



## Overview:

During this activity, students ask their parents or an Elder about the coldest day in their community. Students discuss ways to prepare for extremely cold weather.

## Objectives:

The student will:

- recognize the importance of oral history by asking their parents or an Elder about the coldest day they remember in their community; and
- learn traditional ways to stay warm on extremely cold days.

## GLEs Addressed:

### *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] SF1.1-SF3.1 The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by exploring local or traditional stories that explain a natural event.
- [4] SF1.1-SF3.1 The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface).

## Materials:

- STUDENT WORKSHEETS:
  - Level I: "Preparing for Cold Weather"
  - Level II: "The Coldest Day"

## Activity Procedure:

1. Share the following quote from Savoonga Elder George Noongwook:

"Information has been passed in our communities over many generations 'the Yupik way', . . . by telling stories. The men constantly talk about their own observations, about weather and ice, and other environmental conditions."
2. Distribute the Student Worksheet "Preparing for Cold Weather" to Level I students.
3. Distribute the Student Worksheet "The Coldest Day" to Level II students.
4. Invite an Elder to the classroom for students to interview, or ask students to speak with their parents or an Elder about the questions on their worksheets.
5. Explain that students will need good listening skills for this activity. Ask them what it means to be a good listener. Some good responses include: be still and look at the person who is talking, ask questions about the story, don't interrupt, take notes (for students who can read and write), and so on.
6. After most students return with completed worksheets, lead a classroom discussion. This discussion will give students an opportunity to express what they learned in their own words. It also will give students who were not able to interview their parents or Elders the chance to fill in their student worksheets.

## Answers to Student Worksheets:

### **Preparing for Cold Weather:**

The parka, warm hat and mukluks should be circled. Other answers will vary.

### **The Coldest Day:**

Answers will vary.

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

Level



# Preparing for Cold Weather Student Worksheet

Ask your parents or an Elder: What was the coldest day in our community? What happened on that day? (Your parents may remember a story about this day, or they may recall a story their parents or grandparents told them.)

Circle the traditional clothing you should wear on a very cold day:



Write the name of the Elder with whom you spoke.

\_\_\_\_\_

Tell your teacher or a partner why you circled the clothes above.

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

# The Coldest Day

## Student Worksheet

Level



Ask your parents or an Elder these questions:

1. What was the coldest day in our community? (Your parents may remember a story about this day, or they may recall a story their parents or grandparents told them.)

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2. What happened on the coldest day in our community? What was it like?

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Name the Elder with whom you spoke: \_\_\_\_\_

3. How would you prepare for a hunting trip on a very cold day? How would you dress? What precautions would you take?

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