

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.

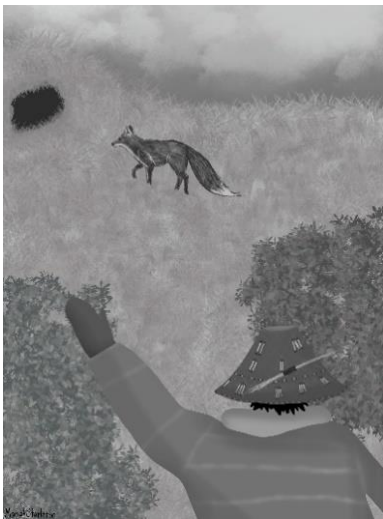


Photo: Pampallua – Her Tail. Digital media by Mariah Liisngaq Stapleton, 2021

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.

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.

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.

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.

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.

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>