Art  
<https://www.brandywine.org/museum/blog/shadow-puppet-theatre>

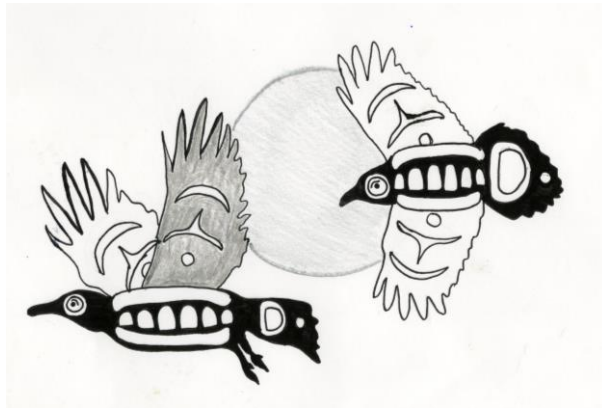
# Summarizing the Legend “How Qalngaall’raaq (Raven) Brought the Light” Using 4-Step Summary Outline



Grade: 4-8

Time: 4-5 days

**Lesson Description:** Students will read the legend “How Qalngaall’raaq (Raven) Brought the Light,” (pages 23-27) complete a Narrative Thinking Chart with Literary Elements, a 4-Step Summary Outline, and write/type a 4-7 sentence Summary.



**Materials Needed:**

- Green Highlighters
- Pink Highlighters
- Red Pens

Photo: How the Raven Brought the Light. Digital Media by Annaline Olsen, 2021

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Summary	Paniyaq – Daughter	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Reading Standards
Genre	Taangaaq – Water	<input type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	
Transition	Qalngaangcuk – Little Raven	<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	AK Writing Standards
I.V.F. Sentence (Information, Verb, Final)	Ernerutak – Toys That Hold the Dawn	<input type="checkbox"/> Value	<input type="checkbox"/> Balance	AK Cultural Standards
	Macaq – Sun	<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	
	Iraluq – Moon	<input type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	

**Kit Includes:**

- 4-Step Summary Blank Thinking Chart Outline
- 4-Step Summary Outline Teacher Answer Sheet for legend “How Qalngaall’raaq (Raven) Brought the Light.”
- Summary Example for Teacher

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- Summary Checklist (one for each student)
- Narrative Thinking Chart (literary elements) Blank Sheet
- Narrative Think Chart (literary elements) Answer Sheet
- Unigkuat: Kodiak Alutiiq Legends (digital copy)
- Visit the Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>

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### **Objectives and Assessment Criteria:**

1. Students will review the literary elements of a story and label them on the Narrative Thinking Chart.
2. Students will identify the four components in a 4-Step Summary Outline.
3. Students will define important vocabulary in the outline: summary, genre, I.V.F. (Information, Verb, Final) sentence, and transitions.
4. Students will fill out the 4-Step Summary Outline for legend “How Qalngaall’raaq (Raven) Brought the Light.”
5. Students will write/type a 4-7 sentence summary of the legend.
6. Students will self-assess the summary using a checklist.

---

### **Cultural Relevance:**

The common raven (Latin: *Corvus corax*) is a year-round resident of Alaska that lives happily in every environment, from coastal meadows to arctic tundra and even city streets. This large member of the Corvidae family includes crows, jays, and magpies, the raven is an all-black bird with a distinctive, wedge-shaped tail, shaggy feathers around its throat, a large bill, and a variety of hoarse calls. Ravens say “kraak” or may coo “glook.”

Ravens are heroes to Alaska Native cultures. The Raven is a benevolent transforming character who helps the people and shapes their world. Sometimes, he is a trickster. In other tales his frivolous or poorly thought-out behavior getting him into trouble. In Alutiiq stories, the Raven has supernatural powers and is strong enough to carry a whale. It is seen as the bringer of light and is an obnoxious bird that does great deeds. In these stories, Raven lives in Alutiiq communities and can speak in Alutiiq, but he is arrogant, dirty, and impolite to the Elders. Yet despite his poor behavior, Raven is smart and keeps promises. Raven often ends up succeeding where others fail.

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### **Standards Addressed:**

RL 7.2: Summarize main ideas or events, in correct sequence, after reading a text.

W 7.2: Write informative text to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them; recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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## Create:

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will likely be different based on your students' needs and pace. Work completed each day/week will vary for each class.

Day 1:

1. Lesson Hook:
  - a. Who brought the light to the world? Discuss different beliefs or ideas. According to an Alutiiq legend, the raven brought light to the world. Discuss the role of the raven in indigenous cultures: It is seen as the creator of light and a trickster figure. As the maker of light, the raven symbolizes the ultimate creator of all things that existed before the beginning.
2. Introduction:
  - a. Introduce Summary Unit. Explain to students they will be reading an Alutiiq legend about how the world got light. They will also be writing a 4-7 sentence summary.
  - b. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to summarize? Why is it important to write an organized summary without many mistakes?
  - c. Review (or define) elements of story: characters, setting, internal response (how character is feeling), conflict or plan (not all stories have conflicts), kickoff (event that kicks-off the story), rising action events, climax, falling action events, internal response, resolution. Remind students they will underline those elements in the story when reading the legend. Have students fill out Narrative Thinking Chart by labeling each literary element underneath the line. Note: The answer sheet is provided.

Day 2: Lesson

- d. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to summarize? Why is it important to write an organized summary without many mistakes?
- e. Show students a blank Summary Outline to introduce its components and define important vocabulary (summary, genre, transitions, I.V.F. sentence, Tier I words, Tier II words). Part 1 is the Information, verb, and finish your thoughts (main idea) green sentence. The rest of the sentences are red. The information box has the following components: genre, title, and author. The verb box has the verb (reason author wrote the text). The final box finishes the sentence/thought with the main idea that usually has the who, what, where, and why. Part 2 is a writing quiz section. Can the students write the I.V.F. sentence with correct grammar and punctuation? Part 3 is the transitions (one word) or transitional phrases (two or more words) section. This will help the writing flow and guide the reader. Part 4 is the event (for stories) section. Note: When reading a non-fiction piece, this section would be the "Facts" section. In the event section, the students will write notes (no complete sentences).

There will be two important notes (dashes) for the beginning of the story (usually includes characters, setting, problem and/or plan). The next two dashes will represent the first two important events in the story. The last two dashes can include the climax and resolution. There is a last section called "Tier I to Tier II vocabulary. Here, students will look over their outlines and find any graveyard/kindergarten/tier I words and turn them into Tier II (academic vocabulary words). Look at the example.

- f. Hand out copies of the legend "How Raven Brought the Light" to each student so they could annotate the text when they read it the first time. Students can also download Notability on their iPads and complete the annotations there. The students can use the following symbols when annotating draw a star on the side of paper where they find important information, draw a question mark when they have a question, or a "W" when they don't know a word. The students can read aloud in the groups they're already in or groups of 4-5. Each student will read a paragraph.
- g. Discuss the story with the students and review the Alutiiq bold vocabulary in the text.

Day 3:

3. Lesson Continued:

- h. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to summarize? Why is it important to write an organized summary without many mistakes?
- i. Review literary elements of the story: characters, setting, internal response, problem/plan, kickoff (event that starts the story), rising action events, climax, falling action events, internal response (how character is feeling), and resolution).
- j. Define important vocabulary in outline: summary, genre, I.V.F. sentence, transitions. Can write definitions on poster paper or whiteboard.
- k. Fill out the summary outline as a whole class. Use the teacher answer sheet to guide you while having the students review parts of the summary outline and fill in the answers together.

Day 4:

3. Lesson Continued:

- l. Review Cultural, Reading for Literature, and Writing Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these three standards. Why is it important to acknowledge different world views/beliefs? Why is it important you learn how to summarize? Why is it important to write an organized summary without many mistakes?
- m. Have the students turn their outline notes into a summary paragraph. Remind the students that the I.V.F. sentence is always green, and the rest of the sentences are red. The students might have to turn two dashes into one sentence. Turning the two events into a compound or complex sentence. Combining these notes will be helpful when writing the summary with 4-7 sentences. Model to the students how to turn two simple sentences into a compound sentence.
- n. Review how to write/type the first red sentences starting with a transitional phrase and combining the first two dashes.

- o. Review the Summary Checklist to help the students grasp a better understanding on the assignment.
  - p. Have the students type or write their summary. If typed have the students print in color. If students write the summary, they could underline I.V.F. sentence with a green highlighter and underline the rest of the sentences with pink highlighter.
  - q. Students will self-assess their summaries using the checklist. Finally, submitting the checklist with their summaries.
- 

### **Close and Assessment:**

- Students will self-assess their summaries and outline with the Summary Checklist.
  - Students can identify the four components in a 4-Step Summary Outline.
  - Students understand the vocabulary and terms along with some Alutiiq words.
  - Students read and understand the Alutiiq Legend “How Qalngaall’raaq (Raven) Brought the Light.”
- 

### **Modifications:**

- Students who need more of a challenge, can summarize a different legend, and go at their own pace instead of following along with whole class.
  - For students who need extra help, create an outline filled out and have them type summaries with sentence starters (fill in blanks).
- 

### **Additional Resources:**

- Alutiiq Word of the Week: Light
- Alutiiq Word of the Week: Night



### Summary Checklist

\_\_\_/45 = total points    \_\_\_ = fraction    \_\_\_ = %    \_\_\_ = letter grade

Instructions: Put the number of points on the blank line when you have completed each task.

- \_\_\_ 1. Did you type and capitalize the title: T = 4-Step Summary: \_\_\_\_\_ at the top/center of your page? (5)
- \_\_\_ 2. Did you indent your first green sentence? (1)
- \_\_\_ 3. Did you type the genre, title, and author in your first green IVF sentence? (3)
- \_\_\_ 4. Did you type the power verb in the same green IVF sentence? (2)
- \_\_\_ 5. Did you write the main idea at the end of the same green I.V.F. sentence with at least three of the five W's (who, what, where, when, and why)? (6)
- \_\_\_ 6. Did you write at least three transitions in your summary? (3)
- \_\_\_ 7. Did your summary flow? (2)
- \_\_\_ 8. Did you check to see if you need a comma before a coordinating conjunction (but, or, yet, for, and, nor so) in any compound sentences? (3)
- \_\_\_ 9. Did you check to see if you had run-on sentences? (1)
- \_\_\_ 10. Did you write without any CUPS mistakes? (5)  
    0-2 mistakes = 5            9-11 mistakes = 2  
    3-5 mistakes = 4            12 + mistakes = 1  
    6-8 mistakes = 3
- \_\_\_ 11. Did you fill out this checklist completely and correctly? (2)
- \_\_\_ 12. Did you read over your summary at least twice? (2)
- \_\_\_ 13. Did you fill out your Narrative Thinking Chart with Literary Elements? You could include this step in the final grade, or you could leave it out. (10)

### Summary Checklist

\_\_\_/45 = total points    \_\_\_ = fraction    \_\_\_ = %    \_\_\_ = letter grade

Instructions: Put the number of points on the blank line when you have completed each task.

- \_\_\_ 1. Did you type and capitalize the title: T = 4-Step Summary: \_\_\_\_\_ at the top/center of your page? (5)
- \_\_\_ 2. Did you indent your first green sentence? (1)
- \_\_\_ 3. Did you type the genre, title, and author in your first green IVF sentence? (3)
- \_\_\_ 4. Did you type the power verb in the same green IVF sentence? (2)
- \_\_\_ 5. Did you write the main idea at the end of the same green I.V.F. sentence with at least three of the five W's (who, what, where, when, and why)? (6)
- \_\_\_ 6. Did you write at least three transitions in your summary? (3)
- \_\_\_ 7. Did your summary flow? (2)
- \_\_\_ 8. Did you check to see if you need a comma before a coordinating conjunction (but, or, yet, for, and, nor so) in any compound sentences? (3)
- \_\_\_ 9. Did you check to see if you had run-on sentences? (1)
- \_\_\_ 10. Did you write without any CUPS mistakes? (5)  
    0-2 mistakes = 5            9-11 mistakes = 2  
    3-5 mistakes = 4            12 + mistakes = 1  
    6-8 mistakes = 3
- \_\_\_ 11. Did you fill out this checklist completely and correctly? (2)
- \_\_\_ 12. Did you read over your summary at least twice? (2)
- \_\_\_ 13. Did you fill out your Narrative Thinking Chart with Literary Elements? You could include this step in the final grade, or you could leave it out. (10)

Name \_\_\_\_\_

Date \_\_\_\_\_

T = 4-Step Summary  
"How Qalngaall'raaq (Raven) Brought the Light"

The Alutiiq legend, "How Qalngaall'raaq (Raven) Brought the Light," edited by Dehrich Chya and Amy F. Steffian, explains how the Qalngaall'raaq (Raven) brought light to the world.

In the beginning, a couple had a girl who wasn't allowed to do anything, yet she was sneaky and fetched her own water. One day, a qalngaag (raven) turned into a feather, the girl drank it, and she became pregnant with a qalngaangcuk (little raven). Later on in the story, the qalngaag was mesmerized with the ernerutak (toys that hold the dawn) in the grandparents' ciqlluag (sod house) because he was searching for daylight. In the end, the little raven played with the ernerutak and let the daylight out of the boxes. He took the ernerutak to all the villages with no daylight and hung the macaq (sun) and iraluq (moon) up in the sky.

# T= 4 Step Summary Outline

Name:  
Date:

<p><b>1. Information</b></p> <p>I.V.F Boxes</p> <p>(Genre) 1. _____</p> <p>(Title) 2. _____</p> <p>(Author) 3. _____</p>	<p><b>Power Verb</b></p> <p>_____ (Author's purpose for writing)</p> <p>_____ (Who?)</p>	<p><b>Finish Thought</b></p> <p>Main Idea or Theme</p>
--	--	--

**2.** Write I.V.F sentence above with correct capitalization, usage, punctuation, and spelling.

<p><b>3. Transitions</b></p> <p>_____ →</p> <p>_____ →</p> <p>_____ →</p>	<p><b>4. Events/Facts</b> (fiction) (non-fiction)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Vocabulary:</b></p> <p>Change tier 1 (graveyard words) to Tier 2 (academic words)</p>
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# T (Topic) = 4 Step Summary Outline

Name:

Date:

## "Qalngaall'raaq (Raven) How Raven Brought the Light" Answer Sheet

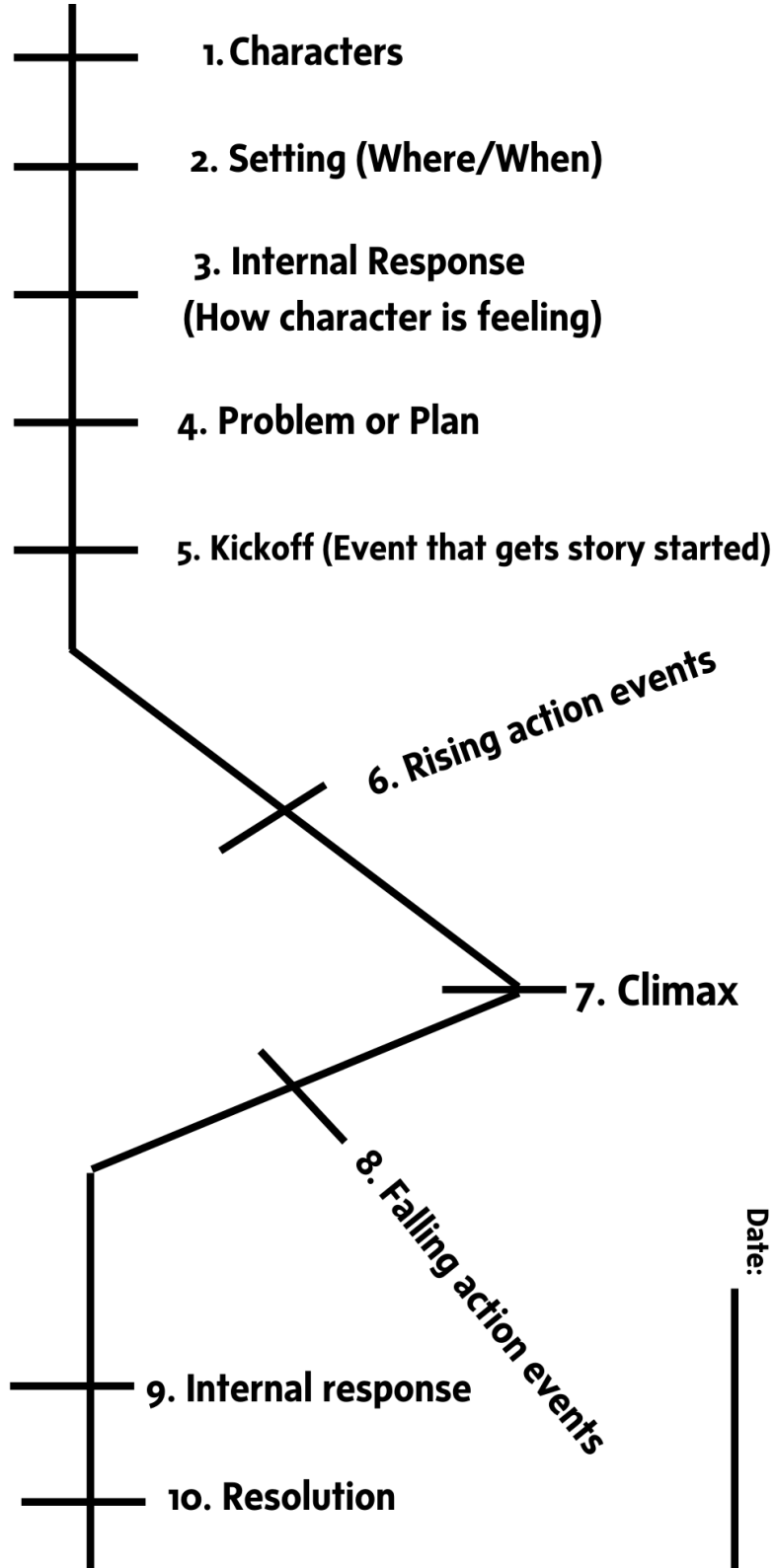
<p><b>1. Information</b></p> <p>I.V.F Boxes</p> <p>(Genre) <b>1. The legend</b></p> <p>(Title) <b>2. (Raven) How Raven Brought the Light,"</b></p> <p>(Author) <b>3. Edited by Dehrich Chya and Amy F. Steffian</b></p>	<p><b>Power Verb</b></p> <p><b>Entertains Readers</b></p> <p>(Author's purpose for writing) (Who?)</p>	<p><b>Finish Thought</b></p> <p><b>Main Idea or Theme</b></p> <p>→ about how the Qalngaall'raaq (Raven) brought the light to the world.</p>
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**2.** Write I.V.F sentence above with correct capitalization, usage, punctuation, and spelling. (C.U.P.S.) here (writing quiz)

The Alutiiq legend "How Qalngaall'raaq (Raven) Brought the Light" edited by Dehrich Chya and Amy F. Steffian entertains readers about how the Qalngaall'raaq (Raven) brought the light to the world.

<p><b>3. Transitions</b></p> <p><b>In the beginning,</b></p> <p>→</p> <p><b>Later on,</b></p> <p>→</p> <p><b>In the end,</b></p> <p>→</p>	<p><b>4. Events/Facts (fiction) (non-fiction)</b></p> <ul style="list-style-type: none"> <li>- Couple had girl, she couldn't do anything, was sneaky and fetched own water</li> <li>- Qalngaaq (Raven) turned into feather, girl drank feather became pregnant, had Qalngaangcuk (little raven)</li> <li>- Qalngaaq playing at grandparents, cried because wanted ernerutak (toys that hold the dawn)</li> <li>- Let daylight out of the boxes.</li> <li>- Took ernertak to villages with no daylight and hung macaq (sun) and iralup (moon) up in the sky.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Change tier 1 (graveyard words) to Tier 2 (academic words)</p> <p>Tier I → Tier II</p> <p><b>1. Took → Carried</b></p>
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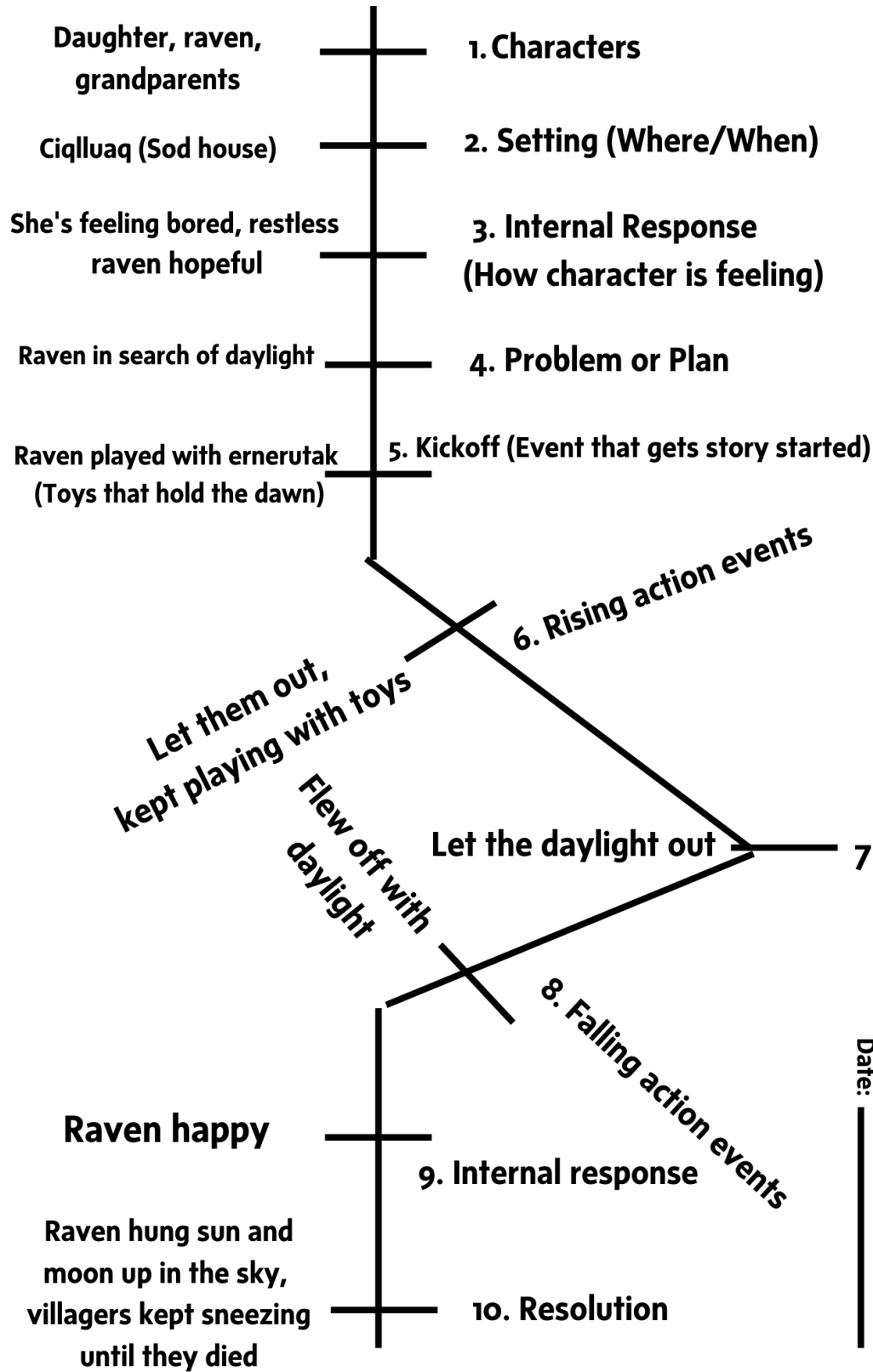
**T = Narrative Thinking Chart Literary Elements**



Date: \_\_\_\_\_

Name: \_\_\_\_\_

**T = Narrative Thinking Chart Literary  
Elements Answer Sheet**



Name: \_\_\_\_\_  
Date: \_\_\_\_\_

# Shadow Puppetry: The Girl Who Married the Moon



**Grade:** K-2

**Time:** 6 Days

**Lesson Description:** Students will read/listen/watch the Alutiiq story, “The Girl Who Married the Moon” (pages 48-51). Then they will create their own shadow puppets to retell the legend.



## Kit Includes:

- Girl Who Married the Moon DVD  
[youtube.com/watch?v=cbk9tcZaebs](https://www.youtube.com/watch?v=cbk9tcZaebs)
- Unigkuat: Kodiak Alutiiq Legends Book and Digital Copy
- A Girl, Her Cousin, and a Man Template
- A Moon and Star Template
- Sod House Scenery Template
- Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community:  
<https://anchor.fm/alutiiqmuseum>

**Photo:** Llaanirmiuwak: Ones of the West. Block print by Lani Vanderlip, 2021.

## Materials Needed:

- Shadow Puppet Stage\*\* (Districts may have stages available or make your own with suggestions found in the additional resources section)
- Glue or Tape
- Black Construction Paper, Black Poster Board or Card Stock
- Markers
- Flashlight, Lamp, or Overhead Projector.
- Bamboo Skewers or Popsicle Sticks
- Scissors
- Pencils

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Puppet Shadow Stage Script Beginning Middle End Resolution Conflict Character Setting Voice	Iraluq — Moon Ciqlluaq — Sod House Giinaqut — Masks Agyaq, Mit’aq (in Karluk) — Star Mit’at — Star People	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input checked="" type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm /Movement <input checked="" type="checkbox"/> Proportion/ Scale <input checked="" type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Cultural Standards  AK Arts Standards  AK RWL Standards

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## Objectives and Assessment Criteria:

Students will learn...

- Students will retell the legend through shadow puppetry.
  - Students will create their own shadow puppets.
  - Students will perform a shadow puppet play.
- 

## Cultural Relevance:

In classical Alutiiq cosmology, there are five sky worlds, layered one on top of the other. The fifth sky world, farthest from the earth, is the purest. This is the home of Llam Sua, the Alutiiq supreme being. The first sky world, closest to earth, contains the moon, the stars, and the northern lights. Alutiiq tradition holds that the moon is a man who wears a different mask each night. At dusk, he enters a cave, changes his clothes, and puts on the mask for that evening. When the moon is eclipsed, the man is said to be wearing grease that darkens his face. When the eclipse fades, he has cleaned himself.

Legend tells how the moon met a girl and carried her to his sky world. They were married and he took good care of her. She became angered, however, when he would not tell her where he went each night. One night, she set off on her own to explore the sky world. She came to a house with a curtain and looked behind it. Here she found masks representing the different phases of the moon. She put a nearly full moon up to her face and it stuck. From then on, she became her husband's assistant, sharing the work of the moon with him.

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## Create:

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace, work completed each day/week will vary.

Day 1:

### 1. Introduction:

Who are the Alutiiq people? Have students explore the Alutiiq museum's resources and learn about the people and culture. Then share with the students the cultural relevance section to help them understand Alutiiq legends and aspects of the legend.

• Before they read the story have the students learn more about the terms: Alutiiq, legend, characters, setting, plan/problem, events, climax, resolution. Share the resource below to learn more about the aspects in the story.

Alutiiq Word of the Week:

- Moon — Iraluq
- Star — Agyaq, Mit'aq (in Karluk)
- Weather, Sky, Outdoors, Universe, World — Lla
- Explain to students they will be reading/listening and watching the Alutiiq legend. Podcast reading: <https://anchor.fm/alutiiqmuseum> "Arnam Iraluq Kasuulluku (The Girl Who Married the Moon)
- Show the DVD/Video: The Girl Who Married the Moon <https://www.youtube.com/watch?v=cbk9tcZaeb5>



- The students will use the legend to perform a shadow puppetry play for their class and self-assess their presentations.
- Day 2:
- Read/listen to the story again. Discuss the story. Do the kids have questions? Review literary elements of the story: characters (The Girl, Her Cousin, and The Man), setting (Stars and Sod House), internal response (felt in love), problem/plan (Didn't know how to be with him), kickoff (event that starts the story- The man approaching the girls), rising action events (Took both girls to the stars- Cousin falls), climax (Explored and left the sod house when he told her not to), falling action events (Went to the sod house and put on the mask), internal response (felt sad and trapped), and resolution(The man helped remove mask, she helps him now).
  - Tell students that they will be creating shadow puppets using the legend. Research shadow puppetry to have a better understanding:
    - Shadow Puppets Workshop Video: (YouTube) TryonFineArtsCenter: <https://www.youtube.com/watch?v=yYSqVutu0yE&t=8s>
    - Kids Activity: Introduction to Shadow Puppetry Video (YouTube) Bunjil Place: <https://www.youtube.com/watch?v=CzRRP5mFeR0>

- Day 3:
- Have students split into smaller groups. Provide students with copies of the Alutiiq Legend. Ask students what shadow puppets and scenery they think they will need to re-create the legend. (A girl, her cousin, a man, a star, a moon, and a sod house template)
  - Using the example templates explain to the students how the puppets should look and how the shadow puppetry story will work.
  - Once students understand their assignment, have the students decide which members in their group will play each character in the story. They could highlight or circle the different parts in the story to help distinguish each role.
  - NOTE: Groups should decide who is responsible for the following:
    1. Manipulating the shadow puppet character behind the scenes
    2. Placing and changing scenery
    3. Creating lighting effects
    4. Providing narration and character dialogue

- Day 4:
- Students will make shadow puppets. Student can use the templates for each puppet/scene already cut out (A girl, her cousin, a man, a star, a moon, and a sod house template). Tracing the templates onto black construction paper, black poster board or card stock. Then, they will cut out their puppets and scenery. NOTE: Students can make their own templates or use the already made puppets in the box. The students will use their puppets to make a collage story poster at the end of the unit to share their understanding of the legend.
  - Provide the students with the necessary materials to make shadow puppets.
  - Once each of the groups has made their own shadow puppets to tell the story, invite the students to practice. Remind the students:
    - When a character speaks, move the puppet up and down or side to side, which lets the audience know where to focus their attention.
    - Make sure not to hold the puppet close to the screen and try not to have their hands appear on the screen.

- Students can either hold a flashlight behind the screen or set up a lamp or overhead projector.
- After the practice presentation, reflect using the questions below:
  - What did you like about the play?
  - How can we make it better?
  - Was it easy to move behind the screen.

Day 5:

- Performance day: Review the importance of posture, movement, and vocal skills when performing. Ask the groups to come up to perform. If the student can't read, you can whisper to them the lines.
- After each performance, ask the audience what the group did well.
- After everyone performs, provide the students with a self-assessment tool that you use in your district/state.

Day 6:

- Reflect on the presentations and story. Why did the girl go to the sod house and put on the mask? What could be the moral or theme of the story?
- Make story posters with puppets. The students will glue their puppets to a large piece of white construction paper. In the middle of the paper, they will write what the story was about. It can be one sentence or more. Non-writers can draw a picture of their understanding of the legend. Another option would be to write a beginning sentence, middle sentence, and end sentence.

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### Close and Assessment:

- Students will self-assess their shadow puppetry performance with the assessment rubric used in the district/state.
- Students will understand the components in the plot of the Alutiiq Legend.
- Students will become familiar with the literary elements in the story.
- Students will complete a story poster to show their understanding of the legend.

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### Modifications:

- Students who need more of a challenge can write a script to go along with the legend. Students can also write an essay, comparing the video and the written legend.
- For students who need more help, you can assign them the different roles of puppets and whisper the lines to them.
- For the written legend, you can type or write for the student and have them verbally tell you the story. You can also give them a story with sentences starters, and they can fill in the blanks.

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### Additional Resources:

- Puppet stage:
  - DIY Shadow Puppet Theatre out of a cardboard box in 5 minutes at home for a Halloween spooky story: (YouTube) KITCHEN SCIENCE LAB: <https://www.youtube.com/watch?v=nK4d9g9WQUU>
  - How to Make a Quick and Simple Shadow Puppet Theatre// Kids English Theatre: (YouTube) Kids English Theatre: <https://www.youtube.com/watch?v=Y5AjmTU66go>

- How To Create A Puppet Theatre Using A Shoebox (YouTube) Scribble:  
<https://www.youtube.com/watch?v=VHYqFvFd-tE>
- Shadow Puppets in a Cereal Box Theater: KIX  
<https://www.kixcereal.com/kix-cereal-shadow-puppets-in-a-cereal-box-theater/>
- SHADOW PUPPET THEATRE: Bradywine Museum of Art  
<https://www.brandywine.org/museum/blog/shadow-puppet-theatre>

# Perform a Tableau using Alutiiq Legend “The Sad Fate of Uchatngiak”



**Grade:** 2-5

**Time:** 4-6 days

**Lesson Description:** Students will read/listen to the Alutiiq legend “The Sad Fate of Uchatngiak” (pages 90-97) complete a one-minute challenge by making a tableau and self-assess their presentations.



**Kit Includes:**

- Unigkuat: Kodiak Alutiiq Legends Book and Digital Copy.
- Alutiiq Museum Podcasts on Anchor by Spotify to listen to the Alutiiq Legends read-out loud by members in the community: <https://anchor.fm/alutiiqmuseum>

**Photo:** The Creation of Fish. Drawing by Céline Ramio, 2021.

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Tableau	Angayuqaq – Chief Yaamaq – Rock	<input type="checkbox"/> Line	<input checked="" type="checkbox"/> Pattern	AK Cultural Standards
Moral	Lagit – Geese Qayaq – Kayak	<input type="checkbox"/> Shape <input type="checkbox"/> Color	<input checked="" type="checkbox"/> Rhythm/ Movement	AK Arts Standards
Theme	Kaugyaak – Foxes Ancit– Trout Amartut –Humpback Salmon Alimat – Dog Salmon Qakiiyat – Silver Salmon Iiliksai – King Salmon	<input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Proportion/ Scale <input checked="" type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK RL Standards

**Objectives and Assessment Criteria:**

Students will learn...

- To deepen their comprehension of the Alutiiq legend “The Sad Fate of Uchatngiak” through drama making tableaus.
- To define and make tableaus.
- To define Alutiiq vocabulary in the legend.

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- How to self-assess their tableaus using a checklist.
  - To identify the theme or moral of the legend.
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### **Cultural Relevance:**

Birds are special creatures in the Alutiiq world. They can fly in the skies, walk the land, and swim in the seas. Because of their unique ability to traverse the many layers of the universe, birds are messengers. They facilitate communication between the spirit and human worlds, particularly the sky world. This is where bird heaven lies and where migratory birds fly every winter. Birds can foretell the future and share information through their behavior and by talking with people. Elders warn that if a bird flies into a house, it is a sign of an impending death.

Many Alutiiq hunters once chose a type of bird as their special assistant and bird imagery is widespread in Alutiiq art. Moreover, people wore bird-skin parkas and used bird skins, feathers, and beaks to decorate clothing, hats, masks, and rattles. By incorporating bird parts in clothing, the seamstress transferred some of the animal's abilities to the garment's wearer. Alutiiq lore tells us this could include strength, vision, or even the ability to fly.

The world Ila can mean weather, sky, outdoors, world, or universe. The Alutiiq sky is a tangible place, a layered universe inhabited by powerful, immortal beings. These include the moon, the sun, the stars, and the aurora borealis. This world mirrors Earth. The sky world has paths, houses, community gathering places, and games. People from Earth can visit and even live in the sky world. Alutiiq legends tell of women who marry beings from the sky and have children with their sky husbands.

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### **Standards Addressed:**

RL 7.2: Determine a theme, moral, or central idea of a text.

A2: Acting by assuming roles and interacting in improvisations.

A3: Designing by visualizing and arranging environments for classroom dramatizations.

A4: Directing by planning classroom dramatizations.

A5: Researching by finding information to support classroom dramatizations.

A7: Analyzing and explaining personal preferences and constructing meaning from classroom dramatizations and from theater, film, television, and electronic media productions.

E.1: Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them: recognize and build upon the inter-relationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

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### **Create:**

NOTE: This lesson plan is based on 45-minute sessions. Your plan/schedule will be different based on your students' needs and pace, so work completed each day/week will vary.

Day 1:

- Does everyone learn information the same way? Who is a visual learner? Who is an auditory learner? Who is a kinesthetic learner? This week, we will deepen our understanding of an Alutiiq legend through movement and theater.

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- Explain to students they will be reading and/or listening to an Alutiiq legend titled "The Sad Fate of Uchatngiak," creating tableaux in groups to show comprehension of legend and the theme or moral, then self-assessing their tableaux using a checklist.
- Review Cultural, Reading for Literature, and Art Standards. These are what the students should know and be able to do when finished with the unit. Review each standard (what) and how they will learn the standard (how). Note: Also discuss the importance of **WHY** the students should learn about these standards. Why is it important to acknowledge different world views/beliefs? Why is it important to incorporate theater into classrooms and learning? Why is it important to learn how to work in groups/teams?
- Define tableau: A tableau is a still picture you make with your body. A tableau, French for "living picture", is a static scene containing one or more actors or models. They are stationary and silent, usually in costume, carefully posed, with props and/or scenery, and maybe theatrically lit. It thus combines aspects of theatre and the visual arts.
- To introduce tableaux, explore the resources:
  - Tableau - Introduction for Students: Alliance Theatre (YouTube): [https://www.youtube.com/watch?v=DGcW\\_EOegqc](https://www.youtube.com/watch?v=DGcW_EOegqc)
  - Tableau - Introduction for Teachers: Alliance Theatre (YouTube): <https://www.youtube.com/watch?v=jrBt9qidov0>
  - Drama Game for Kids: Tableaux: Singapore Repertory Theatre (YouTube): <https://www.youtube.com/watch?v=YfNmlYI-t5k>
- Then ask for five volunteers to be in the group that will model how the tableau will work in front of the whole class. Choose a topic the students are familiar with. (Such as an important historical moment, a story previously learned in class etc.) Work with the students through modeling. Have students decide their position and set a time for a few seconds. Reminding them that when the time is up, everyone is frozen, no one is talking. Remind the students:
  - Tableau should be still or frozen.
  - Tableaus should be silent with facial expressions.
  - Tableaus should have multiple levels: high, medium, and low.
  - Students should have an understanding of the story.
  - Students should portray characters and their relationships in the story accurately.
- Put students into groups of 4-5 and let each group create a tableau based on a topic they select. Introduce the verbal portion of the tableau. Each group will need a narrator to introduce their tableau. Each person will have to speak a line that defines their part in the tableau. When they speak, their bodies should remain still, but they can move their eyes to look at the audience. Does each group have multiple levels (high, medium, low – with bodies) and includes expression and emotion on their face?

Day 2:

- Before they read the story ask students, who are the Alutiiq people? Have students explore the Alutiiq museum's resources and learn about the people and culture. Then share with the students the cultural relevance section to help them understand Alutiiq legends and some aspects of the legend.

- Have a discussion with the class about what they have learned. Then have the students learn more about the terms: Alutiiq, legend, characters, setting, plan/problem, events, climax, resolution. Share the resource below to learn more about the aspects in the story.

Alutiiq Word of the Week:

- Sod House — Ciqlluaq
- Chief — Tuyuq
- Weather, Sky, Outdoors, Universe, World — Lla
- Explain to students they will be reading and/or listening to an Alutiiq legend <https://anchor.fm/alutiiqmuseum> “The Sad Fate of Uchatngiak.” Provide a copy of the legend to each student so they can annotate the text when they read it the first time. NOTE: They could also use Notability on iPads if you want to save paper. The students can use the following symbols when annotating, draw a star on the side of the paper where they find important information, draw a question mark when they have a question, or a “W” when they don’t know a word.
- After the legend, have a discussion with the students. Ask if they have any questions and elaborate on the different aspects in the legend.

Day 3:

- Tell the students they will make tableaus that represent the moral or theme of the Alutiiq legend. Define moral and theme with the students.
- Have students get into smaller groups of 4 or 5. Encourage the students to re-read and/or listen to the legend again. Students can read aloud taking turns reading a paragraph each.
- Have the students find text-based evidence that proves the moral or theme of the story. Students should write “T.B.E.” on the side of the paper. This step is critical because it represents the tableau the group can make.

Day 4:

- Discuss and review the Alutiiq legend as a whole class. Then have the students get back into their groups and define the Alutiiq vocabulary in the legend. Have students explore the Alutiiq Word of the Week Archive.
- After grasping a better understanding of the story and their task have students create a tableau that represents the theme or moral of the story. NOTE: If you want more practice, you can have them create a tableau that represents an important event in the story all together.
- Have students take turns performing their tableaus for the class. Students should have a narrator in their group to introduce the part of the legend they are performing as a tableau. Each student will then speak a line that defines their part in the tableau. Students should keep in mind: When they speak, their bodies should remain still, but they can move their eyes to look at the audience. They should have multiple levels (high, medium, and low with their bodies) and include expression and emotion on their faces.
- After each group has performed have a discussion with students about the Alutiiq legend and how each group portrayed it in the tableaus. Did students create a tableau on the same section of the legend? Why did they think that section was important? Did students capture the moral or theme of the legend? Etc.

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**Close and Assessment:**

- Students created and performed a tableau using the Alutiiq legend “The Sad Fate of Uchatngiak.”
- Students defined and understood the Alutiiq vocabulary in the legend.
- Students understand the components in the Alutiiq Legend.
- Students identified the theme or moral of the legend.

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**Modifications:**

- Students who need more of a challenge can create a tableau of entire legend. Having each student say about 4-5 lines each.
- For students who need more help, you can modify the verbal portion to one line or word.
- Create a classroom tableau and work all together to portray different aspects in the story with tableaus.

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**Additional Resources:**

- TABLEAU | Middle School Theatre: Rockwall ISD Theatre (YouTube):  
[https://www.youtube.com/watch?v=WbltSPANh\\_c](https://www.youtube.com/watch?v=WbltSPANh_c)
- What's a Tableau? WhartonCenter (YouTube):  
[https://www.youtube.com/watch?v=WZ5v\\_dz2puM](https://www.youtube.com/watch?v=WZ5v_dz2puM)