

# 4<sup>th</sup> Grade Social Studies

## Instructional Focus: Alaska

- Define geography through the use of map and geographic features and through cultural characteristics.
- Identify physical characteristics of geographic regions in Alaska.
- Define the influence of geography and climate on Alaska Native cultures.
- Identify the influence of outside contact on the history and culture of Alaska.
- Understand the influence of natural resources on Alaska’s economy.
- Understand the role of state government.
- Examine the history of Alaska utilizing primary and secondary sources

## Geography: Alaska’s Land and People

Standard	Objective	Examples
<b>4.G.1.</b> The student should be able to make and use maps, globes and graphs to gather, analyze, and report spatial (geographic) information.	Students will: <ul style="list-style-type: none"> <li>• Use a variety of maps, globes, graphic representations, and geospatial technologies to locate places and regions.</li> <li>• Be able to make maps, globes, and graphs.</li> <li>• Understand how and why maps are changing documents.</li> </ul>	

**Key Vocabulary:** Longitude, latitude, compass rose, legend/key, equator, Prime Meridian, symbol

<b>4.G.2.</b> Identify geographic features of Alaska.	Students will: <ul style="list-style-type: none"> <li>• Locate, identify, and label Alaska’s geographic and cultural regions, major land and water features.</li> <li>• Locate selected cities of historical and current importance using absolute and relative location.</li> <li>• Construct and read a variety of effective representations of Alaska’s position in relation to the rest of the world through the use of maps, globes, and photographs.</li> </ul>	Label a blank map of Alaska. Create a salt dough map of Alaska.
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**Key Vocabulary:** Mountain Ranges - Alaska, Aluetian, Brooks and Coastal, Mountain – Denali, River - Yukon, Kuskuquim, Copper, Tanana, Porcupine, Koyokuk, Matanuska, Kenai, Cities - Anchorage, Juneau, Fairbanks, Nome, Barrow, Sitka, Wasilla, Palmer, Kenai, Islands - Kodiak, Prifolav, Baranof, St. Lawrence

<b>4.G.3.</b> Draw connections between the impact of geographic features, regions and cultures.	Students will: <ul style="list-style-type: none"> <li>• Study the factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in Alaska.</li> <li>• Explain how climate, physical features, and natural resources impact the ways of life in different regions of Alaska.</li> <li>• Recognize patterns in settlement, migration and land use in Alaska and connecting to the geographic features and environment.</li> </ul>	
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**Key Vocabulary:** Southcentral, Interior, Southeast, Far North, Southwestern

## Culture

Standard	Objective	Examples
<b>4.C.1.</b> Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people.	Students will: <ul style="list-style-type: none"> <li>• Describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity.</li> <li>• Identify Alaska Native cultures by region.</li> <li>• Compare/contrast Alaska Native cultures.</li> </ul>	

<p><b>4.C.2.</b> Show understanding of how and why cultures change over time.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify how culture allows human groups to solve the challenge of daily living.</li> <li>Explore various modes of cultural expression.</li> <li>Identify expression of culture in Alaska through analysis of various modes of expression.</li> <li>Identify how location influences cultural traits</li> <li>Describes contributions of various cultural groups to our country.</li> <li>Demonstrate respect for the opinions, backgrounds, and culture of others.</li> </ul>	<ul style="list-style-type: none"> <li>Modes of expression: Poems, songs, dances, stories, painting, photographs.</li> <li>Clothing, food, architecture, art, language, totem poles, snow shoes, fish wheels, ulus.</li> </ul>
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## History

Standard	Objective	Examples
<p><b>4.H.1.</b> Understand that history is a record of human experiences that link the past to the present and the future.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Utilize chronological thinking to distinguish between past, present, and future time in the context of Alaska history from prehistoric to today.</li> <li>Describe ways that life in Alaska has both changed and stayed the same over time, explaining why these changes have occurred.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Possible key events: Land bridge, Russian contact, fur trade, gold rush, WWII, purchase from Russia, statehood, oil pipeline.</li> <li>Child life 300 years ago vs. today.</li> <li>Factors that contributed to difference.</li> <li>Transportation, communication, hunting/fishing tools.</li> </ul>
<p><b>4.H.2.</b> Understanding of how humans interpret history.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify multiple perspectives in historical and current events.</li> <li>Identify primary and secondary sources and understand the benefits and limitations that both bring to the study of history.</li> <li>Read and interpret historic maps and charts.</li> </ul>	<ul style="list-style-type: none"> <li>First contact perspective: Native vs. Russian.</li> <li>Interviews, biographies, magazine articles, eyewitness accounts, etc.</li> </ul>

## Government/Citizenship

Standard	Objective	Examples
<p><b>4.G/C.1.</b> Examine the rights and responsibilities of an individual in relation to their state and community.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe and define the rights, principles, and responsibilities of citizenship.</li> <li>Identify problems and propose solutions in the local community and state.</li> <li>Explain their own point of view on issues that affect themselves and society and being able to explain an opposing point of view.</li> <li>Define words and concepts relevant to citizenship</li> </ul>	

**Key Vocabulary:** citizen, citizenship, right, privilege, responsibility, vote, freedom, lawful, current, territory, state, civic, culture, government, borough, state senate, state house of representatives and governor.

<p><b>4.G/C.2.</b> Understand the purpose government and how its powers are acquired, used and justified.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe how rules and laws are created and their impacts.</li> <li>Identify key artifacts and documents on which Alaskan government is structured.</li> <li>Develop understanding of the basic structure of Alaska state government.</li> </ul>	<p>Territory government vs state government.</p>
<p><b>4.G/C.3.</b> Recognize history and purpose of state symbols.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify and explain the importance of Alaskan state symbols.</li> </ul>	<p>Origin of flag design, song, bird, mammal, gemstone, fish, etc.</p>