

Overview:

Through the following lesson, students reflect how Elders live their lives in accordance with cultural values in the wake of this life-changing event, and how cultural values are displayed in their everyday actions.

Targeted Alaska Cultural Standards:

[A6] Students who meet this cultural standard are able to live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.

Objectives:

The student will:

- view Elders describing their experiences from the 1964 tsunami;
- evaluate experiences for actions that reflect cultural values; and
- connect a cultural value to an everyday action in the student's life.

Materials:

- Traditional Values of Alaska Poster (NOTE: available from Alaska ICE at <https://aasb-bookstore.myshopify.com/collections/alaska-ice/products/traditional-values-of-alaska-poster>)
- ATEP video: Elder Mentor Lecture, December 13, 2006
- STUDENT WORKSHEET: "Cultural Values and 1964"

Science Basics:

The second largest earthquake, ever recorded, struck Alaska in 1964; the epicenter was in northern Prince William Sound. Intense shaking during the earthquake triggered many submarine and surface landslides along the Alaska shoreline. The earthquake caused a tectonic uplift of the sea floor, which generated open-ocean tsunamis that traveled as far as Oregon and California. These tsunamis devastated many Alaska communities. The death toll from the earthquake and tsunamis totaled 122, and more than \$100 million in damage was reported. Entire communities were relocated as a result.

Activity Procedure:

1. Explain that students will be viewing a video of Alutiiq Elders who discuss their experiences related to the 1964 earthquake and tsunami. To complete this lesson, students will need to think about the Elders' actions as they experienced this disastrous event and consider how the Elders' actions reflect Alutiiq cultural values.
2. Display the Traditional Values of Alaska Poster. Review the Alutiiq cultural values and discuss each one to ensure clarity of what each value means.

Critical Thinking:

Think-Pair-Share Method: Choose two or three cultural values. For each value, each student brainstorms a list of actions reflecting that value. In pairs, students evaluate each other's lists and determine the best two actions (one from each list) that demonstrate that value and then share them with the class.

3. Inform the students of the background information related to the 1964 earthquake and tsunami found in the first paragraph of “Science Basics.”
4. Play the ATEP video: Elder Mentor Lecture, December 13, 2006.

Critical Thinking:

Activity Response Method: After viewing the video ask students to think of a response to the stories told in the video. They can begin their response with “I was surprised to learn...” or “I learned that...” or “I wonder if...”

5. Distribute STUDENT WORKSHEET: “Cultural Values and 1964” for students to complete.

Extension Ideas:

- Invite an elder to the classroom to share his or her earthquake or tsunami experience in person.
- Create posters of cultural values.

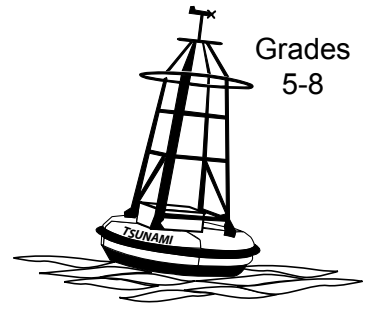
Answers:

1. *Student response should relate Alutiiq cultural values to actions described in the experiences of the Elders in the video.*
2. *Student response should relate Alutiiq cultural values to everyday actions of the student.*

Name: _____

Student Worksheet

“Cultural Values and 1964”



1. Write a paragraph that relates one or more Alutiiq cultural values to the actions of the Elders in the video as they experienced the earthquake and tsunami of 1964.

2. Write a paragraph that explains how your actions connect to Alutiiq cultural values.
