

## NS Government (Unit)

North Slope Borough School District > 2020-2021 > Grade 12 > Social Studies > NS Government (Unit) > \*\*Social Studies, CCAT; aaMontague, Caitlin; Anzalone, Tony; Cesar, Letricia; Edwardson, Rachel; Harcharek, Pausauraq; Judkins, Tennessee; Long, Becky; Mary, Anderson; Partnow, Pat; Reichen, Randy; Riley, Shannon; Simpson, Pam; Thompson, Michael; Vadiveloo, David

Wednesday, September 9, 2020, 10:26AM

Unit	Unit Description
<b>North Slope Government</b> (Week 1, 19 Weeks)	<p><b>Type Author Name:</b></p> <p>As board approved by the NSBSD School Board, the North Slope Government course is a required semester-long class. Ideally, it will be taught first semester of the senior year, with the expectation that in village schools, students at all levels of high school might take the course as schedules require.</p> <p>There are five placeholder units within this course, each of which is based on specific Stage 1 expectations. Most of the units within the placeholder units have yet (as of April 2014) to be developed. Teachers are encouraged to begin development by referring to those placeholders and suggested topics within them.</p> <p>Although this is a semester course, the design calls for units to be developed for only 16 of 18 possible weeks with an additional day or two for a final exam. This builds in flexibility for testing, in-service days, and extended coverage of some topics at the teacher's discretion.</p>
<b>NS GOV PLACEHOLDER 1: TRADITION-DECISION-MAKING</b> (Week 1, 1 Week)	<p><b>Type Author Name:</b></p> <p>This is a one-week unit that explores various types of traditional Iñupiaq government and leadership roles. The exploration can involve reading unipkaat, reading biographies of early Iñupiaq leaders, interviewing Elders, reading accounts of cross-cultural meetings written by non-Native explorers, or other sources. Students will later use the information they gain here to compare and contrast with the leadership and governmental structures that were imposed on the region after contact with Westerners.</p> <p>Teachers are encouraged to design units that attain the Stage 1 goals detailed here. Depending on their units' contents, teachers may add standards (such as ELA standards for reading or writing).</p>
<b>NS Gov Troublemal *R</b>	<p><b>Type Author Name:</b> Patricia Partnow</p> <p>Every society needs to develop ways to deal with people who refuse to abide by rules, or who are simply mean or antisocial. This unit consists of readings about strategies used traditionally in Iñupiaq society, as well as ten unipkaat and quliaqtuat that demonstrate ways that justice was served in traditional days.</p>

(Week 1, 1  
Week)

Students consider ways the traditional Inupiat dealt with the issue. They compare and contrast this with the ways contemporary society deals with similar problems.

As an option, students may also watch the feature film *Atanarjuat: The Fast Runner* (2001) and consider how conflict was dealt with traditionally in Canadian Inuit society.

**Type Author Name:** Tom Lowenstein and Patricia Partnow

**NS Gov Ch.  
Tik Hist: Tr  
meth soc.  
control \*R**

(Week 1, 1  
Week)

In this unit, students read Chapter 14, "Shamans," from Lowenstein's *Tikiġaq: An Early History of Point Hope* and an excerpt from Burch's *Social Life in Northwest Alaska* about leadership, power, and social control. They consider the role of shamans and other leaders in the traditional social control and decision-making process on the North Slope.

This is a one-week unit.

**NS GOV  
PLACEHOL  
R 2: LOCAL  
DECISION-  
ING**

(Week 2, 1  
Week)

This one-week unit will engage students in exploring how their own community is governed. Students will conduct on-site research and attend local meetings, resulting in a summary of the local government. They can then compare and contrast this with traditional forms of decision-making that were studied in the previous unit.

Teachers are invited to design units that attain the Stage 1 results noted for this unit. Their units could include additional standards as well.

Three possible unit titles under this placeholder have been designated but not designed. These include "Elections, Process, and Qualifications," "Citizen Participation in my Community," and "Voting."

**Type Author Name:**

**NS Gov  
Elections,  
process,  
qualificatio  
\*D**

(Week 2, 1  
Week)

Teachers are invited to design units that ask students to investigate the way the political process works in their own communities.

**NS Gov Citi  
participatio  
my commu  
\*D**

*(Week 2, 1  
Week)*

**Type Author Name:**

Teachers are encouraged to design units that will actively engage students in participation in their own communities.

**Voting \*D**  
*(Week 2, 1  
Week)*

**Type Author Name:**

Teachers are encouraged to design units that will prepare students to register to vote; learn how to get information about current ballot issues and candidates; and learn when elections for various governmental or business organizations are held.

Designed by Patricia Partnow

**NS Gov  
Utqiagvik a  
Other Loca  
Decisions \***

*(Week 2, 1  
Week)*

In 2016, the residents of Barrow changed the community's name back to Utqiagvik. Students will study this change as an example of how political decisions are made at the local level. Students will extend the investigation to decisions made in their own communities.

**NS GOV  
PLACEHOL  
R 3: ORIGI  
OF GOVT**

*(Week 3, 6  
Weeks)*

This five-week unit, which is divided into five parts, explores the history of power, authority, and government on the North Slope.

Teachers are encouraged to develop units that consider a number of possible approaches to the topic, including those listed (but not developed) under this placeholder unit. Examples might be:

- Biographies of important leaders such as Eben Hopson, Sadie Brower Neakok, Annie Brower, Patsy Aamodt, George Ahmaogak
- The impact of the Federal Government on the North Slope, including the Treaty of Cession, the Organic Act, the Dawes Act, etc.
- Fish and Game regulations at the state and federal levels (note that the story of the Duck-In is taught in the 9th grade course North Slope History and Culture)

- The creation of tribal governments, with comparisons with Lower 48 tribes and US Indian law
- The reestablishment of several traditional communities in the face of ANCSA
- The establishment of local city governments after statehood (students could read their city charter), though this should not duplicate the previous unit on local government
- The founding of the North Slope Borough School District

A GRASPS task for the unit could require that students consider the redundancy vs. the cooperation among the many organizations at various governmental levels on the North Slope.

**Type Author Name:**

Patricia Partnow

**NS Gov  
Biographic:  
important  
leaders \*R**  
*(Week 3, 1  
Week)*

Students choose a recent (20th or 21st century) leader from the North Slope and research that person's life story. They consider the qualities of a good leader as exemplified by that person (either negative or positive) and relate those qualities to their own lives.

Small classes will probably be able to complete this unit in one week. However, larger classes will probably need at least a couple of additional days to go through and discuss all the student reports.

**Type Author Name:**

Patricia Partnow

**NS Gov The  
Federal Go  
Territorial I  
\*R**  
*(Week 4, 3  
Weeks)*

Students consider the impact of the Federal Government on Alaska and the North Slope, including the Treaty of Cession, the Organic Act, the Dawes Act, other allotment acts, and the Indian Reorganization Act.

**Type Author Name:**

Teachers are encouraged to design units that consider the creation of tribal governments, with comparisons with Lower 48 tribes and US Indian law. These units might also examine how the North Slope Borough and the North Slope Borough School District came about.

**NS Gov  
Creation of  
tribal gov's,  
NSB, & NSI  
\*D**  
*(Week 5, 2  
Weeks)*

**NS Gov His  
of your  
village/town  
governmen  
(Week 7, 1  
Week)**

**Type Author Name:** Tenna Judkins

Teachers are encouraged to develop units that consider the reestablishment of several traditional communities in the face of ANCSA, as well as the establishment of local city governments after statehood (students might read their borough or village charter). Teachers should note that this unit should not duplicate the previous unit on local government, concentrating more on the history and less on the process of government.

**SS 12 Muse  
visit for Sen  
\*R  
(Week 7, 1  
Week)**

**Type Author Name:** Patricia H. Partnow

This unit is designed especially for students in Anaktuvuk Pass and Barrow where there are community museums. Since the museums have different collections and displays, the specific activities will differ. This unit can be taught at any time during the school year.

The Museum Visit for Juniors unit is identical to the Museum Visit for Seniors unit. In both cases, students will undertake independent studies. These studies should be part of an ongoing investigation within the classroom and, ideally, will be part of an existing unit or course. **Teachers will need to determine the Stage 1 Goals themselves for these visits and their resulting projects or products.** The standards and OUs provided should serve as a guide, given the resources available in the museums.

No single field trip will result in addressing all of the listed OUs, EQs, or standards listed here.

**Sped SS 12  
Museum vi  
for Seniors  
(Week 7, 1  
Week)**

**Type Author Name:** Patricia H. Partnow

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No single field trip will result in addressing all of the listed OUs, EQs, or standards listed here.

**NS Gov Fis  
and Game I  
\*R**

*(Week 8, 1  
Week)*

**Type Author Name:**

Patricia Partnow

This unit examines Fish and Game regulations at the state and federal levels. As a summative activity, students plan a hunt (including researching the required licenses, etc. they will need), using a workbook provided by the Alaska Department of Fish and Game.

Note that the story of the Duck-In, which has related themes, is taught in the 9th grade course North Slope History and Culture and is not to be repeated here.

Note also that there is a unit specifically on subsistence in the North Slope History and Culture course, found at <https://nsbsd.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?BackLink=21645&UnitID=16700&TeacherID=17716&EditMode=0&SubNavDevelop=1>. One of the possible GRASPS task for the NSHC Subsistence unit involves writing a subsistence handbook, which might be helpful to students in completing the GRASPS task detailed here.

**NS Gov  
Cooperatio  
among gov  
orgs? \*D**

*(Week 8, 1  
Week)*

**Type Author Name:**

A GRASPS task for this placeholder unit could require that students consider the redundancy vs. the cooperation among the many organizations at various governmental levels on the North Slope. This could constitute a separate one-week unit or could be folded into one of the other units designed for this placeholder.

**NS GOV  
PLACEHOL  
R 4:**

**NON-GOVE  
MENTAL O**

*(Week 9, 3  
Weeks)*

**Type Author Name:**

This seven-week unit allows students to explore the non-governmental organizations that affect their lives on the North Slope. These are primarily tribal organizations, regional corporations formed under ANCSA, or political action communities.

One unit within this placeholder unit, ASRC-tkut, is a three-week required unit, and has already been developed.

Teachers are encouraged to develop units for the other four weeks of the placeholder unit on such topics as:

- Biographies of nonprofit leaders such as Joe Upicksoun, Etok, Oliver Leavitt, and John Nusunginya
- Arctic Slope Native Association as an early political organization
- ANCSA's development and provisions (though this will be more fully covered in the US Government course to be taught second semester)

- Other organizations such as the ICAS (Iñupiaq Community of the Arctic Slope), AEWK (Alaska Eskimo Whaling Commission), and the ICC (Iñuit Circumpolar Council).

A possible GRASPS task for this unit, in addition to that included in the ASRC-tkut unit, would be for students to choose on nongovernmental organization that affects their lives, and to write about its effects and the roles students see for themselves in the future.

**NS Gov  
Biographie:  
nonprofit  
leaders \*D**  
(Week 9, 1  
Week)

**Type Author Name:** Tenna Judkins

Teachers might design units that have students read or write biographies of nonprofit leaders such as Joe Upicksoun, Etok, Oliver Leavitt, Marie Adams Carroll, and John Nusunginya. Also consider local school board, ICAS, Iisaġvik trustees, and ASNA representatives.

by Patricia Partnow

**NS Gov AS  
\*R**  
(Week 10, 2  
Weeks)

This week-long unit provides a backdrop for the development of the nonprofit sector within Alaska Native organizations, including the creation of the Samuel Simmonds Memorial Hospital in Utqiaġvik. It involves close reading and creative writing as well as text-based questions to help students understand the text.

When ASNA has published the book that is used here as the student text (a pdf draft is attached), students will receive printed and bound copies as readers.

**NS GOV  
PLACEHOL  
R 5: BUSIN  
ECON & GC**  
(Week 12, 4  
Weeks)

**Type Author Name:**

This seven-week unit allows students to explore the business and economic organizations that affect their lives on the North Slope. These are primarily tribal organizations, regional corporations formed under ANCSA, or political action communities.

One unit within this placeholder unit, ASRC-tkut, is a three-week required unit, and has already been developed.

Teachers are encouraged to develop units for the other four weeks of the placeholder unit on such topics as:

- Community-based businesses, particularly those that are appropriate for Arctic villages
- Arctic Slope Native Association as an early political organization
- ANCSA's development and provisions (though this will be more fully covered in the US Government course to be taught second semester)

- Other organizations such as the ICAS (Iñupiaq Community of the Arctic Slope), AEWK (Alaska Eskimo Whaling Commission), and the ICC (Iñuit Circumpolar Council).

A possible GRASPS task for this unit, in addition to that included in the ASRC-tkut unit, would be for students to choose on nongovernmental organization that affects their lives, and to write about its effects and the roles students see for themselves in the future.

**Type Author Name:** Patricia Partnow, based on a DVD produced by the Arctic Slope Regional Corporation

**NS Gov  
ASRC-tkut  
Quliaqtuan;**  
(Week 12, 3  
Weeks)

Students watch a DVD that explains how the Arctic Slope Regional Corporation (ASRC) was formed and operates today. Teachers and students have the option of delving into a number of concepts and topics in some depth to place ASRC in historic, political, economic, and cultural context and to engage students in taking an active role in determining their futures as residents of the North Slope and, possibly, shareholders in the regional corporation.

This is a complex unit that is suitable only for seniors or high-achieving juniors. Freshmen and sophomores would likely have difficulty with the information and workload. Its major hook is the empowerment of students who are shareholders in the corporation, and therefore responsible for its fiscal health and wise business and cultural decisions.

A note about the OUs and EQs: Because this unit involves choices by both teacher and students, it is probable that not all Stage 1 Desired Results will be achieved by every student. Teachers should not be concerned about this, but instead should make note of those Stage 1 Desired Results that do become the focus of instruction.

Patricia Partnow

**NS Gov  
Tikiġaq/Oth  
Village Cor  
Econ & His**  
(Week 14, 2  
Weeks)

The outlines of this unit can be used with any village corporation, though the links provided refer specifically to Tikigaq Corporation. The unit was originally designed as an S Term unit. It should be taught immediately after or during the last week of the ASRC-tkut Quliaqtuanat unit.

Students look at the history of the village corporation and explore its economic activities and well-being. They explore ways they can be involved in future decisions about the corporation and the village itself.

**Type Author Name:**

**NS GOV  
PLACEHOL  
R 6: CITIZE  
RESPONS**

This is a two-week unit, which is divided into two parts, asks students to identify their own political will and power and act upon it. Teachers are invited to develop units on the following topics (and others that would fit with the Stage 1 outcomes described here):

- To what extent have we attained local control on the North Slope?
- What needs to be changed in my community or region? (This can be turned into a GRASPS task.)



(Week 16, 3 Weeks)

- How can I make a difference now and in the future?

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

**NS Gov Vill at the End of the World \***  
(Week 16, 1 Week)

**Type Author Name:**

Patricia Partnow

This unit is based on an excellent resource, a film from Denmark about a small Inuit village in Greenland that faced extinction unless an economic engine could be found for the village. Beautifully filmed in an idyllic setting on the west coast of Greenland, the film (*The Village at the End of the World*) is entirely in Greenlandic Inuit and Danish with English subtitles. It follows one young man who searches for a place in the village, as well as the plans of the adults and elders to keep the village alive.

**NS Gov Examining dream of local control \*D**  
(Week 17, 1 Week)

**Type Author Name:**

Teachers are encouraged to design a unit that asks the question, "To what extent have we attained local control on the North Slope?" They might look at examples from other parts of the world.

**NS Gov I Am An Agent of Change \*R**  
(Week 17, 2 Weeks)

**Type Author Name:** Tennessee Judkins and Pamella Simpson

Teachers are encouraged to develop a unit that asks:

- What needs to be changed in my community or region? (This can be turned into a GRASPS task.)
- How can I make a difference now and in the future?

**NS Gov An that influence me \*D**

**Type Author Name:**

A possible GRASPS task for this unit, in addition to that included in the ASRC-tkut unit, would be for students to choose a governmental or nongovernmental organization that affects their lives, and to write about its effects and the roles students see for themselves in the future. Teachers might design this as a separate one-week unit, or incorporate it into other units that are part of this placeholder unit.

*(Week 18, 1  
Week)*

**Final Exam**  
*(Week 18, 1  
Week)*

**Type Author Name:**

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