

When I'm 100...

Purpose: to engage students in the history of Kodiak, the changes over time and extrapolate that knowledge to predict what life in the future might be like.

Grade Level: Grades 2-4

Alaska Standards Addressed*pg 2

Timeframe: 1 hour (depending upon age)

Materials:

- photos of Kodiak, and geographic markers of the past, (both digitally and paper versions – 1 per 4 students),
- touch objects, e.g. oil lamp, old iron, egg beater, butter mold, etc.
- digital projector,
- pencils and fast-write paper, “When I’m 100” project sheets,
- construction paper, googly eyes, yarn or cotton, any art material to enhance a face, glue, scissors, completed samples

Procedure:

- 1) Develop discussion to assess students’ knowledge about what Kodiak was like 100 years ago, (or their great-grandparents’ childhood). How did they meet their essential needs—for food, clothing, shelter, transportation, livelihood, family life?
 - a) Project scenes of downtown, the channel, kayaks on the beach, Woody Island, etc. Students pass around these same pictures as projected. Discuss the needs being met, what do the students see in each photo,
- 2) Discuss how life has changed in 100 or so years. What do students think is the biggest change in Kodiak’s society? Do they center around technology that’s available or on something else? Have needs changed?
- 3) Ask: How will life change in 100 years? In 2116, what would life be like? What technology will be used seamlessly?



- a) On a draft fast-write page, finish this sentence, “when I’m 100,...” write why they predict changes or differences.
- b) Think Pair share

Day 2:

- 4) Review the ideas created in previous day’s lesson. Ask students
 - a) What will you look like when you’re older?
 - b) Pass colored construction paper and other supplies. Share examples, of paper-crafted elders. Explain glue techniques and suggest processes
- 5) Students create themselves as they might look as great grandparents. Try to be creative and kind.
- 6) Students retrieve rough draft of “When I’m 100”. Ask peer editors to help with proofreading, then check with teacher. Once draft is ready, copy to final project sheet. This will be glued at the bottom of the elder’s creation.
- 7) Students will share their creations with the class. Questions could be posed of the presenters to learn more about their predictions for the future.

Assessment:

8. Success will be determined by:
 - a) students’ use of historical events realistically predict the future;
 - b) completion of student caricatures;
 - c) predictions are free from grammatical and spelling errors, and conventions of sentence writing are followed.

Alaska Cultural Standards

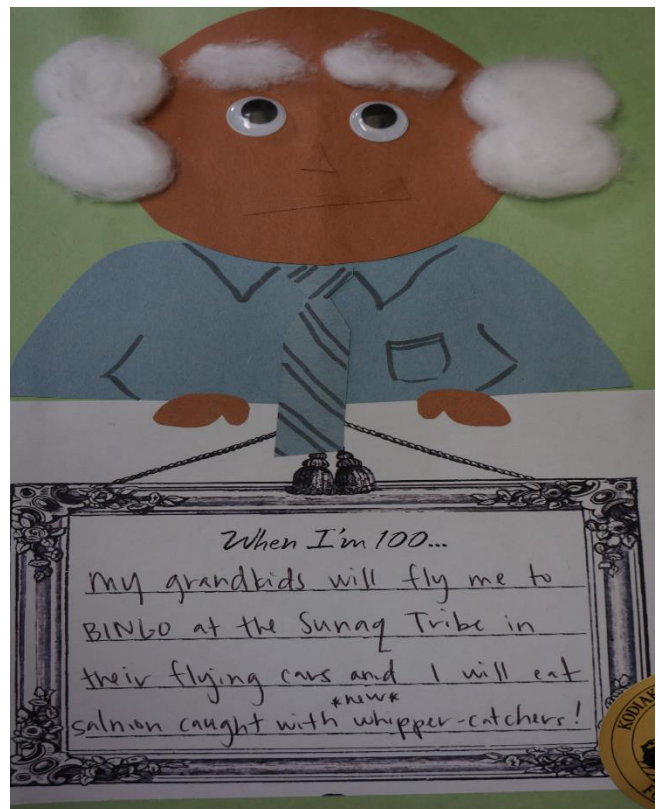
Culturally-knowledgeable students are:

- A. Well-grounded in the cultural heritage and traditions of their community.
 - a. acquire and pass on the traditions of their community through oral and written history;
- E. Demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.
 - a. anticipate the changes that occur when different cultural systems come in contact with one another;



History Standards: A student should

- A.1. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
 - 2. 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;
- B.1. A student should comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - A. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
 - B. the influence of context upon historical understanding.



Language Standards

- (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (at grade-appropriate level)