

ALASKA STUDIES CURRICULUM GUIDE EXCERPTS OVERVIEW

Organizing Ideas

Statement of Purpose

As directed by the Anchorage School Board and administration, the Alaska Studies Course is designed to:

1. Ensure that students have a strong foundation in the historical and cultural contexts of issues facing the state so they can become informed voters.
2. Provide students with analytical skills that will allow them to thoughtfully weigh issues and make choices about Alaska's future.
3. Instill in students a sense of community that goes beyond their group or region to include *all* Alaskans and *all* of Alaska.
4. Guide students toward an adulthood characterized by a sense of responsibility, a commitment to contribute, and a stance of stewardship toward Alaska's people and resources.

Educational and Philosophical Premises Leading to Teaching Strategies

The design of the Anchorage School District Alaska Studies Course was based on several educational and philosophical premises. These include the following:

1. People learn about places and people from particular perspectives; students should learn to recognize the perspective inherent in any selection.
2. Students learn best through personal involvement in the subject and in working with their peers; this suggests that they participate in group work, discussions, and other interactions with each other and with adults.
3. Students learn the social sciences best through personal exploration, examination, and analysis of a combination of primary and secondary sources, incorporating Document Based Questions (DBQs) into the endeavor.
4. Students will be most motivated to undertake a study of Alaska when they feel that they have a personal stake in its future.
5. Teaching materials should be designed to accommodate different learning styles.
6. An understanding of the chronology of Alaska's history is a basic tool to understanding contemporary issues and challenges.

Enduring Understandings

While the organizing ideas were the general goals under which the curriculum was designed, 23 enduring understandings represent the concepts and content that should remain with students long after they have completed the course. Each unit begins with a list of the enduring understandings it strives for. A compilation from all six units appears at the end of this Foreword.

Teaching Strategies

Materials

This course does not rely on a single textbook, but rather on a broad range of materials, arranged in units. Course materials include primary source documents (maps, demographic data, historical and contemporary photographs, copies of legislation, newspaper stories, autobiographical essays, recorded interviews with Alaska's leaders, artifacts, and museum exhibitions). They also include secondary materials, such as

historians' interpretations of events, newspaper editorials, anthropological ethnographies and summaries, ethnographic films, and timelines assembled by historians. Course materials comprise those traditionally considered part of the social sciences (history, anthropology, geography, economics, political science) as well as some that are more often considered the purview of literature (oral traditions, contemporary essays).

Students will learn from print, media, and electronic formats. Many web sites are referenced in the hope that students will have access to this rich resource. Whenever documents from a site are required to undertake class activities, these have been duplicated in hard copy and included in this guide or in the collection of resources available at each school.

As noted above, materials have been color-coded by unit.

Process skills

This curriculum was specifically designed to engage students in higher-level thinking skills. Students will find they will be asked to go far beyond identification of facts, to synthesis, analysis, interpretation, and evaluation. The pilot test indicated that these activities are unfamiliar to some students. The curriculum writers therefore revised the original plan in two ways:

1. They designed lessons with direct instruction in some skills, including, for instance, ways of studying primary source documents.
2. They provided for the teacher a list of the process skills students will use during each unit. If there are skills that the teacher knows are new to students, he or she might want to design a class with direct instruction on those skills.

Adapting the unit to your students' backgrounds, interests, and abilities

If yours is a bilingual, special needs, honors, or seminar course, you will naturally adapt the lessons so they are appropriate to that situation. The curriculum has been reviewed by teachers and education specialists who represent these interests, so you should find suggested strategies that suit your needs. If not, make necessary adaptations.

Unit Sequence

Course duration

Although a semester is 18 weeks long, only 16 1/2 weeks of lessons are described in this guide, in recognition of the fact that some instructional days are taken up with testing, assemblies, and other all-school activities beyond the control of the teacher. The curriculum is divided into six units, and each unit is further subdivided into lessons. The lessons are of varying lengths, to accommodate differences in period length, prior student knowledge, and the duration of activities necessary to explore the lesson topic. The units' lengths are as follows:

| | Unit | 50-minute periods | 90-minute periods |
|---|-----------------------------------|--------------------------|--------------------------|
| 1 | Introduction | 7 | 4 |
| 2 | Alaska Geography | 8 | 5 |
| 3 | Alaska's People | 15 | 8 |
| 4 | Thematic Chronology | 30 | 17 |
| 5 | Alaska's Modern Political Economy | 16 | 9 |
| 6 | Forum for Alaska's Future | 5 | 3 |
| | Total | 81 | 46 |

Organization of the materials

Each of the six units has a signature color and symbol which are used in the Teachers' Guide, the worksheets, and the student readings. The worksheets are arranged in order at the back of this binder for easy removal so they can be duplicated. Student readings are gathered in booklets, at least one per unit. Supplementary materials that need to be hung on the walls or placed in centers throughout the room are stored in a portfolio folder, color-coded and labeled according to unit and lesson for easy organization and storage.

Weeks 1 and half of Week 2: Introduction

As students walk into class the first day, they are greeted with the class syllabus and a description of the course contents and requirements, including the requirement that they undertake a long-term project. Then, as an icebreaker, each student is handed a copy of *Trends in Alaska's People and Economy* and an *Alaska Almanac*. Students are directed to specific pages in these books and given short, fun tasks to perform, based on the information the books contain.

On the second day, students begin the process of understanding the historical method by dealing with primary sources. They look at historical maps and old newspaper articles about Anchorage. In this one activity, they 1) hone their primary document source skills; 2) learn about Anchorage's history; and 3) start to get a sense of place about Anchorage.

The unit ends with an explanation of the semester projects, which will take a form similar to national History Day projects. Students receive an assignment sheet with due dates.

Half of Week 2 and Week 3: Alaska's Geography

The introductory unit leads into a one and a half-week study of Alaska's geography. Students participate in group work, each group concentrating on one of Alaska's six regions. Their study introduces them to the five themes they will study in depth during the rest of the course (*population, land, resource, governance, and cultural landscape*). The group reports include sections on the early peopling of Alaska, its physical geography, natural resources, and historical relationship of people to the land. Students critique each group's presentation.

Weeks 4 through 6: Alaska's People

The class keeps its broad view of Alaska in the next unit, which starts with a snapshot of who lives in Alaska today. Students spend more time with *Trends in Alaska's People and Economy* and do internet research on census information to compile a profile of Alaska today. They follow this exercise with a week-long study of Alaska Native cultures and a field trip to the Alaska Native Heritage Center. They then look at the waves of immigration to Alaska, undertaking a case study of one immigrant group. Their reading includes Mike Doogan's book on Alaskans' stories, and they write personal essays on "Being Alaska."

Weeks 7 through 12: An Alaskan Thematic Chronology

The class now switches gears to undertake an historical survey of Alaska. They continue to hone their skills in the historical method through use of primary sources and biography. They consider how humans measure time.

This historical study is characterized by a "post-hole" approach, as opposed to a strict chronology. The class is directed to several important events or periods in Alaska's past, looking at each through the previously mentioned themes (*population; land; resource* harvest, use, and development; *governance*; and *cultural landscape*). The post-holing is augmented by student investigations of materials relating to Alaska's early days as an American colony, its territorial days, the switch to statehood and modern Alaska, and land claims.

Weeks 13 through 15: Alaska's Modern Political Economy

This unit takes a political economic approach to Alaska. Having gotten a good contextual background of Alaska's land, people, and history, students now return to the "snapshot" approach undertaken at the beginning of the unit. They look more closely at Alaska today, producing summaries of Alaska's economy, politics, issues in the news, urban-rural issues, and socio-economic trends. They look at the legacy of ANCSA, the Regional Corporations, and how they are faring today. They study the Permanent Fund and its future.

Week 16 and half of Week 17: Forum for Alaska's Future

Students hand in their semester projects and set up tabletop displays that stay up until the end of the semester. This unit is flexible, depending on how much time the teacher has available. At the least it will include review and final exam, with suggestions for a variety of wrap-up activities as well. These include holding a public hearing, staging a town hall meeting or mock legislature, or putting on a community potlatch.

Alaska Standards

This unit most directly addresses standards in history, geography, Alaska cultures, and government/citizenship. However, many suggested activities both call for and reinforce standards in other disciplines. A complete list of standards addressed in the curriculum follows this Foreword.

Direct Instruction

Each unit is preceded by a list of Alaska Standards that are directly taught through the activities in the unit. Most of the Geography, Government and Citizenship, History, and Cultural Standards are the subject of direct instruction in the unit.

Reinforcement

Each unit is also preceded by a list of Alaska Standards that are reinforced through instruction. Because this unit requires active student engagement in finding, analyzing, and evaluating information, students will reinforce skills in English/Language Arts, Library/Information literacy, and the social sciences.

Assessment

Because this unit relies heavily on student exploration (both individually and in groups), a portfolio approach is the most fitting manner to assess students' achievement and understanding. As an aid to this endeavor, each unit contains written instruments and assignment descriptions, ranging from paper tests to essays, creative presentations, participation in class activities, and contributions to group work. In addition, possible final exam questions are provided within each unit. Teachers may choose to use all, some, or none of these questions – they are merely suggestions. Similarly, each teacher will determine how to assess students and issue grades.

The authors suggest that the following enter into your grading scheme:

- Semester project (recommendations are included in this guide)
- Short answer written work, including worksheets and exams
- Essays and fast-writes, assigned at various times throughout the course
- Presentations, including skits, posters, role plays
- Class participation in discussions
- Group work

**Anchorage School District's Alaska Studies High School Course
Enduring Understandings
Listed by Unit**

1. Students know the difference between a primary and secondary source and how to effectively use each.
2. Students know that all historical documents were produced from within a particular context. They learn to search for that context and recognize its unstated assumptions.
3. **Students learn Anchorage's origins and history.**
4. Students learn that a geographic region is composed of a complex set of factors including physical features, climate, location, flora/fauna, and human history.
5. Students learn that there are regional variations in the ways humans have lived on Alaska's land and utilized its resources.
6. Students learn the names and geographic homes of Alaska's 20 indigenous groups.
7. **Students learn that Alaska's history begins long before Europeans set foot on the land and long before Europeans began to produce written records about Alaska.**
8. **Students learn when and why major waves of immigration occurred in Alaska.**
9. **Students visualize Alaska as a patchwork of people from many parts of the world who represent many different ethnicities and cultural traditions.**
10. Students learn of the interruptions in Alaska's indigenous cultures caused by contact with Europeans and other immigrants, and of some of the reactions to those interruptions.
11. Students learn that the Russian government sent explorers to discover and extract Alaska's resources and stayed for 120 years.
12. Students realize that when Russia sold Alaska to the US, she sold only the small footprint that she had occupied and controlled.
13. Students learn that the American footprint continued to be extremely small until 1890, revolving primarily around resource extraction efforts.
14. Students understand that the Federal Government has played a vital role in Alaska's economy and governance since the purchase of 1867, particularly in the areas of land ownership and use, resource use, development of infrastructure and industry, and social changes through health, religion, and education.
15. Students understand that in Alaska "subsistence" denotes an entire way of life.
16. Students understand that struggles for and changes in land use, control, and ownership have been a constant theme in Alaska's history.
17. Students know that throughout written history, Alaska's reliance on natural resources has led to a pattern of economic boom and bust cycles that continues today.
18. Students learn that many Alaskans have worked to promote justice and equity throughout Alaska's history, but that "justice" and "equity" have been defined differently by the different groups and individuals involved.

19. Students know that government spending in Alaska equals all private industry wages.
20. Students know that Prudhoe Bay oil represents a significant turning point in Alaska's history.
21. Students understand that Alaskans now face the challenges of contending with declining oil revenues, diversifying the economy, dependence on the federal government for services, and a fiscal gap in the budget.
22. Students understand that Alaskans voted to establish a critical part of Alaska's economic picture, the Permanent Fund, in order to preserve what would otherwise have been temporary wealth.
23. Native Corporations created by ANCSA and federal lands designated by ANILCA are essential components of our political economy.
24. **Students understand how individuals have had and will continue to have a direct impact on the course of Alaska's history.**

**ALASKA STUDIES CURRICULUM GUIDE EXCERPTS
OVERVIEW**

Alaska Studies Standards
Anchorage School District
D=Direct instruction; R=Reinforcement

| Standard | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------|--------|--------|--------|--------|--------|--------|
| History A | D | | D | D | | R |
| History B | D | | D | D | | |
| History C | D | | R | D | D | |
| History D | | | | R | | R |
| Geography A | D | D | | R | | |
| Geography B | | D | | | | |
| Geography C | | D | | | | |
| Geography D | D | D | D | D | R | |
| Geography E | D | D | | D | | |
| Geography F | D | | | | | |
| Government/Citizenship A | | | | | | |
| Government/Citizenship B | | | | | | |
| Government/Citizenship C | | | | | D | |
| Government/Citizenship D | | | | | | |
| Government/Citizenship E | | | | | | R |
| Government/Citizenship F | | | | | D | |
| Government/Citizenship G | | | | | D | |
| Cultural Standard A | D | | D | D | | R |
| Cultural Standard B | | | D | | | |
| Cultural Standard C | | | D | | | |
| Cultural Standard D | | | | | | |
| Cultural Standard E | | | D | | | |
| English/LA A | | | | R | | |
| English/LA B | R | R | R | R | R | |
| English/LA C | | R | R | R | | |
| English/LA D | | | | R | R | R |
| English/LA E | | | | R | | R |
| Library/Information A | | R | R | R | | |
| Library/Information B | | R | R | R | | |
| Library/Information C | | | | | | |
| Library/Information D | | R | R | R | | |

Unit 1: Introduction

Week 1 and part of Week 2

Enduring Understandings

1. Students know the difference between a primary and secondary source and how to effectively use each.
2. Students know that all historical documents were produced from within a particular context. They learn to search for that context and recognize its unstated assumptions.
3. Students learn Anchorage's origins and history.

Unit Duration

Seven 50-minute or four 90-minute class periods

Unit summary

- Lesson 1: Class outline and expectations (1 period)
- Lesson 2: *Trends in Alaska's People and Economy* and *Alaska Almanac* Search (1 period)
- Lesson 3: Historical Method (1 period)
- Lesson 4: Learn about Anchorage's History (4 periods)

Process Skills

- Identifying primary sources
- Examining documents
- Interpreting data
- Inferring from evidence
- Synthesizing from a variety of sources
- Drawing conclusions

Vocabulary

Primary source
 Secondary source
 Historical perspective and context
 Reproduction
 Hypothesis
 Synthesis
 Economic booms and busts
 Land use

Infrastructure
 Carrying capacity

Standards

Direct Instruction

- Geography Standard A: Use and make maps
- Geography Standard D: Spatial characteristics of human systems
- Geography Standard E: Interaction between humans and physical environment
- Geography Standard F: Using geography to interpret the past and prepare for the future
- History Standard A: History is a record of the past
- History Standard B: Factual knowledge of times, places, and events
- History Standard C: Skills and processes of historical inquiry
- Cultural Standard A: Cultural heritage and traditions of the community

Reinforcement

- English/Language Arts Standard B: Read and use written information critically and reflectively
- Library/Information Literacy Standard B: Use research processes to locate, evaluate, and communicate information and ideas

Materials (marked in shades of blue)

Classroom set of *Trends in Alaska's People and Economy*
Alaska Almanac (one for every 2 students)
Student set of *Anchorage Case Study: Secondary Source Background Information*
Documents for Anchorage's six stations, including maps, historical photographs, and reproductions of newspaper articles
Unit 1 Worksheets, Study Guides, and Handouts Packet

Web Sites

www.nationalhistoryday.org/
<http://www.asdk12.org/depts/sped/study.asp> for valuable tips on various study skills, including note taking, listening, reading, math, time management, and more

Worksheet Answer Guides

Trends in Alaska's People and Economy and *Alaska Almanac* Search
Anchorage Map Survey Worksheet
Anchorage Case Study Stations 1 through 6 Worksheets
Putting it All Together: Anchorage Through The Years Worksheet and Unit Assessment

Preparation

1. Read through the unit and plan your semester. You will need to make choices from among the lessons described, particularly during Unit 4.
2. Gather resources needed for this unit.
3. Prepare a class outline describing the lessons you will cover during the semester. Prepare a grading guide for students. Plan to distribute both on the first day of class.
4. You might have on hand several examples of primary sources for Lesson 3, in case students do not supply you with examples. Possible items include road maps, phone books, driver's licenses, photographs of your family or school, a year book, car keys.
5. Make copies of worksheets and handouts.
6. Prepare six stations for the activity on Anchorage's history by organizing material and finding a physical setting for each station.

Unit 2: Alaska Geography

Part of Week 2 and Week 3

Enduring Understandings

1. Students learn that a geographic region is composed of a complex set of factors including physical features, climate, location, flora/fauna, and human history.
2. Students learn that there are regional variations in the ways humans have lived on Alaska's land and utilized its resources.
3. Students learn the names and geographic homes of Alaska's 20 indigenous groups.

Unit Duration

Eight 50-minute or five 90-minute class periods

Unit summary

- Lesson 1: Alaska Geography Treasure Hunt (1 period)
- Lesson 2: Regions and Small Group Work on Alaska's Regions (four 50-minute class periods)
- Lesson 3: Reinforcing and Synthesizing the Information (two 50-minute class periods)
- Lesson 4: Unit Exam (one 50-minute class period)

Process Skills

- Interpreting maps
- Independent research
- Working together in small groups
- Organizing and synthesizing information from a variety of sources
- Presenting an oral report
- Coaching other students
- Listening to and learning from peers

Vocabulary

Geographic region
Demography
Ecology

Standards

Direct Instruction

- Geography Standard A: Use and make maps
- Geography Standard B: Geography of Places and Regions
- Geography Standard C: Geography of Physical systems
- Geography Standard D: Spatial characteristics of human systems
- Geography Standard E: Interaction between humans and physical environment
-
- *Reinforcement*
- English/Language Arts Standard B: Read and use written information critically and reflectively
- English/Language Arts Standard C: Identifying and selecting strategies to complete projects independently and cooperatively
- Library/Information Literacy Standard A: Organization of information and resources
- Library/Information Literacy Standard B: Use research processes to locate, evaluate, and communicate information and ideas
- Library/Information Literacy Standard D: Freedom and ability to pursue information beyond what is immediately available

Materials (marked in shades of green)

From the School Library

Dictionary of Alaska Place Names

Alaska Geographic Issues, including, for instance:

The Kuskokwim River, Vol. 15, No. 4

The Middle Yukon River, Vol. 17, No. 3

The Lower Yukon River, Vol. 17, No. 4

Prehistoric Alaska, Vol. 21, No. 4

The Brooks Range, Vol. 23, No. 3

Southeast Alaska, Vol. 20, No. 2

The Aleutian Islands, Vol. 22, No. 2

Alaska's Great Interior, Vol. 7, No. 1

From Kodiak to Unalaska, Vol. 29, No. 4

Native Cultures in Alaska, Vol. 23, No. 2

Alaska's Weather, Vol. 18, No. 1

Alaska's Seward Peninsula, Vol. 14, No. 3

Prince William Sound, Vol. 20, No. 1

The Kenai Peninsula, Vol. 21, No. 2

North Slope Now, Vol. 16, No. 2

People of Alaska, Vol. 21, No. 3

Inupiaq and Yupik People of Alaska, Vol. 28, No. 3

To remain in your classroom

Alaska: Discovering Alaska (videotape produced by SkyRiver Films 1993)

Native Peoples and Languages of Alaska Map

Student set of *Primer on the Archaeology of Alaska*

Six copies of *Alaska: The Great Land*, Vol. 19, No. 2 (Alaska Geographic)

Topographic map of Alaska, 3' by 4' (e.g., USGS Map E)

Six copies of *Alaska in Maps: A Thematic Atlas*

Alaska In Maps: A Thematic Atlas CD

Classroom set of laminated desk maps of Alaska

Student set of Alaska Geographic Society maps by Kathy Doogan (paper, to be written on by students)

Student set of outline maps of Alaska's Native peoples (to be written on by students)

Printouts of pages from the site <http://www.dced.state.ak.us/> (choose the Alaska Economic Information System page); make copies of these pages only if your students will not be able to conduct internet research for their region reports

Unit 2 Worksheets, Study Guides, and Handouts Packet

Web Site

<http://www.dced.state.ak.us/>

Worksheet Answer Guides

Alaska Geography Treasure Hunt

Alaska Regions Notepad
Alaska Geography Unit Exam

Preparation

1. Gather as many resources relating to Alaska Geography as possible to have in your classroom for the duration of this unit.
2. Copy the Region Task Cards (masters are found on pp. ___ of this guide) on different colors of paper, choosing a different color for each region. Cut the cards along the lines.
3. Make copies of worksheets students will need.
4. Arrange to have the videotape shown during the sixth and seventh days of this unit.
5. If possible, arrange for students to do internet research. This will be most useful to the six students whose tasks will be to research the economic pictures of their respective regions.

Unit 3: Alaska's People

Weeks 4, 5, and 6

Enduring Understandings

1. Students learn that Alaska's history begins long before Europeans set foot on the land and long before Europeans began to produce written records about Alaska.
2. Students learn when and why major waves of immigration occurred in Alaska.
3. Students visualize Alaska as a patchwork of people from many parts of the world who represent many different ethnicities and cultural traditions.

Unit Duration

Fifteen 50-minute or eight 90-minute class periods

Unit summary

- Lesson 1: Snapshot of Alaska Today (2 periods)
- Lesson 2: Everyone Has a Culture (1 period)
- Lesson 3: Alaska Native Cultures (6 periods)
- Lesson 4: Alaska's Waves of Immigration (2 periods)
- Lesson 5: Being Alaskan (4 periods)

Process Skills

- Conducting demographic research
- Interpreting census data
- Reading and creating graphs and charts
- Skimming for specific content
- Taking notes during an oral presentation for specific content
- Reading for content and intent
- Writing a personal essay

Vocabulary

Culture
Hutlaanee

Standards

Direct Instruction

- Geography Standard D: Spatial characteristics of human systems

- History Standard A: History is a record of the past
- History Standard B: Factual knowledge of times, places, and events
- Cultural Standard A: Cultural heritage and traditions of the community
- Cultural Standard B: Knowledge and skills of the local [Alaskan] cultural community
- Cultural Standard C: Active participation in various cultural environments
- Cultural Standard E: Relationships and processes of interaction of all elements in the world around them

Reinforcement

- History Standard C: Skills and processes of historical inquiry
- English/Language Arts Standard B: Read and use written information critically and reflectively
- English/Language Arts Standard C: Identifying and selecting strategies to complete projects independently and cooperatively
- Library/Information Literacy Standard A: Organization of information and resources
- Library/Information Literacy Standard B: Use research processes to locate, evaluate, and communicate information and ideas
- Library/Information Literacy Standard D: Freedom and ability to pursue information beyond what is immediately available

ALASKA'S PEOPLE

Materials (marked in shades of yellow)**From the School Library**

www.akhistory.org hard copy

Alaska Geographic Issues, including, for instance:

Native Cultures in Alaska, Vol. 23, No. 2

People of Alaska, Vol. 21, No. 3

Inupiaq and Yupik People of Alaska, Vol. 28, No. 3

Russian America, Volume 26, Number 4

The Golden Gamble, Volume 24, Number 2

The Silver Years, Volume 3, Number 4

Alaska's Salmon Fisheries, Volume 10, Number 3

World War II in Alaska, Volume 22, Number 4

Alaska's Oil/Gas & Minerals Industry, Volume 9, Number 4

Alaska's Japanese Pioneers: Faces, Voices, Stories by Ron Inouye, Carol Hoshiko, and Kazumi Heshiki

Filipinos in Alaska: 1788-1958 by Thelma Buchholdt

We Alaskans: Stories of People who Helped Build the Great Land by Sharon Bushell

Faces of Alaska from Barrow to Wrangell by Joan Lester

Faces of Alaska: Voices Across the State by Joan Lester

To remain in your classroom

Several tape measures (as many as you can gather)

Student set of *The Native People of Alaska*

Classroom set of *Our Alaska: Personal Stories about Life in the North*, ed. by Mike Doogan

Native Peoples and Languages of Alaska Map

Topographic map of Alaska, 3' by 4' (e.g., USGS Map E)

Student set of *Natives in Alaska's History*

Alaska's Heritage by Antonson and Hanable

Student set of *Primer on the Archaeology of Alaska*

Student set of *Alaska's People Documents*

10 copies of *Guide to Alaska Cultures*

10 copies of *Passport to Anchorage*

Unit 3 Worksheets, Study Guides, and Handouts Packet

Web Sites

www.akhistory.org

Gold Rush information at www.library.state.ak.us/goldrush

<http://vilda.alaska.edu/site-templates/pathway.html> for historic photographs of Alaskans engaged in a number of activities

Worksheet Answer Guides

A Snapshot of Alaska Worksheet

Alaska Native Cultures Assignment

Alaska Native Heritage Center Treasure Hunt

Alaska's Immigrant Cultures Treasure Hunt

Our Alaska Worksheet

Preparation

1. You will be sending your students – or going together on a field trip – to the Alaska Native Heritage Center. Schedule your visit immediately, as slots fill up fast.
2. If possible arrange for computer days when students can do research on Alaska's census data and can visit the www.akhistory.org web site.

Unit 4: An Alaskan Thematic Chronology

Weeks 7 through 12

Enduring Understandings

1. Students learn of the interruptions in Alaska's indigenous cultures caused by contact with Europeans and other immigrants, and of some of the reactions to those interruptions.
2. Students learn that the Russian government sent explorers to discover and extract Alaska's resources and stayed for 120 years.
3. Students realize that when Russia sold Alaska to the US, it sold only the portion of Alaska that it had occupied and controlled.
4. Students learn that American-occupied and controlled land in Alaska was almost as limited as that of the Russians until 1890, and consisted primarily of areas where resource extraction efforts took place.
3. Students understand that the Federal Government has played a vital role in Alaska's economy and governance since the purchase of 1867, particularly in the areas of land ownership and use, resource use, development of infrastructure and industry, and social changes through health, religion, and education.
4. Students understand that in Alaska "subsistence" denotes an entire way of life.
5. Students understand that struggles for and changes in land use, control, and ownership have been a constant theme in Alaska's history.
6. Students know that throughout written history, Alaska's reliance on natural resources has led to a pattern of economic boom and bust cycles.
7. Students learn that many Alaskans have worked to promote justice and equity throughout Alaska's history, but that "justice" and "equity" have been defined differently by the different groups and individuals involved.

Unit Duration

Thirty 50-minute or seventeen 90-minute class periods (6 weeks)

Unit summary

- Lesson 1: Timelines and Post-Holing (1 period)

Choose 6 weeks of lessons from among the following:

- Lesson 2: The Period of Invention (4 periods)
- Lesson 3: The Russian Period (4 periods)
- Lesson 4: The Gold Rush (5 periods)
- Lesson 5: Alaska as an American Colony (3 periods)
- Lesson 6: Territorial Alaska (5 periods)
- Lesson 7: World War II in Alaska (2 periods)
- Lesson 8: Civil Rights in Alaska (3 periods)
- Lesson 9: Alaskan Statehood and the Modern Era (9 periods)
- Lesson 10: Tying it All Together (2 periods)

Process Skills

- Interpreting maps
- Independent research
- Working together in small groups
- Taking notes from a lecture
- Organizing and synthesizing information from a variety of sources
- Writing and presenting a play or skit
- Presenting an oral report
- Coaching other students
- Listening to and learning from peers
- Evaluating historical sources
- Interviewing for historical understanding

Vocabulary

Post-holing

Subsistence

Monopoly

Settlement pattern

Standards

Direct Instruction

- History Standard A: History is a record of the past
- History Standard B: Factual knowledge of times, places, and events
- History Standard C: Skills and processes of historical inquiry
- Geography Standard D: Spatial characteristics of human systems
- Geography Standard E: Interaction between humans and physical environment
- Cultural Standard A: Cultural heritage and traditions of the community

Reinforcement

- History Standard D: Integration of historical knowledge and skills to become an effective citizen
- Geography Standard A: Use and make maps
- English/Language Arts Standard A: Speaking and writing for a variety of purposes and audiences
- English/Language Arts Standard B: Read and use written information critically and reflectively
- English/Language Arts Standard C: Identifying and selecting strategies to complete projects independently and cooperatively
- English/Language Arts Standard D: Think logically and reflectively to explain positions
- English/Language Arts Standard E: Understanding and respect for perspectives of others
- Library/Information Literacy Standard A: Organization of information and resources
- Library/Information Literacy Standard B: Use research processes to locate, evaluate, and communicate information and ideas
- Library/Information Literacy Standard D: Freedom and ability to pursue information beyond what is immediately available

Materials (marked in shades of red)

From your School Library

- The Golden Gamble*, Alaska Geographic, Volume 24, Number 2
Alaska at War: 1941-1945, edited by Fern Chandonnet
World War II in Alaska: A Resource Guide for Teachers and Students, National Park Service, 2000
World War II in Alaska, Alaska Geographic, Volume 22, No. 4, 1995
Filipinos in Alaska: 1788-1958 by Thelma Buchholdt
The Thousand Mile War by Brian Garfield

Web sites (many contain Alaska Timelines)

- www.akhistory.org
www.library.state.ak.us/goldrush
<http://www.apfc.org/library/AkHistoryIndex.cfm?s=5>
www.statehousegirls.net/ak/timeline
<http://www.everythingalaska.com/eta.history.html>
<http://sled.alaska.edu/akfaq/akchron.html>
<http://www.alaskool.org/cgi-bin/java/interactive/timelineframe.html>
<http://www.commonwealthnorth.org/studygroup/timeline.html>
<http://www.nativefederation.org/frames/history.html>
<http://www.dced.state.ak.us/trade/russia/timeline.htm>
<http://vilda.alaska.edu/site-templates/pathway.html>
<http://juneauempire.com/between/>

Photographs

- 1904 Knik – Woman with three children (Anchorage Museum Archives B67.1.144)
Miners from Hope at Girdwood with slaughtered cow (Anchorage Museum Archives B91.9.155)
1930 Commercial fishermen coming into Anchorage (Anchorage Museum Archives B94.2.169)
1930 Fish trap (Anchorage Museum Archives B94.2.170)
Woman with mink “necklace”, Eagle River (Anchorage Museum Archives B94.2.230)
Independence Mine (Anchorage Museum Archives B79.1.86)
Pathetic fisherman (photo to be chosen)

Videotapes

- A Constitution for Alaska* (Video KTOO TV, Juneau, 2002)
The Land is Ours (Aurora Films 1996)
My Spirit Raised Its Hands: Elizabeth Peratrovich and the Alaska Anti-Discrimination Act of 1945
Aleut Internment
ANCSA: Caught in the Act produced by Alaska Native Foundation, which includes six programs;
Common Ground
Losing Ground
The Struggle

ANCSA Plain and Simple
Beyond the Bottom Line
ANCSA: Land at Risk

The Alaska Native Claims Settlement Act (Northwest Arctic Television Center), which includes five programs:

- Program 1: *History of the Act* (22 minutes)
- Program 2: *Overview of the Act* (16 minutes)
- Program 3: *Specific Provisions* (16 minutes)
- Program 4: *Impacts of ANCSA* (22 minutes)
- Program 5: *Future Issues and Options* (30 minutes)

The Al Swallowing Story (Alaska Moving Image Preservation Association)

To remain in your classroom

Student set of *Five Alaska Timelines*
Student set of *Early Eskimo History*
Student set of *Primer on the Archaeology of Alaska*
Student set of *Subsistence Resources*
Student set of *Russian American Reader*
Student set of *Natives in Alaska's History*
Alaska Gold Rush Trails Timeline
Student set of *Gold Rush Documents*
Alaska's Heritage by Antonson and Hanable
Alaska Native Land Claims by Robert Arnold
Classroom set of Alaska Geographic's *Territory of Alaska*
Student Set of *Alaska as an American Colony Reader*
Student set of *Alaska at War Readings*
Student set of reprint of "Jim Crow in Alaska" by Terrence M. Cole
Student set of *Statehood and Modern Alaska Student Readings*
Student set of *Territorial Alaska: Student Documents*
Unit 4 Worksheets, Study Guides, and Handouts Packet

Worksheet Answer Guides

Alaska Timeline Worksheet
Anchorage Museum of History and Art Treasure Hunt
Russian America Quiz
Nome: A City of Boom and Bust
Steps Toward Statehood
A Constitution for Alaska Video Review
Subsistence in Alaska Worksheet

Preparation

1. You will need to choose from among the lessons in this unit. Read through the unit plan and choose 6 weeks of lessons, making appropriate preparations for your chosen activities.

2. Decide whether you will take the class to the Anchorage Museum of History and Art as a group, or have them visit individually on their own time. They will be admitted free of charge if they show their student IDs.
3. Students will be making posters during Lesson 2 (Period of Invention). Art supplies might be difficult for some students to obtain, so in anticipation of this, gather butcher paper, glue, scissors, markers, and other items for students to use in class.
4. Make copies of the worksheets students will use.
5. Hang up photographs to aid student understanding.
6. If possible, arrange for students to do internet research at various points during the unit. There are a number of opportunities for this during the unit.
7. You will need to present a lecture on Russian America during Lesson 3 (The Russian Period), based in large part on information in the book *Alaska's Heritage* by Antonson and Hanable. Read through pp. 111 – 184 (easy reading) and prepare your lecture. Also helpful will be the booklet *Natives in Alaska's History* and *Five Alaska Timelines*.
8. Students need to locate an individual at least 55 years old who has lived in Alaska for at least 30 years to complete Lesson 9. Introduce this interview requirement at the beginning of the lesson so students will be prepared.
9. Land Claims information can be taught from many different sources. Arnold's *Alaska Native Land Claims* is an excellent school library source to explore. Web sites can overwhelm with information, yet are filled with excellent primary sources. A good start is the www.alaskool.org site and related links. A Native Corporation member as a guest speaker can help students understand the Act and see its human side. Many teachers feel the video *Common Ground* is useful for the same reason. Be sure to preview each video to determine your own path. For each of the three major objectives for Lesson 9, there are four options to consider.

Unit 5: Alaska's Modern Political Economy

Weeks 13 through 15

Enduring Understandings

1. Students know that Prudhoe Bay oil represents a significant turning point in Alaska's history.
2. Students understand that Alaskans now face the challenges of contending with declining oil revenues, diversifying the economy, dependence on the Federal Government, and a fiscal gap in the budget.
3. Students understand that Alaskans voted to establish the Permanent Fund, which has become a critical part of Alaska's economic picture, in order to preserve what would otherwise have been temporary wealth.
4. Students understand that the Native Corporations created by ANCSA and federal lands designated by ANILCA are essential components of our political economy.

Unit Duration

Sixteen 50-minute or nine 90-minute class periods

Unit summary

- Lesson 1: Economic Forces that Shape Alaska Today (2 periods)
- Lesson 2: Alaska's Regional Economics (2 periods)
- Lesson 3: Case Studies in the Alaskan Economy (2 periods)
- Lesson 4: The Future of Alaska (1 period)
- Lesson 5 Alaska Native Corporations Today (2 periods)
- Lesson 6: The Permanent Fund (2 periods)
- Lesson 7: Survivor Alaska: The Alaska Constitution (2 periods)
- Lesson 8: The Political Challenge of ANILCA (1.5 periods)

- Lesson 9: The Politics of State Spending (1.5 periods)

Process Skills

- Interpreting economic data
- Interpreting maps
- Independent research from web page
- Working together in a small group
- Organizing information from a document
- Supporting conclusions in a large group
- Taking notes from oral presentation

Vocabulary

Constitutional Budget Reserve (CBR)
Pork
Gross State Product
Entitlement
Elephant
Diversification

Vocabulary, continued

Dividends
Nonrenewable resources
Operating budget
Inflation-proofing
Principal
Sour crude oil
Conservationist
Allocation-based management
Environmentalist
Deficit
Limited entry
Ownership state
Cyclical

Standards

Direct Instruction

- Government and Citizenship Standard C: A Student should understand the character of government and the state.
- Government and Citizenship Standard F: A student should understand the economies of the United States and the state and their relationships to the global economy.

- Government and Citizenship Standard G: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.
- History Standard C: A student should develop the skills and processes of historical inquiry.

Reinforcement

- English/Language Arts Standard B: Read and use written information critically and reflectively.
- English/Language Arts Standard D: A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.
- Geography Standard D: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interaction of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

Materials (marked in shades of purple)

From your school Library

Alaska Geographic Issues:

Alaska's Oil/Gas & Minerals Industry, Alaska Geographic Vol. 9, No. 4, 1982

Commercial Fishing in Alaska, Alaska Geographic Vol. 24, No. 3, 1997

Crude Dreams by Jack Roderick

Amazing Pipeline Stories by Dermot Cole

To Remain in the Classroom

Topic 5.2: Why are oil revenues declining? poster, Alaska Department of Revenue

Alaska National Interest Lands Conservation Act map (USGS)

Alaska's Cook Inlet -- Where the Action is in 2003 poster

Alaska's North Slope-- Where the Action is in 2003 poster

Alaska Oil and Gas Reporter Quarterly

Classroom set of laminated *Desk Map of Alaska*

Student set of Alaska Geographic Society maps by Kathy Doogan

Several copies of *Alaska's Wild Salmon*, Alaska Department of Fish and Game 2002

Student set of *An Alaskan's Guide to the Permanent Fund*

Classroom set of *Arctic Energy For Today and Tomorrow* by BP and Phillips Alaska,
August 2001

Economic Forecast Summary by Scott Goldsmith, ADEC 2004

Student set of *Documents on Alaska's Modern Political Economy*

Student set of *What Does \$7.6 billion in Federal Money Mean to Alaska?* by
Goldsmith and Larsen, ISER, 2003

Student set of *Alaska's Constitution: A Citizen's Guide* by Gordon S Harrison, ISER
1986

Student set of *The Alaska Constitution*

Student set of *Trends in Alaska's People and Economy*, ISER and Alaska Humanities
Forum Oct 2001

Unit 5 Worksheets, Study Guides, and Handouts Packet

Video

The Future of Alaska's Salmon Industry (57 minutes) by Rick Steiner, UAF Alaska
Sea Grant College Program 2002

Web Sites and CD's

Arctic Oil: A Virtual Tour (BP Alaska CD ROM)

"Between Worlds: How the Alaska Claims Settlement Act Reshaped Destinies of
Alaska's Native People" from www.juneaualaska.com/between/

PowerPoint presentation *Understanding Alaska State Finances* by Sharman Haley,
ISER

<http://vilda.alaska.edu/site-templates/pathway.html> for historic photographs of
Alaskans engaged in a variety of economic and social activities

Worksheet Answer Guides

The 10 Most Important Things to Understand About the Alaskan Economy

Economic Introduction Worksheet
Alaska's Regional Economies
Economic Case Studies: Government Spending and the Salmon Industry
Test on An Alaskan's Guide to the Permanent Fund
Answer Guide to Test on An Alaskan's Guide to the Permanent Fund
The Alaska Constitution: Questions and Answers for the Survivor Game
Alaska Studies Chance Cards for the Survivor Game: Questions and Answers
The Nuts and Bolts of ANILCA

Preparation

For Lesson 1: Hang up maps, charts, and graphs to aid discussion.

For Lesson 2: Schedule a period in the computer lab for this lesson. Copy the Student Census Cards (p. ___ of this guide) onto colored paper. Cut the cards out along the lines.

For Lesson 3: Obtain copies of *Arctic Energy*. Preview the CD ROM *Arctic Oil: A Virtual Tour* produced by BP Alaska. You may want to create a slide show during your lecture, using the visuals on the CD. You may want to supplement lecture notes provided with other information in articles on the oil industry. Obtain a TV and VCR to preview the beginning of the salmon video.

For Lesson 5: Schedule your class into the computer lab for this lesson.

For Lesson 6: Rather than give a letter grade for this lesson, you might elect to award Alaska Studies checks in various amounts according to demonstrated student knowledge of the Permanent Fund. For an additional activity, invite a representative of the Permanent Fund into your classroom by calling 273-2600.

For Lesson 7: Copy the Alaska Constitution Questions and Answers and the Alaska Studies Chance Cards for the Survivor Game. Cut the sheet into strips, each strip containing one question and answer. Separate the strips as directed in the instructions for Lesson 7 below. It might be helpful to talk to a teacher who has played the Alaska Survivor game in class. Read the directions carefully, because students can take this simulation seriously. Questions are much better in your own words. Add your own questions about the constitution or Alaska trivia from *The Alaska Almanac*.

For Lesson 8: Be sure to display ANILCA map. Magic markers will be needed for map work.

For Lesson 9: You may want to invite a legislator or economist into the classroom.

Unit 6: Forum for Alaska's Future

Week 16 and half of Week 17

Enduring Understanding

Students understand how individuals have had and will continue to have a direct impact on the course of Alaska's history.

Unit Duration

Five to eight 50-minute or three to four 90-minute class periods

Unit summary

- Lesson 1: Student Projects (2 periods)
- Lesson 2: Alaska Forums (2 periods)
- Lesson 3: Final Exam (2 periods)

Process Skills

- Participating in oral discussion
- Debating
- Listening to and learning from peers
- Presenting an oral report

Standards

Reinforcement

- History A: A student should understand that history is a record of human experience that links the past to the present and the future.

- History D: A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- English/Language Arts D: A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information
- English/Language Arts E: A student should understand and respect the perspectives of others in order to communicate effectively.
- Government and Citizenship E: A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.
- Cultural Standard A: Cultural heritage and traditions of the community.

Preparation

1. This unit is by necessity flexible. Students in one class may elect to complete written papers for a project while other classes may enjoy creating computer documentaries or dramatic presentations. You will need to plan your time so that students can display projects, take part in group discussion, and review for the final exam.
2. Have students turn in their written and electronic projects early enough in Unit 5 to allow for grading. Determine which projects will be shown to the entire class and schedule time for projects, a forum discussion, and the final exam.
3. If you plan to hold a class potlatch, you will need to begin planning immediately, to ensure that guests are available and food can be procured.