

Art:

- Consider the connection of knowledge of traditional arts and leadership
- Design beading for fur, leather, string
- Make a Holikachuk Athabaskan drum
- Create music

Social Science:

- Study the local cultural forms of social government
- Think about and discuss the kind of education required of a good community leader (modern? traditional? both?)

Language Arts:

- Read portions of the Alaska Native Land Claim Settlement Act and discuss its the pros and cons for Alaskan Native people
- Connect cultural stories with traditional trapping

Social Studies:

- Compare and contrast traditional and modern government structures
- Inquire into the Alaska Native Land Claim Settlement as the bridge between traditional and modern government

Community Guests:

- Invite Tribal leaders and elders to describe Traditional Holikachuk systems of social government prior to European influence
- Pose questions to elders about what makes a good leader
- Ask elders about the cultural process and meaning of drum making and beading to the Holikachuk people

Math:

- Navigate with map and compass
- Find coordinates in a plane
- Recognize vector quantities as having magnitude and direction
- Interpret the scale and origin in graphs and displays
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Cultural:

- Link tribal system of government to local cultural values
- Discover the connection of the traditional drum to social communication
- Connect historical and cultural designs into beading
- Combine traditional process of beading with creative innovations of students

Science & Technology:

- Discuss, describe, and explain the processes and methods of trapping
- Design, develop, and formulate own methods for trapping using old and new technologies
- Use animal science and cultural observation to make trapping easier
- Learn basic gun safety
- Consider the value of safety and its place in community daily life
- Study fire ecology in the field
- Discuss the relation of health of the land and health of the community

