

Quarter 1
Social Studies–Fourth Grade

Unit 1: Introduction to Geography of AK

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
1	<ul style="list-style-type: none"> Introduce basic geographic terms using quizlet and map video. Discuss how/why maps continuously evolve. Compare/contrast maps and globes. Compare/contrast different types of maps. Break students into small groups distribute a variety of maps. Have groups explore and identify the type of map and its key components. Have groups share out to class. 	<ul style="list-style-type: none"> Land in Motion (text book) Atlases/maps Alaska Kids Map Terms quizlet Intro to Maps video 	Students will: <ul style="list-style-type: none"> Understand how and why maps are changing documents 	Formative: Teacher observation of student participation.

State Standard(s)

4.G.1 The student should be able to make and use maps, globes and graphs to gather, analyze, and report spatial (geographic) information.

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
2	<ul style="list-style-type: none"> Introduce political regions, cultural regions and major geographic features of Alaska, as well as Alaska’s position in relation to the rest of the U.S. and the world. (See suggested resources). 	<ul style="list-style-type: none"> Land in Motion Alaska Kids Alaska.gov Maps of Alaska Free World Maps Alaska Vacations 	Students will: <ul style="list-style-type: none"> Use a variety of maps, globes, graphic representations, and geospatial technologies to locate places and regions. Be able to make maps, globes, and graphs. Understand how and why maps are changing documents. 	
3-5	<ul style="list-style-type: none"> Create a map, identifying and labeling the features mentioned in day 2 lesson. Maps should include key features, such as a compass rose and map legend. (Some examples of maps: salt-dough maps, hand drawn maps, or you can have students fill in an 		Students will: <ul style="list-style-type: none"> Use a variety of maps, globes, graphic representations, and geospatial technologies to locate places and regions. Be able to make maps, globes, and graphs. Understand how and why maps are changing documents. 	Assess student knowledge of Alaska’s geographic features through completed maps.

	outline map of AK). Information can be added to maps throughout the year as students learn about the specific regions and cultures in detail.			
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State Standard(s)

4.G.1 The student should be able to make and use maps, globes and graphs to gather, analyze, and report spatial (geographic) information. **4.G.2** Identify geographic features of Alaska.

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
6	<ul style="list-style-type: none"> North American Migration Theory i.e., Beringia (See video links) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids Comic-Land Bridge Theory, Ice Age, and Early Americans video Where did the First Americans Come From? video Bering Land Bridge Migration Theory 	Students will: <ul style="list-style-type: none"> Recognize patterns in settlement, migration, and land use in Alaska and connecting to the geographic features and environment. 	Student written response/journal entry explaining how people came to North America

Standard(s)

4.G.3 Draw connections between the impact of geographic features, regions and cultures.

**Quarter 1 & 2
Social Studies–Fourth Grade**

Unit 2: Culture, History, and Geography of Southwest Region of Alaska

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
1-2	<ul style="list-style-type: none"> Geography of Southwest Alaska (land features, climate, wildlife, vegetation, and economy) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course Map of AK Regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. 	

			<ul style="list-style-type: none"> Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	
Standard(s)				
4.G.3 Draw connections between the impact of geographic features, regions and cultures.				
Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
3-5	<ul style="list-style-type: none"> Cultures of Southwest Alaska: Yup'ik/Cup'ik (housing, food, clothing, transportation, ceremonies/religion, tools/technology/art) Connect culture to geography. How does where you live affect how you live? 	<ul style="list-style-type: none"> Land in Motion Alaska Native Heritage Center Yup'ik Culture 	<p>Students will:</p> <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. Describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity. Identify Alaska Native cultures by region. Compare/contrast Alaska Native cultures. Identify how culture allows human groups to solve the challenge of daily living. Explore various modes of cultural expression. Identify expression of culture in Alaska through analysis of various modes of expression. Identify how location influences cultural traits Describes contributions of various cultural groups to our country. Utilize chronological thinking to distinguish between past, present, and future time in 	

			<p>the context of Alaska history from prehistoric to today.</p> <ul style="list-style-type: none"> • Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. • Read and interpret historic maps and charts. 	
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Standard(s)

4.G.3 Draw connections between the impact of geographic features, regions and cultures. **4.C.1**
4.C.2
4.H.1
4.H.2

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
6-8	<ul style="list-style-type: none"> • Cultures of Southwest Alaska: Alutiiq/Unangax (housing, food, clothing, transportation, ceremonies/religion, tools/technology/art) • Connect culture to geography. How does where you live affect how you live? 	<ul style="list-style-type: none"> • Land in Motion • Alaska Native Heritage Center • Apiai (Aleutian Pribilof Islands Association) • Alutiiq Fact Sheet 	Same as above	

Standard(s)

4.G.3 Draw connections between the impact of geographic features, regions and cultures. **4.C.1** Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. **4.C.2** Show understanding of how and why cultures change over time. **4.H.1** Understand that history is a record of human experiences that link the past to the present and the future. **4.H.2** Understanding of how humans interpret history.

Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
9	<ul style="list-style-type: none"> Vitus Bering Exploration and impact of Russian contact on Alutiiq culture; cultural and economic impact 	<ul style="list-style-type: none"> Alaska Kids Apiai Culture-History Alaska History 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. Identify multiple perspectives in historical and current events. Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. Read and interpret historic maps and charts. 	
Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
10	<ul style="list-style-type: none"> WWII and the Aleutian Islands 	<ul style="list-style-type: none"> Apiai Culture-History World War II/Battle of Attu National Park Services 	Same as above	
Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Teacher Resources/Materials	Objective(s)	Assessment(s)
11-13	<ul style="list-style-type: none"> Cultural Project Examples: “bentwood” hats (Alutiiq), masks, 	<ul style="list-style-type: none"> Project Articulate 		

	dance fans (Yup'ik), write a cultural tale/legend			
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Standard(s)

4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. **4.C.2** Show understanding of how and why cultures change over time.

Quarter 2-4
Social Studies–Fourth Grade

Unit 3: Culture, History and Geography of Southeast Region of Alaska

Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessments
1-2	<ul style="list-style-type: none"> Geography of Southeast Alaska (land features, climate, wildlife, vegetation, and economy) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course Map of AK Regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	

Standard(s)

4.G.3 Draw connections between the impact of geographic features, regions and cultures.

Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
1-2	<ul style="list-style-type: none"> Geography of Southeast Alaska (land features, climate, wildlife, vegetation, and economy) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course Map of AK Regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	

3-6	<ul style="list-style-type: none"> • Cultures of Southwest Alaska: Eyak, Haida, Tsimshian, Tlingit (housing, food, clothing, transportation, ceremonies, religion, tools, technology, art) • Connect culture to geography. How does where you live affect how you live? 	<ul style="list-style-type: none"> • Land in Motion • Alaska Native Heritage Center • AK Native Knowledge Network • AK History Course 	<p>Students will:</p> <ul style="list-style-type: none"> • Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. • Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. • Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. Students will: <ul style="list-style-type: none"> • Describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity. • Identify Alaska Native cultures by region. • Compare/contrast Alaska Native cultures. • Identify how culture allows human groups to solve the challenge of daily living. • Explore various modes of cultural expression. • Identify expression of culture in Alaska through analysis of various modes of expression. • Identify how location influences cultural traits • Describes contributions of various cultural groups to our country. • Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. • Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. 	
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			<ul style="list-style-type: none"> • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. • Read and interpret historic maps and charts. 	
Standard(s)				
<p>4.G.3 Draw connections between the impact of geographic features, regions and cultures. 4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time. 4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.</p>				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
7	<ul style="list-style-type: none"> • Russian contact: Battle with Tlingits, establishment of Sitka 	<ul style="list-style-type: none"> • Alaska Kids • National Parks Archaeology Program • Alaska History 	<p>Students will:</p> <ul style="list-style-type: none"> • Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. • Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. • Read and interpret historic maps and charts. 	

8-9	<ul style="list-style-type: none"> Klondike Goldrush: Skagway, Dyea, cultural and economic impact 	<ul style="list-style-type: none"> National Park Service Wikipedia 		
Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
10-12	<ul style="list-style-type: none"> Alaska Statehood and Symbols, Structure of Alaska Government– For example: State flag (Benny Benson), capital, territory vs statehood, parts of state government, Native Claims Settlement Act 	<ul style="list-style-type: none"> AK History Course (ANCSA) AK History Course (statehood) University of AK (flag, song) Benny Benson- Youtube Alaska Kids 	<p>Students will:</p> <ul style="list-style-type: none"> Describe and define the rights, principles, and responsibilities of citizenship. Identify problems and propose solutions in the local community and state. Explain their own point of view on issues that affect themselves and society and being able to explain an opposing point of view. Define words and concepts relevant to citizenship Describe how rules and laws are created and their impacts. Identify key artifacts and documents on which Alaskan government is structured. Develop understanding of the basic structure of Alaska state government. Identify and explain the importance of Alaskan state symbols. 	
Standard(s)				
4.G/C.1 4.G/C.2 4.G/C.3				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
13-14	Cultural Project Examples: totem poles, button blankets, masks, host a potlatch, write cultural tales/legends	<ul style="list-style-type: none"> Project Articulate Tlingit Craft Projects 		
Standard(s)				
4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time.				

Quarter 3
Social Studies–Fourth Grade

Unit 4: Culture, History, and Geography of Interior Region of Alaska

Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
1-3	<ul style="list-style-type: none"> Geography of Interior Alaska (land features, climate, wildlife, vegetation, economy, including Denali and economic impact of tourism) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course-Physical Geography Map of AK regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	

Standard(s)

4.G.3 Draw connections between the impact of geographic features, regions and cultures.

Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
4-7	<ul style="list-style-type: none"> Cultures of Interior Alaska: Athabascan (housing, food, clothing, transportation, ceremonies, religion, tools, technology, art) Connect culture to geography. How does where you live affect how you live? 	<ul style="list-style-type: none"> Land in Motion Alaska Native Heritage Center AK Native Knowledge Network AK History Course-Athabascans Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. Students will: Describe cultural elements that are shared by Alaskans as well as some of the 	

			<p>differences that contribute to cultural diversity.</p> <ul style="list-style-type: none"> • Identify Alaska Native cultures by region. • Compare/contrast Alaska Native cultures. • Identify how culture allows human groups to solve the challenge of daily living. • Explore various modes of cultural expression. • Identify expression of culture in Alaska through analysis of various modes of expression. • Identify how location influences cultural traits • Describes contributions of various cultural groups to our country. • Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. • Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. • Read and interpret historic maps and charts. 	
Standard(s)				
<p>4.G.3 Draw connections between the impact of geographic features, regions and cultures. 4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time.</p>				

4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
8-10	<ul style="list-style-type: none"> Iditarod Dog Sled Race: History, cultural and economic impact 	<ul style="list-style-type: none"> Iditarod 		
Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
11-13	<ul style="list-style-type: none"> Cultural Project Examples: faux birch bark baskets, weaving, masks, mittens, beading, write cultural tales/legends 	<ul style="list-style-type: none"> Project Articulate AK Native Knowledge Network 		
Standard(s)				
4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time.				
Quarter 3				
Social Studies–Fourth Grade				
Unit 5: Culture, History, and Geography of Far North (Arctic) Region of Alaska				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
1-2	<ul style="list-style-type: none"> Geography of Southcentral Alaska (land features, climate, wildlife, vegetation, economy) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course-Physical Geography Map of AK regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	

Standard(s)				
4.G.3 Draw connections between the impact of geographic features, regions and cultures.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
3-6	<ul style="list-style-type: none"> Cultures of Southcentral Alaska: Inupiaq (Inupiat) (housing, food, clothing, transportation, ceremonies, religion, tools, technology, art) Connect culture to geography. How does where you live affect how you live? 	<ul style="list-style-type: none"> Land in Motion Alaska Native Wikipedia AK History Course-Eskimos 	<p>Students will:</p> <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. Students will: <ul style="list-style-type: none"> Describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity. Identify Alaska Native cultures by region. Compare/contrast Alaska Native cultures. Identify how culture allows human groups to solve the challenge of daily living. Explore various modes of cultural expression. Identify expression of culture in Alaska through analysis of various modes of expression. Identify how location influences cultural traits Describes contributions of various cultural groups to our country. Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. 	

			<ul style="list-style-type: none"> Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. Identify multiple perspectives in historical and current events. Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. Read and interpret historic maps and charts. 	
Standard(s)				
<p>4.G.3 Draw connections between the impact of geographic features, regions and cultures. 4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time. 4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.</p>				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
7	<ul style="list-style-type: none"> Nome Gold Rush: Historical, cultural and economic impact 	<ul style="list-style-type: none"> Wikipedia Postal Museum Nome's Great Gold Rush photos 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. Identify multiple perspectives in historical and current events. 	

			<ul style="list-style-type: none"> Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. Read and interpret historic maps and charts. 	
8-10	<ul style="list-style-type: none"> Trans-Alaska Pipeline: Historic, cultural and economic impact 	<ul style="list-style-type: none"> Wikipedia Valdez Museum AK Public Lands 		

Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
11-14	<ul style="list-style-type: none"> Cultural Project: Eskimo yo-yos, Ivory soap carving 	<ul style="list-style-type: none"> Project articulate Crafty Classroom 		

Standard(s)				
4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time. 4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				

Quarter 4
Social Studies–Fourth Grade

Unit 6: Culture, History, and Geography of Southcentral Region of Alaska

Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
1-2	<ul style="list-style-type: none"> Geography of Southcentral Alaska (land features, climate, wildlife, vegetation, economy) 	<ul style="list-style-type: none"> Land in Motion Alaska Kids AK History Course-South Central Alaska Map of AK regions Wikipedia 	Students will: <ul style="list-style-type: none"> Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. 	

Standard(s)				
4.G.3 Draw connections between the impact of geographic features, regions and cultures.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
3-5	<ul style="list-style-type: none"> • Cultures of Southcentral Alaska: Athabascan (Ahtna, Dena'ina housing, food, clothing, transportation, ceremonies, religion, tools, technology, art) • Connect culture to geography. How does where you live affect how you live? • Compare/Contrast with Interior Athabascans 	<ul style="list-style-type: none"> • Land in Motion • Ahtna • Dena'ina 	<p>Students will:</p> <ul style="list-style-type: none"> • Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska. • Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska. • Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment. • Describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity. • Identify Alaska Native cultures by region. • Compare/contrast Alaska Native cultures. • Identify how culture allows human groups to solve the challenge of daily living. • Explore various modes of cultural expression. • Identify expression of culture in Alaska through analysis of various modes of expression. • Identify how location influences cultural traits • Describes contributions of various cultural groups to our country. • Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. • Describe ways that life in Alaska has both changed and stayed the same over time, 	

			<p>explaining why these changes have occurred.</p> <ul style="list-style-type: none"> • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. • Read and interpret historic maps and charts. 	
Standard(s)				
<p>4.G.3 Draw connections between the impact of geographic features, regions and cultures. 4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time. 4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.</p>				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
6-7	<ul style="list-style-type: none"> • 1964 Earthquake: Historical, cultural and economic impact 	<ul style="list-style-type: none"> • Valdez Museum • Magnitude 9.2 The Great Alaska Earthquake • Alaska Kids • Wikipedia 	<p>Students will:</p> <ul style="list-style-type: none"> • Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today. • Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred. • Explain difference between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time. • Identify multiple perspectives in historical and current events. • Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history. 	

			<ul style="list-style-type: none"> Read and interpret historic maps and charts. 	
8-9	<ul style="list-style-type: none"> Exxon Valdez Oil Spill: Cultural and economic impact 	<ul style="list-style-type: none"> Wikipedia Valdez Museum Exxon Valdez Oil Spill 		
Standard(s)				
4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				
Day(s)	Lesson	Sample Resources/Materials	Objective(s)	Assessment(s)
10-14	<ul style="list-style-type: none"> Culminating Project: Examples: Research and present on a specific native culture or historical or political event. 			
Standard(s)				
4.C.1 Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 4.C.2 Show understanding of how and why cultures change over time. 4.H.1 Understand that history is a record of human experiences that link the past to the present and the future. 4.H.2 Understanding of how humans interpret history.				