

# Activity #3

## My Community and Its Leaders: A Sister School Knowledge Challenge

(Focus Topic: Governance)

### TEACHERS' CORNER

*Activity #1 was an individual project. Activity #2 included small group projects. Activity #3 is a teacher-led full group activity, although the teacher may encourage students to work in pairs or small groups discussing the Trivia Challenge questions. It is important to encourage students to use the limited knowledge they have of their Sister Site to make guesses and estimations, as these are important skills. Developing interest and curiosity is a higher goal in this activity than playing it safe and only expressing answers students feel sure are correct!*

*Resources from the Alaska Humanities Forum are available to assist teachers in leading the class discussions in this activity. Information about Alaska history and government, ANCSA, and the various forms of government that exist in our state will help students understand the diverse cultural and civic leadership positions in rural and urban areas.*

#### **Instructional Goals:**

- Students will use Trivia Challenge questions to assess what they do and don't know about their own community.
- Students will develop their estimation skills by answering questions about their sister community, based on the limited information they have.
- Students will develop research skills by creating questions that will enable them to have a fuller understanding of their Sister School community and its leadership.
- Students will learn about various forms of community leadership and governance by asking questions.
- Students will gain a fuller view of community and leadership by looking at both the formal (elected) and informal leaders within their own community and that of their Sister School.

#### **Alaska Content Standards addressed in Activity #3:**

##### ***Mathematics***

**A.** A student should understand mathematical facts, concepts, principles, and theories.

- 6) Collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions

##### ***Government and Citizenship***

**A.** A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

- 4) Compare and contrast how different societies have governed themselves over time and in different places

**C.** A student should understand the character of government of the state.

- 1) Understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property
- 4) Understand the importance of the historical and current roles of Alaska Native communities

- 5) Understand the Alaska Native Claims Settlement Act and its impact on the state
- 8) Identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships

### ***History***

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

### ***Technology***

**A.** A student should be able to operate technology-based tools.

- 2) Use technological tools for learning, communications, and productivity

### ***Library/Information Literacy***

**A.** A student should understand and use research processes necessary to locate, evaluate and communicate information and ideas

- 1) State a problem, question or information needed

**D.** A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources

- 3) Access information on local, state, national and world cultures and issues

### **Materials Needed for Activity #3:**

- Copies of the Trivia Challenge (note that the one listed is only a model, and it may be modified by the teacher to make it more appropriate to the class and the community)
- Access to digital cameras, computers, printers, and the internet
- Poster board and markers if RA choose to make a poster-style presentation of the pictures classmates take of the community and its leaders

### **Prerequisite Student Skills:**

- Basic language arts skills expected of students at this grade level
- Skills in using digital cameras and/or scanning photos and drawings
- Basic knowledge of their community, and curiosity about sister community
- Willingness to take risks in guessing and estimating, based on limited prior knowledge

### **Activities for Research Ambassadors:**

- The RA in charge of this topic takes the community pictures collected by the class and makes them into a poster or PowerPoint presentation. They will use this as the core of their short presentation at the Sister School, introducing students there to your community and its leaders.
- The RA in charge of this topic will also take the list of ten questions created by the class, find answers during the trip, and report back during their final presentation. They are encouraged to take pictures of the sister community to use during this final presentation back at home.

**Teachers are to email the completed assignment to your Sister School and get the correct answers to the questions your students created from the Sister School teacher.**

**PLEASE FAX YOUR COMPLETED LESSON ASSESSMENT TO YOUR SISTER SCHOOL COORDINATOR. SEE FOLLOWING PAGE.**

## **Student Activity #3**

### **My Community and Its Leaders: A Sister School Knowledge Challenge** **(Focus Topic: Governance)**

Community starts with our homes and expands outward into the larger world. We've looked at ourselves, our family, and our school. Now we'll expand our view to the village, town, or city in which we live. In this activity, we will play some games using our estimation or guessing powers! Based on the things we've already learned from our Sister School we will create and exchange some fun trivia questions with students at our Sister School. First, we'll try the questions on ourselves, seeing how much we know about our own community, then we'll send the trivia questions to our Sister School to see what they think our community is like. As we find out how well we've guessed, we'll learn correct answers from our sister school students.

**Step One:** All students take this **SAMPLE** Trivia Challenge. Students can discuss answers as a group, but each student must record what he/she thinks is the best answer. This is not a graded exercise. Teachers are not allowed to help with answers.

#### **SAMPLE** Trivia Challenge

1. What are most houses made of in your community?
2. What body of water is your community built around/ along?
3. What mountain range is your community closest to?
4. Who is the Mayor of your community?
5. If your community has a Traditional/Tribal leader, what is that leader's name?
6. What is the next nearest town to your village/town/city?
7. How much does it cost to ride the bus in the urban community?
8. What spring month are you usually able to put your boats in the water?
9. What are the names of the two largest military bases in Alaska?
10. What two things is a washeteria used for?

After the trivia challenge, discuss why some questions were easier than others. How does where you live determine (in part) what you know? How can reading about other places or talking with people from another place expand our experience and knowledge? Should such tests be the basis for determining how "smart" someone is? Why/Why not? Students from your Sister School will have knowledge that students in your community may not be familiar with and visa versa.

**During this exchange, you as students will be teaching each other**, not just relying on your teacher to give you answers.

**Step Two:** Make up *your own* Sister School Trivia Challenge about your town or community. Example: Who is the mayor and/or tribal leader in your town? What is the population of your town? Maybe include some appropriate slang phrases you use often with friends. Try making questions that someone living in your town might know the answer to, but people from another town might not know. Avoid personal questions, like, "what is the name of my brother?" After

you have come up with multiple questions, pick the best 10 questions that you think will “stump” your Sister School classroom.

**Step Three:** Sending Your “Trivia Challenge” to your Sister School: Email your "Trivia Challenge" to your sister school teacher, and see how the Sister School students do. When you get the trivia test from your Sister School, you *cannot* research or consult with anyone outside of the class. You must take it using only your own knowledge. Be prompt in answering the Trivia Challenge and returning it to your Sister School.

**Step Four:** While your teacher is getting the correct answers to your Sister School’s Trivia Quiz from the teacher there, have a class discussion led by your teacher or the RA in charge of this topic. If you and the students from your sister school made up good trivia questions, there should be many missed answers. Discuss how the things we know and value are partly determined by where we live and what we are exposed to. Note how much of what we know is simply because of exposure - we saw it, someone told us, we have read about it, seen it on TV, etc. Example: 5 year olds in China can do something most of us cannot do...speak Chinese (a matter of context and exposure).

Encourage your classmates to ask questions about your Sister School Community even though the questions may seem simple. The questions your Sister School may ask about your school and community might seem obvious, but you should take them seriously. The main point is that you can teach each other about your communities, and in some cases, you may even discover things about your own community before passing that information to your Sister School. *Ask students what some of them learned, or could learn by traveling to a new place or another country.*

**Step Five:** Receiving “Trivia Challenge” From Your Sister School: After you have received the answers from your Sister School, go over the correct answers of the sister school trivia test with your class. You decide if students should take the test as a group, as individuals, or in small groups. Small groups may be best to maximize participation and small group identity/participation.

**Step Six:** Pre-travel Trivia Quiz: As a class, brainstorm 10 questions you would like to know about your Sister School village/town/city and its leaders. Record these on a poster board/butcher paper in your room. The RA in charge of this topic will type your questions to take on the trip, during which they will find out the answers and bring them back to the class.

**Step Seven:** Take pictures of the important places and people in your community. As a group, decide what pictures should be taken and what people are the most important leaders. Be sure to include formal or elected leaders like your mayor; cultural leaders like elders; spiritual leaders like ministers, priests, rabbis; business and educational leaders; and informal leaders like the people others tend to just turn to for advice or help, You may choose to also include student leaders. The RA in charge of this topic may include pictures into a PowerPoint presentation or poster to share in their opening “short” presentation when they visit your Sister School.