

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p>Review, reinforce and expand students' geographic knowledge and skills of Alaska.</p> <p><b>Alaska Standards:</b> <u>Geography:</u> A1, B7, D2, F1</p>	VCS 9.1.1	<p>Geography of Alaska</p> <ul style="list-style-type: none"> <li>-Geological forces which formed Alaska</li> <li>-Climates</li> <li>-Geographic features</li> <li>-Five themes of geography</li> </ul>	<p>Create accurate maps that show the locations of the various major physical features, climate zones, road system, 6 physiographic regions, and towns and cities</p>	<ul style="list-style-type: none"> <li>-Map rubric</li> <li>-Quizzes over the 5 Themes of geography</li> <li>-Unit I test</li> </ul>
<p>Examine the four major Alaska Native groups and be able to list their unique characteristics, contributions, tools, art forms, and social organization.</p> <p><b>Alaska Standards:</b> <u>Government and Citizenship:</u> A4, G2</p> <p><u>History:</u> A4, A6, B1a, C3, C4</p>	VCS 9.2.1	<p>Alaska Natives</p> <ul style="list-style-type: none"> <li>-Origins of peoples theory                             <ul style="list-style-type: none"> <li>Land bridge</li> </ul> </li> <li>- Four major groups                             <ul style="list-style-type: none"> <li>Aleut</li> <li>Athabascan</li> <li>Eskimos</li> <li>Southeastern</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the land bridge theory and early migration theories.</li> <li>-Compare and contrast peer pressure of Tlingits and 9<sup>th</sup> grade peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>-Rubric for Alaska Natives Chart</li> <li>-In-class quizzes over Alaska Native group names and locations.</li> <li>-Unit II Test</li> </ul>

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p>Examine the early European exploration and settlements and understand their motivation for movement and settlement.</p> <p><b>Alaska Standards:</b>  <u>Geography:</u>                      A1, A5, D1, E1  <u>Government and Citizenship:</u>                      A3, B2, B8, G2  <u>History:</u>                      A1, A2, A7, B1b, B2, B4, C2</p>	VCS 9.3.1	<p>European Explorers                      Russian discovery                      English                      Spanish                      Other                      French                      British</p>	<p>-Make a list of place names which remain from European contact with Alaska.</p> <p>-Identify early explorers and give a report on one.</p> <p>- Trace voyages of major explorers on one map.</p>	<p>-6-Trait Writing Rubric</p> <p>-Unit III Test and quizzes</p>
<p>Demonstrate an understanding of the impact of Russian settlements and identify lasting contributions.</p> <p><b>Alaska Standards:</b>  <u>Geography:</u>                      A1, A5, D1, E1  <u>Government and Citizenship:</u>                      A3, B2, B8, G2  <u>History:</u>                      A1, A2, A7, B1b, B2, B4, C2</p>	VCS 9.4.1	<p>Russian Period                      Russian Settlements                      Russian Orthodox Church                      Environment</p>	<p>-Describe the effects of Russian trading activities on the Aleut people.</p> <p>-Create maps that show the locations of the various Russian settlements.</p>	<p>-Unit III Test and quizzes</p> <p>- In-class small group work with student assessments.</p>

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p>Identify the reasons for the sale of Alaska to the United States and how Alaska was influenced and changed by American ownership.</p> <p><b>Alaska Standards:</b>  <u>History:</u>                      A1, A2, A4, A6, C2</p> <p><u>Government and Citizenship:</u>                      A1, A3</p>	VCS 9.5.1	<p>Sale and American Period</p> <ul style="list-style-type: none"> <li>-Sale of Alaska                             <ul style="list-style-type: none"> <li>Reasons</li> <li>Conditions of treaty</li> <li>Boundary settlements</li> </ul> </li> <li>- Territorial Status                             <ul style="list-style-type: none"> <li>Pre-organic acts</li> <li>Organic Acts 1884 &amp; 1912</li> <li>First Territorial Legislature</li> </ul> </li> <li>- Military Involvement                             <ul style="list-style-type: none"> <li>Exploration</li> <li>Transportation</li> <li>Communications</li> <li>WWII                                     <ul style="list-style-type: none"> <li>Aleut relocation</li> <li>Alaska Territorial Guard</li> <li>Aleutian Campaign</li> </ul> </li> </ul> </li> <li>- Missionary/Efforts</li> <li>Education Developments</li> </ul>	<p>-Create a chart comparing the reasons for the Russians wanting to sell Alaska and the reasons for the U.S. wanting to buy Alaska.</p> <p>-Describe the economic changes in Alaska during the period of time from 1912, through statehood in 1959, up to the present day.</p>	<p>-Unit II and Unit IV Tests and quizzes</p> <p>- In-class small group work with student assessments.</p>
<p>Examine the various economic resources of Alaska and be able to give a brief history of several.</p> <p><b>Alaska Standards:</b>  <u>Government and</u></p>	VCS 9.6.1	<p>Economic Histories</p> <ul style="list-style-type: none"> <li>-Furs</li> <li>- Mineral                             <ul style="list-style-type: none"> <li>Gold, Oil, Others</li> </ul> </li> <li>-Fish/Sea Mammals</li> <li>- Big Game</li> <li>- Timber</li> <li>- Tourism</li> </ul>	<p>-Create a timeline which includes the Gold Rushes which impacted Alaska.</p> <ul style="list-style-type: none"> <li>A. Juneau</li> <li>B. Klondike</li> <li>C. Soapy Smith</li> <li>D. Nome</li> <li>E. Fairbanks</li> </ul>	<p>-Unit IV Test and quizzes</p> <p>- In-class small group work with student assessments.</p>

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p><u>Citizenship:</u> F1, F2, F4, F10, G1-7</p>		<ul style="list-style-type: none"> <li>- Boom-Bust Cycles</li> <li>- Renewable vs. Nonrenewable Resources</li> <li>- Human</li> <li>- Major economic principles where necessary</li> <li>- Transportation Air, Water, Land</li> </ul>	<p>-Chart population changes and the state revenue picture from 1950 to the present.</p>	
<p>Develop an understanding for the struggle for statehood and the resulting state government.</p> <p><b>Alaska Standards:</b></p> <p><u>Government and Citizenship:</u> C 1-8</p>	VCS 9.7.1	<p>Statehood and Government</p> <ul style="list-style-type: none"> <li>-3 Branches of Government                             <ul style="list-style-type: none"> <li>Legislative</li> <li>Executive</li> <li>Judiciary</li> </ul> </li> <li>-Powers/functions of each</li> <li>-Relationship of local, state, and federal levels</li> <li>- Steps leading to statehood                             <ul style="list-style-type: none"> <li>Political considerations</li> <li>Territorial rights vs. state's rights</li> </ul> </li> <li>-Valdez City Government</li> <li>-Borough</li> </ul>	<ul style="list-style-type: none"> <li>-Debate/discuss the pros and cons of statehood.</li> <li>-Create two paragraphs that describe why Alaska's constitution is considered a model constitution.</li> <li>-Discuss the major landowners in Alaska. Discuss the role of the following in the land ownership issue: Federal Govt., State Govt., Native Groups, Private Individuals.</li> </ul>	<ul style="list-style-type: none"> <li>-Unit IV Test and quizzes.</li> <li>- In-class small group work with student assessments.</li> </ul>

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p>Understand the origins, significance and provisions of the Alaska Native Claims Settlement Act.</p> <p><b>Alaska Standards:</b></p> <p><u>Government and Citizenship:</u> C3-8</p>	VCS 9.8.1	<p>ANCSA</p> <ul style="list-style-type: none"> <li>-Native sovereignty</li> <li>-Problems or rural/bush communities</li> <li>-ANCSA 1971-1991</li> <li>-Historic Land Claims                             <ul style="list-style-type: none"> <li>Land ownership</li> <li>Land usage</li> <li>Indian Reorganization Acts 1934</li> </ul> </li> <li>-Fed. Govt. vs. Local Govt.                             <ul style="list-style-type: none"> <li>Services</li> <li>Conflicts</li> </ul> </li> <li>- Native Corporations                             <ul style="list-style-type: none"> <li>Establishment</li> <li>Structure</li> <li>Ongoing progress</li> </ul> </li> <li>-Molly Hootch Case</li> <li>-Village Council (tribal, traditional)</li> </ul>	<ul style="list-style-type: none"> <li>-Write a report on traditional and customary native use of the land and on the cultural value of land to Native Alaskans.</li> <li>-Describe the fight to ratify ANCSA legislation. Explain the importance of the 1991 Amendments to the original ANCSA legislation.</li> </ul>	<ul style="list-style-type: none"> <li>- 6-Trait Writing Rubric</li> <li>-Unit IV Test and quizzes</li> <li>- In-class small group work with student assessments.</li> <li>-Tests and quizzes over videos and power point presentations</li> </ul>
<p>Examine current opportunities and problems faced by Alaskans today and explore solutions.</p> <p><b>Alaska Standards:</b></p> <p><u>Government and Citizenship:</u> C1, C2, C7, E6, E7, F1, G7</p>	VCS 9.9.1	<p>History in the Making</p> <p>Current problems</p> <ul style="list-style-type: none"> <li>-Technological Developments                             <ul style="list-style-type: none"> <li>Communications</li> <li>Transportation</li> <li>Other</li> </ul> </li> <li>-Industries                             <ul style="list-style-type: none"> <li>Development</li> <li>Decline</li> </ul> </li> <li>-Response to disasters</li> </ul>	<ul style="list-style-type: none"> <li>-Create a chart that compares the pros and cons of tourism in Alaska.</li> <li>-Discuss Alaska’s role in Pacific Rim economics, politics, and military considerations.</li> <li>-Compare land ownership patterns in Alaska with other</li> </ul>	<ul style="list-style-type: none"> <li>-Unit IV Test and quizzes</li> <li>-In-class small group work with student assessments.</li> <li>-Student evaluations of guest speakers.</li> </ul>

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
	VCS 9.9.1 cont'd	Natural Man-made T.B., H.B., HIV/AIDS -Current Econ. Conditions -Pacific Rim Connections Social Economic Political -Human Resources Education Funding -Circumpolar Connections Air Travel Social Economic Political -Intra-state Divisions Urban vs. Bush -State vs. Federal Agencies Land claim development Forest and wildlife management -Permanent Fund -Unemployment -Trade with Russia -Environment Land usage Federal State Borough Local	states.	

Course: ALASKA HISTORY

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
<p>Understand the major historical events which have shaped the city of Valdez.</p> <p><b>Alaska Standards:</b></p> <p><u>History:</u> A2, A4, A7, B2, B3, C1, C2, C3, C4, D1, D3, D5</p>	VCS 9.10.1	<p>Klondike Gold Rush 4 major routes to the gold fields All-American Route</p> <p>WWII Eagle Trail</p> <p>1964 Earthquake State and local response</p> <p>Moving Valdez Reasons why</p>	-Visit the local museum and museum annex in order to see/hear the history of Valdez and see the location and layout of Old Town Valdez.	<p>- In-class small group work with student assessments.</p> <p>-Unit IV Test and quizzes</p>