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SUGGESTED STUDENT ACTIVITIES

for

FRANK TOBUK - EVANSVILLE

January 1981

## Suggested Student Activities for

### FRANK TOBUK - EVANSVILLE .

The following are suggested student activities to accompany the Frank Tobuk biography produced by the Yukon-Koyukuk School District. We have included a wide range of activities so teachers and students can choose those most suitable for them.

For those who have used the Moses Henzie or Oscar Nictune biographies and student activities, there may be some repeats here. We are not assuming that all teachers have familiarized themselves with the Biography Series materials. Therefore, some important activities are again included. At the same time, you may want to look through the Moses or Oscar materials and see if you'd like to adapt any of the activities not included here.

Hopefully students will find these exercises easy to relate to and relevant to their own lives. A number of the activities invite students to examine and compare aspects of their own village and lives to that of Frank Tobuk's. Perhaps these materials can be used to expand students awareness of their own environment and better understand the tremendous changes that have occurred over a relatively short span of time in the Alaskan Interior.

You will also notice a strong emphasis on using the resources within your village, namely the local experts. Encourage people to come to class and share their view of the village history. Give life to your lessons.

Most of the activities listed here have no "right and wrong" answers. They are designed to draw on student's experiences and interpretation of the world they live in. A primary goal to these

exercises is to help students formulate their own answers as to why things are as they are.

Although the activities are divided by chapters and numbered, many of them would be appropriate anywhere so feel free to mix and match. We also encourage teachers to design their own activities. If you feel willing to share your creations, please write us.

All suggestions and comments from teachers and students about Frank Tobuk or the student activities are appreciated. Send them to:

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## BEFORE READING FRANK TOBUK'S STORIES

1. Look at the front and back cover of Frank. What can you tell about him? What can you guess? Notice the background and the clothes being worn. The two stretched skins on the front cover are otter and wolverine.
2. Where is Evansville? Locate it on your school map of Alaska. Note its relationship to Bettles Field. Where is it relative to your village? What is the distance between your village and Evansville by land? By river? Have you been to Evansville? When? Why? What was it like? (If you haven't got a large school map, use the map on page 10.)
3. Look up Evansville in the Dictionary of Alaska Placenames. If you don't have a copy of this book in your school, try to get one. You'll have many opportunities to use it throughout the biography series. Also, look up your village in the ...Alaska Placenames. What additional information do you think they should have in there about your village? Did you find out anything new from the book? What?
4. Read the Introduction on page 11. Find all the places mentioned, using the map on page 10.
5. What about Evansville? Look through your school's collection of books on Alaska. Find anything you can on Evansville and Bettles Field. (Suggested resource books: Alaska Regional Profiles, Volume VI, Yukon Region; A Thousand Miles With A Dogsled by Hudson Stuck; Two In The Far North by Margaret Murie; Arctic Village by Robert Marshall; Sourdough Sagas edited

by Herbert Heller; Alaska Natives and the Land available from the Superintendent of Documents at the U.S. Government Printing Office, Washington D.C. 20402. Also, include personal experiences of teachers, students or community members as resource materials.

6. English Style: Read the "Note From a Linguist" by Ron Scollon on page 5. Ask your teacher for help with words such as linguist, nuance, succinctness, semantic indirectness, narrative impact, diction and variation. Discuss with your teacher the meaning of the note from Ron. (Note to teachers: You might want to elaborate on the subject of variations in English. Unfortunately students sometimes believe that there is only one kind of English. Variations of English exist for the sake of communication. English is a living language which changes to serve the needs of people in particular situations. For example, "village English" might be appropriate at a potlatch and perhaps not at some job interview in Anchorage. Or, "medical English" might be appropriate at a health aid's training session but not at a birthday party.)
7. Glossary: Look over the glossary list on pages 12 and 13. These are words that appear in the book. You may want to write the glossary words on the board and see how many you know before reading the definitions in the book. When any of these words appear while reading the book be sure to look them up in the glossary if you've forgotten the meaning. (Note to teachers:

The italicized words are Inupiaq, which is the name for Northern or Arctic Eskimos and their language. Please note that the second word in the glossary is spelt wrong. It should be "anutkuq".)

8. Preface: Who is Rhoda Musser? Use the family tree at the beginning of the book to find out Rhoda's relationship to Frank Tobuk. Ask your teacher for help in reading the family tree. You should know the symbols for men and women. Also, what lines indicate the children of Frank and the grandchildren of Frank. Once you know how to use the family tree and are certain of Rhoda's relationship to Frank, read the preface on page 14 and 15.

In Rhoda's school books they called Eskimos the "mystery race". What stereotypes (define) did these books have about Eskimos? (i.e., short and fat-faced) Rhoda thinks much of the history books need to be rewritten. Discuss with your teachers why history books may be biased at times. (Note to teachers: Explain to students the difficulties of writing an objective history. Talk about who may be writing history and where they get their information. It is an important point that students understand that history can be interpreted in different ways.)

Rhoda also talks of Columbus "discovering" the Americas. Discuss the concept of explorers "discovering" people. What would you think if beings from outer space landed in your

village today and put up flags, acted like big shots and said they "discovered" you? (Note to teachers: If you have older students, discuss colonizing and exploitation that went on during the time of Columbus for the benefit of the "mother country".)

Rhoda talks of living in two cultures. What two cultures? (Eskimo in Alaska and U.S. Anglo while in Florida.) Define culture. What culture or cultures do you live in? (Note to teachers: This last question will in many cases lead to the subject of a changing culture, particularly with older students. A changing lifestyle, changing culture, is a major theme throughout the biography series, with Frank Tobuk as no exception. Rapid cultural changes within the Interior affect the lives of almost everyone living in villages. It would be useful for students to explore why changes have occurred rather than romanticize or reject the past. Encourage discussions that will help students better understand the pressures their ancestors faced and the courses of action they chose. If they better understand their parents, they might better understand themselves.)

## CHAPTER ONE ACTIVITIES

1. Wolves: As a class, share what you know about wolves. Write down important points students talk about. Find out more from reading and talking to people in your village. Make a list of things you would like to know, such as: what they eat; where and when they sleep; when they kill animals and what animals. Note the controversy about wolves and moose or other conflicting reports. Write to Fish and Wildlife and State Fish and Game for more information. You might invite them to send a guest speaker to your school with photographs and written material. Do the same for any other animals you want more information about. (Note to teachers: You could do this same activity on caribou in Chapter Four.)
2. Snowhouses: Do you know of anyone who has built them or seen them? Were they ever built around your area? By who and when? For what purposes? What kind of temporary shelters are used now by people in your village if they're out overnight in the winter? What kind of temporary shelters have been used in the past? If they have changed, see if you can discover why.
3. Childbirth: Frank talks about childbirth during his mother's time. How is what he describes different from childbirth in your village? Do most women have their babies in hospitals? When



did this start happening in your village? Is there anyone in your village who has delivered babies and can talk about how it was handled in your village before women started having children in hospitals? If so, interview that person or invite them to class. Find out why most people now go to hospitals to have their babies.

4. Customs: Are there any old Eskimo or Indian customs practiced in your village? What are they? What about new customs from the past eighty to one hundred years that are practiced in your village? List them. (i.e., shaking hands, saying "Merry Christmas", celebrating the Fourth of July, Labor Day, exchanging gifts at Christmas.)
5. Changes: With the first White people to the Interior came many changes. What changes does Frank mention in Chapter One? (You might want to ask the same question at the end of the book for all the chapters.) Interview people in your village and ask them if their old people told stories about the changes that came with the first White people to your area. What were the changes?
6. Names: Frank talks about names changing on pages 19 and 20. Do you know if similar things happened in your area during the early 1900's? Was anyone first known by their Native name and then later by an English name? Does anyone in your village have a Native name now? If so, is it their first given name or did

they receive it later. How did they get their name? What does the name mean? Trace the origin of your name. (i.e., I was named after my grandmother who was named after her mother who was named for a creek in the Brooks range where she was born. Or, I was named after my parents favorite rock and roll singer.)

7. Frank's Family: Look at the photos on pages 20 and 21. Identify the people related to Frank by using his family tree and stories. Not everyone is mentioned in the family tree. (i.e., Ludi Hope, Jenny Sukik, Mary English and Bill English.)
8. Food Prices: Read the section on Old Bettles, pages 20 and 21. Estimate what year Frank is talking about when he mentions food prices. Find out what the following items now cost in your village. (If there's a local store or stores, you might want to compare prices with the cost of having the same item sent in.)

One pound of coffee _____	50 pounds of flour _____
60 pounds of sugar _____	One pound of tea _____

Compare your prices with the prices Frank mentions for the same items in the early 1900's. Be sure to find out wages during that time and compare them with wages now. Does there seem to be a correlation between wages and cost of goods?

9. Mapping: (Ongoing class activity) You will need a large map that shows the same area as the page 10 map in the book. On

a piece of see-through overlay material, have students draw a line for each of Frank's travels. As you progress through the book this map will become cluttered but will give some idea of the distances Frank traveled. You may want to note the method of transportation on each travel line. When discussing Frank's travels, give students some relative scale of distance. For example: If you're talking about a trip to Kobuk from Bettles or Allakaket, show the same distance relative to your village. Please mention that all of Frank's travels are not mentioned in his book. Have students do a similar map showing their own travels. Determine how often they travel and for what purposes. Compare this with Frank Tobuk's travels.

## CHAPTER TWO ACTIVITIES

1. Learning: Frank said he learned quite a bit from his Dad. He also learned a lot of things from the people around him. What kinds of things do you learn and from who? What kinds of things did Frank learn from the mission school? How is that similar or different from what you learn in school?
2. History of Schools: Find out the history of schools in your village. How was Frank's school different from yours?
3. Medicine Man: Were there ever medicine people in your village? If so, when and what did they do? Are there any now? If not, what happened to them? Are they still important today? In the past, were they respected, feared, loved, listened to? In other words, how did people relate to them? Share the medicine stories you have heard with one another. You may want to read the book, People of Kawerak and compare what it says about medicine people with Frank's stories.
4. School Participation: How old was Frank when he quit school? How old do you think you will be when you finish school? Why did he quit school? Do most fourteen year olds in your village trap or go to school or both? Does Frank think it important that young people go to school today? Why?
5. Interview: Work in pairs and choose someone in your village

to interview. The person should be someone who is no longer in school. They could be 18 to 80 years old. Ask this person what it was like when they were your age. Have a list of questions ready before you visit this person. Some of the questions you could ask are: Where were you living? How did you get food? Who did you live with? What kind of work did you do? What kind of play? Did you go to school? What was it like in the villages? You could tape record your interview or take notes. Write a report on what you find out. (Note to teachers: You might add other themes or topics from other chapters to the students' interview questions. You could also ask students to invite their favorite story teller to class.)

6. Village Languages: Frank Tobuk speaks more than one language. What are they? (Note to teachers: If you want to be more specific about Frank's languages, the Eskimo language is Inupiaq and the Athabaskan language is Koyukon.) Do you know anyone who can speak more than one language? How many people in your village speak more than one language? What are the languages? What are the different situations people use these languages for?
7. Special Languages: Do you have any special languages or different ways of talking in certain situations? For example: computer language, dog mushing language, church language, special ways

of talking at home or in school or with your friends. To illustrate this question, have seven pieces of scratch paper ready.

1. Take one piece of paper and write the number one and a word you use only in school and no where else. It could be a word you've invented. Don't write your name on the paper. Everyone should then pass this in to the teacher so he or she can write the words on the board.
2. On another piece of paper write the number two and a word used only at home and no where else. This doesn't have to be an English word. Hand in this piece of paper.
3. Write the number three and a word never used in school.
4. Write the number four, write a word never used at home.
5. Number five, write a word used with your best friends and no one else.
6. Number six, write a word never used with your best friends.
7. Number seven, write a word you've only written and never said aloud.

(Note to teachers: At the conclusion of this activity ask students if in general they have the same way of talking all the time or different ways. You might have some discussion of why.)

8. More on Different Ways of Talking: Describe what your day was like yesterday. Do this in a couple of sentences for your teacher. Now, describe the same thing again. This time write

it the way you would to a best friend. Finally, describe the same thing again the way you would for an older person in your village that you like a lot. (Note to teachers: If students seem embarrassed about this activity, you might tell them they need not hand it in. The main point is for them to see whether they found any difference in the way they wrote the three descriptions and, if so, why. You may also want to choose a more appropriate topic for them to write about.)

## CHAPTER THREE ACTIVITIES

1. Trapping: Is trapping an important livelihood in your village? Has it been in the past? If so, since when? How many people from your village trap now? How many did twenty, forty and sixty years ago? (Ask people in your village.) What are some of the causes of trapping patterns changing in your village? Invite a couple of trappers to class to talk about these topics and any other questions you have. Ask them how they learned to trap.
2. Freight With Dogs: Does anyone freight with dogs in your village? If so, what do they haul and to where? When? What kind of things were freighted in Frank Tobuk's younger days? How else could these things be freighted in various seasons? (See page 39 on boats) Frank mentions the N.C. Co. which is where many people in villages used to get most of their goods such as food, tools, fabric, traps, matches and so on. These goods were often brought in on barges by sternwheelers. How do those things come to your village now? Does your family get most of their goods from some place besides your village store?
3. Photographs: Take a good look at the photographs in Chapter Three. Choose three of your favorite and then write something about one of them. Your writing could be something new you researched that wasn't in the book. For instance, how sternwheelers run.



4. Hudson Stuck: Frank mentions Archdeacon Hudson Stuck on page

34. Find out more about Hudson Stuck from other sources.

You could look in the index of other books in this biography series to see if he is mentioned. Hudson Stuck also wrote several of his own books. Ten Thousand Miles With A Dogsled is one of them. Request the book from your regional library if it isn't in your school. Some people in your village might know something about Hudson Stuck. Ask them. (Note to teachers: Encourage students to use the indexes of biography series to cross reference subjects.)

## CHAPTER FOUR ACTIVITIES

1. Animal Calls: Look up *tuvaaqtuqtuq* in the glossary on page 12. Do you know how to call any animals? Does anyone else in your village? Which animals and how? Why call them? (i.e., Call a bull moose in rutting season by rubbing or hitting a tree with a stick.)
2. Food Sharing: Frank talks about giving meat to people unable to hunt. What happens in your village now if people can't hunt or get their own food? Can everyone get food all of the time? What are the things that can happen to a person or family to prevent them from getting food? What about old people or sick people? What about someone who is disabled and can't work? Do they get help from neighbors, relatives, or government assistance? Does the situation in your village appear different to what Frank describes? If so, how?  
(Note to teachers: Try not to be judgemental about people who may be having a difficult time getting by. Mention times throughout history when people have had a shortage of food.)
3. Akutuq: What is akutuq? Can you make some for a class project? Get a recipe for it from someone in your village or write to someone in another village.
4. Caribou: Do you get caribou in your village? Do you have

anything made out of caribou? What? (Think about clothing, blankets, boots, snowshoe filling, etc.) If you have things made from caribou, but no caribou, where do the things come from? List all the things caribou can be used for.

5. Moose: List all the uses of moose. What is a moose like in rut? What is the meat like during that period? Why does Fish and Game have laws about moose? Find out what the laws are in your area. See their hunting regulations booklet. Ask your parents and other people in your village what they think of the moose hunting laws. Do they think they are fair? What changes would they like to see made? What should people do if they want to see the law changed? Write to Fish and Game and your legislators to find out. You could do this same activity for any of the game in your area.
6. Learn More About Another Village: Choose a village important in Frank's life; such as Bettles/Evansville, Allakaket, Wiseman, or Kobuk. Kobuk might be a good one if you are unfamiliar with Eskimos. Write to students in that school. Tell them about yourselves, your activities, customs, your surroundings. Ask them to do the same thing. Explain your work with Frank Tobuk's biography and that you are trying to learn more about another village. Keep a scrapbook of the things you learn about the village of your choosing. If they do the same you might exchange scrapbooks for awhile. Look into raising money for a student exchange

trip. (Note to teachers: You may use this activity later and choose a village highlighted in one of the other biographies.)

## CHAPTER FIVE ACTIVITIES

1. Subsistence/Wages: Is it difficult to work fulltime for wages and lead a subsistence life at the same time? Why or why not? (Note to teachers: Define subsistence and stress the amount of time required in living a subsistence life. Use Chapter Four of Frank Tobuk as an example.) Is it difficult to lead a solely subsistence life and not work for wages at all? Do you know anyone who does? What kinds of things do you feel are necessities which require money? List them. What about food, clothing, fuel, etc.?
2. Trophy Hunters: What about trophy hunters? Are they around your village? Do they take the meat when they kill an animal? How do you know? What do other people in your village think about trophy hunters?
3. Campfire: If you had to camp out overnight without a tent, what would your camp and campfire look like? Describe or draw a picture of it. See if you can put yourself in the picture. You might do this activity before reading Frank's description on page 54.
4. Snowmachines: Frank says they're a big help. How? Are they a big help in your village? Why or why not? What's Frank's advice if you use a sno-go? (See page 54.) Share snowmachine

stories that happened around your village. Invite someone to class to talk about snowmachine safety and maintenance.

5. More on Food: What does Frank consider good food for him? How does he get it? Where do old people in your village get their food? Is any given or shared with them? What kind of food? Ask people in your village what they think is good, healthful food. Make a list of what you think is good food for you. Make a list of what your parents think of as good food. Make a list of what a person sixty years or older thinks of as good food. Are there any differences in the three lists? What are the differences? Does any one group seem to prefer certain kinds of foods?
6. Village People: How old was Frank Tobuk when this book was written? (1978) Is there anyone in your village about that age? Invite them to class to talk or interview them and write a report on your visit. Make a list of the questions you'd like answered before visiting. You could look through Frank's book and find the most interesting topics. Ask the people in your village about those topics and see how different or similar their life is to Frank's. (Note to teachers: This activity is similar to Chapter Two #5.)
7. Village to the City: Read Frank's story entitled "Taxi Ride" which begins on page 57. What were some of his difficulties going from his village to a big city? Ask people in your village

what their difficulties were the first time they went to Fairbanks or Anchorage alone. Has anyone in your class been to Fairbanks alone? Ask them what it was like. If they had any problems, ask them how they solved them.

8. Alaska Native Claims and Native Corporations in Alaska. Review what you know about the Alaska Native Land Claims and Native Corporations in Alaska. What are Frank's main concerns in these areas? Find out what different people in your village think about these issues. Some people say it is important for young people to be educated so they can take over the corporations in the future. If people in your village say this, ask them why.
9. Dependency on Outside Food: What would happen if all shipping from Outside were cut off? How much of your food is from Outside? Look at the labels of food in your house. Are they made Outside? Write a short story telling what you think could happen in your village if suddenly no more food from Outside were available anywhere in Alaska. Could everyone in your village be supported by a subsistence lifestyle? Why or why not?

## END OF THE BOOK ACTIVITIES

1. Chapter Highlights: Divide the class into five groups. Each group should be assigned (or choose) one of the chapters and do a mural telling about their chapter. You can try to portray the entire chapter or one event.

OR

Divide into five groups and have each group dramatize one chapter.

OR

Write a poem for each chapter.

2. Index Activity: Choose topics or people of particular interest from the index at the back of Frank's book. Cross reference your chosen topics with the other biography series books. Use the index in each book to help with your cross references; or, as a class puzzle-solving activity, using indexes, find all the names, placenames and topics Frank mentioned that are repeated in another biography series book. Look up these repeated subjects and see if more information is given.
3. Familiar People: Do you know anyone in this book? At the end of Frank Tobuk, have students make a list of any people from the book that they know. Ask students with lists to share a story (other than one in the book) about one of the people. If this book is about a person in your village, nearly everyone will be known. So, have students share a few of the new things they learned from reading Frank's book.