J. Berry, 10-28-26

In MS Art, we started the year with studying the elements of Art and the Principles of Design. We have drawn Alaskan animals, landscapes, buildings, cartoons, and people. We think that People are difficult to draw! We carved soap and made cordage from sea grass. The students work hard and help each other.

For Halloween in MS ELA, we studied Inuit mythical stories and focused on how each one teaches a lesson. Then we wrote our own mythical story with a lesson for younger kids.

J. Heinrich 1-26-26

We had soapstone carving, Big thank you to Ben Jack and Liifik Behavioral Health Services for their help in bringing in supplies for the students to use. (Monday Indigenous Peoples Day)

Tuesday, we had Beaver Processing. Trapped a beaver, and brought it into the classroom to process. Invited the other High School classes to come join us in my classroom.

We harvested the hide, and then we broke the beaver down into the fundamental meats. Students got to go hands on and we pulled the legs, and the back straps. Once the main edible meats were removed, we harvested the castor glands, and we also harvested the edible organs. Mini Biology lesson making comparisons between beaver and us. How they are put together, and how we are similar. By the end of the afternoon, we had ribcage & spine cleaned up, heart, liver & tongue in the edible organs pile. Another pile of the meat from the legs and back. (Students deboned the front & black legs.), We had the skull and some leg bones we are saving for future clean up & crafting. We saved the beaver tail to be processed later for tail leather and making Beaver oil, and we pulled the castor glands, talking about why we do that after all the edible meats have been removed. THe spine & ribs along with the edible meat & organs were saved and donated to a friend with a dog team.

Hide, feet, tail, skull, bones, and castor glands will be saved for future student learning opportunities.

Processing animals can be an impromptu biology lesson. Seeing how things are all connected and where it all is located. Lungs & Heart in the ribs, kept separate from the digestive system with the diaphragm. Processing local resources.

Last week Digital design class designed a logo for there salve. We used the glow forage to etch the student created design onto salve tin lids. Tomorrow the digital design class will be making stinkweed salve with muskox tallow that has been rendered multiple times. Students will have salve for themselves, but also to give away to family and friends.

L. Garland, 1-=28-26

Students building suspension bridge that can support weight for STEM



