

## Overview:

Students build skills in Sugt'stun, the language of the Alutiiq and Sug-piaq people, or Unangam Tunuu, the language of the Unangaġ, as they study a story about a tsunami event. Students view the story through multimedia and make a book to practice reading on their own. The story includes common conversational phrases in the target language and includes terms associated with a tsunami.

## Targeted Alaska Grade Level Expectations:

### *Science*

[6] SD2.3 The student demonstrates an understanding of the forces that shape Earth by describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches).

### *Reading*

[5-6] 2.4.1 The student restates/summarizes information by restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text.

[7-8] 3.3.1 The student restates/summarizes and connects information by restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text.

## Targeted Alaska Cultural Standards:

- A5 Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community. Students who meet this cultural standard are able to reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them.
- E2 Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. Students who meet this cultural standard are able to understand the ecology and geography of the bioregion they inhabit.

## Objectives:

The student will:

- read a story of a tsunami event in Sugt'stun or Unangam Tunuu;
- identify Alutiiq or Unangaġ terms for terms related to the story; and
- sequence events of the story.

## Materials:

- VIDEO FILE: “Tsunami Story”
- Geophysical Institute, UAF. *Qangyut Taiyut!*
- Geophysical Institute, UAF. *Alaġulġuġ!*
- STUDENT WORKSHEET: “Qangyut Taiyut: The Waves are Coming”
- STUDENT WORKSHEET: “Alaġulġuġ: Big Sea”

## Science Basics:

The Alutiit and Unangas live in a region of Alaska with a history of seismic activity. Their dependence on the sea for their livelihood made them vulnerable to tsunami disasters. Archaeological sites in the Alutiit and Unangaġ cultural regions show that tsunamis are part of the people’s past.

A specific word for “tsunami” does not exist in Sugt’stun or Unangam Tunuu. The term used to describe this phenomenon in Sugt’stun, “qangyut taiyut,” literally means “the waves are coming.” Another Sugt’stun term for tsunami is “tung’iruaq,” literally means “false high tide.” Likewise, the literal interpretation of the Unangam Tunuu term, “alaġulġuġ,” is “big sea.” The story is told using the Western dialect of Unangam Tunuu and the Northern Kodiak dialect of Sugt’stun.

Although this story is very basic, it illustrates experiences that are not uncommon in stories and reports by tsunami survivors: an earthquake, the waterline receding to an unusually low level, climbing uphill towards safety, and a series of large tsunami waves that continue to pass over a long period of time.

## Activity Procedure:

1. Explain that students will listen to and view a short story in Sugt’stun or the Western dialect of Unangam Tunuu about a fictional family’s tsunami experience. Explain that a specific word for “tsunami” does not exist in Sugt’stun or Unangam Tunuu. The term used to describe this phenomenon in Sugt’stun, “qangyut taiyut,” literally means “the waves are coming.” Another Sugt’stun term for tsunami is “tung’iruaq,” literally means “false high tide.” Likewise, the literal interpretation of the Unangam Tunuu term, “alaġulġuġ,” is “big sea.”
2. Access the Tsunami Story video file. Select the version most appropriate to the local area. Repeat viewings of the story to aid in comprehension as necessary.
3. Distribute the story book “*Qangyut Taiyut*” or “*Alaġulġuġ!*” Instruct the students to fold each sheet of paper in half with the blank side of the paper on the inside of the fold. Place the interior pages of the book in order. Cover them with the cover page. Staple the binding side to secure the pages within the book.
4. In pairs, instruct students to take turns reading to partners to help practice pronunciation and build fluency.

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**Critical Thinking: Collaborative Storytelling Method.** After reading the story, divide students into teams of three or four. Ask each student to write a sentence to describe the first event in the story in English, Sugt’stun, or Unangam Tunuu. Next, students will pass their sheets to a group member on the right, so that each student has a new sheet of paper. Each student will write a second sentence on the sheet describing the next event in the story. In the end, a complete retelling of the story will exist on each sheet of paper.

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5. Distribute STUDENT WORKSHEET: “Qangyut Taiyut: The Waves are Coming” or “Alaġulġuġ: Big Sea” for student completion.

## Answers:

### STUDENT WORKSHEET: “Qangyut Taiyut: The Waves are Coming”

#### Part 1

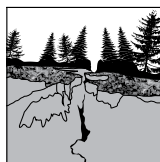
1. ing’iq

2. tuuRaq

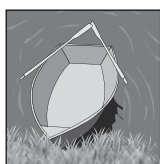
3. aulanguq

4. qangyut

5. aprun



waves or tsunami



#### Part 2

5 Tawa’i aprun! Cukaluten!

1 Qutmen agkutartukut!

7 Maani qawartakutartukut.

3 Taquq. Tangru, kentuq.

2 Niitan-qaa? Emtuuq!

8 Taquq. Ilaput assirtut.

4 Cukaluten. TuuRaq culurs’gu! Qangyut taiqatartut!

6 Ayaa. TuuRaq at’rtaa.

### STUDENT WORKSHEET: “Alaġulġuġ: Big Sea”

#### Part 1

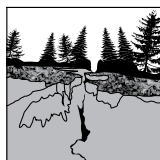
1. kiiġuusiġ

2. duuraġ

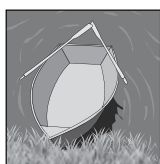
3. adġilaġ

4. alaġulġuġ

5. akaluġ



tsunami  
“big sea”



#### Part 2

6 Kiiġuusiġ hangalġaġikuġ! Adilġaxt. Kukaan kiduġt.

7 Wang saġalġal hulaġux.

1 Alaġum chidan hnuxtaġikus.

5 Ayaya! Alaġulġuġ akuġ. Hingaya akaluġ. Adil. Hangalġaxt!

2 Ayaya! Haman tutat?

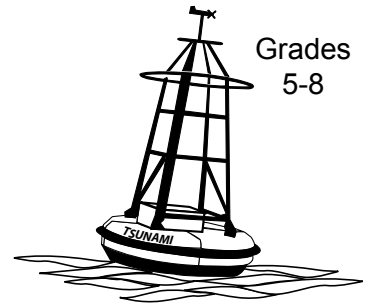
8 Inakuġ! Anġananing maqaġilakaġ! Qaġaasakuq!

4 Duuraġ chalatixt! Alaġulġuġ haqaġikuġ!

3 Txin-haġanikuġ! Hingan ukuġtaxt! Aġuġ aġakuġ!

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

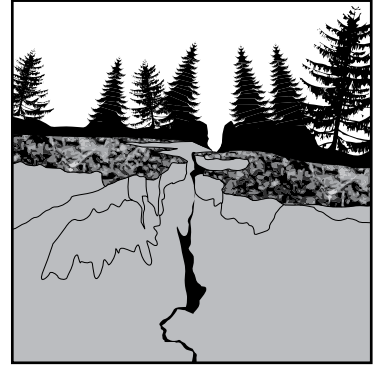
# “Qangyut Taiyut: The Waves are Coming” Student Worksheet (1 of 2)



## PART 1

**Directions:** Draw a line from each word to the correct item.

1. ing’iq



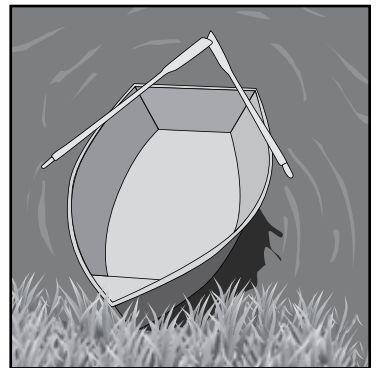
2. tuuRaq



3. aulanguq

**waves or  
tsunami**

4. qangyut



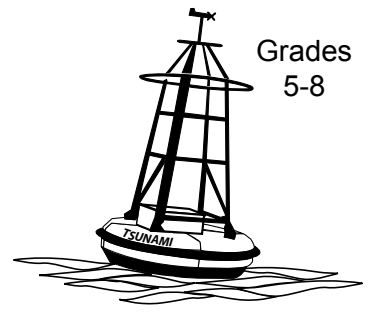
5. aprun



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

# “Qangyut Taiyut: The Waves are Coming”

## Student Worksheet (2 of 2)



### PART 2

**Directions:** Number the phrases in the correct order as they appear in the story (1-8).

\_\_\_\_\_ Tawa'i aprun! Cukaluten!

\_\_\_\_\_ Qutmen agkutartukut!

\_\_\_\_\_ Maani qawatarkutartukut.

\_\_\_\_\_ Taquq. Tangru, kentuq.

\_\_\_\_\_ Niitan-qaa? Emtuuq!

\_\_\_\_\_ Taquq. Ilaput assirtut.

\_\_\_\_\_ Cukaluten. TuuRaq culurs'gu! Qangyut taiqatartut!

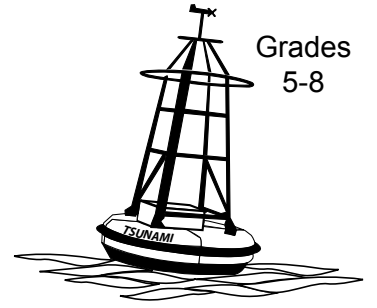
\_\_\_\_\_ Ayaa. TuuRaq at'rtaa.

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

# “Alaġulġuġ: Big Sea”

## Student Worksheet (1 of 2)

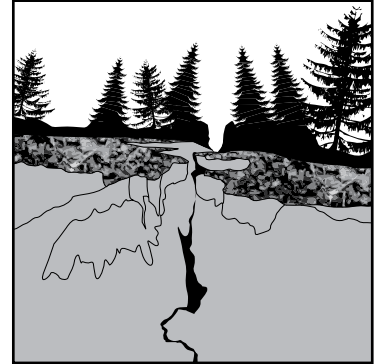
Grades  
5-8



### PART 1

**Directions:** Draw a line from each word to the correct item.

1. kiiġuusiġ



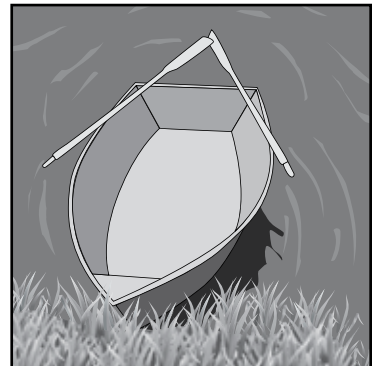
2. duuraġ



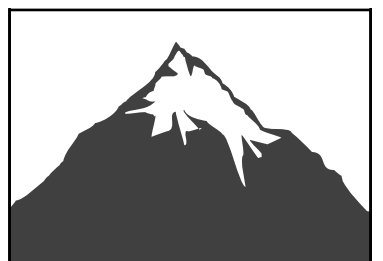
3. adġilaġ

**tsunami**  
**“big sea”**

4. alaġulġuġ



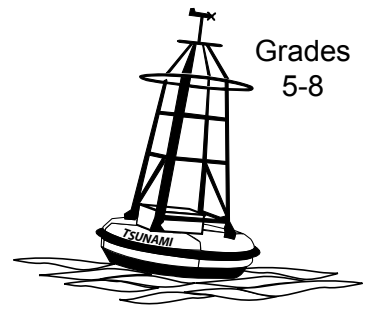
5. akaluġ



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

# “Alaġulġuġ: Big Sea”

## Student Worksheet (2 of 2)



### PART 2

**Directions:** Number the phrases in the correct order as they appear in the story (1-8).

\_\_\_\_\_ Kiiġuusiġ hangalġaġikuġ! Adilġaxt. Kukaan kiduġt.

\_\_\_\_\_ Wang saġalġal hulaġux.

\_\_\_\_\_ Alaġum chidan hnuxtaġikus.

\_\_\_\_\_ Ayaya! Alaġulġuġ akuġ. Hingaya akaluġ. Adil. Hangalġaxt!

\_\_\_\_\_ Ayaya! Haman tutat?

\_\_\_\_\_ Inakuġ! Anġananing maqaġilakaġ! Qaġaasakuq!

\_\_\_\_\_ Duuraġ chalatixt! Alaġulġuġ haqaġikuġ!

\_\_\_\_\_ Txin-haġanikuġ! Hingan ukuġtaxt! Aġuġ aġakuġ!