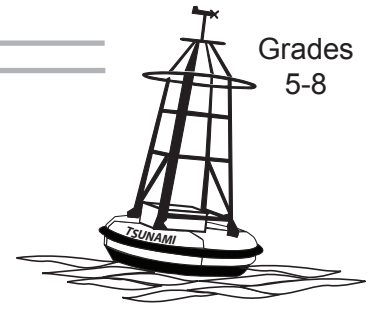


Traditional Land Use

Grades
5-8



Overview:

Students interview community Elders to learn about the cultural and historic use of the land in the area.

Targeted Alaska Standards:

Geography

- [B2] A student who meets the content standard should analyze how places are formed, identified, named, and characterized.
- [B8] A student who meets the content standard should compare, contrast, and predict how places and regions change with time.

History

- [C2] A student who meets the content standard should use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers. *Cultural*

Cultural

- [D3] A student who meets the content standard should be able to interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.
- [D4] A student who meets the content standard should be able to gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.

Objectives:

The student will

- assist in the editing of an aerial map; and
- gather oral and written information about areas of significance from community elders.

Materials:

- Aerial map of the community
- Green markers
- STUDENT WORKSHEET: "Community Zone Data Sheet"
- STUDENT INFORMATION SHEET: "ATEP Land Use Codes"

Activity Preparation:

Have the aerial maps and student worksheet copied and ready for students to use.

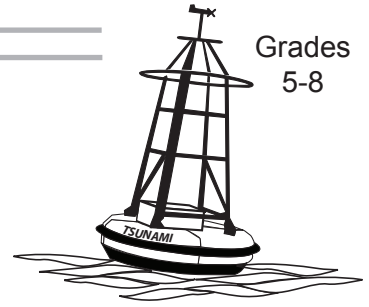
Activity Procedure:

1. Explain that Elders in the community will be interviewed to add items to the map that may have cultural, historic, or traditional significance. These locations can be current or from the past. Tell students that the information gathered will be given to borough officials to use.
2. Ask students to generate a list of community Elders.
3. Instruct students to choose an Elder to interview and set up a time to meet with him or her.

4. Explain that students should share the aerial map, the STUDENT INFORMATION SHEET: “Land Use Codes,” and STUDENT WORKSHEET: “Community Zone Data Sheet” with each Elder.
5. Elders should draw in any changes with green marker. Changes might include trails, buildings, bodies of water, etc.
6. Students should fill in the “Community Zone Data Sheet” with any new information.
7. Collect all maps and and Elder comments and send to the Geophysical Institute.

Critical Thinking:

Think Pair Share Method: Why it is important to have the knowledge of elders shared with community members? Have students do a think, pair share to discuss this question.



ATEP Land Use Codes

- 1. Residential**
 - a. lived-in structure
 - b. out buildings (sheds, garages, not occupied, but currently used by people living on property)

- 2. Commercial**

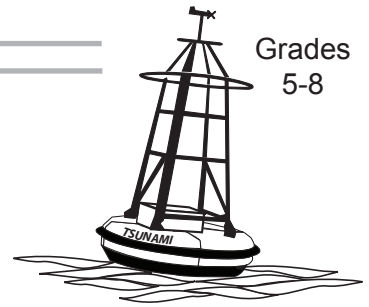
- 3. Residential and Commercial**

- 4. Temporary Lodging**
 - a. hotel or motel
 - b. hostel
 - c. shelter or rescue mission
 - d. other _____

- 5. Community Services**
 - a. medical services (clinic, etc.)
 - b. safety services (police, fire, etc.)
 - c. shelters (tsunami, etc.)
 - d. social center (meal hall, bingo, etc.)
 - e. community playground or athletic fields, not associated with school
 - f. other _____

- 6. Places of Reverence/ Worship**
 - a. spiritual or religious structure
 - b. cemetery
 - c. area of cultural significance
 - d. other _____

- 7. Education**
 - a. school classroom building
 - b. school gymnasium (indoors)
 - c. school playground/ outdoor athletic fields
 - d. research facility (university or other)
 - e. research equipment (seismometers, experiments, etc.)
 - f. school / university Administration Building
 - g. childcare / daycare
 - h. other _____



8. Government

- a. municipal (town office, building for local government)
- b. Post Office
- c. agency (Fish and Game, National Park Service, etc.)
- d. military operations
- e. other _____

9. Industrial

- a. extraction / mining / gravel pits
- b. wood / forestry
- c. fishing industry (cannery, processing)
- d. other _____

10. Utilities/ Community Infrastructure

- a. drinking water storage
- b. fuel tanks / storage
- c. waste water treatment
- d. electric generation
- e. communications (phone services, satellite, etc.)
- f. dump / trash area
- g. community warehouse/ storage
- h. other _____

11. Transportation

- a. aviation (airstrips, hangars, aviation fuel, etc.)
- b. shipping (marinas / docks)
- c. bridges
- d. structure storing road equipment
- e. other _____

12. Agricultural

- a. structure housing animals
- b. structure containing agricultural equipment
- c. structure housing/ growing plants
- d. other _____

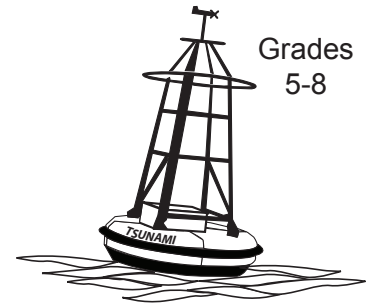
13. Special Case Structures

- a. seasonal camp, such as fish camp or hunting camp
- b. abandoned structure
- c. structure under construction
- d. no structure exists, but air photo marked structure
- e. unknown structure
- f. other _____

Name: _____

Student Worksheet
Community Zone Data Sheet

Grades
5-8



Date _____

Student Names _____

Community _____

Zone _____

ID #	Land Use Code	Comments