# Kaax̱gal.aat

# Elizabeth Peratrovich

**Grade Levels K-5**

## Tlingit Cultural Significance

Elizabeth Peratrovich was a member of the *Lukaax̱.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 *koogéinaa* 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 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 Right 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.

A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.

All units are available online at sealaskaheritage.org.

Sealaska Heritage Institute

City and Borough of Juneau School District

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**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 Bill.

**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



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# 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.



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### 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.



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### 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 asses 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 #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)



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# 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

## Time

Activity #1 - 30 minutes
Activity #2 - 40-60 minutes

## Materials

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

## Activity #1
## Review Historical Timeline and Study Prints

** Before this activity, read the enlarged text information about Elizabeth Peratrovich. Study the photographs provided and any others that may be available in your school.*

## 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.

## Activity #2
## Make Bulletin Board

### Teacher preparation

- Gather together the materials provided, materials for bulletin board background and equipment needed (stapler, scissors etc).
- Photocopy multiple copies of the selected plan so that various groups can work on different sections.



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### 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

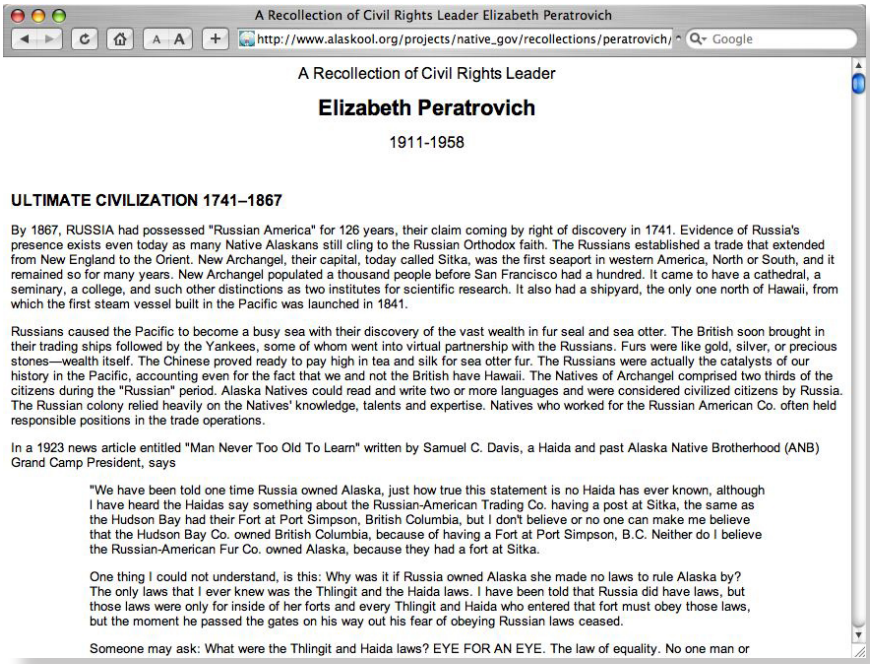
### Resources to gather for this lesson
Materials to create bulletin board

# 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

### Time
Varies, according to ages of students

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


A Recollection of Civil Rights Leader Elizabeth Peratrovich

http://www.alaskool.org/projects/native_gov/recollections/peratrovich/

A Recollection of Civil Rights Leader

**Elizabeth Peratrovich**

1911-1958

**ULTIMATE CIVILIZATION 1741–1867**

By 1867, RUSSIA had possessed "Russian America" for 126 years, their claim coming by right of discovery in 1741. Evidence of Russia's presence exists even today as many Native Alaskans still cling to the Russian Orthodox faith. The Russians established a trade that extended from New England to the Orient. New Archangel, their capital, today called Sitka, was the first seaport in western America, North or South, and it remained so for many years. New Archangel populated a thousand people before San Francisco had a hundred. It came to have a cathedral, a seminary, a college, and such other distinctions as two institutes for scientific research. It also had a shipyard, the only one north of Hawaii, from which the first steam vessel built in the Pacific was launched in 1841.

Russians caused the Pacific to become a busy sea with their discovery of the vast wealth in fur seal and sea otter. The British soon brought in their trading ships followed by the Yankees, some of whom went into virtual partnership with the Russians. Furs were like gold, silver, or precious stones—wealth itself. The Chinese proved ready to pay high in tea and silk for sea otter fur. The Russians were actually the catalysts of our history in the Pacific, accounting even for the fact that we and not the British have Hawaii. The Natives of Archangel comprised two thirds of the citizens during the "Russian" period. Alaska Natives could read and write two or more languages and were considered civilized citizens by Russia. The Russian colony relied heavily on the Natives' knowledge, talents and expertise. Natives who worked for the Russian American Co. often held responsible positions in the trade operations.

In a 1923 news article entitled "Man Never Too Old To Learn" written by Samuel C. Davis, a Haida and past Alaska Native Brotherhood (ANB) Grand Camp President, says

> "We have been told one time Russia owned Alaska, just how true this statement is no Haida has ever known, although I have heard the Haidas say something about the Russian-American Trading Co. having a post at Sitka, the same as the Hudson Bay had their Fort at Port Simpson, British Columbia, but I don't believe or no one can make me believe that the Hudson Bay Co. owned British Columbia, because of having a Fort at Port Simpson, B.C. Neither do I believe the Russian-American Fur Co. owned Alaska, because they had a fort at Sitka.
>
> One thing I could not understand, is this: Why was it if Russia owned Alaska she made no laws to rule Alaska by? The only laws that I ever knew was the Thlingit and the Haida laws. I have been told that Russia did have laws, but those laws were only for inside of her forts and every Thlingit and Haida who entered that fort must obey those laws, but the moment he passed the gates on his way out his fear of obeying Russian laws ceased.
>
> Someone may ask: What were the Thlingit and Haida laws? EYE FOR AN EYE. The law of equality. No one man or



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## 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/abiwt/work/GAW/Alaska.html



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# Lesson #6
# Koogéinaa/Poster

### Objective
Students:
- Understand the significance of the ANB/ANS koogéinaa (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 *koogéinaa*: royal blue paper, white paper, *koogéinaa* activity sheet, scissors, glue
- For poster: poster board, *koogéinaa* activity sheet, scissors, glue, other pictures and text as desired and appropriate.

## Activity #1
## Koogéinaa

### Teacher background
Literally translated, *koogéinaa* 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.

*Koogéinaa* are worn at installation of officers and for memorial services. Pictures of people wearing ANS and ANB koogéinaa are found at http://vilda.alaska.edu/cgibin/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 *koogéinaa* 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 koogéinaa. 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 ANB and ANS koogéinaa and discuss the significance of the koogéinaa for the ANS.

Tell the children they will create a paper *koogéinaa* from royal blue paper and then add a white fringe along the bottom.



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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 koogéinaa, 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 *koogéinaa* 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 *koogéinaa*.



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# 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



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# 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 reoccurring 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 and icons, create their own patterns.

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

### Resources to gather for this lesson
- Calendar Icons



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