Activity 1: Storytelling

Time: 2 or 3 class periods (1 class period = 45 min)

Materials:
- Videos of elder’s northern lights stories—available online at culturalconnections.gi.alaska.edu or on the Cultural Connections USB flash drive provided with the activity kit
- Northern Lights: The Soccer Trails by Michael Arvaarluk Kusugak
- Storytelling Reflections worksheet (one per student)
- Be a Storyteller worksheet (optional)

Standards Addressed:
- Iñupiaq Cultural Values: Love for Children, Respect for Elders
- Alaska Science Content Standards: F .2, F .3
- Alaska English/Language Arts Content Standards: *RSIT K-5 Grade 4: 9, SL K-5 Grade 4:1, SL K-5 Grade 5:1, SL K-5 Grade 4:4 (*addressed in extensions only)

Background Information:
Different cultures use different strategies for teaching and learning. Some rely on books, others on institutions of education and others on one-on-one methods of communication. Iñupiat culture emphasizes oral tradition, as well as demonstration and practice to convey knowledge. Traditional storytelling serves many purposes. The stories shared during this activity teach cultural knowledge about the northern lights and encourage positive behavior related to health and safety.

Assessments:
- Storytelling Reflection worksheet provides a means of assessing student ability to:
  - acquire and share knowledge and insights from traditional stories;
  - apply Iñupiaq knowledge and lessons embedded in stories to the broader world of health and safety;
  - infer what is important in the story;
  - explain the lessons in stories;
  - identify the name and community of elders whose stories they listened to.

- Classroom discussion provides a means of assessing student ability to:
  - engage in conversation about stories;
  - understand that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world;
  - understand the importance of recording and validating cultural knowledge

Activity Preparation:
1. Determine the best method for viewing the elders’ northern lights stories in your classroom. The stories are available online at culturalconnections.gi.alaska.edu or can be pre-loaded on student computers using the Cultural Connections USB flash drive provided in the activity kit.
Activity Instructions:

1. Explain folklore is a combination of traditional stories, customs or beliefs passed down from generation to generation. Legends are part of folklore. Legends are traditional stories that often are believed by many people but cannot be proven to be true. Legends and folklore often encourage desirable behaviors or contain lessons for the listener. Ask students if they know any legends or folklore.

2. Distribute the KiuguyatNS/KiugiyaqNP The Northern Lights Elementary Guide and ask students to read pages 2-3. Explain to students that there are traditional Iñupiaq stories about the kiuguyatNS / kiugiyaqNP, or northern lights, and that they will watch videos of elders telling some of these stories.

3. Place students in small groups or pairs and ask each group to watch 3 or more stories and then compare and contrast the stories and discuss the behavior each story encourages.

4. Discuss as a class and write notes on the whiteboard, assisting with story interpretation as needed: What do the stories have in common? How are they different? Which story did you like best? What are the lessons in the stories? Why might parents and grandparents tell children these stories? What behaviors do these stories encourage and why are those behaviors important? (i.e. be home on time at night, wear your hood, be quiet when traveling in the country, don't walk alone, etc.) What do these stories tell us about the northern lights? Why is it important to understand cultural knowledge related to the northern lights? Students who do not feel comfortable sharing their own insights can share an interesting peer insight and explain why it was so interesting to them.

5. Distribute the Storytelling Reflections worksheet. Please note: There are two versions of the worksheet. The North Slope Iñupiaq version is indicated by the superscript NS in the worksheet's title bar. The Northern Seward Peninsula Iñupiaq version is indicated by the superscript NP in the worksheet's title bar. Use the version that is most appropriate for your community. Ask students to complete the worksheets. Allow them to refer to the class discussion notes for ideas.

Extensions:

- Invite an elder into the classroom to tell his or her stories about the kiuguyatNS / kiugiyaqNP.
- Ask students to complete the Be a Storyteller worksheet to outline one of the kiuguyatNS / kiugiyaqNP stories. Ask students to practice retelling the story to a partner, and then tell the story to a family member.
- Read and discuss Northern Lights: The Soccer Trails—How is this story similar to and different from the stories that students heard from elders on the videos and in person?
**Activity 1: Storytelling**

**Storytelling Reflections**

Name: __________________________

Listen to two stories about the kiuguyat. Circle the elders whose stories you listened to:

<table>
<thead>
<tr>
<th>Fannie Akpik</th>
<th>Annie Conger</th>
<th>Elmer Goodwin</th>
<th>Edith Nageak</th>
<th>Grace Pullock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrow</td>
<td>Brevig Mission</td>
<td>Kotzebue</td>
<td>Barter Island</td>
<td>Shishmaref</td>
</tr>
</tbody>
</table>

1. Draw a picture of the story you liked best:

2. I liked ________________’s story best because ____________________________________________________________
   ________________________________________________________________________________________________.

Choose a lesson from one of the stories and complete the sentences below:

3. ________________’s story encourages children to __________________________________________________________
   ________________________________________________________________________________________________.
   This is important because ____________________________________________________________________________
   ________________________________________________________________________________________________.

4. What is an Iñupiaq word for northern lights? _______________________________________________________
Listen to two stories about the kiugiyaq. Circle the elders whose stories you listened to:

Fannie Akpik  
Barrow

Annie Conger  
Brevig Mission

Elmer Goodwin  
Kotzebue

Edith Nageak  
Barter Island

Grace Pullock  
Shishmaref

1. Draw a picture of the story you liked best:

2. I liked ________________’s story best because __________________________________________
   ___________________________________________________________________________________.

Choose a lesson from one of the stories and complete the sentences below:

3. ________________’s story encourages children to __________________________________________
   ___________________________________________________________________________________.
   This is important because _____________________________________________________________
   ___________________________________________________________________________________.

4. What is an Iñupiaq word for northern lights? ___________________________________________
Complete the storytelling guide below for one of the stories you learned. Practice retelling the story to remind children to be safe and healthy. Remember to introduce yourself and explain who told you the story.

What is your name? ____________________________

Where are you from? __________________________

Who told you this story? _______________________

What is the rule?
Example: Children should stay inside after 9 p.m.

___________________________________________

___________________________________________

What will happen?
Example: The northern lights will take off your head!

___________________________________________

___________________________________________

How can someone escape or get home safe?
Example: Throw a ball of dog dung at it and run.

___________________________________________

___________________________________________