Library of Congress LIVE and the American Folklife Center present:

Chuna McIntyre
Yup’ik - The Real People
November 12, 2003

Learning Guide

This handout is designed to help you and your students enjoy, prepare for, and discuss the performance by Chuna McIntyre. Included inside are background information, vocabulary of key words, an introduction to our co-sponsors, and student activities.

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About Our Co-Sponsors:

The Library of Congress is the largest library in the world, with more than 120 million items in more than 400 languages. Founded in 1800, and the oldest federal cultural institution in the nation, it is the research arm of the United States Congress and is recognized as the national library of the United States. Library of Congress LIVE presents educational outreach programs throughout the school year. Learn more at: www.loc.gov/kidslc

The American Folklife Center was created in 1976 by the U.S. Congress to “preserve and present” the great heritage of American folklife through programs of research, documentation, archival preservation, reference service, live performance, exhibition, publications, and training. The American Folklife Center includes the Archive of Folk Culture, established at the Library of Congress in 1928, and now one of the largest collections of ethnographic material from the United States and around the world. Visit online at: www.loc.gov/folklife

Program Goals:

Students will experience a variety of traditional Yup’ik song, story, and dance performance by Chuna McIntyre. Students will learn about traditional folk practices and efforts to preserve and celebrate Yup’ik culture.

Education Standards:

LANGUAGE ARTS (National Council of Teachers of English)
Use listening and observation skills to gain an understanding.
Standard 9 - Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

GEOGRAPHY (National Geographic)
Standard 4 - Places and Regions: The physical and human characteristics of places.

SOCIAL STUDIES (National Council of Social Studies)
Strand 1 - Culture: Experiences that provide for the study of culture and cultural diversity.
Strand III - People, Places and Environments: Analyzing human behavior in relation to its physical and cultural environment.

MUSIC (Consortium of National Arts Education Associations)
Standard 9 - Understand music in relation to history and culture.

Chuna McIntyre is a Yup’ik artist who lives in the village of Eek, in Southwest Alaska, on the coast of the Behring Sea. He was raised there by his grandmother, from whom he learned the dances, songs, and stories of his ancestors. He founded and directs Nunamfca ("of our land") Yup’ik Eskimo Dancers to allow Natives and non-Natives to experience Yup’ik culture.
Additional Resources:

WEB RESOURCES
The National Museum of the American Indian website NMAI Conexus includes a slide show of a performance by Chuna McIntyre under “Visiting Artists Online.”
www.conexus.si.edu/mcintyre_c/index.htm

You can listen to and see Yup’ik songs and dances performed by Mt. Edgecumbe High School Yup’ik Dance Troop at:
www.mehs.educ.state.ak.us/organizations/yupik/yupikframe.html

The Yup’ik mask exhibit Agayuliyararput: Our Way of Making Prayer: The Living Tradition of Yup’ik Masks can be viewed online at:
www.si.umich.edu/CHICO/yupik/yupik.html

Two major Native American digital collections are available online at the Library of Congress’ American Memory site:

   Between 1900 and 1930, Edward Curtis traveled throughout the American west, Alaska, and Mexico documenting more than 80 American Indian groups, including the Yu’pik. His invaluable survey is controversial because, in his enthusiasm to document customs, dress and ceremonies that were falling into disuse, he manipulated his subjects and their surroundings to produce a romanticized view of Indian life. Over 2,000 of his photographs can be viewed online at American Memory (type Edward Curtis into the search engine): memory.loc.gov
   For a discussion on Curtis’s photographs, see the American Masters series, Edward Curtis: Dialogue at:
   www.thirteen.org/americanmasters/curtis/

   Both collections are presented on American Memory by the Library of Congress as part of the record of the past. These images reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress and the institutions from whose collections these materials are drawn do not endorse the views expressed in these collections, which may contain materials offensive to some.

FILM & VIDEO
The Library of Congress’ Motion Picture & Television Reading Room holds nearly 150 documentaries on American Indians, including the following:

Alaska: The Yup’ik Eskimos, Chevron, USA, Inc., 1985. VBF 2178
Depicts the relationship between the Yup’ik people and their environment, and shows how they work to maintain a balance between the life of the elders and the modern world of the Yup’ik teenagers.

Religion and culture of the Yup’ik, focusing on the social institution of the potlatch, in the Yup’ik language with English subtitles.
BOOKS
For Teachers


BOOKS For Students
Non-Fiction


Fiction


MUSIC


Search for additional materials at the library under the following subject headings:

Yupik art
Yupik dance
Yupik Eskimo(s)
Yupik Language(s)
Yupik Mask
Yupik Mythology
Student Activity: Exploring Masks

Description:
Students learn about various cultural uses of masks. (See performance by Chuna McIntyre, the Yup’ik mask exhibit Agayuliyararput: Our Way of Making Prayer: The Living Tradition of Yup’ik Masks at:www.si.umich.edu/chico/yupik, or other materials on masks). They will design and make a mask that depicts a character in a story they read or write themselves.

Purpose:
To explore the use of masks.

Focus activities:
1. Yup’ik masks - Students describe the masks they saw in the Chuna McIntyre performance, in the Yup’ik mask online exhibit, or from other sources. What forms do these masks take? What is the purpose of masks in storytelling? In dance?

2. Select a story that can be performed with masks. You might read one of the Yup’ik stories listed in the book list, or have students write a story.

3. Students design and make a papier mache mask. Have students first sketch and color a design for their mask. Have them cut out the openings and model their mask before working in papier mache. Mix three parts water with one part flour until smooth. Dip torn or cut strips of paper into the water/flour mixture and place onto a form (bowl, balloon, face form, plastic jug). Leave openings for eyes. Once the mask is dry, students can paint the remaining features and decorations.

4. Have students perform the selected story for the class.

Image credits:

Photo of Yup’ik Mask for mask activity is a Kuskokwin animal mask, 1920s collection of Thomas Burke Memorial Washington State Museum, University of Washington, Seattle. 1.2E634. Published in The Living Tradition of Yup’ik Masks. www.tribalarts.com/feature/riordan/yupik_img2.html

Photo of Chuna McIntyre from National Museum of the American Indian website: www.conexus.si.edu/mcintyre_c