Lesson #8
Calendar Icons

Objectives
Students:
• Use icons (pictures) to create patterns
• Describe a pattern developed with pictures (icons) and predict additions to the pattern

Time
Daily: 5 minutes per day

Materials
• Blank calendar
• Calendar icons

Activity #1 - Morning Meeting
Teacher preparation
Create a blank wall calendar for the month, large enough for students to see in a group setting. Pre-plan a recurring pattern for the icons. Photocopy enough selected calendar icons for the month, according to the pattern that will be created.

Activity
Show the calendar icons and, based on their knowledge about Elizabeth Peratrovich, have students discuss why these icons might be appropriate.

Using calendar icons in a desired order, have students add an icon to the blank wall calendar each day. After the pre-planned pattern begins to repeat, ask students to describe the pattern and predict the next icon. Pattern descriptions can be done by naming the icons (e.g. Elizabeth, Roy, ANS, ANB) or with alphabetical designators (e.g. A.B.C.D.A.B.C.)

Smaller icons and blank calendars may be made for individual student or family use.

Assessment
Individual students are able to describe the calendar icons, predict the upcoming icon, and, using a smaller calendar icon, create their own patterns.

Resources included for this lesson
• Calendar icons - ANB and ANS logo and pictures of Elizabeth and Roy Peratrovich
• Calendar Icons

Haïda Cultural Significance
Elizabeth Peratrovich was a member of the Tingit / Lkaxaa’a clan, part of the raven moiety. She is an important Civil Rights leader for Alaska Natives. As Alaska Native Brotherhood Grand President, Elizabeth worked in collaboration with the Alaska Native Brotherhood to end the blatant discrimination Natives throughout Alaska faced daily, prior to the passage of the Anti-Discrimination Bill in 1945.

Elder/Culture Bearer Role
Invite Elders/Culture Bearers to come in to talk about the role the ANS/ANB played to end discrimination against Alaska Natives. Have them bring their kuskooms and cap; ask them to explain their significance. Ask them to talk about any experiences they may have had dealing with discrimination as a younger person and how it affected them. Perhaps they may also have first account stories about Elizabeth Peratrovich or her family to share with the class, or things to add to the timeline bulletin board.

Overview
In this unit students study the life and work of the remarkable Elizabeth Peratrovich, civil rights champion of Alaska. They learn about the importance of the Alaska Native Brotherhood (ANS) and the Alaska Native Sisterhood (ANS), and how these organizations continue to promote civil rights for everyone. The rich historical context of events in the 1940s provides the backdrop for research and discussions contained in unit activities.

Lesson #1 - Introduction to Elizabeth Peratrovich (grades 2-5)
Students learn about Elizabeth Peratrovich and her role in Alaska Native Civil Rights history.

Lesson #2 - Elizabeth Peratrovich Book (grades K-5)
Students read a grade level appropriate book on Elizabeth Peratrovich.

Lesson #3 - Song about Elizabeth Peratrovich (grades K-3)
Students learn a song written about Elizabeth Peratrovich.

Lesson #4 - Bulletin board - timeline (grades 3-5)
Students learn about making a timeline and create a bulletin board that sequences the events leading to the passage of the Anti-Discrimination Bill in 1945.
Lesson #7
Readers’ Theatre

Objectives

Students:
- Read fluently, both silently and aloud from scripts
- Convey ideas and emotions through vocal expression
- Listen and respond to vocal interpretations

Time

Initially 30-45 minutes, with more time later as needed.

Materials

- Elizabeth Peratrovich readers’ theatre

Activity #1 - Readers’ theatre

Teacher preparation

- Prior to beginning this writing activity, students should have basic knowledge about Elizabeth Peratrovich, either gathered from the preceding lessons or as prior knowledge.
- If you want to learn more about readers’ theatre visit the website www.aaronshep.com.
- Finding an appropriate audience is essential for readers’ theatre. Be sure that students have authentic and appreciative audiences outside the classroom for their performance. Audiences should be briefed ahead of time about readers’ theatre and that performers will have scripts.

Activity

Preparing for a readers’ theatre performance will take several days. On the first day of reading, students read the entire script to themselves. They do not select parts. On the days following, and after students have read the script two or three times, assign parts to students. The script is read again two or three times, with students reading different parts each time.

At this point most students will have a firm understanding of the script and are ready to practice one own part assigned to them. After parts are assigned or selected, students practice the script several times, working on fluency, expression and interpretation.

Assessment

Students (and/or teacher) create a rubric, which includes an evaluation of fluency, expression, listening and group cooperation. Include self-evaluation, peer evaluation and/or teacher evaluation to assess skills and attitudes of individual students.

Resources included for this lesson

Readers’ theatre about Elizabeth Peratrovich
Discuss the significance of the items pictured on the koogéinaa activity sheet.

• Why might these items be important in learning about Elizabeth Peratrovich?
• How does each relate to the Alaska anti-discrimination law?
• After learning about Elizabeth Peratrovich and the Alaska civil rights battle, children can
  adhere the attached symbols to the koogéinaa. They then share what they know about
  Elizabeth Peratrovich with one another, and take the koogéinaa home to share this
  same knowledge with their family.

Activity #2
Elizabeth Peratrovich Writing

Teacher preparation
Review informational posters, noting layout of the poster and the sizes and types
of information they contain. Review the information that you and your class have
generated about Elizabeth Peratrovich.

Activity
* Instead of focusing on kuugéinaa, it may be more appropriate for older students to
  focus on creating a poster honoring Elizabeth Peratrovich and her work.

Individually or with a partner, students use the same photographs and captions on
the poster as on the kuugéinaa and write a paragraph to include on the poster.
Students might also search http://www.sealasakaheritage.org/collection and/or http://
vilda.alaska.edu or other sites for additional pictures of Elizabeth or Roy Peratrovich.

If Lesson #5 - Internet Search - was completed, students can use the information
they gathered on Lesson #5 for this poster. (If this option is selected, reviewing other
posters and the size and type of information they contain would be necessary.)

Assessment
Students complete making a koogéinaa or
poster. Students share information they
learned with a peer, and with someone
outside the classroom. Observe, to check
if the information shared is accurate.

Resources included
for this lesson
• Pictures and text to place on
  kuugéinaa.
Activity
Locate the internet movie about Elizabeth Peratrovich at the following web address http://www.akhistorycourse.org/articles/article.php?artID=418. Have students view the movie, and discuss the information presented. Use this information to clarify any questions or discrepancies previously noted.

Assessment
Students work constructively in groups to create a "prior knowledge" visual. Students share their work with an audience of peers, who give them feedback on content and presentation. Students then select new information to add to the visual, in order to correct or augment the content.

Lesson #2
Elizabeth Peratrovich Books

Objectives
Students:
- Read fluently and with expression
- Tell how 'discrimination', 'anti-discrimination', 'legislature' relate to Elizabeth Peratrovich

Time
30 minutes

Materials:
- Classroom set of Elizabeth Peratrovich books at three reading levels.

Activity #1
Picture tour of Elizabeth Peratrovich Book

Teacher preparation:
- Note the suggested grade levels on the back of the book masters. Using this and your knowledge of your students, select the appropriate book or books. Photocopy sufficient copies of the books so that each child may have a book to take home.
- Note the vocabulary used in the book and be prepared to discuss unfamiliar concepts.

Activity:
Introduce the book(s) to students, in the form of a "picture tour", with students noting the photos and offering suggestions about why specific photos are included. Discuss new concepts (discrimination, anti-discrimination, legislature) that are introduced by the photos.

After the tour ask individual children to read independently or as a member of a choral reading group. You might ask students to re-read for specific information. Students may complete multiple independent re-readings for a variety of purposes: re-reading for fluency, for oral reading practice or for locating specific information.

Lesson #6
Kuugéenaa/Poster

Objective
Students:
- Understand the significance of the ANB/ANS kuugéenaa (activity #1, only)
- Will learn how to prepare information about Elizabeth Peratrovich to share with an audience of peers and parents

Time
30-40 minutes

Materials
- For kuugéenaa: royal blue paper, white paper, kuugéenaa activity sheet, scissors, glue
- For poster: poster board, kuugéenaa activity sheet, scissors, glue, other pictures and text as desired and appropriate.

Activity #1
Kuugéenaa

Teacher background
Literally translated, kuugéenaa means sash. Alaska Native Sisterhood (ANS) members wear a blue sash with white lettering and trim. The royal blue on the ANS koogéinaa is symbolic of loyalty, the white of purity and the white arrow symbolically points North, indicating the desire to expand the organization northward to include not only Southeast Natives but also Northern Alaska Native groups.

Kuugéenaa are worn at installation of officers and for memorial services. Pictures of people wearing ANS and ANB kuugéenaa are found at http://vilda.alaska.edu/cgi-bin/viewer.exe?CISOROOT=/cdmg21&CISOPTR=1133 or http://www.sealaskaheritage.org/collection/Image075.jpg. In addition, pictures of the more familiar Girl Scout or Boy Scout sashes may be found via google image searches for "boy scout sash, girl scout sash, and military sash".

Photocopy the icons and words for the kuugéenaa included in this unit. Prepare blue and white paper; perhaps cutting the paper for the sash to size for younger children.

Activity
Introduce the idea of a kuugéenaa. Talk about sashes - that they are significant to different groups. Students may be familiar with Boy Scout or Girl Scout sashes. If available, show photographs of these sashes, or ask any scouts in the class to bring theirs in to share. Share photographs of ANS and ANS kuugéenaa and discuss the significance of the kuugéenaa for the ANS.

Tell the children they will create a paper kuugéenaa from royal blue paper and then
Activity #1
Alaska Native Civil Rights Research Project

Teacher preparation
- Review suggested Internet sites, making sure that all site addresses are accurate and active
- Conduct a personal Internet search for further sites and add them to the list to be given to students
- Photocopy or electronically send the site addresses to students
- Decide the purpose of the student searches - what are the expectations for students, will there be a written product?, etc.

Activity
Students may conduct an Internet search for sites about Elizabeth Peratrovich, or you may provide site addresses to students. Direct students to look for specific information that may have been unclear or that they are curious about, and add this information to the already existing poster (see Lesson #1, activity #1).

Alternately, you might ask students to look for new information that has not already been recorded on the classroom poster.

Students record the information they found, either by hand or electronically. Later they use this information to add to or clarify information on the classroom-brainstormed list about Elizabeth Peratrovich. The poster option from Activity #6- Koogéinaa / poster, might serve as a good way for students to present their information.

Assessment
Using a checklist or a rubric, assess whether individual students have demonstrated ability to search Internet sites and gather specific information.

Resources included for this lesson
Internet sites:
http://www.nativefederation.org/history/people/ePeratrovich.html
http://www.alaskool.org/projects/native_gov/recollections/peratrovich/Elizabeth_1.htm
http://www.juneaualaska.com/history/history_peratrovich.shtml
http://www.akhistorycourse.org/articles/article.php?artID=418
http://newtradewinds.org/voices/leadership_peratrovich.html
http://www.congressionalgoldmedal.com/Roy_ElizabethPeratrovich.htm
http://epics.ecn.purdue.edu/abw/work/GAW/Alaska.html

Lesson #3
Elizabeth Peratrovich Song

Objectives
Students:
- Use visual images to help remember words to a song

Time
10-15 minutes initially. 2-3 minutes on subsequent days

Materials
- Elizabeth Peratrovich song

Activity #1
Introduction to E. Peratrovich Song

Teacher preparation
- Read through the song and sing it to yourself to be sure you are able to lead students.

Activity
Introduce the song to students, pointing to the enlarged text as you sing or read it aloud. Discuss how the song helps us remember some of the important things that Elizabeth Peratrovich did. Discuss the significance of the pictures that accompany the text.

Help students notice that the order of these pictures helps them remember what comes next in the song. As you and the students sing, point to the text and pictures as appropriate. Students can also read this text during independent reading times.

Assessment
Students share the song appropriately with an audience of peers, parents or community members, who give them feedback on their performance.

Resources included for this lesson
Song text accompanied with pictures. (Will need to be enlarged to fit legal size paper)
Lesson #4
Bulletin Board Timeline

Objectives
Students:
• Gain historical information by viewing graphic and textual materials in order to create a plan for a bulletin board
• Follow a student-created plan to make an accurate timeline bulletin board

Activity
Students present their plans to peers until all agree upon one plan. Students then volunteer or are assigned tasks to create the bulletin board according to the agreed upon plan.

Assessment
After the timeline is completed, students conduct a guided tour of the bulletin board for students in other classrooms over the intercom or through personal classroom visits.

Resources included for this lesson
• Enlarged font text about Elizabeth Peratrovich
• Photographs of Elizabeth Peratrovich and of Juneau scenes
• Photograph of one possible bulletin board

Resources to gather for this lesson
Materials to create bulletin board

Lesson #5
Internet Search

Objectives
Students:
• Search Internet sites for specific information
• Use information gathered to answer their own and others questions, or to clarify information

Activity
Students search the Internet for specific information and use this information to answer questions or clarify information.

Materials
• Computer lab with Internet connection

Lesson #4
Bulletin Board Timeline

Objectives
Students:
• Gain historical information by viewing graphic and textual materials in order to create a plan for a bulletin board
• Follow a student-created plan to make an accurate timeline bulletin board

Activity
Students present their plans to peers until all agree upon one plan. Students then volunteer or are assigned tasks to create the bulletin board according to the agreed upon plan.

Assessment
After the timeline is completed, students conduct a guided tour of the bulletin board for students in other classrooms over the intercom or through personal classroom visits.

Resources included for this lesson
• Enlarged font text about Elizabeth Peratrovich
• Photographs of Elizabeth Peratrovich and of Juneau scenes
• Photograph of one possible bulletin board

Resources to gather for this lesson
Materials to create bulletin board
Lesson #4
Bulletin Board Timeline

Objectives
Students:
• Gain historical information by viewing graphic and textual materials in order to create a plan for a bulletin board
• Follow a student-created plan to make an accurate timeline bulletin board

Activity
Students present their plans to peers until all agree upon one plan. Students then volunteer or are assigned tasks to create the bulletin board according to the agreed upon plan.

Assessment
After the timeline is completed, students conduct a guided tour of the bulletin board for students in other classrooms over the intercom or through personal classroom visits.

Materials
- Enlarged font text about Elizabeth Peratrovich
- Photographs of Elizabeth Peratrovich and Juneau scenes
- Photograph of one possible bulletin board

Resources
- Materials to create bulletin board

Activity #1
Review Historical Timeline and Study Prints

Activity
Discuss with students the information they know about Elizabeth Peratrovich. Read through the enlarged text material with the class, and create a list of what is known. Ask students to pair up and then use this list and select elements that they feel would be needed to create a timeline for the life and work of Elizabeth Peratrovich. With the same partner, students then create a plan, showing an accurate timeline bulletin board that includes the elements they selected as important.

Materials
- Enlarged font text about Elizabeth Peratrovich
- Photographs of Elizabeth Peratrovich and Juneau scenes
- Photograph of one possible bulletin board

Lesson #5
Internet Search

Objectives
Students:
• Search Internet sites for specific information
• Use information gathered to answer their own and others questions, or to clarify information

Activity
Students present their plans to peers until all agree upon one plan. Students then volunteer or are assigned tasks to create the bulletin board according to the agreed upon plan.

Assessment
After the timeline is completed, students conduct a guided tour of the bulletin board for students in other classrooms over the intercom or through personal classroom visits.

Materials
- Computer lab with Internet connection
- Poster from Lesson #1

Resources
- Materials to create bulletin board
Activity #1
Alaska Native Civil Rights Research Project

Teacher preparation
• Review suggested Internet sites, making sure that all site addresses are accurate and active
• Conduct a personal Internet search for further sites and add them to the list to be given to students
• Photocopy or electronically send the site addresses to students
• Decide the purpose of the student searches - what are the expectations for students, will there be a written product, etc.

Activity
Students may conduct an Internet search for sites about Elizabeth Peratrovich, or you may provide site addresses to students. Direct students to look for specific information that may have been unclear or that they are curious about, and add this information to the already existing poster (see Lesson #1, activity #1). Alternately, you might ask students to look for new information that has not already been recorded on the classroom poster.

Students record the information they found, either by hand or electronically. Later they use this information to add to or clarify information on the classroom-brainstormed list about Elizabeth Peratrovich. The poster option from Activity #6 - Koogéinaa / poster, might serve as a good way for students to present their information.

Assessment
Using a checklist or a rubric, assess whether individual students have demonstrated ability to search Internet sites and gather specific information.

Resources included for this lesson
Internet sites:
http://www.nativefederation.org/history/people/ePeratrovich.html
http://www.alaskool.org/projects/native_gov/recollections/peratrovich/Elizabeth_1.htm
http://www.juneaualaska.com/history/history_peratrovich.shtml
http://www.akhistorycourse.org/articles/article.php?artID=418
http://newtradewinds.org/voices/leadership_peratrovich.html
http://www.congressionalgoldmedal.com/Roy_ElizabethPeratrovich.htm
http://epics.ecn.purdue.edu/abiew/work/GAW/Alaska.html

Assessment
Assessment varies according to the purpose of the reading. If students are reading the text to gain information about Elizabeth Peratrovich, ask students to demonstrate knowledge using a visual like the one used in Lesson #1. If fluency is the purpose for reading, use an oral reading fluency scoring guide and a record of text reading to assess student knowledge and/or skills.

Resources included for this lesson
Masters copies of Elizabeth Peratrovich book at three reading levels.

Lesson #3
Elizabeth Peratrovich Song

Objectives
Students:
• Use visual images to help remember words to a song

Time
10-15 minutes initially. 2-3 minutes on subsequent days

Materials
• Elizabeth Peratrovich song

Activity #3
Introduction to E. Peratrovich Song

Teacher preparation
• Read through the song and sing it to yourself to be sure you are able to lead students.

Activity
Introduce the song to students, pointing to the enlarged text as you sing or read it aloud. Discuss how the song helps us remember some of the important things that Elizabeth Peratrovich did. Discuss the significance of the pictures that accompany the text. Help students notice that the order of these pictures helps them remember what comes next in the song. As you and the students sing, point to the text and pictures as appropriate. Students can also read this text during independent reading times.

Assessment
Students share the song appropriately with an audience of peers, parents or community members, who give them feedback on their performance.

Resources included for this lesson
Song text accompanied with pictures. (Will need to be enlarged to fit legal size paper)
Activity
Locate the internet movie about Elizabeth Peratrovich at the following web address http://www.akhistorycourse.org/articles/article.php?artID=418. Have students view the movie, and discuss the information presented. Use this information to clarify any questions or discrepancies previously noted.

Assessment
Students work constructively in groups to create a "prior knowledge" visual. Students share their work with an audience of peers, who give them feedback on content and presentation. Students then select new information to add to the visual, in order to correct or augment the content.

Lesson #2
Elizabeth Peratrovich Books

Objectives
Students:
- Read fluently and with expression
- Tell how 'discrimination', 'anti-discrimination', 'legislature' relate to Elizabeth Peratrovich

Time
30 minutes

Materials:
- Classroom set of Elizabeth Peratrovich books at three reading levels.

Activity #1
Picture tour of Elizabeth Peratrovich Book

Teacher preparation:
- Note the suggested grade levels on the back of the book masters. Using this and your knowledge of your students, select the appropriate book or books. Photocopy sufficient copies of the books so that each child may have a book to take home.
- Note the vocabulary used in the book and be prepared to discuss unfamiliar concepts.

Activity:
Introduce the book(s) to students, in the form of a "picture tour", with students noting the photos and offering suggestions about why specific photos are included. Discuss new concepts (discrimination, anti-discrimination, legislature) that are introduced by the photos.

After the tour ask individual children to read independently or as a member of a choral reading group. You might ask students to re-read for specific information. Students may complete multiple independent re-readings for a variety of purposes; re-reading for fluency, for oral reading practice or for locating specific information.

Lesson #6
Kuugéenaa/Poster

Objective
Students:
- Understand the significance of the ANB/ANS kuugéenaa (activity #1, only)
- Will learn how to prepare information about Elizabeth Peratrovich to share with an audience of peers and parents

Time
30-40 minutes

Materials
- For kuugéenaa: royal blue paper, white paper, kuugéenaa activity sheet, scissors, glue
- For poster: poster board, kuugéenaa activity sheet, scissors, glue, other pictures and text as desired and appropriate.

Activity #1
Kuugéenaa

Teacher background
Literally translated, kuugéenaa means sash. Alaska Native Sisterhood (ANS) members wear a blue sash with white lettering and trim. The royal blue on the ANS koogéinaa is symbolic of loyalty, the white of purity and the white arrow symbolically points North, indicating the desire to expand the organization northward to include not only Southeast Natives but also Northern Alaska Native groups.

Kuugéenaa are worn at installation of officers and for memorial services. Pictures of people wearing ANS and ANB kuugéenaa are found at http://vilda.alaska.edu/cgi-bin/viewer.exe?CISOROOT=/cdmg21&CISOPTR=1133 or http://www.sealaskaheritage.org/collection/Image075.jpg.

In addition, pictures of the more familiar Girl Scout or Boy Scout sashes may be found via google image searches for "boy scout sash, girl scout sash, and military sash".

Photocopy the icons and words for the kuugéenaa included in this unit. Prepare blue and white paper; perhaps cutting the paper for the sash to size for younger children.

Activity
Introduce the idea of a kuugéenaa. Talk about sashes - that they are significant to different groups. Students may be familiar with Boy Scout or Girl Scout sashes. If available, show photographs of these sashes, or ask any scouts in the class to bring theirs in to share. Share photographs of ANS and ANS kuugéenaa and discuss the significance of the kuugéenaa for the ANS.

Tell the children they will create a paper kuugéenaa from royal blue paper and then...
Discuss the significance of the items pictured on the koogéinaa activity sheet.

- Why might these items be important in learning about Elizabeth Peratrovich?
- How does each relate to the Alaska anti-discrimination law?
- After learning about Elizabeth Peratrovich and the Alaska civil rights battle, children can adhere the attached symbols to the koogéinaa. They then share what they know about Elizabeth Peratrovich with one another, and take the koogéinaa home to share this same knowledge with their family.

Activity #2
Elizabeth Peratrovich Writing

Teacher preparation
Review informational posters, noting layout of the poster and the sizes and types of information they contain. Review the information that you and your class have generated about Elizabeth Peratrovich.

Activity
* Instead of focusing on kuugéinaa, it may be more appropriate for older students to focus on creating a poster honoring Elizabeth Peratrovich and her work.

Individually or with a partner, students use the same photographs and captions on the poster as on the kuugéinaa and write a paragraph to include on the poster. Students might also search http://www.sealaskaheritage.org/collection and/or http://vilda.alaska.edu or other sites for additional pictures of Elizabeth or Roy Peratrovich.

If Lesson #5 - Internet Search - was completed, students can use the information they gathered on Lesson #5 for this poster. (If this option is selected, reviewing other posters and the size and type of information they contain would be necessary.)

Assessment
Students complete making a koogéinaa or poster. Students share information they learned with a peer, and with someone outside the classroom. Observe, to check if the information shared is accurate.

Resources included for this lesson
- Pictures and text to place on kuugéinaa.

Lesson #1
Introduction to Elizabeth Peratrovich

Objectives
Students:
- Recall prior information about Elizabeth Peratrovich
- Create visual images to depict known information
- Select relevant information to clarify their own questions

Time
30 minutes

Materials
- computer(s) with Internet access
- chart paper or large poster paper, markers,

Activities

Activity #1
Using prior knowledge
* Before this activity, read the unit materials to become familiar with the life and work of Elizabeth Peratrovich.

Either in small groups or individually, ask students to create a visual depicting what they already know about Elizabeth Peratrovich. (This may be a list, Venn diagram, chart, poster or any other way of presenting factual information quickly.) Older students may know more about her life and/or work and may be able to write, draw or diagram more than younger ones.

After students complete the visual, ask them to share with each other and discuss the information portrayed on the visual. As they are sharing, make a chart noting student uncertainties, information discrepancies and questions that students have. As the lessons in this unit progress, address inaccurate information, discrepancies and questions as information is clarified.

Activity #2
Internet movie about Elizabeth Peratrovich (grades 2-5)

Teacher preparation:
Locate the Internet movie about Elizabeth Peratrovich at the following web address http://www.akhistorycourse.org/articles/article.php?artID=418

This site has various versions of the movie, so select the one most useful in your situation. View the movie. Be prepared to present it to students either on individual computers or to the whole group.
Lesson #5 - Internet sites search and reporting (grades 4-5)
Students do Internet research on Alaska Native Civil Rights.

Lesson #6 - Koogéinaa / Poster (grades K-3 / 3-5)
Students use icons and labels to create a civil rights koogéinaa to share with peers and family members.

Lesson #7 - Readers’ theatre (grades 4-5)
Intermediate students participate in a reader’s theatre to share with primary students and/or their families.

Lesson #8 - Calendar icons (grades K-2)
Primary students increase their knowledge of calendar patterning by using the icons included with this unit.

Alaska State Standards:
History
A1) Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences
A4) Understand that history relies on the interpretation of evidence

Language Arts
D1a) 1) Develop a position by reflecting on personal experiences, prior knowledge, and new information
D2) Evaluate validity, objectivity, reliability, and quality of information read, heard, seen
E1) Use information, both oral and written, and literature of many types and cultures to understand self and others
E4) Recognize the communication styles of different cultures and their possible effects on others

Government and Citizenship
A2) Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, responsibility, and sovereignty

Technology
B1) Identify and locate information sources using technology

Cultural
A3) Acquire and pass on traditions of their community through oral and written history
D1) Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders
D5) Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems

Lesson #7 - Readers’ Theatre

Objectives
Students:
• Read fluently, both silently and aloud from scripts
• Convey ideas and emotions through vocal expression
• Listen and respond to vocal interpretations

Time
Initially 30-45 minutes, with more time later as needed.

Materials
• Elizabeth Peratrovich readers’ theatre

Activity #1 - Readers’ theatre

Teacher preparation
• Prior to beginning this writing activity, students should have basic knowledge about Elizabeth Peratrovich, either gathered from the preceding lessons or as prior knowledge.
• If you want to learn more about readers’ theatre visit the website www.aaronshep.com.
• Finding an appropriate audience is essential for readers’ theatre. Be sure that students have authentic and appreciative audiences outside the classroom for their performance. Audiences should be briefed ahead of time about readers’ theatre and that performers will have scripts.

Activity
Preparing for a readers’ theatre performance will take several days. On the first day of reading, students read the entire script to themselves. They do not select parts. On the days following, and after students have read the script two or three times, assign parts to students. The script is read again two or three times, with students reading different parts each time.

At this point most students will have a firm understanding of the script and are ready to practice one own part assigned to them. After parts are assigned or selected, students practice the script several times, working on fluency, expression and interpretation.

Assessment
Students (and/or teacher) create a rubric, which includes an evaluation of fluency, expression, listening and group cooperation. Include self-evaluation, peer evaluation and/or teacher evaluation to assess skills and attitudes of individual students.

Resources included for this lesson
Readers’ theatre about Elizabeth Peratrovich
Lesson #8
Calendar Icons

Objectives
Students:
• Use icons (pictures) to create patterns
• Describe a pattern developed with pictures (icons) and predict additions to the pattern

Time
Daily: 5 minutes per day

Materials
• Blank calendar
• Calendar icons

Activity #1 – Morning Meeting

Teacher Preparation
Create a blank wall calendar for the month, large enough for students to see in a group setting. Prepare a recurring pattern for the icons. Photocopy enough selected calendar icons for the month, according to the pattern that will be created.

Activity
Show the calendar icons and, based on their knowledge about Elizabeth Peratrovich, have students discuss why these icons might be appropriate.

Using calendar icons in a desired order, have students add an icon to the blank wall calendar each day. After the pre-planned pattern begins to repeat, ask students to describe the pattern and predict the next icon. Pattern descriptions can be done by naming the icons (e.g. Elizabeth, Roy, ANS, ANB) or with alphabetical designators (e.g. A, B, C, D, E, F).

Smaller icons and blank calendars may be made for individual student or family use.

Assessment
Individual students are able to describe the calendar icons, predict the upcoming icon, and, using a smaller calendar and icons, create their own patterns.

Resources included for this lesson
• Calendar icons - ANB and ANS images and pictures of Elizabeth and Roy Peratrovich

Resources to gather for this lesson
• Calendar Icons

Haida Cultural Significance
Elizabeth Peratrovich was a member of the Tlingit Lukaax.adi clan, part of the raven moiety. She is an important Civil Rights leader for Alaska Natives. As Alaska Native Sisterhood Grand President, Elizabeth worked in collaboration with the Alaska Native Brotherhood to end the blatant discrimination Natives throughout Alaska faced daily, prior to the passage of the Anti-Discrimination Bill in 1945.

Elder/Culture Bearer Role
Invite Elders/Culture Bearers to come in to talk about the role the ANS/ANB played to end discrimination against Alaska Natives. Have them bring their k'wašnaat̓aam̓ and ask them to explain their significance. Ask them to talk about any experiences they may have had dealing with discrimination as a younger person and how it affected them. Perhaps they might also have first account stories about Elizabeth Peratrovich or her family to share with the class, or things to add to the timeline bulletin board.

Overview
In this unit students study the life and work of the remarkable Elizabeth Peratrovich, civil rights champion of Alaska. They learn about the importance of the Alaska Native Brotherhood (ANB) and the Alaska Native Sisterhood (ANS), and how these organizations continue to promote civil rights for everyone. The rich historical context of events in the 1940s provides the backdrop for research and discussions contained in unit activities.

Lesson #1 - Introduction to Elizabeth Peratrovich (grades 2-5)
Students learn about Elizabeth Peratrovich and her role in Alaska Native Civil Rights history.

Lesson #2 - Elizabeth Peratrovich Book (grades K-5)
Students read a grade level appropriate book on Elizabeth Peratrovich.

Lesson #3 - Song about Elizabeth Peratrovich (grades K-3)
Students learn a song written about Elizabeth Peratrovich.

Lesson #4 - Bulletin board – timeline (grades 3-5)
Students learn about making a timeline and create a bulletin board that sequences the events leading to the passage of the 1945 Anti-Discrimination