

## Overview:

Students learn basic terms for land and sea features of the Aleutian Arc in *Unangam Tunuu*, the native language of the Aleutian chain in Alaska, or in *Sugt'stun*, the language of the *Alutiiq* and *Sugpiaq*.

## Targeted Alaska Grade Level Expectations:

### *Science*

- [3-4] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [3] SD2.1 The student demonstrates an understanding of the forces that shape Earth by identifying and comparing a variety of Earth's land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands).

### *Reading*

- [K] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors).
- [1] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles).
- [2] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by obtaining information using text features including illustrations, captions, and titles.
- [3] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles).
- [4] 2.1.3 The student uses strategies to decode or comprehend meaning of words in text by obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings).

## 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:

- say terms related to land and water features, and Earth's forces using the local Native language; and
- classify vocabulary as a land feature, water feature or a force that changes Earth's surface.

## Materials:

- Head phones
- Cardstock
- Scissors
- VIDEO FILE: “Aleutian Arc: Land and Sea”
- STUDENT WORKSHEET: “Land and Sea”
- STUDENT WORKSHEET: “Land and Sea - *Sugt’stun*”
- STUDENT WORKSHEET: “Land and Sea - *Unangam Tunuu* (Western Dialect)”
- STUDENT WORKSHEET: “Land and Sea - *Unangam Tunuu* (Eastern Dialect)”

## Whole Picture:

Building familiarity with the following terms will help strengthen foundational knowledge in understanding the forces that shape Earth and the land and water features they create. Access the Land and Sea video file from the ATEP video playlis.

English	Unangam Tunuu	Sugt’stun
mountain	kiiġuusiġ	ing’iq or inggriq
volcano	kiiġuusim anġidachaluġii – Western dialect “mountain with a place for emitting breath, smoke” kiiġuusim anġiġii – Eastern dialect “mountain with breath”	puyulek
hill	qayaġ	penguq
cliff	ayanaġ - Western dialect amtiġ - Eastern dialect	penaq
cave	aduġ	legta
island	tanġiġ	qik’rtaq
ocean	alaġuġ	imaq
lake	haniġ - Western dialect aniġ - Eastern dialect	nanwaq
river	chiġanaġ	kuik
bay	udaġ - Western dialect aalġuudaġ - Eastern dialect	kangiyaq
earthquake	adġilaġ	arulauq
tsunami	alaġulġuġ “big sea”	tung’iruaq “false/fake high tide”

## Activity Preparation:

Copy the STUDENT WORKSHEET: “Land and Sea” and the corresponding local language cards onto cardstock.

## Activity Procedure:

1. Explain that it is helpful to know the words for land and water features that may be affected by Earth’s forces, like tsunamis and earthquakes. Students will learn Native language terms for land and water features and forces related to tsunamis.

2. Access the Land and Sea video file from the ATEP video playlist. Select the local language and view the Level I tutorial as a class. Students should repeat the pronunciation of each word.
3. Distribute headphones for each student to access the game individually. Students may repeat the tutorial and game for more practice.
4. Distribute scissors and the Student Worksheet that corresponds to the local language. Possible activities for students and cards:
  - Sort cards and words into three categories: land features (mountain, volcano, hill, cliff, cave), water features (ocean, lake, river, bay), events that change Earth's surface (earthquake, tsunami)
  - Memory – In pairs, students place cards face down and take turns selecting two cards at a time to find corresponding pairs. Emphasize saying the word for each card that is selected.
  - Old Maid – In pairs, students combine sets of cards and randomly select one card as the “old maid.” Divide the rest of the cards evenly and pull any corresponding cards in each hand and discard pairs. Students then take turns pulling a card randomly from the other players remaining deck to match with its corresponding card. Pairs continue to be discarded. The student left with an unmatched card at the end loses the game. As students play the game, emphasize saying the word for each card that is selected.

### Extension Ideas:

- Go on a field trip to identify features found in the local area and take digital photos. Name the features using new vocabulary.
- Create a collage of the items on the vocabulary list using magazine photos or digital photos. Name the items aloud while gluing, and then describe the collage to a partner or family members using new vocabulary.

### Lesson Information Sources:

- Bergsland, K. (1994). *Aleut dictionary = Unangam tunudgusii : an unabridged lexicon of the Aleutian, Pribilof, and Cammander Islands Aleut language*. Fairbanks, Alaska: Alaska Native Language Center, University of Alaska Fairbanks.
- Counciller, A. G. L., Leer, J., & Alokli, N. (2006). *Kodiak Alutiiq conversational phrasebook: with audio CD*. Kodiak, Alaska: Alutiiq Museum & Archaeological Repository.
- Hollembaek R., & McKeown, M. (2007, June 21). [email].
- Leer, J. (1978). *A Conversational dictionary of Kodiak Alutiiq*. Fairbanks: Alaska Native Language Center, University of Alaska.
- Sharing words: land & sea*.(2008). Retrieved from The Alutiiq Museum and Archaeological Repository. <http://www.alutiiqmuseum.com/files/awotw.htm>
- Swetzof, S. [personal communication]

# Land and Sea

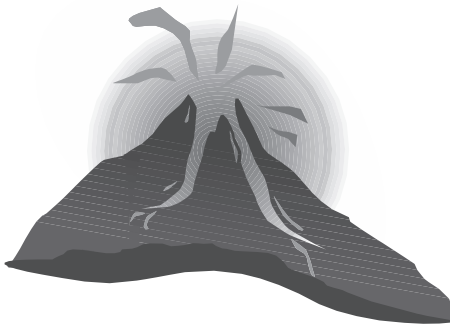
## Student Worksheet (page 1 of 2)



mountain



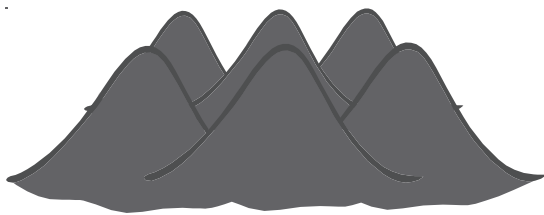
cave



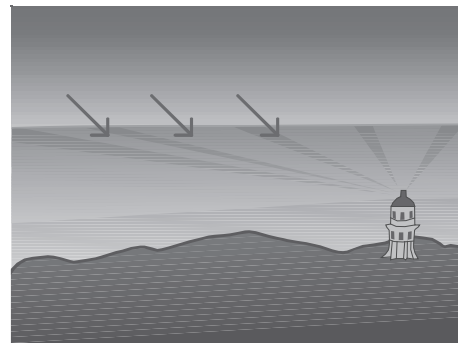
volcano



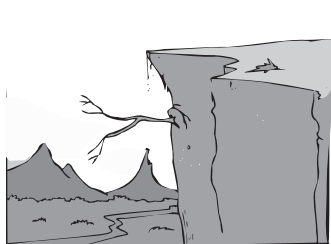
island



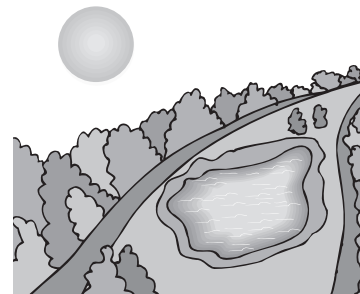
hill



ocean



cliff



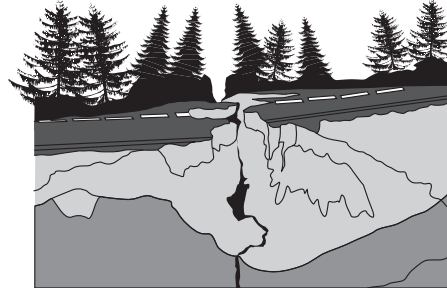
lake

# Land and Sea

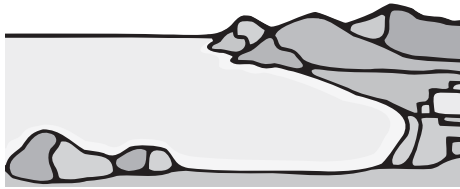
## Student Worksheet (page 1 of 2)



river



earthquake



bay



tsunami

Land and Sea—*Unangam Tunuu*  
(Eastern Dialect)  
Student Worksheet



kiiĝuusiĥ

aduĥ

kiiĝuusim anĝiĝii

tanĝiĥ

qayaĥ

alaĝuĥ

amtiĥ

aniĥ

Land and Sea—*Unangam Tunuu*  
(Eastern Dialect)  
Student Worksheet



chiġanaġ

adgilaġ

aalġuudaġ

alaġulġuġ

Land and Sea—*Unangam Tunuu*  
(Western Dialect)  
Student Worksheet



kiiĝuusiĥ

aduĥ

kiiĝuusim  
anĝidachaluĝii

tanĝiĥ

qayaĥ

alaĝuĥ

ayanaĥ

haniĥ



Land and Sea—*Unangam Tunuu*  
(Western Dialect)  
Student Worksheet



chiġanaġ

adgilaġ

udaġ

alaġulġuġ

Land and Sea—*Sugt'stun*  
Student Worksheet



ing'iq or inggriq

legta

puyulek

qik'rtaq

penguq

imaq

penaq

nanwaq

Land and Sea—*Sugt'stun*  
Student Worksheet



kuik

arulauq

kangiyaaq

tung'iruaq