

## ALASKA STUDIES

**Grades 9-12**

**1 Semester**

**Prerequisite – NONE**

**Overview:** In this one semester course, students will become familiar with historic, economic political, geographic, and cultural influences on Alaska and how these events factors have shaped modern day Alaskan society. This course fulfills the Alaska state history graduation requirement.

Units of Study	Big Ideas	Key Concepts	Essential Questions	Suggested Resources
Alaska Geography	<p>Examine the processes that shape the physical geography of the state.</p> <p>Consider how the physical geography of the state affects human communities in terms of available resources, the development of distinct culture, interaction with other world regions and populations, and environmental challenges.</p>	<p>1.1 Alaska’s place in the broader world</p> <p>1.2 Locations of key communities and physical features</p> <p>1.3 Understanding the processes and significance of physical geography (e.g. plate tectonics and volcanism, climatic regions and their causes, glaciation, permafrost, etc...)</p> <p>1.4 Patterns and significance of natural resource usage and development</p> <p>1.5 Regions of Alaska (Southeast, Southcentral, Western, Interior, Arctic)</p>	<p>Why does Alaska have the physical geography it does?</p> <p>How does physical geography affect human communities?</p>	<p><b>See AK Studies Resources List</b></p>
Alaska Native Cultures (Pre-Russian Era)	<p>Explore the origins, setting, and culture of Alaskan Native groups, with an emphasis on the interaction between environment and the development of distinct cultures.</p>	<p>1.1 Origins of Alaskan Native groups</p> <p>1.2 Location and physical environment of Alaskan Native groups</p> <p>1.3 Cultures of different Alaskan Native groups (e.g. subsistence</p>	<p>How did the unique physical setting of each Native group influence their culture?</p> <p>What similarities and differences in culture do you see between Native groups and between these</p>	

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		patterns, social structures, technologies, settlement patterns, beliefs and values, etc..)	groups and modern Alaskan culture?	
Russian Alaska (1741-1867)	<p>Consider the historical, environmental, and geographic forces that shaped Russian colonization.</p> <p>Examine the interaction between Russians and Alaskan Natives and the resulting cultural diffusion.</p>	<p>1.1 Chronology and key events of Russian Alaska.</p> <p>1.2 Challenges and problems faced by Russians in Alaska and their efforts to address these.</p> <p>1.3 Impact and changes on Alaskan Native communities due to Russian colonization and influence.</p>	<p>What challenges did Russians face in Alaska and how did they try to solve these?</p> <p>What impact did Russians have on Native communities?</p>	
U.S. Period (1867-1959)	Examine the forces and events which shaped the development of Alaska's government, economy, demographics, and culture between the purchase of Alaska and statehood.	<p>1.1 Development of the state's government, economy, demographic, and infrastructure.</p> <p>1.2 Alaskan Natives under U.S. governance</p> <p>1.3 The impact of Gold Rush and World War II</p> <p>1.4 The path to statehood and creation of Alaska Constitution</p>	<p>In what ways did key events and developments transform the state?</p> <p>What were the forces supporting and opposing statehood?</p>	
Modern Alaska (1959-Today)	<p>Examine the prominent problems, issues, and events that Alaska has faced since statehood.</p> <p>Examine the changes in land ownership changed since statehood and what the consequences of these changes have been on Alaska's communities and economy.</p>	<p>1.1 Examining Alaska's economy and the impact of the development of oil industry (e.g. importance and sustainability of diverse resources, construction of pipeline, role of oil revenue in state economy, Permanent Fund, etc..)</p> <p>1.2 Considering contemporary land and resource issues</p> <p>1.3 Alaskan Natives in modern</p>	<p>What is the basis of Alaska's economy today and in the future?</p> <p>Who owns the Alaska?</p>	

Units of Study	Big Ideas	Key Concepts	Essential Questions	Suggested Resources
	Reflect on the challenges and opportunities	Alaska and ANCSA 1.4 Multi-cultural dimensions of modern Alaska		

**Vocabulary:** kamleika, baidarka, umiak, umialik, potlatch, barabara, matrilineal, qasigih, moiety, stampede, sternwheeler, creole, placer mining, assimilation, non-voting delegate, territory, statehood, Constitution, self-determination, federalism.

### Priority Social Studies Standards

**GY.E.2** A student should understand and be able to evaluate how humans and physical environments interact. 2. recognize and assess local, regional, and global patterns of resource use.

**G/C. C.1** A student should understand the character of government of the state. 1) understand the various forms of the state’s local governments and the agencies and commissions that influence students’ lives and property.

**G/C. C.6** Understand the importance of the multicultural nature of the state.

**H.A.5** A student should understand that history is a record of human experiences that links the past to the present and the future. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.

**H.B.1** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events. A student who meets the content standard should: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
- b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- c. the origin and impact of ideologies, religions, and institutions upon human societies;
- d. the consequences of peace and violent conflict to societies and their cultures; and
- e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender

**H.C.3** A student should develop the skills and processes of historical inquiry. Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.

**H.D.2** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions.

**C.S.B.1** Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life. Acquire insights from other cultures without diminishing the integrity of their own.

**C.S.E.7** Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

#### **Priority Reading Standards:**

**R2.ID.9-10** Determine the central ideas or information of a primary or secondary source; provide accurate summary of how key events or ideas develop over the course of the text.

**R4.CS.9-10** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**R9.IK.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**R.RR.9-10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

#### **Priority Writing Standards**

**W2.9-10** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**W4.9-10** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W7.9-10** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W8.9-10** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**W10.9-10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Vocabulary:** Primary Source, secondary source, compare/contrast, cause/effect, central idea, bias/point of view, thesis/claim, formal voice, supporting fact, plagiarism, citation, reliable source

