

NS History and Culture (Unit)

North Slope Borough School District > 2020-2021 > Grade 9 > Social Studies > NS History and Culture (Unit) > **Social Studies, CCAT; aaMontague, Caitlin; Cesar, Letricia; Edwardson, Rachel; Evans, Nicholas; Gordon, Kelsey; Harcharek, Pausauraq; Judkins, Tennessee; Long, Becky; Mary, Anderson; Partnow, Pat; Reichen, Randy; Riley, Shannon; Simpson, Pam; Thompson, Michael; Vadiveloo, David

Wednesday, September 9, 2020, 10:27AM

Unit

Unit Description

North Slope History and Culture *D (Week 1, 18 Weeks)

Type Author Name:

Patricia Partnow

This unit can be taught either first or second semester, and it is understood that in some villages, it will be taught at other grades besides 9th. It is being recommended as a required social studies course.

Five placeholder units have been inserted in the Unit Map. There is flexibility within those placeholder units for when the individual units that can be taught, as long as they fit within the general time period of the placeholder unit.

This unit map shows instruction for 16 of the 18 weeks of the semester, with an added day or two for a final exam. This will provide flexibility in case of testing, in-services, or the teacher's desire to spend more time on some parts of the course than others.

NSHC PLACEHOL R 1: WHO ARE WE? (Week 1, 1 Week)

Type Author Name:

This one-week placeholder unit allows students to take a snapshot of the North Slope Borough's demographics. Teachers are encouraged to develop units that work toward the desired results indicated here. Possible topics include:

- Original migrations of the forbears of the Iñupiaq people to the North Slope.
- Demographic studies of the borough using US Census information throughout history, beginning with the 1880 US Census, and including ethnographic accounts at various periods in history. This can result in graphs, maps, and illustrated histories. Students will locate themselves and their families in the demographic snapshot.
- Personal histories and interviews with tradition-bearers and prominent citizens such as Samuel Simmons, Roy Ahmaogak, Daniel Lisbourne, Greg Tagarook, Andrew Akootchook, leaders of the seven founding families of Anaktutuvuk Pass, and others. Oral history techniques, such as those taught through the 8th grade Point Lay Biography series, can be used for this unit.
- A unit on the most common surnames on the North Slope and where they came from, who their originators were, and what their stories were. Names such as Brower, Hopson, Leavitt, Gordon, Bodfish, and Driggs can be traced. Students might go onto Ancestry.com or other genealogical website to search for those with the same surname who live elsewhere.

Type Author Name:

**SS NSHC
Demograph
Study of NS
*R**

(Week 1, 1
Week)

Pat Partnow

This one-week unit explores the demographic picture of the North Slope Borough today and in the past. The unit uses primary sources such as US Census data, and engages students in graph and chart-making as well as investigations into the origins of some residents of the borough.

**Oral Histori
and
Interviews ***

(Week 1, 1
Week)

Type Author Name:

Pat Partnow. A program for teaching about interviewing and recording will allow students in all schools to learn about local individuals who have played a part in the history of the North Slope Borough. This information builds on the Point Lay Biography unit that is studied in the 8th grade, which can be found at

<https://nsbsd.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?BackLink=23351&UnitID=16234&TeacherID=17716&EditMode=0&SubNavDevelop=1>

For information on whom to interview, check with your local oral historian. The best route is to contact the IHLC Oral Historian at 852-0422.

**SS NSHC C
11, 12 of Til
History: Lif
cycle *R**

(Week 1, 1
Week)

Type Author Name:

Tom Lowenstein and Pat Partnow

Students read about the life cycle of the people of Point Hope (Tikiġaq), as it was lived in the 19th and early 20th centuries, from birth to death. They do this by reading two chapters from Lowenstein's Tikiġaq: An Early History: Chapter 11, pp. 71-81 ("Birth and Childhood") and Chapter 12, pp. 82-85 ("Old People"). Students use these chapters as prompts to learn about the traditional Iñupiaq life cycle, including naming practices, the role of games in children's education, and the importance of Elders in a young person's life.

This is a one-week unit, though there are many activities that could extend it. Read through the Learning Experiences and choose those that will fit into a week, and that tie most closely to your students' abilities and interests as well as your goals for the North Slope History and Culture course.

**NSHC
PLACEHOL
R 2: WHERE
ARE WE?**

Type Author Name:

This one-week unit is designed to orient students in space, primarily through map work. Teachers are encouraged to develop units that attain the desired outcomes using one or more of the following themes:

- Physical geography of the North Slope
- Place Names of the North Slope (both Iñupiaq and English: where did they come from?)
- Personal maps drawn by students showing their hometowns as they experience them -- illustrated and narrated

(Week 2, 2 Weeks)

- Travelogues by students, including maps, photos or illustrations, and text showing where they have traveled in their lives
- Traditional Iñupiaq values related to the environment: How we show respect for the environment and universe

Type Author Name: Jana Harcharek

**SS NSHC N
Place Name
*R**

(Week 2, 2 Weeks)

This two-week unit asks students to explore the names of local and regional places, including both Iñupiaq and English names but focusing on Iñupiaq names. Classes will be provided with information about traditional Iñupiaq place names on the North Slope. They will also be given details about specific activities and information about families that used and lived in those places. Using all this information, as well as teachers' and students' personal experiences, they will produce a bilingual, historical (covering all known times in history) geoportrait of the North Slope in atlas format. The class will be divided up so that each group of students will become specialists in one part of the North Slope. The class will then knit together all the separate geoportraits into a single storyline and map.

Type Author Name: Tom Lowenstein and Patricia Partnow

**SS NSHC C
of Tik Hist:
Phys Geog**

(Week 2, 1 Week)

Students read the Introduction and Chapter 1 from Lowenstein's *Tikiġaq: An Early History of Point Hope*. They learn the physical geography of the land and sea. This unit will take two or three days to complete.

Type Author Name:

Teachers are encouraged to design a unit to teach the physical geography of the North Slope.

**Physical
Geography
NSB *D**

(Week 2, 1 Week)

As a GRASPS task, have the students make a local atlas of land and water features. Since this is only a one-week unit, the task should be attainable within that period. Students will be charged with finding, spelling, photographing, and pronouncing (for an audio file to accompany the atlas) the terms. Be sure to share the resulting atlas on Qargi.com so students learn about areas other than their own hometowns and begin to converse with others.

Examples of terms (to be translated to Iñupiaq) might be:

- mountain
- river
- ocean
- beach

- summit
- tundra
- pond
- knoll
- trail
- road
- valley
- low land
- swamp
- estuary
- delta
- channel
- hill

For help in teaching the Iñupiaq terms for various geographic features, check with your ILT. Also invaluable is the Iñupiaq to English Dictionary by Edna Ahgeak MacLean.

SS NSHC
Personal
Maps *R
(Week 3, 1
Week)

Type Author Name:
 Pat Partnow

In this three-day unit, students consider the emotional and behavioral importance of various places within their home communities. Students share their personal maps and consider what they, as an aggregate, say about relationships between people and the land.

Student
travelogues
***D**
(Week 3, 1
Week)

Type Author Name: Kelsey Gordon (adopted unit)
 Pat Partnow and others: Students write travelogues of their personal journeys, whether they be for school sports, subsistence, family trips, or shopping trips. They illustrate the travelogues and research the places they visit to produce a well-rounded geo-portrait of one or more places that are important in their lives.

Values and
the

Type Author Name:
 Teachers are invited to design units that tie the geography of the North Slope Borough to the Iñupiaq values. In particular, the values related to stewardship and respect for the environment and its resources will be highlighted and tied to specific locations and events.

Environment *D

(Week 3, 1
Week)

A fruitful strategy is to have students read YA fiction (specifically, chapters from *Shadow of the Hunter* by Richard A. Nelson) and search for ways the stories embody Iñupiaq values. A link to the values appears at the end of this document.

NSHC PLACEHOL R 3: WHER DID WE CO FROM?

(Week 4, 3
Weeks)

This placeholder unit, which is divided into two parts, allows students to delve into beginnings and origins through one of three smaller units. As they investigate different types of evidence about the distant past, they explore the characteristics of good evidence, the effect of perspective on historical explanations, and the difference between fact and inference in understanding and writing history.

- Oral Tradition: Eagle Drums, a two-week ELA/Social Studies unit already developed. It deals with the origins of the Messenger Feast, Kivgiq.
- The history of Point Hope.
- The Long Walk (Anaktuvuk Pass).

Type Author Name: Fannie Akpik and Pamella Simpson

SS NSHC Ceremonie: Celebration & Games *I

(Week 4, 3
Weeks)

Traditional Native Alaskan singing, dancing and drumming of songs from the North Slope's indigenous group taught by experienced performers. Students will learn to sing both invitational and motion dance songs. After learning the songs and meaning of the motions, students will learn to motion dance. Students will also be taught the use of the traditional drum with the rhythm of the song.

Objectives:

The primary objective of this course is for students to become familiar with the traditional songs and dances that are common in the North Slope. Simple motion songs and movements will be taught through repetition for memorization. Simple invitational songs will be taught also during practice and learn knowledge of when a song begins and ends.

- Celebrations and ceremonies reflect and foster social integration.
- Celebrations and ceremonies embody an understanding of the cosmos and the human place in that cosmos.
- Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. Our songs and dances reflect language expressed through art.
- Singing, drumming, and dancing contributes to our spiritual, emotional, social, and physical well-being.
- Song and dance are powerful expressions of our existence.
- The arts are integrated into all aspects of Iñupiaq life.
- Purpose of ceremonies/celebrations is to share, trade, group solidarity, develop friendships, honor and respect the Iñupiaq way of life/customs.

- Protocols for song/dance inheritance is passed on from generation to generation, from immediate family member to immediate family member, from village to village, and sacred ownership protocols.
- Dance protocols.
- Roles and responsibilities of Men during celebrations/ceremonies.
- Roles and responsibilities of Women during celebrations/ceremonies.
- Roles and responsibilities of Group Members during celebrations/ceremonies.

Goal Outcomes:

At the completion of the *Iñupiaq Songs, Dances and Drumming* Course, students will:

1. Know when to begin and end the song and dance at the right **beat**.
2. Know the difference between an invitational and motion dance songs.
3. Know the meaning of the motion dance songs.
4. Have the knowledge of how a drum is held and when to beat the drum lightly and then when to beat hard.
5. Overcome stage fright and enjoy dancing.

- Producing the rhythm, and singing a repertoire of songs, solo and in unison.
- Introducing him/herself in the proper Iñupiaq manner at a public gathering.
- Exploring and explaining how celebrations and ceremonies are tied to other parts of the Iñupiaq culture.
- Explaining celebrations and ceremonies in depth.
- Place him/herself in the appropriate mind-set and show proper attitude toward drumming and dancing.
- Explaining the protocols associated with songs, and the difference between various types of songs.
- Exploring why singers and performers sing, drum and dance.
- Creatively expressing the natural world through the arts.
- Know song inheritance protocols.
- Know purpose of celebrations/ceremonies.

Type Author Name: Fannie Akpik and Pamela Simpson

**SS NSHC
Iñupiaq
Dancing,
Songs, &
Drumming**
(Week 13, 3
Weeks)

Traditional Native Alaskan singing, dancing and drumming of songs from the North Slope's indigenous groups will be taught by experienced performers. Students will learn to sing both invitational and motion dance songs. After learning the songs and meaning of the motions, students will learn to motion dance. Students will also be taught the use of the traditional drum with the rhythm of the song.

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- Song and dance are powerful expressions of our existence.
- The arts are integrated into all aspects of Iñupiaq life.
- Purpose of ceremonies/celebrations is to share, trade, group solidarity, develop friendships, honor and respect the Iñupiaq way of life/customs.
- Protocols for song/dance inheritance is passed on from generation to generation, from immediate family member to immediate family member, from village to village, and sacred ownership protocols.
- Dance protocols.
- Roles and responsibilities of Men during celebrations/ceremonies.
- Roles and responsibilities of Women during celebrations/ceremonies.
- Roles and responsibilities of Group Members during celebrations/ceremonies.

Goal Outcomes:

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 - Have the knowledge of how a drum is held and when to beat the drum lightly and then when to beat hard.
 - Overcome stage fright and enjoy dancing.
-
- Produce the rhythm, and singing a repertoire of songs, solo and in unison.
 - Introduce him/herself in the proper Iñupiaq manner at a public gathering.
 - Explore and explain how celebrations and ceremonies are tied to other parts of the Iñupiaq culture.
 - Explain celebrations and ceremonies in depth.
 - Place him/herself in the appropriate mind-set and show proper attitude toward drumming and dancing.
 - Explain the protocols associated with songs, and the difference between various types of songs.
 - Explore why singers and performers sing, drum and dance.
 - Creatively express the natural world through the arts.
 - Know the song inheritance protocols.
 - Know the purpose of celebrations/ceremonies.

**SS 9 NS
History &
Culture of
Survival *TI**
(Week 4, 3
Weeks)

This unit is a study of the history, culture and traditions of ancestral Inupiat prior to contact with foreign entities (missionaries, Yankee Whalers, etc.) through the lens of adaptation and survival. This unit is focused primarily on analyzing significant adaptations to the harsh geography of Northern Alaska made by ancestral Inupiat through technologies, strategies, and traditions developed over time. Ultimately students will make connections to traditional Inupiaq life ways that have paved the way for Inupiaq culture to survive and thrive for several thousand years as well as make connections to the means of survival occurring at present day. This unit is best implemented in a 10th grade AK Studies class as either an introduction to further Inupiaq history and culture units or as a culmination to initial units on Inupiaq History. This unit can provide the background information or mental velcro for understanding different Alaska Native cultures over the course of AK Studies.

**SS NSHC
Surnames
from Yanke
Whaling Da
*R**
(Week 4, 1
Week)

Type Author Name:

Pat Partnow and Jana Harcharek. Some of the most common surnames on the North Slope were originally held by immigrant white whalers or traders. In this one-week unit, students will conduct research to learn about the Browers, Areys, Hopsons, Leavitts, Gordons, Bodfishes, and Edwardsons/Edwardsens.

**SS NSHC
Museum vi
for Freshm
*R**
(Week 4, 1
Week)

Type Author Name: Patricia H. Partnow

This unit is designed especially for students in Anaktuvuk Pass and Barrow where there are community museums. Since the museums have different collections and displays, the specific activities will differ. This unit can be taught at any time during the school year, but it is suggested that it be taught during the fifth week of the North Slope History and Culture unit, which may be taught during either first or second semester. Although this course may be taught at any grade level in village schools, it is placed in the 9th grade unit map because this is the preferred grade level, particularly for Barrow, and because the Rubicon Atlas structure requires that the course be assigned a specific grade level.

It is suggested that the teacher ask for a general tour of the museum that teaches elements of traditional Inupiaq culture. Each visit might be somewhat different, but the general outlines will follow what is described here. No single field trip will result in addressing all of the listed OUs, EQs, or standards listed here.

**SS NSHC C
4,7,8 of Tik**

Type Author Name: Tom Lowenstein with contributions by Patricia Partnow

Students read three selected chapters from *Tikiġaq: An Early History of Point Hope* that discuss the spring whale hunt, its rituals, and the underlying belief system and leadership roles that enabled people to thrive in this ancient village. Specifically, they read Chapters 4 ("The Qalgi: Ceremonial House", pp. 14-17), 7 ("The Whale Hunt," pp. 42-44) and 8

Hist: Trad Whaling *R
(Week 4, 2 Weeks)

("Qagruq: Tikiġaq's Whaling Feast," pp. 45-51). This unit would, ideally, be taught at roughly the same time as the 9th grade Language Arts units, "The Qalgi Rituals Start" (Chapter 5) and "Legends, Rituals and Whaling" (Chapter 6).

SS NSHC Archaeology Evidence *
(Week 4, 2 Weeks)

Type Author Name:
Patricia Partnow

There are over 3000 recorded archaeological digs in NSBSD, according to archaeologist Anne Jensen of Ukpeagvik Inupiat Corporation (UIC) Science LLC. In this unit, which can be shortened to one week or lengthened to two weeks, students learn the general outlines of Eskimo prehistory across North America. They learn to gain knowledge from an artifact through the processes of examination, questioning, and inference. Depending on the teacher's plans, they may learn details about the prehistory of their local community.

SS NHSC C 2 of Tik His Settling of Hope *R
(Week 5, 1 Week)

Type Author Name:

Tom Lowenstein and Patricia Partnow. Students read Chapter 2 of *Tikiġaq: An Early History of Point Hope*. They learn how the earliest settlement at Point Hope was established and about subsequent settlers, their way of life, and culture. This unit will take two to five days.

Migrations and movements within NSB
(Week 6, 1 Week)

Type Author Name:

Various. An example of a unit that would fit here, to show how the various villages of the NSB came to be as they are today, would be the Long Walk (Anaktuvuk Pass). Other units would explore the current names and locations of other villages, including those that were re-formed in response to the Alaska Native Claims Settlement Act. The re-occupying of Atqasuk could be explored. Additionally, students might learn about their families' histories of movement, from the days of the nineteenth century to today.

Type Author Name: Tom Lowenstein and Patricia Partnow

**SS NSHC C
Tik Hist:
Hunting
Journeys *I**

(Week 6, 1
Week)

During this one-week unit, students follow a fictional but typical Tikiġaq family, pre-contact, on its seasonal round, as they read a chapter from Lowenstein's book *Tikiġaq: An Early History of Point Hope*. They read Chapter 9 ("Hunting Journeys") and undertake small-group or independent research to prepare a presentation on changes in subsistence practices over the last 150 years.

There are many learning experiences described here, perhaps too many for a week's work. Teachers should read through the description and choose those that are best suited to their students and their class objectives.

**NSHC
PLACEHOL
R 4
STRANGE
COME**

(Week 7, 4
Weeks)

This placeholder unit, which is divided into four parts, examines the legacy of the colonialism that changed life on the North Slope, beginning with explorers in the 19th century and resulting in the marginalization of the Iñupiaq people in their own home region during the modern era. Specifically, students might:

- Determine a working definition of colonialism and determine the extent to which the North Slope has been in a colonial situation; they might compare the legacy of colonialism locally with other places and peoples who have been subject to colonialism around the world
- Review the legacy of commercial whaling, which will also be taught in the World History course at 11th grade
- Study the effects of missions, including the Comity Agreement among Christian churches that took place in the mid-1880s)
- The importation of Western-style schools as a contrast to traditional methods of education
- Learn about reindeer herding throughout the state, but especially in the North Slope
- Explore the effects of the military presence (Meteorologists, DEW line, Pet 4, NARL)
- Learn the various instances of federal land distribution and how these affected subsistence and other land-based activities
- Explore the results of the change in the economic system from trade and barter to currency-based

**SS NSHC H
has
colonialism
affected NS
*R**

(Week 7, 4
Weeks)

Type Author Name:

Pat Partnow and Jana Harcharek

This 4-week unit helps students understand the definition of colonialism and encourages them to determine whether they believe the North Slope has been in a colonial situation or not. Students will also consider the worldwide legacies of colonialism and relate those to the history on the North Slope. An alternative approach to teaching this unit is to design one-week units on the individual components of colonialism (see the *D units for the North Slope History and Culture course that are listed, but not developed).

A second alternative is to break this unit into shorter time slots. This can be done by following the topic headings that are listed in the Learning Experiences section, as follows:

1. Introduce colonialism
2. NS Whaling and Trade as they relate to colonialism
3. NS Leadership and Governance as they relate to colonialism
4. NS Missionaries and education
5. Synthesis of all topics and analysis of longterm effects on NS
6. The process of decolonization

**Colonial
History:
Reindeer
Herding *D**
*(Week 7, 1
Week)*

Type Author Name: Jana Harcharek & Tenna Judkins

The Reindeer Herding Industry is a chapter in the history of the North Slope Iñupiat. Students will conduct research to learn about why reindeer were brought to the North Slope, what effects the industry had on the lives of the North Slope Iñupiat and what contributed to the demise of reindeer herding and present their findings in this one week unit.

**Colonial
History:
Commercial
Whaling *D**
*(Week 7, 2
Weeks)*

Type Author Name:

Students have a short introduction to commercial whaling on the North Slope.

Students will look at how global economics affected the local life on the North Slope, from the reasons whale ships sailed so far for whale products, to the end of commercial whaling with the discovery of oil in Pennsylvania.

**Colonial
History:
Military
presence *I**
*(Week 8, 1
Week)*

Type Author Name:

Teachers are encouraged to explore this topic, from the first Coast Guard Cutters, to the Alaska Territorial Guard during World War II, through Naval Petroleum Reserve #4, 1923, NARL and the DEW Line.

**Colonial
History:
Missions and
Schools *D**
(Week 8, 2
Weeks)

Type Author Name: Tennessee Judkins

Students study the history of the influences of Christianity and education on the North Slope. They will learn about the Comity Agreement among different Christian denominations, different missionary influences across the State, how the Bureau of Indian Affairs influenced education, and will gain insight as to how education evolved on the North Slope. Students will learn about how these impacts influenced the "Boarding School Era." In groups, students will choose a boarding school within the state of Alaska, or perhaps outside of the state, and conduct further research on that boarding school. Students will then present their findings to the class and present a more in-depth report on the boarding school they chose to conduct their research on. Students will wrap up with a group discussion about their thoughts as to how this period in history has influenced today's worldview within their community and tie their findings to specific instances they have identified today that could have been influenced by the "Boarding School Era."

**Colonial
History:
Federal Land
Distribution
*D**
(Week 9, 1
Week)

Type Author Name:

Teachers are encouraged to develop units that show how land ownership has come to its current state, with emphasis on federal lands. These units could focus on how decisions are made in Congress, on how local people exerted power or were bereft of power, and how the lands are currently used, including regulations governing their use.

Designed by Pat Partnow and Jana Harcharek

**SS NSHC H
Epidemics
Affected NS
History *R**
(Week 9, 2
Weeks)

This unit is based on research reported in a book by Dr. Robert Fortuine, *Chills and Fever*. Students study both the occurrence of epidemics and the effects those epidemics had on the lives and history of the people of the North Slope.

**Colonial
History:
Change in**

Type Author Name:

Teachers are encouraged to produce units that trace the economic system in effect on the North Slope from the early days of Trade Fairs (building on the 6th grade unit Adventures in Trading), through the "company stores" of the commercial whaling era, to the current world-wide economy the NSB finds itself part of.

Economic Systems *D

(Week 10, 1 Week)

Marginalization of Iñupiat People *D

(Week 10, 1 Week)

Type Author Name:

Jana Harcharek and others: Teachers are encouraged to produce units that explore the legacy of colonialism, in its broadest definition, on the North Slope. They can choose specific aspects of life or concentrate on political power, as defined traditionally (the authority and power to make decisions that determine human resource use, movement, and social actions) and in the modern era. These units can also show recent movements to de-marginalize the Iñupiat people.

NSHC PLACEHOLDER 5: NSB COMMUNIT

(Week 11, 2 Weeks)

In this unit students explore the communities of the North Slope.

Teachers are encouraged to develop units that relate to this unit's themes and concepts. Suggested topics for unit development include:

- Video portraits of two Iñupiat villages in the 1940s and 1950s, as a way of using primary sources
- A geoportrait of your own community
- Photographic portrait of Nuiqsut
- Other community-based units

Type Author Name: Al Strack with additional ideas from Patricia Partnow

SS NSHC:Illustrated History of Nuiqsut (or your village) * R

(Week 11, 2 Weeks)

An Illustrated History Of Nuiqsut (or your village)

Instructions that follow are specific to the history and landscape of Nuiqsut, but you can undertake a similar project with other communities on the North Slope.

As described here, students will research local documents to compile information specifically related to the establishment of the modern day village of Nuiqsut in 1974. They will compare the Nuiqsut of 1974 with the village they live in today.

Information collected will include historical manuscripts, photos, maps, student drawings/art and experiences gleaned through dialogue with local individuals who experienced Nuiqsut's establishment in 1974. After collection of documents, students will create an outline for producing a photo history of Nuiqsut's 1974 establishment and subsequent photos of

Nuiqsut today. Based on the outline and photos of each document page, each student will create a chronological photo history depicting the 1974 establishment of Nuiqsut as well as comparative pages depicting the current village. Each photo or document page will have a written caption that clearly identifies the photo/document and its historical significance. Individual projects may be combined into one larger version for distribution to community.

**SS NSHC A
Geoportrait
My
Community**
(Week 11, 2
Weeks)

Type Author Name:

Patricia Partnow.

Each village and town on the North Slope has its own history and character. Teachers are encouraged to tailor this one-week unit to their own communities, and leave notes to indicate sources for information they have found particularly helpful for future teachers of this unit.

**SS NSHC:
Video
Portraits of
villages *R**
(Week 11, 2
Weeks)

Type Author Name:

Patricia Partnow

In 1941, archaeologist Helge Larsen traveled to Point Hope with his movie camera to record the local scene. Eight years later, in 1949-50, Norwegian anthropologist Helge Ingstad spent nine months in Anaktuvuk Pass and also recorded some of his visit. This unit has students look at these two videos as springboards for learning more about the two communities. Students become anthropologists and historians, and conduct research to learn more about what they are seeing.

The unit is designed to take from 8 to 10 days, depending on the amount of time necessary to complete the GRASPS task.

**NSHC
PLACEHOL
R 6: NSB
TODAY**
(Week 13, 5
Weeks)

In this unit, which is divided into three parts, students explore the more recent ramifications of changes on the North Slope. They look at actions taken by the Iñupiaq people that have trended toward political and cultural self-determination.

Teachers are encouraged to develop units that relate to this unit's themes and concepts. Suggested topics for unit development include:

- Subsistence as it appears today, post-commercial whaling, reindeer herding, and oil exploration
- Operations of the Arctic Slope Regional Corporation (although an entire unit on the history of ASRC has been developed to be taught at the 12th grade level as part of the North Slope Government course)
- Oil and gas exploration on the North Slope
- Borough government and services as students experience them in their own communities
- An investigation of the jobs that exist in communities today and ways students might prepare themselves for those jobs

- Maintaining cultural and spiritual balance in an ever-changing world

In addition, students may take a final exam at the end of the semester.

**Intro to
ANCSA *D**
(Week 13, 1
Week)

Author: Tenna Judkins

This short unit will cover the most basic information about the 1971 Alaska Native Claims Settlement Act, including: The creation of 12 land-based and one additional Native Regional Corporations, the creation of village corporations, and the distribution of money.

**SS NSHC
ASRC and
ANCSA
Section 7(i)**
(Week 14, 1
Week)

This small unit is designed to be taught as a transition unit, after students in North Slope History have studied the Alaska Native Claims Settlement Act, but before they have learned about the Arctic Slope Regional Corporation and the local village corporations. As such, this includes neither materials on ANCSA nor on ASRC, but there are supplementary teaching materials on both linked later on.

This unit focuses on Article 7(i) of the Alaska Native Claims Settlement Act, the article which necessitates that all Native Regional Corporations must share 70% of their subsurface revenue with the other Regional Corporations. The students will learn about 7(i), and participate in a thought exercise which puts them in the place of ASRC, having to give up and share a large portion of their own "revenue" with "other regional corporations."

This unit is designed to take about three to four class days. One of those days will be dedicated to teacher instruction, and the remainder will be focused on the aforementioned student exercise. It is imperative that this unit be taught immediately after students have studied ANCSA and the creation of the Regional Corporations.

Author's note: This unit is not focused on mathematics, but it does have some very simple math designed as a thought exercise for students. Students should in no way be evaluated on their math, and you should stress to them that this is not a "math assignment." Any lower level math teachers who wish to adopt this can add mathematics standards and change the unit for themselves as appropriate.

Type Author Name:

**Intro to ASI
and NSB *E**
(Week 15, 1
Week)

Teachers are encouraged to introduce the Arctic Slope Regional Corporation to students in a three to five day unit. This unit would also introduce village corporations, providing students with a context for understanding local governance. It will also introduce students to the formation of the North Slope Borough. Students will study ASRC in more depth in the North Slope Borough Government course, which is recommended at the 12th grade.

**SS NSHC
Subsistence
Today *R**
(Week 15, 2
Weeks)

Type Author Name:

Pat Partnow and others -- teachers are invited to add to this unit to describe ways they have tailored their subsistence study to their students and communities.

Teachers are encouraged to explore current subsistence practices in their communities. A number of resources are appended at the end of this unit description to help guide students in this exploration. Additionally, Essential Questions are posed below to help guide the study. Teachers will note that their units might not align with all of the Stage 1 goals and objectives, depending on which of the following directions they take in designing the units.

Locally-designed units could follow one or more of the following trajectories. Each is represented by its own GRASPS task in the Transfer Tasks section below:

1. Contrast traditional practices with contemporary methods. Teachers in Utqiagvik and Anaktuvuk Pass are encouraged to tie the units in with the 9th grade museum visit unit that is part of the 9th Grade Social Studies section of Rubicon Atlas.
2. Invite a subsistence harvester to school to teach about a single resource by bringing in a recently caught carcass. Have that person teach about hunting, including regulations, tools and weapons, techniques, sharing, etc. Each year you teach this unit, consider highlighting a different subsistence resource.
3. Study statistics about subsistence on the North Slope and prepare charts, graphs, and maps to educate members of your community. Many resources are attached, below.
4. Subsistence is defined as a four-part process, involving preparation, the food quest and harvest, preparation and storage of the food, and its distribution and consumption. Students explore ways they and their families are engaged in each of those steps. They provide first-person narratives about subsistence experiences, or photographs or videos of their families engaged in subsistence activities.
5. Study regulations, state and federal, related to subsistence harvests on the North Slope and consider the political reasons for the differences.

**Oil and Gas
Exploration**
(Week 15, 1
Week)

Type Author Name:

Teachers are encouraged to develop units on the development of oil and gas exploration on the North Slope. The units would involve both economics and geography, and perhaps geology, as students learn why the North Slope is rich in oil and what this has meant to the lives and culture of the NSB. The units might also involve a "before-after" set of photographs showing what life was like in Barrow both before and after oil money became available.

**SS NSHC
Native
Corporation**

Type Author Name: Pat Partnow and Jana Harcharek

In this two- week unit, students explore the process by which land was selected for ASRC and for village corporations. They learn about land ownership in their own communities and consider the importance of some of those lands to their own lives.

**land
selections †**
(Week 16, 2
Weeks)

**Borough Governmen
and Service
*D**
(Week 17, 1
Week)

Type Author Name:

Jana Harcharek and others. Teachers are encouraged to develop units on the borough government and what it provides. Such units would consist of students researching their local governments, attending council meetings, learning the extent of borough and village powers, and choosing an issue that they want to advocate.

**Maintaining
Balance in
life and
community**
(Week 17, 1
Week)

Type Author Name:

Teachers are encouraged to develop units that help students explore a balance between traditional and modern, local and global, Iñupiaq and a national identity through a series of activities that allows them to examine the lives of people who have dealt in various ways with those challenges. Students undergo personal values clarification to situate themselves in those continua and explore how they can prepare themselves for their desired future lives.

**What Jobs
in My
community
*D**
(Week 17, 1
Week)

Type Author Name:

Jana Harcharek and others. Teachers are encouraged to produce units that have students explore their local community and determine the jobs that are currently available there. They learn what skills and knowledge are necessary for each, as well as the pay and other details of the jobs. Students work in small groups to prepare PATHs (Planned Alternatives for Tomorrow's Hope) for each member. Each PATH notes the desired long-term goal, various benchmarks that need to be met along the way to achieve that goal, and the support in terms of people and resources the students will need along the way to reach the goal.

Type Author Name:

Teachers are encouraged to design a final exam for the course.

SS NSHC
Final Exam
(Week 18, 2
Weeks)

Atlas Version 9.6

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