


Iñupiaq Values Curriculum

Family and Kinship - Iłagiigñiq

North Slope Borough School District

Students will learn more about their families and gain a deeper appreciation for the network of relatives that are there to support them along the way.





Family and Kinship

As Iñupiat people we believe in knowing who we are and how we are related to one another. Our families bind us together.

Iłagiigñiq

Iñupiaguvluta ukpiguurugut ilisimaruksrautilaaptinnik ilagiiksilaaptigun. Iłagiigñipta atauchimunmunapkauguugaatigut.

This curriculum is being piloted for the 2007-08 school year. Please send any recommendations for changes or improvements to chrisann.justice@nsbsd.org

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Family and Kinship

K3 & K4: Me & My Family

Students will explore what makes them unique. They will learn about families in general and their family in particular.

Activity #1

Enlist the parents to help in creating a special poster for each child. The poster can include information about the child such as favorite toy, food, song etc... These can be drawings or pictures or just written. The poster can also include information about the child's family such as labeled pictures of the child's family members.



Photo Opportunity: Take pictures of students with their posters.

Activity #2

Have the student invite a family member to a "tea party." All you need to serve is cookies and tea or hot cocoa. This can be a time to showcase the student's posters. If the children have learned any songs it would be a good time to have them perform a few songs as well. This activity is a very short activity that students enjoy and will help to get parent involvement.



Photo Opportunity: Take pictures of students and parents at the "tea party."

Activity #3

During reading time focus on books that are about families. This age usually responds very well to Mercer Mayer's Little Critter books. Quite a few of them center around family and relationships with specific family members.

Activity #4

Spend some time talking about families. Be sure to talk about your family. Relate some favorite memories or experiences you've had with your own family members. These stories serve to model language use and with more verbal students may inspire them to tell some stories of their own.

Family and Kinship

K: Mom & Dad

Students will learn more about their mother and father.

Activity #1

During reading time focus on books that talk about families. Use the stories to introduce discussions about families in general as well as your family and the students' families in particular.

Activity #2

Try to get a picture of the students' parents. Be sensitive to students in non-traditional family settings by allowing them to bring in a picture of their primary caretaker. Modeling writing is an important part of pre-writing skills. Using the pictures ask the child to share some of the things they most love to do with their mother and or father (primary caretakers). You can put the picture on a piece of heavy paper and then write what the child tells you. Post these around the room and use them in discussions. When the unit is through you can send them home. They will be a beautiful reminder to the parents of how much children appreciate time with their parents.



Photo Opportunity: Take pictures of students with their mini-posters.

Activity #3

Invite parents to come to talk to the class. Ideas for discussion that the students would find interesting could be:

1. What work they do. Have them explain what their job involves or tell an interesting story about something that has happened while on the job.
2. One of their favorite hobbies. If they can bring something to show the class remind them to do so as students respond best to tangible items.

3. A talent. Have them showcase a talent. Examples could be: skin sewing, singing or other musical ability, native arts or other arts etc... Again remind them to bring in tangible items when possible.



Photo Opportunity: Take pictures of students and family visitors.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, where, and what questions after listening to a sentence, paragraph, or story

[K] 1.4.2 The student restates/summarizes information by: Restating information after listening to text

[K] 1.5.1 The student demonstrates an understanding of main idea by: Identifying the most important idea of a text

[K] 1.8.1 The student analyzes literary elements and devices by: Identifying the setting (where) and important characters of a story

[K] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard

[K] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences

[K] 1.11.1 The student makes connections between cultural influences/events by: Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs)

Family and Kinship

First Grade: Family Traditions

Students will learn what family traditions are and will be able to discuss their own family traditions. They will present a tradition to the class.

Activity #1

During reading time focus on books that talk about families. Use the stories to introduce discussions about families in general as well as your family and the students' families in particular.

Since first graders are focusing on traditions pay particular attention to how things are done in the families in the stories. Use these discussions to bring in discussion and awareness as to how things are done in the students' homes as well. As you start discussions think of the following types of traditions:

- Celebration Traditions. The things we do that are built around special occasions that call for a celebration (holidays, birthdays, anniversaries, etc.)
- Family Traditions. The special things that are created within each family to fit their lifestyle (vacations, camping, hunting, whaling, etc.)
- Patterned Family Interactions. Those events that are centered around the day to day things in life. (dinner time, bed time, Sunday afternoons, etc.)

Taken from: <http://ohioline.osu.edu/flm00/fs12.html>

Activity #2

Show the students the three different types of traditions and have them come up with examples of each one. Have a family member help the student write about one of their family traditions. Invite a family member to come to class to share the story or information with the class.



Photo Opportunity: Take pictures of students and family visitors.

State Grade Level Expectations Met through Activities:

Reading:

[1] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, what, where, and when questions after listening to or reading a story

[1] 1.2.4 The student comprehends literal or inferred meaning from text by: Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.8.1 The student analyzes literary elements and devices by: Identifying problem and solution, main characters, and setting (where and when) in fiction

[1] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard*

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

Writing:

[1] 1.1.1 The student writes about a topic by: Writing a complete sentence with a subject and a predicate

[1] 1.1.2 The student writes about a topic by: Writing about a single topic using drawings and a minimum of three complete sentences

[1] 1.1.3 The student writes about a topic by: Identifying and writing the beginning, middle, and end in a piece of writing

[1] 1.2.1 The student writes for a variety of purposes and audiences by: Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists)

[1] 1.2.2 The student writes for a variety of purposes and audiences by: Writing a variety of responses to text (e.g., response logs, journals)

[1] 1.3.1 The student writes and edits using conventions of Standard English by: Writing first name and last name with initial capitals and lowercase letters

[1] 1.3.2 The student writes and edits using conventions of Standard English by: Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)

[1] 1.3.3 The student writes and edits using conventions of Standard English by: Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words)

[1] 1.3.4 The student writes and edits using conventions of Standard English by: Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[1] 1.3.5 The student writes and edits using conventions of Standard English by: Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support

[1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip

[1] 1.4.1 The student revises writing by: Working with peers or teacher to rearrange and/or add supporting details to improve clarity

[1] 1.4.2 The student revises writing by: Giving and/or receiving ideas and suggestions about writing and responding appropriately

Family and Kinship

Second Grade: Family Support

Students will recognize the importance of family support and write about a time when they received family support.

Activity #1

During reading focus on books that talk about families. Books that show a family member in need and how family members support that individual would be perfect. Use the stories to help get discussions started with your students about their own lives and the support that they receive from family members.

Activity #2

Have the students write a story that shows family support. It can be about a time that they were sick, sad or in any way needed help. Invite the family member that the story is about to come in to hear the story as a surprise.



Photo Opportunity: Take pictures of students and family visitors.

State Grade Level Expectations Met through Activities:

Reading:

[2] 1.1.1 The student uses strategies to decode or comprehend meaning of words in text by: Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes

[2] 1.1.2 The student uses strategies to decode or comprehend meaning of words in text by: Orally reading high frequency words, compound words, contractions, possessives, and inflectional endings

[2] 1.1.5 The student uses strategies to decode or comprehend meaning of words in text by: Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading to check for meaning, rereading a word and checking that the letter sounds match the word read)

[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

[2] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering questions about information explicitly stated in text

[2] 1.2.3 The student comprehends literal or inferred meaning from text by: Making simple inferences

[2] 1.3.1 The student reads text aloud by: Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, comma, question mark, exclamation point, and quotations) and other conventions of print (e.g., size of print and speech bubbles) at a pace similar to own speech

[2] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read

[2] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences, experiences of other, and other texts

Writing:

[2] 1.1.1 The student writes about a topic by: Writing complete sentences with a subject and a predicate

[2] 1.1.2 The student writes about a topic by: Writing and organizing thoughts into a topic sentence and two supporting sentences

[2] 1.1.3 The student writes about a topic by: Writing a story or composition with a beginning, middle, and end

[2] 1.2.1 The student writes for a variety of purposes and audiences by: Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries)

[2] 1.3.1 The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[2] 1.3.2 The student writes and edits using conventions of Standard English by:

Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words)

[2] 1.3.3 The student writes and edits using conventions of Standard English by: Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[2] 1.3.5 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts

[2] 1.4.1 The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[2] 1.4.2 The student revises writing by: Giving/receiving appropriate feedback about written work

Family and Kinship

Third Grade: Uncles and Aunties

Students will learn more about their uncles and aunties.

Activity #1

Do some class reading and discussions that focus on families. Compare how the families are depicted in the stories with how the students feel about their own families. Assign the students to try to find stories that talk about the special relationships of uncles and aunts. Have them share the stories they find with the class. They don't have to read the entire story. They can just share what they felt about the relationship in the story. They can compare it to the relationship they have with their own aunts and uncles.

Activity #2

Have the students write a story about one of their aunts or uncles. They can write about something they experienced with their aunt or uncle or about their favorite time spent with their aunt or uncle. They can ask the person questions to find out a story about their life and write about that. They can write about one aunt or uncle or can write many stories. Invite the people that were talked about in the stories to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder.



Photo Opportunity: Take pictures of students and family visitors.

State Grade Level Expectations Met through Activities:

Reading:

[3] 1.1.1. The student uses strategies to decode or comprehend the meaning of words in texts by: Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter-sound relationships (phonics), word structure (root or base word, prefixes, suffixes, rhyming words) and language structure (word order, grammar)

[3] 1.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)

[3] 1.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (L)

[3] 1.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[3] 1.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[3] 1.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[3] 1.4.2. The student restates/summarizes information by: Restating information after reading a text or identifying accurate restatements

[3] 1.5.1. The student demonstrates an understanding of main idea by: Identifying the main idea or central concept in various types of texts

[3] 1.8.1. The student analyzes literary elements and devices by: Identifying or describing problem and solution, main characters, and setting in fiction

[3] 1.9.1. The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read (L)

[3] 1.10.1. The student connects themes by: Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)

[3] 1.10.2. The student connects themes by: Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts

Writing:

[3] 1.1.1. The student writes about a topic by: Writing complete sentences with a subject and a predicate

[3] 1.1.2. The student writes about a topic by: Writing a paragraph on a single topic with two or more supporting details

[3] 1.1.3. The student writes about a topic by: Writing a story or composition with a beginning, middle and end (L)

[3] 1.2.1. The student writes for a variety of purposes and audiences by: Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L)

[3] 1.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[3] 1.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L)

[3] 1.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[3] 1.3.4. The student writes and edits using conventions of Standard English by: Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L)

[3] 1.4.1. The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[3] 1.4.2. The student revises writing by: Giving/receiving appropriate feedback about written work (L)

Family and Kinship

Fourth Grade: Mom & Dad's Genealogy

Students will learn more about their mother and father. They will work on filling out a genealogy chart.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Have them specifically look at how their relationship with their parents compare to those of characters in the stories or books.

Activity #2

Print out a copy of the Iñupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students and with their completed family trees.

Activity #3

Have the students write a story about one of their parents. They can write about something they experienced with their mom or dad or about their favorite time spent with their mom or dad. They can ask them questions to find out a story about their life and write about that. Invite the student's parents to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder. Another idea is to make copies of all of the students' stories and publish them as a class book with one copy for each student. At the smaller schools you could combine with stories from

students in other classes to create a bigger book with more stories and then give only one per family.



Photo Opportunity: Take pictures of students reading their final pieces.

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.1.1. The student uses strategies to decode or comprehend the meaning of words in texts by: Demonstrating knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)

[4] 2.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material) (L)

[4] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[4] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[4] 2.5.3. Demonstrates understanding of main idea by: Identifying or describing related experiences to support understanding of a main idea (L)

[4] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

Writing:

[4] 2.1.1. The student writes about a topic by: Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.3. The student writes about a topic by: Writing a story or composition with a beginning and middle and ending with a concluding statement (L)

[4] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, problem and solution

[4] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations)

[4] 2.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of simple and complex sentences including the conjunctions and, or, but, or because

[4] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words and contractions) (L)

[4] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

[4] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting usage mistakes in subject/verb agreement (L)

[4] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus and to support main ideas

[4] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[4] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries (L)

[4] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

Family and Kinship

Fifth Grade: My Mother's Family

Students will learn more about their mother's side of the family. They will work on filling out a tree.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

Print out a copy of the Inupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students and their completed family trees

Activity #3

Have the students write a story about someone on their mother's side of the family. They can write about something they experienced with that person or about their favorite time spent with that person. They can ask them questions to find out a story about their life and write about that. They may write about someone that is no longer alive. In that case they will need to ask questions of their mother or another relative that knew that person. Invite family members to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective

folder. Another idea is to make copies of all of the students' stories and publish them as a class book with one copy for each student. At the smaller schools you could combine with stories from students in other classes to create a bigger book with more stories and then give only one per family.



Photo Opportunity: Take pictures of students reading their final pieces.

State Grade Level Expectations Met through Activities:

Reading:

[5] 2.1.1. The student uses strategies to decode or comprehend the meaning of words in texts by: Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)

[5] 2.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material) (L)

[5] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[5] 2.5.3. Demonstrates understanding of main idea by: Identifying or describing related experiences and events to support understanding of a main idea (e.g., what event in history is similar to this one) (L)

[5] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[5] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[5] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

Writing:

[5] 2.1.1. The student writes about a topic by: Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph

[5] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. The student writes about a topic by: Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L)

[5] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, and basic plot

[5] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[5] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[5] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

[5] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

[5] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[5] 2.5.1. The student documents sources by: Giving credit for others' ideas, images and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[5] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)

[5] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

[5] 2.6.3. The student uses resources by: Writing using a word processor (L)

Family and Kinship

Sixth Grade: Father's Family

Students will learn more about their father's side of the family. They will work on filling out a family tree.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

Print out a copy of the Iñupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students and with their completed family trees.

Activity #3

Have the students write a story about someone on their father's side of the family. They can write about something they experienced with that person or about their favorite time spent with that person. They can ask them questions to find out a story about their life and write about that. They may write about someone that is no longer alive. In that case they will need to ask questions of their father or another relative that knew that person. Invite family members to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective

folder. Another idea is to make copies of all of the students' stories and publish them as a class book with one copy for each student. At the smaller schools you could combine with stories from students in other classes to create a bigger book with more stories and then give only one per family.



Photo Opportunity: Take pictures of students reading their final pieces.

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.1.1. The student uses strategies to decode or comprehend the meaning of words in texts by: Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)

[6] 2.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., adjusting reading pace) (L)

[6] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[6] 2.9.3. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[6] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[6] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

Writing:

[6] 2.1.1. The student writes about a topic by: Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details

[6] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. The student writes about a topic by: Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)

[6] 2.1.4. The student writes about a topic by: Writing a concluding statement

[6] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)

[6] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[6] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing

[6] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[6] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)

[6] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear

[6] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[6] 2.4.3. The student revises writing by: Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.5.1. The student documents sources by: Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[6] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)

[6] 2.6.2. The student uses resources by: Using a thesaurus to find synonyms for common words (L)

[6] 2.6.3. The student uses resources by: Writing with a word processor using formatting features to produce a final draft (L)

Family and Kinship

Seventh Grade: Cousins

Students will learn more about their cousins. They will work on filling out a family tree.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

Print out a copy of the Iñupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students and their completed family trees.

Activity #3

Have the students create a project with pictures of some or all of their cousins. They can do this with old fashioned “paper” photos and poster board or they can use digital photos and create something using Comic Life.



Photo Opportunity: Take pictures of students working on their projects as well as displays of their final projects.

Activity #4

Have the students write a story about one of their cousins. They can write about something they experienced with their cousin or about their favorite time spent with their cousin. They can ask them questions to find out a story about their life and write about that. Invite family members to

come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder. Another idea is to make copies of all of the students' stories and publish them as a class book with one copy for each student. At the smaller schools you could combine with stories from students in other classes to create a bigger book with more stories and then give only one per family.



Photo Opportunity: Take pictures of students reading their completed writing pieces.

State Grade Level Expectations Met through Activities:

Reading:

[7] 3.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material) (L)

[7] 3.9.3. The student connects themes by: Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

[7] 3.2.1. The student reads text aloud by: Orally interpreting short stories, poetry, and drama to an audience (L)

Writing:

[7] 3.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using setting and character to advance the plot (L)

[7] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe

[7] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[7] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[7] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)

[7] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[7] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[7] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)

[7] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[7] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[7] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[7] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[7] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[7] 3.5.1. The student documents sources by: Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)

[7] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[7] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[7] 3.6.3. The student uses resources by: Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)

Family and Kinship

Eighth Grade: Genealogy

Students will learn more about their family. They will learn how to do basic genealogical research. They will work on filling out a pedigree chart.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

You can find a copy of an Inupiaq family tree at the end of this unit. Print out a copy for each student. Have family members help them fill out the names for as many people as they can on the chart. Display their Family Trees.



Photo Opportunity: Take pictures of students completed family trees.

Activity #3

Have the students begin to do some actual genealogical research in order to include more than just names on their family tree. There are limitless possibilities for what can be done with genealogy. There are college level courses that teach the finer points of doing the research. Doing genealogical research is hands on science. One of the basic things that the students will need is a pedigree chart. They can get the chart by going to the following site:

http://genealogy.about.com/library/free_charts/bl_pedigree.htm

The chart can be filled out online and then printed or can be printed out and then filled out by hand. It can prove to be difficult if not impossible to get information on every ancestor in the chart so don't have the same expectations for every student. A good beginners site for information on genealogy is:

http://genealogy.about.com/od/free_charts/a/forms.htm

Activity #4

Have the students write a story about a family member. They can ask them questions to find out a story about their life and write about that. They may write about someone that is no longer alive. In that case they will need to ask questions of a relative that knew that person. Invite family members to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder. Another idea is to make copies of all of the students' stories and publish them as a class book with one copy for each student. At the smaller schools you could combine with stories from students in other classes to create a bigger book with more stories and then give only one per family.



Photo Opportunity: Take pictures of students reading their completed writing pieces.

State Grade Level Expectations Met through Activities:

Reading:

[8] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[8] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[8] 3.9.3. The student connects themes by: Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

Writing:

[8] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)

[8] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[8] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[8] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[8] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[8] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[8] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[8] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

Family and Kinship

Ninth Grade: Aapa's Genealogy

Students will learn more about their father's side of the family. They will work on filling out a pedigree chart.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

Print out a copy of the Iñupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students completed family trees.

Activity #3

Have them try to get more than just the names for the members of the family on their father's side of the chart. Birth dates, birth places, death dates and death places are the basic data to collect. The Iñupiaq Family Tree works well for names. In order to have room for the additional information the students will need to use a pedigree chart. Students can download a free pedigree chart at the following site:

http://genealogy.about.com/library/free_charts/bl_pedigree.htm

The chart can be filled out online and then printed or can be printed out and then filled out by hand.

Activity #4

Have the students write a story about someone on their father's side of the family. They can write about something they experienced with that person or about their favorite time spent with that person. They can ask them questions to find out a story about their life and write about that. They may write about someone that is no longer alive. In that case they will need to ask questions of their father or another relative that knew that person. Invite family members to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder.



Photo Opportunity: Take pictures of students reading their completed writing pieces.

State Grade Level Expectations Met through Activities:

Reading:

[9] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[9] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[9] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

Writing:

[9] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[9] 4.3.1. The student writes and edits using conventions of Standard English by Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[9] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[9] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semi-colons, colons, hyphens, and parentheses)

[9] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[9] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[9] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counter arguments appropriate to the genre)

[9] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[9] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[9] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[9] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[9] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[9] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Family and Kinship

Tenth Grade: Aaka's Genealogy

Students will learn more about their mother's side of the family. They will work on filling out a pedigree chart.

Activity #1

Do class readings and discussions that focus on families. Have the students look for how families are portrayed in books and stories. Have them bring their findings to the class for discussion. Help them to discuss the way families are depicted in the stories and to compare that to the way their own families are run. Help them to discuss the way they feel about their family members.

Activity #2

Print out a copy of the Iñupiaq Family Tree for each student. Have family members help them fill out the names of as many people as they can on the chart. Display their Family Trees. You can find a copy of the family tree at the end of this unit.



Photo Opportunity: Take pictures of students completed family trees.

Activity #3

Have the students try to get more than just the names for the members of the family on their mother's side of the chart. Birth dates, birth places, death dates and death places are the basic data to collect. The Iñupiaq Family Tree works well for names. In order to have room for the additional information the students will need to use a pedigree chart. Students can download a free pedigree chart at the following site:

http://genealogy.about.com/library/free_charts/bl_pedigree.htm

The chart can be filled out online and then printed or can be printed out and then filled out by hand.

Activity #4

Have the students write a story about someone on their mother's side of the family. They can write about something they experienced with that person or about their favorite time spent with that person. They can ask them questions to find out a story about their life and write about that. They may write about someone that is no longer alive. In that case they will need to ask questions of their mother or another relative that knew that person. Invite family members to come in to hear the stories. At the end of the unit there are lists of questions that can be good story starters. Have the students look over this list to get ideas.

Please remind the students of the value of their work. The stories they are writing will be treasures to them someday as they are about people that they love and are very important in their life. One way to help the students to treasure what they have written is to place it in a protective folder.



Photo Opportunity: Take pictures of students reading their completed writing pieces.

State Grade Level Expectations Met through Activities:

Reading:

[10] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[10] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[10] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

Writing:

[10] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[10] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[10] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[10] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[10] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[10] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[10] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[10] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counter arguments appropriate to the genre)

[10] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[10] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)

[10] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[10] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[10] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[10] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[10] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[10] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[10] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Family and Kinship

Eleventh Grade: Family History Project

Students will get to know their family history through a project.

Activity #1

Many of the students in other classes are writing stories about their family members. An idea for a project would be to help a class publish their stories. You could work with a group of students to help get all of the stories published at your school.

Activity #2

Another project idea would be to organize a community Family History event. Ask elders and other community members to share their stories. At the end of the unit there are lists of questions that can be good story starters. Go over the questions to decide which would be appropriate to use at a community event. Give the elders and community members a list of possible story starters or ask them to answer a specific question. Be sure to record the event.



Photo Opportunity: Take pictures of everyone at the event.

Activity #3

Create a book of stories from the stories that were told at the community Family History event. Have the students type them up and make sure they are well edited. Have them take pictures of each of the story tellers to include in their compilation. They could use iPhoto to create a real hard bound book of all of the stories. This isn't the most economical way to create a book but the quality will be professional. They can show people what the book is going to look like and then take orders for it.



Photo Opportunity: Take a picture of the final product from this activity.

Activity #4

Have students write some of their own family stories. They can write about how they feel about a specific person or about an experience they have had with that person. They can interview a family member and write the stories they tell them. They can interview family members about a deceased relative in order to write stories about that person. Encourage them to present their work in a way that they will want to keep forever.



Photo Opportunity: Take pictures of students final products from this activity.

Family and Kinship

Twelfth Grade: Family Multimedia Project

Students will work with technology to create a project that relates to families, their family or family history.

Activity #1

One option is to work with the eleventh grade students on creating a movie of a community Family History event. These movies could then be shared with the entire North Slope Borough community.



Photo Opportunity: Take pictures of students filming the event.

Activity #2

Another option is to have the twelfth grade students help the eleventh grade students with getting the stories from a community Family History event into an iPhoto book format. This project will take a lot of typing and editing and their help could make it a much better project.



Photo Opportunity: Take pictures of students with the final product.

Activity #3

Another option would be to create a movie of family activities. Students whose families have camcorders will probably have lots of footage for editing. Have them share their final product with the class.

Activity #4

Students could use family pictures and Comic Life to create a family collage.



Photo Opportunity: Take pictures of students with their final pieces.

Activity #5

Have the students create their own book of family stories. This could be done using iPhoto. Use pictures and stories.



Photo Opportunity: Take pictures of students with their final products.

Family and Kinship

Story Starters: Questions to get you going....

Conversation starters for talking about their **childhood**....

1. Tell me about the places you have lived or camped. What did you like about each place?
2. Tell me about when you were punished as a child. How did your parents punish you?
3. Tell about the naughtiest thing you ever did as a child. If you got caught, describe the consequences.
4. Did you ever have an imaginary friend? If so tell me about it.
5. Tell me about you and your brothers or sisters. What did you do for fun together?
What kinds of things did you fight about?
6. Tell about the worst winter storm you can remember as a child.
7. Tell me about ways that you played in the snow.
8. Tell me some fun things you did as a child.
9. Tell about a big fib you told.
10. Tell me about the chores you had to do as a child.
11. As a child what did you want to be when you grew up? Why did you want to be that?
12. Did you ever have a recurring dream as a child? What was it about?
13. Do you remember a nightmare you had as a child? What was it about?
14. When you played make-believe, what did you pretend?
15. Tell me about one of your favorite books as a child.
16. Did you play sports? Which ones? Any sports stories you can share?
17. Tell about the first time you were ever behind the wheel of a car, snow machine or 4-wheeler.
18. Do you have any dog-sledding stories that you can tell me about?
19. What childhood fear do you remember? How did you get over it?
20. What kind of music did you like as a teenager? Did you have a favorite group or band?
21. Did you ever have a “good friend” who did something mean to you? Tell me about it.

Conversation starters for talking about their **childhood continued....**

22. Tell about the best pet you ever had.
23. How did you spend your Sundays as a child?
24. How did you spend your Saturdays during the school year as a child?
25. What was your most prized possession as a child? Who gave it to you? How long did you have it? What made it so special?
26. Tell about pulling or losing a tooth.
27. If you ever ran away from home tell me about it.
28. Did you ever have a fire in your home or accidentally catch something on fire?
29. Tell about an incident when you were very angry with your mom or dad.
30. Tell about an incident when your mom or dad was very angry with you.
31. What was one of the first things you learned to cook? How old were you? Who taught you?
32. Do you remember having a favorite candy as a child? What was it? How much did it cost? How often did you get to have it?
33. Tell me about one of your happiest memories as a child or youth.
34. Share a childhood memory about a death that affected you.
35. What do you remember as a favorite time of year? Why?
36. Tell of the closest friend you had during your childhood.
37. What was your first job? How much did you get paid?
38. What was your best talent?
39. Share a special memory about riding in a boat.

Conversation starters for talking about **vacations, holidays, special events, etc....**

1. Do you remember things about Kivgiq?
2. Tell about a family vacation trip.
3. Tell a camping story.
4. Tell a fishing story.
5. Tell a hunting story.
6. Tell a favorite summertime memory.
7. What was Christmas like when you were a child?

Conversation starters for talking about **school....**

1. What is the biggest problem you remember having in Grade School?
2. What is the biggest problem you remember having in Jr. High school?
3. What is the biggest problem you remember having in Sr. High school?
4. Did kids ever tease you? Who were they? What did they tease you about? What did you do about it?
5. How did you get to and from school?
6. What do you remember about your first day of school?
7. Tell about a school bully.
8. Did your parents ever make you wear something stupid to school or church?
9. What was your most embarrassing school moment?
10. Who was your favorite teacher? Why? What kinds of things made that teacher special?
11. Were you ever in a fight? Tell about it.
12. What is the worst thing you remember a teacher doing to a student?
13. What is the worst trick that you remember a student playing on a teacher?

Conversation starters for talking about **emotions.....**

1. Did you ever lose or break something that belonged to someone else?
2. Tell about an injustice that was done to you.
3. Tell about standing up against odds for something you really believed in.
4. Share a memory about being very scared.
5. Do you have a good ghost or haunted house story to tell?
6. Tell of someone you envied and why.
7. Do you have a good April Fool's Day story?
8. Tell me about a time when you made a purchase that you later regretted.
9. Tell me about a time when you got lost.
10. Tell about a practical joke or prank you played on a person.
11. Tell about the best present you ever received.
12. Tell about someone who had a big influence over your life.

Conversation starters for talking about **romance...**

1. Tell me about your first boyfriend or girlfriend?
2. Tell me about your first date.
3. Tell me about your first kiss.
4. Tell me about meeting my father (mother, grandmother, uncle, etc....).
5. Do you have any stories about dances you went to?

Conversation starters for talking about **relatives...**

1. Tell me about the kind of work your father did.
2. Tell a fond memory of your Grandpa.
3. Tell a fond memory of your Grandma.
4. Tell a favorite memory of your mother.
5. Tell a favorite memory of your father.
6. Tell a favorite memory with a brother or sister.
7. Tell some good advice that a family member gave you.
8. Tell me about a favorite Aunt.
9. Tell me about a favorite Uncle.
10. Tell me about relatives that lived with you.
11. Relate an experience or memory of a cousin.

Conversation starters for talking about **injuries and illness...**

1. Tell me about bones have you broken and how you broke them.
2. Tell me about a time when you needed stitches?
3. Tell me about a time when you were bitten by a dog or other animal.
4. Tell me about a time when you got stung by a bee or a wasp.
5. Tell me about a time when you were in a life threatening situation.
6. Do you have any other good stories about being injured?
7. Tell of a childhood illness.
8. Were you ever chased by an animal?

Iñupiaq Family Tree

