

Alaska History

Social Studies
NCAA Approved

Grade(s) 10th, Duration 1 Semester, 1 Credit
Required Course

Description

Alaska History at Mt.Edgecumbe High

School is a one credit course that includes units on geography, cultures, Russian America and the American Period of Alaska History. In the geography unit we will build and study maps and graphs. In the cultures unit we will define culture and separate it into its component parts in order to better understand the different ways that Alaskans live. The Russian America Unit (1741-1867) will include field trips, primary source readings and lead up to a team research project. In the American Period of Alaska History (1867- Present), each student will select a topic and present their research to the class. Finally all students will identify connections between the different topics that we have presented by writing cause-effect statements.

Scope And Sequence

Timeframe	Unit	Instructional Topics
3 Week(s)	Introduction & Geography of Alaska	1. Map Reading 2. Map Making 3. Graphing 4. Making Timelines to Scale 5. Building of the Alaska Pipeline
3 Week(s)	Cultures of Alaska	1. Prehistoric & Protohistoric Alaska 2. What is Culture ? 3. Alaska Native Cultures 4. Researching an Alaska Culture of your choice 5. Culture Sharing
3 Week(s)	Russian America 1741 - 1867	1. The Age of Discovery and its Origins 2. Overview of Russian America 3. Exploration and First Contact 4. Growth of the Russian American Colony 5. Battle of Sitka 6. Life in New Archangel 7. Researching Russian America 8. Presenting Russian America 9. Sale of Russian America
1 Month(s)	American Period 1867 - Present	1. Early American Period 2. Researching Your American Period Topic 3. How to write Cause-Effect Statements 4. Presenting / Teaching Your American Period Topic 5. WWII in Alaska

Materials and Resources

Alaska's Heritage Volume A & B
Alaska History & Cultural Studies Website : www.akhistorycourse.org
Alaska Geographic Series
Alaska in Maps
Alaska Atlas and Gazetter
Raven Map(s) of Alaska

Prerequisite (What do you need to take before this)

N/A

Postrequisite (Allows you to take these courses)

U.S. History
U.S. Government

Dual Credit

N / A

Location

Main Academic Building

Course Details

Unit: Introduction & Geography of Alaska

Duration: 3 Week(s)

Essential Questions

Geography:

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Why is location important?

Alaska in Spatial Terms:

Why would General Billy Mitchell describe Alaska in the 1930's as the "center" of the world?

How could Alaska be both the "center" of the world and relatively isolated at the same time?

Why has travel within Alaska historically, and today, been difficult?

Places and Regions:

How would you use the geographic concept of "place" to describe your community?

How would you describe the geographic region in which your community is located?

Physical Systems:

Alaska's landforms are dynamic, not static. How is the process of plate tectonics changing the shape of Alaska? How are these ongoing changes reflected in natural hazards?

What are the major factors that shape the climates of Alaska?

Where are glaciers found in Alaska and why are they located there?

Alaska's climate appears to be warming. How long has this process been occurring? How is this change reflected in the environment? What impact might climatic warming have on permafrost?

What are the great river systems of Alaska and where are they located?

In what ecoregion is your community located?

Other Geographic Themes - Human Systems:

How does the policy of land protection, as illustrated by the Alaska National Interest Lands Conservation Act, both enhance and limit resource development in Alaska?

Earthquakes, volcanic explosions, snow avalanches are examples of natural hazards in Alaska. How are these hazards related to the distribution of Alaska's population? How do Alaskans deal with these natural hazards?

Other Geographic Themes - Geography and History:

Select names of streets in your community, settlements and physical features (such as mountain peaks and rivers) in your region. How do they reflect the history of your area?

Assessments

8 Map Quizzes

Mountains of Alaska

Bodies of Water and Islands

Rivers and Peninsulas

Regions and Major Communities

Southeast Islands and Communities

Southeast Waterways

Vocabulary of Geography

Resources

Alaska Atlas and Gazetteer

Raven Map

Alaska in Maps

Blank Alaska & SE, AK Maps

Big and Small custom / classroom - made velcro maps

Films:

Alaska History Series

Part I

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Building of the Alaska Pipeline

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www.akhistorycourse.org

Vocabulary

Climate (Zones)
Maritime
Transitional
Continental
Arctic
Topography
Drainage basin
Tributary
Divide

Topic: Map Reading

Duration: 2 Day(s)

Description

Students will have an opportunity to apply their map reading skills in several different activities.

Knowledge/Skills

SWBAT locate places and solve geographic problems by using and reading a variety of maps, globes and atlases.

Topic: Map Making

Duration: 6 Day(s)

Description

Students will create an Alaska Atlas including 8 maps of Alaska.

Knowledge/Skills

SWBAT use an Alaska Atlas to locate unfamiliar places and other geographic resources that are provided to create Alaska maps based on 8 different topics.

Assessment: Students will take geography quizzes on the locations they identified in the 8 Maps of their Alaska Atlas.

Quizzes will test location identification with name recall.

Students who are not successful can substitute "matching" quizzes with velcro maps.

Topic: Graphing

Duration: 4 Day(s)

Description

Students will read and make graphs.

All graphs will include :

T.A.X.K.Y.D.S.

Title

Author

X axis label

Key

Y axis label

Date

Source

Knowledge/Skills

Students will be able to create accurate data sets and accurate graphs from a variety of data sets.

All graphs will include T.A.X.K.Y.D.S.

T.A.X.K.Y.D.S.

Title

Author

X axis label

Key

Y axis label

Date

Source

Topic: Making Timelines to Scale

Duration: 2 Day(s)

Description

Students will be able to better understand the sequence of events after studying timelines.

What does A.D. & B.C. as well as C.E. and B.C.E. stand for ?

Why do we have these different systems for dating events?

Next students will be able to use a timeline like a numberline and find the spatial / temporal location of dates and then events relative to each other.

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Ultimately, students will be able to create timelines to scale that show events at representative distances. Timelines will be on paper, on the floor in the classroom, in the hallway, outside in the parking lot, and / or in the gymnasium.

Knowledge/Skills

SWBAT to build timelines to scale.

Assessment: Students will have the opportunity to practice building timelines to scale on paper and "in space" in groups and individually. They will get teacher and peer feedback. Then they will demonstrate their own understanding and ability to complete or create timelines to scale.

Topic: Building of the Alaska Pipeline

Duration: Ongoing

Description

PBS Documentary film from the American Experience. Film helps students effectively see and "understand" the building of modern Alaska. This serves as a point of reference and departure for the rest of the course. Worksheet, with multi- leveled questions and student survey used.

Knowledge/Skills

Students should understand the basic who, what, when, where, why and how of the building of the Trans-Alaska Pipeline.

Film helps students effectively see and "understand" the building of modern Alaska. This serves as a point of reference and departure for the rest of the course. Worksheet, with multi- leveled questions and student survey used.

Unit: Cultures of Alaska

Duration: 3 Week(s)

Description

Introduce the "concept" of culture" including its universality.

We utilize a variety of sources including poetry, literature, cartoons, and oral traditions to make the "concept of culture" real to our students.

Essential Questions

How do I understand the norms and constructs of my culture?

How will I continue to develop my understanding of my culture?

How will I grow and learn in my understanding of other cultures?

How closely connected are the traditional Alaska Native cultures to the geographic cycles of weather, plants, animals, fish, etc. How are Alaskan cultures connected to these cycles today?

Assessments

Identification quiz on major cultures of Alaska

Vocabulary Quiz

Annotated Bibliography

Resources

Alaska's Heritage

Alaska History & Cultural Studies Website

Alaska Geographic Series

Additional sources include but are not limited to:

Another Culture, Another World by Fr. Michael Oleksa;

50 Miles from Tomorrow by Willie Hensley

Shadows on the Koyukuk by Sidney Huntington.

Vocabulary

rite

ancestors

hereditary

matrilineal

ceremonial

migration

archaeologist

memorial

inhabit

inherited

distinct

evolve

anthropology

ethnography

race

ethnicity

nationality

economic

political

social

technology

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belief
symbol

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Topic: Prehistoric & Protohistoric Alaska

Duration: 2 Day(s)

Description

Students will use a variety of resources to help them form a temporal, spatial, and visual understanding of Alaska in the time prior to the arrival of writing and the Euroamericans.

Knowledge/Skills

SWBAT: ID the 2-3 major theories of the peopling of the Americas shown in the film as well as analyze & ID some strengths and weaknesses of each theory.

Notetaking, information and vocabulary on Alaska's Prehistoric and Protohistoric past from Alaska's Heritage Chp. 2-1.

Assessment: Teacher will look at and possibly collect student notes from Chapter 2-1 that were begun in class as a group and then finished in class or for homework.

Topic: What is Culture ?

Duration: 1 Day(s)

Description

What is culture? We will use prose and poetry to better understand the big ideas behind this deceptively simple word. Then we will break down culture into its component parts and review some essential vocabulary along the way.

Knowledge/Skills

Students will be responsible for recording and understanding the the components of culture including: technology, beliefs, symbols, economic system, political system, social system as well as the difference between traditional and contemporary.

Assessment: Students will create a "sample" culture circle based on life at MEHS. WE will do this together in class and the teacher will check for understanding and students will keep their work to serve as an example.

Topic: Alaska Native Cultures

Duration: 7 Day(s)

Description

We will use "culture circles", readings, films, maps and discussions to better understand traditional and contemporary aspects of Alaska Native Cultures.

Knowledge/Skills

SWBAT identify and understand the components of culture and complete a set of Culture Circles for each of the major Alaska Native cultural groups including Tlingit, Athabascan, Inupiaq, Yupik, & Aleut.

We introduce and explain the Components of Culture including: technology, beliefs, symbols, economic system, political system, social system. We define and then identify examples first for "MEHS Culture" and then for the major Alaska Native Cultural Groups, both traditional and contemporary examples. This provides an avenue for exploring a wide range of questions connected to issues of culture and cultural change in AK. Further, it provides students with the terms and the tools necessary to engage and understand culture at a more sophisticated level.

Assessment: Students will make a set of "Culture Circles" for each of the major Alaska Native Cultural groups and turn them in for feedback and a grade.

Topic: Researching an Alaska Culture of your choice

Duration: 4 Day(s)

Description

Students will pick an Alaska Culture of their choice and create an Annotated Bibliography of their findings.

Knowledge/Skills

SWBAT cite sources using MLA Format

SWBAT write in 3rd person

SWBAT separate facts / summaries of sources from opinions about these sources

Assessment: The Annotated Bibliography will be graded and students will be given feedback along the way.

Topic: Culture Sharing

Duration: 1 Day(s)

Description

Students will have an opportunity to share what they learned in their research as well as what they have learned about growing up at home.

Unit: Russian America 1741 - 1867

Duration: 3 Week(s)

Description

Russian America isn't just about Russians...it's about Alaska becoming part of the world economy and part of the wider world in general. This was the first era of globalization. AK Native cultures were dramatically affected. How did Russia sell the land that AK Native people had lived on for thousands of years to the United States? Answering this question requires an understanding of historical forces beyond the boundaries of AK. We will reference Jared Diamond's Guns, Germs, and Steel to assist us in explaining some of the larger historical forces at work by this point in time.

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Essential Questions

- Why did Europeans view the indigenous peoples they encountered as inferior?
- Why Russia did they establish a colony in Alaska?
- Why and how did the Russian Orthodox mission to Alaska help Alaska's Native people?
- Why did Russia sell its American colony?

Assessments

- Quiz(zes)
- Test(s)
- Project(s)

Resources

Films:

Russian America Forgotten Frontier (Film)

Books:

- Alaska's Heritage Volume A
- Russian America Forgotten Frontier (Book)
- Where the Sea Breaks its Back
- Alaska Geographic: Russian America
- Russians in Alaska
- Russians in Tlingit America
- Imperial Russia in Frontier America
- The Journals of Iakov Netsvetov
- The Journals of Ioann Veniaminov
- plus many, many others...

Websites:

- www.alaskahistorycourse.org
- Meeting of Frontiers website

Field Trips

- Russian Bishops House
- Sitka National Historical Park
- St. Michael's Russian Orthodox Cathedral (Fr. Michael Boyle)
- Sitka Lutheran Church (Harvey Brandt)

Vocabulary

- indigenous
- mission
- monopoly
- ruble
- sovereignty
- promyshlenniki
- artifact
- colony
- zeal

Topic: The Age of Discovery and its Origins

Duration: 1 Day(s)

Description

After the Renaissance, Europe is about to embark on an Age of Discovery that will change the world in countless ways. I will work to help students understand the main causes and results of this critical global development, in order to provide a context for the study and understanding of Russian America.

Topic: Overview of Russian America

Duration: 1 Day(s)

Description

Students will get an overview of the Russian America unit by watching the film, Russian America: The Forgotten Frontier and completing the companion worksheet.

Topic: Exploration and First Contact

Duration: 2 Day(s)

Description

Students will engage the story of Russian exploration and first contact with Native peoples in AK.

Knowledge/Skills

SWBAT to make a map and recall important locations and their significance to the story.

Assessment: Students will be given a map quiz based on locations explored in our story.

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Topic: Growth of the Russian American Colony

Duration: 2 Day(s)

Description

Russian America will grow from a "white space" on the map to the most prosperous business venture on planet. How does this happen?

We will study numerous sources including picture, sketches, and primary source accounts to help students create a useful, spatial, temporal and visual image of life in Russian America for its varied inhabitants.

Topic: Battle of Sitka

Duration: 2 Day(s)

Description

The Battle of Sitka was no less than the high point for Sitka's geo-strategic significance; and the time was more than 200 years ago.

Knowledge/Skills

SWBAT explain the who, what, when, where and why of the Battle of Sitka.

Topic: Life in New Archangel

Duration: 3 Day(s)

Description

SWBAT to participate in 3 field trips that will help them utilize their imagination as an aid to better understanding life in Russian America.

Topic: Researching Russian America

Duration: 3 Day(s)

Description

Students will add to the research they have already done in Russian America as part of a group research project.

Topic: Presenting Russian America

Duration: 1 Day(s)

Description

SWBAT present their work with their group to the class.

Knowledge/Skills

Oral Presentations

with A/ V options

Students may select from a variety of electronic and/ or physical options to assist them in "bringing their topic to life".

Assessment: Students are graded on their class presentations.

Topic: Sale of Russian America

Duration: 1 Day(s)

Description

Teacher will present a wrap up of Russian America culminating in the Sale of Alaska to the United States.

Unit: American Period 1867 - Present

Duration: 1 Month(s)

Description

We will study Alaska from 1867 - Present by organizing units on Alaska's Economy, Transportation & Communications and also Society.

Students will each become experts on one topic and then they will share what they have learned with their classmates.

Essential Questions

What were the principal industries in Alaska in 1867, 1890, 1940, and 1959?

How did technology change Alaska's whaling, fishing, and mining industries between 1867 and 1959?

How and why did large corporations, financed by non-Alaskans, dominate the resource extraction industries?

What were some of the ways the U.S. Government participated in Alaska's economic development between 1867 and 1959?

Why was it appropriate for the federal government to support and undertake construction of "internal improvements" in Alaska?

How did the U.S. Government's involvement in economic development in Alaska reflect its changing role from encouraging business to regulating business?

How did Alaskans view the role of the U.S. Government in their economic development?

What was the U.S. Government's role in exploration and mapping Alaska during the late 1800s?

How did the ability to acquire land in Alaska change in 1900?

What reserves did the federal government establish in Alaska between 1890 and 1959?

Why was each established and for what purposes were they managed?

What events made many Alaskans charge the U.S. Government "locked up Alaska," and kept control of development in the territory?

How did Alaska's population change between 1867 and 1950, in numbers, ethnicity, and location?

How has Alaska's non-Native population dominated Alaska politics, economics, and society?

Did Euro-Americans perspectives on Alaska Natives and their rights and treatment change between 1867 and 1959?

What Alaskans, groups, events and places influenced changes?

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How did world events (including international sea mammal hunting, two world wars, and the Cold War) impact Alaska?
How did national events (including the western gold rushes, the Progressive movement, and the Great Depression) impact Alaska?
What contributions has Alaska made to scientific understanding (biology, geology, anthropology) and Arctic engineering?
How did aviation change Alaska's role in world and national events?

Why did Alaska get a land grant in the statehood act?
How did Congress arrange for the management of costs of the new state?
How much of Alaska was subject to Native title at the time of statehood?

Why did Alaska get a land grant in the statehood act?
How did Congress arrange for the management of costs of the new state?
How much of Alaska was subject to Native title at the time of statehood?

What was the scope of oil prospecting in Alaska through the 20th century?
What was the nature of the Prudhoe Bay oil discovery and what was its impact on Alaska's economy and society?

How does oil production and oil taxes affect Alaska's economy?
What is the role of federal spending in Alaska's economy?
What is the role of other factors in Alaska's economy-- commercial fishing, tourism, forest products, and mining?

What was the impact of the Exxon Valdez oil spill on Alaska?
What was its national impact?

Assessments

Oral Presentations

Cause-Effect Statements

Final Exam

Resources

Alaska's Heritage

25 + films on Alaska History Topics

100+ books focused on specific
AK History topics

Mr Fitz Folder American Period Image Collection

www.akhistorycourse.org

Topic: Early American Period **Duration:** 1 Day(s)

Description

We will focus on the years from 1867 - 1890.

Topic: Researching Your American Period Topic **Duration:** 12 Day(s)

Description

Students will use class time and homework time to prepare to teach their classmates about the American Period topic that they selected.

Topic: How to write Cause-Effect Statements **Duration:** Ongoing

Description

Teacher will work with students to help them understand how to write Cause-Effect Statements.

C/E Checklist includes:

- are there 2 more topics ?
- are time and place included ?
- is there proper grammar and spelling ?
- is the statement clear ?
- is the statement historically accurate ?

Topic: Presenting / Teaching Your American Period Topic **Duration:** 5 Day(s)

Description

Each student will have 8 - 20 minutes to share their story with the class.

Topic: WWII in Alaska **Duration:** 1 Day(s)

Description

WWII was the transformative event of the 20th Century around the world, across the U.S. and clearly in Alaska as well.

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