

Tsunamis & Waves of Change

Using lessons from the Alaska Tsunami Education Program, students will learn about the 1964 tsunami, the forces that shape the earth through several simulations, and the experiences of community elders. They will compare and contrast Kodiak of 2017 with 1964, and explain what they think is the biggest impact of the Tsunami on Kodiak.

Grade Level: (Grades 3-9)

Alaska Standards Addressed (p. 2)

Timeframe: 2 week unit

Materials:

- BarMuse YouTube Playlist: [Waves of Change](#)
- [Alaska Tsunami Education Program Lessons](#) in Unit 1 for grades 5-8; various supplies are needed for the experiments
- Video: *Ocean Fury*
- *Story Bridges: A guide to conducting intergenerational oral history projects* by Angela Zusman, New York: Routledge, 2010.
- Video cameras, sound equipment, laptop computers, iMovie

Procedure: Contact local elders, not in the BarMuse videos, who were in Kodiak in 1964, and inquire if they would be interested in recording their stories with your students. Students may have family members who might be interested in being involved. Depending upon your time frame, the recordings could be on video or audio only. Read up on procedures for collecting oral histories to prepare yourself thoroughly.

Choose lessons in the curriculum appropriate to the developmental level of your students. This example is from the introductory lesson.

- Introduce the concept of tsunamis with Unit 1 lesson *1964 Tsunamis* of ATEPs curriculum:
- Ask students what they know about underwater earthquakes or landslides. Record their answers on the board. Visit the following website: and show students the Alaska Earthquake Information Center animation of tsunami waves inundating a coastal town.

- After



- students have viewed the animation, ask them to answer four questions on a piece of paper: • Why did this happen? • What forces are at work? • Is it common? • Where does it happen most?
- Ask students to set their answers aside, but keep them in mind as they complete today's activity. Explain that students will create an ocean-in-a-bottle to observe changes in the ocean during a tsunami. Follow the lesson plan.
- Progress through the lessons in Unit 1 as they meet the needs of the students, your time and curriculum.
- Introduce the interviewing techniques, collecting oral histories and important considerations for students
- Share the student-created videos in the *Waves of Change* playlist, each day over several days during the progression of the lessons in the unit and as time allows. After each, discuss what emotions, feelings, reactions elders have about the event. What techniques of interviewing were used and worked well for student biographers.
- Explain the process of gathering oral histories and interviewing elders. Students will practice interviewing in teams and recording the interviews of their classmates. Brainstorm questions they would like answered by someone who witnesses the 1964 earthquake. Use these questions when an elder visits.
- Show the movie, *Ocean Fury* afterwards, ask "How is Alaska better prepared to deal with a tsunami today than it was in 1964?" "How do you prepare for an earthquake?"
- Invite an elder into class and have students practice posing questions, recording the interview with audio & video tools, and posing follow-up questions. Afterwards, students will

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practice editing and creating an *iMovie* of their first recording.

- Share the recording on several computers so students are all editing the same movie. By having students edit the same footage, instruction in best practices and techniques can be taught to the whole class, comparisons can be made and shared.
- Once students are comfortable with the software, the hardware and interviewing techniques, ask them to sign up to interview one of the community members who have volunteered for the program.
- Provide them with a chance to meet one another in the classroom, perhaps to launch the project, and to plan time for an interview. Students will work in teams of two-three for each interview.
- Plan adequate time for students and their interviewees to spend time talking and planning their interview. Students may want to storyboard their movies to help them stay organized and make sure they have the shots they desire.
- Adequate time must be allowed for editing the final version of the projects and a screening.

Assessment:

1. Success will be determined by:
 - Student engagement in the project, attentively listening, sharing and participating;
 - Student work is of a quality commensurate to their abilities;
 - Community members feel valued and appreciative of the work they have done;
 - Students create a video that uses qualities of good design and effective oral history techniques,

Alaska Standards Addressed:

Cultural Standards:

A. Culturally- knowledgeable students are well grounded in the cultural heritage and traditions of their community.

A student who meets this cultural standard should:

A.3 acquire and pass on the traditions of their community through oral and written history;

D: Culturally- knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

D.3 interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;

D.4 gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.

History Standards:

A: A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

A.2 know that the interpretation of history may change as new evidence is discovered;

A.5 understand that history is a narrative told in many voices and expresses various perspectives of historical experience;

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; and

A.9 understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.



B: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

B.1 comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

B. 1b human communities and their relationships with climate, subsistence base, resources, geography, and technology;

B.3 recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;

B.5 evaluate the influence of context upon historical understanding

Language Arts Standards for Listening & speaking:

4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Media Arts Standards:

MA: Pr6.1.8:

a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.

b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

MA Cr3 1.7:

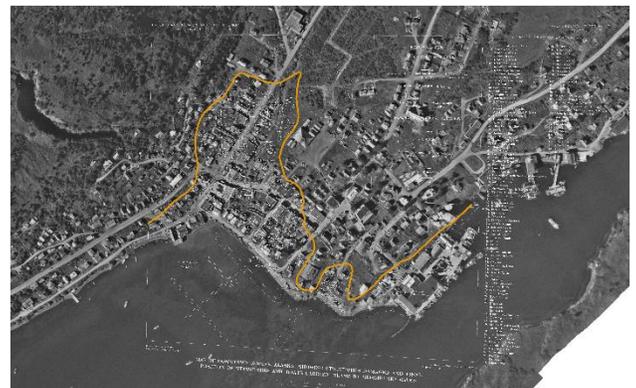
a . Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles



Bev Horn, 1964



Nancy Sweeny, 1964



Outline of path of the tsunami

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