

<p><b>Lesson Title:</b> Inupiaq perspectives on: Niġipiat Real Food (All materials hyperlinked in Google Drive Folder)</p>	<p><b>Priority Industry:</b> Hospitality &amp; Tourism</p>
<p><b>Anticipatory Set:</b> How will you get the students attention to learn this material? Give students the <a href="#">Matching Card Game</a> cards to try matching the niġipiat with the correct term. (This will be later used as the closure assessment.)</p>	<p><b>Purpose:</b> The purpose of this lesson is to encourage Iñupiaq language use and to identify traditional Alaskan native foods.</p>
<p><b>Connections to Industry/Work Setting/Students' Past Experience:</b> Traditional Knowledge can be shared through cultural tourism and social justice.</p>	<p><b>Objectives "I Can Statements"</b> I can correctly identify 15 niġipiat terms by matching them to the corresponding photo. I can list at least 2 reasons why niġipiat is healthy for me and my community to eat. I can practice Iñupiaq dialogue exchanges about niġipiaq with a peer. I can respectfully document my community's dialect for the class's niġipiat terms.</p> <p><b>Workplace Standards this lesson will achieve:</b> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. Students who meet this cultural standard are able to:</p> <ol style="list-style-type: none"> <li>1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;</li> <li>2. understand the ecology and geography of the bioregion they inhabit;</li> </ol>
<p><b>Instruction:</b> How will you teach/instruct the material? Follow the <a href="#">Niġipiat Presentation</a>. Ways to get familiar with the niġipiat:</p> <ul style="list-style-type: none"> <li>● Definitely through a local knowledge keeper! This is your best option. These are many, many traditional plants, medicines, and foods that are unique to the Inuit land you live on. These are the most commonly found types of niġipiat on tables in the Bering Strait region.</li> <li>● <a href="#">ANTHC's Store Outside Your Door</a>'s Youtube Channel</li> <li>● Plants We Eat by Anore Jones</li> <li>● Discovering Wild Plants by Janice Schofield</li> <li>● Kawerak Eskimo Heritage Program's EHP Plant Book Nanivaŋnaqtuat Nunami Nauruat, put together by</li> </ul>	<p><b>What modeling will you do to teach?</b> Electronic/Virtual on GoogleSlides, but also can print packet for students without internet.</p>

<p>Nome's own Tribal Doctor, Eva Menadelook (available for purchase soon)</p>	
<p><b>Guided Practice: How will students practice this skill with your supervision? What materials will you use?</b></p> <p>Hands-On Activity</p> <ul style="list-style-type: none"> <li>• <a href="#">Piuragviñ Ki Ikaluk</a> (Do you want to play, Go Fish Card Game)</li> </ul> <p>Students will be given a deck of cards to play with 1-3 household members to practice identifying niġipiat foods and terms, as well as practicing the dialogue learned in the lesson. Student A will ask “_____+tuqpiñ?” (Are you eating_____?) The <u>blank</u> is a niġipiaq card they are trying to match.</p> <p>If Student B has the matching card they answer “li, _____tuqtuġa!” and hand their card over to Student A.</p> <p>If Student B does not have the matching card they answer “Naumi, _____tuġitchuna.” (No, I don't have _____.)</p> <p>Example</p> <p>Attasiaq: Uunaliktuqpiñ?</p> <p>Anauk: li, uunaliktuqtuġa! (Anauk hands card over to Attasiaq)</p> <p>The student with the most matching pairs of niġipiat cards out of 12 wins.</p> <p>After a couple of rounds of practicing the Iñupiat exchanges, try this alternative exchange</p> <p>Student A will say “_____+tuġuktuġa!” (I want to eat_____!) The <u>blank</u> is a niġipiaq card they are trying to match.</p> <p>If Student B has the matching card they will answer “_____+tuġiñ!” (Have some _____!) and hand their card over to Student A.</p> <p>If Student B does not have the matching card they will answer “Naumi, _____tuġitchuna.” (No, I don't have _____.)</p> <p>*Ensure students practice the dialogue exchanges in Iñupiatun before cards are handed over!</p>	<p><b>Closure &amp; Assessment:</b> How do you know if the students understand the content of the lesson? Student can correctly match the niġipiaq term to the photo in the Card Matching Game.</p> <hr/> <p><b>Independent Practice/ Extensions:</b> How will the student show they have learned and can perform the skill independently.</p> <p>Summative Assessment/Optional Connection to Podcast Unit: Students will interview a member(s) of the community to document the local dialect of the niġipiat terms using the Voice Recording app on their cell phones. If they do not have a phone, write down the phonetic spelling in addition to the</p>

\*Best printed on cardstock so students cannot see through regularly printer paper. Plus the cards will last for future use.

Indigenous spelling given by the community member. This will be a community effort to collect and revitalize all the dialects of the region for the nigi-piat terms. Use the [Language Revival Form](#) to complete this assignment.

#### Best Practices for Online/Remote Delivery

- Spend significant time orienting students to your class setup
- Live syllabi
- Give students options on how they complete objectives on assessments
- Assume you have at least one student with trauma in your class, and outline clear expectations and boundaries consistently through routines
- Offer personable feedback within 24-48hours upon submission of assignments.
- Welcome student feedback on the course material and have them assist in creating rubrics for summative assessments
- Design a pretest that gets to know student experiences, backgrounds, families, and preferred/non preferred learning styles at the beginning of course to have a culturally competent classroom.