

Technology Over Time

Students explore objects of significance to Kodiak's history, Alutiiq, early Russian & American tools or clothing compare them with today's counterparts. Discuss that the needs we have not changed, but how we meet those needs has changed due to available technology. This lesson is usually conducted in the museum's gallery with resources from the educational collection.

Grade Level: Grades 3-4

Alaska Standards Addressed (see page 2)

Timeframe: 45 minutes to 1 hour

Materials:

- *Objects Across Time* (brainstorming sheet) for background information.
- 6' table covered with cloth, sea otter and sealskins, with these items spread across:
- Household goods from Alutiiq culture*:
 - e.g. stone lamp, spruce root, net sinkers, ulu, model kamleika or piece of gut, baleen, moss, labret, model kayak, seal skin
- Russian goods:
 - e.g. kopek, copper coins, Russian American flag, icons, square nails, earring, map *Island of Cadiack with Environs 1805*, fluff of wool, brick of Chinese tea, tea cup
- American goods:
 - e.g. piece of raingear, table knife, Alaska flag, U.S. flag, dollar bill, map of Kodiak, piece of batting, steel iron, modern iron, tea bag
- Baranov_Kids_Handout.pdf

Procedure:

1. After a brief introduction to the Baranov magazin, why it's important in Kodiak's history; the materials used to create it; a brief story about how it's been used over time; how it is the largest asset in the museum's collection; gather the students and ask them to sit in front of the table.
2. Introduce the concept of basic needs of all people in northern climates: clothing, food, shelter, and warmth. Tell students that while

technology may have changed as to how the needs are met, the basic needs have not changed.

3. Introduce Alutiiq goods to the students, describing how each is used, and show what its modern counterpart is. Pass the objects and allow students to touch and examine the artifacts. During the presentation, refer to the items in the "kamleika case" as examples of Alutiiq ingenuity and craftsmanship.
4. Introduce the sea otter pelt, describe its having the densest fur of any animal. Pass this around to students. Inform students that this little animal is why the Russians came to Kodiak, for purely economic reasons. Share the Russian goods, comparing with modern-day counterparts. Answer any questions or respond to observations the students make.
5. Reintroduce the Museum and its collection, describing what is found in the various galleries. As students view the museum in small groups with a chaperone, direct them to look for examples of how the technology changed over time to meet the needs of Kodiak's citizens in the various cases in the main gallery, the Afognak kitchen case, the Erskine kitchen and living room.
6. After 20-30 minutes of exploration, gather students on the front porch and review what they have seen and how different generations met their basic needs. Distribute *Baranov Kids Handout* if teacher would like a follow up activity to provide feedback.

Assessment:

1. Success will be determined by:
 - a. A variety of ideas and interpretations of the artifacts are exchanged and discussed. Students recall names of ancient tools e.g. ulu, stone lamp, etc.
 - b. Students can define what tools were used to meet basic needs of ancient peoples and relate that while the goods have changed, human needs have not.



Alaska Standards Addressed:

Cultural Standards:

- E.5 Recognize how and why cultures change over time;
- E.6 Anticipate the changes that occur when different cultural systems come in contact with one another;
- E.7 Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

Geography Standards:

- E.1 Understand how resources have been developed and used;
- E.2 Recognize and assess local, regional and global patterns of resource use;
- E.5 Analyze the consequences of human modification of the environment and evaluate the changing landscape.

History Standards:

- A.4 Understand that history relies on the interpretation of evidence;
- A.6 Know that cultural elements, including language, literature, the arts, customs, and belief systems reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- A.8 Know that history is a bridge to understanding groups of people and an individual's relationship to society.

