

**December 9th School Board Meeting: Classroom Snapshots**  
**Nome Education Association**

**Jon Senas Story: Middle School History (ACSA)**

In this activity, our class is gathered around the table playing our “Conquistador Game,” a fun pre-lesson activity designed to help us understand how exploring and taking over new lands happened in history. Students worked together to move pieces across the map, make choices about lands, and collect resources. The game also included vocabulary challenges and a short video analysis to help everyone build stronger background knowledge about the topic. Its purpose is to let students experience how different groups in the past competed for land and supplies, and how those actions affected the people already living there. This activity prepares us for a clear and thoughtful discussion about colonialism and its impact in a way that 5th graders can understand. Everyone was excited and engaged though some were not happy with the game’s results and there were plenty of playful complaints afterward. Still, I am very happy that they were able to understand the learning goal of the game.

**Marivic Vetrico: Elementary School Teacher’s Aid**

Practicing collaboration and critical thinking are ways that students are challenged to work together and come up with solutions on issues they are trying to discuss. They learned about teamwork and listening to different perspectives and realized how a small action can make a big difference.

**Erica Rhodes: NBMS ELA and NBHS Spanish 1 and 2**

My 8th grade English Language Arts class has been doing Art Friday all year. At the end of each week, we set down our pencils and keyboards and classroom novels, and we exchange them for sharpies, paint brushes and oil pastels. We discuss warm and cold colors, texture, multi-media art and blending. Sometimes our art helps us reflect on what we are reading and writing in class, and sometimes our art just helps us calm down, reconnect with ourselves and each other, and embrace abilities and interests that aren't always developed in the classroom. A few of my students read or catch up on missed work, but mostly they draw and paint and create. Our last project had them illustrating nuclear explosions, related to a reading about Project Chariot in Point Hope. Our current project is creating holiday cards for Nome elders at QCC & the XYZ center.

If anyone would like to join us for art, it's every Friday from noon-1pm in my classroom, and you're more than welcome.

**Tamara Lee: High School Language Arts**

Liben, Wharry and Coulter and I have teamed up to emphasize the importance of reading and analyzing informational texts across the academic disciplines. I have begun a unit analyzing non-fiction text elements to deepen the students knowledge and understanding of the information they read. Teachers have provided me with informational texts from their current units of study so that we can apply real world applications of reading in all subjects. The partnership will also strengthen background knowledge as students are able to read the informational texts closely several times.

**Rachel Ventress: ACSA Language Arts**

ACSA science and writing teachers Keane Richards and Rachel Ventress collaborated to have students evaluate the environmental impacts of various proposed economic development projects and draft letters explaining their findings, evaluation, and whether or not they support the proposed project. Students used place-based learning to evaluate real projects with very real implications, and they learned the process and structure of writing a formal letter to present their findings. Keep an eye out in case the Nugget decides to print any of their letters!

#### November 11th School Board Meeting: Classroom Snapshots

##### **Kim Erikson Story: Elmenarty School, 3rd grade**

Mrs. Leeper comes in on Friday afternoons to help Mrs. Erikson with art class for all three, third grade classrooms. Mrs. Leeper usually has the activity chosen and the skills to be covered before she comes in to teach. Mrs. Erikson then proceeds to collect all needed materials for the lesson. So far we have drawn animals (moose), made origami pieces and drawn a haunted house using 1-point perspective. We can't wait to see what else we will be learning this year!

##### **Tamara Lee Story: High School Language Arts**

A classroom activity that was enjoyed by all and enriched our learning was a kinesthetic activity that connected comprehension and visualization techniques of the novels we are reading (Romeo and Juliet for 9th grade and Things Fall Apart for 10th). During Act I Scene V of Romeo and Juliet, ninth grade students created masks to help them recall and comprehend that Romeo went to the masked ball to meet Rosaline but this is where he actually met Juliet. Sophomores created maps of the small village of Umuofia based on the village described in the novel and what they visualize during their reading. Their art is on display in the hallway outside of the classroom!

##### **Jon Senas Story: Middle School History (ACSA)**

Recently, Alaska experienced the effects of Typhoon Halong, making our lesson directly connected to real events in the state. In line with our Social Studies standard, “Analyze the impact of natural disasters and human-induced hazards on human populations,” students worked in groups to create a Disaster Impact and Response (DIR) Map. They examined how families and the government prepared before, during, and after the typhoon, the damage it caused, and what lessons communities can learn from the experience.

After completing their DIR Map, students used their findings to create a poster that visually presented the impact of the typhoon and key preparedness strategies. A few groups then volunteered to present their posters to the class, sharing both the impacts they identified and their suggestions for improving preparedness—such as keeping emergency kits ready, ensuring clear communication plans, and strengthening community support systems.

This activity helped students understand that natural disasters require readiness, cooperation, and resilience so communities can stay safe and recover effectively.

### **Jen Berry Story...Middle School Science**

During my 6th grade Space unit, I taught Ray Bradbury's "All Summer in a Day", which is a story about a girl from Earth who moves to Venus and is bullied by the kids there. She has seen the Sun, but they only get to see it once every seven years. We discussed many SEL topics and I challenged my students to find new kids to sit with at lunch and include them in their friend groups. It was powerful!