

Character Based Literacy Program Lesson Plan

Alaskan History, Week 1, Day 1



Outcomes for Today

11.1, RH1, WHST8

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a region?

Simply and vaguely defined, a region is an extensive, continuous part of a surface, space, or body. When talking about the Earth, countries or states, regions can be described as large areas of land that help divide a given space into smaller sections for the purpose of organizing by similar characteristics. Regions can be defined by many characteristics such as geographic features and culture.

Definition from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

geography	topography	Richter Scale	glacier	terrain
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 9-15 out of *Alaska...The Last of the Land* and the First by Rob Chambers. Skip the section entitled "Western Alaska."

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

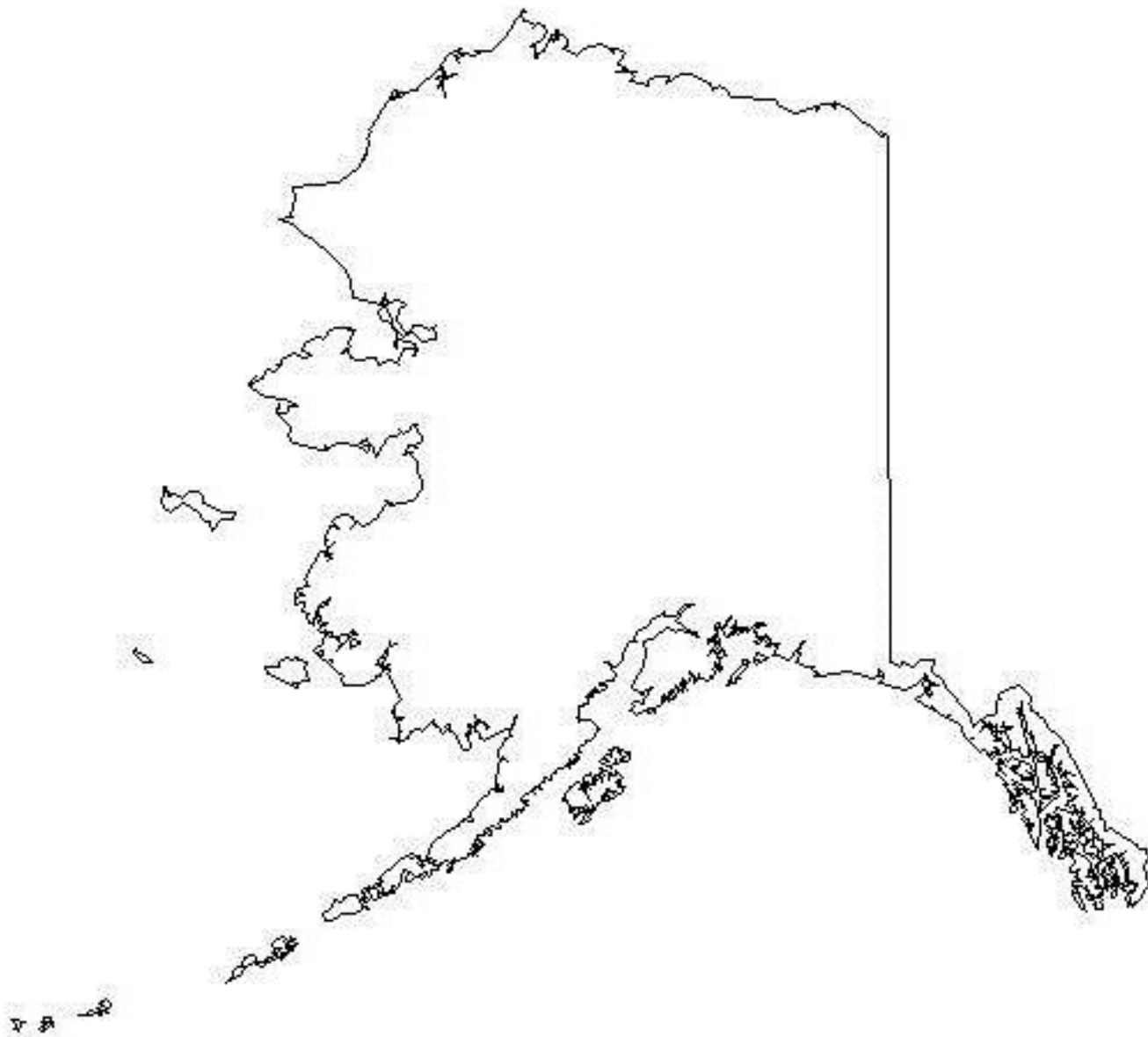
- Alaska is divided into 5 major regions
- The Alaskan landscape is always changing
- There have been many earthquakes and volcanic eruptions that have changed Alaska's landscape

- SE Alaska has a mild climate that differs from the rest of Alaska
- Alaska is very mountainous

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

- 1) Give the Students a blank map of Alaska. (Provided)
- 2) Label the 5 major regions of Alaska.
 - Guide students with drawing the 5 major regions using the map provided.
 - Students may choose to color the different regions. However, remind them to color **LIGHTLY** as they will be adding new information to the map as the term advances.



<http://geography.about.com/library/blank/blxusak.htm>



<http://www.majormarine.com/.docs/pg/10025>

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Have students recreate the following chart. Tell them to be sure they leave enough room to write their descriptions. Descriptions can be done using bullet points or complete sentences. Using their book or class notes, have them fill out the chart.

	Climate	Topography	Big Cities	Interesting Fact
Southeast				
South Central				
South Western				
The Interior				
The Arctic				

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What are the five major regions of Alaska?
- 2) Which major region of Alaska do you live in?
- 3) Would you want to visit or live in another region? Why?
- 4) Do you think it is odd that Anchorage is the “only large city in Alaska” and it is not the capital?
- 5) What are some interesting facts about your region or another that you did not read about?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 14

Arctic Alaska was isolated from the rest of Alaska. For decades it did not attract a large population due to the harshness of its environment. Now it has awakened and is a giant in the oil-producing industry.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Oil is a big commodity and is extremely important for the Alaskan and greater United States economy. Although oil production is good, there are some negative effects. Using outside resources (other books or the internet) write a paragraph explaining the two negative impacts the oil industry has on the world or to Alaska specifically. In your conclusion, be sure to include how you can act responsibly to try and minimize the negative effects of the oil industry.

11. Close Close by extending today’s lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 1, Day 2



Outcomes for Today

11.1, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a theory?

A theory is a coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena. In short, a theory can be explained as suggested explanations for why things occur or are the way they are based off evidence supporting the explanation. Theories have been used to explain many phenomena throughout history and have guided explorers, intellectuals and common people in their everyday lives.

Definition from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

subsistence(10)	settlement(10)	migration(10)	mummified(12)	matriarchal(16)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 10-17 out of *Alaskan History – In Brief* by James Barnett. Stop before the section entitled “Tlingit, Haida and Southeast Alaska Cultures.

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Natives make up 15% of the Alaskan population
- It is believed that the first people to in America came from Asia

- There are four main native cultures in Alaska: 1) Aleut and Alutiiq 2) Tlingit and Haida 3) Athabaskans and 4) the circumpolar Eskimos or the Yup'ik and the Iñupiat
- Aleuts settled in the Aleutian Islands
- Athabaskans settled in the interior

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add the Bering Sea and the Aleutian Islands to your map by labeling them in their proper location.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know about native cultures you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column. Also, note whether you are gaining your information from a primary or secondary source.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about native cultures regarding what you have read so far or about something you anticipate reading about?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more about native cultures, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column. Also, note whether you are gaining your information from a primary or secondary source.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem, or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Is it known for certain that the first people to settle America came from Asia?
- 2) How long ago is it believed that people first created permanent settlements in Alaska?
- 3) What other culture in World History mummified respected people after their death?
- 4) Is there anything wrong with societies, past or present, being matriarchal?
- 5) What are *ciqlluaq* and *barabaras*?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 15

In the winter they used snowshoes made of birch and rawhide. Clothing was made of animal hides, decorated with porcupine quills colored with natural dyes.... Traditional tools were made of stone, antlers, wood and bone. Such tools were used to build houses, boats, snowshoes, clothing and cooking utensils.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Athabascan Indians did not waste any of the material they came across. In a good narrative paragraph explain why you think this was important and crucial to their culture. Be sure your concluding sentence addresses how using all possible materials reflects responsibility and use at least one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 1, Day 3



Outcomes for Today

11.1, RH4, WHST8

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Culture?

A simple definition of culture is the behaviors and beliefs characteristic of a particular social, ethnic or age group. Culture can be passed down from one generation to another but can also disappear if those who practice it do not pass it down or are eliminated. Culture manifests itself in everyday life, from the way we talk and treat one another to the way we dress and spend our day.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

descendants(19)	artifacts(21)	Dene(29)	famine(35)	polygamy(39)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 19-21 and 29-39 from Alaska...The Last of the Land and the First by Roy Chambers. Stop before the section titled "Tlingit and Haida."

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Athabascans were semi-nomadic people
- Athabascans sometimes let themselves die when the winters were too hard
- Athabascans did not develop culturally as much as other native groups
- Aleuts had an aristocracy
- Children in Aleut society were trained by uncles on their mother's side

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Using the map on page 21 as a guide, add the groups you have read about over the last two days to your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible Activity: Add to your KWL chart.

Alternate Activity: News Report

Have students come up with a news report on one of the cultures they learned about today as if the culture had just been discovered. Their report should include where the group is located, what they eat, and two other interesting facts. This can be done individually or in groups of 2-3 and should be presented in front of the class. Remind students to have fun!

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why were Athabascans semi-nomadic?
- 2) Were the Athabascans aggressive or violent people?
- 3) Who made up the largest social class in Aleutian society?
- 4) What is Oukamak? Does this sound similar to anything you might do today?
- 5) What did you find most interesting about either of the two groups discussed today?

9. Analyze Analyze the key paragraph.

Key Paragraph Pg. 38

The training of the children of both sexes was the obligation of their uncle on the maternal side...the training of the youngsters consisted of making them capable of enduring all...Boys were designed for another profession – the profession of glory.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Uncles in Aleutian society played a big role in the upbringing of children. Are there other family members or people outside your family who have been responsible for your upbringing? Write a good narrative paragraph describing the role someone other than your parents has had in your upbringing. Be sure to give two details that explain precisely how this person has been responsible for helping to shape the person you are today or the person you hope to become.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 1, Day 4



Outcomes for Today

11.1, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a potlatch?

Among American Indians of the northern Pacific coast, a potlatch is a ceremonial festival where gifts are given to guests and property is destroyed by its owner to his/her wealth and guests later try to out show them by doing the same. In short, a potlatch is an extravagant celebration where people show off their wealth.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Totem pole(18)	pejorative(20)	hearty(21)	reincarnation(22)	perennial(22)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 17-23 from *Alaskan History – In Brief* by James Barnett. Be sure to stop before chapter 2.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Tlingit people are the most numerous of the Southeastern cultures
- The Tlingit people obtain status by giving away food and possessions during the winter
- The mild climate of the Southeast allowed the Tlingit to have leisure time devoted to social pastimes

- Status in Yup'ik society was determined by gender and success as a hunter
- The Iñupiat live(d) in the most extreme climate in Alaska (the Northern region)

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add the Arctic Ocean, the Pacific Ocean and Canada to your map by labeling them in their proper location.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible Activity: Examine Murals

Totem poles are a way in which native cultures “illustrate myths, honor the deceased and recognize tribal history.” Similarly, today muralists display their art on public walls for the same purposes. Murals express culture and tell stories of famous people and events.

Using the internet, search for murals that you find interesting and pick one to do research on. Find at least two facts about the mural of your choice and after drawing and coloring a sketch of the mural, present your two facts and your illustration to the class.

Suggestions for famous muralists are Diego Rivera, David Alfaro Siquieros and José Clemente Orozco from Mexico.

Alternate Activity

Have students think of someone or something important in their life and draw a picture of that person or event as if it were going to be painted on a wall or made into a statue. Have students write three reasons why that person/event is important to them and have them present it to the class.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What region did the Tlingit and Haida cultures settle in?
- 2) Why were totem poles carved?
- 3) What was the most important commodity to the Tlingit?
- 4) How do people achieve status today?
- 5) How are these cultures similar/different to each other?

9. Analyze Analyze the key paragraph.

The social organization was defined by the status obtained through wealth, particularly the potlatch. A family or chief would improve his status by giving away food and possessions, usually in winter when there was more time to devote to music, dance and spiritual ceremonies.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Is showing off your wealth the only way to obtain status? In a good argumentative paragraph, suggest at least one other responsible way that you or anyone else can obtain status in society. Be sure your paragraph has a good topic sentence and that your following sentences support your topic sentence and argument.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 2, Day 5



Outcomes for Today

11.1, RH4, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does the term “survival of the fittest” mean?

“Survival of the fittest” was a phrase created by philosopher Herbert Spencer in the late 19th century that he applied to humans. He applied the phrase to explain racial differences in social life and status; those who were naturally “better” held higher status and those who were substandard dwelled in the lower levels of society. Eventually, those at the bottom would disappear because they did not possess the qualities needed to succeed in society.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

adapt(23)	subsistence(24)	primitive(24)	oppress(41)	ingenuity(47)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 22-28 and 39-49 in *Alaska... The Last of the Land and the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Eskimos (Yup'ik and Inupiet) were very adaptive to the weather and the environment
- For the Eskimos there was a push to make community life as stable as possible because family life was unstable
- The Tlingits and Haidas were very similar in many respects

- Dwellings were built for communal living
- The prestige of a clan could be hindered if someone from the group married someone else of a lower rank
- The Tlingits and Haidas made Russian colonization difficult because they were war-like

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Using the map on page 21 as a guide, add the groups you have read about over the last two days to your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Postcard

Materials:

Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
 Some combination of pencil, pen, crayon, or marker
 Construction paper, scissors and glue sticks if desired

Step One: Make your postcard

- 1) Cut your stiff paper to a size that represents a post card which is about 5-7 inches wide, and 4-6 inches long
- 2) On one side, draw a picture that represents something you read today. This can be the setting, a character, a theme or an idea in today's reading. A suggestion may be to draw a totem pole that represents your personality or your family.

Step Two: Write a message

- 1) On the other side of the postcard, write a 2-3 sentence description of the picture you drew, explaining its significance to you or what you have learned.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is the difference between how the Tlingit showed their wealth and how celebrities show their wealth today?
- 2) How do the descriptions of the indigenous people you read today compare to the descriptions you read last time of the same groups?
- 3) Why do men have to kill a bearded seal before he can become a husband?
- 4) What are Phantries?
- 5) Is it fair that some members of society are treated better than others?

9. Analyze Analyze the key paragraph.

Key Paragraph
Pg. 27

In some Eskimo societies, the women who were about to give birth left the village... Should the child be deformed it was simply cast aside to die. There was no room for a weak, unproductive member in the community. In this way, only the strong were allowed to survive. If times were trying and the newborn child was unfortunate enough to be a female, she would also be allowed to die. Girls were expendable.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Is it just or responsible to cast aside a member of society because we do not see them as useful? In a well-written narrative paragraph, describe one or two services available to help members of society less fortunate than others. Use the internet to research social services provided by your local or national government if you need help identifying what they are. Be sure to include one word from today's word wall in your paragraph.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 2, Day 6



Outcomes for Today

11.1, RH1, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a myth?

A myth is a traditional or legendary story, usually concerning some being or hero or event that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature. Simply put, myths are stories that often try to explain the world we live in.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

intend(4)	emerge(4)	furnish(5)	sorrow(5)	remain(6)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the creation stories on pages 3-6 from *Alaska... The Last of the Land and the First* by Rob Chambers.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Athabaskan creation story says that a great being first created a porcupine, white bear, man and then the brown bear
- Athabaskans believe Raven made good things bad
- Eskimos view raven as a good character in creation stories
- Tlingit and Haida believe Raven was born from a woman and did miracles
- Raven is part of all the creation stories that were read today

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Sketch and label Russian onto your map of Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Research other creation stories

Step one: Research

- 1) Using a computer with internet access, have students research creation stories from other groups around the world. Encourage them to look at cultures outside of the North American continent. Some suggestions may be to examine creation stories from the Navajo, Comanche, Egyptians, Mayans, Aztecs, Incas, Hindus, Buddhists, Celts, Greeks, etc.
- 2) Have each student take notes on their favorite creation story. Have them pay attention to the types of characters that are in the stories.

Step two: Report

- 1) Have each student share their story with the rest of the class or in a small group.

The following website has information on mythology from many ancient cultures:

<http://www.ancient-mythology.com/celtic/>

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why do you suppose Raven is in all of the stories?
- 2) Why are creation stories or myths important to any culture?
- 3) Do you know any creation stories?
- 4) What can creation stories tell us about how Alaskan natives felt about animals?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 5

“While all myths, since they deal with the action and activity of gods, supernatural beings and culture heroes, might be seen as religious in character, they must also be viewed as literature since they were recited primarily to furnish amusement and entertainment.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Imagine you were part of an indigenous group and you had to explain how the world was created. Over the next three days you will be writing your own creation story. Reflect on the creation stories you have read today and allow your imagination to take

part of your myth. Be sure to remember that your story should attempt to explain how the world came to be from an indigenous perspective.

Today, focus on establishing a few characters and writing the bulk of your narrative. You will have time to edit and make changes over the next few days.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 2, Day 7



Outcomes for Today

11.1, RH1, WHST5

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are gender roles?

Gender roles are the activities often prescribed by a society to men and women. If men and women follow the social activities deemed as normal by a society, then it is said that they fit their gender role. Often, these roles are challenged by both men and women because they can frequently restrict behavior. The biggest challenge to gender roles in the United States took place during the women's movement during the second half of the 20th century.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

AK secluded(1)	AK bitter(2)	AK sinew(2)	AK mourning(4)	AK rival(9)
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AK refers to the booklet *Stories of the Aleutians and Kodiak* by Kathleen Lynch.

READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 1-10 from *Stories of the Aleutians and the Kodiak* by Kathleen Lynch along with pages 1-2 from *Northern Eskimo Stories*, also by Kathleen Lynch.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A girl accidentally kills her brother then brings him back to life
- The brother and sister jump off a cliff and become sea otters
- A man goes to a new village to find a wife and has to pass three tests

- When the man becomes the new champion of the village he is rewarded with two wives, furs and other possessions of the old champion
- A poor boy uses his wits to make a boy who could not shed tears cry

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the Chukchi Sea and the Beaufort Sea on your map of Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Using a blank sheet of paper, sketch a scene from one of the three stories you read today. The descriptions in the stories are vague, so be creative when creating your visual of the story you choose. On the back of the picture, write one sentence describing the scene, and then write a second sentence explaining why you enjoyed the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How was the poor boy able to make the other boy cry?
- 2) What roles do men play in the stories you read?
- 3) What roles do women play in the stories you read?
- 4) Does it appear that women were valued as much as men? How can you tell?
- 5) Do you think gender roles still exist today? Are they fair?

9. Analyze Analyze the key paragraph.

Key Paragraph

AK Pg. 1

The parents were very proud of their children. The son was a skillful and bold hunter. The daughter, who was just reaching womanhood, was very beautiful.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Imagine you were part of an indigenous group and you had to explain how the world was created. Over the next three days, you will be writing your own creation story. Reflect on the creation stories and other myths you have read over the last few days and allow your imagination to take part in your myth. Be sure to remember that your story should attempt to explain how the world came to be from an indigenous perspective.

Today, you should finish writing a first draft of your creation story. Exchange your story with another classmate and have them proofread for corrections while you proof theirs. While proofing, pay attention to punctuation and the flow of the story—let

your classmate know if they need to clarify something that does not make sense. You will have time to edit and make changes over the next few days.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 2, Day 8



Outcomes for Today

11.1, RH1, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Review what a myth is and its purpose in different cultures.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

NE enchanted(3)	NE pleaded(6)	NE claimed(6)	SS scattered(3)	SS emblems(9)
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NE refers to the booklet *Northern Eskimo Stories* by Kathleen Lynch.

SS refers to the booklet *Southeastern Stories* by Kathleen Lynch.

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 3-6 from *Northern Eskimo Stories* by Kathleen Lynch and pages 1-9 from *Southeastern Stories*, also by Kathleen Lynch.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A man climbed into the crack in the sky and never returned
- A small halibut flopped around, got bigger and eventually his flopping broke up the land and created the Queen Charlotte Islands.
- A chief's daughter was captured by frogs and held prisoner for a year
- The people of the village became very close to the frogs after the daughter was returned and died

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the Queen Charlotte Islands on your map of Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Video

Watch Part One: “The Mists of Time” from the DVD *Alaska: A History in Five Parts*. Have students take notes on the video, paying attention to similarities and differences between the video and things they have read about over the last two weeks.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Do you think Eskimos encouraged curiosity? Use evidence from the stories to support your answer.
- 2) What animals appear to be important to the Alaskan natives in the South?
- 3) Are there any animals you or your community has a special bond with?
- 4) Of all the creation stories and other myths you have read, which have you enjoyed the most?
- 5) Do you think any of these myths could possibly be true?

9. Analyze Analyze the key paragraph.

Key Paragraph

SS Pg. 3

Before that time, the Queen Charlotte Islands had been one solid body of land. It was the flopping of that big halibut that broke the land up into many islands. At the same time the people from that one village were scattered all over the islands. This story explains how the Queen Charlotte Islands were formed, and how the people were spread over them.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Imagine you were part of an indigenous group and you had to explain how the world was created. Over the next three days you will be writing your own creation story. Reflect on the creation stories and other myths you have read over the last few days and allow your imagination to take part in your myth. Be sure to remember that your story should attempt to explain how the world came to be from an indigenous perspective.

Today you should finalize your creation story. It should flow smoothly and be free from punctuation mistakes. Share your story with the class.

If students finish early, have them create an image for their creation story.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 3, Day 9



Outcomes for Today

11.2, RH1, RH10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is exploitation and how does it affect you or others?

Exploitation is the use or utilization of something or someone, especially for profit. Oil fields can be exploited to drill and process crude oil for money that helps the economy. However, often unregulated exploitation of resources leads to depletion of that resource. People can also be exploited for their labor, meaning that they are taken advantage of and work under harsh conditions, often receiving little compensation for their labor.

Definition from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

foray(53)	mold(54)	lucrative(54)	secluded(54)	unscrupulous(59)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 49-63 (all of Unit 4) from *Alaska... The Last of the Land and the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

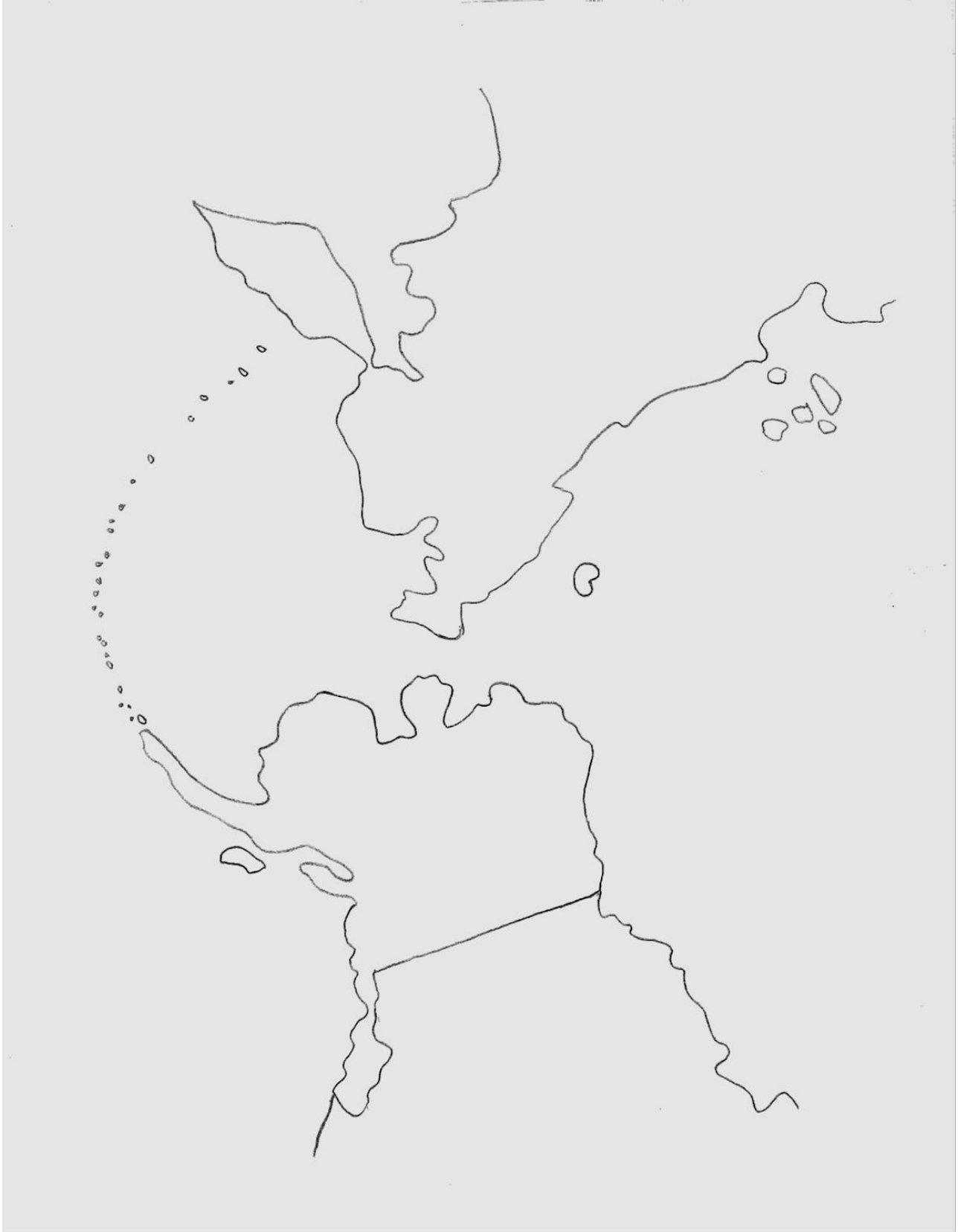
- Peter the Great becomes Czar at the age of ten and rules Russia for 30 years and attempts to Westernize (modernize) Russia.

- Vitus Bering goes on an expedition to see if Russia and America are connected in 1725
- Results of the first expedition are not believed, so Bering embarks on a second expedition in 1733 and does geological, geographical and scientific surveys to prove his findings
- The discovery of Alaska leads to the exploitation and depletion of animal life for fur
- Russia is not the only country interested in Alaska and the North Pacific.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

- 1) Give the students a blank map of Alaska and Russia. (Provided)
- 2) Create a color key for the five major regions of Alaska on the bottom right corner of the map. Each region should be a different color. **Lightly** shade in the five major regions.
- 3) Draw in and label St. Lawrence Island.
- 4) Label the following: Russia, Alaska, Canada, Bering Sea, Aleutian Islands and Kamchatka Peninsula.



EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know about Russian expansion from what you have read so far? This might be who, what, where, when, why, or how information. Also, note whether you are gaining your information from a primary or secondary source.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about Russian expansion or European interest in the North Pacific regarding what you have read so far or about something you anticipate reading?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more about Russian expansion and European activity in the North Pacific, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column. Also, note whether you are gaining your information from a primary or secondary source.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KLW Chart

K What do you know?	W What do you want to know?	L What have you learned?

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was Peter the Great's main goal?
- 2) Why is Vitus Bering important to Russian, Alaskan and world histories?
- 3) What justifications do you think the Russians had for their exploitation of animals at the time?
- 4) Where else have you heard the term exploitation used in history?
- 5) Do you think exploitation is a necessary evil?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 60

Not to be outdone, a Russian navigator, Ivan Soloviev, with his crew, killed several hundred Aleuts while destroying 18 villages on Unalaska and many more on Umiak Island. His cruelty was such that many Aleuts were tortured. At one time, he lined up a dozen Aleuts tied together in a row to see how many Aleuts it took to stop one musket ball. The answer—nine!

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Do leaders have an obligation to act responsibly? Using today's reading selection, write a good paragraph demonstrating why it's important for leaders to be responsible people. Be sure to use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 3, Day 10



Outcomes for Today

11.2, RH4, WHST5

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is scurvy?

Scurvy is a disease marked by swollen and bleeding gums, livid spots on the skin, prostration, etc., due to a diet lacking vitamin C. Humans have known about scurvy since ancient Greek and Egyptian times but is most often connected with sailors between the 1500s and 1700s. The diet of the sailors lacked vitamin C and many died from this condition. Cases of scurvy are rare today.

Definition taken from: www.dictionary.com.

Additional information from: <http://www.medicalnewstoday.com/articles/155758.php>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

unchartered(24)	expedition(24)	speculate(25)	venture(26)	decimate(26)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 24-30 out of *Alaskan History – In Brief* by James Barnett. Stop at the end of the last full paragraph on page 30.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Russian exploration of its Eastern region and territory causes Spain to send Fr. Junipero Serra North to Alta California and establish missions.
- Scurvy kills many men on the expeditions exploring Russia's Eastern frontier.

- Captain James Cook sails during the Age of Enlightenment and makes many discoveries.
- Cook dies in 1779 in Hawaii
- The Spanish do not know that the British (Cook) already arrived at Prince William Sound.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map: Gulf of Alaska, Prince William Sound, Sea of Okhotsk, East Siberian Sea, North Pacific Ocean, and Arctic Ocean.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One Possible Activity: Add to your KWL Chart.

Alternate Activity: Create an Advertisement

Webber can be thought of as an advertiser—his drawings and depictions of the Alaskan wildlife and wilderness drew the attention of many Russian explorers. Create an advertisement add using three images that attract people to visit Alaska today. You can use images from magazines, the internet or draw your own. In addition to your images, come up with a slogan to include in your add.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions:

- 1) How did the Enlightenment in Western Europe affect events in Alaska's history?
- 2) Where in Alaska did James Cook's expedition first land?
- 3) Who was John Webber and what did he do?
- 4) Do James Cook and John Webber appear to be responsible people?
- 5) How does today's reading compare or differ from yesterday's reading?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 27

The Spanish considered the area their domain, so they appointed a new viceroy to push their rule to the north. He enlisted Junipero Serra, president of the Franciscan missions in Baja California, to establish missions in Alta California. They assumed settlements of Christianized Indians would repel Russian efforts to colonize the coast.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you think Junipero Serra was exploited by the Spanish crown? Do you think he cared? Fr. Junipero Serra wanted to spread Christianity to save people, but the Spanish Crown only wanted him to establish missions to colonize and settle more land.

Imagine you are Fr. Junipero Serra and write a paragraph-length diary entry expressing how you feel about your missionary work. Be sure to mention whether you think you are being used and if it bothers you.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 3, Day 11



Outcomes for Today

11.2, RH1, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are botanists and cartographers?

Botanists are experts who study the science of plants and cartographers are people who produce maps and elements pertaining to map-making.

Definitions from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

anguish(32)	profound(32)	abrupt(33)	severity(33)	deplorable(35)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 30-35 from *Alaskan History—In Brief* by James Barnett. Stop at the end of Chapter 2.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The French hear of Alaska and venture out to find it
- The Spanish respond to French and English expeditions by sending one of their own led by Alejandro Malaspina
- Crisis of Nootka occurs between Britain and Spain
- George Vancouver is sent by the British on an expedition to help settle the situation in Nootka and then survey California and Cook's River
- Vancouver's four year expedition (1790-1794) is the longest expedition in British history

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

The generality of your map does not depict the Southeastern part of Alaska very accurately by failing to represent the region as a cluster of islands.

To the best of your ability, label the general location of the following sites: Yakutat Bay, Ketichka and Prince of Wales Island.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One Possible Activity: Add to your KWL Chart

Alternate Activity: Sketch

Pick a scene or event from today's reading selection and draw it. Be sure to pay attention to details in your drawing so someone in your class can identify the event. Write a brief description of the event on the back of your drawing. In partners, or the teacher can select a few students from the class, show your drawing to the class and see if they can determine what scene you are portraying.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Possible Questions

- 1) Besides Russia, who were the other three big countries interested in Alaskan territory?
- 2) What was the French impression of Spanish missions in California?
- 3) What was George Vancouver asked to do?
- 4) What importance did Bays have in early sailing expeditions?
- 5) Why were George Vancouver's expeditions important?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 34

The Crisis in Nootka became an international incident. The British were enraged by the affront and, sensing a weakening Spanish position in world affairs, they threatened war. Although the Spanish had been to Nootka first, their expeditions were always kept secret. So a truce was reached. In the Nootka Sound Convention of 1790, each country abandoned its claim to Nootka and reparations were paid to Mears and Colnett.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

How can a resolved conflict lead to other events that alter history? In your own words, write a descriptive paragraph explaining what the Crisis of Nootka was and how it affected Alaskan and world histories. Be sure to use at least one quotation from the text in your description.

11. Close

Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Day 12



Outcomes for Today

11.2, RH4, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is “Laissez Faire”?

Laissez-faire was a social principal that emerged in France during the early 1600s that asked for noninterference in others’ affairs. Today, the term is most associated with economic policy that believes government should intervene as little as possible in the direction of economic affairs. In other words, the economy and trade associated with it should be unregulated by the government.

Definition from www.dictionary.com

For more information see: <http://www.encyclopedia.com/topic/laissez-faire.aspx>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

plight(67)	bypass(68)	daunted(70)	empathy(71)	squelch(72)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 65-75 in *Alaska... The Last Land of the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Gregory Shelikhov goes against Catherine the Great's orders and interferes with her "laissez-faire economic policy
- Shelikhov hires Alexander Baranov to run his fur trading company in 1791
- Baranov runs the company well, maintains good relations with the natives, and marries an Indian princess
- Russian priests do not like Baranov and they attempt to rally the natives in a revolt against him

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label Kodiak Island.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Add to your KWL Chart.

Alternative Activity: Open Mind Portrait

Create and Open Mind Portrait for Gregory Shelikhov or Alexander Baranov
Materials:

1. Large piece of stiff paper for each character, like 11x17 oak tag
2. Paper for bubbles with scissors and glue sticks
3. Markers, crayons, pens, pencils, or paint
4. Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the character's head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How would you describe Gregory Shelikhov?
- 2) Do you think people's personalities have an effect on historical events?
- 3) According to Rob Chambers, what was Baranov's greatest contribution to Russia-America?
- 4) Does missionary work appear to have been as successful in Alaska as it was by the Spanish in California?

- 5) Looking at how Chambers writes about Baranov, do you think being appointed as governor of all Alaska changed his attitude or behavior?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 71

This was the beginning of a long friendship. Baranov talked with the captain about the extreme hardship his colony was under because of Russia's law forbidding foreign trade. The colony often went months without receiving supplies from Russia. The two men worked out an agreement whereby supplies would be brought in whenever possible without Russia needing to know and in return Baranov would supply Moore with furs to sell in China.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Is it ever acceptable to break the law? Although it was illegal for Russians to trade with foreigners, Baranov made a secret agreement to trade fur in exchange for supplies so his colony would not starve. Using the text for evidence, argue either that Baranov did the right thing or the wrong thing by choosing to break the law and trade with the British East Indian Company. Be sure to use at least one word from today's word wall in your answer.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 4, Day 13



Outcomes for Today

11.2, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Alexander Baranov?

In 1799, Russia gained more control over Alaska by granting a single firm, the Russian-American Company, all rights to the fur trade industry in Alaska. The Russian-American Company also became part of the Russian government, and was under management of Alexander Baranov from 1799-1818.

Information gathered from:

<http://www.akhistorycourse.org/articles/article.php?artID=161>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

confidant(76)	appalled(76)	vow(76)	encompass(77)	prosperity(78)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 76-78 in *Alaska...The Last Land of the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Rezanov wants to travel the world and ends up meeting King Kamehameha of Hawaii
- After misfortune in Japan, Rezanov decides to meet Baranov in Sitka
- Baranov tells Rezanov that the Alaskan colony was saved by American Captain Joseph O'Cain, sent by King Kamehameha
- Rezanov travels to San Francisco and falls in love with 15 year-old Spanish maiden Concepcion Arguello (also known as Concha)
- They planned to marry and unite Russian and Spanish powers but unfortunately he died on his voyage back to Russia

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label New Archangel (Sitka).

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create and Open Mind Portrait for Nikolai Rezanov

Materials:

1. Large piece of stiff paper for each character, like 11x17 oak tags
2. Paper for bubbles with scissors and glue sticks
3. Markers, crayons, pens, pencils, or paint
4. Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the character's head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) According to Chambers, why did Nikolai Rezanov want to travel the world?
- 2) Have you ever wanted to travel somewhere? For what reason(s)?
- 3) Why did King Kamehameha help Baranov?
- 4) Does Concha's father approve of a marriage with Rezanov? Why or why not?
- 5) Why do you suppose Baranov might disapprove of the marriage between Concha and Nikolai?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 77

At last Rezanov arrived in Sitka and met the famous Baranov. Baranov immediately begged permission to return to Russia, and he also told Rezanov that the colony had once more been saved from starvation by an American, Captain O'Cain, who had delivered a ship full of supplies from King Kamehameha.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Is it your responsibility to help others who are in need? In a well-written paragraph explain why it is important for leaders like Kamehameha to act responsibly to help their followers and others. Be sure to use at least one word from today's word wall in your answer.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 4, Day 14



Outcomes for Today

11.2, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is corporal punishment?

Corporal punishment is the physical punishment inflicted on the body of one convicted of a crime: formally included the death penalty, sentencing to a term of years.

Definition from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

ravages(37)	ruthless(38)	relentless(39)	extensive(40)	aghast(41)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 36-42 from *Alaskan History – In Brief* by James K. Barnett. Stop at the end of the paragraph that begins with “After returning to Sitka...”

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1743 Russian fur traders landed on Bering Island and eventually invaded the Aleutian Islands to profit from sea otter pelts
- Two major fur trading companies competed for Alaskan Indian labor and used violence against them to gain control and eventually the companies were forced by the Russian government to merge into one company
- 1790 Alexander Baranov becomes manager of the Shelikhov-Golikov Company in Alaska and later managed the Russian-American Company when the Shelikhov-Golikov Company was forced to merge with the other
- 1802 violence between Russians (led by Baranov) and Tlingit warriors in Southeastern Alaska rebelling against violence used against them results in the Battle of Sitka
- Baranov used excessive violence against Alaskan Indians in efforts to make them hunt or work for the fur trading company

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label Bering Island and Kodiak Island.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Add to your Open Mind Portrait of Rezenov.

Alternate Activity: Advertisement

Draw a picture from the Tlingit perspective of how they were treated by Russian fur traders. Be sure to include a sentence or two that include a warning against working for the Russian fur trading industry.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Did you learn anything new about Nikolai Rezanov that you didn't know after yesterday?
- 2) Why was there so much violence towards the Tlingit?
- 3) What are a few major significances of the Battle of Sitka?
- 4) Explain whether you think Baranov was a good manager for the Russian-American Company or not.
- 5) Besides love, what was another reason Rezanov wanted to marry Concha?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 36

Other voyages soon followed, each like the conquest of Siberia. Rather than hunting sea otter themselves, the Russians forced the local people to work for them. The tsar insisted the island inhabitants be well treated, but since there was no government presence, the encounters often turned violent.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you ever feel like even though there are rules or laws that should be enforced, sometimes those with power do not do enough to make sure they are followed as might have been the case with Russian treatment of natives? In a good paragraph, explain a situation at school, home or in the larger community you believe more can be done to assure people are protected. Be sure to use at least one word from today's word wall in your answer.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 4, Day 15



Outcomes for Today

11.2, RH1, WHST8

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a Creole?

Specifically, a Creole is a person born in the West Indies or Spanish America but of European, usually Spanish, ancestry. In Alaska, the term refers to those born in Alaska of European (Russian) and Alaskan parents; typically a European father and native mother.

Definition from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

ushered(43)	stipulated(43)	appointed(44)	prominent(46)	altered(47)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 42-48 from *Alaskan History – In Brief* by James K. Barnett. Begin with the paragraph that starts off with “The Russian Navy did not...”

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Word of Baranov's harsh treatment of the Alaskan Indians helped force his retirement in 1818
- Due to the inability to really survive on its own, Russia had to stop trying to expand Alaska's territory to the south and established its southern boundary at the site of Alaska's current southern border
- Father Ivan Veniaminov helped spread Orthodox Christianity by developing an alphabet and translating Russian liturgical texts into the Aleut language in 1824
- In 1837 British captain Frederick W. Beechey reported whale sightings in Arctic waters, spurring American whalers to return to the area
- By the 1860s Russia no longer saw holding onto Alaska as beneficial and wanted to sell it to the United States

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the Arctic Ocean.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible Activity: Research other countries where there has been a history of "creolization": where Europeans have mixed sexually or culturally with native populations. A good place to start would be Latin America. After some preliminary research write a comparative paragraph looking at similarities and differences between creolization in another region of the world and Alaska.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Would you describe Alexander Baranov as a responsible person? How about Father Ivan Veniaminov?
- 2) What kind of impact did Father Ivan Veniaminov have on Alaskan history?
- 3) Why did Americans begin venturing into Alaskan territory in the mid-19th century?
- 4) Why did Creoles lose influence in Alaska after they were incorporated by the U.S?
- 5) What was the Shenandoah and what is its significance to Alaskan and U.S. history?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 45

Conditions improved for the Aleuts and the Kodiak Islanders after the Russian Navy assumed control of the American colony. Many of these islanders had been removed from their homes and sent as far south as California to hunt sea otter, a risky and dangerous venture that was responsible for the continuing population decline during the 1840s. To help address their health and safety, Vieniaminov and the Orthodox Church established schools and hospitals for the local people and gave them jobs outside of sea otter hunting.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

How can you make a positive impact in your community by being responsible? Father Vieniaminov did his duty as a man of the church and attempted to help the indigenous population through his efforts to Christianize them. However, some may see Christianization efforts as trying to rid indigenous people of their culture. In a well written paragraph, argue either that Vieniaminov acted as a responsible person in his dealings with the indigenous population, or as an irresponsible person because he did not consider the real effects that Christianization would have on indigenous populations. Be sure to use evidence from the text to support your answer.

11. Close

Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 4, Day 16



Outcomes for Today

11.2, RH1, WHST8

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is an identity?

Identity means the state or fact of remaining the same one or ones, as under varying aspects or conditions. More simply put, possessing an identity means the state or fact of being the same as one described.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

institute(79)	bungle(79)	sophisticated(80)	devious(80)	hasten(80)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 79-82 from Alaska...The Last of the Land and the First by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Baranov could not retire because he was needed to run the Russian-American Company
- Sitka developed a magnificent reputation as "The Paris of the North"
- Although Russian Alaska thrived for a while, economic competition with other countries strongly weakened Russia's success in the region

- Father Ivan (Ioann) Veniaminov really worked to Christianize the native Alaskans
- Father Veniaminov wrote a great anthropological account on the Aleuts entitled “Alaska and its History”

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Watch the second part of “Alaska: History in Five Parts” entitled “Age of Discovery.” Have students take notes paying attention to how Alexander Baranov is described, discrepancies in informational details, or things they have not read about. Keeping track of Baranov’s descriptions will help with the writing prompt.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How is Alexander Baranov written about in Rob Chambers’ account and how does it compare with the way Barnett presents him?
- 2) How is Father Ivan Veniaminov written about in Rob Chambers’ account and how does it compare with the way Barnett presents him?
- 3) What are a few reasons that Alaska was not able to maintain stability as a Russian colony?
- 4) During the 1810s, what was Sitka known as to other parts of the world?
- 5) Do you think Christianity helped stabilize Alaska?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 80

Hagemeister in no way wanted Baranov to enjoy the voyage back to Russia; therefore, he simply sailed straight to the Dutch East Indies. Here, Baranov became mortally ill because of the extreme change in climate. To hasten his death, the captain started across the Indian Ocean. The worn-out old man whose life had been one of service and dedication finally died. Hagemeister committed the body to the ocean.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Can people possess many or different identities? Alexander Baranov is a key figure in Alaskan history that you have read about and heard some different descriptions of.

Write an argumentative paragraph either defending or criticizing Baranov for his role in Alaskan history. Be sure to use concrete examples from the texts to support your argument.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 5, Day 17



Outcomes for Today

11.2, RH1, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Manifest Destiny?

By the mid-19th century, people in the United States felt that it was their country's destiny to expand across the continent from the Atlantic Ocean to the Pacific Ocean. Americans felt great patriotism in their efforts to keep expanding westward and populate the land they settled.

For more information see: <http://www.ushistory.org/us/29.asp>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

acquire (84)	laudable (85)	flourish (90)	stagnate (90)	meted (90)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 84-92 in *Alaska...The Last Land of the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Russia no longer believed Alaska was worth the effort or expense to protect, so Russia sold the colony to the United States for \$7.2 million on March 30, 1867
- From 1867-1874 the United States failed to establish civil law to govern Alaska

- Jefferson C. Davis, a general for the Union in the American Civil War, was placed in charge of the military occupation of Alaska
- Alaska was pretty much ignored by the U.S. government for the first ten years after its purchase
- The Alaska Commercial Company overhunted seals and sea otters on the Pribilof Islands

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?.
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

With the provided map of Alaska on top of the United States, have students trace the outline of the contiguous United States and Alaska to the best of their ability onto a clean sheet of white paper. Also, have them trace the outline of Texas, California and Montana. With three different crayons or colored pencils, have students color these three states one color, Alaska another, and the remaining United States the third color to help them visualize the size of Alaska in comparison to the contiguous United States and its three largest states. Map at end of today's lesson plan.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What were some Russian reasons for selling Alaska?
- 2) What were American reasons for purchasing Alaska?
- 3) Do you think Manifest Destiny played a role in U.S. interests to purchase Alaska?
- 4) Why do you think the United States government neglected Alaska for so long after its purchase?
- 5) What kind of role did the United States military play in the first decade after acquisition?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 90

In Chevigny's book, there is also a statement about the attitude of the military toward the Tlingits: "Among the Tlingits, syphilis and drunkenness spread quickly. Contrary to federal law, the military connived to import of hundreds of gallons of rot gut and the molasses with which to make drinks locally. Davis himself got on the drunken chief after dressing him up in a cast-off uniform. The chief thought he had been honored until a guard set him straight with a kick. The cost of that incident was four lives. Quiet was not restored until Davis had the Tlingit village shot up."

EXTEND

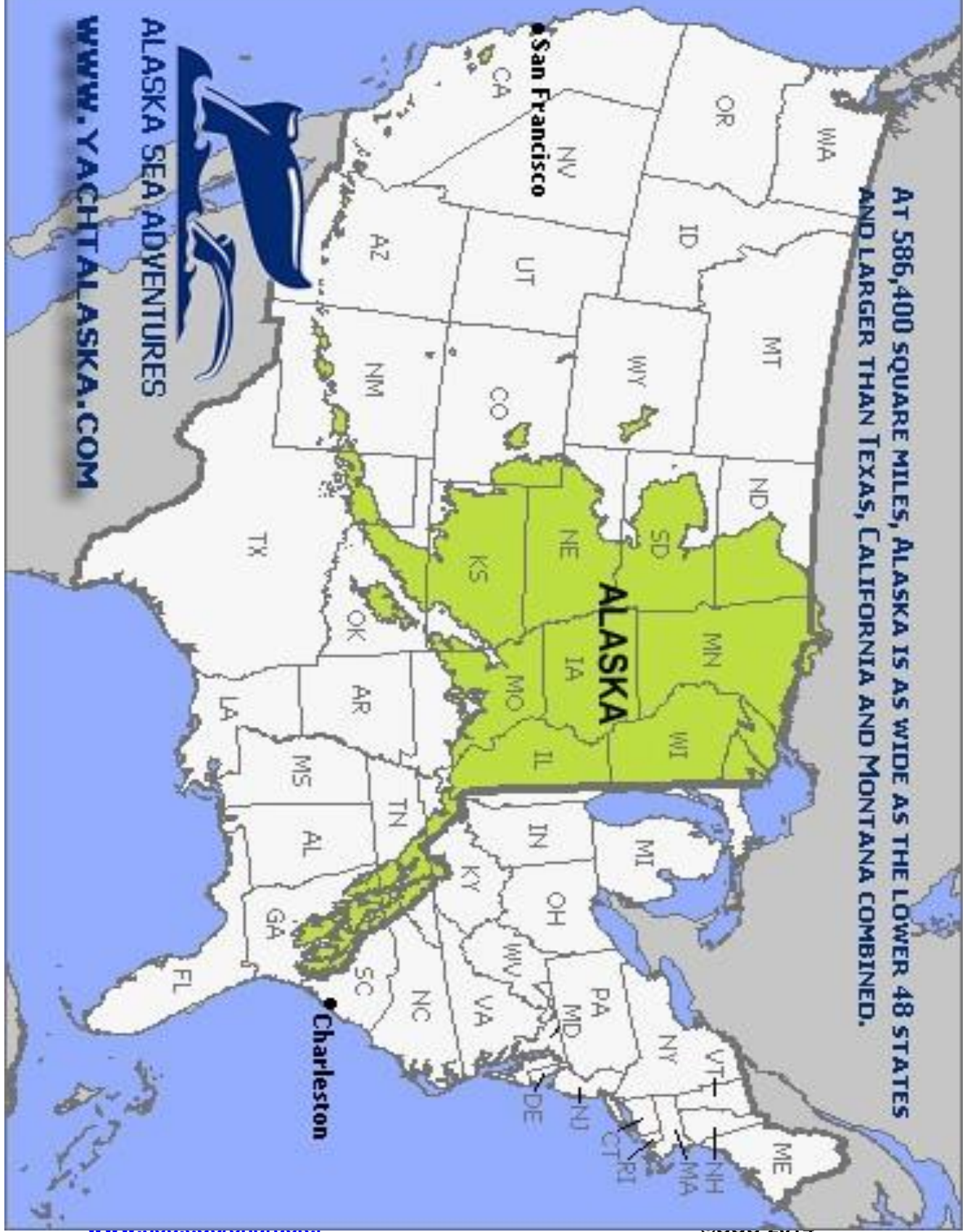
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you think Jefferson C. Davis acted in a way that reflected responsible leadership in Alaska? In a well-written paragraph argue whether Davis did a good job as the man in charge of Alaska. Be sure to use evidence from the text to make your argument.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

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Character Based Literacy Program Lesson Plan

Alaskan History, Week 5, Day 18



Outcomes for Today

11.2, RH4, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the U.S. Civil War?

The most catastrophic war in American history was its own Civil War (1861-1865). The war was fought between the northern states (The Union) and the southern states (The Confederacy) after the southern states had decided to leave the United States and become its own republic. Economic issues revolving around the idea of slavery were at the heart of the conflict.

For more information see: <http://www.ushistory.org/us/33.asp>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

folly (49)	jurisdiction (50)	enmity (51)	invigorate (52)	exceed (53)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 49-55 in *Alaskan History – In Brief* by James Barnett, beginning with the start of chapter 4 and stopping at the end of the section entitled “Exploration of Alaska’s Interior.”

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Russia was looking to sell Alaska since the late 1850s but the United States was preoccupied with a Civil War
- The actual transfer of Alaska from Russia to the United States took place in Sitka on October 18, 1867
- With new transportation methods, communities emerged along railroads, roads and eventually airfields
- In 1885 Henry T. Allen led an expedition to explore the Alaskan interior to get a better understanding of the region; the expedition has been compared to that of Lewis and Clark
- In 1889 the United States announced a topographical and geological survey of Alaska

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to your KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Pretend you are a member of congress during the debates as to whether the United States should purchase Alaska or not. Make a list of reasons as to why you think it is a good idea or a bad one, and then share your ideas with a partner or the class.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who negotiated the purchase of Alaska for the United States?
- 2) What were some of the reasons some Americans opposed the purchase of Alaska?
- 3) When and where did the official transfer of power over Alaska occur?
- 4) What were some of the big industries that developed after the U.S. acquisition of Alaska?
- 5) What measures did the United States take to learn more about Alaska?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 50-51

Already we were burdened with territory we had no population to fill. The Indians within the present boundaries of the republic strained our power to govern aboriginal people. Could it be that we would now, with open eyes, seek to add to our difficulties by increasing the number of such peoples under our national care? ...It was a frozen wilderness.

- Horace Greeley

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Some people were very opposed to the acquisition of Alaska and articulated their concerns. What were some of those concerns? In a well-written paragraph, explain the reasons why Horace Greeley was against the purchase of Alaska. Be sure to include at least one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 5, Day 19



Outcomes for Today

11.2, RH10, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a fur seal?

There are many species of seals named for the fine fur that makes them so attractive to hunters. The large northern fur seal, found in chilly northern waters, was hunted to near extinction during the 19th century. These animals became protected by law in 1911, and populations later rebounded to 1.3 million animals.

There are eight species of southern fur seals, all smaller than their northern relative. They include the Guadalupe fur seal of Baja California, the South African fur seal, the South American fur seal, and the Australian fur seal.

Fur seals have sharp eyesight and keen hearing. They have small ears, unlike the earless or hair seals.

Information from <http://animals.nationalgeographic.com/animals/mammals/fur-seal/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

perilous (56)	rookery (59)	rigors (59)	deliberate (61)	overbearing (61)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 55-62 in *Alaskan History – In Brief* by James Barnett. Start with the section entitled “Nineteenth Century Transportation” and continue reading until the end of chapter 4.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Before 1900 the United States government made little effort to chart key channels and landmarks despite high accident rates
- Commercial fishing and canning industries boom at the end of the 1800s
- The Alaska Commercial Company leases the Pribilof Islands from the United States government to harvest fur seals, virtually killing them off
- In 1889 Edward Harriman arranges a maritime expedition of Alaska that compiled lots of scientific information of Alaska
- The expedition was especially concerned with the effects of the Klondike Gold Rush

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to your KWL chart

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a poster for the North Pacific Fur Seal Convention or for the Harriman Alaska Expedition. Try to capture the purpose of the meeting/expedition in your picture and be sure to include a few sentences or phrases that help explain the goal of the event you choose.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why was travel to Alaska limited during the first years of acquisition?
- 2) What was the North Pacific Fur Seal Convention?
- 3) Do governments have a responsibility to regulate or control the frequency at which animals in its territory are hunted?
- 4) Who was Libby Beaman?
- 5) Why do you think Edward Harriman put together his expedition?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 59

In 1911 the North Pacific Fur Seal Convention was signed by Canada, Japan, Russia and the United States to bring the slaughter to a halt. Further congressional restrictions

in 1989 now limit hunting to subsistence uses by local residents. The people of the islands turned to other resources and today the population of about 700 depends on the annual snow crab fisher and halibut harvests. The islands also provide support services to commercial fishing fleets, a weather station, Coast Guard base, and considerable annual summer tourism from birdwatchers that come to view an estimated two million nesting seabirds.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The North Pacific Fur Seal Convention is an example of countries recognizing their lack of responsibility in caring for animals and the environment and gathering in agreement to change. Have you ever realized you, or perhaps a group of friends, were not acting responsibly and decided to change? In a well-written paragraph explain a situation where you as an individual, or perhaps with a group for friends, realized you were not acting in the most responsible way and how you changed (or want to change). Be sure to pay attention to sequence of events and punctuation.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 5, Day 20



Outcomes for Today

11.2, RH10, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a frontier?

A frontier can be defined as the part of a country that borders another country or the land or territory that forms the furthest extent of a country's settled or inhabited regions. Since its independence the United States kept pushing its frontier westward and Manifest Destiny was part of the American desire to conquer the frontier. Some people say that Alaska is the last American frontier.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

bedecked (96)	limpid (96)	solitude (97)	vulgar (100)	toil (101)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 93-102 from *Alaska...The Last of the Land and the First* by Rob chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- George Washington Carmack found gold in the Klondike in August 1896, starting a gold rush to the Yukon
- Most gold-seekers did not make a profit
- There was also a gold rush in Nome, Alaska in the Arctic region
- National committeeman Alexander McKenzie attempted to rob Scandinavians in the Nome region of their claims to get more access to gold
- There was not enough law enforcement present to prevent many legal problems

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to your KWL chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch part three of the DVD *Alaska: A History in Five Parts* entitled "Folly or Fortune?" Have students take notes, paying special attention to the discussion of the gold rush. Be sure students keep their notes as they might be able to use them for the writing project the following week.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who was George Washington Carmack and what did he do?
- 2) What was unique about the gold rush in Nome?
- 3) Did people act ethically or morally during the gold rush period?
- 4) How did women participate in the gold rush?
- 5) Do you think something like a "gold rush" brings out the best or the worst in people?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 100-101

In this isolated Arctic town, the situation was a powder keg ready to be lit. Scandinavian and Laplander prospectors had strong claims on the most fertile gold area. American prospectors began attempting to jump claims. The Americans were supported by the Republican national committeeman from North Dakota, Alexander McKenzie. McKenzie saw in this an opportunity to get rich quick, so he introduced legislation in the U.S. Senate which would oust the Scandinavians and Laps from their property.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

With the prospects of getting rich, sometimes people do not always bring out the best qualities of their character. Can people be influenced in a negative way by material goods? In a good paragraph, argue that money or material possessions can often lead people to act irresponsibly for their own benefit. Be sure to use evidence, either from the text or personal experience, to make your argument.

11. Close

Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 6, Day 21



Outcomes for Today

11.2, RH4, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is pelagic hunting?

Pelagic hunting can be described as any form of hunting in the open seas. The hunting of fur seals in the Pribilof Islands during Russian colonization and American colonization dramatically decreased the numbers of this animal. Although Russians implemented some conservation practices, they were completely ignored after the sale of Alaska to the United States. Many efforts have been made since the early 1910s to protect these animals.

For more information see:

<http://www.britannica.com/EBchecked/topic/475728/Pribilof-Islands?anchor=ref161983>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

conservation(112)	curtail(112)	decimate(113)	thrive(117)	intrusion(118)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 111-118 in *Alaska...The Last Land of the First* by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Before purchasing Alaska, Senator Charles Sumner advocated for the purchase by promoting its natural resources
- When Russia sold Alaska to the United States in 1868 animal conservation practices stopped
- In 1884 most whaling was done in the Bering Sea and Arctic Ocean leading to many whalers to move their headquarters

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

K

What do you know?

W

What do you want to know?

L

What have you learned?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One Possible Activity: Tell a Story

Sometimes images can help us visualize an event or series of events. Using one of the three images from today's reading (entitled "Whaling became big business," "Off shore-whaling for profit," and "On land-subsistence existence") and the information you gathered from today's reading, write a good paragraph explaining what is happening in one of the images. The story can be fiction or non-fiction, but be sure to use information from the text in your story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Is it an individual, company or government responsibility to ensure animals are not over hunted?
- 2) Who was Charles Sumner and why is he important to Alaskan history?
- 3) Why do you think Americans ignored the conservation practices instilled by the Russians?
- 4) What are some ways that the environment was affected by whaling?
- 5) How were Eskimos affected by over whaling and over fishing?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 111

Hunt further stated that: "The minerals—coal, copper, silver, lead, gold, granite—were abundant. And ice had already been exported from Alaska. Then there were furs including precious skins of the black fox, and sea otter, which originally tempted the settlement...and, lastly, the fisheries, which, in waters superabundant with animal life beyond any of the globe, seemed to promise a new commerce."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Alaska was viewed valuable because of its natural resources, but who's responsibility was it to be sure those resources were not overly exploited? In a well-written paragraph make an argument about whose responsibility it should be to protect the environment. Be sure your argument has supporting details and that you use at least one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 6, Day 22



Outcomes for Today

11.2, RH1, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the San Francisco Gold Rush?

Immediately following the Mexican American War (1846-1848), gold was discovered in the Sacramento Valley of California in 1848. California was part of the newly acquired land from the war. Discovery of gold led to a massive migration of Americans and immigration of foreigners to the region. People traveled West in the pursuit of riches and a new life that they believed would help them achieve the American Dream.

For more information see:

<http://www.history.com/topics/gold-rush-of-1849>

http://www.pbs.org/wgbh/amex/goldrush/peopleevents/e_goldrush.html

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

prospector(63)	foreboding(63)	fervor(63)	grubstake(65)	frigid(66)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading chapter 5, "Gold Fever" from *Alaskan History-In Brief* by James K. Barnett and stop at the end of the section entitled "The Klondike Gold Rush" on page 68.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The biggest gold discovery in Alaska occurred in 1880 when a Tlingit chief took Richard Harris and Joe Juneau to the mainland east of Sitka
- In 1896 gold was discovered in the Klondike
- Many Americans rushed to the Alaskan territory but soon found out that they were too late in making any real profits
- Canadian police helped Americans supply themselves for the long trip
- Many American prospectors traveled to other regions in Alaska to find undiscovered gold

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem, or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

K

What do you know?

W

What do you want to know?

L

What have you learned?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a picture

Photos can be used as primary sources and often reveal a lot about a given time period. In today's reading, there are several photographs of early miners and mining activities in Alaska that present us with some visual information about what life was like during the gold rush period in Alaska. Pretend you are leaving a primary source behind of what your life is like. Draw a picture to convey some information about your life today to someone in the future. Try to include details that will give people in the future clues as to who you are and what you do on a daily basis.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did Dawson City become the biggest city north of San Francisco in the late 1880s?
- 2) What was a major reason many Americans rushed to the Alaskan gold fields in Bonanza Creek?
- 3) Who was Jefferson "Soapy" Smith?
- 4) Were there similar reasons people went to Alaska in the 1880s as they did to California in the late 1840s?
- 5) Do you think mining practices were similar between the gold rush in Alaska and the one in California?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 65-66

In August 1896 “Skookum Jim” Mason, a Tagish man of the Dak I’a Weidi Clan, a Canadian First Nations tribe, headed down the Yukon River to rendezvous with his sister and her husband, George Carmack, an American prospector. Jim’s cousin, Dawson “Tagish Charlie,” joined the group to go fishing...The two Tagish Indians later said one of them found the nugget while washing a dishpan...[Charlie] built a hotel with his riches but drowned in 1908 when he accidentally fell off a nearby railroad bridge.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

People often do different things when presented with newfound wealth. What did “Sookum Jim” and “Tagish Charlie” do with their fortunes? In a good paragraph, summarize who these two men were and what became of them once they struck gold. Be sure to pay attention to the sequence of events in their lives.

11. Close

Close by extending today’s lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 6, Day 23



Outcomes for Today

11.2, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What were some of the mining technologies used during the Alaskan gold rush?

There were many ways in which people during the California gold rush and the Alaskan gold rush attempted to extract gold from the land. Technologies ranged from simple panning methods using a sluice box to blasting water at the land (hydraulic mining). Some methods were less impactful on the environment while others truly proved to be harmful—the most devastating to the environment was hydraulic mining.

For more information and some images see:

<http://vilda.alaska.edu/cdm/search/searchterm/Hydraulic%20mining/mode/exact>

<http://www.akhistorycourse.org/articles/article.php?artID=180>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

domesticated(68)	crony(65)	oblige(70)	aversion(72)	infrastructure(72)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading chapter 5, “Gold Fever” in *Alaskan History-In Brief* by James K. Barnett. Begin with the section entitled “Jack London and Robert Service” and continuing until the end of the chapter.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1898 gold was discovered near Nome and latecomers often attempted to steal original claims
- Prospectors wandered around the interior in search of gold and found some in Fairbanks (1901) leading to a huge rise in its population
- Mining technology changed and more people used drudges and hydraulic hoses, heavily impacting the environment
- Discovery of gold in Alaska is arguably one of, if not the most, influential reason for U.S. governmental support
- Old mining camps today are honored and remembered by using them as tourist attractions

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Postcard

Materials:

1. Hydraulic mining newspaper articles
2. Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
3. Some combination of pencil, pen, crayon, or marker
4. Construction paper, scissors and glue sticks if desired

Step One: Read the Hydraulic mining newspaper articles

- 1) Two primary source news articles on hydraulic mining have been provided. Have Students read them.
- 2) Pay attention to how the process is described and promoted (how does it work? Are people enthusiastic about it? Are there any concerns?)

Step Two: Make your postcard

- 3) Cut your stiff paper to a size that represents a post card which is about 5-7 inches wide, and 4-6 inches long
- 4) On one side, draw a picture that represents something you read today. This can be the setting, a character, a theme or an idea in today's reading.

Step Three: Write a message

- 2) Imagine you are a hydraulic miner. On the other side of the postcard, write a 3-4 sentence description of what you did/felt/experienced today.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Were Jack London and Robert Service important for Alaskan history?
- 2) Is there a similar theme that appears among mining towns? (Think about their founding and lasting success)
- 3) Was mining 100% beneficial to Alaska?
- 4) Did all people act responsibly when they arrived to Alaska?
- 5) What happened to most of the mining towns and what are many used for today?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 69

Many latecomers were jealous of the original discoverers, and tried to “jump” the original claims by filing mining claims covering the same ground. The federal judge ruled the original claims valid, but some of the claim jumpers decided to press their luck, bribing influential politicians. One of them secured the appointment of his crony, Arthur Noyes, as the federal judge for the Nome region, and they conspired to steal the richest claims. The bald-faced theft was eventually stopped when James Wickersham replaced Noyes, but Rex Beach soon wrote about it in his best-selling novel *The Spoilers*, which was made into a stage play, then five times into movies, including one version starring John Wayne and Marlene Dietrich.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Money and wealth can often get in the way of doing what is right or seeing damage being done. Has there ever been a time when you were blinded by material gain and did not act responsibly? In a well-written paragraph, tell a story of a time when you or someone you know allowed money or possessions to blind your judgment causing you to act irresponsibly. Be sure to pay attention to sequence of events and use at least one word from today’s word wall.

11. Close

Close by extending today’s lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 6, Day 24



Outcomes for Today

11.2, RH1, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a territory?

A territory is the land and waters belonging to or under the jurisdiction of a state, sovereign, etc. or, more broadly, any separate tract of land belonging to a state. Before specific regions became incorporated as official states of the U.S. they were broken up into territories.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Redress (105)	Clamor (105)	Whet (106)	Persuasive (107)	Inclined (107)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Unit 8 out of *Alaska...The Last of the Land and the First* (pgs. 105-108) by Rob Chambers.

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Organic Act of 1884 brought a more, yet still mediocre, organized government system to Alaska after the discovery of gold at Juneau in 1880.
- Over time Congress had to address the inadequacies of Alaska's government and made three major additions to the 1884 Organic Act
- Alaska searched and attempted to have more legal or official representation in the U.S. government during the late 1800s and early 1900s
- Alaska became a territory in 1912
- Alaska remained a territory for another thirty-six years before becoming a state

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This strategy can be used for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Make a Chart

Fold a regular sized piece of paper in half and at the top label the left half “Arguments for statehood” and the right half “Arguments against statehood.” After today’s reading list some of the reasons people believed Alaska should or should not eventually become a state. You can do this individually or in a group.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What led Alaska to be recognized as a territory?
2. Why were some people opposed to territory and state status?
3. Do you think the U.S. government should have become more involved or supportive of Alaska and its people sooner?
4. Why do you think there were still many limitations in the power of legislature after the Territorial Act?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 105

With the discovery of gold near Juneau in 1880, congress finally acted. The Organic Act of 1884 brought to Alaska a civil and judicial district. It provided for a governor, a district attorney, a judge, a marshal, four deputy marshals, a clerk, and four commissioners to enforce the laws of the United States and if necessary laws of the state of Oregon. All these were appointed by the President of the United States.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Many factors contribute to regions becoming territories and states. What was the biggest reason Alaska received territory status? Make an argument that gold was or was not the most important factor leading to Alaska's recognition. Be sure to use evidence from the reading and at least one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 7, Day 25



Outcomes for Today

11.3, RH4, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What was the New Deal?

The Great Depression in the United States began on October 29, 1929, a day known forever after as "Black Tuesday," when the American stock market crashed, plunging the country into its most severe economic downturn yet. President Herbert Hoover urged patience and self-reliance: He thought the crisis was just "a passing incident in our national lives" and that it wasn't the federal government's job to try to resolve. By 1932, at least one-quarter of the American workforce was unemployed. When President Franklin Roosevelt took office in 1933, he acted swiftly to try to stabilize the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental projects and programs, known collectively as the New Deal, which aimed to restore some measure of dignity and prosperity to many Americans. More than that, Roosevelt's New Deal permanently changed the federal government's relationship to the U.S. populace.

Information taken directly from: <http://www.history.com/topics/new-deal>.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

hampered (120)	susceptible (121)	recession (121)	homesteader (122)	inherent (123)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Unit 9 Part 2 from *Alaska...The last of the Land and the First* (pgs. 120-124) by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Jones Act of 1920 increased transportation cost of goods because items entering and leaving Alaska had to travel on U.S. ships.
- Alaskan farming settlements reduced after WWI because many who fought never returned
- In 1946 a government task force found that Alaska had lots of farming potential but also many problems
- There are many cultivable lands still untapped in Alaska
- There are many environmental and economic limiting features of Alaska's "future" agricultural development

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Using the provided map of Alaska at the end of this lesson, label the Matanuska Valley and the Tanana Valley. Be sure to make your label clear but leave room for labeling items in the future.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research

Choose a natural resource found in Alaska. Such items may include fish, timber, minerals, oil, etc. Using other print or digital sources, do some preliminary research on one resource that you are interested in learning more about. By the end of today you should have chosen your resource and have at least two sources of information.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was the Jones Act of 1920 and why is it important?
- 2) How was the U.S. government directly or indirectly involved in Alaska's economy from the 1920s-1940s?
- 3) What was the Matanuska Colony Project?
- 4) How have the farming or lumber industries changed since the late 1980s?
- 5) Do you think more can be done to farm more food in Alaska?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 122

In 1946, congress authorized sending in a task force to investigate Alaska's farm problems. This group soon recognized the potential, but it also recognized the problems. The task force developed some immediate ways of improving the lot of the farmer. As these various groups went out into the experimental areas, farmers were quick to grasp their research, and soon the farmers themselves were begging for personal assistance on their own farms. Because of this, perhaps too much time was spent on these immediate problems and too little time on the long range basic type research.

EXTEND

10. Write

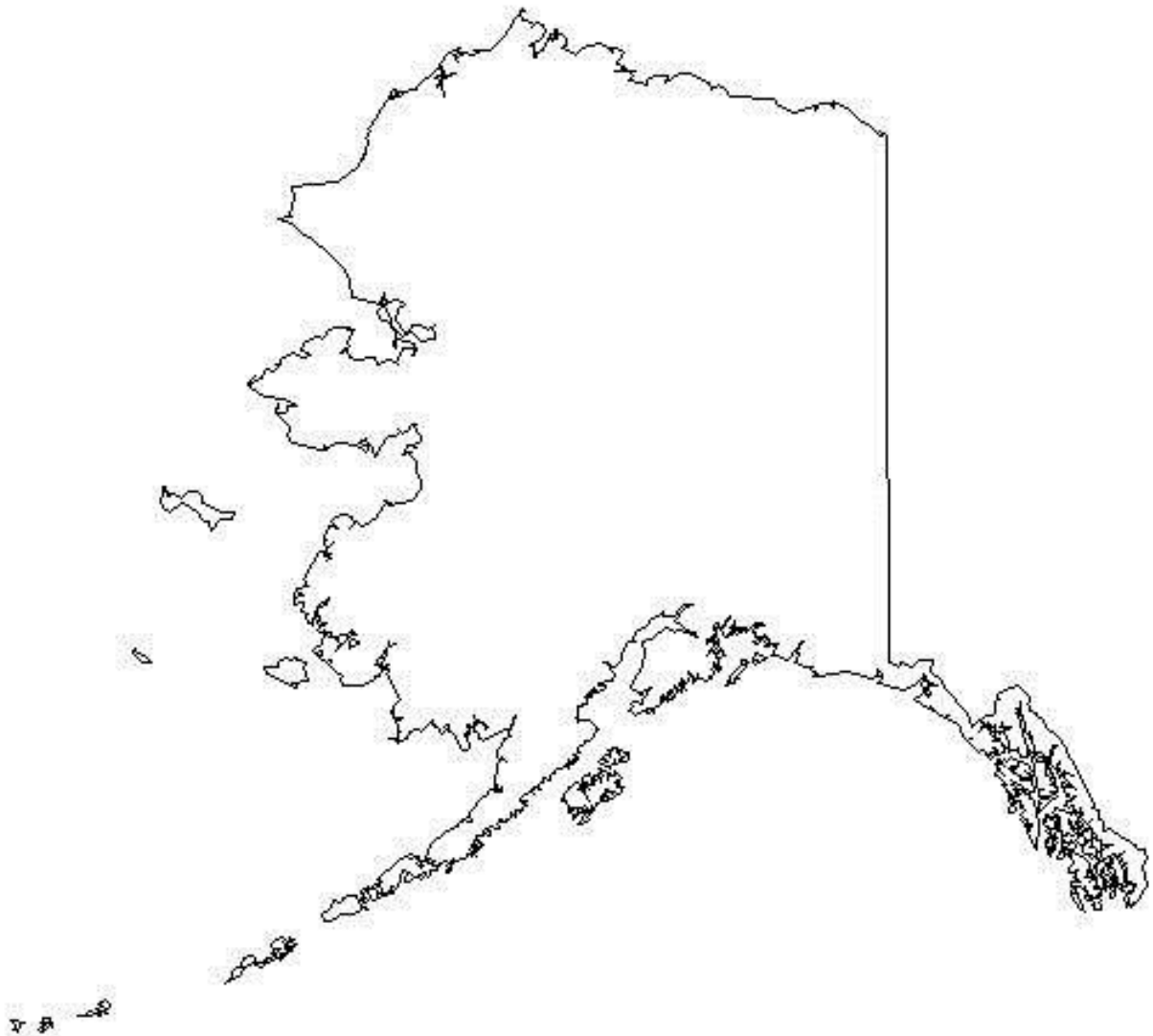
Have each student write a short product based on today's prompt to connect to the unit theme.

The task force believed it was doing something good by helping out farmers with immediate problems but might actually have done more harm by not looking into creating long term solutions. Have you ever tried to do something good but in the end found out you might have done something bad or wrong? In a well-written paragraph, tell a story of a time when you or someone you know tried to help a situation but the outcome was not what you expected.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.



Character Based Literacy Program Lesson Plan

Alaskan History, Week 7, Day 26



Outcomes for Today

11.3, RH2, WHST2e

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Arctic National Wildlife Refuge?

The Arctic National Wildlife Refuge was established in 1960 to preserve unique wildlife, wilderness, and recreational values; to conserve caribou herds, polar bears, grizzly bears, muskox, dall sheep, wolves, wolverines, snow geese, peregrine falcons, other migratory birds, dolly varden, and grayling; to fulfill international treaty obligations; to provide opportunities for continued subsistence uses; and to ensure necessary water quality and quantity.

Information taken directly from: <http://arctic.fws.gov/>.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

hauled (127)	alluvial (128)	aggressive (131)	antagonized (132)	prevail (133)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Unit 9 Part 3, "Mining Our Mineral Wealth" from *Alaska...The Last of the Land and the First* (pgs. 126-133) by Rob Chambers.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mining is extremely important to Alaskan history
- After gold, mining shifted to coal and oil
- Russian explorers noticed oil in the 1850s but oil drilling did not start until the early 1900s
- The government has played and will continue to play a big role in industry dealing with natural resources
- The Permanent Fund Amendment of 1976 created a permanent fund that exists from 25% of all mineral-related proceeds

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Yukon River and the Kenai Peninsula.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research

Continue researching on your natural resource and begin organizing important information about your resource. Try to find a chart or map that reveals important information about your resource to use it in your final writing project. Important information can include: where is it found? How much is left? How much was there to begin with? What is it used for? How much revenue does it produce? Etc.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What kinds of minerals are mined in Alaska?
- 2) According to Chambers, what does mining in Alaska depend on?
- 3) Where is the majority of Alaska's coal mined?
- 4) How has the U.S. government affected oil production in Alaska?
- 5) What was the Alaska Pipeline Oil Co. and what did it do?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 132

In 1976, a constitutional amendment was passed by Alaskan voters which benefitted all Alaskan residents. This amendment created a permanent fund which existed on the basis of receiving 25 percent of “all mineral lease rentals, royalty sale proceeds, federal mining sharing revenues and (mineral-related) bonuses received by the state...” the principal was to be used only for investments that the legislature designated by law. In other words, Alaska now had a huge savings account! Money would be available to run the state after oil was gone.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

It seems that the U.S. government was looking out for the best interest of Alaska’s future by passing the Permanent Fund Amendment. Why would the federal government want to give money to a state instead of taking it and dispersing it to other states? In a well-written paragraph argue that the U.S. government showed some integrity by creating the Permanent Fund Amendment. Be sure to write formally and use key evidence from the text to support your argument.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 7, Day 27



Outcomes for Today

11.3, RH4, WHST9

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Who was James Wickersham?

As Alaska's delegate to the U.S. Congress for 14 years, Wickersham was responsible for establishing the Alaska Territorial Legislature, the Alaska Railroad, Mt. McKinley National Park, and the Alaska Agricultural College and School of Mines. Wickersham took advantage of a law providing land grants to states for the support of colleges and universities. James Wickersham was born at Patoka, Ill., Aug 24, 1857, of sturdy farm parents. He had limited schooling; was admitted to practice law in 1880, passing the Illinois bar examination; married the same year and not long after came to Washington Territory, settling in Tacoma, Pierce County. Judge Wickersham's first wife, Deborah, died in 1926; later he remarried Grace Vrooman from Juneau. Wickersham died in Juneau on October 23, 1939. In 1949, the Alaska Territorial Legislature paid tribute to his memory by designating his birthday, August 24, Wickersham Day.

Information taken directly from:

<https://www.alaska.edu/uajourney/notable-people/fairbanks/james-wickersham/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

aborted (75)	fruitless (76)	dilapidated (76)	robust (77)	gale (78)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin Chapter 6, "Territorial Alaska," and read to the end of the section on Salmon Fishery from *Alaskan History-In Brief* (pgs. 74-78) by James K. Barnett.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- James Wickersham helped pass the Territorial Organic Act of 1912 for Alaska
- An extremely large deposit of copper was found in the interior of Alaska in 1900
- Kennecott mine operated from 1911-1938 producing a billion tons of ore
- The first cannery to open in Alaska was in Bristol Bay, 1883
- Alaska Packers Association was a highly influential organization in Alaskan politics

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Copper River, Kennecott River, and Bristol Bay.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Begin Writing.

By now you should have enough information on your particular resource to write an informational paragraph pertaining to your topic. Begin writing your paragraph and be sure to pay attention to the fluidity of your writing making sure it reads smoothly. If you finish early, have a peer edit your paragraph looking for punctuation, grammar and clarity in your writing.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why is James Wickersham important to Alaskan history?
- 2) What is the significance of Kennecott mine?
- 3) How much monetary value of ore did Kennecott produce?
- 4) What was the Alaska Packers Association?
- 5) What is the connection between the Alaska Packers Association and Del Monte Foods?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 75

Alaska historian Evangeline Atwood, author of *Frontier Politics*, wrote about Wickersham, “No other man has made as deep and varied imprint on Alaska’s heritage, whether it be in politics, government, commerce, literature, history or philosophy. A federal judge, member of Congress, attorney and explorer, present-day Alaska is deeply in debt to him.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Wickersham was an important figure in Alaska’s history. Do you think he was a man of integrity? In a well-written paragraph argue that James Wickersham was either a man of integrity or not. Be sure to use specific examples from what you have read thus far and use at least one word from today’s word wall.

11. Close Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 7, Day 28



Outcomes for Today

11.3, RH2, WHST2b

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a naturalist?

A naturalist is a person who studies or is an expert in natural history, especially a zoologist or botanist. Naturalists often advocate for or practice ways to preserve the natural environment.

Definition taken from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

championed(78)	severely(79)	fanciful(80)	spire(82)	relentless(83)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading the section entitled “The Alaska Railroad” and stop at the end of the section entitled “Scaling Denali” (pg. 78-84) in *Alaskan History-In Brief* by James K. Barnett.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- From 1900-1920s railroad construction and management was a major infrastructure project in Alaska
- Railroads were responsible for the establishment and growth of Anchorage
- Many artists painted the Alaskan terrain and its people in the early 1900s
- Mt. McKinley has drawn many adventurers to Alaska since the early 1900s
- Part of Mt. McKinley became a national park in 1917

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Seward, Fairbanks, Anchorage and Mt. McKinley.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Today you should finish writing your informational paragraph on the natural resource you have been researching. If you did not have a peer edit your paragraph yesterday for punctuation, grammar and clarity, do so today before finalizing your paragraph.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What kind of relationship or connection do the railroad and Anchorage have with one another?
2. How did the railroad help Alaska's economy?
3. Why do you suppose people seek out adventure—Why did people want to climb Mt. McKinley?
4. What is the difference between the art of Sydney Laurence and Eustace Paul Ziegler according to Barnett?
5. Why did Mt. McKinley gain recognition as a site of national importance?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 82-83

The first attempt to climb the mountain came in 1903 when Judge James Wickersham failed in his effort on its north face, now called Wickersham Wall. This route is almost vertical and prone to avalanches, so was not successfully climbed until 1963. The famed northern explorer Dr. Frederick Cook claimed the first ascent in 1906 but his claim was disputed and later proved false by the highly regarded Denali photographer and explorer Bradford Washburn.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Dr. Frederick Cook made false claims and took credit for something he did not do and therefore did not embody values of integrity. Have you or someone you know ever tried to take credit for something you did not do? In a well-written paragraph, tell a story of a time when you or someone you know acted in a way that did not reflect integrity. Be sure to pay attention to details and the order of events.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 8, Day 29



Outcomes for Today

11.3, RH4, WHST2e

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is diphtheria?

Diphtheria is an acute contagious disease that produces fever, severe weakness or exhaustion, and difficulty in breathing and swallowing as the result of swelling of the throat and formation of a false membrane.

Definition taken from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

fording(85)	charted(87)	mystique(86)	ferried(87)	plummeted(88)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading the section entitled “The Nome Serum Run—The ‘Great Race of Mercy’” and continue reading until you reach the end of Chapter 6 (pg. 84-88) in *Alaskan History-In Brief* by James K. Barnett.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1925 a diphtheria epidemic in Nome led to great national attention
- Aircrafts really helped the exploration and settlement of Alaska
- The Great Depression of the 1930s drove the prices of fish and copper down
- One of President Franklin D. Roosevelt's New Deal programs relocated many Midwesterners from the contiguous United States to Alaska's Matanuska Valley
- In the end FDR's relocation project did not have much success

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Iditarod, and Matanuska Valley.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch Part four of Alaska: History in Five Parts entitled "...". Take notes by writing down information you have already learned about in one column and writing any information that seems new in another column.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did technology contribute to the decline of dog sledding?
- 2) Do you think the dog mushers in 1925 had integrity?
- 3) Why did President Roosevelt send people from the Midwest to Alaska?
- 4) What was the economic situation like in Alaska during the 1930s?
- 5) Why do you suppose FDR's relocation project did not succeed as expected?
- 6) Why are Leonard Seppala and Togo not as famous as Gunnar Kaasen and Balto?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 85-86

America's response to the heroic journey was overwhelming. Each musher received a letter of commendation from President Coolidge, a gold medal, a cash prize and the U.S. Senate recessed to recognize the event. Musers and their teams even toured the country and starred in a 30 minute film "Balto's Race to Nome." A statue of Balto was unveiled in New York's Central Park. Seppala was upset when the media attributed Togo's achievements to Balto, but the media ignored the Native mushers who covered two-thirds of distance to Nome.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The native mushers did most of the work during the Serum Run, yet received the least amount of recognition. Do you think Seppala and Togo should receive recognition for their efforts today? Write an argumentative paragraph explaining why you think they did not receive recognition for their work in 1925 and whether they deserve recognition today. Be sure to write formally and pay attention to the clarity of your ideas.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 8, Day 30



Outcomes for Today

11.4, RH2, WHST2e, WHSTf

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who fought in World War II?

World War II, also called Second World War, was a conflict that involved virtually every part of the world during the years 1939–1945. The principal belligerents were the Axis powers—Germany, [Italy](#), and Japan—and the Allies—France, Great Britain, the [United States](#), the Soviet Union, and, to a lesser extent, [China](#). The [war](#) was in many respects a continuation, after an uneasy 20-year hiatus, of the disputes left unsettled by [World War I](#). The 40,000,000–50,000,000 deaths incurred in World War II make it the bloodiest conflict, as well as the largest war, in history.

Information taken directly from

<http://www.britannica.com/EBchecked/topic/648813/World-War-II>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

reiterated(137)	cataclysm(137)	apparent(138)	diversion(138)	vitality(140)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read all of Unit 10, “World War II: Alaska Involvement,” in *Alaska...The Last of the Land and the First* by Rob Chambers (pgs. 137-141).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Billy Mitchell warned the U.S. that Alaska needed a stronger U.S. military presence in the event of war but no one listened
- On December 7, 1941 Pearl Harbor was attacked and Alaska was vulnerable
- On June 3, 1942 the Japanese invaded and captured the islands of Attu and Kiska in Alaska
- Halfway through 1943 the U.S. recaptured both islands and there were no more Japanese invasions of Alaska
- Several air fields in Alaska were used to provide planes for Russian in support of the war effort

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Attu and Kiska Islands

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch Chapters 1-6 in the DVD "Statehood!" Have students take notes by answering the discussion questions in the Teachers' Guide. A worksheet with the questions has been provided at the end of this lesson.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who was Billy Mitchell?
- 2) What did Japanese soldiers do when the Attu Island was being taken back by the United States?
- 3) What was the Alaska Territorial Guard?
- 4) What were two benefits of World War II in Alaska according to Chambers?
- 5) Why did Russians go to Alaska to pick up airplanes?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 139

The Japanese refused to surrender—they preferred to commit suicide, or to be killed by their comrades, as is told in the diary of a young Japanese lieutenant:

At 200 we assembled in front of headquarters. The last assaults are to be carried out. All patients in the hospital are to commit suicide...Gave 400 shots of morphine to severely wounded, and killed them...Finished all the patients with grenades...

Only 33 years of living and I am to die here. I have no regrets. Banzai to the Emperor...Goodbye Tasuko, my beloved wife.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The Japanese soldiers believed taking their own lives in battle was a form of honor and integrity. Do you think it was honorable for them to do so? Argue that the Japanese soldiers who killed themselves acted in a way that embodied or did not embody integrity. Be sure to write in a formal style and that your concluding sentence clearly states your opinion.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 8, Day 31



Outcomes for Today

11.4, RH9, WHST2d

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the Battle of Midway?

The Battle of Midway, fought near the Central Pacific island of Midway, is considered the decisive battle of the war in the Pacific. Before this battle the Japanese were on the offensive, capturing territory throughout Asia and the Pacific. By their attack, the Japanese had planned to capture Midway to use as an advance base, as well as to entrap and destroy the U.S. Pacific Fleet. Because of communication intelligence successes, the U.S. Pacific Fleet surprised the Japanese forces, sinking the four Japanese carriers that had attacked Pearl Harbor only six months before, while only losing of one carrier. After Midway, the Americans and their Allies took the offensive in the Pacific.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

alerted(86)	urged(89)	assure(90)	robust(90)	imposed(91)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Start reading Chapter 7, "Alaska at War," from *Alaskan History—In Brief* by James K. Barnett. Stop reading at the end of the section entitled "Japanese Occupation of Alaska" (pg. 89-92).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaska is the only U.S. territory to be occupied in the last two centuries.
- By 1940 there is some military presence in Alaska but not enough
- In 1943 Air Transport command ferried almost 8,000 fighters and bombers to the Soviet Union to fight Nazi Germany
- Alaska was invaded six months after Pearl Harbor
- The U.S. responds to the invasion by sending military personnel to construct and develop runways, ports, forts and harbors

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Dutch Harbor

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Write a newspaper article.

Pretend you are writing a few days after the Japanese occupation of Attu and Kiska Islands. Explain what fears might have been felt and what this might have meant for the country. Feel free to use other sources to gather information about the occupation of the islands.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why did Alaskan residents support military presence?
- 2) What was the purpose of the Alcan Highway?
- 3) What was the Women's Army Corps?
- 4) What are a few things Barnett mentions that Chambers did not?
- 5) Do Barnett and Chambers agree on the Japanese purpose for the Aleutian campaign?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 89

Alaska and the Aleutian Islands are strategically situated in the center of the “Great Circle” airline route from North America to Asia. In 1935 General Billy Mitchell alerted Congress, stating, “I believe that in the future, whoever holds Alaska will hold the world. I think it is the most important strategic place in the world.” The Japanese Empire likewise focused on this importance, reasoning that control of the Aleutians would not only give them an advantage attacking the West Coast, but also prevent a possible U.S. counterattack.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

General Billy Mitchell attempted to help the United States and Alaska in the event of war by recommending more military presence, but was ignored. Have you ever tried to help a situation by giving advice but were not listened to? Tell a story of a time when you or someone you know tried to help a situation with recommendations but were ignored. Be sure to use at least one word from today’s word wall and pay attention to the sequence of events.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 8, Day 32



Outcomes for Today

11.4, RH2, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are reparations?

Usually reparations are compensations in money, material, labor, etc., payable by a defeated country to another country to an individual for loss suffered during or as a result of war.

Definition taken from www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

remoteness(92)	futility(92)	ineffectual(93)	ensued(93)	accelerated(96)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading Chapter 7, “Alaska at War,” in *Alaskan History—In Brief* by James K. Barnett. Start reading the section entitled “The Battles of Attu and Kiska,” and stop at the end of the section entitled “Aleut Relocation” (pg. 92-97).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- There were many difficulties retaking Attu so the United States assembled a bigger force to invade Kiska
- "Castner's Cutthroats" were organized to live off the land and aid in the effort to return Attu and Kiska and were important for Alaska's defense
- The Alaskan Territorial Guard (ATG) was set up before the war to watch Alaska's coastline
- Many Aleuts were relocated to five isolated camps in Southeast Alaska without understanding why

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Pribilof Islands

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a recruitment poster.

Using a blank piece of paper draw a picture and create a slogan that helps illustrate the purpose of the Alaska Territorial Guard. The picture and slogan should be an attempt to recruit people to join the effort to protect Alaska's coastline.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was the Battle of Commander Islands?
- 2) What is and why does the "Forgotten Battle" get its name?
- 3) Who were "Castner's Cutthroats," and what did they do?
- 4) Who made up the majority of the Alaska Territorial Guard (ATG)?
- 5) What was the death rate of Aleutians in their relocation camps?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 96

Although they did not come into contact with the Japanese, the establishment of the ATG, which became the National Guard after the war, was important to many rural communities. Many men and later many women joined the ATG and were sent for training outside their villages, which for some was the first time they had traveled any distance from their homes or earned money. The ATG became one of the forces that changed Alaska Native life after the war.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Many Aleuts left their villages for the first time to join the ATG and protect Alaska and in doing so did something out of their comfort zone. Have you ever done something for the first time? Write an explanatory paragraph giving details of a time when you or someone you know tried something new. Be sure to pay attention to the feelings involved and use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Name: _____
Date: _____

Statehood! Chapters 1-6 Questions

- 1) U.S. District Court Judge Wickersham, “the Frontier Judge,” became known as a tough champion of the common man. Explain why.

- 2) Did any part of Wickersham’s career in relation to the Guggenheims seem inconsistent to you?

- 3) Who supported Wickersham to run for Congressional delegate and who opposed him?

- 4) Why did congressional Delegate Wickersham want the U.S. government to build a railroad in Alaska? What two parts of Alaska did he want it to link?

- 5) Explain the cartoon: “What’s the Matter with Alaska?” that shows people with knives standing around a man on a gurney.

- 6) What did Alaskans think was so bad about fish traps?

- 7) Which Alaska resource industry was the only one with year-round jobs in the early 1900s?

- 8) What were the limitations on transportation to and from Alaska during the Territorial era?

- 9) What did Ernest Gruening mean when he said opponents of new taxes claimed the taxes would “affright capital?”

- 10) What do you think is the relationship between taxes and the decisions companies make about investing in natural resource development?

- 11) What kinds of things does any state pay for with the taxes it collects?

- 12) “He who holds Alaska holds the world” is a quote from General Billy Mitchell. Why did he believe that?

- 13) What does the term “air crossroads of the world” mean in the context of Alaska’s location? Can you think of ways Alaska is the air crossroads of the world today?

- 14) What was the purpose of the Japanese attack on Dutch Harbor and the western Aleutians during World War II? Did their larger strategy work?

Character Based Literacy Program Lesson Plan

Alaskan History, Week 9, Day 33



Outcomes for Today

11.4, RH2, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What were Indian Boarding Schools?

In the late 1800s, the United States supported an educational experiment that the government hoped would change the traditions and customs of American Indians. Special boarding schools were created in locations all over the United States with the purpose of "civilizing" American Indian youth. Thousands of Native American children were sent far from their homes to live in these schools and learn the ways of white culture. Many struggled with loneliness and fear away from their tribal homes and familiar customs. Some lost their lives to the influenza, tuberculosis, and measles outbreaks that spread quickly through the schools. Others thrived despite the hardships, formed lifelong friendships, and preserved their Indian identities.

Information taken directly from

<http://www.loc.gov/teachers/classroommaterials/lessons/indianschools/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

wily(97)	initially(98)	frigid(99)	incursions(101)	cohesive(101)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 7, "Alaska at War," in *Alaskan History—In Brief* by James K. Barnett. Start reading the section entitled "Construction of the Alaska Highway" and stop at the end of the chapter (97-101).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The idea for a highway connecting the United States, Canada and Russia originated in the late 1920s but was taken seriously only after Pearl Harbor
- The highway was open for military use on November 20, 1942
- The United States military was an early proponent of desegregation
- April 1, 1946 the United States Army transferred control of the Canadian portion of the Alcan Highway to the Yukon and British Columbia governments
- World War II had many unintended consequences that shaped Alaska's future

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Draw the Alcan (Alaskan) Highway route in Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Further students' knowledge of the Alaska Highway by watching the PBS film "Building the Alaska Highway." Have students take notes and pay special attention to information they already know and particularly to information that is new.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) When did construction of the Alaska Highway begin?
- 2) How long did it take to complete construction?
- 3) When was the highway available for general vehicles to use?
- 4) What purpose does the Alaska Highway serve Canada today?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 98

The all-Black 93rd, 95th and 97th Army Engineer General Service Regiments of the Corps of Engineers built the Alaska portion of the road, it's most difficult and hazardous section. Initially opposed by the Alaska Command due to segregation policies, these African American regiments served in bitter cold to help complete the project in eight months and 12 days at a cost of just \$135 million. To expedite construction, the Army commandeered private property along the route, including local riverboats, railway locomotives and housing originally destined for California.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Initially, African Americans were not seen as strong contributors to the war effort and had to prove themselves. Have you ever had to prove yourself? In a well-written paragraph summarize the key paragraph in your own words and be sure to use one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 9, Day 34



Outcomes for Today

11.4, RH4, WHST2e

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the Cold War?

During WWII the United States and the Soviet Union fought together against the Axis powers. However, during the war there was a sense of mistrust between the two nations that intensified after the war's end. Soviet expansionism in Eastern Europe led to growing fear in America that they wanted to extend their rule across the world. At the same time, the Soviets did not appreciate how the United States intervened in international relations and were wary of their military buildup. Politically and economically, the two nations distrusted one another with the Soviets supporting communism while the United States pushed for capitalism.

Information taken from <http://www.history.com/topics/cold-war>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

catapulted(47)	malaise(47)	incentive(48)	proponent(48)	proximity(48)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading the article entitled "The U.S. Military as Geographical Agent: The Case of Cold War Alaska," by Laurel J. Hummel. Start the article from the beginning and stop at the end of the section entitled "The Origins of the cold War: Alaska's Emerging Role" (pg. 47-50).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Military understandings during the Cold War helped set the stage for statehood
- In August 1949 the Soviets detonate their first nuclear bomb
- Ten out of the 16 minerals needed for nuclear and military products are found in Alaska
- The United States responded to the communist invasion of South Korea by increasing efforts to detect, intercept, retaliate and fight against communism
- Alaska is the only place where the United States military could train in conditions similar to the Soviet Union

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Russia

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Look at the map on page 49. Have students recreate the map on a piece of paper (preferably white paper but binder paper might be best as it would be easier to trace). On the back of the recreated map have students answer the following questions: What does the map tell us? Why would a map like this be useful during the Cold War?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) According to Laurel Hummel, what helped set the stage for Alaska's statehood?
- 2) When was the first Soviet nuclear bomb detonated?
- 3) When did the U.S. military initially think the Soviets would be ready to use nuclear weapons and long-range bombers?
- 4) What is the polar concept?
- 5) What are two reasons Alaska was of strategic importance during the Cold War?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 48

With the Soviet Union defined as the primary enemy, Alaska gained strategic significance because of its location. Central to early cold war thinking was the “polar concept,” based on the simple geographical truth that the shortest distance between the United States and the Soviet Union—and vice versa—was a straight line across the polar region. Recognized in the 1930s by Gen. Billy Mitchell, one of the earliest and most vocal proponents of air power, as the key to future air wars, the polar concept garnered new attention as technological advances eventually rendered the continental United States a vulnerable target. The perceived danger of transpolar attack triggered planning for systems of advanced warning and interception across northern North America and made Alaska a strategic air center for basing and commanding the required forces.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In your own words summarize the key paragraph. Be sure to use at least one word from today’s word wall and keep your summary formal.

11. Close Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 9, Day 35



Outcomes for Today

11.4, RH2, WHST2b

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are demographics?

Demographics are the statistical data of a population, especially those showing average age, income, education, etc.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Conservative (53)	Preponderance (53)	Concurrently (53)	Reconnaissance (56)	Interface (57)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading the article entitled “The U.S. Military as Geographical Agent: The Case of Cold War Alaska” by Laurel J. Hummel. Begin by reading the section entitled “Population Demographics,” skip the section on “Standard of Living,” and begin again with the section entitled “Residents’ Participation.” Stop before the section titled “Workforce and Economy” (pg. 50-57).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The expansion of Alaska's population was led by soldiers and civilians involved with military construction and operations
- Estimates of military associated persons in Alaska during the 1950s was about 40-45%
- The population of Anchorage increased from 30 thousand to 82 thousand from 1950-1960
- The incorporation of Alaska's Natives in the defense effort was unique to its Cold War experience
- Native Alaska's participation in the guard changed their economic and cultural ways of life

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Amchitka Island

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Look at Table I on page 51. What does the table tell us? How can this information be used? On a piece of paper summarize the information that the table tells us.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why does Laurel Hummel argue that the population increase attributed to the military is larger than the average 26%?
- 2) How did the military affect Alaska's demographics?
- 3) Why did the ratio of men and women decrease?
- 4) How did members of the Ground Observers Corps communicate?
- 5) How were Alaskan Native affected by the Cold War military?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 55-56

Alaska's civilian population was incorporated into the defense effort in a personal way, as members of the Ground Observer Corps. Although the Ground Observer Corps was not unique to Alaska, the degree of participation was—one of every 220 Alaskan residents felt the immediacy of the global confrontation and a sense of purpose in a land only 50 air miles from the Soviet Union. Formed in 1953 as a stopgap measure, the corps comprised volunteers who spent shifts looking into the skies for enemy aircraft. Because telephone service throughout the territory was sparse and long-distance service practically nonexistent, many observers belonged to an amateur radio network, and some designed an elaborate communications plan using searchlights and Morse code.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Alaska's population was highly involved with the war effort and defense of its territory. Do you think being involved with the war effort in such a direct way shows integrity on behalf of the Alaskan community? In a well-written paragraph argue that the people of Alaska (military personnel, civilians, Aleutians, etc.) exhibited integrity in their participation during the Cold War. Be sure to use concrete details and write in a formal style.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 9, Day 36



Outcomes for Today

11.4, RH4, WHST9

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Atomic Energy Commission (AEC)?

The Federal agency (known as the AEC), which was created in 1946 to manage the development, use, and control of [atomic \(nuclear\) energy](#) for military and civilian applications. The AEC was subsequently abolished by the [Energy Reorganization Act of 1974](#) and succeeded by the Energy Research and Development Administration (now part of the [U.S. Department of Energy](#)) and the U.S. Nuclear Regulatory Commission.

Information taken directly from

<http://www.nrc.gov/reading-rm/basic-ref/glossary/atomic-energy-commission.html>

For more information see

<http://www.nrc.gov/about-nrc/history.html>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Redemption(25)	Unveiled(26)	Agape(27)	Hastily(27)	Circumvent(28)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading the article entitled “H-bombs and Eskimos: The Story of Project Chariot,” by Dan O’Neil. Start at the beginning of the article and stop before the paragraph that begins with “Teller again turned Alaska...” (pg. 25-28).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1957 members of the AEC looked to turn their thinking towards using nuclear explosives for industrial and public works
- In 1958 the AEC announced Project Plowshare which looked to transform nuclear energy into a peacetime tool
- Project Chariot was the first Plowshare operation
- The Chariot Project looked to detonate six atom bombs to create a harbor
- Edward Teller tried to justify the project with economic reasons but failed
- Scientists did not stop pushing for the project to continue despite local and international opposition

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Cape Thompson, Herendeen Bay

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Advertisement.

Pretend you are Edward Teller. On a blank piece of paper draw a picture and create a marketing add with a short blurb helping to promote Project Chariot. Be sure to include what you believe to be your strongest reason for supporting the project and how it will benefit Alaska

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who was David Lilienthal and what did he believe?
- 2) Who was Edward Teller?
- 3) Why was Alaska viewed as an ideal location to begin Project Plowshare operations?
- 4) How did most Alaskans find out about Project Chariot?
- 5) What did Teller do when his economic justifications for a harbor were dismissed?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 27

What Teller did not say, however, was that some two months earlier his laboratory had secretly applied to the Department of the Interior to withdraw from the public domain a chunk of the Cape Thompson hinterlands nearly the size of Delaware. In fact, even as Teller spoke in Fairbanks, encouraging his audience to consider various “geographic engineering” possibilities, his associates on the ground at Cape Thompson had selected Ogotoruk Creek drainage as the new harbor site and were planning where the nuclear devices might be placed.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Edward Teller attempted to manipulate the people he was attempting to sell the project to by misconstruing the truth. Does Edward Teller come off as a man of integrity? In a well-written paragraph, explain who Edward Teller was and argue that he either was or was not a man of integrity based on what you know about him so far. Be sure to use specific details and write formally.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 10, Day 37



Outcomes for Today

11.4, RH4, WHST2e

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is radiation?

Radiation has existed everywhere in the environment since the Earth's formation in rocks, soil, water, and plants. The mining and processing of naturally occurring radioactive materials for use in medicine, power generation, consumer products, and industry inevitably generate emissions and waste. Recognizing the potential hazards of these activities, Congress designated EPA as the primary federal agency charged with protecting people and the environment from harmful and avoidable exposure to radiation.

Information taken directly from <http://www.epa.gov/radiation/basic/index.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

swaggering(28)	affirming(28)	squelched(29)	revocation(30)	flurry(30)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading the article entitled "H-bombs and Eskimos: The Story of Project Chariot" by Dan O'Neil. Start on page 28 with the paragraph that begins "Teller again toured Alaska..." and stop before the paragraph that begins "On another front..." (pg. 28-30).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Teller returned to Alaska the summer of 1958 to promote Project Chariot again
- Many Alaskan leaders did what they could to give Project Chariot good publicity
- In the effort to justify and promote Project Chariot many supporters described Alaska as a "barren wasteland"
- The people of Point Hope were told that no (or very little) physical or biological harm would result from radiation produced by Project Chariot
- In 1961 the Point Hope village council strongly protested the blasting of their homeland

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Barrow, Point Hope

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a radio commercial.

Pretend you are on the Point Hope Council and you are trying to inform you community about the negative impacts of Project Chariot. Create a 30 second commercial discussing what Project Chariot is and how it will impact the community. Your commercial should be written down then shared verbally with the class.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did people receive Teller and Project Chariot upon his return?
- 2) How did many Alaskans feel about the United States government?
- 3) Who were going to be the people most affected by Project Chariot?
- 4) What did the Atomic Energy Council (AEC) do in 1960 and 1961 to gain the support for Project Chariot?
- 5) Who and what did the Point Hope Village Council inspire?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 29

When a young minister named Richard Heacock introduced a motion opposing Chariot to the committee on social concerns, Gordon saw to it that the motion was not contained in the committee's report. Screwing up his courage, Heacock presented the resolution directly on the floor of the annual meeting and moved that it be referred to the committee for study. The motion carried, he recalled: "But then Bishop Gordon subsequently made a motion that the statement not be included in the minutes of the assembly.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

William Gordon fully supported Project Chariot and did everything in his power to be sure it did not receive any bad publicity by attempting to hide concerns. Do you think William Gordon acted in a manner that reflected integrity? In a well-written paragraph argue that William Gordon did the right thing or the wrong thing by attempting to hide the opposition to Project Chariot. Be sure to clearly explain your ideas and write formally.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 10, Day 38



Outcomes for Today

11.4, RH4, WHST9

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are radionuclides?

A nuclide is a general term applicable to all atomic forms of an element. Nuclides are characterized by the number of protons and neutrons in the nucleus, as well as by the amount of energy contained within the atom. A radionuclide is an unstable form of a nuclide. They may occur naturally, but can also be artificially produced. The Office of Air and Radiation has additional information about radioactivity and specific types of radionuclides.

Information taken directly from

<http://water.epa.gov/lawsregs/rulesregs/sdwa/radionuclides/basicinformation.cfm#one>

For more information see

<http://water.epa.gov/lawsregs/rulesregs/sdwa/radionuclides/basicinformation.cfm>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

abdicated(30)	presaged(31)	contingent(31)	rebutted(31)	gleamed(32)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading the article entitled “H-bombs and Eskimos: The Story of Project Chariot” by Dan O’Neil. Start with the paragraph that begins with “On another front...” and stop after the paragraph that begins with “But the critics of Chariot...” (pg. 30-32).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Project Chariot was met with skepticism by scientists at the University of Alaska
- John N. Wolfe made sure Project Chariot would only go forward if tests proved it would not be harmful
- Wolfe and Teller disagreed about the value of ecological studies
- A major finding of the Environment of Cape Thompson Region report was that Eskimos were being affected more by radionuclides than other U.S. citizens
- Despite strong opposition to Project Chariot by researchers and scientists the AEC continued to advocate for the Project

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: None

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a Map

Draw a map using pictures, explaining how lichen and radionuclides interact and affect human exposure to radiation. Be sure to include a short written description of the process.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who were the "Firecracker boys"?
- 2) What were the results of the "Environment of Cape Thompson Region" report?
- 3) What were Don Foote's contributions to the Environment of Cape Thompson Region report?
- 4) How was lichen connected to radionuclide exposure?
- 5) Why does Dan O'Neil suspect William r. Wood supported Chariot despite scientists' disapproval?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 30-31

Working within a cold war-era AEC, an agency of considerable institutional inertia and one unaccustomed to abdicating power, [John N. Wolfe] persuaded officials to make Project Chariot contingent on the results of an environmental study. It was a milestone in public policy.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

John N. Wolfe demonstrated integrity by helping convince officials to hold off on Project Chariot depending on results of environmental studies and standing up for what was right. Have you ever stood up for someone or something that was important? In a well-written narrative paragraph tell a story of a time when you or someone you know demonstrated integrity by standing up for something good even when there was opposition. Be sure to use at least one word from today's word wall and pay attention to sequence of events.

11. Close Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 10, Day 39



Outcomes for Today

11.4, RH4, WHST2e

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Environmental Movement?

The environmental movement, a term that includes the conservation and green politics, is a diverse scientific, social, and political movement for addressing environmental issues.

Environmentalists advocate the sustainable management of resources and stewardship of the environment through changes in public policy and individual behavior. In its recognition of humanity as a participant in (not enemy of) ecosystems, the movement is centered on ecology, health, and human rights.

The environmental movement is represented by a range of organizations, from large to grassroots. Due to its large membership, varying and strong beliefs, and occasionally speculative nature, the environmental movement is not always united in its goals. At its broadest, the movement includes private citizens, professionals, religious devotees, politicians, and extremists.

Information taken directly from

http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Environmental_movement.htm

For more information see

<http://www.pbs.org/wgbh/americanexperience/features/timeline/earthdays/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

coalesce(32)	deterioration(33)	hindrance(33)	demise(33)	defer(34)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading the article entitled “H-bombs and Eskimos: The Story of Project Chariot” by Dan O’Neil. Start on page 32 with the paragraph that begins “Barry Commoner sees Chariot as a turning point...” and stop at the end of the article (pg. 32-34).

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Some saw Project Chariot as the beginning of the Environmental Movement in the United States
- By April 1962, Livermore officials thought Project Chariot should be cancelled but feared cancellation would hurt the greater Project Plowshare
- John Kelly admitted that Project Chariot would lead to safety issues
- After cancellation of Project Chariot, never again was there a push to use nuclear energy other than for electric power
- Opponents of Project Chariot were never given clear acknowledgement of their success

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: None

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Make a T-Chart of reasons why people believed Project Chariot should and should not be continued.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What are three reasons the director of Division of Peaceful Nuclear Explosives gave for continuing Project Chariot?
- 2) What were two reasons besides public disapproval that played a role in Chariot’s failure?
- 3) Why do you think the AEC never formally cancelled Project Chariot?
- 4) What does Dan O’Neil believe the lesson of Project Chariot is?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 34

In 1992, 30 years after Project Chariot's cancellation, dozens of William Puitt's and Leslie Viereck's friends and colleagues campaigned for a symbolic reinstatement of the two men at the University of Alaska... On May 6, he touched down in Fairbanks, and three days later the university awarded him and Viereck honorary doctorate degrees. In part the University of Alaska conferred its highest honor in recognition of the very actions for which the men had lost their jobs three decades earlier.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The University of Alaska let two professors go for their advocacy against Project Chariot but later made amends by honoring them for their work and efforts. Do you think the University demonstrated integrity when it acknowledged it made a mistake in the past and tried to make up for it? In a well-written explanatory paragraph explain whether you think the University demonstrated integrity or not. Be sure to write formally and use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 10, Day 40



Outcomes for Today

11.3, RH2, WHST5

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is assimilation?

Assimilation is the process of bringing into conformity with the customs, attitudes, etc., of a group, nation, or the like. In other words, to assimilate means that a person or group of persons adopts the customs, beliefs, practices, etc., of another group, nation, etc.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

severed (1)	suffrage (1)	abandonment (1)	removed (1)	significant (2)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read all of the attached selection that provides an overview of Native Alaskans during the late 19th and early 20th centuries.

Selection from: <http://www.akhistorycourse.org/articles/article.php?artID=136>

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaskan natives were not considered citizens when the United States purchased Alaska from Russia in 1867
- In 1915 a procedure was passed that allowed Alaskan natives to become citizens
- Literacy laws were later passed in the effort to keep natives from voting
- Some native groups did not want American/white entry into their lands even through the 20th century
- During the 1930s the Franklin Delano Roosevelt administration no longer supported assimilation

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: none

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a Comic

On a piece of paper, create a comic strip with at least four panels. The comic strip should show a cartoon of an Alaskan native attempting to become a U.S. citizen during the early 20th century. Your comic can be serious or funny but remember to be respectful and be sure you make it clear what you are trying to say about the process of becoming a citizen if you were Native Alaskan.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What do you think it means to be "civilized"?
- 2) What was the procedure for natives to become citizens?
- 3) Does the procedure seem difficult or easy?
- 4) Why did the Athabaskan chiefs not want Americans coming into their lands?
- 5) Do government policies and positions stay the same over time?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 3/4

No treaties had been made with Alaska Natives and few reservations had been set aside for them. They continued to live on the land like their ancestors had done for generations. But Interior Secretary Harold Ickes wanted to establish reservations in Alaska for three reasons: "First, they would define Alaskan 'tribes' by identifying particular groups with the land they occupied; Second, they would define geographic limits of jurisdiction so that Alaska Native communities could exercise power of local government, and Third, they would enable the United States to segregate Native land and resources, thereby preserving the 'economic rights' of the Natives."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes when you force people to abandon their way of life and forget their past you also take away their integrity. Do you think the U.S. government's decision to turn away from assimilation was an attempt to give native peoples back their integrity? In a well-written argumentative paragraph argue whether you believe the U.S. government was attempting to give native peoples their integrity back and, therefore, also gained some integrity itself, OR, argue that the turn away from assimilation was the U.S. government trying to keep native peoples out of mainstream U.S. society. Be sure to be clear what you are arguing for and use at least one word from today's wordwall.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 11, Day 41



Outcomes for Today

11.3, RH2, WHST10

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is segregation?

Segregation is the act or practice of separating or setting apart from others or from the main body or group. With regard to history, segregation normally refers to the separating or isolation of people due to their racial or religious affiliations.

Definition taken from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

prominence(140)	routinely(141)	galvanized(141)	attain(141)	precluded(141)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 11 entitled “Native Land Claims and the Native Community Today” and stop at the end of the section entitled “Howard Rock and the Tundra Times” (pg. 140-143) in *Alaskan History-In Brief* by James K. Barnett.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1912 the Alaska Native Brotherhood was founded to help Alaskan natives gain rights through assimilation
- In 1925 the Territorial Legislature created a literacy law to limit participation of nonwhites in elections
- William Paul and Judge James Wickersham opposed the literacy law
- In 1945 Governor Gruening signed the Alaska Anti-Discrimination Bill with strong efforts by Elizabeth Peratrovich
- Advocacy for natives increased after statehood

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Sitka

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Using the segregation/discrimination political cartoon provided here discuss with students what is discriminatory or ironic about the cartoon. After, have them create an anti-discrimination political cartoon of their own and write a few sentences explaining why a person of integrity should not discriminate against people who are different than themselves. (You may also want to have students look for segregation or discriminatory images on their own using the internet and have them discuss what they find)

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who were William Paul and Elizabeth Peratrovich?
- 2) What is the concept of assimilation?
- 3) Why was there support and opposition to the literacy law in 1925?
- 4) What is celebrated on February 16 in Alaska?
- 5) Were racial issues settled in Alaska after 1945?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 142

As Grand Camp President of the Alaska Native Sisterhood, Peratrovich provided crucial testimony leading to adoption of anti-discrimination legislation. Members of the Senate asked her whether an equal rights bill would eliminate discrimination in Alaska. She responded, "Have you eliminated larceny or murder by passing a law against it? No law will eliminate crimes, but at least you as legislators can assert to the world that you recognize the evil of the present situation and speak your intent to help us overcome discrimination."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

It was not easy for Elizabeth Peratrovich to stand up to the Senate about anti-discrimination legislation. Do you think standing up for what you believe in can embody integrity? In a well written paragraph argue that Elizabeth Peratrovich practiced integrity by imagining some of the challenges she faced. Be sure to use at least one word from today's word wall and write in a formal manner.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 11, Day 42



Outcomes for Today

11.3,11.5, RH2, WHST2d

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a corporation?

A corporation is an association of individuals, created by law or under authority of law, having a continuous existence independent of the existences of its members, and powers and liabilities distinct from those of its members. More simplistically, a corporation can be viewed as any group of persons united or regarded as united in one body.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

compensate(144)	assure(145)	skirted(145)	revenue(145)	dispute(146)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading Chapter 11 *in Alaskan History-In Brief* by James K. Barnett. Begin with the section entitled "Alaska Native Claims Settlement Act" and stop at the end of the section entitled "The Tsimshian People of Alaska" (pg. 142-147).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1966 the Alaska Federation of Natives (AFN) organized to address Alaska Native land rights
- There was an increased push to settle land rights issues when oil was discovered at Prudhoe Bay
- Alaska Natives Claims Settlement Act, the biggest aboriginal land claims settlement in U.S. history, was signed in December 1971
- The act established 13 Native corporations instead of reorganizing tribes and establishing reservations

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Prudhoe Bay

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Advertisement

materials:

Stiff paper 9x12 to 11x17 or butcher paper

Pencils, pens, crayons, markers

Construction paper, scissors, glue sticks if desired

Step One: Imagine you are a member of an Advertisement team

- 1) Come up with an add promoting the Alaska Natives Claims Settlement Act

Step Two: Create a visual of your product

- 1) Come up with an image or icon to represent the key aspects of the Alaska Natives Claims Settlement Act
- 2) Be sure to keep in mind the people you are promoting to (Are they young adults or adults?)

Step Three: Make a 30 second radio spot

- 1) Come up with a 30 second radio bit on the Alaska Natives Claims Settlement Act
- 2) Decide what kind of advertisement you want
 - Informational (one person talking about the ANCSA)
 - Interactive (more than one person having a conversation about the ANCSA)
- 3) Remember to include the name of the act and some information as to why it should be supported

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was the Alaska Native Claims Settlement Act (ANCSA)?
- 2) How were Natives compensated for use of their lands?
- 3) How did ANCSA benefit non-natives?
- 4) Who was William Duncan?
- 5) What is “New” Metlakatla?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 145

When ANCSA was first enacted, some Alaskans feared the corporations would either block development or hold it hostage, but this concern was quickly dismissed as the corporations undertook comprehensive profit-making purposes. Just as important, the ANCSA corporations did not simply develop their remote lands; they also helped reinforce the economies of the state’s urban communities. Most of the prominent regional and village corporations have established corporate headquarters in major Anchorage skyscrapers, and Cook Inlet Region build one of the state’s largest retail shopping centers at Tikahtnu Commons in Anchorage.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

ANCSA gave the corporations freedom to develop their lands as they so desired. Do you think the corporations had the urban centers in mind when deciding to pursue profit-making enterprises? In a well written paragraph argue that the corporations either wanted to help out Natives and their surrounding communities by pursuing business endeavors or that they were just greedy and helping the urban centers was a kind of fortunate accident. Be sure to be clear on your position and use at least one word from today’s word wall.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 11, Day 43



Outcomes for Today

11.3, 11.5, RH2, WHST2f

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Bureau of Indian Affairs (BIA)?

The Bureau of Indian Affairs was created in 1854, making it the oldest bureau of the United States Department of the Interior. Historically, it was created to help the U.S. government deal with issues relating to American Indians and eventually deal with Alaskan Natives as well. Currently the BIA provides services through contracts, grants or compacts to about 2 million American Indians and Alaska Natives.

For more information see the BIA website at:

www.bia.gov

or <http://www.u-s-history.com/pages/h3577.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

extinguished(147)	thwarted(148)	rebuffed(148)	replaced(150)	replicating(152)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 11 in *Alaskan History-In Brief* by James K. Barnett by starting at the section entitled “Native Non-Profit and Tribal Activities” and stopping at the end of the chapter.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- ANCSA also created non-profit organizations to support Native needs in Alaska
- Alaskan Natives are sometimes treated separately from other Native people in the United States
- Alaska Natives continue to rely on harvest of subsistence fish and game resources
- In 1977 the Alaska Eskimo Whaling Commission was founded to allow coastal communities preserve the subsistence hunt of the bowhead whales
- The current numbers of whales suggest their numbers are growing and subsistence hunting has not affected them

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Cook Inlet and Barrow, AK

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch the Aleut Story...take notes

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How does ANCSA lead to different Native practices in Alaska compared to Native groups in the contiguous United States?
- 2) Who is Eben Hobson?
- 3) How do Alaska Natives differ from other Indian groups in the U.S.?
- 4) Is there integrity in keeping a subsistence lifestyle?
- 5) How is Alaska broken up into federal, state, and private lands?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 150/151

Probably no single issue defines the uniqueness of Alaska Natives as much as their continued reliance on the harvest of subsistence fish and game resources in the ways of their ancestors. Every year tens of thousands of Alaska Natives harvest, process, distribute and consume millions of pounds of wild animals, fish and plants through an economy and way of life that has come to be termed “subsistence,” an essential component of Native identity and culture.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Subsistence lifestyles are difficult to maintain, especially as technology continues to make it easier for people to go to the store and buy processed goods. Do you think there is integrity in trying to maintain traditional customs and traditions? In a well written paragraph explain what a subsistence lifestyle means and end your paragraph with a sentence clearly stating whether people practice integrity by maintaining a subsistence lifestyle. Be sure to give some examples of subsistence lifestyles in your explanation.

11. Close Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 11, Day 44



Outcomes for Today

11.3, RH2, WHST2

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is self-determination?

Self-determination is the settling or decision made by a group of people about the form their government shall have, without reference to the wishes of any other nation, especially by people of a territory or former colony.

Definition taken from www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

displaced(145)	insidious(145)	infiltration(145)	dodged(146)	haggling(148)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Unit 11 of *Alaska...The Last of the Land* and the First by Rob Chambers, entitled "Alaskan Natives Drive for Self-Determination" and stop after step 15, before the sentence that reads "In brief, the terms of the Alaska Native Land Claims Act are as follows" (pg. 145-148).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Organic Act of 1884 stated that natives and non-natives would not lose their lands
- The gold rush of 1898 in Alaska shifted the balance of white men to Natives
- The Indian Reorganization Act of 1934 helped establish several reservations in Alaska
- Statehood in 1959 threatened to take 103 million acres from the natives
- The Alaska Native Land Claims Bill of 1971 settled the Native drive for self-awareness

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label two of the reservations mentioned in today's reading on your map of Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Using a ruler and a piece of paper, make a timeline of the 15 steps discussed in today's reading. Be sure to include the dates and short descriptions of the steps.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) When did natives begin to be displaced, according to Rob Chambers?
- 2) Why did the U.S. government get involved with Native land claims?
- 3) Did the U.S. government always act in the best interest of the Natives?
- 4) What did the Reorganization Act of 1934 accomplish?
- 5) Who was the U.S. president that signed the Alaska Native Land Claims Bill?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 146

In 1515, a conference was held between government officials and the Tanana Chiefs. They wanted help in straightening out this confusing land question. Judge James Wickersham offered two proposals to the Indians. They could either be granted 160 acres under the Homestead Act or they could get a reservation. Wickersham warned them that some solution must be forthcoming or they would lose all their best land. Eventually the chiefs asked for homesteads. But by this time, the issue had become so complex that Congress skillfully dodged it for years.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The U.S. government failed to demonstrate integrity by avoiding and delaying its promise to give homesteads to Alaskan Natives. Have you or someone you know ever been in a situation where there was failure on someone's part to fulfill their promise? In a well written paragraph explain a situation similar to what the Alaskan Natives experienced. Be sure to have clear and organized details in your response and use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 12, Day 45



Outcomes for Today

11.3/11.5, RH9, WHST9

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is acculturation?

Acculturation is the process of adopting the cultural traits or social patterns of another group. A synonymous term for acculturation is assimilation which brings into conformity with the customs or attitudes of a group or nation.

Definitions taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

solution(149)	resentments(149)	divergent(150)	restricted(151)	wake(152)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Unit 11 of Alaska...The Last of the Land and the First by Rob Chambers. Begin with the sentence that reads "In brief, the terms of the Alaska Native Land Claims Act are as follows" and continue until the end of the unit (pg. 148-152).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- There were five main outcomes from the Alaska Native Land Claims Act (ANLCA) of 1971
- What Rob Chambers calls the Alaska Native Land Claims Act (ANLCA) James K. Barnett calls Alaska Native Claims Settlement Act (ANCSA)
- ANLCA Bill caused some tensions between Natives and non-Natives in Alaska
- The ANLCA Bill forced natives to adopt many white-American practices
- In 1980 the president signed the Alaska National Interest Lands Conservation Act
- In 1991 two Amendments were passed regarding the ANLCA (ANCSA)

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Juneau

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Read Primary Sources and Discuss

Attached you will find two newspaper articles from 1971 discussing the Alaska Natives Claims Settlement Act. You can read both or just one. Have students pay attention to how the Act is written about. Does there seem to be a positive or negative reaction to it? Also, have them look at the details of the Act as they are described in the newspaper articles. Do they learn anything new? Do the secondary sources they have read do a good job summarizing the Act?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What are the five key outcomes of the Alaska Natives Claims Settlement Act (ANCSA)?
- 2) What are the reasons Natives wanted to amend ANCSA?
- 3) How are the regional corporations protected?
- 4) How did ANCSA create tensions between Natives and non-Natives?
- 5) What did the Alaska National Interest Lands Conservation Act accomplish?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 149

Although the Alaska Native Land Claims Bill on paper seemed to be an acceptable solution to a complex problem actually concerning the relationship between the white invader and the invaded Indian, it now appears to be just another step in the eventual self-determination of the native people. For in actuality, it has further separated the white and native, brought about resentments from many whites because of their feeling that it was they who developed Alaska; it has also created an economic monster for the natives themselves. They were not ready in many cases to assume the sophisticated and complex world of business. They have been forced to become white in everything except their heritage.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Alaskan Natives had to change a lot of their traditional lifestyles to fit into a new world where white Americans seemed to dominate. Does adapting or assimilating to a new lifestyle come as an easy task? In a well written paragraph argue that assimilation is either an easy or difficult task. Be sure to use at least two specific details from any of the texts you have read and to write in a formal style.

11. Close

Close by extending today's lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 12, Day 46



Outcomes for Today

11.3/11.5, RH2, WHST9

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Conservation?

Conservation means the official supervision of rivers, forests, and other natural resources in order to preserve and protect them through prudent management. It was the large push for conservation and preservation that led to the creation of National and State Parks in the United States.

Definition taken from www.dictionary.com.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

receded(166)	abundant(166)	preservation(166)	predation(166)	intrusion(167)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 13, entitled “Conservation and Parklands in Alaska,” in *Alaskan History-In Brief* by James K. Barnett. Stop at the end of the paragraph that begins with “In 1972 Interior Secretary Rogers C.B. Morton announced the ‘d-2’ withdrawal of twenty-two areas...”(pg. 165-168).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1879 John Muir mapped Glacier Bay with Tlingit guides
- Adolph Murie brought attention to Alaskan wolf predation in the 1930s
- In 1960 President Eisenhower set aside eight million acres as the Arctic national Wildlife Range
- During the 1960s there was an effort to raise awareness of Alaska conservation issues
- The "Alaska Coalition" was formed in 1971 to include conservation withdrawals in the pending Alaska Native Claims Settlement Act

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Haines and Glacier Bay

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a Conservation Ad

Create a conservation ad by choosing an animal or resource from the text—or of your own choice—and drawing it on a piece of paper. Next, come up with a brief slogan that tells why this animal or resource deserves to be protected and include it with your ad. Be sure to make your picture colorful and that your slogan is short but informational.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who were John Muir and Mardy Murie?
- 2) Why is Bob Marshall significant for Alaska's wilderness?
- 3) What is conservation?
- 4) What was the significance of the 1960s for Alaska's wilderness?
- 5) Why was there controversy over section 17(d)(2) of ANCSA?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 167

Mardy Murie was the first female graduate of what is now the University of Alaska, Fairbanks, where she met and married Olaus in 1924. She wrote *Two in the Far North*, a memoir published in 1962 that chronicled their Alaska research expeditions. After Olaus died in 1963, she flourished as the “grandmother” of the national conservation movement until her death in 2003 at age 101. She was instrumental in advocating the passage of the Wilderness Act and laws protecting Alaska’s federal parklands. She received the Presidential Medal of Freedom in 1998.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Mardy Murie practiced integrity by dedicating her life to the wilderness and trying to preserve it for future generations. Do you think she might have been the most influential person of the wilderness activists you have read about? In a well-written paragraph argue that Mardy Murie was or was not the most influential Alaskan wilderness conservationist. Be sure to use specific examples from the text and that your concluding sentence clearly states your position.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 12, Day 47



Outcomes for Today

11.3/11.5, RH9, WHST2d

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the Watergate Scandal?

The word “Watergate” specifically refers to the Watergate Hotel in Washington D.C., but the term describes political scandals of the Richard Nixon administration from 1972-1974. Nixon and members of his re-election committee hired men to break into the Democratic Party’s National Committee offices and were caught. Upon apprehension the Nixon administration attempted to cover-up their involvement. Eventually President Nixon resigned from office in 1974 and was pardoned by new President Gerald Ford.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

limbo(170)	filibustering(170)	painstaking(172)	subsided(172)	initially(172)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading Chapter 13 by beginning with the paragraph that starts off “The Alaska lands issue was forgotten during the Watergate drama of 1973-74” and stopping before the section entitled “Subsistence” in *Alaskan History-In Brief* by James K. Barnett (pg. 168-173).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1979 H.R. 39 called for 115 million acres of Alaska parklands, much more than required by section 17(d)(2)
- December 2, 1980 President Carter signed the Alaska National Interest Lands Conservation Act (ANILCA)
- Many mines were forced to shut down
- National Preserves were created as a compromise to those who opposed complete restrictions to business in withdrawn lands
- Today the National Park Service is viewed as a more significant economic institution than most mineral developments

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Tongass National Forest

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Read Primary Sources and Discuss

Attached you will find two newspaper articles from 1980 discussing the Alaska National Interest Lands Conservation Act (ANILCA). You can read both or just one. Have students pay attention to how the Act is written about. Does there seem to be a positive or negative reaction to it? Also, have them look at the details of the Act as they are described in the newspaper articles. Do they learn anything new? Do the secondary sources they have read do a good job summarizing the Act?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Who was Morris Udall?
- 2) Why were there mixed feelings about H.R. 39 in Alaska?
- 3) What did the Alaska national Interest Lands Conservation Act accomplish?
- 4) How is the Alaska National Interest Lands Conservation Act viewed by Alaskans today?
- 5) Is protecting the environment important?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 171

Conservationists in America were less than enthused about many of the compromises, as boundaries had been drawn around lands of economic potential and some of the expanded areas were called “National Preserves.” This meant that sport hunting, snow machines, motor boat, float planes and chain saws were allowed in some park areas.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Compromises can often be difficult, forcing individuals or groups to give up important ideas, items or solutions to resolve a problem for the greater good. Do you think there is integrity in making compromises? In a well written paragraph tell a story of a time when you or someone you know had to make a compromise and how it reflected integrity. Be sure to pay attention to details of your story and use at least one word from today’s word wall.

11. Close

Close by extending today’s lesson to life and the world.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 13, Day 48



Outcomes for Today

11.3/11.5, RH3, WHST2b,d

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What are the purposes of state parks in Alaska?

The Division of Parks and Outdoor Recreation provides outdoor recreation opportunities and conserves and interprets natural, cultural, and historic resources for the use, enjoyment, and welfare of the people. Alaska State Parks encompasses over 3.3 million acres of rugged, unspoiled terrain, the Alaska State Parks System provides endless recreational opportunities year-round, and is a priceless resource for residents and visitors alike.

Information taken directly from: <http://dnr.alaska.gov/parks/>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

preference(173)	devise(174)	acquire(174)	teeming(175)	implementation(176)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 13 in *Alaskan History—In Brief* by James K. Barnett. Start with the section entitled “Subsistence” and continue reading until you reach the end of the chapter (pg. 173-176).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The federal government had to take over management of hunting on federal lands because Alaska was not in compliance with federal law
- After statehood in 1959 Governor William A. Egan proposed few state parks
- Alaska is home to two of the largest state parks in the United States (Chugach State Park is the 3rd largest and Wood-Tikchik is the largest)
- Conservationists play a big role in looking at proposals on federal, state and Native lands
- Celia Hunter and Ginny Wood established the first citizen conservation organization called Alaska Conservation Society shortly after statehood

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Kachamak Bay, Chugach State Park, Denali State Park, and George Parks Highway

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Make a Brochure

Visit the website for any state park in Alaska—students may also choose to visit websites of other state or national parks. After browsing through the website create a vibrant and colorful brochure using a white piece of paper, colored paper, crayons, colored pencils, etc. The brochure should include a list of activities that can be enjoyed, they date when the park was first established and most of all persuade people to visit.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is the issue with “rural preference”?
- 2) What reason does James K. Barnett give for Alaska not being inclined to establish state parks sooner?
- 3) When was the first state park for fishing, boating, kayaking, hiking, camping and mountain sports established?
- 4) What is America's largest state park?
- 5) Why do you think James K. Barnett says, “The conservation movement in Alaska is more energetic than in any other place in the Nation”?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 176

The first citizen conservation organization with statewide pretensions was the Alaska Conservation Society, founded in Fairbanks shortly after statehood by Celia Hunter and Ginny Wood. It cut its teeth in halting the ill-conceived Rampart Dam and nuclear Project Chariot proposals.

EXTEND

10. Write

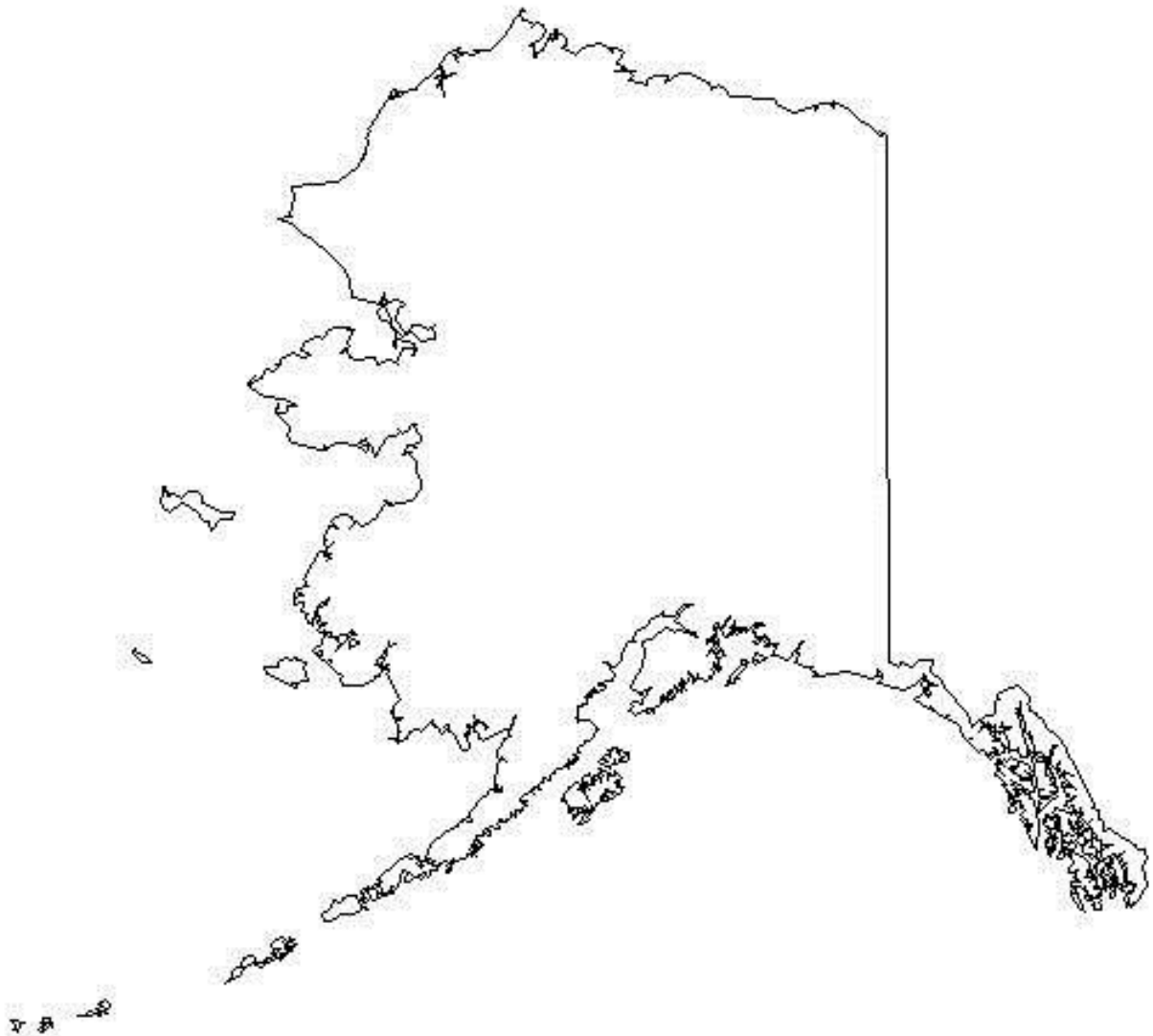
Have each student write a short product based on today's prompt to connect to the unit theme.

Leaders often start organizations or are capable of getting others to follow them towards achieving a common goal. However, sometimes leaders can lead people towards a common goal that is not a good one. Can you think of a time when you or someone you know might have led people to do something that when looking back was not a good idea? Write a clear explanatory paragraph answering the question. Be sure to use at least one word from today's wordwall and be sure your response is relevant to the question.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.



Character Based Literacy Program Lesson Plan

Alaskan History, Week 13, Day 49



Outcomes for Today

11.5, RH9, WHST7

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is a filibuster?

A filibuster is someone who uses irregular or obstructive tactics by a member of a legislative assembly to prevent the adoption of a measure generally favored or to [force](#) a [decision](#) against the [will](#) of the majority.

Definition taken from: www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

wielded(102)	contiguous(102)	repelled(104)	deterred(105)	gaffe(107)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 8, entitled “The Fight for Statehood,” in *Alaskan History—In Brief* by James K. Barnett. Stop at the end of the section entitled “Ernest Gruening and Bob Barnett” (pg. 102-107).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1912 Arizona and New Mexico were admitted into the Union and, through the Second Organic Act, Alaska officially became a territory
- The Jones Act and the White Act gave outside interests greater control over Alaska's resources, particularly fisheries
- Beginning in 1944 Ernest Gruening and Bob Bartlett began campaigning for Alaskan statehood
- President Eisenhower's push for Hawaiian statehood in 1954 encouraged Alaskans to promote their own statehood
- Alaskans became highly involved in the attempt to achieve statehood

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Anchorage, Tikchick Lakes, Wood River Lakes and Wood-Tikchick State Park

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research

Using the Internet or other secondary sources research the Jones Act or the White Act and pay attention to how they affected Alaska. When you are researching be sure to look for when the acts were enacted and find at least two different sources discussing the act of your choice. When you are done write a short paragraph discussing the similarities and differences between your sources.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What were a few reasons the United States did not want Alaska to become a state?
- 2) What was the "Alaska Syndicate"?
- 3) How did average, everyday Alaskans participate in campaigning for Alaska's statehood?
- 4) What did the Senate Coalition propose as an effort to gain statehood?
- 5) Why was their proposal so important?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 106

Gruening and Bartlett kept pressing, asking the territorial legislature to establish the “Alaska Statehood Committee,” which was chaired by the owner and publisher of the of the *Anchorage Times*, Robert “Bob” Atwood...Using Gruenings’s East Coast connections, the Committee enlisted journalists, newspaper editors, state governors and labor organizations to educate and advocate Alaskan statehood.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Often times leaders collaborate with other leaders and help each other to achieve a goal. Do you think all good leaders work well with other leaders? In a well-written argumentative paragraph clearly state your answer to the question and give examples (from your own life or historical information) to support your answer. Be sure to write formally and that you restate your position to the question in your concluding sentence.

11. Close

Close by extending today’s lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 13, Day 50



Outcomes for Today

11.5, RH3, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is colonialism?

Colonialism is the [control](#) or governing influence of a nation over a dependent country, territory, or people.

Definition taken from : www.dictionairy.com

For more information see: <http://plato.stanford.edu/entries/colonialism/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

pretentious(107)	verbose(108)	bold(109)	critical(109)	collaborated(109)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading Chapter 8 entitled “The Fight for Statehood” in Alaskan History—In Brief by James K. Barnett. Begin with the section entitled “The Constitutional Convention and the Tennessee Plan” and stop at the end of the section entitled “Adoption of the Alaskan Statehood Act” (pg. 107-112).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaska's constitutional convention in 1955 was modeled after America's constitution with 55 delegates (49 men, 6 women, including 1 Alaskan Native)
- Delegates met for 75 days before finalizing Alaska's state constitution
- Richfield Oil Company of California reported discovering oil in Alaska on July 15, 1957
- Bob Bartlett's patience and good character was instrumental in the statehood process
- January 3, 1959 Alaska became the 49th state

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Valdez, Fairbanks

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a video and take notes

Watch Part Five of the DVD Alaska: A History in Five Parts entitled "The Silver Years." Have students take notes and pay attention to similarities and differences between what they have read.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why do you think Alaskans felt like they were a colony?
- 2) According to James K. Barnett, what issues were at the core of the constitution?
- 3) Do you think the discovery of oil helped or hurt efforts towards becoming a state?
- 4) Who was Edna Ferber and what did she contribute to the statehood campaign?
- 5) Why did Washington state oppose statehood?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 108-109

In the 1956 election Alaska voters also adopted the “Tennessee Plan” to elect a “shadow” delegation to Congress before statehood was actually granted. The plan, which had been used successfully by Tennessee, Michigan, California, Oregon, Kansas and Iowa, involved electing a Congressional delegation without waiting for full statehood designation...they attended Congress that year and were politely received. Bob Bartlett continued in his role as Alaska’s lone Delegate to Congress.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

People can act alone or as a group to achieve a goal. What was the purpose of adopting the Tennessee Plan? In your own words summarize the key paragraph and in a few sentences after the summary explain its importance. Be sure to include an idea as to why Alaska adopted the “Tennessee Plan” in your explanation of its importance.

11. Close

Close by extending today’s lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 13, Day 51



Outcomes for Today

11.5, RH9, WHST10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Who was Bill Egan?

WILLIAM ALLEN EGAN, Alaska's first governor, was born on October 8, 1914, in Valdez, Alaska. He earned an honorary LL.D. from the Alaska Methodist University in 1965, and the University of Alaska in 1972. Before entering politics, he served in the U.S. Army during World War II, worked in a mine, was a pilot, and owned the Valdez General Store. Egan was elected to the Alaska Territorial House in 1941, served for ten years, and was speaker in 1951. He was mayor of Valdez in 1946, a member of the Alaska Territorial Senate from 1953 to 1955, and a delegate and presiding officer to the Alaska Statehood Constitutional Convention from 1955 to 1956. On June 30, 1958, Congress approved the Alaska Statehood Act, and consequently, Egan ran and was elected the state's first governor. He was reelected to a second term in 1962, ran unsuccessfully in 1966, and was reelected to a third term in 1970. During his administrations, he worked to harness Alaska's immense natural resources, and started the state on an era of expansion and transition. He ran for reelection in 1974, and was barely defeated by Jay S. Hammond. William Allen Egan died on May 6, 1984.

Information taken directly from: http://www.nga.org/cms/home/governors/past-governors-bios/page_alaska/col2-content/main-content-list/title_egan_william.html

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

oversaw(112)	venture(113)	fledging(113)	antiquated(113)	ardent(113)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 8, entitled “The Fight for Statehood,” in *Alaskan History—In Brief* by James K. Barnett. Begin with the section entitled “The new State of Alaska,” and continue until you reach the end of the chapter (pg. 112-114).

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Bill Egan played an important role as Alaska’s first governor
- The Alaskan Department of Natural Resources held its first oil and gas lease sale in 1960
- One of Governor Egan’s major projects was improving Alaska’s ferry system
- The first ferry funded by bonds was constructed in Seattle, WA and delivered to Juneau in January 1963
- During his first two terms as Governor Egan encouraged investment in Alaska, particularly in the fisheries, oil and tourism industries

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Prudhoe Bay, Juneau, and Unalaska

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a Video

Watch Chapters 7-11 from the DVD “Statehood!”

Have students follow along by answering the discussion questions from the Teachers’ Guide. You will find a worksheet with these questions provided at the end of this lesson.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Where is America's largest known oil deposit?
- 2) Why did some people oppose improving the ferry system?
- 3) Why did governor Egan support improving the ferry system?
- 4) In 1960 what projects did the Legislation plan to vote on?
- 5) From what you know today, do you think Governor Egan was correct in pushing for improvement of the ferry system?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 112

Scheduled to become a U.S. Senator when Alaska entered the Union, Bill Egan ran for governor instead and served as Alaska's first governor. ...Egan had the most crucial role as the state's first chief executive. He appointed administrators and supervised the transition of Alaska's territorial bureaucracy into a state government.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes people sacrifice an opportunity in order to help out others. Have you or anyone you know ever given up an opportunity to help out a friend, family member or a stranger? In a well written explanatory paragraph describe such an event. Be sure to pay attention to details and use at least one word from today's wordwall.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

- 6) Why was Bill Egan chosen to be president of the Constitutional convention?

- 7) What were the two great dangers to Alaska's natural resource wealth that Congressional Delegate Bob Bartlett highlighted in his keynote address to the Constitutional Convention?

- 8) Article 8 in the Alaska State Constitution deals with what? What are some important aspects of this Article?

- 9) Historian Terrence Cole quoted Ernest Gruening as saying "too much going out and not enough staying here." What did this mean and how was this idea crucial for statehood?

- 10) The Alaska Territory extended voting rights to women in the year _____, six years before the 19th Amendment to the U.S. Constitution. Can you think of reasons why Alaskan attitudes about women's' voting rights might have been ahead of the nation's at that time?

Character Based Literacy Program Lesson Plan

Alaskan History, Week 14, Day 52



Outcomes for Today

11.1/11/5, RH5, WHST4

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is climate?

Climate is the composite or generally prevailing weather conditions of a region, as temperature, air pressure, humidity, precipitation, sunshine, cloudiness, and winds, throughout the year, averaged over a series of years.

Definition taken from www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

superimposed (115)	perpetuate (116)	mild (117)	frigid (118)	remote (118)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 9, “Alaska’s Geography, Weather and Extremes,” in *Alaskan History—In Brief* by James K. Barnett. Stop after the end of the section entitled “Alaska’s Geography and Weather.” (pg. 115-118)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaska enjoys temperatures at extreme highs and lows
- The majority of Alaska's population resides in the South-central region of Alaska
- Alaska is both, the most western and the most eastern state in the United States
- The Aleutian Islands are not connected by any road system
- Arctic Alaska encompasses nearly 400 Native villages and is the least populated area of the state

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Lake Iliamna and Ketchikan.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a Video

Watch Chapters 12-17 from the DVD "Statehood!"

Have students follow along by answering the discussion questions from the Teachers' Guide. You will find a worksheet with these questions provided at the end of this lesson.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How does Alaska compare in size with other states in the United States?
- 2) What are the five major regions Barnett divides Alaska into?
- 3) Where do most people in Alaska live?
- 4) How does weather affect a community?
- 5) What region do you live in?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 116-117

This is the southern coastal region that includes Anchorage, the Matanuska-Susitna Valley and Kenai Peninsula where the majority of the state's population resides. The climate is mild by Alaskan standards because it is so close to the coast. While it does not get nearly as much rain as other areas of the state, it does get more snow, particularly in Prince William Sound. The mountains that surround the Anchorage basin protect it from most of the moisture.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

A region's climate and geography plays an important role in how people live in that region. Using information from the text and from outside sources, write an argumentative paragraph suggesting that the climate of Alaska's South-central region plays a crucial role in this region being the most populated. Be sure to articulate your ideas in clearly thought out sentences

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Statehood! Discussion Questions (Chapters 12-17)

- 1) Who was Alaska's delegate to Congress in the 1950s and what were his strengths?

- 2) The late-1950s national controversy over civil rights was a central factor in the Congressional debate over statehood for Alaska and Hawaii. Why?

- 3) What concerns did some members of Congress and President Eisenhower have about Alaska's ability to support itself as a state? Why?

- 4) How can a Congressional committee chairperson help or hinder a bill working its way through Congress?

- 5) Why was the secretary of the interior so important to Alaska during the Territorial era? Is that still true today? Why?

Character Based Literacy Program Lesson Plan

Alaskan History, Week 14, Day 53



Outcomes for Today

11.5, RH3, WHST2b/d

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the Pacific Ring of Fire?

The Pacific Ring of Fire is a string of volcanoes and sites of seismic activity, or earthquakes, around the edges of the Pacific Ocean. The Ring of Fire isn't quite a circular ring. It's shaped more like a 40,000-kilometer (25,000-mile) horseshoe. A string of 452 volcanoes stretches from the southern tip of South America, up along the coast of North America, across the Bering Strait, down through Japan, and into New Zealand.

(See image at the end of this lesson)

Content and image taken directly from:

http://education.nationalgeographic.com/education/encyclopedia/ring-fire/?ar_a=1

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

subducted (118)	proximity(119)	halted(119)	rebuilt(122)	relocated(122)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Continue reading Chapter 9 in *Alaskan History—In Brief* by James K. Barnett. Begin with the section entitled "Alaska and the Ring of Fire." Stop at the end of the section entitled "The Good Friday Earthquake." (pg. 118-123)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Volcanoes are close to aviation routes so air travel is frequently stopped after eruptions
- The 1912 Mt. Katmai eruption is one of the two largest in the world during the 20th century
- The Good Friday Earthquake killed 130 people
- After 18 months, the aftershocks from the Good Friday Earthquake finally stopped

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Mount Spurr and Mount Redoubt

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Look at the pictures of the damages done to Alaska during the Earthquake in today's reading. Pretend you are a geologist and write a public service announcement that you want to broadcast over the radio warning people of Alaska about a volcanic eruption.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is the significance of the Pacific Ring of Fire to Alaska?
- 2) How has Alaska attempted to prepare for volcanic eruptions and earthquakes?
- 3) What is the "Valley of Ten Thousand Smokes?"
- 4) How did the Good Friday earthquake affect Alaska?
- 5) How did the Good Friday Earthquake affect other states?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 121

The 1964 Alaska earthquake, known to Alaskans as the Good Friday Earthquake, began at 5:36 P.M. AST on Friday, March 27. It was one of the most frightful natural events of modern time. Lasting nearly five minutes, ground fissures, collapsing buildings and tsunamis throughout South-central Alaska caused over 130 deaths. It was the second most powerful earthquake ever measured by seismologists at a magnitude of 9.2. By comparison, the San Francisco Earthquake of 1906 would have measured 7.9, an energy equivalent of less than 2% of the Alaska quake.

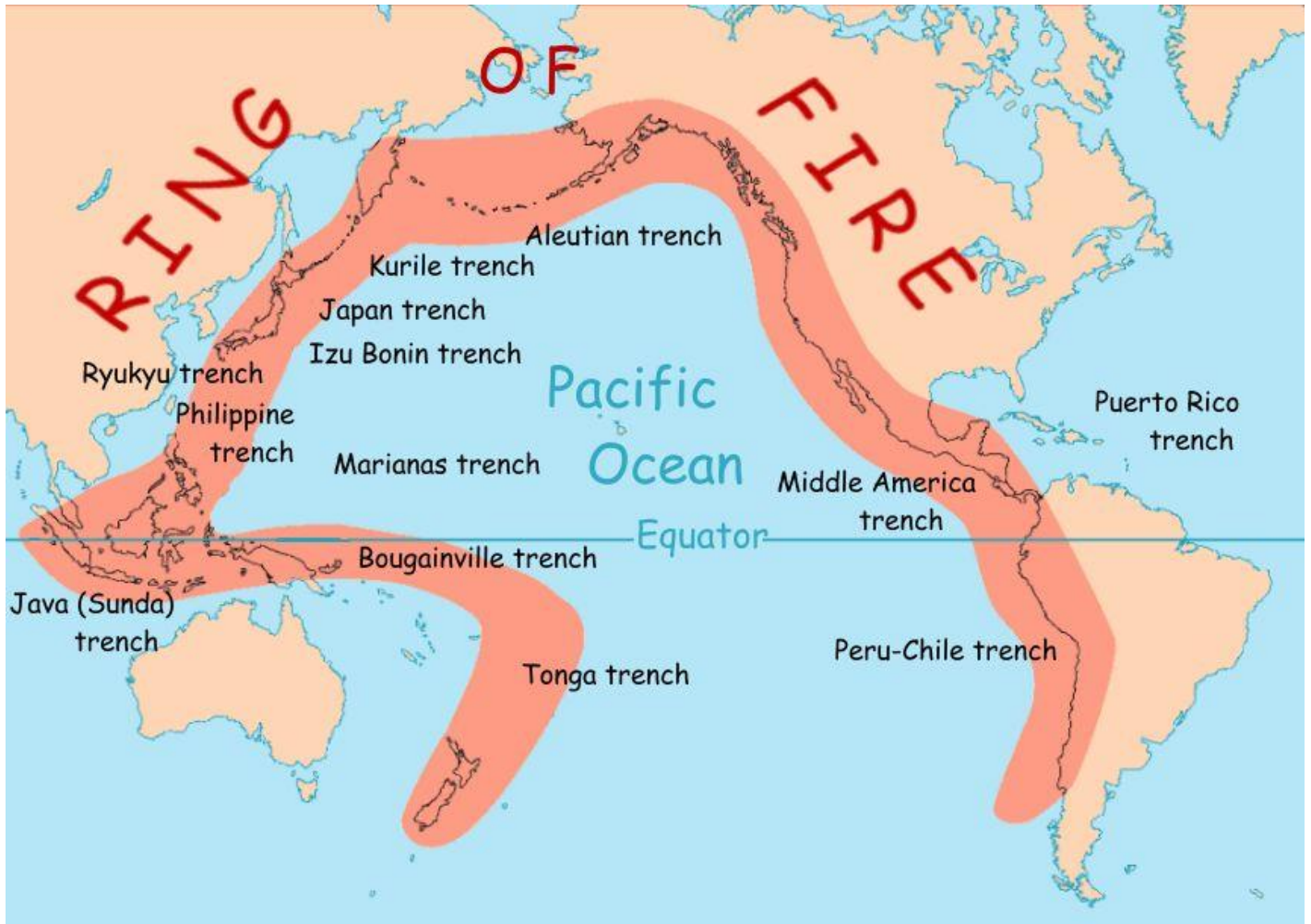
EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Alaska earthquake was a major natural disaster that affected Alaskans and other Americans. In your own words write a summarizing paragraph explaining the events surrounding the earthquake. Be sure to discuss the response to the earthquake and use at least one word from today's wordwall.

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.



Character Based Literacy Program Lesson Plan

Alaskan History, Week 14, Day 54



Outcomes for Today

11.5, RH3, WHST4

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is Global Warming?

Global warming refers to the recent and ongoing rise in global average temperature near Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere. Global warming is causing climate patterns to change. However, global warming itself represents only one aspect of climate change.

Definition taken directly from:

<http://www.epa.gov/climatechange/basics/>

For More Specific information on climate change and Alaska visit:

<http://www.epa.gov/climatechange/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

respite (123)	fortunate (123)	unprecedented (124)	ineffective (124)	prolific (127)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 9 entitled "Alaska's Geography, Weather and Extremes," in *Alaskan History—In Brief* by James K. Barnett. Begin with the section entitled "Interior Floods and Fires; the 1967 Fairbanks Flood," at stop at the end of the chapter. (pg. 123-127)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The 1967 Fairbanks Flood killed 11 people and caused \$100s of millions worth of damage
- There are thousands of glaciers in Alaska
- The glacial retreat in Alaska makes up about half of the estimated mass loss of glaciers worldwide
- Many scientists focus their study of climate change on Alaska
- Ten years of change in the Arctic region can show what the change will look like in twenty-five years in the rest of the world

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Glacier Bay and Turnagain Arm

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a Video

Watch Chapters 18-24 from the DVD "Statehood!"

Have students follow along by answering the discussion questions from the Teachers' Guide. You will find a worksheet with these questions provided at the end of this lesson.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did government agencies respond to the Fairbanks flood?
- 2) Why was Fairbanks considered one of eleven "All-American Cities?"
- 3) How much has Alaska warmed up in the last fifty years?
- 4) How are animals being affected by climate changes?
- 5) What are some causes Barnett lists as contributing to climate change?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 124

The federal and state governments responded with emergency assistance, including low-interest federal loans, and the following year Congress funded flood control improvements. The project allows the community to divert the Chena River into the Tanana River if the Chena rises above a certain level. In 1969, Fairbanks was one of 11 cities honored as an “All-American City” by the National League of Cities because of its successful recovery from the flood.

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Sometimes agencies can take on leadership roles and not necessarily individuals. In a well-written paragraph, explain how the state and federal government took on leadership roles to help Fairbanks. Be sure to pay attention to sequence of events when describing the flood, damages and government response.

11. Close

Close by extending today’s lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Statehood! Discussion Questions (Chapters 18-24)

- 1) Lyndon B. Johnson (LBJ) from Texas was U.S. Senate majority leader. How may his political ambitions have affected Alaska's quest for statehood?

- 2) What were some reasons why Speaker of the House, Sam Rayburn may have changed his mind to support Alaska statehood?

- 3) What was the "Alaska First" strategy that U.S. Senator Ted Stevens described? Why was this necessary to pass the Alaska Statehood Act?

- 4) What was the special rule of the House of Representatives that enabled statehood supporters to bypass the House Rules Committee, so the full House could vote on statehood?

- 5) What was the date on which the Alaska Statehood Bill passed the United States Senate? How did Alaskans celebrate final passage of the Statehood Act?

6) How did historian Claus-M. Naske credit as the “Architect of Statehood?” Why?

7) Why did Alaska’s fisheries need attention after statehood?

8) In the first few years after statehood how was Alaska’s economy doing and what did that mean for the new state’s ability to pay its bills?

9) State petroleum geologist Tom Marshall recommended that Alaska select land on the North Slope of the Brooks Range as part of its statehood land allotment. Why was this controversial?

10) What were the challenges of drilling for oil on the North Slope in the 1960s?

Character Based Literacy Program Lesson Plan

Alaskan History, Week 14, Day 55



Outcomes for Today

11.5, RH9, WHST4

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is OPEC?

The Organization of the Petroleum Exporting Countries (OPEC) is a permanent, intergovernmental Organization created at the Baghdad Conference on September 10–14, 1960, by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. The five Founding Members were later joined by nine other Members. OPEC's objective is to co-ordinate and unify petroleum policies among Member Countries in order to secure fair and stable prices for petroleum producers; an efficient, economic and regular supply of petroleum to consuming nations; and a fair return on capital to those investing in the industry.

Information taken directly from:

http://www.opec.org/opec_web/en/about_us/24.htm

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

Pursue (129)	Viability (130)	Fringe (131)	Reliance (134)	Plummeted(134)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 10 entitled “Oil: Alaska’s Black Gold,” in Alaskan History—In Brief by James K. Barnett. Stop at the end of the section entitled “Trans-Alaska Pipeline.” (pg. 128-134)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaska's economy has been strongly linked to oil since the 1970s
- Tom Marshall was Alaska's land selection officer after statehood
- Passing the Alaska Native Claims Settlement Act in 1971 was a crucial part of pushing forward with constructing the pipeline
- It took three years for the Trans-Alaska Pipeline to be completed
- Oil prices crashed in the 1980s which led to huge negative effects on Alaska

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Prudhoe Bay and Gulf of Alaska

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a Video

Watch Chapters 25-32 from the DVD "Statehood!"

Have students follow along by answering the discussion questions from the Teachers' Guide. You will find a worksheet with these questions provided at the end of this lesson.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was the Mineral Leasing Act?
- 2) When and where was the first big commercial discovery of oil in Alaska?
- 3) What were two major obstacles to the construction of the Trans-Alaska Pipeline discussed in today's reading?
- 4) How does Alaska's reliance on oil affect the state?
- 5) How do you think Alaska's economy will be affected as oil production continues to decline?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 134

This reliance caused a serious bind in the mid-1980s when oil prices crashed. Prices had fluctuated from \$40/barrel to \$27/barrel in the early 1980s, but in 1986 the price fell to \$6/barrel. The impact on Alaska was devastating. State government officials quickly cut spending, but the deep budget cuts meant a widespread loss of jobs, reduced incomes, and loss of business and property values. More than two-thirds of the banks in the state failed and housing prices plummeted.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The guidance and leadership offered by OPEC helped stabilize oil prices in the late 1980s, relieving some pressures from Alaska. In a well-written explanatory paragraph describe what happened to the Alaskan economy during the 1980s with regards to oil. Be sure to discuss how the issues were resolved and use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Statehood! Discussion Questions (Chapters 25-32)

- 1) What were the results and the significance of the 1969 state oil lease sale?
- 2) During the 1950s and 1960s, what did Alaska Natives think about the Lower 48 system of reservation for Native Americans?
- 3) How did Alaska Natives fear statehood might affect their subsistence hunting and fishing opportunities?
- 4) What does the legal term “Aboriginal Title” mean and how did this factor into Alaska Natives’ effort to win a land claims settlement from Congress?
- 5) What national interests supported the Alaska Native Land Claims Settlement Act (ANCSA)?

- 6) What was the major difference between ANCSA and land claims settlements for other Native Americans?

- 7) How do Alaska Native corporations benefit Natives? Do they benefit other Alaskans? If so, how?

- 8) Who is referred to as “the Father of the Permanent Fund” and why?

- 9) What is the basic idea behind Permanent Fund?

- 10) How is the Permanent Fund Dividend a result of statehood and the Alaska Constitution?

- 11) Journalist Bill Tobin thought the Permanent Fund dividend was a mistake. Why?

- 12) What do you think is the best use for the Permanent Fund?

Character Based Literacy Program Lesson Plan

Alaskan History, Week 15, Day 56



Outcomes for Today

11.5, RH3, WHST2e

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the Arctic National Wildlife Refuge?

The Arctic National Wildlife Refuge (ANWR) was established to preserve unique wildlife, wilderness and recreational values; to conserve caribou herds, polar bears, grizzly bears, muskox, dall sheep, wolves, wolverines, snow geese, peregrine falcons, other migratory birds, dolly varden, and grayling; to fulfill international treaty obligations; to provide opportunities for continued subsistence uses; and to ensure necessary water quality and quality.



Information taken directly from <http://www.fws.gov/alaska/nwr/arctic/>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

undisturbed (135)	championed (135)	inebriated (139)	derision (137)	bellwether (139)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 10 in *Alaskan History—In Brief* by James K. Barnett. (pg. 134-139).

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Secretary of the Interior set aside and preserved the Arctic national Wildlife Refuge (ANWR) in 1960.
- The ANWR was expanded in 1980
- Senator Steven's plans to drill in ANWR came to a halt in 1989 with the Exxon Valdez Oil Spill
- If oil production in Alaska is ever to shut down, the state will lose its major source of revenue

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Arctic National Wildlife Refuge

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research

Students should begin some preliminary research on an environmental disaster, either natural or man-induced, in the United States (teachers may open this up to include disasters across the world). They may start by browsing the web or looking at encyclopedias for famous natural disasters.

Explain to students that they will be focusing primarily on researching a natural disaster this week and writing a finalized report on their findings next week in a five paragraph essay. Students should focus their research on the country, state and/or region the disaster affected and should pay attention to local government and perhaps international response.

Some examples may be volcanic eruptions, earthquakes, oil spills, hurricanes, etc.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did the Exxon Valdez Oil Spill affect Alaska in the short and long term economically?
- 2) Who is to blame for the oil spill?
- 3) How did the spill affect Alaska environmentally?
- 4) About how much money did Exxon spend in court cases and law suits?
- 5) Does James K. Barnett think gas will ever be extracted in the ANWR?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 138

Stevens considered these repeated losses of the ANWR drilling legislation among his greatest disappointments during his four decades representing Alaska. Despite estimates of recoverable oil reserves that match Prudhoe Bay, the opening of the “1002 area” now seems unlikely.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Stevens is regarded as a leader during Alaska’s first years and aging years as a state but sometimes felt like he had failed. Do leaders have to be successful all the time in order to be regarded as good leaders? Write an explanatory paragraph giving details from other historical leaders or from personal experience that answer the question. Be sure to write in a formal manner.

11. Close Close by extending today’s lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 15, Day 57



Outcomes for Today

11.5, RH10, WHST7

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the Alaska Board of Fisheries?

The Board of Fisheries' main role is to conserve and develop the fishery resources of the state. This involves setting seasons, bag limits, methods and means for the state's subsistence, commercial, sport, guided sport, and personal use fisheries, and it also involves setting policy and direction for the management of the state's fishery resources. The board is charged with making allocative decisions, and the department is responsible for management based on those decisions.

Information taken directly from

<http://www.adfg.alaska.gov/index.cfm?adfg=fisheriesboard.main>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

abundance (153)	instituted (154)	assuring (155)	adequate (155)	allocation (155)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 12, "Alaska's Fisheries," in *Alaskan History—In Brief* by James K. Barnett. Stop before the section entitled "Groundfish Fisheries." (153-157)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alaska enjoys a great diversity and abundance of fisheries
- Alaska produces and harvests ten times as much salmon as California, Oregon and Washington combined
- Commercial salmon catch increased immensely during the 1920s leading to a sharp decline in Salmon by the 1950s
- More Alaskans are employed in harvesting and processing salmon than in any other fishery
- The economic significance of sport fishing has increased in Alaska over the last twenty years

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Soldotna, Seward, Homer, Valdez and Whittier

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research

Continue researching a disaster. If students did not finalize their particular research project yesterday, they should finalize it by the end of today. Students should be sure they are looking for information on the impact of the disaster on the environment, economy, and seeing if the disaster impacted policy in some way.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How many different species of Salmon are there?
- 2) What are some reasons Salmon flourish more in Alaska than in the American West Coast?
- 3) What is the limited entry permit system?
- 4) What does the Alaska Constitution say about the management and utilization of natural resources?
- 5) Where has sport fishing really thrived in Alaska?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 154

The decline was temporarily arrested after Alaska became a state when careful monitoring, conservation and catch measures were instituted. However, advanced fishing gear and a change in climatic conditions lead to even lower catches in the 1970s. A statewide vote in 1973 adopted the limited entry permit system.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Often, when there is an issue of concern there is not one single person who emerges as a leader to give direction. Have you ever been a part of something where a group emerged as a leading force and there was not a single person that could be identified as the single leader? In a descriptive paragraph, explain a situation you were involved with or that you know of where a group worked together to address an issue. Be sure to pay attention to details.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 15, Day 58



Outcomes for Today

11.5, RH5, WHST7

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the National Marine Fisheries Service?

The National Marine Fisheries Service is responsible for the management, conservation, and protection of living marine resources within about 200 miles of the U.S. coast.

For more information see:

<http://www.usa.gov/directory/federal/national-marine-fisheries-service.shtml>

AND

<http://www.nmfs.noaa.gov/>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

plentiful (159)	inedible (159)	trawling (159)	predation (161)	bounty (164)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 12, "Alaska's Fisheries," in *Alaskan History—In Brief* by James K. Barnett. Start with the section entitled "Groundfish Fisheries" and continue reading until you finish the chapter. (157-164)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Senator Stevens helped pass the Magnuson-Stevens Act in 1976
- The Magnuson-Stevens Act helped Americanize and domesticate Alaskan fisheries by 1990
- Pollack harvesting has been declining
- The King Crab catch declined tremendously by 1983 because of overfishing
- The Alaska Sea Life Center in Seward has helped educate people about Alaska's marine ecosystem

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the types of King Crab harvested in Bristol Bay, Norton Sound, near Kodiak, the Bering Sea, and the Aleutian Islands.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research and Writing

Students should be well into the research of their particular disaster and should begin writing the introductory paragraph to their five paragraph essay. In the introduction students should be sure to introduce their disaster and lay out the three major effects they will develop in their body paragraphs.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What countries are the leading 5 producers of fish?
 - 2) What does the North Pacific Fisheries Management Council do?
 - 3) How are Pollack harvested?
 - 4) How does the Magnuson-Stevens Act represent some form of leadership?
-
- 5) What are some similarities in the policies of how Pollack and King Crab are harvested and caught?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 158-159

NMFS conducts periodic surveys to assess the abundance of the fish populations and determine the total annual catch that can be harvested on a sustainable basis. When uncertainty exists due to lack of data, fishery scientists and managers employ a precautionary approach. NMFS and the Council work together to agree on the size of the annual catch.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The NMFS works to make sure fish populations are not depopulated significantly so they continue thriving, keeping a balance in the marine environment. Do you think the NMFS works to promote the common good? In a well-written explanatory paragraph, write how the NMFS or any other government agency you know of operates to promote the common good for people, animals, communities or the environment. Be sure your concluding sentence summarizes your main point(s).

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 15, Day 59



Outcomes for Today

11.1/11.2, RH10, WHST7

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is historical fiction?

Historical fiction is the genre of literature, film, etc., comprising narratives that take place in the past and are characterized chiefly by an imaginative reconstruction of historical events and personages. In other words, historical fiction takes place in the past around historical events that did happen, and often the characters and their activities are created to help tell the story.

Definition taken from: www.dictionary.com

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

ingenuity (2)	unsurpassed (3)	evasive (4)	relentless (5)	obtaining (6)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin and finish reading Episode 1, "Pillagers of the North," in *Adventures in the Alaska Economy*. (1-11)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Aleuts were very resourceful using sinews for thread and bone for needles
- Aleuts made boats known as baidarkas to help them travel hundreds of miles off shore
- Aleuts were curious about the new people they encountered
- Russians forced the Aleuts to provide them furs
- The Russians treated the Aleuts poorly

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the kinds of sea animals the Aleuts hunted along the coast of their islands.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research and Writing

Students should conclude their research for their disaster essay. Students should finish their introductory paragraph and begin on their first body paragraph, developing one of the three major points they wish to explore on their disaster.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What are Barbaras?
- 2) What did the Aleuts eat?
- 3) Why were the Russians traveling near Alaska?
- 4) What is a capital resource?
- 5) What was an important transportation device used by most Alaskan natives?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 10

Nothing, however, illustrates how various native groups adapted their lifestyles to local resources better than the construction of dwellings. The Southeastern natives used their giant fir trees to build large rectangular houses of wooden planks. The Aleuts lived [sic] in houses dug into the earth and covered with sod. Inland Inupiat Eskimos, who lived above the Arctic Circle, made swellings from bones and antlers covered with animal skins.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes being a leader is as simple as recognizing what works, what doesn't and choosing to do what works—this is what native groups did when deciding how to construct their homes. Have you ever been faced with a challenged and resolved the issue with a simple solution? In a descriptive essay, recount an event that you or someone you know found a simple answer to a problem. Be sure to pay attention to the order of events in your description of what occurred.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 16, Day 60



Outcomes for Today

11.1/11.2, RH3, WHST2b

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is economy?

Economy is the management of the resources of a community, country, etc., especially with a view to its productivity.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

incentive (14)	undaunted (18)	retook (25)	mistreat (27)	resentment (28)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 2, "Lord of Alaska," in *Adventures in the Alaska Economy*. (12-29)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Alexander Baranov comes to Alaska and attempts to treat the natives with more respect
- Tlingits fight the Aleuts and Russians when they hunt in their territory
- After some time of peace, the Tlingits fight to rid their lands of Russians and Aleuts
- After a big loss, the Russians returned to Sitka and drove the Tlingit out
- By 1800 much of the otter population had been depleted due to overhunting

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Draw an arrow showing the direction of Russian movement as they conquered the Alaskan Coastline. Label the arrow "Russian conquest."

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Writing

By now, students should be done with most, if not all, of their research and should be spending most of their time writing their body paragraphs for their five paragraph essay. Each body paragraph should analyze and discuss a different effect of the natural/man induced disaster they are writing on. Students should be sure each paragraph has a good topic sentence that introduces the paragraph and a concluding sentence that summarizes the paragraph's analysis.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) How did the Russians plan to trade furs?
 - 2) Why did Baranov want to set up a base in Sitka?
 - 3) Why were prices of furs expensive in Europe and Asia?
 - 4) How did competition benefit the natives?
-
- 5) What were some pros and cons to the fur trade in Alaska?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 28

Baranov was sympathetic to the Aleuts, learned their language, and was tactful and friendly in his dealings with them. The Aleuts trusted him and he was able to use persuasion rather than sheer force to get them to travel farther and farther south in search of furs. Baranov was a powerful personality who, in his years as manager of the Russian American Company, earned the nickname “Lord of Alaska.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Often, being a good leader means having the ability to sympathize and relate to people in order to gain their trust. Does it make it easier for you to listen and follow someone when they can sympathize and relate to you? Write an explanatory paragraph telling why good leaders should attempt to sympathize and relate to those who follow them. Be sure to give specific details for your reasoning.

11. Close Close by extending today’s lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 16, Day 61



Outcomes for Today

11.2, RH3, WHST4

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

How was oil made from whales?

Production of whale oil during the 20th century usually took place on large factory ships, where minced whale blubber, bones, and flesh were cooked under steam pressure. Blubber yielded 50–80 percent oil by weight, bones 10–70 percent, and meat 2–8 percent. Fatty acids for soaps and fatty alcohols for cosmetics and detergents were derived by immersing whale oil fats in alkalis. Textile sizings were made from hardened oil.

Information taken from: <http://www.britannica.com/EBchecked/topic/641432/whale-oil>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

extinction (34)	rendered (34)	enveloped (35)	allure (38)	scoured (44)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 3, “Arctic Graveyard,” in *Adventures in the Alaska Economy*. (30-45)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The U.S. and Europe begin to enter whaling for the oil that can be extracted from whales in the 19th century
- When Right Whales were overhunted the United States sailed north to hunt Bowhead Whales
- Whaling seemed to be more dangerous the further north ships sailed
- By 1900 the whaling industry was practically over

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: regions where the Right Whales and the Bowhead Whales were found.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Writing

By now, students should be done with most if not all of their research and should be spending most of their time writing their body paragraphs for their five paragraph essay. Each body paragraph should analyze and discuss a different effect of the natural/man induced disaster they are writing on. Students should be sure each paragraph has a good topic sentence that introduces the paragraph and a concluding sentence that summarizes the paragraph's analysis.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is the main idea of historical and economic significance in the first two pages of Episode 3?
- 2) How did the Industrial Revolution influence whale hunting?
- 3) Why did the price of whale oil go down?
- 4) During what time period was Arctic whaling at its peak?
- 5) How did whaling affect the Eskimo populations of Alaska?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 44

In 1900, fewer than twenty ships entered the fishery. By then, most of the whales had been killed and a variety of substitutes for whale oil, including coal and petroleum products, had been successfully developed and marketed. The whaling industry was caught in a squeeze. On the one hand, whales were more and more expensive to kill, and on the other hand, declining demand was depressing prices.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Discovery and marketing of new products that could replace whale oil helped lead to the decline of whaling which made our world better. Do you know of any other products we use today or that were used in the past that have replaced, will replace or may be replaced in the future by other products? Write a creative or informational paragraph describing a replaced product or a future product that will replace something we have today. Be sure to give details as to how the product you are writing about has replaced or will replace another product and how it made or will make our world better.

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 16, Day 62



Outcomes for Today

11.2, RH5, WHST4

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is capital?

Capital is the wealth, whether in money or property, owned or employed in business by an individual, firm, corporation, etc.

Definition taken from www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

momentous (46)	dejected (47)	exclusive (50)	entrepreneur (55)	scarcity (55)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 4, "Icy Treasure," in *Adventures in the Alaska Economy*. (46-55)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The California Gold Rush created opportunity for ice to be brought from Alaska to California
- Saw dust was used to help prevent ice from melting on its journey south
- Some people became rich in California by providing goods and services to the miners and not by mining
- San Francisco grew tremendously because of the Gold rush and became a major city
- The United States purchased Alaska from Russia at only two cents/acre

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

On the back side of your map draw a map of what the ice route from New England to San Francisco looked like. Then, on that same map, draw what the route looked like from Alaska to San Francisco.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Writing

Students should be finishing up their body paragraphs and beginning their concluding paragraph for their five paragraph essay. Each body paragraph should analyze and discuss a different effect of the natural/man induced disaster they are writing on. Students should be sure each paragraph has a good topic sentence that introduces the paragraph and a concluding sentence that summarizes the paragraph's analysis.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Why was ice from New England expensive?
- 2) Who owned Alaska at the time of the California Gold Rush?
- 3) How did William Perry outsmart Boss Tate in this episode?
- 4) Why didn't the Russian Consul in this episode see any value in ice?
- 5) What led to the decline of transporting ice to California from Alaska?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 49

Who needs gold when you have what the gold miners want! If I was to make my fortune in Alaska ice there was plenty to do. I had to secure capital for my investment. If I could convince others of the potential profits, this would be the incentive for their investment.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

During gold rushes, miners traveled long distances to find gold but did not always plan ahead about how they would get food, supplies (clothes, tools, housing, etc.), and services. How did many businessmen, like William Perry, make the life of those around them better during gold rushes? Write an explanatory paragraph, giving at least three details on how businessmen could be seen as leaders in a new, old or growing community. Be sure to use at least one word from today's word wall.

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 16, Day 63



Outcomes for Today

11.2, RH5, WHST7

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the law of supply and demand?

The law of supply and demand states that prices are determined by the interaction of supply and demand; an increase in supply will lower prices if not accompanied by increased demand, and an increase in demand will raise prices unless accompanied by increased supply.

Definition taken from www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

acquaintance (62)	descended (62)	proceeded (64)	venture (65)	lure (68)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 5, "The Rush for Gold," in *Adventures in the Alaska Economy*. (56-69)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Klondike gold strike occurred in 1897
- Gold was found in Nome Alaska in 1900
- Just as in California, many people made money by providing goods and services to miners rather than mining themselves
- Entrepreneurs could charge good money for their goods and services because supply was low and demand was high
- Competition was good for the miners because it made prices lower

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: Dawson City and the Yukon River

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Writing

Today students should finish their five paragraph essay on a natural or man induced disaster. Their focus for today should be the concluding paragraph that should summarize the main points of each body paragraph and end with a final thought that ties those main points together.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What does it mean to "mine the miners"?
- 2) What are some goods and services that would have been profitable?
- 3) Why were Henrietta's eggs less valuable than Wally's?
- 4) How did Klondikers help the Alaska economy?
- 5) What was one of the major purposes of towns during the gold rush in Alaska?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 69

Entrepreneurs were drawn to these gold mining towns by the incentive of profit. They felt they could sell their goods for more than it cost to provide them. It might seem that merchants like Wally Russ were taking advantage of the miners by charging high prices for their goods. However, the merchants provided a valuable service to the miners. By providing the goods and services the merchants allowed the miners to specialize in what they did best—mine for gold. When here was a laundry in town, miners didn't have to take the time to do their wash, and when Wally Russ hauled eggs from Dyea the miners didn't have to spend time raising chickens.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Entrepreneurs can be viewed as leaders in business because they start their own companies and often have others follow them. Do you think entrepreneurs during the gold rush were leaders? In a well written paragraph, describe a good or service you might have provided as an entrepreneur during the gold rush. Be sure to talk about the supply of your good/service and its demand.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 17, Day 64



Outcomes for Today

11.3, RH3, WHST2a

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is immigration?

Immigration is the movement of non-native people into a country in order to settle there. There are often “push” and “pull” factors that cause people to immigrate. Some push factors may be a lack of jobs, safety, discrimination, etc., and some pull factors may be job opportunities, family, better quality of life, etc.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

sparsely (72)	incentive (73)	outstripping(74)	plummeted(74)	perishable (78)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 6, “Rivers of Plenty,” in *Adventures in the Alaska Economy*. (70-79)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Canning allowed for Alaskan fish to be shipped long distances.
- Like other marine animals, salmon were overfished within a few years becoming both an economic and environmental issue
- At first, most resources used to catch, can, and ship salmon were imported, driving up its cost and price
- Technology helped increase productivity in the fishing and canning industries
- The United States government stepped in to limit and regulate the amount of fish that could be caught

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: None

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Movie Advertisement

Materials:

Stiff paper 9x12 to 11x17

Pencils, pens, crayons, markers

Construction paper, scissors, glue sticks if desired

Step One: Create a Movie Cover

- 1) Imagine you are creating a movie cover for a movie on the Alaskan fisheries. On one side of your paper draw your image(s) that will make for your cover
- 2) Be sure to include important elements that you have read about

Step Two: Write your synopses

- 1) Now imagine you are the writer of the movie synopses.
- 2) Write a brief description of what your movie on the Alaskan fisheries will be about.
- 3) Be sure to include any famous actors that may be playing lead roles in your movie. Also, list 3 key elements of the story thus far.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is suggested by having the central characters in this episode be of Asian descent?
- 2) What were some suggestions for the salmon depletion in this episode?
- 3) What were the two major industries in Alaska at the end of the nineteenth century?
- 4) Why did the price of salmon drop?
- 5) Why do you suppose the text is broken up the way it is, having a story and then ending with a historical summary?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 79

Salmon, like whales and furbearing animals, are common property resources—no one owns them. No one has an incentive to worry about the future of a resource which is common property, because they have no claim to the future resources. Even though the cannery owners knew they were depleting future stocks, they would not stop fishing because whatever they gained in the future would have to be shared with the other canneries.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes governments or agencies need to take on leadership roles by intervening in situations that need a solution. How did the government take on a leadership role with regards to fishing? In your own words, summarize the key paragraph and add an explanation of how the government resolved the issue. Be sure to write in complete sentences and use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 17, Day 65



Outcomes for Today

11.4, RH3, WHST2f

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the difference between capitalism (free enterprise) and socialism?

Capitalism is a way of organizing an economy so that the things that are used to make and transport products (such as land, oil, factories, ships, etc.) are owned by individual people. Socialism is a way of organizing a society in which major industries are owned and controlled by the government rather than by individual people and companies.

Definitions taken from www.merian-webster.com/dictionary/

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

subsidies (93)	operated (93)	outlaying (93)	utilities (93)	devised (94)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 7, "Steel Rails in the North," in *Adventures in the Alaska Economy*. (80-94).

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Gold in Tanana Valley led to the growth of Fairbanks
- The United States government decided to invest in a railroad from Seward to Fairbanks
- Building the railroad was not an easy task because of rough terrain
- The Alaska railroad was completed on July 15, 1923
- Labor shortage was a big issue in constructing the railroad

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: The Tanana Valley

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Rap

Come up with a 30 second rap describing one aspect of today's reading. If possible, try to include one or more of the words from today's word wall. The rap should be appropriate for you to present it to your classmates.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) Where in the Tanana Valley was gold found?
- 2) What was different between the Alaska railroad and those built in the American West?
- 3) How did Yang get his workers to work faster?
- 4) Why was construction of the Alaska railroad important for the Alaskan economy?
- 5) How long did it take to build the Alaska railroad?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 93

In 1915 it seemed strange to most people that the government would build a railroad in Alaska. Railroads had been important in the development of the western territories of the United States throughout the nineteenth century, but these had mostly been privately owned railroads. Although the government through land grants and subsidies had helped these other railroads this would be the first time the government would own a railroad. This seemed more like socialism than the free enterprise system that the U.S. economy followed.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Even though government ownership of the Alaska railroad seemed contradictory to the free enterprise system that the U.S. economy followed, the government saw the benefits of investing in the railroads. Have you ever “bent the rules” a little bit because it was the right thing to do, making yourself a better leader? Write a paragraph explaining a personal or historic event where a leader stepped up by doing something that seemed contradictory to what should have been done. Be sure to write a concluding sentence that summarizes your opinion about what that leader did.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 17, Day 66



Outcomes for Today

11.4, RH5, WHST7

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is infrastructure?

Infrastructure is the fundamental facilities and systems serving a country, city, or area, as transportation and communication systems, power plants, and schools.

Definition taken from www.dictionary.com

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

Disembark (95)	Fortify (96)	Ominous (99)	Capabilities (100)	Invaluable (109)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 8, "Fortress Alaska," in *Adventures in the Alaska Economy*. (95-109)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Second World War brought an influx of people to Alaska.
- During World War II there was a lot of infrastructure added to Alaska that included: roads, air bases, and the Alaska Highway
- Alaska was an important and strategic location because of its closer distance to the continental United States than Hawaii
- Alaska was used to send planes to Russia
- The United States spent over one billion dollars in Alaska during the 1940s

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Draw and label the Alaska Highway on your map of Alaska.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a floor plan

For today's activity you will draw a simple floor plan (layout of your house if you were looking inside from a top view). You do not need to pay attention to details like furniture, toys, pets, etc. However, you should label sinks, outlets, and the road in front of your house. By labeling these items, you will be labeling some of the infrastructure that runs your house like electricity and water.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is being addressed in the first few pages of this episode with regards to the roles that women began to play during the war?
- 2) Why would women be working next to men during the 1940s?
- 3) What did the war do for prices in Alaska?
- 4) What was a false perception of what someone looked like and their loyalty to the United States during the 1940s?
- 5) How did the war impact Alaska and its economy?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 109

World War II brought to Alaska the biggest economic boom the territory had yet experienced. The population, which stood at 75,000 in 1940, reached a peak of 233,000 in 1943 (including 152,000 members of the armed forces). This rapid influx of people increased the demand of virtually all goods and services. Housing was almost impossible to find. Customers faced long lines at restaurants, stores, and barbershops. The increase demand led to skyrocketing prices, until finally the U.S. government ordered the imposition of price controls throughout the U.S. from August 1942 until the end of the war in 1945.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The U.S. government often gets involved to resolve national and/or state issues. What did the U.S. government do during World War II that helped national and state economies? In your own words write a summary paragraph that explains the key paragraph. Be sure your paragraph is written in a formal format.

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 17, Day 67



Outcomes for Today

11.4, RH10, WHST10

PREPARE

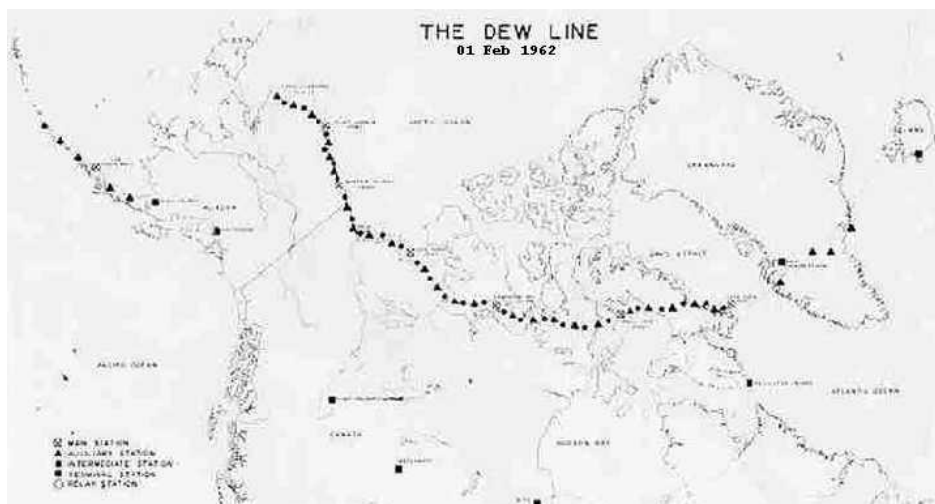
1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is a DEW Line?

DEW stands for **Distant Early Warning**. The DEWLine was a chain of 57 manned, early warning radar stations that stretched across the northern part of the North American continent from Alaska to Greenland, roughly along the 69th parallel, about 200 to 300 kilometers north of the Arctic Circle. There were six Main stations, 23 Auxiliary stations, and 28 Intermediate stations. Most of these stations were located in Canada. Construction of the DEWLine began around 1955 and took 32 months to complete. It became operational in August 1957 and most stations were decommissioned by 1994. The DEWLine is a relic of the Cold War. Only a few stations remain as a reminder of those tense times when the USSR and the USA stood nose-to-nose in a war where no weapons were fired.



Information and image taken from <http://www.dewlineadventures.com/>

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character

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2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

cripple (113)	flourished (115)	partition (116)	commemorate (116)	languished (116)
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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Episode 9, “The Quest for Statehood,” in *Adventures in the Alaska Economy*. (110-116)

When reading this text, encourage students to pay attention for the important historical events and content when reading the fictional details. When reading this particular historical fiction for social studies the major themes, concepts and events are most important.

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- After World War II there was a lot of debate regarding statehood for Alaska.
- Alaska’s population almost doubled between 1940 and 1950.
- The Second Organic Act made Alaska a U.S. territory in 1912.
- Alaska’s Southeastern panhandle wanted to become its own state for economic reasons
- Alaska became a state in 1959.

*Typo on page 115. The first sentence in the second paragraph should read as follows: “When former Secretary of State William Seward, who had engineered the Alaska purchase, visited Alaska in **1869** he told Alaskans...”

*have students list the items they mentioned in the order that they occurred

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

To the best of your ability, try to plot stations of the DEW Line that were located in Alaska and label them “DEW Line.”

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Postcard

Materials:

Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
Some combination of pencil, pen, crayon, or marker
Construction paper, scissors and glue sticks if desired

Step One: Make your postcard

- 5) Cut your stiff paper to a size that represents a post card which is about 5-7 inches wide, and 4-6 inches long
- 6) On one side, draw a picture that represents something you read today. This can be the setting, a character, a theme or an idea in today's reading.

Step Two: Write a message

- 3) Imagine you are someone supporting Alaskan statehood during the 1940s/1950s. On the other side of the postcard, write a 2-3 sentence description of why the U.S. government should allow Alaska to become a state.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What were some arguments for and against statehood?
- 2) In your opinion, how much did Alaska's economy affect the debate over statehood?
- 3) Which region generated the most tax revenue?
- 4) Why did some people want to divide Alaska into three states?
- 5) Who was president of the United States when Alaska became a state?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 116

After the war Alaska's Congressional Delegate, E.L. "Bob" Bartlett, and appointed **Governor** [sic] Ernest Gruening fought hard for statehood. President Harry S. Truman actively supported Alaska's admission to the union as soon as it could be determined that most Alaskans wanted statehood. At the next election Alaskans voted 9,630 to 6,822 in favor of statehood.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes, when making decisions it is wise to find a consensus or majority agreement to take a certain action. Do you think the U.S. government made a wise decision by waiting until the majority of Alaskans wanted to become a state? Write an argumentative paragraph that answers the previous question. Be sure to take a stand and defend your position (whether the U.S. was right in waiting or if they should have simply made Alaska a state before there was a majority).

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 18, Day 68



Outcomes for Today

11.6, RH10, WHST2f

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

What is the Rasmuson Foundation?

Rasmuson Foundation is a private foundation that works as a catalyst to promote a better life for Alaskans. Since its founding and first grant of \$125 in 1955, Rasmuson Foundation has supported Alaskan non-profit organizations in the pursuit of their goals, with particular emphasis on organizations that demonstrate strong leadership, clarity of purpose, and cautious use of resources. The vision and values established by Elmer Rasmuson continue to guide the Foundation today. The Foundation awards approximately \$30 million annually to help improve the quality of life in Alaska. The Foundation Board, with its statewide perspective and expertise, focuses on requests that allow an organization to become more efficient and effective in improving the quality of life for Alaskans. The Board looks favorably on organizations which demonstrate broad community support, superior fiscal management, and matching project support. The Foundation recognizes the long-term benefit of developing partnerships between funding agencies and strives to leverage funding from multiple sources.

Information taken directly from

<http://www.rasmuson.org/index.php?switch=viewpage&pageid=1>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

facilitating (178)	dissipated (179)	alternatives (181)	overseeing (182)	endowed (182)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Begin reading Chapter 14, “Alaska Today,” in *Alaskan History—In Brief* by James K. Barnett and stop after the section entitled “Elmer Rasmuson.” (177-182)

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Ted Stevens, Jay Hammond, Walter Hickel, Elmer Rasmuson and Sarah Palin are some of the most celebrated and well-known Alaskans of the modern era
- Ted Stevens represented Alaska in the U.S. Senate for four decades
- Jay Hammond was Alaska’s Governor when the trans-Alaska oil pipeline was constructed
- Walter Hickel was elected Governor of Alaska in 1966 and 1990
- Elmer Rasmuson was president of the National Bank of Alaska before it was sold to Wells Fargo

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: None

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Watch a Video

Have students watch the following videos on Jay Hammond. They should write a short paragraph about Jay Hammond as a leader after watching the videos.

Statehood Pioneers: Jay Hammond, part 1
<http://www.youtube.com/watch?v=mnZrOyCKch8>

Statehood Pioneers: Jay Hammond, part 2
http://www.youtube.com/watch?v=Uy_469ks5XM

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What was the motto adopted by Alaska for the centennial of the Alaska Purchase in 1967?
- 2) What are a few things Jay Hammond is known for?
- 3) As Secretary of the Interior, under Richard Nixon, what did Walter Hickel advocate for?

- 4) According to Barnett, why did Rasmuson get involved in local and state politics?
- 5) What are some similarities or differences you see among the leaders you read about today?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pg. 181

Elmer E. Rasmuson was born in Yakutat to Swedish missionary immigrants. His father settled in Skagway, where he served as magistrate and later took over a struggling bank, the Bank of Alaska. He left Skagway for schooling but returned to take the presidency of the bank when his father became ill. He moved the bank's headquarters to Anchorage in 1945. He inherited a controlling interest in the bank when his father passed away in 1949. It became the National Bank of Alaska in 1950 when it adopted a national character.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

People often leave their home communities for several reasons but later return and become leaders. Do you think Elmer Rasmuson was a leader? In your own words, summarize the key paragraph and add a few sentences explaining why you think Elmer Rasmuson was or was not a leader. Be sure to use specific examples from the text to support your claim about Rasmuson's leadership.

11. Close Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Character Based Literacy Program Lesson Plan

Alaskan History, Week 18, Day 69



Outcomes for Today

11.5/11.6, RH10, WHST 10

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.

Review: What is an economy?

Economy is the management of the resources of a community, country, etc., especially with a view to its productivity. The economy of a community, country, etc., is often controlled by supply and demand.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

dispute (183)	resigned (183)	polarizing (185)	ridiculed (186)	attributable (186)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Finish reading Chapter 14, “Alaska Today,” in *Alaskan History—In Brief* by James K. Barnett. Begin with the section entitled “Sarah Palin” and continue until the end of the chapter. (183-188)

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Sarah Palin is a controversial politician who was selected to be Senator John McCain's presidential running mate in the 2008 elections.
- Sarah Palin was elected Governor of Alaska in 2006
- Alaska's history has depended on its resource extraction
- Alaska regulates its fisheries, and determines catch levels so as not to deplete fish populations

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Label the following on your map of Alaska: None

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Advertisement.

Pretend you are a local politician. On a blank piece of paper draw a picture and create a marketing add with a short blurb helping to promote yourself as the future Governor of Alaska. Be sure to include how you think you can make Alaska better by addressing your knowledge of the state's history and some reference to resolving future problems.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

- 1) What is a reason Sarah Palin resigned as senator?
- 2) How many people are government employees in Alaska?
- 3) How important has oil been to the development of Alaska and its economy?
- 4) How did the Alaska Native Claim Settlement Act help the Alaskan economy?
- 5) What is the biggest "unpredictable" issue Alaska faces in the future?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Pg. 184

She returned to the state following the presidential elections and on July 3, 2009, Palin resigned as Governor, eighteen months before her term was finished. She cited the personal cost of defending herself against ethics complaints filed after her selection as McCain's running mate as part of the reason for her resignation. Despite the resignation, she remains one of America's most influential politicians, endorsing and campaigning for conservative Republicans with considerable success. In 2008 she was selected as one of America's "Top 10 Most Fascinating People" by Barbara Walters and one of the World's Most Influential People by *TIME Magazine*.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

When people become public figures like sports stars, entertainers, or politicians, they often become targets for scrutiny. Do you think it hurt Sarah Palin's reputation as a leader to step away from her role as Governor before her term was over? In an argumentative paragraph state and defend your answer to the previous question. Be sure to use at least one word from today's word wall.

11. Close

Close by extending today's lesson to life and the world.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am a part of are better because I am in them and that I am better because of the communities I choose to be a part of.