
SOCIAL STUDIES

2021 - 2022



ALASKA - Who we are and where we come from

Q1 Regions and Geography

- Locate the physical and political regions of Alaska.
 - Review geographic regions and major landforms and the impact of geography on lifestyles and culture.
 - Study factors such as weather, population distribution, land use, climate and transportation to identify regional differences and similarities in Alaska.
 - Define and give examples of each of the themes/elements of geography.
 - Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, Describe deserts, plains, etc.).
 - Make and use the components of a world map (e.g., compass rose, map key, Identify and interpret the basic elements of maps and mapping (e.g., scale, distance, direction, prime meridian, equator).
 - Interpret, analyze and create charts and graphs.
 - Identify and use a variety of maps (i.e., political, resource, product, physical, climate, vegetation).
 - Define and use latitude and longitude accurately. Use grid systems to locate places on maps and globes.
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Q2 - Local Geography & History

- Describe how history and geography of a community affects the culture and daily life.
 - Research and create a timeline of Nome Historical Events as determined by student research
 - Describe the Gold Rush era and the changes within the gold industry in Nome.
 - Describe the local indigenous culture that hunted and gathered in the region in which Nome is located
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Q3 Native Cultures of Alaska

- Identify the various groups of native cultures in Alaska.
 - Compare and contrast the Inupiaq culture with other Alaska Native cultures.
 - Review geographic regions and major landforms and the impact of geography on indigenous lifestyles and culture.
 - Identify how location influences cultural traits across the various regions of Alaska (e.g., comparing clothing, food, architecture, art in relation to location).
 - Identifying ways in which culture in Alaska has changed over time. Including Civil Rights, ANCSA and subsistence issues.
 - Recognize patterns in settlement, migration and land use in Alaska and connecting them to the geographic features and environment.
 - Analyze changes in culture in relationship to the economic development of the resources in Alaska.
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Q4 Alaska Statehood

- Study and understand the sale of Alaska
 - Describe the Constitutional Convention and ratification.
 - Understand and describe the responsibilities of state government.
 - Understand the sequence of events that shaped Alaska as a state.
 - Recognize that social, political and economic differences exist between urban and rural cultures.
 - Understand how transportation affects urban and rural communities.
 - Understand the development and diversification of Alaska's economy (e.g., timber, fisheries, tourism).
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Example projects for units:

- Local Historical Interviews
 - Alaska relief maps
 - local mine field trip
 - Nome Museum field trip/Scavenger Hunt
 - Cultural Center Visit
 - Student created skits.
 - Journal/letter writing on Aleut Evacuation.
 - Alaska newspaper on World War II.
 - Trial simulation: Molly Hootch.
 - Class debate: The Pipeline and the Oil Industry, mining, Nome Port Project, Urban vs. rural subsistence.
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