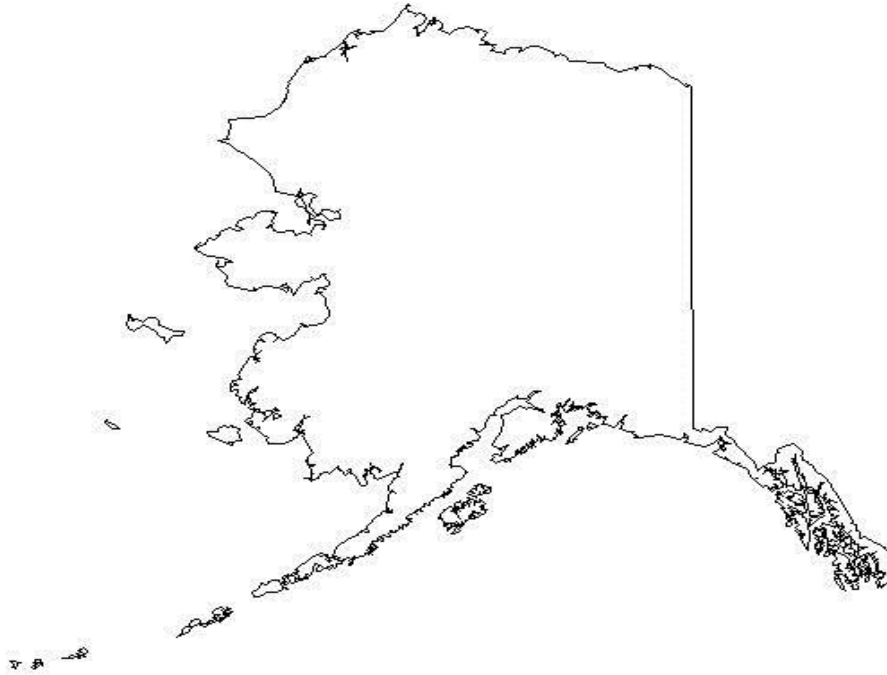


Matanuska Susitna Borough School District
High School Alaska History
Curriculum Guide



**Developed and written by the
High School Alaska History Writing Team
Sean Murphy, Houston High School
Pam Burley, Wasilla High School
Janet Blalock, Wasilla High School
William Siedler, Palmer High School
Paula Marsh, Palmer High School
Lorri Van Diest, Curriculum Coordinator**

Matanuska Susitna Borough School District
Dept. of Education & Instruction
501 N. Gulkana St.
Palmer, AK 99645

Alaska History Course Description:

Alaska History is an in-depth exploration of the rich geographic and cultural background of the state and its people from the early native people to the Russian era through statehood to the present. This course includes examination of the geography, the history, the political and the economic forces that have shaped contemporary Alaska. The course seeks to ensure that students have a strong foundation in the historic and cultural contexts of issues facing the state so they will develop a broad sense of community and strengthen skills that will encourage thoughtful consideration of issues and choices facing Alaska.

Alaska History Course Objectives:

- Develops and fosters a sense of civic responsibility.
- Promotes reading, writing, research, presentation skills, and participatory activities.
- Supports the development of critical and abstract thinking skills, which allow students to analyze the impact of historical events in Alaska.
- Awareness of Alaskan geography.
- Students will understand the origins and diversity of Alaskan Native culture groups.
- Identify the components Legacy of the Russian Colonial period, 1741-1867.
- Examine the impact of the United States Colonial era, 1867-1912.
- Understand the events and people that ultimately led to statehood, 1912-1959.
- Study the origins and history of the Matanuska-Susitna Valley.
- Utilizes current events as a valuable tool in understanding modern Alaska history, 1959-Present.

Prerequisite Knowledge/Skills:

- Read a map and understand the legend.
- Define and identify primary sources.

Alaska History Units of Study:

- Geography
- Indigenous Alaskans before western contract - (time immemorial-contact)
- Colonial Era – The Russian period – (1741-1867)
- Colonial Era – The United States period – (1867-1912)
- Alaska as a Territory – (1912-1959)
- Alaska as a State – (1959-Present)

Skills:

The student will be able to....

- identify, examine, and interpret primary sources and secondary sources
- research documents to increase understanding of events and life in Alaska history
- make connections between the historical past and the present as it relates to the student
- interpret ideas and events from different historical perspectives
- evaluate and discuss issues orally and in writing
- create and explain maps, diagrams, tables, charts, graphs, and political cartoons
- distinguish between relevant and irrelevant information

Learning Activities*:

1. Begin with an entry question to hook students into considering the effects of history on their lives.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks.
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.
7. Create individual projects such as PowerPoint, posters, speeches, etc.
8. View videos pertinent to subject material.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

Key

The following acronyms were defined by the State of Alaska Performance standards:

AH PPE = Alaska History People, Places and Environment

AH CPD = Alaska History Consumption, Production, Distribution

AH ICGP = Individual, Citizenship, Governance, Power

AH CC = Alaska History Continuity and Change

DOK = Depth of Knowledge/Skills is the cognitive demand associated with each item.

Alaska History Curriculum Map

Units

1st Quarter:

- I. Geography 1 week**
- Physical features
 - Regions
 - Climate
 - Population distribution
- II. Indigenous Alaskans (before and after Western Contact) 3 weeks**
- Geography
 - Ethnic Cultural Diversity
 - Native groups – Cultures, Mythology, Impact of Western Influence
 - Subsistence
- III. Colonial Era – The Russian Period 1741-1867 2 weeks**
- Russian Exploration and initial contact with Natives
 - Fur Trade
 - Missionary influence
- IV. Colonial Era: The United States Period 1867-1912 3 weeks**
- Purchase & Territorial
 - Gold Rush
 - Period of Neglect
 - Military Occupation

2nd Quarter:

- V. Alaska as a Territory 1912-1959 3 weeks**
- Railroad
 - Homesteaders/Mat Valley Colonists
 - Military Alaska –World War II and Cold War
 - Natural Resources (coal, oil)
 - Statehood push/Constitutional Convention
- VI. Alaska as a State 1959-present 6 weeks**
- Statehood
 - Present Political arena
 - Alaska's Budget and Economy
 - ANCSA, ANILCA, and other legal issues
 - Native Corporations
 - Contemporary Influence on Natives
 - Economic – Oil, Fish, Timber, Tourism, Minerals, Permanent Fund

Unit One: Geography

Time Frame for Unit: 1 week

Brief Summary of Unit:

In the *Alaska Geography* unit students will understand the ongoing need for awareness of the physical, regional, climate, and population distribution elements of Alaskan geography.

Enduring Understandings:

The student will understand that:

1. a geographic region is composed of a complex set of factors including physical feature, climate, location, flora/fauna, and human history. (AH PPE1)
2. the name and geographic homes of Alaska's indigenous groups are important to their lifestyles. (AH PPE2)
3. Alaska's location is critical to understanding its role in world history. (AH PPE4, AH CC1)
4. Alaska's vast size and geographic shape are essential to understanding its diversity. (AH PPE2)
5. Alaska's vast size and geographic shape present significant internal transportation within the state. (AH PPE4, AH CPD4)
6. to a geographer, place is somewhere people can identify as special or distinctive and also has tangible physical and human geographic characteristics. (AH PPE7)
7. natural hazards are a dominant feature of Alaska's environment. (AH PPE1)
8. Alaska's changing human population is unevenly distributed across the landscape. (AH PPE6)

Essential Questions:

1. Earthquakes, volcanic explosions, and snow avalanches are examples of natural hazards in Alaska. How are these hazards related to the distribution of Alaska's population?
2. Why is there a significant difference between urban and rural Alaska?
3. What are the great river systems of Alaska and where are they located?
4. 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?
5. What are the major factors that shape the climates of Alaska?
6. Where are glaciers found in Alaska and why are they located there?
7. How could Alaska be both the "center" of the world and relatively isolated at the same time?
8. Why has travel within Alaska historically, and today, been difficult?

Knowledge/Skills:

Define and apply the following topics:

Geographic regions (Arctic, Western, Interior, Southcentral, Southwestern, and Southeastern), mountain ranges, glaciers, rivers, cities, volcanoes, bodies of water, roads, railroads, Beringia

- Ritter, H. *Alaska's History; The People, Land and Events of the North Country*. Chapter 6, pages 90-105.
- *Alaska in Maps: A Thematic Atlas*.
- *Alaska's Heritage*. Unit 1. Available at www.akhistory.org
- *Alaska Map E Shaded Relief* [map]

Explain the significance of the following concepts:

- Physical geography
 - *Alaska in Maps: A Thematic Atlas*. Chapters 1, 2 and 4
 - *Alaska's Heritage*. Chapters 1-1, 1-2, 1-3 and 1-4.
- Native groups
 - *Alaska in Maps: A Thematic Atlas*. Chapter 3
 - *Alaska's Heritage*. Chapter 1-5.
- Formal regions
 - *Alaska in Maps: A Thematic Atlas*. Chapters 1, 2 and 4

Assessment Evidence - Performance Tasks:

- Analyze relationships of the location of individual cultures, geographic features and formal regions
- Interpret maps

Other Assessment Evidence (Optional):

- Test on facts related to geographic regions
- Quiz on geographic vocabulary terms
- Quiz on locations of cities, rivers, mountain ranges, native groups
- Written responses to the Essential Questions
- Students self-assess their own involvement in class discussions and academic performances, and reflect their patterns of participation

Students will understand the ongoing need for awareness of the physical, regional, climate, and population distribution elements of Alaskan geography.

A Teacher's Guide to Alaska in Maps ▪ Resource provided by MSBSD
CD-ROM version "Alaska in Maps: A Thematic Atlas" Issued in 2000, currently available in Windows format from the Alaska Geographic Alliance, Institute of the North. Participants in the Alaska History Institute receive this free.

Free online resource at <http://24.237.164.204/atlas/MapMenu.do>

Interactive version of the maps contained in the printed and CD-ROM versions. It does not contain the text and related graphics contained in the other versions. It is intended specifically to allow the web user to work with interactive thematic maps.

Alaska Map E Shaded Relief [map] ▪ Resource provided
Identifies roads, place names, airports, borough boundaries and federal boundaries. Geophysical Institute Map Office, also known as the State Earth Science Information Center (ESIC), is located in the International Arctic Research Center at the University of Alaska Fairbanks.

Also available :

- A free index to Alaska topographic maps is available by mail upon request;
- Trails Illustrated folded maps for state and national parks in Alaska and the Chilkoot Trail;
- Selected maps of the Yukon and British Columbia are available for purchase;
- Selected nautical charts published by National Ocean Service (NOAA) are available including charts for Prince William Sound, Resurrection Bay, and Kachemak Bay.

Alaska Volcano Observatory - www.avo.alaska.edu

Geologic, topographic, and location maps, as well as references that are classified as maps or that contain maps.

A Photographic Geography of Alaska ▪ Alaska Geographic, #7 ▪ Penny Rennick, ed.

Trade Paperback, 191 pages ▪ Alaska Geographic Society ▪ ISBN: 0882401734 ▪ \$17.95

▪ Out of print; can be ordered through local bookstore.

Alaska Geography Toolkit for teachers of Alaska History and Cultural Studies ▪ Smothers Marcello, Jody; Pearson, Roger W.

Alaska Geographic Alliance ▪ June 2005 ▪ available for download, must register to be able to download.

<http://www.ngsednet.org/alaska>

Unit Two: Indigenous Alaskans before Western Contact (Time Immemorial - Contact)

Time Frame for Unit: 3 weeks

Brief Summary of Unit:

In the *Indigenous Alaskans before Western Contact (time immemorial – contact)* unit students will identify, understand and appreciate that many Alaska Natives have retained their customs, language, hunting and fishing practices and ways of living since "the creation of time."

Students will analyze the interaction of the peoples with natural resources in order to sustain their subsistence also showing how geography has affected their lives. Students will understand the origins of diversity in Alaska.

Enduring Understandings:

The student will understand that:

1. Alaska's history begins long before Europeans set foot on the land and long before Europeans began to produce written records about Alaska. (AH PPE2)
2. there are regional variations in the ways humans have lived on Alaska's land and utilized its resources. (AH PPE6)
3. in Alaska, "subsistence" denotes an entire way of life. (AH CC4)
4. struggles for and changes in land use, control, and ownership have been a constant theme in Alaska's history. (AH ICGP3)
5. the nature of culture as a construct will promote the ability to reflect on cultural norms as windows into the customs, beliefs, and practices of groups that are different than those experienced by the viewer. (AH PPE2)
6. cultural groups develop within the dimensions of time and space and the use of key resources within these dimensions produces cycles and patterns of life within that culture. (AH PPE 2)
7. present-day Alaska was home to multiple cultural groups who developed sophisticated societies prior to contact with the European people. Reflecting on the stories and literature of a cultural group provides a first person account of how that society viewed the world. (AH ICGP1, AH PPE2)

Essential Questions:

1. 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?
2. How are ideas and tools from Alaska Native cultures benefiting the larger American and Alaskan cultures?
3. Explain why there is a desire to revive and connect with Natives' original cultures such as language, dance, art forms, and living skills.

Knowledge/Skills:

Identify and explore the following topics:

Locations, social organizations, culture, political traditions, natural resources, cultural changes, archeology, native oral traditions, customs

- Ritter, H. *Alaska's History: The People, Land and Events of the North Country*. Chapter 2, page 18-27.
- Langdon, S. J. *Native People of Alaska*.
- *Alaska in Maps: A Thematic Atlas*. Pages 52 and 60.
- *Alaska: a History in Five Parts* [video] Part 1.
- *Native Peoples and Languages of Alaska* [map]
- *Alaska's Heritage*. Unit 2. Available at www.akhistory.org

Explain the significance of the following:

- The differences and reasons for settlement patterns
 - *Alaska's Heritage*. Chapters 2-1 and 2-6.
- Aleut, Tlingit, Yupik, Athabascan, Haida, Inupiat, Tsimshian, and associated subcultures
 - *Alaska's Heritage*. Unit 2.
- Relationships with indigenous peoples in their geographic environments
 - Langdon, S. J. *Native People of Alaska*. Chapter 1, pages 4-9.

Compare and contrast:

- various native characteristics such as: earliest known date in archeological records, food sources, types of settlements, housing materials, clothing description, most prominent art forms, and social systems
 - Ritter, H. *Alaska's History; The People, Land and Events of the North Country*. Chapter 2, pages 18-27.
 - Langdon, S. J. *Native People of Alaska*.
 - *Alaska: a History in Five Parts* [video] Part 1.
 - *Alaska's Heritage*. Chapter 2-6.

Assessment Evidence - Performance Tasks:

- Select a historical event to research using primary and secondary sources. Allow students to present their findings in a variety of ways
- Create a timeline of specific historical events and justify the choices of events from a variety of perspectives

Other Assessment Evidence (Optional):

- Oral or written response to one of the Essential Questions
- Quiz on vocabulary
- Make a table showing all the major culture groups and their sub-groups
- Match languages to the various native groups
- Graphic organizers such as flipbooks/foldables

Unit 2 Indigenous Alaskans before Western Contact (time immemorial → contact) Supplemental Materials

Students will identify, understand and appreciate that many Alaska Natives have retained their customs, language, hunting and fishing practices and ways of living since "the creation of time." Students will analyze the interaction of the peoples with natural resources in order to sustain their subsistence also showing how geography has affected their lives. Students will understand the origins of diversity in Alaska.

Anecia Breiby, MSBSD Cultural Specialist for the IEA Program

(Federal Programs Office 746-9276); Kits with artifacts, plus video and print resources. List available in Excel and Word

Alaska's Heritage 2nd ed. ▪ Antonoson, Joan M. & Hanable, William S. ▪ 2 volumes
Alaska Historical Commission Studies in History, No. 133. Anchorage
Alaska Historical Society for the Alaska Historical Commission, Department of
Education, State of Alaska, 1992 ▪ ISBN 0-9437-1218-1 ▪ \$37.00 (hardcover); AHS
members \$22.20

Volume I summarizes Alaska's natural history and presents the human history of the "Great Land" to 1867. Volume 2 covers the years since 1867. Lists of suggested readings provide more information about subjects discussed in the text. This work was originally commissioned by funds appropriated by the Alaska State Legislature as an Alaska history textbook for use in secondary schools.

Full text is also available online at <http://www.akhistorycourse.org/>

Alaska Native Heritage Center ▪ www.alaskanative.net

Alaska Native Curriculum and Teacher Development Project (ANCTD)

Curricula on Alaska Native studies and language developed by teams of teachers, elders, and community members in various parts of Alaska with university-based specialists which is available to all schools through the internet or on CD.

www.alaskool.org/

Alaska Native History Timeline & Issues:

www.alaskool.org/cgi-bin/java/interactive/issues.html

The Native People Of Alaska, Traditional Living in a Northern Land 4th ed. ▪

Langdon, Steve J.

Paperback, 128 pages ▪ Greatland Graphics ▪ Revised edition ©2002 ▪
ISBN: 0936425814 ▪ \$9.95

Native Peoples and Languages of Alaska [map] ▪ Krauss, Michael E. ▪ Revised edition 1982 ▪ Resource provided by MSBSD
Full-color wall map with language areas and language status by village based on 1980 census. Inset shows population, number of speakers, and language relationships.
Alaska Native Language Center, Box 900111; University of Alaska, Fairbanks, Alaska 99775-0120

Intrigue of the Past: Discovering Archaeology in Alaska ▪ Laubenstein, Karen Jackson & King, Robert E. ▪ 1996
BLM Heritage Education Program, Anchorage ▪ \$15.00 (punched for 3-ring binder); AHS members \$12.00

“The Land Is Ours” [Video]

KTOO-TV; 360 Egan Drive; Juneau, AK 99801 ▪ (800) 870-5866 ▪ \$29.95.
Chronicles the struggle of the Native Tlingit and Haida peoples to gain civil rights, school integration, treaty compliance, and control of tribal lands under the leadership of William Paul Sr., the first Alaska Native elected to the Territorial Legislature.

Native Peoples in Alaska [digital link] ▪

<http://rs6.loc.gov/intldl/mtfhtml/mfak/mfaknative.html>

Part of the digital library from Meeting of Frontiers.

Meeting of Frontiers ▪ <http://rs6.loc.gov/intldl/mtfhtml/mfhome.html>

A bilingual, multimedia English-Russian digital library that tells the story of the American exploration and settlement of the West, the parallel exploration and settlement of Siberia and the Russian Far East, and the meeting of the Russian-American frontier in Alaska and the Pacific Northwest.

Topics include : [Native Peoples](#) | [Russian Discovery](#) | [Russian Colonization](#) | [Alaska Fur Trade](#) | [The Alaska Purchase](#) | [American Early Development](#) | [Russian Orthodox Church in Alaska](#) | [Gold Rush](#) | [American Colonization](#) | [Pioneer Women](#) | [Tourism and Transportation](#) | [Popular Culture](#)

Another Culture / Another World ▪ Father Michael Oleksa ▪ 2005

Association of Alaska School Board ▪ ISBN: 1-57833-301-6

Jack Dalton, Native Alaskan storyteller & author ▪ Business name: Raven Feathers & the Wind

Books and performance DVDs available through website: <http://ravenfeathers.com/>
907-227-4428.

Unit Three: Colonial Era - The Russian Period 1741-1867

Time Frame for Unit: 2 weeks

Brief Summary of Unit:

In the *Colonial Era: the Russian Period (1741-1867)* unit students will examine Russian interaction with the indigenous peoples, including that of religious missionaries. Students will understand how this first major contact has contributed towards relations up to the present-day.

Students will learn that Russia's interest in Alaska was due to the natural resources that could be turned into economic profit through fur-bearing sea and land animals. Students will examine where and how the Russians occupied and controlled Alaskan areas.

Enduring Understandings:

The student will understand that:

1. beginning in the 15th century, western European countries developed new attitudes and technologies to sail to lands unknown to them, which they explored and mapped, and from which they took resources. Europeans viewed Natives as inferior, and did not honor their rights or sovereignty. (AH PPE3, AH CPD1, AH ICPG2)
2. Russians and other Europeans gathered scientific and geographic information about Alaska. (AH PPE1)
3. exploiting Alaska's resources led to the creation of a Russian monopoly company. Russians were dependent on Native Alaskans for labor, supplies and other necessities. (AH ICPG2)
4. the Russian Orthodox mission in Alaska helped to defend Alaska Native rights and established schools and orphanages. (AH CC2, AH ICPG8)
5. Russia sold its American colony because it was becoming unprofitable and impossible to defend. (AH CC1, AH ICPG2, AH CPD1)

Essential Questions:

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

Knowledge/Skills:

Identify and explore the following topics:

Epidemics

- ***Alaska's Heritage***. Chapter 3-2. Available at www.akhistory.org

Missionary activities

- Langdon, S. J. ***Native People of Alaska***. Page 115.
- ***Alaska's Heritage***. Chapter 3-8.

Grihovgorii Shelik

- ***Alaska's Heritage***. Chapters 3-1 and 3-2.
- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, page 38.

Alexander Baranov

- ***Alaska's Heritage***. Chapter 3-2.
- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 38-39.

Vitus Bering

- ***Alaska's Heritage***. Chapter 3-1.

George Stellar

- ***Alaska's Heritage***. Chapter 3-1.
- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 32-33.

James Cook

- ***Alaska's Heritage***. Chapter 3-9.

Fur trade

- ***Alaska's Heritage***. Chapter 3-5.
- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 30-33.

William H. Seward

- ***Alaska's Heritage***. Chapter 3-10.
- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 46-47.

Ivan Veniaminov

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 40-41.

General Materials:

- Russia's Colony. www.akhistory.org
- ***Alaska: a History in Five Parts*** [video] Part 2.

Explain the significance of the following:

- Rationale for European exploration
 - ***Alaska's Heritage***. Chapter 3-1. Available at www.akhistory.org
 - Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, pages 26-27 and 30-31.
- Utilization of Alaskan resources
Alaska's Heritage. Chapters 3-1 and 3-2.
- Relationships with indigenous peoples
Alaska's Heritage. Chapters 3-1, 3-2 and 3-5.
 - Langdon, S. J. ***Native People of Alaska***. Pages 4-9, 45 and 110-113.
- Russian dependence on Alaska Natives
 - ***Alaska's Heritage***. Chapter 3-5.
- Russia's incentive to sell
 - Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 3, page 46.

Assessment Evidence - Performance Tasks:

- Select one explorer, research and map his routes, and document the findings in the captain's log of the travels
- Analyze the economic systems of labor, trade, and concepts of property which can lead to the exploitation of natural resources
- List names of important Russian figures in Alaska
- Identify first permanent Russian settlements in Alaska
- Identify beginnings of commercial whaling in Bering Sea and Arctic Ocean
- Identify motives for sale of Russian-America
- Predict how Alaska would be different had Russia not sold Alaska or had found another buyer
- Trace the Russian Orthodox influence on Alaska

Other Assessment Evidence (Optional):

- Test on facts related to the Russian settlements
- Quiz on vocabulary terms
- Analyze the leadership qualities of the explorers
- Written responses to the Essential Questions

Unit 3 Colonial Era; the Russian Period (1741-1867) Supplemental Materials

Students will examine Russian interaction with the indigenous peoples, including that of religious missionaries. Students will understand how this first major contact has contributed towards relations up to the present-day.

Students will learn that Russia's interest in Alaska was due to the natural resources that could be turned into economic profit through fur-bearing sea and land animals. Students will examine where and how the Russians occupied and controlled Alaskan areas.

Russians in Alaska, 1732-1867 ▪ Black, Lydia T.

Paperback or hard back, 400 pages ▪ University of Alaska Press (April 2004) ▪ ISBN: 1889963046

Russian America: The Great Alaskan Venture, 1741-1867 ▪ Chevigny, Hector

Trade paperback ▪ Binford & Mort Publishing, 1998 ▪ \$14.95

Whales, Ice, and Men: The History of Whaling in the Western Arctic 1st Ed. ▪

Bockstoce, John R.

Hardcover, 400 pages ▪ Univ. of Washington Press; (April 1986) ▪ ISBN: 0295963182

Russian America: A Biographical Dictionary ▪ Pierce, Richard A.

Alaska Historical Commission Studies in History, No. 132. Kingston, Ontario and Fairbanks, Alaska

Hardcover, 555 pages ▪ Limestone Press, 1990 ▪ ISBN 0-919642-45-4 ▪ \$40.00; AHS members \$32.00

The 675 lives described here include anyone who influenced developments in Alaska in that period [1741-1867], not only Russians who were there, but sovereigns and high court officials in St. Petersburg; British, French, Spanish and American seafarers; Finlanders, Americans and people of other nationalities who were employed by the [Russian-American] company; and Native Americans.

Alaska's Heritage 2nd ed. ▪ Antonoson, Joan M. & Hanable, William S. ▪ 2 volumes

Alaska Historical Commission Studies in History, No. 133. Anchorage
Alaska Historical Society for the Alaska Historical Commission, Department of Education, State of Alaska, 1992 ▪ ISBN 0-9437-1218-1 ▪ \$37.00 (hardcover); AHS members \$22.20

Volume I summarizes Alaska's natural history and presents the human history of the "Great Land" to 1867. Volume 2 covers the years since 1867. Lists of suggested readings provide more information about subjects discussed in the text. This work was originally commissioned by funds appropriated by the Alaska State Legislature as an Alaska history textbook for use in secondary schools.

Full text is also available online at <http://www.akhistorycourse.org/>

The Tlingit Indians in Russian America, 1741-1867 ▪ Grinev, Andrei Val'terovich, Bland, Richard L., Solovjova, Katerina G.

Hardcover ▪ University of Nebraska Press, 2005 ▪ \$55.00

"The History of Sitka" [DVD] ▪ Jeanie Greene Productions, Inc.

612 E 14th, Suite A, Anchorage, Alaska 9950 ▪ (907) 563-7440

The interrelations between the Tlingit Indians and Russian Orthodox Church in Sitka.

Native Peoples in Alaska [digital link] ▪

<http://rs6.loc.gov/intldl/mtfhtml/mfak/mfaknative.html>

Part of the digital library from Meeting of Frontiers.

Meeting of Frontiers ▪ <http://rs6.loc.gov/intldl/mtfhtml/mfhome.html>

A bilingual, multimedia English-Russian digital library that tells the story of the American exploration and settlement of the West, the parallel exploration and settlement of Siberia and the Russian Far East, and the meeting of the Russian-American frontier in Alaska and the Pacific Northwest.

Topics include : [Native Peoples](#) | [Russian Discovery](#) | [Russian Colonization](#) | [Alaska Fur Trade](#) | [The Alaska Purchase](#) | [American Early Development](#) | [Russian Orthodox Church in Alaska](#) | [Gold Rush](#) | [American Colonization](#) | [Pioneer Women](#) | [Tourism and Transportation](#) | [Popular Culture](#)

Unit Four: Colonial Era - The United States Period 1867-1912

Time Frame for Unit: 3 weeks:

Brief Summary of Unit:

In the *Colonial Era: the U.S. Period (1867–1912)* unit students will analyze the process and transfer of power from Russia to the United States of those previously explored Russian areas in Alaska. They will examine the primary focus of resource extraction with special study of the Gold Rush. They will study the main areas of influence that U.S. explorers and settlers had and the effects on the indigenous populations. Students will also study how land use, control and ownership have been ongoing themes including the “Period of Neglect.” Students will study how the military occupation of Alaska was a key influential element in the state’s growth.

Enduring Understandings:

The student will understand that:

1. since the U.S. acquired the territory in 1867, Alaska's economy has been dependent on resource extraction and dominated by large outside corporations. (AH CPD1, AH CPD2, AH ICGP3, AH CC2)
2. the non-Native population has dominated Alaska politics, economics, and society, yet Natives influenced territorial events. (AH ICGP1, AH ICGP10, AH PPE3)
3. Alaska has been impacted by and had a role in national and world events. (AH CC1)
4. there were major waves of immigration in Alaska and why. (AH PPE6, AH ICGP3)
5. after the 1867 purchase of Alaska, the United States government paid little attention to the land and its people. There was no government for many years. (AH ICGP12)
6. Alaska had no elected representation until 1906 when it gained a non-voting delegate to Congress. (AH ICGP4, AH ICGP7, AH PPE3)

Essential Questions:

1. What were the principal industries in Alaska in 1867 through 1890?
2. How did technology change Alaska's whaling, fishing, and mining industries between 1867 and 1912?
3. What did the federal government do to support and undertake construction of "internal improvements" in Alaska?
4. What was the U.S. government's role in exploration and mapping Alaska during the late 1800s?
5. How did Alaska's population change between 1867 and 1912 in numbers, ethnicity, and location?
6. How has Alaska's non-Native population dominated Alaska politics, economics, and society?
7. How did world events impact Alaska?
8. After the purchase of Alaska, what type of government existed?

9. Why did the federal government begin to pay more attention to Alaska?
10. Beginning in the early 1900s Alaska had a delegate to Congress who lacked one important ability. What was it?

Knowledge/Skills:

Identify and explore the following topics:

- Treaty of Cession
 - ***Alaska's Heritage***. Available at www.akhistory.org
- Mining Act of 1872
 - Article at www.akhistory.org
- Organic Act of 1894
 - ***Alaska's Heritage***. Chapter 4-5.
- Sheldon Jackson
 - ***Alaska's Heritage***.
Langdon, S. J. ***Native People of Alaska***. Page 115.
 - Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 4, pages 54-55.
- Resources (whaling, fur trading, mining, commercial fisheries)
 - ***Alaska's Heritage***.
- Gold rush
 - ***Alaska's Heritage***.
Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 4, pages 58-65.
 - ***Alaska: a History in Five Parts*** [video] Part 4.
- Nelson Act of 1905
 - ***Alaska's Heritage***.
- Creation of National Forests
 - ***Alaska's Heritage***.
- John Kinkaid (Kinkead)
 - Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 4, page 53.
 - ***Alaska's Heritage***. Chapters 4-5 and 4-13.
- Domestic reindeer herds
 - ***Alaska's Heritage***.

Explain the significance of:

- United States' motives for purchasing Russia's interest in Alaska
 - ***Alaska: a History in Five Parts*** [video] Part 3.
 - ***Alaska's Heritage***. Chapter 3-10. Available at www.akhistory.org

- The rise of the military presence in Alaska
 - *Alaska's Heritage*.

- The arrival of American missionaries, miners and merchants
 - Ritter, H. *Alaska's History; The People, Land and Events of the North Country*. Chapter 4, pages 54-55.
 - *Alaska's Heritage*.

- The process of building a government in Alaska
 - *Alaska's Heritage*. Chapter 4-5.

Assessment Evidence - Performance Tasks:

- Research beginning of the Alaska Commercial Company
- Determine the effects of commercial whaling on coastal Natives
- Locate on a map the areas of missionary activities
- Compare each of the gold strikes and the permanent changes made
- Research and write biographical sketches on notable people of this period
- Trace the arrival of the reindeer herds to Alaska from Norway.

Other Assessment Evidence (Optional):

- Test on facts related to the Colonial Era
- Quiz on vocabulary terms
- Student presents information researched for biographical sketches

Unit 4 Colonial Era; the U.S. Period (1867–1912) Supplemental Materials

Students will analyze the process and transfer of power from Russia to the United States of those previously explored Russian areas in Alaska. They will examine the primary focus of resource extraction with special study of the Gold Rush. They will study the main areas of influence that U.S. explorers and settlers had and the effects on the indigenous populations. Students will also study how land use, control and ownership have been ongoing themes including the "Period of Neglect." Students will study how the military occupation of Alaska was a key influential element in the state's growth.

"Story of Sinrock Mary." The Alaska Journal, 1986.

Graphic Arts Center Publishing Company (formerly Alaska Northwest Publishing Company)

"The Reindeer Queen: Once the Richest Woman in Alaska – The True Story of Sinrock Mary" (DVD/VHS] ▪ Brooks, Maria

28 min ▪ 2000 ▪ \$49.95

Sinrock Mary's life mirrors the turbulent times in the Arctic before the turn of the century during the Alaska Gold Rush. An Eskimo woman, she became the translator for captain 'Hell Roaring' Mike Healy of the ship Bear, a Revenue Cutter. With Captain Healy at the helm, the Bear transported the first Siberian reindeer to Alaska. Through twists of fate, Sinrock Mary (Antisarlook) became the owner of the largest reindeer herd in the north and the wealthiest woman in the territory. The Eskimos called her Queen Mary, but the rum-runners, the ne'er-dowells and the drifters from the Gold Rush connived to get control of her herd. The Reindeer Queen is the only documentary highlighting this renowned Alaskan Eskimo woman. Rare archival photographs, film footage and the shared memories of her granddaughters bring this remarkable story to life.

Alaska's Gold ▪ <http://www.library.state.ak.us/goldrush/>

Website developed by Alaska Department of Education and Early Development in cooperation with the Alaska state library. Themes includes primary source materials enhanced with questions, suggested activities and a teacher's resources packet.

"Alaska Gold Rush Trails Time Line: Ghost Towns, Routes to the Gold Fields, Stories of the Past" [poster] (Juneau, AK : Alaska Division of Tourism and Alaska Office of History and Archaeology, 1995) \$3.00, Alaska Division of Tourism, P.O. Box 110801, Juneau, AK 99801-0801. This colorful poster commemorates the centennial of the 1890s gold rushes to the Yukon and Alaska. Routes to the gold fields and lists of historic buildings and relics appear on one side of this poster, while a timeline and snapshot stories of people, places, and events appear on the version.

Aunt Phil's Trunk volume 1 ; an Alaska Historian's Collection of Treasured Tales Phillis Downing Carlson and Laurel Downing Bill; Laudon Enterprises
©2006 ISBN: 978-1-57833-330-1

"Kennecott: Alaskan Origins of a Copper Empire, 1900-1938" Grauman, Melody Webb. *Western Historical Quarterly* 9, no.2 (April 1978): 197-211.
RG280 The U.S. National Archives and Records Administration

“Harriman Alaska Expedition Retraced 1899 – 2001” ©2002. Film chronicling these two expeditions presents a unique look at a century of change in Alaska.
110 minutes

“How the North is Home” Asians have been coming to Alaska since the fishing fleets first arrived in the 1700’s. Today, the Last Frontier is home to Asian groups like the Koreans, Chinese, Japanese, Filipino and Vietnamese. Some of them have made their homes in the unlikeliest of places, the most remote and desolate regions of Alaska. The Asian Alaskan Experience looks at the impact of Asians in Alaska, why they choose to come North and how their presence is changing the dynamics of the communities they live in. From the anti-Chinese activities in Juneau in the late 1800’s, to the struggles of new immigrants to Alaska today, How North is Home explores the history and personal stories behind Asians in the Great Land. Narrated by Pat Morita. \$24.95 NTSC VHS

Alaska, an American Colony Stephen W. Haycox
\$24.95 Paperback. 392 Pages Distributed for University of Washington Press
Release Date: 9/1/2002 ISBN: 0295982498
Focuses on Russian America and American Alaska, bringing the story of Alaska up to the present.

A Warm Past: Travels in Alaska history : 50 essays Stephen W. Haycox
Unknown Binding: 157 pages
Publisher: Press North; 1st ed.(1988)
ASIN: B0006ETDNU

(no longer in print)

Alaska and Its Resources William Healy Dall. 628 pages Boston: Lee and Shepard,1870. Naturalist who worked at the Smithsonian; participant and wrote the report for Harriman Alaska Expedition of 1899.

History of Alaska, 1730-1885 Hubert H. Bancroft 1970 reprint

Unit Five: Alaska as a Territory 1912-1959

Time Frame for Unit: 3 weeks

Brief Summary of Unit:

In the *Alaska as a Territory (1912–1959)* unit students will examine the major themes of this period including the establishment of the railroad system and its importance, the military presence, the continuing use and abuse of natural resources, and the push for statehood through the Constitutional Convention. The influence and effects of the themes on the native peoples will also be examined.

The students will study the origins and history of the Matanuska-Susitna Valleys including the Matanuska Valley Colonists.

Enduring Understandings:

Students will understand that:

1. the U.S. Government has been a major participant in Alaska's economic development by helping the development of marine, land and air transportation, and communication systems. (AH CPD4)
2. through land management and legislation, the Federal government plays a significant role in exploration, use, and conservation of Alaska's resources. (AH ICGP3, AH CPD2)
3. Alaska gained some self-government with the creation of the Territorial Legislature in 1912. The federal government had the most say about what happened until Alaska became a state. (AH ICGP12)
4. the absentee control of mining and fishing in Alaska was a major sore point for a long time in territorial Alaska. (AH CPD1, AH CPD3)
5. during World War II, Anchorage emerged as the main economic and population center. Becoming a state became a popular cause. (AH ICGP4, AH ICG6, AH ICG19, AH PPE3)
6. Alaskans wrote the constitution for the state of Alaska before statehood was approved, hoping that it would show they were ready to join the Union. (AH PPE3, AH ICGP4, AH ICGP12, AH CC1)
7. Alaska became the 49th state in 1959. It was the first time Alaskans could vote for president, governor and had a voting delegation in the U.S. Congress and an elected governor. (AH CC1, AH CC5, AH ICGP12)
8. the state constitution created a strong chief executive--the governor. (AH ICGP12)
9. the constitution provides for two types of local government--cities and boroughs. (AH ICGP12)
10. the early growth of the Matanuska-Susitna valleys was primarily a result of the construction of the railroad, the Matanuska Colony Project, and gold mining. (AH ICGP9, AH PPE7)

Essential Questions:

1. What were the principal industries in Alaska in 1940 through 1959?
2. How did technology change Alaska's whaling, fishing, and mining industries between 1912 and 1959?
3. What role did the early aviation industry play in the development of the state?
4. How and why did large corporations, financed by non-Alaskans, dominate the resource extraction industries?
5. What were some of the ways the U.S. government participated in Alaska's economic development during territorial times?
6. Why was it appropriate for the Federal government to support and undertake construction of "internal improvements" in Alaska?
7. How did the U.S. government's involvement in economic development in Alaska reflect its changing role from encouraging business to regulating business?
8. How did Alaska's population change between 1912 and 1959 in numbers, ethnicity, and location?
9. How did world events (including international sea mammal hunting, two world wars, and the Cold War) impact Alaska?
10. How did national events (including the Progressive Movement, and the Great Depression) impact Alaska?
11. How did aviation change Alaska's role in world and national events?
12. Explain ways in which the Territorial Legislature was weak.
13. When and where did Alaskans write their constitution?
14. What are some of the most important things to know about Alaska's constitution?
15. What were the reasons for the creation of the Matanuska Colony Project?
16. What were the goals of the Matanuska Colony Project colonists?

Knowledge/Skills:

Identify and explore the following topics:

E.L. "Bob" Bartlett

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, page 89.

- ***Alaska's Heritage***. Available at www.akhistory.org

Ernest Gruening

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, page 89.

- ***Alaska's Heritage***. Available at www.akhistory.org

Judge James Wickersham

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 73-75 and 98-99.

- ***Alaska's Heritage***. Available at www.akhistory.org

Molly Hootch

- ***Alaska's Heritage***. Available at www.akhistory.org

William Paul

- ***Alaska's Heritage***. Available at www.akhistory.org

Elizabeth Peratrovich

- http://www.alaskool.org/projects/native_gov/recollections/peratrovich/Elizabeth_1

World War II in the Aleutians

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 84-87, 111, 113, 115, and 129.

- ***Alaska's Heritage***. Available at www.akhistory.org

Alaska Highway (ALCAN)

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 86-87.

- ***Alaska's Heritage***. Available at www.akhistory.org

Alaska Railroad

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 65, 67, 75, 81, and 90-91.

- ***Alaska's Heritage***. Available at www.akhistory.org

Matanuska Valley Colony

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 102-103.

- ***Alaska's Heritage***. Available at www.akhistory.org

Precursors to Alaska statehood

- ***Alaska's Heritage***. Unit 4. Available at www.akhistory.org

Alaska Native Brotherhood (ANB)

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, page 127.

- ***Alaska's Heritage***. Available at www.akhistory.org

Alaska Native Sisterhood (ANS)

- ***Alaska's Heritage***. Available at www.akhistory.org

Tanana Chiefs

- ***Alaska's Heritage***. Available at www.akhistory.org

Cold War

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 81, 88-89 and 115.

- ***Alaska's Heritage***. Available at www.akhistory.org

National Parks and National Forests

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***.

- ***Alaska's Heritage***. Available at www.akhistory.org

Natural resources

- ***Alaska's Heritage***. Available at www.akhistory.org

Bob Reeves

- ***Alaska's Heritage***. Available at www.akhistory.org

Carl Ben Eielson

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, pages 82-83.

- ***Alaska's Heritage***. Available at www.akhistory.org

Noel Wein

- Ritter, H. ***Alaska's History; The People, Land and Events of the North Country***. Chapter 5, page 83.

➤ **Alaska's Heritage**. Available at www.akhistory.org

Don Sheldon

➤ At www.alaskamining.com/alaskabushpilot.html

Otto Ohlson

➤ Ritter, H. **Alaska's History; The People, Land and Events of the North Country**. Chapter 5, page 81.

➤ **Alaska's Heritage**. Available at www.akhistory.org

Robert Attwood

➤ **The 49th Star – Creating Alaska** [video]

Willie Hensley

➤ **The 49th Star – Creating Alaska** [video]

Jay Kerttula

➤ **The 49th Star – Creating Alaska** [video]

Walter and Vivian Teeland

➤ **Where the River Matanuska Flows: stories from Alaska pioneers** [video]

O.G. Herning

➤ **Where the River Matanuska Flows: stories from Alaska pioneers** [video]

George Palmer

➤ **Where the River Matanuska Flows: stories from Alaska pioneers** [video]

Chief Wasilla

➤ **Where the River Matanuska Flows: stories from Alaska pioneers** [video]

Muktuk Marston

➤ **Alaska's Heritage**. Available at www.akhistory.org

Benny Benson

➤ **Alaska's Heritage**. Available at www.akhistory.org

Joe Usibelli

➤ **Alaska's Heritage**. Available at www.akhistory.org

Explain the significance of the following documents:

- Second (Territorial) Organic Act of 1912
- Ritter, H. **Alaska's History; The People, Land and Events of the North Country**. Chapter 5, pages 55 and 73.
- **Alaska's Heritage**. Available at www.akhistory.org
- Indian Reorganization Act for Alaska 1936
- <http://thorpe.ou.edu/IRA.html>

Explain the significance of the following events:

- The Period of Neglect
- **Alaska's Heritage**. Available at www.akhistory.org
- The building of Alaska's infrastructure
- **Alaska's Heritage**. Available at www.akhistory.org

- Constitutional Convention
- ***The 49th Star – Creating Alaska*** [video]
- ***Alaska’s Heritage***. Available at www.akhistory.org
- Alaska Territorial Guards
- ***Alaska’s Heritage***. Available at www.akhistory.org
- World War II (Naval bombardment of Angoon, Aleut internment camps, campaign in the Aleutians)
- ***Alaska: a History in Five Parts*** [video] Part 3.
- ***Alaska’s Heritage***. Available at www.akhistory.org
- The Federal government’s influence on settlements in Alaska such as Matanuska Colony, Anchorage, Adak, Tok, Hydaberg, and Delta Junction
- ***Alaska’s Heritage***. Available at www.akhistory.org

Assessment Evidence - Performance Tasks:

- Describe the building of the Alaska Railroad
- Research actions by early territorial legislatures
- Research the arguments for and against statehood
- Describe the relationship between the territorial and federal governments
- Reenact the Constitutional Convention with students taking on the role of at least one member
- Trace the development of coal mining (eg. Chickaloon, Sutton, Usibelli)

Other Assessment Evidence (Optional):

- Test on facts related to Alaska as a territory
- Map quiz
- Vocabulary quiz
- Locate all military activities on a map
- View and respond to videos pertaining to subject matter such as the building of the Alaska Highway, Alaska Railroad, Japan’s invasion of Alaska, and development of National Parks

Unit 5 Alaska as a Territory (1912–1959) Supplemental Materials

Students will examine the major themes of this period including the establishment of the railroad system and its importance, the military presence, the continuing use and abuse of natural resources, and the push for statehood through the Constitutional Convention. The influence and effects of the themes on the native peoples will also be examined. The students will study the origins and history of the Matanuska Susitna homesteading including the Matanuska Valley Colonists.

Men of the Tundra: Alaska Eskimos at War by Muktuk Marston. Copyright © 1972. October House Inc, New York

“Uncle Sam’s Men” 30 minute video, 1995.

Uncle Sam’s Men tells the story of the men and women who served in the Tundra Army of Alaska’s Territorial Guard during WWII. Over 6,000 Alaskans volunteered for the Territorial Guard. More than half were Alaskan Natives,

predominantly Yup'ik and Inupiaq Eskimos. The role these citizen soldiers played in defending Alaska's western and arctic coasts from the threat of Japanese invasion is remembered through the recollections of Tundra Army veterans, rare film footage and photographs of the Tundra Army in action. \$20 (NTSC VHS) \$25(DVD)

“Aleut Evacuation - The Untold Story” 59 minute video, VHS; www.apiai.com
"In our own Country...you would think we were the enemy....we were not" - Dora Dushkin.

Told from the perspective of internment survivors, this unique film recalls the three year nightmare imposed upon 881 Aleut men, women and children. Suppressed by the government during World War II, few Americans know this dark chapter in their own history. Aleutian/Pribilof Islands Association, Inc. ©1992

Alaska Railroad History <http://www.frograil.com/railroad/ak-history.htm>

Aunt Phil's Trunk volume 1; An Alaska Historian's Collection of Treasured Tales by Phillis Downing Carlson & Laurel Downing Bill; Laudon Enterprises ©2006 ISBN: 978-1-57833-330-1

Shem Pete's Alaska The Territory of the Upper Cook Inlet Dena`ina, 2nd Ed. James Kari and James A. Fall; principal contributor Shem Pete; Foreword by William Bright

Publication date July 2003 available in hardbound and paper.

Cloth 1-889963-56-9 \$65.00

Paper 1-889963-57-7 \$29.95

The Territory of Alaska – Alaska Geographic; (out of print) back issues available through the Alaska Natural History Association \$25.00

Knik Matanuska Susitna; A Visual History of the Valleys printed by L & B Color Printing, Wasilla, AK © 1985, 2nd printing 1994 \$22 available through the Matanuska-Susitna Borough – Cultural Resources Division; 350 E. Dahlia, Palmer, AK 99645

Halfway to Nowhere: Matanuska, Alaska Gus Klem \$12 0-9654189-1-X

The Frontier in Alaska and the Matanuska Colony (Western Americana) (hardcover) by Orlando W. Miller, 1975. Out of print; available used. Chapter 1 with a lesson plan is available online at **Alaska Agriculture in the Classroom** website: <http://www.alaskafb.org/~akaitc/alaskaAITC/teachers/history.htm>

Upper Valley History <http://sluiceboxproductions.com/index.shtml#river>

“Alaska Far Away” DVD Juster Hill Productions; justerhill@aol.com; 415-928-4636 ; PO Box 471034 San Francisco, CA 94147-2034 ©2002) briefer, more engaging version of....

“Where the River Matanuska Flows: Stories from Alaska Pioneers” DVD; Juster Hill Productions; justerhill@aol.com; 415-928-4636 ; PO Box 471034 San Francisco, CA 94147-2034 ©2005. **Price: \$30** (available locally at Alaskana Books).

3 hours of materials on the history of the Matanuska Colony through interviews with colonists established in 1935, organized into chapters for easy access with bonus features of music and scenic footage. (disk 2 is livelier & more engaging)

“American Experience: Building the Alaska Highway” VHS / DVD, PBS Home Video; A Diner Media film for AMERICAN EXPERIENCE © 2005 WGBH Educational Foundation with additional online resources including primary sources, printable time line, bibliography and teachers’ guide at www.pbs.org/wgbh/amex/alaska/

Independence Mine Antonson, Jo 08/28/2001 Publisher: Alaska Natural History Association
ISBN: 094371222X \$25.00

Bits and Pieces of Alaskan History (paperback) Alaska Magazine (Editor). Publisher: Alaska Northwest Books (August 1982). ISBN: 0882402285 \$19.50

Statehood Movement

“The 49th Star - Creating Alaska” DVD **\$29.95** (US) - through KUAC / University of Alaska Fairbanks PO BOX 755620, 312 Tanana Drive, Fairbanks, AK 99775-5620. Phone: 907.474.7491 Fax: 907.474.5064
<http://www.uaf.edu/kuac/49thstar/>

Fifty years ago a group of Alaskans gathered in Fairbanks to shape the future. The 49th Star chronicles a great story of American democracy - an account of 55 people who assembled in sub-zero temperatures to write a state constitution widely considered one of the best ever written, a pivotal achievement as Alaska continued its journey to statehood.

Alaska History & Cultural Studies www.akhistorycourse.org Alaska Constitution - lesson plans, additional resources and teacher's guide was developed specifically to complement the video.

George Sundborg’s 62 page argument for statehood in PDF form
<http://www.alaska.edu/creatingalaska/StatehoodFiles/PDF/Statehood%20for%20Alaska.pdf>

“The Constitution of the State of Alaska; adopted by the Constitutional Convention February 5, 1956; Ratified by the People of Alaska on April 24, 1956” [booklet] Office of the Lieutenant Governor; PO Box 110015, Juneau, AK 99811-0015; State Capitol, 3rd floor. Free from Legislative Affairs Office.

Alaska Citizens' Guide to the AK Constitution 4th ed. 2002 255 pp. in PDF form

w3.legis.state.ak.us/infodocs/constitution/citizens_guide.pdf?/constitution/citizens_guide.pdf

**abridged version may be available through the local legislative offices

Unit Six: Alaska as a State 1959-Present

Time Frame for Unit: 6 weeks:

Brief Summary of Unit:

In the *Alaska as a State (1959–Present)* unit students will study the establishment of Alaska as an entity of the United States. They will focus on the struggle for recognition and identity within the context of being the 49th state. The ups and downs and controversies of the budget and economy will be examined through the study of the oil, fishing, mining, timber, tourism industries, and the Permanent Fund. Students will examine the present political arena and economy. Students will also understand the ongoing need for Knowledge/Skills of the crucial elements of physical, political and ecological aspects of Alaskan geography.

Through the study of ANCSA and ANILCA, students will examine that today's Alaska Natives represent an important part of Alaska's population. They are a significant segment of the residences of over 200 rural villages and communities. Students will examine the process that the Native Alaskans experience in developing their own voice and opportunities through the Native Corporations for full involvement in the decision-making in Alaska.

Enduring Understandings:

Students will understand that:

1. the Alaska Statehood Act contained a contradiction between the land rights of Alaska Natives and the land entitlement of the state. Resolving that contradiction led to the Alaska Native Claims Settlement Act of 1971 (ANCSA) and the 1980 Alaska Lands Act (ANILCA). (AH ICGP3, AH CC5)
2. the 1971 Alaska Native Claims Settlement Act of 1971 titled land to Alaska Natives and created corporations to support Alaska Natives economically. (AH CC5, AH CPD6)
3. the discovery of North America's largest single oil deposit at Prudhoe Bay in 1967 transformed Alaska as no other force in its history. (AH CPD3)
4. the 1980 Alaska National Interest Lands Conservation Act, a spin-off from ANCSA, provided Federal protection for Alaska's lands. (AH CC5)
5. connection to the land is an essential and integral part of Alaska Native identity. ANILCA provided a rural preference in subsistence harvest of traditional Alaskan resources, but that preference contradicted the Alaska constitutional guarantee of equal access to Alaska's resources for all citizens. While that contradiction remains unresolved, the Federal government has assumed management of such resources on Federal land in Alaska, and of such species that move between Federal and State land. (AH CC6, AH CPD2)
6. Alaskans created a permanent publicly-owned investment fund, the Alaska Permanent Fund, in 1976. (AH CPD7)
7. Alaska's economy is dependent on resource extraction; today, primarily oil. (AH CPD1, AH CC5)
8. much of Alaska is owned by the Federal government and is protected by some sort of environmental legislation reflecting the view of most Americans that Alaska is America's "last wilderness". (AH CPD2)
9. the military plays an important role in Alaska. (AH ICGP6, AH PPE4)
10. people use environmental resources for economic development, and people need to protect and maintain the quality of the environment. (AH CPD5)
11. the Alaska Native Corporations play an important role in Alaska's economy. (AH CPD6)

Essential Questions:

1. Who was the first elected governor of Alaska?
2. What are the forms of local government in Alaska?
3. Why did Alaska get a land grant in the Statehood Act?
4. How did Congress arrange for the management of costs for the new state?
5. How much of Alaska was subject to Native title at the time of statehood?
6. What led to awareness of Native rights in Alaska and led Alaska Natives to form new groups and associations?
7. What part of the Statehood Act generated the movement for Native land claims?
8. What was the impact on nature of the Native land claims settlement?
9. What was the scope of oil prospecting in Alaska through the 20th century?
10. What was the nature of the Prudhoe Bay oil discovery and what was its impact on Alaska's economy and society?
11. What was in Section 17(d)(2) of ANCSA and why was it included in the Claims Settlement Act? How did it delay completion of the state's land selection process?
12. Who supported and who opposed the implementation of ANCSA 17(d)(2) and why? Who did the supporters represent? Who did the opposition represent?
13. What action did President Carter take in 1978 to protect Alaskan environmental lands? What was the effect of his action?
14. Why did ANILCA pass Congress in 1980? What did ANILCA accomplish?
15. How did ANILCA impact known resource development opportunities in Alaska?
16. What was the "rainforest campaign?" What was its result?
17. What provision in the Alaska Constitution addresses the utilization of Alaska's natural resources? Who owns Alaska's natural resources?
18. What does ANILCA provide in regard to subsistence harvest of traditional resources?
19. Why did the state of Alaska not come into compliance with the subsistence preference of ANILCA?
20. How is subsistence harvest preferences guaranteed today?
21. What conditions in Territorial Alaska gave support for the idea of an Alaska Permanent Fund?
22. What is the role of the Alaska Legislature in the annual Permanent Fund Dividend distribution?
23. What is the Constitutional Budget Reserve? How is it related to the annual state general fund budget?
24. What will be the impact of exhaustion of the Constitutional Budget Reserve (CBR) on the annual state general fund budget?
25. How does oil production and oil taxes affect Alaska's economy?
26. What is the role of Federal spending in Alaska's economy?
27. What is the role of other factors in Alaska's economy-- commercial fishing, tourism, forest products, and mining?
28. What explains the majority support in Alaska for opening the coastal plain of the Arctic National Wildlife Refuge to oil exploration and development?
29. Who do national and Alaska groups work for to maintain Federal protection of environmental lands in Alaska?

30. What was the impact of the Exxon Valdez oil spill on Alaska? What was its national impact?
31. What is the role of the military in Alaska?

Knowledge/Skills:

Identify and explore the following topics:

William Egan

- ***Alaska's Heritage***. Unit 4-5. Available at www.akhistory.org
- ***The 49th Star – Creating Alaska*** [video]

Jay Hammond

- ***Alaska's Heritage***. Units 4-6 and 4-17. Available at www.akhistory.org

Willie Hensley

- ***The 49th Star – Creating Alaska*** [video]

Walter Hickel

- ***Alaska's Heritage***. Unit 4-5. Available at www.akhistory.org

Eben Hopson

- ***Alaska's Heritage***. Unit 4-6. Available at www.akhistory.org
- Article at www.akhistory.org

Howard Rock

- ***Modern Alaska***, ANCSA, at www.akhistory.org

Ted Stevens

Katie John

- Teachers' guide: ***Modern Alaska*** at www.akhistory.org

Katie Hurley

- ***The 49th Star – Creating Alaska*** [video]

Alaska Federation of Natives (AFN)

- Langdon, S. J. ***Native People of Alaska***. Page 117.

Molly Hootch

- ***Alaska's Heritage***. Unit 4-20. Available at www.akhistory.org

Prudhoe Bay

- ***Alaska's Heritage***. Units 2-4, 3-9 and 4-6. Available at www.akhistory.org
- ***Alaska: a History in Five Parts*** [video] Part 5.

Oil pipeline construction

- ***Alaska's Heritage***. Unit 4-15. Available at www.akhistory.org

Good Friday Earthquake of 1964

- ***Alaska's Heritage***. Units 1-2 and 4-3. Available at www.akhistory.org
- ***Alaska: a History in Five Parts*** [video] Part 5.

1967 Interior flood

Exxon Valdez Oil Spill

- ***Modern Alaska: Alaska Environment and Land*** at www.akhistory.org

Permanent Fund

- ***Alaska's Heritage***. Unit 4-6. Available at www.akhistory.org

Tourism

- **Modern Alaska: Alaska Economy and Resource Development**
at www.akhistory.org

Creation of Native Corporations

- **Alaska in Maps: A Thematic Atlas.** Page 60 (map 35).

Capital move debate

Elmer E. Rasmusson

Explain the significance of the following documents:

- Alaska Native Claims Settlement Act 1971 (ANCSA)
 - **Alaska's Heritage.** Units 4-3 and 4-5. Available at www.akhistory.org
 - Ritter, H. **Alaska's History; The People, Land and Events of the North Country.** Chapter 7, pages 121 and 129.
 - Langdon, S. J. **Native People of Alaska.** Page 118.
- Alaska National Interest Lands Conservation Act 1980 (ANILCA)
 - Ritter, H. **Alaska's History; The People, Land and Events of the North Country.** Chapter 7, page 129.
- Arctic National Wildlife Refuge 1960 (ANWR)
 - www.anwr.org
- Statehood Act
 - **Alaska's Heritage.** Unit 4-6. Available at www.akhistory.org
 - Langdon, S. J. **Native People of Alaska.** Page 117.
- Marine Mammal Protection Act 1972 (MMPA)
 - **Alaska's Heritage.** Unit 4-16. Available at www.akhistory.org
- Magnuson-Stevens Act 1976
 - Ritter, H. **Alaska's History; The People, Land and Events of the North Country.** Chapter 7, pages 111 and 113.
- Alaska State Constitution
 - **Alaska Citizens' Guide to the Alaska Constitution.**

Assessment Evidence - Performance Tasks:

- Describe how the Permanent Fund works
- Discuss the significance of the Katie John case pertaining to subsistence
- Analyze the multiple perspectives in the continuing debate between conservation and development of resources
- Describe the formation of Alaska Native Corporations and their impact on Alaska's economy

Other Assessment Evidence (Optional):

- Test on facts related to Alaska
- Vocabulary quiz: use key terms in context
- Written responses to the Essential Questions
- Make a drawing of how Prudhoe Bay has expanded throughout the years and how they want to expand in the future
- Describe the economic, political, and social characteristics of the major periods and their key turning points such as
 1. The implementation of the Prudhoe Bay Pipeline
 2. Molly Hootch case
 3. ANCSA
 4. ANILCA
 5. ANWR
 6. Establishment of Alaska Native Corporations
 7. Natural and manmade disasters and how they interrelate

Unit 6

Alaska as a State (1959–present) Supplemental Materials

Students will study the establishment of Alaska as an entity of the United States. They will focus on the struggle for recognition and identity within the context of being the 49th state. The ups and downs and controversies of the budget and economy will be examined through the study of the oil, fishing, mining, timber and tourism industries the Permanent Fund. Students will examine the present political arena and economy. Students will also understand the ongoing need for knowledge of the crucial elements of physical, political and ecological of Alaskan geography. Through the study of ANCSA and ANILCA students will examine that today's Alaska Natives represent an important part of Alaska's population. They are a significant segment of the residences of over 200 rural villages and communities. Students will examine the process that the Native Alaskans experience in developing their own voice and opportunities through the Native Corporations for full involvement in the decision-making in Alaska.

"Arctic Slope Regional Corporation Cultural Orientation Video Part 1- Intro and ANCSA" Paul Ongtooguk speaks about rights of ownership, property and the necessity and function of ANCSA for Alaskan Natives. Published by Arctic Slope Regional Corporation and Syntax productions, 1999.

ALASKOOL www.alaskool.org/resources/audiovisual/avindex.htm - includes streaming videos; radio clips for Native Alaskan storytelling, and mythology.

Arctic Dance: The Mardy Murie Story 120 pp. (soft cover) Charles Craighead & Bonnie Kreps. Graphic Arts Center Publishing, Wildlife Conservationist Mardy Murie. Also available in video, see below.

“Arctic Dance: The Mardy Murie Story” VHS: 75 minutes. Narrated by Harrison Ford. Available through the Alaska Natural History Association

Parallel Logic: A Barrow Memoir by Elise Sereni Patkotak (paperback) Nov 2002. A humorous look back at her 28 years in Barrow. \$15.99

“Alaska: A History in Five Parts” VHS
90 Minutes, VHS By Arctic Environmental Information and Data Center (AEIDC), University of Alaska-Anchorage, and Connections, Ltd. © 1985; Available through the Alaska Natural History Association Price: **\$29.95** (\$25.46 for members)

www.iser.uaa.alaska.edu/Publications/UA_summ06.pdf

ISER Research Matters No. 15. Understanding Alaska: People, Economy, and Resources, June 13, 2006.

Institute of Social and Economic Research publication provides information about the state's people, economy, and resources. It's an 18-page summary of research under a special ISER program called Understanding Alaska and is a series of studies intended to help Alaskans understand how the economy works and how it might grow in the future. The work is funded by the University of Alaska Foundation. Included in the publication is:

- An overview of how and why Alaska's economy has changed since statehood.

- A description of who Alaskans are, where they live, and how they are changing.

- Projections of likely rates of future population and job growth.

- A look at the implications of farmed fish and globalization for Alaska's wild seafood.

“American Experience: Alaska Pipeline” VHS / DVD, PBS Home Video; A MDTV Productions film for AMERICAN EXPERIENCE© 2006 WGBH Educational Foundation with additional online resources including primary sources, printable time line, maps, bibliography and a teacher's guide at www.pbs.org/wgbh/amex/alaska/

Doherty, Craig A. & Doherty, Katherine A. **The Alaska Pipeline** Blackbirch Press Inc. - 1998

ANCSA: Caught in the Act [Television program]. Alaska Department of Education through a contract to The Alaska Native Foundation (Producer). (1987). United States: Alaska Native Foundation.

<http://www.ankn.uaf.edu/media/> <publications@ankn.uaf.edu>

- Part 1 - Common Ground

- Part 2 - Losing Ground

- Part 3 - The Struggle

- Part 4 - ANCSA Plain & Simple

- Part 5 - Beyond the Bottom Line

- Part 6 - Land At Risk

From Sean Tokok sean@ankn.uaf.edu : "The only videos available for sale are at:
<http://www.ankn.uaf.edu/publications/index.html#dvd>
You may want to contact the Alaska Dept. of Education to see if they distribute it":
<http://eed.state.ak.us/>

Alaska Native Claims Settlement Act (2 Disks, \$3 ea.)

History, Overview, Provisions, Impacts, and Future
Produced by the Alaska Department of Education. FOR EDUCATIONAL
PURPOSES ONLY
<http://www.ankn.uaf.edu/publications/index.html#dvd>

Resource for teaching about oil and gas industry :
<http://www.blm.gov/ak/getenergized/start.html>

KABATA, the Knik Arm Bridge and Toll Authority www.knikarmbridge.com
was created in 2003 by Alaska Statute 19.75.011 to construct a bridge across
Knik Arm connecting the Municipality of Anchorage and the Mat-Su Borough.

Understanding Alaska People, Economy, and Resources:
<http://alaskaneconomy.uaa.alaska.edu/>

A Project of the Institute of Social and Economic Research. This is a special
series of research studies examining Alaska economic development issues.

General Resources

Alaska History & Cultural Studies www.akhistorycourse.org Alaska Humanities Forum;

Providing students, teachers and others interested in the state access to a rich source of facts and viewpoints about Alaska and its history.

There are six UNITS, each encompassing an important theme or historical period. Linked to the UNITS you'll find extensive information that includes an historical account of that era, stories of the people who lived then, photographs, maps, oral history, letters and other primary resources.

The TIMELINE at the top of each page identifies important events that happened in Alaska, the United States and in the world and the chronological relationship among them.

The MAP of Alaska found on the home page and on the sidebar links to the REGIONAL HISTORY of different areas of the state. Run the cursor over the map to link to the regions.

Go to the [TEACHER'S GUIDE](#) for lesson plans and suggested activities. Celebrate the 50TH ANNIVERSARY OF STATEHOOD with special lessons developed just for this event. Login is: **teachers** Password is: **akhistory**

Alaska's Digital Archives: Online Databases and a wealth of information on all Alaskan topics

vilda.alaska.edu/index.php

EBSCO User ID: **AKLIBRARY**

Password: **iaminak**

THESE PASSWORDS MAY NOT BE POSTED ON ANY WEBSITE

SLED

Presents a wealth of historical photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from Alaska libraries, museums and archives :

Alaska Native History & Cultures

The land now known as the state of Alaska has been continuously inhabited by Native peoples for thousands of years. We invite you to view images of the indigenous people of our state.

Movement to Statehood

The United States acquired Alaska in 1867. The territory became the 49th state in 1959. These images document people, events and places in Alaska from the 1860s through the early years of statehood.

ABC-CLIO: Modern World History; American History; World Geography – Modern Era; Ancient Cultures

Educators can develop online resource packages for classes or subjects.

STAFF use a PRIVATE password available through school librarians

Create tests from a databank of questions.

Search for curriculum content correlating to textbooks & academic standards

Compile research lists of links to site content then post to the student version of the site.

LitSite Alaska litsite.alaska.edu/ Features narratives illustrating many cultural aspects of life in Alaska.

Alaska Natural History Association alaskanha.org/ The Association is the nonprofit educational partner of Alaska's public lands dedicated to sharing Alaska's rich natural and cultural heritage. The Association is a bookstore, a publisher, an educator, and a supporter of public land educational programs.
Resource for out-of-print "Alaska Geographic" printings

<http://www.akhistory.org/index.cfm> **Alaska Studies** COOK INLET TRIBAL COUNCIL

This website has some great resources, but also some dead links

library.state.ak.us/hist/hist.html **Alaska Historical Collections** through the Alaska State Library

<http://www.ankn.uaf.edu/media/> **Alaska Native Knowledge Network** Free videos available for viewing through Quicktime or Real Player

Smithsonian photography archive <http://www.spi.si.edu/>

The Smithsonian Photography Initiative has launched an electronic portal to a portion of the vast image collections residing in its 18 museums and galleries, nine research centers, and the National Zoo. Its search engine offers access to a cross-section of the work of more than 100 photographers, who used 50 different photographic and image-making processes and technologies.

Alaska: Saga of a Bold Land Walter R. Borneman. HarperCollins Pub, c2003
Paperback: 640 pages. Nice single volume history of Alaska. Not appropriate for general student text, but good resource.
Publisher: Harper Perennial; Reprint edition (January 20, 2004)
Language: English ISBN-10: 0060503076

The Alaska 67; a Guide to Alaska's Best History Books Compiled by The Alaska Historical Society, 2006 ISBN: 0-9678989-9-4

Alaska: A History of the 49th State by Claus M. Naske and Herman E. Slotnick.
Publisher: University of Oklahoma Press. 1994 ISBN 978-0806125732 Another single volume history of Alaska. Good for reference, but criticized for errors, bias, and plagiarism.

Alaska Agriculture in the Classroom. www.agclassroom.org/ak Available on cd.

Geographic Information Network of Alaska. <http://www.gina.alaska.edu/>
Click on Swathviewer and you can zoom in to view specific locations.

Sources for materials :

<http://www.alaskabookcatalog.com/toc.htm> *Alaska Small Press Catalog*

www.goodbooksbadcoffee.com **Fireside Books** 720 South Alaska St. Palmer, AK 99645 Tel: 907 745.2665 Fax: 907 745.266

<http://www.alaskanabookshop.com> **Alaskana Books**. Denali Street, Palmer. This store is as much museum as bookstore. It boasts 25,000 rare and out-of-prints books exclusively on Alaska.

(907) 745-8695 or (907) 892-8694 or 1-888-354-9483

MATANUSKA-SUSITNA BOROUGH TOPICS

I. Geography

- Features
 - Butte, Matanuska River, Susitna River, Knik River, Hatcher Pass, Knik Glacier, Matanuska Glacier, Talkeetna Mountains, Chugach Mountains, Big Lake, Nancy Lake, Lake Louise
- Regions
 - Southcentral, Matanuska Valley, Susitna Valley
- Cities & Towns
 - Palmer, Wasilla, Houston, Willow, Sutton, Talkeetna
- Areas
 - Point McKenzie, Glacier View, Big Lake, Butte, Meadow Lakes, Knik, Petersville, Skwentna, Trapper Creek

II. Indigenous Alaskans (before and after Western Contact)

- Cultural groups
 - Athabaskan
 - Ahtna, Dena'ina
- Subsistence
 - Fishing, Hunting and gathering

III. Colonial Era: The Russian Period 1741-1867

- Russia Exploration
 - Explored Susitna River in 1818, Missionaries

IV. Colonial Era: The United States 1867-1912

- Natural Resources
 - Gold
 - Willow Creek 1896, Nelchina gold stampede 1913
 - Coal
 - Sutton, Chickaloon
- People
 - George Palmer – trading station on Matanuska River 1875-1882
 - Robert Lee Hatcher –Willow Creek 1906 1st staked claim
- Cities
 - Talkeetna trading station in 1890

V. Alaska as a Territory 1912-1959

- Natural Resources
 - Gold
 - In 1938 the Alaska Free Gold Mine merged with Independence Mine to form the Alaska Pacific Consolidation Mining Company (APC)
 - Coal
 - Matanuska Coal fields 1915

- Farming
 - Matanuska Experimental Farm 1918
 - First farmers arrived in 1914 – John Brugge and W.J. Bogard
 - Alaska Rural Rehabilitation Corporation (ARRC)
- Early Settlers:
 - O.G. Herning - merchant
 - Walter and Vivian Teeland - merchants
 - Don Sheldon – aviator
 - Chief Wasilla - leader
- Cities:
 - Wasilla established in 1917 due to railroad
 - Palmer was established around 1916 as a railway station on the Matanuska Branch of the Alaska Railroad.
- Colonists
 - A.J. Swanson
 - Max Sherrod
 - Francis and Harold Dinkel – replacement colonist

VI. Alaska as a State 1959-Present

- Statehood, Politics & People
 - Katie Hurley
 - Jay Kerttula
 - Fred Machtetanz
- Natural Resources
 - Independence Mine State Historical Park in 1984
 - Gas well exploration
 - Department of Forestry – Palmer airport
 - Logging in Upper Valley
- Alaska's Budget and Economy
 - Moving the capital
 - Tourism (eg. Iditarod race, Iron Dog race, fishing charters, guided hunting)
 - Miller's Reach Fire
 - Point McKenzie terminal
 - Proposed Knik Arm bridge
 - Proposed prison
 - Flying services (Tours, Talkeetna for Denali, delivering of cargo)
 - Agriculture
 - Commuters
- Native Corporation
 - Cook Inlet Region, Incorporated

Possible Field Trips

- **Alaska Railroad-Hurricane Turn** 1st Thursday - October – May
1-800-895-7245
1 adult per 5 students
60% off adult fare = \$20 round trip Anchorage to Hurricane
You can get on in Wasilla and off in Talkeetna
They need to know at least 1 month in advance
- **Dorothy Page Museum** – www.cityofwasilla.com/museum 373-9071
April – September
The Dorothy Page Museum and its Old Wasilla Townsite (situated immediately behind the museum) reflect Wasilla's role as an important gateway to the mining districts of Willow, Iditarod and the Far North, as well as representing the commercial district for early homesteaders.
- **Independence Mine** 745-2827
Need a special permit; cost is \$100 if a tour is desired
Fall tours depends on weather
Office does not open until June
<http://www.dnr.state.ak.us/parks/units/indmine.htm>
- **Knik Museum and Musher's Hall of Fame**
During the Upper Cook Inlet Gold Rush Era, Knik played a significant role as a transportation and supply center for traffic to distant mines. In addition to the gold mining exhibit, a display will interpret the impact of the Gold Rush on the Native community. (907) 376-7755.
- **Sutton – Alpine Heritage Park**
Memorial Day - Labor Day 745-7000 Free admission
Situated in the center of a vital corridor, the park currently exhibits coal mining artifacts. It also profiles Sutton inhabitants and miners who have contributed to the area's history.
- **Talkeetna Historical Museum**
Gold prospectors first ascended the Talkeetna River in 1896. In 1910, the earliest recorded Mt. McKinley expeditions stopped at a trading post located in Talkeetna. Most of the buildings within the Talkeetna Townsite Historic District, listed in the National Register of Historic Places, reflect a small 1917-1940 gold mining community. Talkeetna Historical Museum and townsite portrays the lives and homes of gold miners, early aviators and climbers of Mt. McKinley. The museum is open all week during the summer months and weekends in winter. 733-2487.
www.talkeetnahistory.org
- **Transportation Museum of Alaska and Industry**
www.museumofalaska.org 376-1211
The exhibit, "Transportation and Matanuska-Susitna Gold," tells of the first gold prospectors and miners in the Willow Creek district. Maps, tools, and vintage photographs cover the years 1897-1906. This summer, the museum will have a related exhibit about contemporary gold operations in the district.

- **Trapper Creek Museum** Mile .6 west of Parks Highway on Petersville Road
www.trappercreekmuseum.com 733-2557
Hours: Open daily during the summer, 10 a.m.-4 p.m.
Admission: Donation
The museum highlights the history of Trapper Creek, Cache Creek Mining District and Petersville Road. Displays include maps, pictures and artifacts reflecting the Gold Rush.

National Standards for History:

Standard 1 - Chronological Thinking:

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of his/her own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

Standard 2 - Historical Comprehension:

- A. Reconstruct the literal meaning of an historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual, literary, and musical sources.

Standard 3 - Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4 - Historical Analysis and Interpretation

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5 - Historical Issues-Analysis and Decision-Making:

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards: History

A. Understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
3. recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;
4. understand that history relies on the interpretation of evidence;
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. Understand historical themes through factual Knowledge/Skills/Skilss of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

1. 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;
 - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
4. recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
5. evaluate the influence of context upon historical understanding.

C. Develop the skills and processes of historical inquiry.

A student who meets the content standard should:

1. use appropriate technology to access, retrieve, organize, and present historical information;
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
3. apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
4. use historical perspective to solve problems, make decisions, and understand other traditions.

D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

1. understand that the student is important in history;
2. 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;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
4. recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
5. base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
6. create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.

Alaska History Performance Standards

The student demonstrates an understanding of the chronology of Alaska history by:

Historical Inquiry

1. planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)

People, Places, Environment

1. comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)
2. using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4) — repeated from Indigenous Alaskans
3. using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4) — repeated in Colonial Era – United States period
4. describing how Alaska's strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)
5. comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)
6. analyzing patterns of movement and settlement. [DOK 2] (H. B4, G. D3)
7. using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student's community or region. [DOK 3] (H. B1b, C. E2, E8)

Consumption, Production, Distribution

1. identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)
2. using texts/source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1)
3. using texts/sources to draw conclusions about the significance of natural resources (e.g., fisheries, timber, Swanson River oil discovery, "sustained yield" in the Alaska Constitution) in Alaska's development and in the statehood movement. [DOK 3] (G. F1, F4)
4. describing the federal government's construction and maintenance of Alaska's infrastructure (e.g., transportation, communication, public health system, education). [DOK 1] (G. D4)
5. using texts/sources to analyze the multiple perspectives in the continuing debate between conservation and development of resources. [DOK 3] (G. E4, F3)
6. describing the formation of Alaska Native Corporations and their impact on Alaska's economy. [DOK 2] (GC. F9)
7. explaining the creation and implementation of the Permanent Fund and how it has impacted the state. [DOK 2] (GC. F9)

Individual, Citizenship, Governance, Power

1. identifying and summarizing the structures, functions, and transformation of various attributes (e.g., leadership, decision-making, social and political organization) of traditional Alaska Native governance. [DOK 2] (GC. A4)
2. using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)
3. explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8)
4. explaining Alaskans' quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)
5. explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. [DOK 2] (H. B1)
6. using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. [DOK 3] (H. B2)
7. describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress. [DOK 1] (GC. C8)
8. describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women's suffrage). [DOK 2] (H. B2, GC. B5)
9. exploring the federal government's influence on settlements in Alaska (e.g., Matanuska Colony, Anchorage, Adak, Tok, Hydaburg) by establishment of post offices, military facilities, schools, courts, and railroads. [DOK 1] (G. G2, H. B1)
10. identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)
11. exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)
12. using texts/sources to analyze the evolution of self-government through an examination of organic documents (i.e., Treaty of Cession, Organic Act, Territorial Act, Alaska State Constitution, Statehood Act). [DOK 3] (H. B2, B4)

Continuity and Change

1. using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)
2. describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives. [DOK 2] (H. B4, B5)
3. describing how the roles and responsibilities in Alaska Native societies have been continuously influenced by changes in technology, economic practices, and social interactions. [DOK 2] (G. D4, H. B1b)
4. giving correct and incorrect examples to explain subsistence as a way of life. [DOK 2] (H. B1b)
5. defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g., implementation of Prudhoe Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters, establishment of Alaska Native Corporations) and how they interrelate. [DOK 4] (H. B2)
6. explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence. [DOK 1] (GC. A2, C. A4)
7. comparing and contrasting the perspectives of sport, commercial, and subsistence users on policies regarding fish and game management. [DOK 2] (G. E4, F5)