

10 Universal Native Values

Developed by: Jim Deprez - adapted from Kari Hansen - 2015 Summer Camp Attendee

Discipline / Subject: Character Education & Social Studies

Topic: 10 Universal Native Values: Culture and Character Education

Grade Level: 2-12

Resources / References / Materials Teacher Needs:

- <http://www.ankn.uaf.edu/ANCR/Values/index.html> - link to the 10 values
- <http://www.smootheedges.com/alaska-native-values/> - additional info.
- <https://www.youtube.com/watch?v=PC5IW4I0fK8> - video for most lessons
- <http://alaska.gov/kids/learn/nativeculture.htm> - background information for kids
- *Children of the First People* - Picture Book by Tricia Brown (Or similar book)
- Chart paper OR Google Doc/Slide where students can share their thoughts
- “My Culture” handout
https://drive.google.com/file/d/16_l3vTvn78ykDIJZcoL3uwxb56fzSbTW/view?usp=sharing
- Google slides introduction to Culture
<https://docs.google.com/presentation/d/1xQoLQsDxX9oVJTjQthxL6DpfDc-wMIGWATKf4Uckoe8/edit?usp=sharing>

Lesson Summary:

- This lesson is meant to correlate to any school’s character education for students
- Students will get an introduction to culture with a focus on Alaska Natives
- Students will learn about the values of Alaska Natives
- Teachers will be able to apply and examine commonalities between the Alaska Native values and those we want to see in our classroom

Standard's Addressed: (Local, State, or National)

Ohio's K-12 Social and Emotional Learning Standards:

- A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges
- A3: Demonstrate awareness of and willingness to seek help for self or others
- A4: Demonstrate a sense of personal responsibility, confidence and advocacy
- B2: Set, monitor, adapt and evaluate goals to achieve success in school and life
- B3: Persevere through challenges and setbacks in school and life

Ohio Learning Standards: Social Studies

Geography Strand: Human Systems Grade 2

- Content Statements 8 - Cultures develop in unique ways, in part through the influence of the physical environment.

Geography Strand: Human Systems Grade 3

- Content Statements 8 - Communities may include diverse cultural groups.

Geography Strand: Human Systems Grade 5

- Content Statements 8 - American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

World Geography: Environment and Society High School

- Content Statements 7 - Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development)

Learning objectives:

- 1. To begin, students will examine what culture is, and look more closely at their own.
- Students will learn about the 10 Universal Native Values.
- Students will be taught about each value and how it can relate to them - make the correlation that we are examining other cultures to build our own classroom culture.
- This lesson goes along with students' character development throughout the year in a logical progression (which can easily be altered).

Assessment:

- Class observation
- Discussion
- Writing responses for each character trait/value/student goal

Procedural Activities

Overview:

- Each month, week or day at the start of school (however you want to introduce these) pick 1 value to emphasize with the class
- The order can be changed to align better with your school's values (if applicable)
- Here is the order that I will be conducting these lessons: ***The Purple is the Native value and the order it appears on the website, and in the parentheses is my interpretation for my classroom
 - **#1 Show Respect to Others** - Each Person Has a Special Gift (Respect)
 - **#7 Take Care of Others** - You Cannot Live without Them (Work together)
 - **#6 Live Carefully** - What You Do Will Come Back to You (Golden Rule)
 - **#2 Share what you have** - Giving Makes You Richer (Sharing)
 - **#8 Honor Your Elders** - They Show You the Way in Life (Respect teachers and parents)
 - **#3 Know Who You Are** - You Are a Reflection on Your Family (Integrity)
 - **#9 Pray for Guidance** - Many Things Are Not Known (Grit/learning)
 - **#4 Accept What Life Brings** - You Cannot Control Many Things (Acceptance)
 - **#5 Have Patience** - Some Things Cannot Be Rushed (Patience)
 - **#10 See Connections** - All Things Are Related (Interconnectedness)
- Each lesson will begin with a video clip, audio file, or excerpt from a read aloud book from the list at the end of this lesson

Introductory Lessons:

- **Day 1 (For Younger Students)**: Introduction to culture
- Begin with an overview of culture and seeing what the students already know about it
- Go through the Google Slides presentation below, discussing each slide as you go:
- <https://docs.google.com/presentation/d/1xQoLQsDxX9oVJTjQthxL6DpfDc-wMIGWATKf4Uckoe8/edit?usp=sharing>
- Have the students relate to their own culture and reflect/write/discuss each topic

- **Day 2 (For All Level Students)**: Introduce the 10 Native Values (slide 29)
 - Discuss how all cultures are different, but the different Alaska Native groups all have these 10 Universal values
- (In person option) Conduct a "Gallery Walk" of what each value means to them
 - Write out each Native Value on a separate piece of chart/bigger paper
 - Display these around the room for kids to see their ideas and those of their classmates

- (*Virtual option*) - Use a program/app such as “padlet” or “flipgrid” to have the students record their responses on chart paper virtually!
- collect and save these OR copy onto digital version for students to reference
- Option: End by showing this video of a modern cultural celebration - Note the similarities and differences from what was shown in the slide show on the previous day
<https://www.youtube.com/watch?v=wbEvNZxS5cg&feature=youtu.be>
- Option: Have students reflect on their own culture using the “My Culture” handout at the end of this lesson

Lessons about the Values: - Follow this framework for each value:

- Introduce a value and refer back to the student’s initial thoughts on the chart paper
- Discuss the value and what it means to them, and how it might relate to your classroom
- **FOR YOUNGER STUDENTS:**
 - play the accompanying short film for that value to show them what each value means and give them some background **OR** read a picture book from the list at the end of this lesson about that value
 - Then show the video/recording for that value in the next step
- **FOR ALL STUDENTS:** Watch the Alaska Native video by scrolling across the bottom to find the starting time listed***
- Have a brief discussion about what the class learned from each short video/excerpt and how it can connect to themselves and their classroom
- This drives home the point that the video is trying to make, and makes the connection more clear for the class
- Students can then write about what they learned, in the form of a monthly goal sheet for themselves on what they plan to do better relating to that value OR an exit ticket on what they learned about each value

Values and Accompanying Videos:

#1 - Respect

- *For younger students* - play the short video to introduce the idea of respect: https://www.youtube.com/watch?v=C_nJJHaNmny or read a picture book from the list at the end of this lesson
 - Talk about how the boy changed in the video with regards to showing respect for the puppy
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> start the video and play until the end of the chapter (~1:48 long) - at about the 1:00 mark, they talk about the importance of respecting EVERYTHING, not just other people
- Discuss with the class how this value could be applied/used in your classroom

#7 - Working together

- *For younger students* - play the short video to introduce the idea of working together: https://www.youtube.com/watch?v=kNw8V_Fkw28 or read a picture book from the list at the end of this lesson

- Talk about how the dad and girl had to work together and how it made EVERYONE feel at the end...
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (start video at ~18:20, play until ~19:40) - shows how important it is for the survival of the collective whole
- Discuss with the class how this value could be applied/used in your classroom

#6 - **Golden Rule**

- *For younger students* - play the short video to introduce the idea of the Golden Rule: <https://www.youtube.com/watch?v=nwAYpLVyeFU> or read a picture book from the list at the end of this lesson
- *For all students* - Listen to this story from a Native elder of the tale of *The Otter and Wolf*
<http://denaina.anchoragemuseum.org/multimedia/denaina/otter-and-wolf.html>
- Discuss with the class how this value could be applied/used in your classroom

#2 - **Sharing**

- *For younger students* - play the short video to introduce the idea of sharing: <https://www.youtube.com/watch?v=1lo-8UWhVcg> or read a picture book from the list at the end of this lesson
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (~21:08 - ~21:56) - Great talk about how sharing is vital to the survival of the community
- Discuss with the class how this value could be applied/used in your classroom

#8 - **Respect Elders** (teachers and parents)

- *For younger students* - play the short video to introduce the idea of respecting elders: https://www.youtube.com/watch?v=38y_1EWIE9I or read a picture book from the list at the end of this lesson
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (~26:52 - ~28:18) - This is kind of a different take on respecting elders, it talks about the importance of honoring the elders through naming and renaming through the generations
- Discuss with the class how this value could be applied/used in your classroom

#3 - **Integrity**

- *For younger students* - play the short video to introduce the idea of integrity and doing the right thing:
<https://www.youtube.com/watch?v=mTsvSAItPqA> or read a picture book from the list at the end of this lesson
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (~30:27 - end) This teaches about humility - how you are not better than others
- Discuss with the class how this value could be applied/used in your classroom

#9 - **Grit/learning**

- *For younger students* - play the short video to introduce the idea of grit and learning: <https://www.youtube.com/watch?v=EUm-vAOmV1o> or read a picture book from the list at the end of this lesson
 - Discuss how Ormie tried SO MANY different things and didn't give up!
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (~1:48 - ~3:32) - This is about storytelling, but is one way that the younger generation learned from their elders
- Discuss with the class how this value could be applied/used in your classroom

#4 - **Acceptance**

- *For younger students* - play the short video to introduce the idea of acceptance: <https://www.youtube.com/watch?v=yu24PZlbkoY> or read a picture book from the list at the end of this lesson
 - Discuss with the class how a lack of understanding can prevent acceptance of others
- *For all students* - <http://alaskanativevoices.com/new-page> - 1st video - they had to accept losing their home and adapt to their new way of living
- Discuss with the class how this value could be applied/used in your classroom

#5 - **Patience**

- *For younger students* - play the short video to introduce the idea of patience: <https://www.youtube.com/watch?v=jfqj7Qs-9Is> or read a picture book from the list at the end of this lesson
 - Make sure to talk about how patience is not simply waiting... it's learning and improving!
- *For all students* - <http://alaskanativevoices.com/new-page> - watch the 2nd video
- Discuss with the class how this value could be applied/used in your classroom

#10 - **Interconnectedness**

- *For younger students* - play the short video to introduce the idea of cycles in nature and the interconnectedness of things in nature: <https://www.youtube.com/watch?v=iGzotj3O2m4>
- *For all students* - <https://www.youtube.com/watch?v=PC5IW4I0fK8> (~19:40 - ~21:08)
- Discuss with the class how this value could be applied/used in your classroom

Materials Students Need:

- Pencil/paper OR writing can be turned in electronically
- Post-it notes for gallery walk

Technology Utilized to Enhance Learning:

- Videos/recordings provided above
- Projector/Smart board to project the slideshow

Other Information

- N/A

Modifications for special learners/ Enrichment Opportunities

- Based on the expectations, struggling learners can draw pictures to help them get their ideas across and label the picture
- Enrichment opportunities include writing a time when each student has experienced this in their life and how they dealt with each situation

Additional Information:

Read Aloud Book Options for:

#1 (Respect Others)

Whoever You Are by Mem Fox

Each Kindness by Jacqueline Woodson

Eddie the Bully by Henry Cole

Rainbow Fish by Marcus Pfister

#2 (Sharing/Giving)

The Giving Tree by Shel Silverstein

One Big Pair of Underwear by Laura Gehl

Should I Share My Ice Cream? by Mo Willems

#3 (Integrity):

Say Something by Peter Reynolds

If Everybody Did by Jo Ann Stover

A Chair For My Mother by Vera Williams

#4 (Acceptance)

It's Okay to be Different by Todd Parr

Chrysanthemum by Kevin Henkes

Emmanuel's Dream by Laurie Ann Thompson

#5 (Have Patience)

Slowly, Slowly, Slowly, Said the Sloth by Eric Carle

Saturday is Swimming Day by Hyewon Yum

Waiting for Chicken Smith by David Mackintosh

#6 (What You Do Will Come Back to You/The Golden Rule)

Anansi and the Moss Covered Rock by Eric A Kimmel

Do Unto Otters by Laurie Keller

The Golden Rule by Ilene Cooper

#7 (Work Together)

Junkyard Wars by Patricia Polacco

Swimmy by Leo Lionni
The Little Red Hen by (various authors)

#8 (Respect Elders/Teachers/Parents)
A Day With Yayah by Nicola Campbell

#9 (Grit/Determination/learning)
The Dot by Peter H. Reynolds
Rosie Revere, Engineer by Andrea Beatty
Thank You, Mr. Falker by Patricia Polacco

#10 (Interdependence)
The Great Kapok Tree by Lynne Cherry
Just a Dream by Chris Van Allsburg
Wolf Island by Celia Godkin