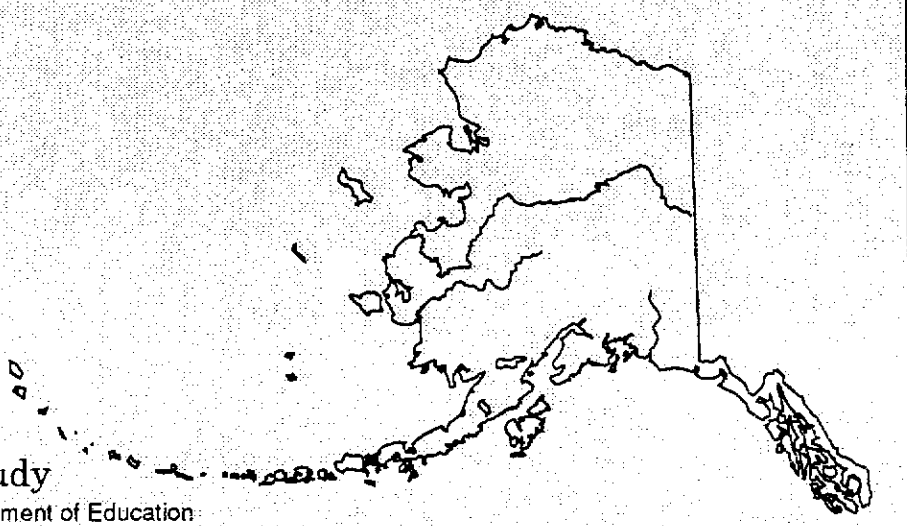
Units 1 and 2

Alaska Studies

Connection



Correspondence Study

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1989

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The ALASKA STUDIES CONNECTION
SEMESTER ONE

THE ALASKA STUDIES CONNECTION
TEACHER'S GUIDE

The student of geography must have certain essential information about a nation, such as location, population, resources, and economy.... Yet, mastery of this knowledge for the sake of mastery is insufficient. The instructor should guide his students to realize that economic diversity, for instance, in modern society is a necessity for any nation. Dependence on one crop is disastrous, if the world market would shift its needs for this single item.

J.F. Travers
Learning: Analysis and Application, New York: McKay, 1972

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PURPOSE STATEMENT

During the 1988-89 school year the Department of Education, Centralized Correspondence Study will sponsor the delivery of a high school distance education course called, "The Alaska Studies Connection". It uses various instructional resources, audioconferences and electronic mail to form a curriculum that allows a certificated subject area teacher, located in Juneau, to interact with students scattered statewide. Upon completion of the course the students will have explored a comprehensive view of the causes and effects of what makes Alaska what it is today in terms of its geography, resources, history, and government. The student will also be equipped to speculate about Alaska's future.

Alaska Studies Connection Course Outline

First Quarter — 45 days

Unit 1: Alaska, the Great Land

A study of the six main geographical areas of Alaska.

Lesson 1	A Tour of Seward's Icebox	6 days
Lesson 2	Alaska'a Panhandle	5 days
Lesson 3	Southcentral Region	5 days
Lesson 4:	Southwest Region	5 days
Assessment 1	Lessons 1-4	1 day
Lesson 5	Northwest Region	5 days
Lesson 6	North Slope	5 days
Lesson 7	Interior/Yukon Region	5 days
Lesson 8	Putting It Together	7 days
Assessment 2	Lessons 5-8	1 day

Second Quarter — 45 days

Unit 2: Alaska...Naturally

A study of the the resources of our state, both natural and human, as well as the ways we use transportation and communication to deal with Alaska's geography and resources.

Lesson 9	Ocean Options	7 days
Lesson 10	Using the Land	7 days
Lesson 11	Timber Resources	5 days
Assessment 3	Lessons 9-11	1 day
Lesson 12	Mineral Wealth	9 days
Lesson 13	Human Resources	2 days
Assessment 4	Lessons 12-13	1 day
Lesson 14	Getting Around Our State	4 days
Lesson 15	Can You Hear Me?	5 days
Assessment 5	Lessons 14-15	2 days
Mid-Term Exam		2 days

Unit 1, Lesson 1 — The lesson title goes here

Here is your lesson plan.

It will tell the class periods necessary to complete the minimum requirements.

COMING UP: This section will alert students and teachers of resources they'll need to find for future lessons.

WARM-UP: Complete this first.	☐ This section introduces the lesson in an interesting way. On the back of this page are the objectives for the lesson.
INFORMATION: Complete this next.	☐ By reading or viewing the assignments listed here, students recieve basic information about the objectives.
EXTENSION ACTIVITIES: Students will be told here how many activities to complete.	☐ These activities will tell more about certain objectives. The students choose activities of interest for which they can obtain resources. ☐ The assignments here take varying amounts of time. ☐ Assignments will vary but may include: Reading/ Map study Games or puzzles Audiotapes Videotapes Computer activities Creative writing Special projects ☐ You will learn more about these activities in the pages that follow.
SOURDOUGH LINGO: Complete this as you study the lesson.	☐ Vocabulary words are listed here. In the first lesson they appear on a worksheet. For every other lesson students will use their own paper to write the definitions. They may also add words of their own.
ALASKA TRIVIA: Optional	☐ These interesting Alaskan facts stimulate discussion. Optional.
ASSESSMENT:	If a test and reporting period follow this lesson, it will be noted here.

Description of Learning Log

Following the "Information" section of each lesson is a two-question assignment where the student reacts to the information presented. This assignment is called a learning log, because it focuses on what the student has learned and what the student still needs to know. The log can be a small notebook or it can be several sheets of notebook paper stapled together to form a booklet. Often students like to decorate the cover or make their log a special shape. Students should begin a new log for each assessment period.

The purpose of the Learning Log is to enhance each student's reading comprehension. Learning Logs enable students to 'verbalize,' in their own words, what they have read. Allowing time for students to absorb and reflect upon the information. This will facilitate learning.

Learning Logs entries will be sent each assessment period.

Extension Activities

Purpose:

The purpose of extension activities is for the student to make an in-depth exploration of one or more of the objectives. Because there are various kinds of extension activities, and various reporting methods, students can take advantage of their particular learning style. For help in finding resources, use the resource sections at the end of this guide.

Videotape Extension Activities

"Television can teach. It can illuminate, yes, it can even inspire. But it can do so only to the extent that humans are determined to use to those ends. Otherwise it is merely lights and wires in a box."

Edward R. Murrow

Videotapes are available to all participants who have a VCR and monitor. Each tape has two hours of programs arranged in the sequence in which they will be used.

Make the viewing experience an active experience for your student(s). View the program before the students do or at a minimum review the program summaries provided in this guide. A good television lesson has three components:

1. Before viewing-Use the lesson instructions provided in the student guide or design your own (Please share with us!) To motiviate the students for the lesson, prepare by discussing the topic. Introduce or review the vocabulary. Ask the students to watch for something specific during the program airing.

2. During viewing-watch with the students. Observe reactions for follow-up. Be a model for active viewing for students, thus encouraging their attention. Provide immediate reaction to any student responses solicited by the program. Place the tape on 'pause' and briefly interact or turn the tape off and hold a few minutes discussion.

3. After viewing-Follow up immediately with discussion. Ask students who noticed what you asked them to watch for. Clarify any misconceptions. Continue with the related activities or assignments that were provided for you.

Home teachers and Classroom teachers using the teaching services of CCS may have students working independently of them and we recognize that 'you' may not be present as the students view the program. We encourage you to review with the student this concept of active viewing. The student should also be directed to use the lesson plans very carefully and to assume the responsibility to view with the lesson activity and the objectives in mind.

Videotapes (semester 1)

1. **Introduction to the Ecosystems**
   Unit 1, Lesson 1
   Extension Activity 2

2. **Coastal Forest**
   Unit 1, Lesson 2
   Extension Activity 7

3. **Taiga**
   Unit 1, Lesson 3
   Extension Activity 5

   Unit 1, Lesson 4
   Extension Activity 4

   Unit 1, Lesson 7
   Extension Activity 6

4. **Tundra**
   Unit 1, Lesson 5
   Extension Activity 3

   Unit 1, Lesson 6
   Extension Activity 4

   Unit 1, Lesson 7
   Extension Activity 6

5. **Man's Impact on Environment (Impact of Human Habitation)**
   Unit 1, Lesson 8
   Extension Activity 7

6. **Oceans**
   Unit 2, Lesson 9
   Extension Activity 11

7. **Sea School: King Crabber**
   Unit 2, Lesson 9
   Extension Activity 12

8. **Sea School: The Herring Chase**
   Unit 2, Lesson 9
   Extension Activity 12

9. **Sea School: So the Salmon Will Always Return**
   Unit 2, Lesson 9
   Extension Activity 12

10. **Sea School: The Halibut Rush**
    Unit 2, Lesson 9
    Extension Activity 12

11. **Sea School: Joint Venture**
    Unit 2, Lesson 9
    Extension Activity 12

12. **White Gold: The Alaska Pollock Blues**
    Unit 2, Lesson 9
    Extension Activity 13

13. **Surimi: An American Opportunity**
    Unit 2, Lesson 9
    Extension Activity 13

14. **US! Farming in the 49th**
    Unit 2, Lesson 10
    Extension Activity 8

15. **Capital Exchange: Sen. Ted Stevens and ANWR**
    Unit 2, Lesson 10
    Extension Activity 9

16. **ANCSA: Caught in the Act, Plain and Simple**
    Unit 2, Lesson 10
    Extension Activity 10

17. **Hard Rock and Placer Mining in Alaska: The Searchers**
    Unit 2, Lesson 12
    Information

18. **Alaska Coal**
    Unit 2, Lesson 12
    Extension Activity 2

19. **US! Oil Spill: Alaska's Big Spill**
    Unit 2, Lesson 12
    Extension Activity 7

20. **Alaskan Sketches: Rie Munoz, Ted Gerkin, Paul Ongtooguk, and Jimmy Phillips**
    Unit 2, Lesson 13
    Extension Activity 10

21. **US! Hovercrafts**
    Unit 2, Lesson 14
    Extension Activity 10

22. **ATV Safety: The Goal**
    Unit 2, Lesson 14
    Extension Activity 10

23. **Qayaq**
    Unit 2, Lesson 14
    Extension Activity 10

24. **Telecommunications on the Last Frontier, Part 2**
    Unit 2, Lesson 15
    Extension Activity 5

Video Program Summaries

Introduction to Ecosystems: Lesson 1 Extension Activity #2

This program is an introduction to the six part video series. The other programs are 'Tundra,' 'Taiga,' 'Coastal Forest,' 'Ocean,' and 'Effects of Human Habitation.' In this 'Introduction' general ecological concepts are introduced, including the definition of ecology, the role of the sun, the process of photosynthesis, and the concepts of interrelationships described as chains, cycles, and webs. Brief descriptions of the four major Alaskan ecosystems (Tundra, Taiga, Coastal Forest, and Oceans) are introduced.

One major theme runs through out the series. It is the interrelationship of life as fragile yet mighty, unique yet similar, constant yet changing, and cooperative yet competitive.

Three key concepts in the series are that the ecosystems have unique differences and similarities. Also that all nature can be described in chains, cycles and webs. And finally, that ecology means literally, the study of the home. It is the study of living things and their interaction with their physical and biological environment.

The overall goals of the series are to foster an understanding of the four ecosystems; identify the forces of change in each ecosystem and the means to mitigate negative impact; provide a balanced view of the problems and promises of major resource interests, including mining, petroleum, timber, waste management, fishing, wildlife habitat, species survival, subsistence hunting and fishing, and sport hunting and fishing; develop an understanding of how the environment shapes human living habits in the past, present, and future; describe the effects of regional geographic factors on ecosystems and illustrate recent changes in the ecological web and the effect of those changes.

Coastal Forest: Lesson 2 Extension Activity #7

Breathtaking shots of ice fields, glaciers, waterfalls and killer whales open the program.

"This is the cool, cloudy forest in the summer...and winters are also mild," captures the essence of the rain forest climate. A chart on rainfall provides a graphic depiction of the relationship between rainfall in Ketchikan, Homer, and the U.S. average. Appropriately, this video provides a discussion of the water cycle with graphics as well as footage from the coastal forest.

Next the video presents old-growth and second-growth forests. Old growth forest has been undisturbed for many years and has a stable population of plants, called climax vegetation. Second-growth forests have been disturbed by fire, clear-cutting, avalanche or other major factors.

Flora are undergoing succession from grasses and small plants to the eventual large trees found in the old-growth forest. Animals of the forest, such as the Sitka black tailed deer, find protection from snow and predators in the old-growth forest.

The forest sequence shows the nursery effect of a dead tree when seedlings take root along the line of a downed tree. Motion sequences, still frames, and graphics highlight the phenomenon.

Mammals include black bears, brown bears and a number of other predators. Food for mammals, including berries and salmon for bears, is shown as being readily abundant.

Birds featured include eagles, hawks, owls, grouse, ravens and seagulls.

The video concludes with a discussion of clear-cut logging and the effect on salmon habitat, two intertwined economic and ecological concerns of the coastal forest.

Taiga: Lesson 3 Extension Activity #5

Where does the taiga begin? Logically, where the tundra ends. The show begins by showing the transition zone from tundra to a black spruce forest of the taiga. The increased amount of vegetation with the more moderate climate is featured with an example of bushy little birch trees growing beneath a black spruce. To characterize the remote locations of the first large trees of the taiga, the 'farthest north white spruce' on the pipeline corridor is shown. Cottonwoods and other deciduous trees are discussed, followed by graphics and a map indicating the extent of the taiga.

A notebook entry definition of taiga precedes a description of the location and characteristics in terms of temperature and rainfall. The connection between rainfall and fire is established in the sequence along with variable day length. The life cycle of a white spruce is the medium for showing the relationships of living things of the taiga. Beginning with shots of seeds falling to earth to germinate, this visual sequence shows white spruce in five stages of development culminating in the uses of the dead tree.

Plant life of the taiga receives further attention before the video presents various large mammals including moose, wolves, red fox, wolverines, and bears. Smaller mammals including beaver, muskrat, squirrels, and others follow. Birds of the taiga, including ducks, geese, loons, eagles, hawks, and owls appear.

Next the video focuses on the predator-prey relationship. Two examples are featured: lynx-hare and fox-lemming. Footage on the lynx provides opportunities for students to consider both the range and movement of the predator. The rise and fall of the lynx population is presented through a graph superimposed on a computer generated picture of a lynx.

In conclusion a review is presented of the complexity of the ecological relationships of the taiga and compares the complexity of the tundra and taiga ecosystems.

Tundra: Lesson 5 Extension Activity #3

An introduction to the two types of tundra, arctic and alpine, begins the program. The viewer is provided a sense of the breadth of arctic tundra and the elevations at which alpine tundra can be found. A major objective of the program is to show the similarities and differences between the types of tundra.

Alpine tundra is introduced with a walk down a Chugach mountain by two teenagers who examine the vegetation. Included are motion shots of a variety of alpine tundra animals.

The concept of an ecological community spins off the presentation of animal life. How water, soil, lichens, caribou and wolves interact forms the discussion of a food chain. Carrying capacity is presented with a discussion of the relationship among ground squirrels, fox, caribou, and wolves and the sizes of their habitats.

A transition is made to arctic tundra with a discussion of the cycle of the seasons. Plants and animals adapt through a number of methods, including dormancy and insulation.

Extensive bird life is a major feature of the arctic tundra. A discussion is presented of the effects of the short summer and long days on the growth of the young.

Next the video presents the people of the arctic tundra and the traditional close relationship to the environment.

The importance of education on arctic issues is stressed. The program closes with the statement...'in the tundra the relationships stand out more clearly. Because of the small number of species and small populations within them, the balance among them is more critical. If one is adversely affected, it has much more serious complications on the whole community.'

Impact of Human Habitation: Lesson 8 Extension Activity #7

The effect of human habitation is examined. Problems are presented to the viewer followed by encouragement to begin to address ways to mitigate negative impact.

"...people only occupy one half of one percent of all the land the taiga covers...but the means exist to reach virtually all the rest of this territory." This statement introduces the flight of a float plane over the vast expanse of interior taiga. That flight transitions to a glacier landing of another small plane which demonstrates how people reach even the most inaccessible parts of Alaska.

The fragile nature and small carrying capacity of the tundra is reviewed. How do people survive in this frigid semi-arid region? Salmon, caribou and marine life are all examined as sources of food. The impact of human intervention is examined relative to bird habitat, road dust on lichen, and ponding on permafrost.

Taiga is the home to the largest number of Alaskans. The railroad, road systems, military bases, agriculture, and large cities all impact the taiga. A specific example is provided of moose using railroad beds for trails and forage areas during the winter. The result is that many moose are killed each year by trains.

Coastal Forest is depicted as the Alaskan ecosystem best able to recover from human intervention because it receives more energy from the sun. The impact of logging on salmon habitat is reviewed.

Finally, the ocean ecosystem is considered, using the example of waste from human civilization entering the food chain. Halibut sometimes contain high levels of mercury, a toxic heavy metal, which originated from human activity such as mining.

The summary comment concerns the need for wise care as humans consider the four major ecosystems of Alaska. Each is fragile in its own way regardless of the external appearance. Each needs special care and maintenance in order to keep its own natural balance.

Ecosystems of the Great Land: Oceans: Lesson 9 Extension Activity #11

The different ecological regions of Alaska and the relationships between weather, plants, animals and people within each system are the focus of this series. It emphasizes the fragile nature of the different northern environments and the effects that people and technology have on them when used wisely or indiscriminately.

King Crabber: Lesson 9 Extension Activity 12

In the cold waters off Alaska's coast reigns the king crab, which has inspired a huge commerical fishery. Crabbing is a risky commercial adventure, leading boats into often dangerous weather, and requiring expensive equipment. This lesson not only looks at the lifecycle of the remarkable king crab, but often reveals the hard work and rewards of this intense commercial fishery.

The Herring Chase: Lesson 9 Extension Activity 12

Every spring, millions of herring come to Alaska's shores to spawn. The first appear in Southeast Alaska, and, as the waters warm farther north, they return to Prince William Sound, Kodiak Bristol Bay, and Norton Sound. This lesson is about the herring lifecycle and commercial roe fishery.

So the Salmon Will Always Return: Lesson 9 Extension Activity 12

The largest run of red salmon in the world returns every summer to Bristol Bay. This lesson is about why and how biologists manage fishing so the salmon will continue to return. It looks at the salmon's amazing lifecycle and migration pattern, the commercial harvest area, and the people whose jobs depend on the salmon's return.

Joint Venture: Lesson 9 Extension Activity 12

One of the last great fishery treasures in the world is Alaska's bottomfish resource. Long exploited by foreign fishermen, these species are beginning to be fished by Americans due to the 200-mile limit. This lesson introduces students to the 200-mile limit, the bottomfish resource, and the new ventures in the trawl fishery.

The Halibut Rush: Lesson 9 Extension Activity 12

The halibut fishery in Alaska has always been open to anyone who had a boat and a fishing license. To guard against overfishing, the catch is limited by an annual quota. As more people have entered the fishery, however, the competition for the quota has increased, and the fishery has become crowded. This lesson introduces students to the halibut's lifecycle, the commercial fishery, and the difficult choices involved in limiting entry into a crowded fishery.

White Gold: The Alaska Pollock Blues: Lesson 9 Extension Activity 13

With a background of catchy guitar music, and in rhymes, this eight-minute film shows the Alaska pollock being fished, then turned into surimi at the Kodiak Island plant. It is a very complete description with good illustrations.

Surimi: Am American Opportunity: Lesson 9 Extension Activity 13

The scene shows Mr. Turner and his computer sidekick, Eve, investigating surimi as a versatile, edible protein, made from abudant, inexpensive Alaska pollock. In the process of finding out the opportunities available for surimi marketers, Mr. Turner finds out all kinds of facts about surimi. This film also shows the surimi-making process, although in less detail than the first film.

"Caught In The Act," Lesson 10 Extension Activity

The importance of the land to a Yup'ik (Eskimo) family's subsistence lifestyle is evident as Jim, a young Native guide, explores the questions, "What is the Alaska Native Claims Settlement Act?" and "What did ANCSA create?" He explains the basic content of ANCSA, the mechanics of how ANCSA conveyed the settlement of land and cash to the business corporations formed by ANCSA.

Us! Farming in the 49th: Lesson 10 Extension Activity

A major question throughout "Farming in the 49th" is: Can Alaska ever live up to its potential for agricultural development? To understand Alaska's farming history, the Matanuska Valley colonization Project of the 1930s is reviewed; early scenes from that New Deal project are featured, as is an interview with one of the early farmers of the Mat-Su Valley. US! also examines current efforts to promote agriculture in Alaska as the Delta barley project is discussed. Questions running through this section include: Should government be involved in promoting farming in Alaska? How much money will be necessary?

Capital Exchange: The Arctic National Wildlife Refuge: Lesson 10 Extension Activity 9

On May 12, 1987, Senator Ted Stevens discussed the Arctic National Wildlife Refuge issue with students in nine rural Alaska schools situated near the ANWR area. The program originated from Washington, D.C., while Alaska's students called in from their classrooms.

US! Program 3 -- Oil Spill: Alaska's Big Spill: Lesson Extension Activity

In December of 1979, the oil freighter Lee Wan Zin sank near Ketchikan creating the largest oil spill in Alaska's history. This program describes the efforts of the Coast Guard to clean up the spill as well as the possible far-reaching consequences of this and other such spills. The enormous costs in terms of money, time, and the destruction of wildlife and a fragile environment are also discussed.

Alaskan Sketches: Lesson 13 Extension Activity 10

Program 1: Rie Munoz
Program 2: Ted Gerkin
Program 3: Paul Ontoogook
Program 4: Jimmy Phillips

This series of programs presents six Alaskans who have attained varying types of success during their lives in Alaska. These programs feature Alaskans in work and social situations. Challenges which these people faced, along with their special talents for resolving those challenges, are presented.

US! Program 14 -- Hovercrafts: Lesson 14 Extension Activity 10

This program looks at an alternative form of over-land and water transportation, the air-cushioned hovercraft. A variety of applications are presented, including search and rescue operations underway in Canada and a demonstration program on the Kuskokwim River. Some of the advantanges of hovercrafts are discussed.

ATV Safety: The Goal: Lesson 14 Extension Activity 10

Information about safe, responsible ATV (All-terrain Vehicles) operation is presented, including information about helmets, road-crossings, drinking and driving, and environmental considerations.

Qayaq: Kayaks of Alaska and Siberia: Lesson 14 Extension Activity 10

The focus of this program is on the importance of the kayak to the culture in which it has been used. The program features ancient and modern kayaks, and emphasized the aesthetic beauty of the boats, highlighting the sophisticated marine architecture and the precise and ingenious manufacturing and technology.

The History of Telecommunications in Alaska: Lesson 15 Extension Activity 5

Alaska has one of the most advanced and modern telecommunications systems in the world, but it wasn't always that way. Until the mid '70's most rural areas had no telephone service at all. This program explains how the difficulties of establishing communications systems in the Great Land and how they're used today. (As the narrator says, "Alexander Graham bell would have thrown up his arms in despair.") Designed to inform students about the history and function of telecommunications in Alaska, the program shows how communications have progressed from the telegraph to satellite technology in less than 80 years.

Part One demonstrates how Alaska inherited a military communications system which, although outstanding for its time, was overburdened and inadequate for the needs of a rapidly-growing Alaska in the post-World War II era.

The majority of the video presentation is devoted to an account of the enormous changes which have occurred in Alaska's communications in the 1970s. In includes the ACS and WACS systems, the building of microwave systems and earth stations, the use of satellites, and the introduction of telephones and television into the Bush.

Part Two is a visual, but more technical, presentation of how Alaska's modern telecommunications system works. It features AURORA, Alaska's own communications satellite, and the communications network that joins virtually every village and town in the state.

In the first 2 units (1st semester) of the Alaska Studies Connection there are 11 audiotape extension activities. Lessons 12-15 do not have audiotape activities.

Audiotapes (Semester 1

Geographic Regions of Alaska
Unit 1, Lesson 1
Extension Activity 3

Southeast
Unit 1, Lesson 2
Extension Activity 10

Glaciers
Unit 1, Lesson 2
Extension Activity 11

Legend of the Sleeping Lady
Unit 1, Lesson 3
Extension Activity 4

Southcentral
Unit 1, Lesson 3
no activity

Southwest and Northwest
Unit 1, Lessons 4 and 5
Extension Activity 5 & 7 respectively

North Slope
Unit 1, Lesson 6
Extension Activity 6

Interior/Yukon
Unit 1, Lesson 7
Extension Activity 8

Ocean Options
Unit 2, Lesson 9
Extension Activity 1

Using the Land
Unit 2, Lesson 10
Extension Activity 11

Timber Treasures
Unit 2, Lesson 11
Extension Activity 7

Audio Program Summaries and Notes

Geographic Regions of Alaska: Lesson 1 Extension Activity 3

This tape reviews the major geographic features of the six geographic regions in Alaska; Southeast, Southcentral, Southwest, Northwest, North Slope, and Interior/Yukon.

The tape asks students to use a map located in the front pocket of their folder. The folder does not exist in this course. Students should use the map on page 10 of their lessons plans.

Southeast: Lesson 2 Extension Activity 10

The students should use their Rand McNally map for this taped lesson.

This lesson reviews the major geographic features of Southeast Alaska. Students are asked to follow along using their fingers to point out these features.

The ferry route is represented by a black, slashed line, not a red dotted one.

Glaciers: Lesson 2 Extension Activity 11

Engel Flemming, National Park Service Ranger, and another man discuss the type, origin, and qualities of glaciers in Southeast Alaska.

Legend of the Sleeping Lady: Lesson 3 Extension Activity 4

An Athabascan legend telling of the origin of Mr. Susitna, located near Anchorage.

Southcentral: Lesson 3, No Activity

This taped segment discusses the major geographic features of Southcentral Alaska. Students may want to follow along using their Rand McNally map.

Southwest and Northwest: Lesson 4 and 5 Extension Activity 5 and 7, respectively.

This is one segment which covers western Alaska from Bristol Bay to Norton Sound. Students may choose to do this activity in Lesson 4 or Lesson 5.

Several fishermen talk about the major geographic features of western Alaska. Students should use their Rand McNally maps to follow along.

North Slope: Lesson 6 Extension Activity 6

A young man must do a report on the North Slope for school. He interviews his aunt who lives in Barrow.

Students should use their Rand McNally maps to follow along.

Interior/Yukon: Lesson 7 Extension Activity 8

A young woman who lives in Fort Yukon, AK receives a letter from another student in Texas, requesting a penpal. The tape talks about Fort Yukon and the Yukon River.

Students should use their Rand McNally maps to follow along.

Ocean Options: Lesson 9 Extension Activity 10

Phil Chitwood, Chief Fishery Management Operations for the National Marine Fishery Service, discusses the federal role in the fishing industry in Alaska.

Fred Gafney of the Department of Fish and Game discusses the state's role; the coast to 300 miles out is the responsibility of the State Department of Fish and Game.

Using the Land: Lesson 10 Extension Activity 11

The first part of this taped segment is Regional Forester for the Alaska Region, John Sandor. He discusses the role of the federal government in Alaska land ownership.

The second part addresses some of the issues involved with the wildlife in Denali National Park and Preserve and the number of tourists going through there.

The activity in the students' lesson plans focuses on the second part of this tape.

Timber treasures: Lesson 11 Extension Activity

Logging and milling industry spokesman in Southeast Alaska, Don Finney, discusses the industry and the effects on the environment.

Computer Extension Activities

Hardware Requirements: Apple IIe, IIc or an Apple compatible computer and a printer.

Software Requirements: Appleworks (not provided with the course)
Software that is provided (Data Disk 1 & 2 and Village Simulation)

Most of the computer activities are on two Appleworks data disks. Each student should have a personal copy of each. These disks are copyable. Using a copy program will enable you to make multiple sets.

The Village Simulation program was developed by the Alaska Native Human Resources Development Project. It will be used in Unit 4 of the course. It is programmed in basic and does not require Appleworks to be used. We gratefully acknowledge the Alaska Native Human Resources Development Project's permission for us to use this program in the course. You are also at liberty to make multiple copies of this program for student and teacher use.

Students will need to have a minimal working knowledge of the Appleworks word processor and the data base to complete the activities in this course. Use the tutorial disk, Apple Presents Appleworks, to familiarize students with the word processing and data base features of Appleworks. The tutorial disk should provide sufficient orientation for the students to begin using Appleworks in this course. An Appleworks Tutorial handbook should be available for quick reference.

In addition to the specific computer activities included in the course, students will have an opportunity to build a vocabulary list and to word process other writing assignments.

You are invited to help us improve the computer activities or suggest additional activities that you envision or design. Your ideas and suggestions should be made to the Alaska Studies Connection advisory teacher.

Creative Writing Extension Activities

There are various opportunities for creative writing activities in each lesson. Many require some research before the actual writing begins. Students should follow the prewriting, organizing, writing, and revising sequence. Contact the Alaska Studies teacher if you would like additional information about this writing process. The use of word processing will make student writing time more productive. It is possible to send writing or other assignments to the Alaska Studies teacher through the computer network.

Extended Reading Activities

All students are required to do at least one extended reading activity during each unit. (2 per semester) Each lesson has its own list of books that were selected based on three criteria: the objectives, an opinion that high school students would find the content interesting. Students may also use appropriate reading level, and the reading resource list provided in this guide, or use other books with teacher approval.

As a result of this extended reading the students will write a book review. Guidelines for the book review are provided on the next page.

General Book Review

Students are to complete a book review for each Extended Reading option. Use the following format and a word processor if possible.

_____
Title of Work

_____
Author

_____
Publisher

(Paragraph 1)

Book Type(fiction, non-fiction, poetry etc.)
Book's apparent purpose(entertainment, documentary informational, etc.

(Paragraph 2)

Author's qualification for writing this book.
How well the author achieves purpose.

(Paragraph 3)

Brief synopsis of contents

(Paragraph 4)

Book's weaknesses

(Paragraph 5)

Book's strengths

(Paragraph 6)

Your judgement of the book's value

Research Projects

Many of the extension activities involve research. The following material is to provide the student with a guide to getting started and to provide some standardization in the papers received by the Alaska Studies Connection advisory teacher.

I. Getting Started and Staying Organized

A. Choose a general subject that interests you.
B. Read about the general subject.
   1. Check your library's card catalog.
   2. Use an encyclopedia.
   3. Use the bibliographies at the end of your general subject source to locate more sources.
   4. Use the references listed in books and articles to lead you to more sources.
C. Narrow your subject.
   1. Isolate several specific areas of interest to you.
   2. Write an opinion statement about each.
   3. Ask your classroom, home teacher or advisory teacher for help.
D. Make a list of all the materials needed to research the more specific subject.
   1. Use the resource list contained in the Teacher's Guide.
   2. Use the card catalog in your library.
   3. Use the Reader's Guide to Periodicals
E. Gather all the materials in front of you.
   1. Take notes.
      a. Each card should list one idea or state one quote.
      b. Write the source on the back of the card. Source name, location, page number, author, publisher, date.
      c. When complete, organize the notes in to sub topics.
      d. Write the sub topic in the top left corner.
   2. Before you return your sources, check your work and see that each card and the source information is complete.

Communication: Postage/Electronic Mail

You and your student(s) will be communicating with the Alaska Studies Connection teacher at a distance, instead of face-to-face. You have several options:

U.S. Postal System:

Although this takes he longest, it is also cheapest. Your course includes return envelopes for sending assessments to the Alaska Studies Connection teacher.

Some activities may not be easily sent through the mail to Juneau. Students may send a picture of a project in place of the project itself. A written description of the project should accompany the piece.

Electronic Mail:

This method is fast and cheap. Usually messages can be exchanged in a matter of hours. You need a computer with a modem, plus the UACN user id that has been issued to you. (That's your password for using the system.) You can use electronic mail for returning assignments, asking questions, receiving new information, "talking" to other students, questioning experts, and reading bulletin boards, among other things. If interested contact the Alaska Studies advisory teacher.

Telephone:

This method is fast, but expensive. CCS does not accept collect calls, so you must pay toll charges. However, it is one of the best methods of communication.

Audio Conferencing - Semester One

Audio conferencing can be a powerful educational tool, particularly for those students studying at a distance from their teacher and classmates. The mechanics of audio conferencing are simple, not much more elaborate than using a telephone. By calling a pre-assigned telephone number collect you will reach an audio conferencing switchboard called a 'bridge.' This 'bridge' is operated by an individual who will connect you into a telephone line to join the other participants in the audio conference.

Any telephone in the world can dial into the 'bridge' and join an audio conference. Special audioconference equipment may also be used, when a telephone connected to a 'speaker box.' This speaker box is called a convener and it will project the telephone call to all participants in the room. Several microphones will be attached to the convener allowing students to speak. The Alaska Studies Connection includes four scheduled audio conferences during the school year.

Audio Conference #1: A New Alaskan Community Date: Week of October 26-October 30

Audio Conference #2: Land-Use Planning for the New Community Date: Week of December 14-18

Your responsibility will be to assist your student(s) to prepare for the audio conference by directing them to review any information sent or to help construct questions they might ask of the guest. You should also be the person to arrange for equipment if necessary and ensure that the bridge number is reached.

More specific directions about each audio conference will be forwarded to you before the session.

Audio Conference #1: A New Alaskan Community Date: Week of October 26 to October 30

Students will use the knowledge gained from the study of Alaska geography to select, as a group, the best site for a new community.

Audio Conference #2: Land-Use Planning for the New Community Date: Week of December 14-December 18

Based upon the selection of the new Alaskan community, a simulation of land-use planning for the new community will be held at a town meeting.

SETTING UP THE EQUIPMENT...

You will need: 1) Convener (a specially designed speaker)
2) Modular "T" telephone adapter
3) Telephone (dial or touch-tone)
4) Microphones . . . *with cords*
5) *People* who want to learn something . . . about someone . . . somewhere . . . .

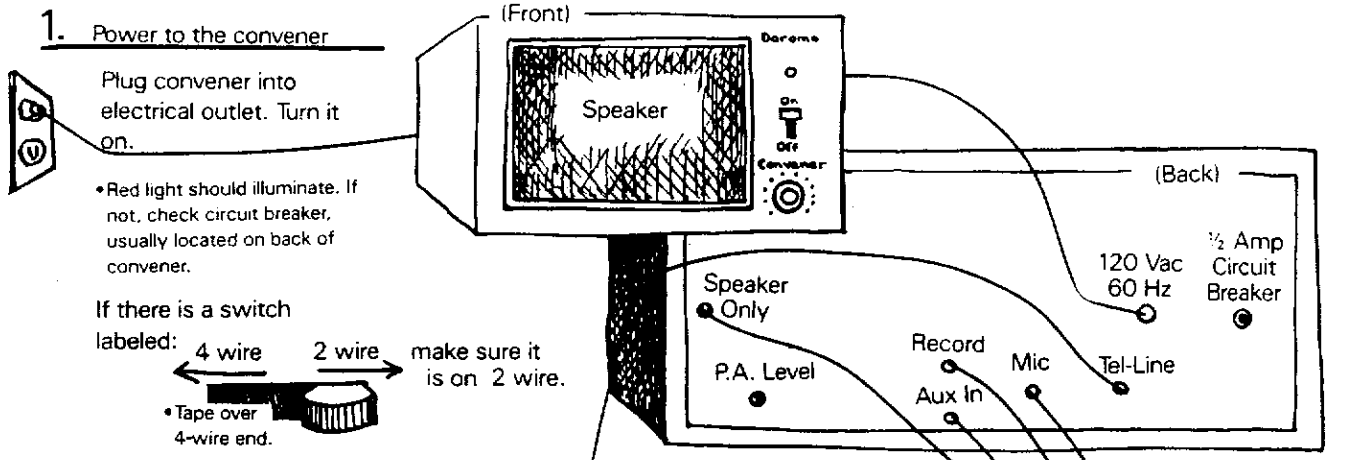
1. Power to the convener

Plug convener into electrical outlet. Turn it on.

- Red light should illuminate. If not, check circuit breaker, usually located on back of convener.

If there is a switch labeled: 4 wire 2 wire make sure it is on 2 wire.

- Tape over 4-wire end.



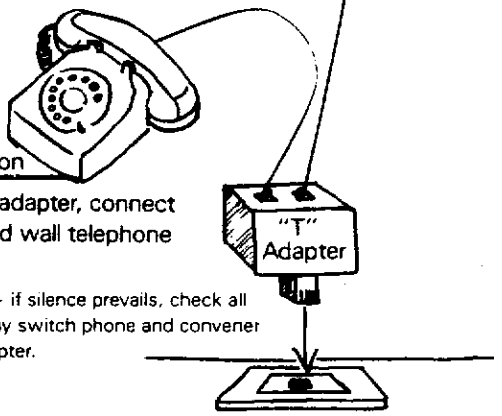
Options

- You may attach additional speakers to the convener by plugging them into speaker only.
- If you want to *play* a recording during the conference, plug tape player into aux in on the convener.
- If you want to *record* a conference, plug a tape recorded into record on convener. You may need a special adapter.

2. The "Outside" connection

Using the modular "T" adapter, connect telephone, convener, and wall telephone jack.

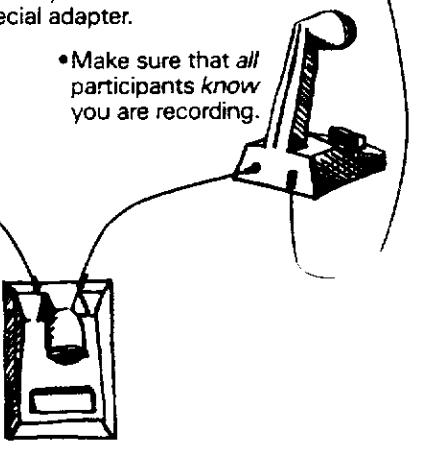
- Listen for dial tone — if silence prevails, check all connections. You may switch phone and convener cards in the "T" adapter.



3. Everyone can listen . . . and talk!

Connect microphones to conveners.
Straight plug goes into convener, elbow end into microphone.
It's like holding hands.
The last microphone will have an empty "hand."

- Audio feedback? Turn microphones *away* from convener.
- Make sure that *all* participants *know* you are recording.



4. Test . . . test . . . test . . . test

Press down bar on the base of the microphone using the palm or side of your hand . . . *not* fingertips! Speak in a normal voice directly into the microphone. When you're finished, release the bar. Press . . . Speak . . . Release.

- When you speak, you should hear yourself clearly through the speaker.

MAKING THE CONNECTION...

5. Now you're ready to dial . . .

Expert

If you want to contact someone at a single phone number (e.g., an expert)

A. Dial the expert's telephone number.

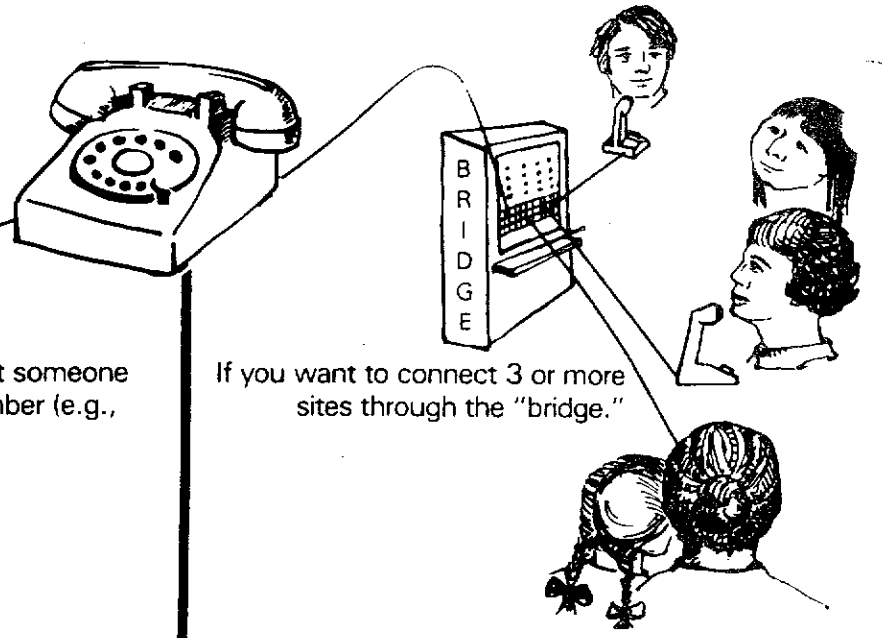
B. After the expert answers . . .TURN ON THE CONVENER!!

C. AFTER you turn on the convener, hang up the telephone.

D. Adjust the volume so you can hear the expert through the convener's speaker.

E. Test the microphones by talking with the expert through each one.

•If a microphone doesn't work, try replugging microphone cords.



If you want to connect 3 or more sites through the "bridge."

a. Dial the number assigned by the scheduler about 10 minutes *before* your scheduled conference time.

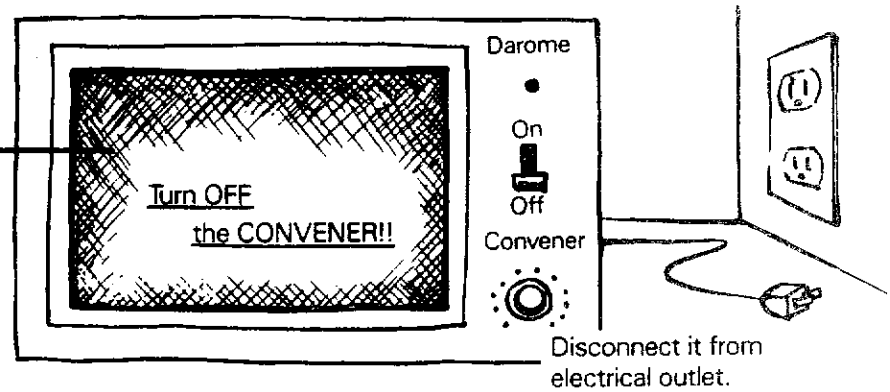
b. Identify yourself to "the bridge" operator.

c. Follow steps, B, C, D, E.

d. The bridge operator may not be able to monitor your ent audio lesson. If you have difficulties, you may want to h up (turn off convener) and call the bridge number again

6. (See tips for a successful audio lesson, p. 9).

7. After you've said good-bye . . .



Disconnect it from electrical outlet.

WASN'T THAT EASY?!!!

WHERE TO GET INFORMATION

AGRICULTURE

U.S. Dept. of Agriculture
Forest Service - Alaska Region
P.O. Box 1628
Juneau, Alaska 99802

Ak Dept. of Natural Resources
Division of Agriculture
P.O. Box 949
Palmer, Alaska 99645

U.S. Dept. of Agriculture
Cooperative Extension Service
University of Alaska
Fairbanks, Alaska 99701

U.S. Soil Conservation Service
P.O. Box F
Palmer, Alaska 99645

Farmers Home Administration
P.O. Box 791
Palmer, Alaska 99645

MINERALS

U.S. Bureau of Mines
P.O. Box 550
Juneau, Alaska 99801

Ak Dept. of Natural Resources
Division of Mines & Geology
P.O. Box 5-300
College, Alaska 99701

Division of Minerals & Energy
Management
323 East 4th Ave.
Anchorage, Alaska 99501

U.S. Geological Survey
108 Skyline Building
508 Second Avenue
Anchorage, Alaska 99501

MAPS

U.S. Geological Survey
310 First Avenue
Fairbanks, Alaska 99701

Book & Open-File Reports Section
U.S. Geological Survey
Federal Center, Box 25425
Denver, Colorado 80225

WEATHER

U.S. Weather Bureau
Climatology Section
P.O. Box 80
Anchorage, Alaska 99501

TOURIST

Alaska Division of Tourism
P.O. Box E
Juneau, Alaska 99811

TRANSPORTATION

Alaska Marine Highway
P.O. Box R
Juneau, Alaska 99811

The Alaska Railroad
Box 7-2111
Anchorage, Alaska 99510

EDUCATION

Alaska Dept. of Education
P.O. Box F
Juneau, Alaska 99811

ARTS

State Council in the Arts
619 Warehouse #220
Anchorage, Alaska 99501

CAMPGROUNDS

Alaska Division of Tourism
P.O. Box E
Juneau, Alaska 99811

U.S. Forest Service
Regional Office
Box 1628
Juneau, Alaska 99802

U.S. Forest Service
Tongass National Forest
Sitka, Alaska 99835

U.S. Forest Service
Chugach National Forest
121 Fireweed Lane
Anchorage, Alaska 99501

Alaska St. Division of Parks
Box 7-001
Anchorage, Alaska 99510

U.S. Bureau of Land Management
701 C St. Box 13
Anchorage, Alaska 99513

Kenai National Wildlife Refuge
Box 2139
Soldotna, Alaska 99669

U.S. Fish and Wildlife Service
Box 1287
Juneau, Alaska 99802

National Park Service
2525 Gambell St.
Anchorage, Alaska 99503

ECONOMIC DEVELOPMENT

State Chamber of Commerce
310 2nd St.
Juneau, Alaska 99701

Ak. State Employment Services
Box 3-7000
Juneau, Alaska 99802

Dept. of Economic Development
P.O. Box D
Juneau, Alaska 99811

Alaska Municipal League
105 Municipal Way, Suite 301
Juneau, Alaska 99801

Dept of Labor
Research & Analysis
P.O. Box 25501
Juneau, Alaska 99802

Dept. of Community and
Regional Affairs
P.O. Box B
Juneau, Alaska 99811

Dept. of Commerce
Occupational Licensing Division
P.O. Box D-Lic
Juneau, Alaska 99811

HUNTING, TRAPPING AND FISHING

Alaska Dept. of Fish and Game
Juneau Regional Office
P.O. Box 3-2000
Juneau, Alaska 99802

Alaska Dept. of Fish and Game
Anchorage Regional Office
333 Raspberry Street
Anchorage, Alaska 99504

POPULATION

U.S. Dept. of Commerce
Bureau of Census
Washington, D.C. 20233

Dept. of Labor
Div. of Research & Analysis
P.O. Box 25501
Juneau, Alaska 99802-0551

WOMEN

National Women's History Project
Box 3716
Santa Rosa, CA 95402

Alaska Women's Commission
Office of the Governor
3601 C St., Suite 742
Anchorage, Alaska 99503-5990

NATIONAL PARKS AND MONUMENTS

National Park Service
2525 Gambell Street
Anchorage, Alaska 99503

U.S. Department of the Interior
National Park Service
Washington, D.C. 20240

Denali National Park & Preserve
Superintendent
Box 9
Denali Nat'l Park, Alaska 99755

STATE LAND

Dept. of Natural Resources
Div. of Land & Water Management
Southeast Regional Office
400 Willoughby Ave., Suite 400
Juneau, Alaska 99801

HUNTING, TRAPPING AND FISHING

Alaska Dept. of Fish and Game
Fairbanks Regional Office
1300 College Road
Fairbanks, Alaska 999701

For a list of registered guides:

Dept. of Commerce & Economic Development
Guide Licensing & Control Board
Box D
Juneau, Alaska 99811

HISTORY

State Historical Commission
Dept. of Natural Resources
Div. of Parks & Outdoor Recreation
P.O. Box 107001
Anchorage, Alaska 99510

Alaska Historical Commission
Dept. of Natural Resources
Div. of Parks & Outdoor Recreation
P.O. Box 107001
Anchorage, Alaska 99510

FEDERAL LAND

U.S. Bureau of Land Management
701 C Street
Anchorage, Alaska 99513

MUSEUMS

State Museum
395 Whittier Street
Juneau, Alaska 99801

Museums, Alaska, Inc.
P.O. Box 396
Auke Bay, Alaska 99821

For further addresses of local museums, see The Alaska Almanac.

STATE LAND continued

Dept. of Natural Resources
Div. Land & Water Management
Northcentral District Office
4420 Airport Way
Fairbanks, Alaska 99701

Dept. of Natural Resources
Div. Land & Water Management
Southcentral District Office
3601 C Street
Anchorage, Alaska 99510

UNIVERSITIES AND COLLEGES

See pages 204 and 205 of The Alaska Almanac.

NATIVE CORPORATIONS

Ahtna, Inc.
Roy S. Ewan, President
Drawer G
Copper Center, Alaska 99573
(907) 822-3476 / 822-3486

Aleut Corporation
Agafon Krukoff, Jr. Pres & CEO
One Aleut Plaza, Suite 300
4000 Old Seward Highway
Anchorage, AK 99503
(907) 561-4300

ARCTIC SLOPE REGIONAL CORP.
Jacob Adams, Pres. & CEO
P.O. Box 129
Barrow, Alaska 9i9723
(907) 852-8633
or
313 E Street, Suite 5
Anchorage, AK 9i9501
(907) 276-1552

BERING STRAITS NATIVE CORP.
Henry Ivanoff, President
P.O. Box 1008
Nome, Alaska 99762
(907) 443-5252

Bristol Bay Native Corp.
H. Noble Dick, Pres. & CEO
800 Cordova Street
P.O. Box 100220
Anchorage, AK 99501
(907) 278-3602
or
P.O. Box 198
Dillingham, AK 99576

CALISTA CORPORATION
Nelson N. Anapak, Pres. & CEO
516 Denali Street
Anchorage, Alaska 99501
(907) 279-5516

CHUGACH ALASKA CORP.
Michael H. Chittick, Pres.
Chugach Ak Building
3000 A Street, Suite 400
Anchorage, Alaska 99503

COOK INLET REGION INC.
Roy M. Huhndorf, Pres. & CEO
P.O. Drawer 4-N
Anchorage, Alaska 99509

DOYON, LIMITED
Morris Thompson, Pres. & CEO
Doyon Building
201 First Avenue
Fairbanks, Alaska 99701
or
P.O. Box 74240
Fairbanks, Alaska 99707

KONIAG, INC.
Uwe L. Gross, CEO
Anglo Energy Building
4300 B Street, Suite 407
Anchorage, Alaska 99503
(907) 561-2668
or
Koniag Shareholder Relations Office
203 Marine Way, Suite 7
Kodiak, Alaska 99615
(907) 486-4147

NANA CORPORATION
Willie Hensley, President
P.O. Box 49
Kotzebue, Alaska 99752
(907) 442-3301

SEALASKA CORPORATION
William M Howe, Pres.
One Sealaska Plaza
Juneau, AK 99801
(907) 586-1512
or
Sealaska Corp/SIC
2333 Seafirst Bank Bldg.
1001 Fourth Avenue
Seattle, WA 99154
(206) 467-8400

THIRTEENTH REGIONAL
CORPORATION
John Daily, President
13256 Northup Way, Suite 12
Bellevue, WA 98005
(206) 641-6162

BOOKS AND RELATED RESOURCES
SEMESTER ONE

This is a selective listing of student/teacher resources and materials used in the development of this course. Many of the resources are available through your local or state library. Those with a CCS entry before the title are available through the CCS library in Juneau. To order from the CCS library, contact Brita Vollenweider by mail, telephone, or electronic mail (RMCCS: Start message with "Attn: CCSLIBRARY")

General Information

CCS 1. Haycox, Stephen W. & Betty J., Melvin Rick's Alaska Bibliography: Guide to Alaskan Historical Literature, University of Alaska, Anchorage, Binfor and Mort, Portland, Oregon for Alaska Historical Commission, 1977.

CCS 2. Schorr, Alan Edward, Alaska Place Names, Denali Press, 1986.

CCS 3. Antonsont, Joan and William Hanable, Alaska's Heritage, Alaska Historical Society, 1985.

Lesson 1 A Tour Of Seward's Icebox

CCS 1. Hunt, William, Alaska, W. W. Norton & Co., Inc. 1976

CCS 2. McPhee, John, Coming Into the Country, Farrar, Straus, & Giroux, 1977.

CCS 3. Muir, John, Mountaineering Essays, G. M. Smith, 1984.

CCS 4. Muir, John, (1979 copyright by Edwin Way Teale), Travels in Alaska, Houghton-Mifflin Company, 1979.

Lesson 2 Alaska's Panhandle

CCS 1. DeArmond, R. N., Early Visitors to Southeastern Alaska, Alaska Northwest Publishing Co., 1978.

CCS 2. Salterfied, Archie, Chilkoot Pass Then And Now, Alaska Northwest Publishing Co., 1973.

CCS 3 Alaska Geographic: 'Admiralty...Island in Contention,' Vol. I, No 3, 1973.

CCS 4. Alaska Geographic: 'Yakutat: The Turbulent Crescent,' Vol. 2, No. 4, 1975.

CCS 5. Alaska Geographic: 'Glacier Bay: Old Ice, New Land,' Vol. 3, No. 1, 1975.

CCS 6. Alaska Geographic: 'Southeast: Alaska's Panhandle,' Vol. 5, No. 2, 1978.

CCS 7. Alaska Geographic: 'Alaska's Glaciers,' Vol. 9, No. 1, 1982.

CCS 8. Alaska Geographic: 'Chilkat River Valley,' Vol. 11, No. 3, 1984.

CCS 9. Alaska Geographic: 'The Stikine River,' Vol. 6, No. 4, 1979.

CCS 10. Davis, Neil, Alaska Science Nuggets, Geophysical Institute, University of Alaska, 1984.

Lesson 3 Southcentral Region

CCS 1. Alaska Geographic: 'Alaska's Farm and Gardens,' Vol. 11, No. 2, 1984.

CCS 2. Alaska Geographic: 'Alaska's Volcanoes,' Vol. 4, No. 1, 1976.

CCS 3. Alaska Geographic: 'Anchorage and the Cook Inlet Basin,' Vol. 10, No. 2, 1983.

CCS 4. Alaska Geographic: 'Cook Inlet,' Vol. 5, No. 1, 1977.

CCS 5. Alaska Geographic: 'Kodiak: Island of Change,' Vol. 4, No. 3, 1977.

CCS 6. Alaska Geographic: 'Lake Clark/Lake Iliamna Country,' Vol. 13, No. 4, 1986.

CCS 7. Alaska Geographic: 'Where Mountains Meet The Sea,' Vol. 13, No. 1, 1986.

CCS 8. Anthony, Leo M. & Arthur Tonley, Introductory Geography & Geology of Alaska, Rand McNally & Co., 1976.

9. Cochrane, Marjorie, Between Two Rivers: The Growth of Chugiak-Eagle River, Alaska State Historical Commission, 1982.

10. Erskine, Wilson Fiske, Katmai, Abelard-Schuman, 1962.

CCS 11. Hanable, William S., Alaska's Copper River (18th and 19th Centuries), The Alaska Historical Society, 1982.

12. Roberts, David, The Mountain of My Fear, Vanguard Press, 1968.

CCS 13. Sherwood, Morgan, The Cook Inlet Collection, Alaska Northwest Publishing Co., 1974.

14. Thomas, Tay, Only in Alaska, Doubleday, 1969.

CCS 15. Kanuit, Larry, Alaska Bear Tales, Alaska Northwest Publishing Co., 1983.

Lesson 4 Southwest Region

1. Alaska Fish & Game Magazine - Vol. 17, No. 1, Jan.- Feb. 1985, "Alaska's Muskoxen, Born Again"

CCS 2. Alaska Geographic: 'The Aleutians,' Vol. 7, No. 3, 1980.

CCS 3. Alaska Geographic: 'Bristol Bay Basin,' Vol. 5, No. 3, 1978.

CCS 4. Alaska Geographic: 'The Pribilofs,' Vol. 9, No. 3, 1982.

CCS 5. Alaska Geographic: 'Yukon Kuskokwim Delta,' Vol. 6, No. 1, 1979.

CCS 6. Vick, Ann, Cama-i Book, Anchor Press/Doubleday, 1983.

Lesson 5 Northwest Region

CCS 1. Alaska Geographic Society: 'The Kotzebue Basin,' Vol. 8, No. 3, 1981.

2. Brown, Altara, Ruby (A Biography), Yukon-Koyukuk School District.

CCS 3. Carius Slwooko, Helen, Sevukakmet-Ways of Life on St. Lawrence Island, Alaska Pacific University Press, 1976.

CCS 4. Giddings, J. Louis, Ancient Man of the Arctic, Alfred A. Knopf, Inc., 1967.

CCS 5. Henzie, Moses, Allakaket (A Biography), Hancock House, 1979.

CCS 6. Honea, John, Ruby, (A Biography), Yukon/Koyukuk School District.

CCS 7. Kalland, Edgar, Kaltag (A Biography), Spirit Mountain Press, 1982.

CCS 8. McKinley, William Laird, Karluk, St. Martin's Press, Inc, 1976.

CCS 9. Rogers, Jean, Goodbye, My Island, Greenwillow Books, 1983.

CCS 10. Solomon, Madeline, Koyukuk (A Biography), Yukon-Koyukuk School District.

Lesson 6 Arctic Region

CCS 1. Alaska Geographic: 'A Photographic History of Alaska,' Vol. 7, No. 2, 1980.

2. Alaska Geographic: 'The North Slope,' Vol. 1, No. 1, 1972.

CCS 3. Alaska Geographic: 'The Brooks Range,' Vol. 4, No. 2, 1977.

CCS 4. Beatus, Henry Sr., Hughes (A Biography), Hancock House, 1980.

CCS 5. Burnford, Shelia, One Woman's Arctic, Atlantic Monthly Press Book, 1972.

CCS 6. Cooper, David J., Brooks Range Passage, The Mountaineers, 1982.

CCS 7. Dairds, Richard C., Lords of the Arctic, MacMillian Publishing Co., 1982.

CCS 8. Lopez, Barry, Arctic Dreams, Bantam Books, 1986.

Lesson 7 Interior/Yukon Region

CCS 1. Alaska Geographic: 'Alaska's Great Interior,' Vol. 7, No. 1, 1980.

CCS 2. Alaska Geographic: 'Alaska's Farms and Gardens,' Vol. 11, No. 2 1984.

CCS 3. Alaska Geographic: 'Interior Alaska: A Journey Through Time,' 1986.

CCS 4. Alaska Geographic: 'Koyukuk Country,' Vol. 10, No. 4, 1983.

CCS 5. Alaska Geographic: 'Yukon Kuskokwim Delta,' Vol. 6, No. 1, 1979.

CCS 6. Barnette, E. T., Terrence Cole, Alaska Northwest Publishing Co., 1981.

CCS 7. Nictune, Oscar, Alatna (A Biography), Hancock House, 1980.

CCS 8. Roberts, Josephine, Tanana (A Biography), Spirit Mountain Press, 1982.

CCS 9. The Sourdough Expedition, Alaska Northwest Publishing Co., 1985.

CCS 10. Tobuk, Frank, Evansville (A Biography), Hancock House, 1980.

CCS 11. Wilcox, Joe, White Winds Hwong Publishing Co., 1981.

CCS 12. Wold, JoAnn, This Old House, Alaska Northwest Publishing Co., 1976.

Lesson 8 Putting It Together

1. Parish, Robert Lee, Alaska: Where Only the Tough Survive, Fathom Publishing Co., 1987.

Lesson 9 Ocean Options

CCS 1. Allen, James Arthur, A Whaler and Trader in the Arctic 1895-1944, Alaska Northwest Publishing Co., 1978.

CCS 2. Bell, F. Howard, The Pacific Halibut, Alaska Northwest Publishing Co., 1981.

3. Boeri, David, People of the Ice Whale, Dutton, 1983.

CCS 4. Browning, Robert J. Fisheries of the North Pacific, Alaska Northwest Publishing, 1974, Rev. 1980.

CCS 5. Ellis, Richard, The Book of Whales, Alfred A. Knopf, 1985.

CCS 6. Freeburn, Lawrence, The Silver Years of the Alaska Canned Salmon Industry, Alaska Northwest Publishing Co., 1976.

7. Josephson, Karla, Use of the Sea by Alaskan Natives - A Historical Perspective, Arctic Environmental Information and Data Center, 1974.

CCS 8. Kessler, Doyne W. Alaska's Saltwater Fishes and Other Sea Life, Alaska Northwest Publishing Co., 1985.

CCS 9. Lee, Molly, Baleen Basketry of the North Alaskan Eskimo, North Slope Bokrough Planning Dept., Barrow, AK, 1983.

CCS 10. Perry, Richard, The World of the Walrus, Taplinger Publishing Co., 1968.

CCS 11. Roppel, Patricia, Alaska's Salmon Hatcheries, 1891-1959, 1982.

CCS 12. Simon, Anne W. Neptune's Revenge, Franklin Watts, 1984.

13. Stewart, Hilary, Indian Fishing: Early Methods on the Northwest Coast, University of Washington Press, 1977.

CCS 14. Upton, Joe, Alaska Blues: A Fisherman's Journal, Alaska Northwest Publishing Co., 1979.

Lesson 10 Using The Land

CCS 1. Atwood, Evangeline, We Shall Be Remembered, Alaska Methodist University Press, 1966.

CCS 2. Greener, James, The Red Snow: A Story of the Alaskan Gray Wolf, St. Martin's Press, 1980.

CCS 3. Kaniut, Larry, Alaska Bear Tales, Alaska Northwest Publishing Co., 1983.

CCS 4. Kendler, Mathidle, Kendler's - The Story of a Pioneer Alaska Juneau Dairy, Alaska Northwest Publishing Co., 1983.

CCS 5. Koch, Thomas J., The Year of the Polar Bear, Bobbs-Merrill Co., Inc., 1975.

CCS 6. Lively, Brigette, The Matanuska Colony Fifty Years, 1935-1985, Matanuska Impressions Printing, 1985.

CCS 7. Miller, Orlando W., The Frontier in Alaska and the Matanuska Colony, Yale University Press, 1975.

CCS 8. Morgan, Lael, And the Land Provides, Doubleday & Company, Inc., 1974.

CCS 9. Murie, Adolph, The Grizzlies of Mount McKinly, University of Washington Press, 1981.

10. Nelson, Mautner, and Blaine, Tracks in the Wildland.

Lesson 11 Timber Treasures

CCS 1. Alaska Geographic: 'Alaska's Forest Resources,' 1985.

CCS 2. Shortridge, Louis, Tlingit Woman's Root Basket, Sheldon Jackson Museum, Sitka, AK, 1984.

Lesson 12 Mineral Wealth

CCS 1. Barry, Mary J., A History of Mining on the Kenai Peninsula, Alaska Northwest Publishing Co., 1973.

CCS 2. Stare, Brenda and David, Hard Rock Gold: The Story of the Great Mines That Were the Heartbeat of Juneau, Vanguard Press, 1980.

Lesson 13 People As A Resource

Any biography or autobiography of an individual who contributed to Alaska is appropriate.

Lesson 14 Getting Around Our State

CCS 1. Anderson, Barry C., Lifeline to the Yukon: A History of Yukon River Navigation, Superior Publishing, 1983.

CCS 2. Dyson, George, Baidarka, (History, development and redevelopment of the Aleut kayak,) Alaska Northwest Publishing Co., 1986.

3. Fitch, Edwin, The Alaska Railroad, Praeger, 1967.

CCS 4. Hacker, Jeffrey H., Government Subsidy to Industry, Franklin Watts, 1982.

CCS 5. Harkey, Ira, Pioneer Bush Pilot, University of Washington Press, 1974.

CCS 6. Morrett, Hope, Land of the Fireweed (A young woman's story of Alaskan highway construction days,) 1985.

7. Remley, David A., The Crooked Road, McGraw-Hill, 1976.

CCS 8. Wager With the Wind; The Don Sheldon Story, Rand McNally & Co., 1974.

9. Wilson, William H., Railroad in the Clouds: The Alaska Railroad in the Age of Steam: 1914-1945, Pruett Publishing Co., 1977.

CCS 10. Satterfield, Archie, The Alaska Airlines Story, Alaska Northwest Publishing Co., 1981.

11. Zimmerly, David W., Qajaq: Kayaks of Siberia and Alaska, Division of State Museums, Juneau, 1986.

CCS 12. Alaska Steam, Vol. 11, No. 4 1984 by Alaska Geographic Society

CCS 13. The Milepost

CCS 14. The Alaska Magazine

CCS 15. Last of the Bush Pilots by Harmon Helmericks 1985 by Howe Brothers

Lesson 15 Can You Hear Me?

CCS 1. Hacker, Jeffrey H., Government Subsidy To Industry, Franklin Watts, 1982.

CCS 2. McPhee, John, Alaskan Settler, Metacom Press, 1983.

AUDIO-VISUAL MATERIALS
SEMESTER ONE

To receive a current listing of Alaska programs available through the Alaska State Film Library (ASFL) write to or call: Lois Stiegemeier, Instructional Television Coordinator, Alaska Department of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2830 Or contact Alaska State Film Library in Anchorage.

Here are a few listings reviewed for semester one:

1. Alaska's Bush Pilot Heritage, 16mm, 10 min. Color, Walt Disney Productions, 1967, ASFL

2. Serum Race to Nome, 16mm, 30 min. Color, Heritage Films, 1976, ASFL.

* 3. The Student Video Productions Handbook, Michael Druce, Box 575, Kotzebue, Alaska, 99752.

* 4. "Welcome to Southeast Alaska!" 1987, Island Images, videotape.

* 5. "Alaska's Special Areas" 1987, Alaska Department of Fish and Game, videotape.

* Available through Centralized Correspondence Study (CCS)

TEACHER RESOURCE KITS
SEMESTER ONE

* 1. Alaska Minerals Resources Kit, Peggy Cowan, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2841.

Alaska Studies Connection Answer Key

Semester One

Warm-Ups
Extension Activities
Sourdough Lingo
Alaska Trivia
Assessments

Department of Education
Correspondence Study

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ANSWER KEY

UNIT 1

Lesson 1: Extension Activity 1

The important thing to remember here is these 5 map activities are basically thought provoking exercises. Right answers are not a priority.

The objective is to give the student several different comparisons and perspectives on the size of Alaska and Alaska's geographic location in the world.

The answer for the 5th exercise is Iran. Iran's major export is oil. For the third question, perhaps the student may mention the fact that Alaska's oil is not exported outside of the United States because the U.S. does not want to be dependent on countries such as Iran.

Lesson 1: Extension Activity 2

1. Answers may vary.
2. tundra, taiga, coastal forest, ocean

4. Tundra: cold, above or beyond treeline, frozen soil
   Taiga: large stands of spruce and birch, relatively dry, intermediate between tundra and coastal forest ecosystems
   Coastal forest: lots of precipitation, mild climate, abundance of life
   Ocean: salt water, more light at the surface, warm and cold currents

5. Maritime: coastal forest
   Transition zone: coastal forest, taiga and tundra
   Continental zone: taiga and tundra
   Arctic zone: tundra

6. Southeast: coastal forest
   Southcentral: coastal forest and taiga
   Southwest: taiga and tundra
   Interior/Yukon: taiga and tundra
   Northwest: tundra
   Arctic: tundra

7. The students may have many answers. Some correct ones include:
   Tundra: polar bear, caribou, ground squirrel, moss campion, Alaska cotton, crowberry, blueberry, willow, etc.
   Taiga: black and grizzly bear, moose, eagle, raven, birch, spruce, fern, alder, cranberry, etc.
   Coastal Forest: deer, eagle, bear, western hemlock, Sitka spruce, cedar
   Ocean: whale, fish, walrus, seal, plankton, algae, seaweed

8. Answers may include building shelters, wearing clothes, using food sources available to them, heating, lighting sources, etc.

9. chain: a series of things linked, connected or associated together like the food chain.

   ecology: from Greek, meaning "the study of the home"; the study of the relationship among living things and the physical environment.

   photosynthesis: the process by which a plant makes food from sunlight, water and carbon dioxide

   cycle: a way to show the relationship between things where there is no beginning or end, such as the water cycle

Lesson 1: Extension Activity 5

1. 4
2. 2
3. six
4. 4:00 am
5. 4:00 pm
6. 4, 4, 1
7. 1 hour, 2 hours, 4 hours, 4 hours
8. 1 hour, 1 hour, 5 hours
9. 12:00 pm (noon), 11:00 am, 10:00 am
10. 10 hours
11. 12:00 pm (noon)
12. 2:15 am
13. 12:30 pm
14. Alaska Standard, Hawaii/Aleutian Standard
15. Move ahead one day (D)
16. 24, Greenwich, England

Lesson 1: Sourdough Lingo

From Webster's New World Dictionary, 1979 edition, by Simon and Schuster.

1. geography- is the study of the earth's surface, continents, climates, plants, animals, and resources.
2. region- a large, indefinite part of the earth's surface.
3. topography- the actual shape of the earth's surface in a region.
4. tundra- vast, treeless arctic plains.
5. permafrost- permanently frozen subsoil.
6. peninsula- a land area almost surrounded by water.
7. continental shelf- a shallow sub-marine plain of varying width forming a border to a continent and typically ending in a steep slope to the ocean floor.
8. basin- the area drained by a river and its tributaries.
9. weather- the condition of the atmosphere with regard to temperature, mositure, etc.
10. climate- the prevailing weather conditions of a regions.
11. sparse- thinly spread, not dense.
12. plate tectonics- a branch of geology which gives credence to the theory that the earth's outer crust is made up of 12 huge plates. As the plates move, they collide with each other, slide beneath or along one another, or separate.

Lesson 1: Alaska Trivia

Alaska has the easternmost point and the westernmost point in the United States because as a state, Alaska is situated the furthest west in the Western Hemisphere and the Aleutian Island Chain extends into the Eastern Hemisphere.

Lesson 2: Warm-Up

GLACIERS

Baird, Denver, LeConte, Taku, Muir, Twin, Malaspina

Lesson 2: Extension Activity 7

1. Answers will vary, but should include the following: abundance of precipitation, near the ocean, mostly hemlock and spruce forests, mild climate, many streams, lakes and glaciers, large vegetation, dense underbrush, moss on forest floor, rich timber resources, rich in animal life.
2. Southeast Alaska, Kodiak Island, along the coast to Cook Inlet

3. second
   second
   old-growth
   old
   old
   second
4. Old growth forest is stable or has climax vegetation. It changes little and supports a variety and abundance of wildlife and plantlife. Second growth forest vegetation is all the same age and often the same species. There will be more ground cover.
5. clear-cut logging, forest fires and wind storms
6. A maritime climate which includes mild temperatures and much precipitation. High mountains which cause heavy rain to fall as clouds hit them. Close to the oceans which causes evaporation to develop clouds and rain.
7. evaporation - the process by which water turns into a vapor
   precipitation - the falling of water to the earth in the form of rain, snow, sleet, etc.
   transpiration - the process in which a plant releases water vapor to the atmosphere
   condensation - a physical change to a denser form, as from steam to water
   rain forest - a dense, evergreen forest that has abundant rainfall throughout the year
   vapor - the gaseous state of any substance
   old-growth forest - a forest that has been undisturbed for hundreds of years and is in a stable condition with climax vegetation
   second-growth forest - a forest that grows up after fire or clear cutting. It will be going through succession until it becomes an old-growth forest.

Lesson 2: Extension Activity 10

WORD CLUE ANSWERS

1. Admiralty
2. Baranof
3. Icy Strait
4. Chatham Strait
5. Kuiu
6. Kupreanof
7. Frederick Sound
8. Revillagigedo
9. Lynn Canal
10. Chichagof
11. Prince of Wales

Lesson 2: Extension Activity 11

1. What is a glacier? A large mass of ice and snow moving slowly down a mountain or valley.

2. Why is glacier ice harder than ice from a freezer? It is harder because glacier ice has less air in it.

3. How fast do glaciers move in a day? One to two inches a day, 60 feet per year.

4. How is a glacier formed? A glacier is formed when there is a lot of moisture and snowfall, with very little melting of the snow. The build-up of snow causes a glacier to form.

5. What is a receding glacier? A glacier that is moving back.

6. What is an advancing glacier? A glacier that is moving forward.

7. What is an iceberg? A chunk of ice broken off from a glacier.

8. What do glaciers do as they move? Dig away and carve up the mountain(s) to form a U-shape valley.

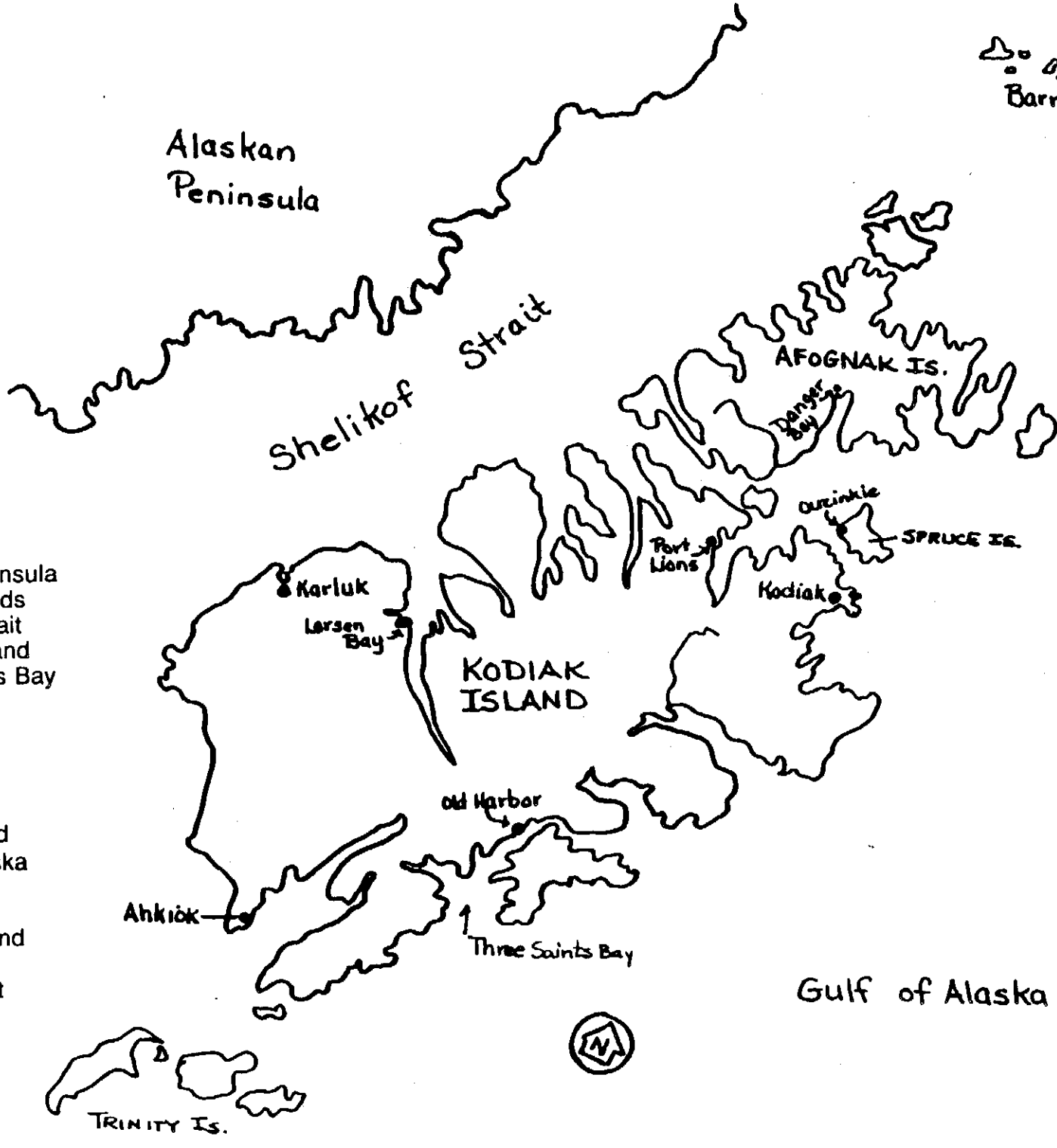
9. What is a moraine? A dam or pile of rock and dirt left by a receding glacier.

Lesson 2: Sourdough Lingo

1. archipelago- a group of many islands
2. fiord (fjord)- a narrow inlet if the sea bordered by steep cliffs.
3. strait- a narrow waterway connecting two large bodies of water.
4. delta- a deposit of soil, usually triangular, formed at the mouth of some rivers.
5. muskeg- an unusually thick deposit of partially decayed vegetable matter characteristic of wet boreal regions.
6. glacier- a large mass of ice and snow moving slowly down a mountain or valley.
7. maritime climate- small temperature changes, high humidity, much rainfall, average temperature 40°F.
8. Japanese current- warm stream of ocean water in the North Pacific Ocean; causing the climate for Southeast Alaska.

Lesson 2: Alaska Trivia

1. Orange Glacier
2. Tongass National Forest



1. Alaska Peninsula
2. Barren Islands
3. Shelikof Strait
4. Afognak Island
*5. Three Saints Bay
6. Port Lions
7. Ouzinkie
8. Kodiak
9. Old Harbor
10. Ahkiok
11. Trinity Island
12. Gulf of Alaska
13. Larson Bay
14. Karluk
15. Spruce Island

*extra credit

Lesson 3: Extension Activity 5

seasons, day and night, water, soil breakdown, birth-death, etc.

1. Answers will vary but may include the following: long, cold winters, warm summers, primarily coniferous and birch forests, many lightning-caused fires, home of most of Alaska's human population, food web is more complex than tundra, but simpler than coastal forest, low energy from the sun, low precipitation, located between tundra and coastal forest, contains wetland and upland habitats.

2. Canada, northern USSR, Scandinavian countries

3. Upland taiga is drier, is primarily white spruce and birch forest while wetland is primarily black spruce and has a high water table.

4. The first plants will be fireweed and grasses, followed by alder. The climax vegetation is a mix of white spruce and birch.

5. Along the gulf coast, parts of the Kenai peninsula and Kodiak Island. Because the climate is maritime and there is more precipitation.

6. Inland, closer to Anchorage, the valleys of the Copper and Susitna Rivers. Because there you find the transitional and continental climate zones with greater temperature changes and much less rainfall.

7. a tree that bears its seeds in cones

   the day of summer or winter when the sun reaches its highest or lowest point in the sky; the longest or shortest day of the year.

   a type of taiga characterized by drier conditions and white birch and spruce forests

   the coniferous forests of the northern part of the earth

   a type of taiga characterized by saturated soils and black spruce forests

Lesson 3, Extension Activity 8

Audiotape, "Southcentral"

Rivers and other bodies of water: Icy Bay, Gulf of Alaska, Cooper River, Susitna River, Cook Inlet, Turnagain Arm, Prince William Sound, etc.

Volcanoes: Mt. Katmai, Mt. Iliamna, etc.

Communities: Valdez, Cordova, Anchorage, Kodiak, Palmer, Wasilla, Kenai, Seward, Soldotna, Willow, Talkeetna, Chugach, Houston, Hope, etc.

Mountain Ranges: Aleutian Range, Alaska Range, Wrangell Mts., etc.

Lesson 3: Sourdough Lingo

1. transitional climate- a climatic zone where the weather changes a lot on a day-do-day basis. Sometimes the weather is influenced by the sea, bringing much rain and mild temperatures. Other times, the precipitation is very light with extreme temperatures.
2. continental climate- a climatic zone characterized by a wide range of temperatures and lighter precipitation than maritime and transitional climatic zones.
3. inlet- a narrow strip of water extending into a body of land.
4. tidal bore- a tidal flood that regularly rushes with a roaring noise into certain rivers or bays of peculiar shape or location (Cook Inlet, Turnagain Arm) and proceeds in one or more waves that often present an abrupt front of considerable height dangerous to shipping.
5. Ring of Fire- a ring of active and inactive volcanoes that encircle the Pacific basin from the northwest states of the continental United States to the many islands of Malaysia.

Lesson 3: Alaska Trivia

1. There is no difference between a brown bear and a grizzly bear. The names are synonomous.
2. Lake Iliamna is 1,000 square miles.
3. Answers will vary; Anchorage is the population center for Alaska, the tourist industry promotes hunting, fishing, camping, etc. trips by plane, out to the "bush," many of the people out in the remote area around Anchorage fly into Lake Hood with air taxis during break-up, etc.
4. Cook Inlet

Lesson 4: Extension Activity 4

1. Amount and arrangement of food, water, shelter, space, climate, predators.
2. Answers will vary. For populations of wild animals for example, hares, exceeding the carrying capacity generally leads to starvation. Domestic animals like sheep can exceed an area's carrying capacity without starving if humans provide additional food for them. However, the animals' environment may be harmed. The land on which the sheep graze may be denuded and soil erosion may occur. Students should try to draw on their experiences if possible of years when there has been an overabundance of a certain species.
3. In most cases, humans will import food, water and supplies they need from another place. In some cases, people will change their living habits to adapt to the situation at hand. In some cases, the excess people will move to a place that is better able to support them, or they may suffer famine or death. Students may draw upon their knowledge of problems in other countries--population control in China, famine in Africa, overpopulation in India, etc.
4. Answers will vary.
5. Upper Kuskowkim River valley, and most of the region
6. Kuskokwim delta region, downriver from Aniak

Lesson 4: Extension Activity 6

Audiotape, "Southwest and Northwest"

The answer may vary, but the student should find the location to be approximately:

1. Dillingham
2. Little Diomede Island
3. Kotzebue
4. Nunivak island
5. Bristol Bay
6. Bethel
7. Nome
8. St. Lawrence Island
9. Norton Sound
10. Point Hope
11. Bering Sea

Lesson 4: Sourdough Lingo

1. subsistence- one's means of support, livlihood, or existence.
2. transitional climate- see Lesson 3 Sourdough Lingo

Lesson 4: Alaska Trivia

1. Arctic National Wildlife Refuge (ANWR)
2. Yes, just barely though
3. The Aleutian Range
4. Adak
5. Unimak

Lesson 5: Warm-Up

1. Waring Mts.
2. Onion Portage
3. Kiana
4. Hunt
5. Kobuk
6. Jade

Lesson 5: Extension Activity 3

1. Answers may vary. Suggested answers include: located between treeline and summer snowline, receives little precipitation, the growing season lasts for only a few months, experiences long periods of extreme cold, soil underlain by permafrost, relatively few species, sparse human population, plants grow close to the ground, the ecosystem is fragile, most of the plants are perennial.
2. Arctic tundra. Because there are not too many high mountains in this area, it tends to be flat, underlain by permafrost.
3. Alpine tundra is found above treeline on mountains and arctic tundra is found beyond treeline in the north. Arctic tundra is frequently boggy even though there is little precipitation because the permafrost traps what little rain or snow does fall. Alpine tundra is dry because the water runs on down the slope. Arctic tundra is underlain with permafrost; Alpine tundra is underlain with steep slopes of soil and rock.

4. Harsh conditions exist such as extremes of temperature, wind, permafrost, lack of precipitation, extremes of daylight.

5. Answers will vary but should include at least one of the following: growing season is extremely short, things take a long time to decompose, one the permafrost layer is exposed, or melted it continues to melt and slump, the plants grow very slowly and add only a few leaves and centimeters of growth per year.

6. moss campion: grows in a cluster of short, bright flowers, perennial rather than annual plant.

   arctic tern: migrates thousands of miles for the winter

   ground squirrel: burrows under the insulating earth and snow, hibernates, stores food

   musk ox: heavy warm coat, wooly underlayer of hair, compact body

7. Answers will vary: hibernation, deep sleep, heavy coats of hair or fur, compact bodies, storage of food, hollow fur, migration, layers of body fat

8. Answers will vary. Some possible answers include: the tundra is the breeding ground of many species of birds that migrate all over the world; the tundra area has many natural resources of use to human populations; it is the home of the Inupiat and Yupik people.

9. adaptation: a change in structure or behavior that increases a plant or animal's ability to live in a particular environment

   circumpolar: the area surrounding the north and south poles

   Inupiat: Eskimo people from Northwest and Arctic Alaska

   arctic: that part of the earth above the arctic circle which is the line that defines where the sun does not set during the summer solstice.

Lesson 5: Extension Activity 7

The tape and answers are the same as in Lesson 4, Extension Activity 6.

Lesson 5: Sourdough Lingo

1. sound- a wide channel linking two bodies of water or separating an island from the mainland or a long arm of the sea.
2. cape- a piece of land projecting into water.
3. moderate- avoiding extremes, mild, calm.
4. Arctic Circle- an imaginary circle parallel to the equator, 66°33' north of it.
5. plateau- an elevated tract of level land.
6. plain- an extent of level country.

Lesson 5: Alaska Trivia

1. Kotzebue
2. Nome's

Lesson 6: Extension Activity 6

A. List of geographic places mentioned on the tape.
B. Newspaper clipping of the harsh environment of the North Slope.
C. Fact sheet on Arctic/North Slope region
D. Travel poster

Lesson 6: Sourdough Lingo

1. pingo- an up-doming of the tundra surface caused by the growth of ice below it.
2. ice-wedge polygon- as a wedge of ice grows within sediment cracks in the tundra, the ice-wedge exerts forces and causes the surrounding soil to be thrust into a low ridge.
3. arctic climate- strong winds, low temperatures, and light preciptation characterize this climatic zone.

Lesson 6: Alaska Trivia

1. The Arctic Region
2. The Noatak River
3. The Colville River

Lesson 7: Activity 6

a. Starvation is the primary cause
b. During the year when many of the hares are starving, the lynx still have plenty of hares to eat. It isn't until the following year, when many of the hares are dead that the lynx population declines due to starvation.
c. The hares control the lynx. We have been brought up to think that predators control the prey, but are now discovering that it's the other way around. The number of prey animals available tells us how many predators can live in an area.
d. Hunters killing too many of either the predator or the prey, development in the area where the animals live, changes either natural or man-caused that destroy the food of the prey.
2. Answers will vary
3. Answers will vary, in general it will take 20 years or more for areas of tundra to recover naturally
4. Answers will vary.

Lesson 7: Extension Activity 8

Student should have a list of the geographic places mentioned on the tape and a two-week vacation plan with itinerary, means of transportation, overnight accommodations, points of interest, estimated costs of the trip, etc. They cannot spend over $2,000.

Lesson 7: Extension Activity 9

Student should have five geographic places of the region named with a description of each. Student should also have made his or her own tape about flying over his or her own community.

Lesson 7: Sourdough Lingo

1. thermal- having to do with heat.
2. permeable- that can be penetrated, spread, or diffused, as by fluids.
3. continental divide- stretch of elevated land, some of it being in the Brooks Range system, which divides the drainage basins of the major river systems (flowing north and south).

Lesson 7: Alaska Trivia

1. The Nenana River
2. The Tanana Valley
3. Circle

Lesson 8: Extension Activity 3 51 points

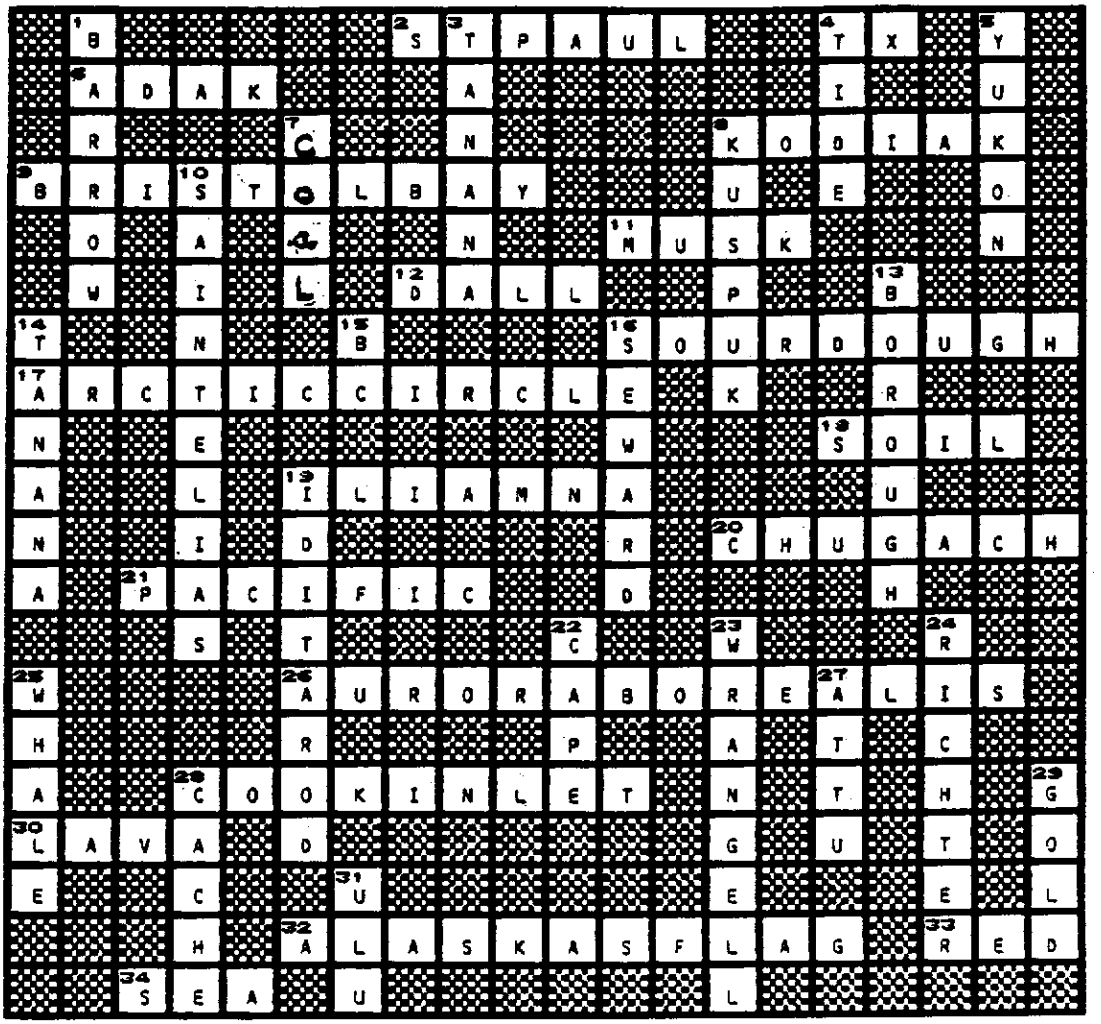
MAJOR ALASKAN GEOGRAPHIC FEATURES

Match the numbered parts on the map (Major Alaska Geographical Features) on the next page with the list of Alaskan geographic names shown below. Place your number choices in the correct blanks.

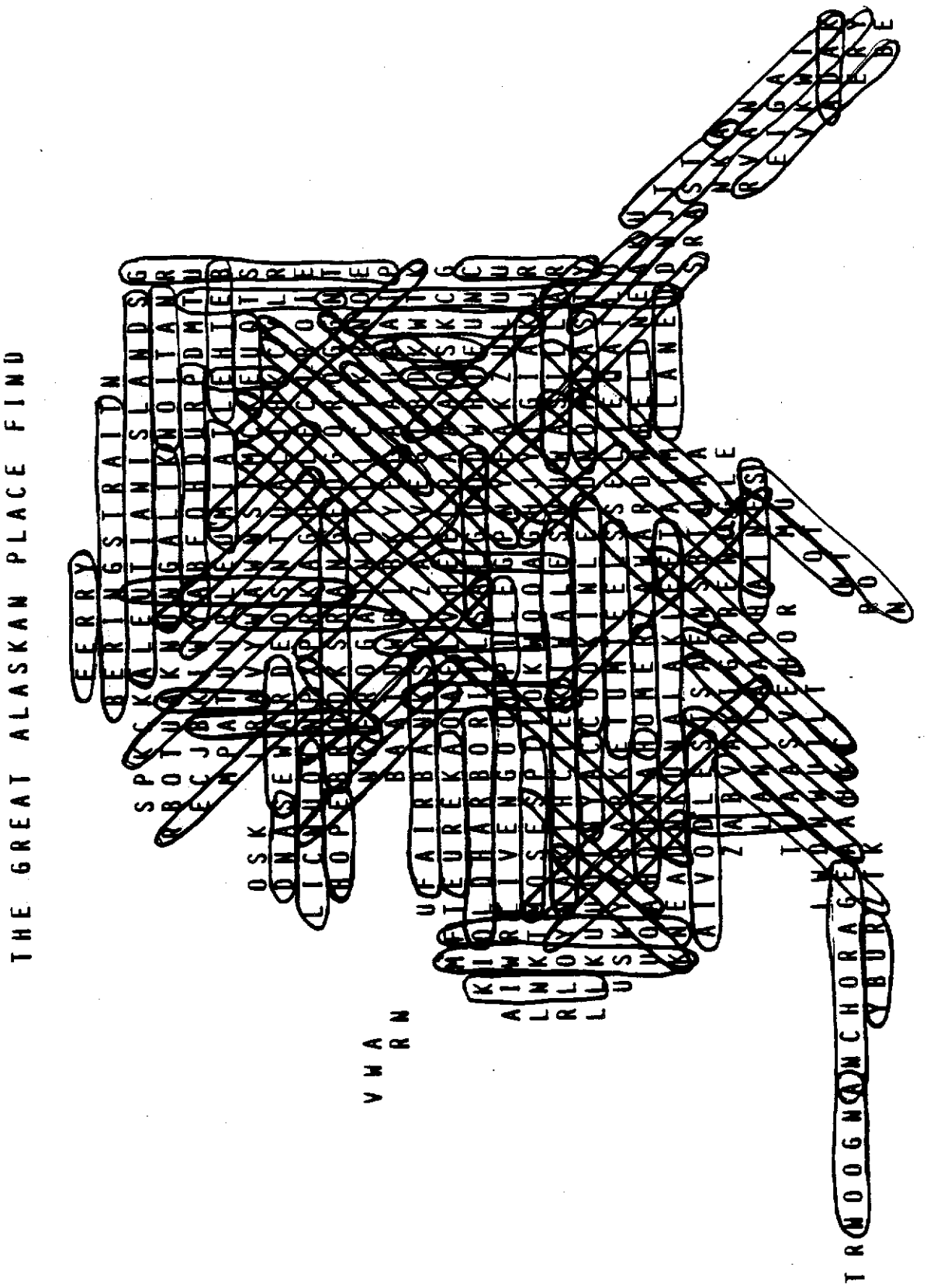
Wrangell Mountains	1	Bristol Bay	40
Arctic Ocean	32	Alaska Range	10
St. Elias Mountains	2	St. Matthew Island	17
Chukchi Sea	33	Diomede Islands	18
Aleutian Islands	11	Noatak River	26
Bering Strait	34	Susitna River	23
Norton Sound	36	Alexander Archipelago	19
Beaufort Sea	37	Kuskokwim Mountains	7
Kenai Mountains	3	Shelikof Strait	41
Coast Mountains	5	Kuskokwim River	27
Pribilof Islands	12	Kobuk River	29
Yukon River	20	Cook Inlet	8
Stikine River	24	Gulf of Alaska	42
Kodiak Island	13	Copper River	30
Chugach Mountains	4	Prince William Sound	43
Siberia	14	Colville River	31
Koyukuk River	28	Porcupine River	50
Nushagak River	25	Dixon Entrance	46
Kotzebue Sound	35	Kachemak Bay	47
Bering Sea	38	Seward Peninsula	45
Aleutian Mountains	6	Kenai Peninsula	51
Nunivak Island	15	Alaska Peninsula	44
St. Lawrence Island	16	Mt. McKinley	49
Tanana River	21	Lake Iliamna	48
Taku River	22	Brooks Range	9
Kuskokwim Bay	39		

Lesson 8: Extension Activity 4

SOURDOUGH PUZZLE



Lesson 8: Extension Activity 5



Lesson 8: Extension Activity 7

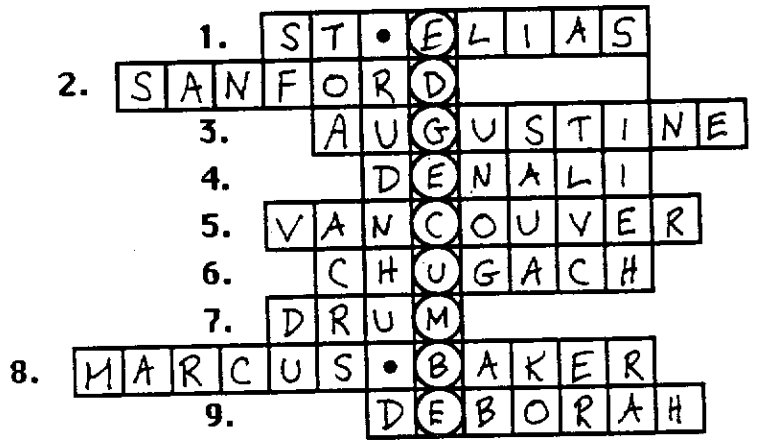
1. Tundra: Oil development, Red Dog Mine, Haul Road, subsistence
   Taiga: toxic waste, sewage disposal, air pollution, wolf hunting
   Ocean: over-fishing, dumping of garbage and hazardous materials, whaling

2. Answers will vary but should include: nature of the soil--permafrost, damage to the plants of the area and how quickly they would recover, whether the particular area has a carrying capacity for that great of population, natural hazards that may be obstacle--high winds, extremely cold temperatures, avalanches, mud slides, etc. How the settlement will affect the animals of the area--will their habitat be taken, will the carrying capacity for some species be lessened, etc. What development or industry the community will depend on how that will affect the ecosystem.

Lesson 8: Sourdough Lingo

Students are to define three unfamiliar words on their own.

Lesson 8: Alaska Trivia



UNIT 2

Lesson 9: Extension Activity 6

COMPUTER ACTIVITY

1. trawling
2. inexhaustible resources
3. non-renewable resources
4. limited entry
5. mariculture
6. natural resources
7. longlining
8. renewable resources
9. purse seiner
10. troller
11. gillnetting

Lesson 9: Extension Activity 7

Pink Salmon	(Humpies)	56.2%	weight	(smallest in size)
Sockeye Salmon	(Red)	27.9%	weight	(next smallest)
Chum Salmon	(Dog Salmon)	10.9%	weight	(next smallest)
Coho Salmon	(Silvers)	3.9%	weight	(next biggest)
King Salmon	(Chinook)	1.0%	weight	(biggest in size)

Lesson 9: Extension Activity 10

1. Definition of terms

FISHERY: The industry or occupation of catching, processing or selling fish; also a fishing ground or area in which fishing occurs

JURISDICTION: Authority, control or legal right.

CONSERVATION ZONE: An area regulated to insure that its resources are properly protected; the fishery conservation zone is the waters from 3 to 200 miles offshore, in which fishing is carefully managed.

TAKE: The number of fish or game killed or harvested at one time.

HARVEST LEVEL: The number of fish that can be taken

MORTALITY: Death rate

OPTIMUM YIELD: The amount of fish determined by regulatory agencies that can be taken; economic and social factors are taken into consideration.

SURPLUS: The amount over what is needed; the excess

200 MILE LIMIT: The Fisheries and Conservation Management Act of 1976 established the area between 3 to 200 miles offshore as an area managed for protection of the resources.

FISHERIES ECONOMIC ZONE: This is the same as the 200-mile limit or the fisheries conservation zone.

LIMITED ENTRY: A management allowing only a certain number of people to fish in a given area in order to protect fish populations.

BALANCE OF TRADE: The difference in terms of money in what a country sells and what it buys from other countries.

STATE WATERS: The area managed by the state of Alaska; from the shore to 3 miles out to sea.

2. What is the future of fisheries in Alaska?

Highly valued fisheries
- These fisheries are at saturation level.
- troll fisheries
- salmon fisheries
- tanner crab fisheries
- king crab fisheries
- herring roe fisheries

Bottom fisheries
- These fisheries have room for more people
- black cod
- snail
- octopus
- pollock

With careful regulations and jurisdiction, the balance between the resources (fisheries) and the people in the fishing industry can be maintained. Many factors are involved in maintaining the balance and both the federal and state governments are involved in keeping the fisheries a renewable resource with harvest levels at optimum yield.
Although the highly valued fisheries are a saturation levels, the bottom fisheries have a great deal of room for growth and development; particularly if the foreign countries, which now benefit from Alaska's bottom fish, can be displaced. If the bottom fisheries are developed, the fishing industry can grow and processing, producing, and marketing can be accomplished in this country. This would affect the balance of trade favorable and allow Americans to benefit from resources within their conservation zone (200 mile limit.) Any surplus fish could be prepared for export.

Lesson 9: Extension Activity 11

1. Major bodies of water surrounding Alaska are: Beaufort Sea, Arctic Ocean, Chukchi Sea, Norton Sound, Bering Sea, Bristol Bay Gulf of Alaska and the Pacific Ocean.

2. A marine mammal found in each body of water:(Students may list others)

   Beaufort Sea- seals, Arctic Char

   Arctic Ocean- seals, Arctic Char, whales, krill

   Chukchi Sea- seals, walrus, whales, salmon, herring, char, krill

   Norton Sound- herring, whales, seals, salmon, whales, walrus, krill

   Bering Sea- King Crab, bottomfish, whales, salmon, seals, walrus, herring, krill

   Bristol Bay- herring, salmon, shrimp, whales, seals, crab, walrus, bottomfish, mussels, octopus, star fish, krill

   Gulf of Alaska- herring, clams, shrimp, abalone, seals, crab, whales, bottomfish, shark, mussels, octopus, squid, star fish, krill

   Pacific Ocean- herring, clams, shrimp, abalone, bottomfish, crab, whales, sharks, salmon, seals, mussels, octopus, squid, star fish, krill

3. The relationship of sunlight to plankton growth and fish population is based on the food chain. The food chain enables the passing of energy from one animal or plant to another. It begins with plants which are able to transform the sun's energy to food. These plants are eaten by zooplankton and other animals. The energy is transferred up the chain, generally from plants to herbivores to carnivores.

4. Definitions of:

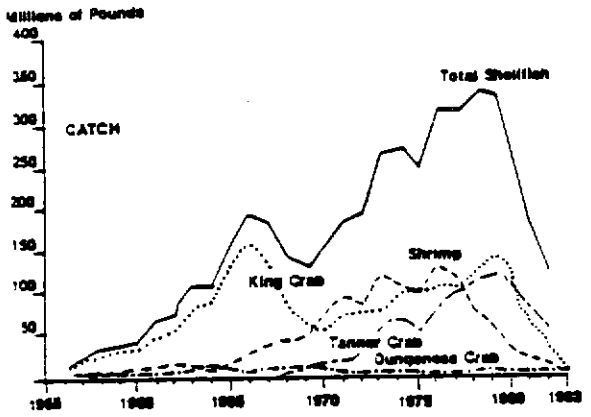
Continental Slope -	The sloped area of the ocean floor between the shelf and the basin
Continental Shelf -	The shallow ocean close to the shoreline
plankton -	organisms, usually microscopic, which float passively or swim in their aquatic environment and which are the food source for many animals.
ocean basin -	a bowl-like depression in the floor of the ocean
migration -	to move from one place to another; for instance, many species of animals travel from one place to another
algae -	single-celled green plants
bacteria -	single-celled organism important in decomposition. They have no chlorophyll, multiply by simple division, and some cause diseases.

5. Activities and answers will vary.

Lesson 9: Extension Activity 12

1. Answers will vary.

2. See chart below:



Use these approximate numbers.

King Crab	1979–140 million lbs. 1981–60 million lbs.
Dungeness	1979–10 million lbs. 1981–5 million lbs.
Tanner	1979–125 million lbs. 1981– 80 million lbs.
Shrimp	1979–145 million lbs. 1981– 60 million lbs.

King Crab –	$80 million to $96 million less
Dungeness –	$2,500,000 less
Tanner –	$24,750,000 to $27,000,000 less
Shrimp –	$25,500,000 less

3. If the eggs loose their stickiness due to pollution, they may not stick to the seaweed on which they were laid by the herring. Then they are more likely to get washed ashore, eaten by predators, killed by tidal action, or become located in waters or areas which prohibit their development. Their egg survival rate would be reduced and fewer and fewer herring would be available. Their life cycle and continuance, as we know it, would be severely disrupted.

4. Answers will vary

5. The main reason fisheries managers and biologists want to know the exact age of the salmon is so they can manage the fish runs and allow for right amount of escapement for continuance of the species and continued fishing. Another reason to know the exact age of fish is to be able to determine the age of fish which seem to have died from causes other than fishing and to reevaluate what escapment is needed for renewal of that particular run.

6. It would take less than ten years of no management in the Bristol Bay area to reduce the number of sockeye salmon to a level of being too few to harvest commercially.

7. Each person in the world would receive one pound one ounce of fish.

8. Answers will vary

9. It would protect the halibut fishery from over fishing. It would shorten the fishing season, overcrowd the fishery, cause delays in unloading, and provide little fresh halibut for the consumer.

10. The methods for catching fish have been through traps, pots, gill and seine nets, lines, and trawls.

    These various types of gear are similar in that they are designed to catch large numbers of fish and/or shellfish at one time. They all use a netting pattern of material and the net is sized for the particular catch. Or they use long lines with many hooks. The openings when this gear may be used are regulated carefully.

    The gear is different in that some are trapped by getting into a pot and not being able to get out, getting their gills caught in nets, or getting gathered up into large encircling nets, or getting caught by baited hooks, or by being scooped up off the bottom of the ocean floor.

    These various types of gear are designed this way because they are the most effective way (so far) to meet the needs of the fishermen, catch the most fish in the least time, and do the least physical damage to the meat of the fish.

11. Stories will vary. You may want to give the youngsters your guidelines on what exactly constitutes a story.

Lesson 9: Extension Activity 13

Answers will vary.

Lesson 9: Sourdough Lingo

1. natural resources- naturally occurring materials, energy, or features, that supply our basic needs or produce wealth.
2. inexhaustible resources- naturally occurring materials, energy, or features which never run out.
3. renewable resources- naturally occurring materials, energy, or features which are limited in quantity, but can be restored as they are used.
4. non-renewable resources- naturally occurring materials, energy, or features which cannot be restored as they are used up.

5. limited entry- State of Alaska regulatory program for the commercial salmon industry. In 1974, fishermen were given points for the years they had fished and their reliance on fishing for their livlihood. Those who had enough points were given permits which allowed them to fish for salmon commercially in certain areas. There were only a limited number of permits issued. In order to fish for salmon commercially today, one must purchase a permit from someone who already has one.
6. longlining- a method of catching bottomfish which involves spreading a line along the bottom of the body of water. Attached to the line are gangions which are tough baited leaders.
7. purse seiner- a large boat which sets a net (called a purse seine) by attaching one end to a skiff. The skiff holds the end of the net while the seiner travels in a large circle. Once the circle is set, the net is closed or pursed at the bottom, trapping the fish.
8. gillnetting- a netfishing method which involves a wall of netting which hangs from the surface, laid out in the path of the migrating salmon. When the salmon try to swim through the net, their gills get caught.
9. troller- commercial fishermen who do not use nets to catch salmon. It is a system of leaders baited with herring or lures suspended from a cable that hangs almost vertically in the water. As the boat moves through the water, salmon bite on the lures.
10. trawling- involves a net that is dragged along the bottom or near the bottom. This is a good method for catching bottomfish.
11. mariculture- sea farming. mari means sea, culture meaning to cultivate or grow.
12. bottomfish or groundfish- species of fish which tend to live on the bottom of ocean water.

Lesson 9: Alaska Trivia

Student is to write his or her own facts about salmon in Alaska.

Lesson 10: Warm Up

1. Cook Inlet; Norton Sound
2. Odd; Southern
3. Kaltag and Unalakleet; 125 miles; Settlers Bay and Knik
4. Rabbit Lake
5. Two and three days
6. Nenana; Tanana and Yukon Rivers; Ruby

Lesson 10: Extension Activity 8

Farming in the 49th

1. Answers will vary.

2. Answers will vary.

3. Answers will vary.

Lesson 10: Extension Activity 10

1.	False	6.	False
2.	False	7.	True
3.	False	8.	True
4.	False	9.	True
5.	False	10.	False

Lesson 10: Extension Activity 9

"ANWR"

A. Before the Program:
Students should outline, to the best of their ability, the Arctic National Wildlife Refuge. A map can be found in the Alaska Almanac under "National Parks, Preserves, and Monuments."

B. During the Program:
Students should make a list of the communities that called in. After the program, mark them on their map.

C. After the program:
1. Answers will vary
Answer should be something about the following:

2. Exploring in ANWR could disrupt the natural order of caribou calving. There are approximately 180,000 caribou which semi-annually travel east and west w/o heed to boundaries. The Porcupine Herd (named after the area's river) often calve on the coastal plain, the area w/the most potential for development.

3. Most communities should be located near or in ANWR. Their positions will vary.

Lesson 10: Extension Activity 10 Discussion Questions

1. Aleuts, Tlingits, Haidas, Athabascans, Yupiks, and Inupiat people lived on the Alaskan land for many thousands of years before the coming of the Europeans and Americans.

2. The three major provisions of ANCSA are:
   1. It provided Native people with written title to nearly 44 million acres of land.
   2. It compensated Natives $962,500,000 to extinguish their claim to the rest of Alaska.
   3. It established corporations to manage the land and money.

3. Approximately 80,000 Natives were enrolled following the passage passage of ANCSA.

4. Natives outside Alaska were notified by announcements of ANSCA which were published in newspapers world-wide.

5. The criteria for land selection were traditional use and available resources.

6. The purpose of Section 7 (i) of ANCSA is to share the wealth.
   Section 7 (i) requires that 70% of profit made by a regional corporation from subservice resource development be divided among the other eleven corporations.

7. The money for the ANCSA settlement came from the U. S. Government ($400,000,000 over an eleven year period) and the State of Alaska's oil revenue ($562,000,000 over a six year period).

8. Some village corporations merged because they were too small to function as a viable business.

9. The regional corporations own the subsurface rights to ANCSA lands.

10. The village corporations own approximately one-half the land and the surface rights to this land.

11. The major asset held by the corporations is land.

Lesson 10: Extension Activity 10 Vocabulary

1. select
2. merge
3. at risk
4. enroll
5. village
6. surface
7. subsurface
8. developer
9. resource
10. extinguish
11. enroll
12. Developer
13. resources
14. surface
15. subsurface
16. select
17. at risk
18. extinguish
19. villages
20. merged

Lesson 10: Sourdough Lingo

1. land disposal- an Alaska Department of Natural Resources program which regularly makes state land available for private ownership to Alaskans through the lottery, homesite, homestead, and public auction programs.
2. Alaska Native Claims Settlement Act of 1971 (ANCSA)- legislation passed by Congress in 1971 to try and make a "fair and just" settlement with the Alaskan Natives for aboriginal land claims. In the Statehood Act of 1958, the State of Alaska was to receive 103 million acres of land. The state was selecting its acreage with no regard for the lands Alaskan Natives traditionally used for their livlihood. Remember too, the oil companies had, by 1967, discovered the potential oil field at Prudhoe Bay and wanted to start drilling. The state saw dollar signs and started auctioning off the land along Prudhoe Bay, again with no regard for aboriginal land claims. Something had to be done to protect Alaskan Natives' interests.
3. Alaska National Interest Lands Conservation Act of 1980 (ANILCA)- One of the key players in the ANCSA settlement was the conservationist groups. They were concerned about preserving undevloped land . ANCSA, in section 17(d)(2), specified part of Alaska would be preserved for new parks and refuges. These are known as d-2 lands. This lead to much argument because nothing was spelled out. With the passage of ANILCA in 1980, 103 million acres were set aside for the protection of wilderness areas, preserves, wildlife refuges, national forests, and wild and scenic rivers.

Lesson 10: Alaska Trivia

Student is given facts about Alaska's position on the globe and on earthquakes and volcanoes.

Lesson 11: Extension Activity 7

1. Answer to number one given. (D)

2. Explain in well-written paragraph the two views of clear cutting.

	Loggers	Fish & Game/Environment
a.	compatible with wildlife	a. not compatible with wildlife
b.	renewable resource	b. not renewable resource
c.	clear cutting allows area for deer to browse.	c. deer do not use clear cut areas
d.	does not disturb environment; eagles, salmon streams, deer are not disturbed	d. disturbs environment greatly
e.	100 year cycle allows for forest to remain same. It is a centuries old forest now. 100 year cycle creates a young, even age forest.	e. forest does not remain the same
f.	ecosystem stays the same	f. ecosystem does not stay the same. It would be entirely different ecosystem which would not support the same types of wildlife which are now available.

3. Considerations taken when logging on federal lands:
   a. environmental protection
   b. restrictions
   c. aesthetics
   d. recreational areas
   e. roadside scenic areas

4. Answer to number 4 given (A).

5. Products from logs milled in Alaska:
   a. high grade logs
      lumber
   b. low grade logs and residue from high grade logs turned into chips, then into high grade pulp which is used to make the following products.
      rayon
      acrylon
      pharmaceutical products
      photographic film

6. OPINION: Logging should be expanded and developed.
   OR
   Logging should NOT be expanded and developed.

   Support one of the above statements using four or more sentences.

Lesson 11: Sourdough Lingo

1. coastal forest- forested area in Alaska which includes both the southeastern region with the Tongass Forest and the southeastern region from Yakutat to Kodiak.
2. interior forest- forested area in Alaska which includes the forests of the arctic, interior, and the northwest regions.
3. old growth- original forest, untouched by man.
4. clearcutting- a method by which all trees in an area are logged at once.
5. selective cutting- method by which only selected mature trees are cut, leaving the rest of the trees to grow to maturity.
6. buffer strips- strips of land that cannot be logged to guard against erosion, which may deposit silt in salmon spawning areas. This silt could suffocate the salmon eggs.
7. log boom- a barrier made of logs to prevent floating logs from dispersing.
8. log dump- specific locations usually along the waterway, where logs are dumped for transportation or into booms.
9. pulp- ground-up, moistened, fibers of wood used to make paper.
10. chips- small pieces of wood, cut or broken off.
11. subsidy- a grant of money, as from a government to a private enterprise.
12. board foot- the amount of wood cut from a log measuring one foot long, one foot wide, and one inch thick.
13. cant- eight-and-one-half inch slab of log cut on two sides.

Lesson 11: Alaska Trivia

Student is to write his or her own facts about trees in Alaska.

Lesson 12: Extension Activity 2

Videotape: Alaska Coal

1. Report which answers one of following:

Mining process and machinery used-

The key to mining at the Usibelli Coal Mine is economy of scale. They use very large equipment which can move tons of earth and coal each day. Their biggest piece of machinery is an $11 million dollar walking drag line. Large heavy-duty equipment can process the needed tonnage.

Present and future markets-

Present markets are local and along the rail system. Power plants use the coal too. With the new equipment, they are hoping to expand their markets to the Pacific Rim nations. They will be able to handle the markets while keeping the cost about the same. The new equipment allows them to do this.

Reclamation efforts-

Usibelli Coal Mine won an award for reclamation long before reclamation was required by the state and federal governments.
The owner has a personal interest in restoring the land and has restored 3,500 acres so far. Reclamation has been accomplished with an airplane called an Agwagon. It flies over ground which has been prepared for seeding and distributes seeds, fertilizer, etc.
The reclamation has been carefully documented, and has attracted wildlife.

Lesson 12: Extension Activity 7

US! Oil Spill: Alaska's Big Spill

Vocabulary terms and their definitions:

Containment- To hold or keep within certain limits (to try to keep the oil from moving out of the area of a spill)

Crude Oil- petroleum in its natural state; unrefined oil

Environmental Conservation- the care and protection of natural resources

Fathom- a unit of depth or length, equal to six feet, usually used to describe ocean depths

Fisheries- a place where fish are caught or bred; the business of catching fish

Hazard- danger, risk

Hydroblast- to use pressurized water to try to remove oil from rocks

Obliterate- to do away with completely; to destroy

Search and rescue- one of the important jobs of the Coast Guard - to save lives and property at sea

S. O. S.- an international distress signal that is used by ships and aircraft in trouble

Vessel- a boat or ship

1. Information for this answer needs to be sent for.

2. Oil spills cause harm to wildlife, ruin beaches and destroy fish.

3. The U. S. Coast Guard, Department of Environmental Conservation, and numerous people with boats, equipment, and a desire to work were involved in the oil clean-up.
   The Coast Guard tried to rescue the people and ship in distress. They were hoping to contain the spill, but the seas were too rough for that activity. They tracked the spill and coordinated efforts with other agencies and people to begin clean-up of the spill. They also towed the damaged ship, trying to get it to a location with deep water. It sunk before they reached their destination.

   The Department of Environmental Conservation worked with the Coast Guard in clean-up. Actual activities listed for clean-up were vague. No mention was given as to what happened to the oil which was picked up, what happened to the harmed wildlife, etc.

4. The people in the videotape talked of bills introduced into legislation to protect habitat and suggested a money fund for oil spill clean-ups. The youngsters will probably come up with good ideas for this one.

5. Answers will vary.

Lesson 12: Sourdough Lingo

1. boom- an economic period characterized by public and private prosperity; high wages, high prices, high employment, and high revenues for the government, population increases. When government has a lot of money, many programs and projects get funded and many programs and projects are subsidized.
2. bust- an economic period characterized by a decrease in revenues for the government and therefore a decrease in funds for programs and projects backed by the government. People lose their jobs, their buying power decreases, businesses fail, population decreases. There is high unemployment, wages cut, prices tend to go down, especially in the housing market (which is good for people who are in the market to buy, but bad for those who need to sell their homes).
3. ore- a natural combination of minerals, esp. one from which a metal or metals can be profitably extracted
4. lode- a vein, stratum, etc. of metallic ore
5. placer deposits- deposits of gravel or sand containing particles of gold, platinum, etc. that has been washed down form nearby mountains
6. drift mining- method of mining usually done during the winter in placer deposits too deep to be mined in other ways. Miners descended a shaft, and once they reached the bottom, they would drift along the boundary between the bedrock and the river gravel where most of the gold would be found. The gravel was frozen so sophisticated methods of melting the gravel were needed.
7. sluice box- works much like a gold pan, it catches gold or other heavy and valuable minerals. Minerals are heavier than normal rocks so they settle in the riffles of the sluice box.
8. tailings- the lighter materials carried off by the water running through the box
9. hard-rock mining- the method of extracting mineral-bearing ore out of solid or hard rock

Lesson 12: Alaska Trivia

Given information, student is to figure out how much his or her body minerals would be worth on the market.

Lesson 13: Extension Activity 10

Alaskan Sketches

Before the program:

1. Answers will vary for the first part of the question.
   Dictionary definition- Turning out as was hoped for. Having gained wealth, fame etc.

2. People who are successful- Answers will vary.

3. Watch at least two programs.

Complete two of the following:

1. Rie Munoz's success may be attributed to the following: hard work, determination, wit and wisdom, enjoys what she does, maturing skills, lively colorful pictures, distinctive way of seeing things, sees the humor in things, pictures depict a celebration of life, sees beauty and joy in things, and she is a warm, trusting, and caring person.

2. Answers will vary.

3. Theme of paper will vary. Be sure to indicate to your students what your expectations are for the paper.

4. List of specialized skills:

   effective and competent managerial skills *most important, determination, hard-worker, resourceful, intelligent, ability and willingness to compete, ability to withstand the pressures of being away from home a great deal of the time.

   Can these be learned at school? Answer is open to opinion. Many of the management skills can be greatly enhanced by an education. Many of the other skills can be sharpened by attending school (depending on the individual). Many of the skills are learned through experience fueled by desire or need.

Lesson 13: Sourdough Lingo

Students are asked to find five words in this lesson which they are not familiar with and define them.

Lesson 13: Alaska Trivia

1. The Blanket Toss
2. Green and Gold
3. Don Clary
4. George Attla
5. Libby Riddles
6. Gareth Wright
7. The ear
8. Walter Hickel
9. Special Olympics Mileage Event
10. His motorcycle

Lesson 14 US! Hovercrafts, "ATV Safety: The Goal", Qayaq: Kayaks of Alaska and Siberia.

1. Categorization- Answers will vary
   Problems to the environment?- Answers will vary
   Licenses required?- Answers will vary

   Specifics on these questions were not implicitly given.

2. Answers will vary

3. Three major problems of ATV's are:
   1) improperly dressed drivers and riders
   2) irresponsible driving
   3) driving under the influence of alcohol and drugs

   Elimination of the problems:
   1) educate and insist on dressing properly for ATV driving: boots, properly fitted helmets, heavy jeans, tough or heavy jacket, gloves, goggles or wind shield, etc.
   2) educate and insist on on responsible driving:
      stay on trails or designated ATV areas to avoid damaging environment and other's property, wear proper gear, do not ride double, avoid tricks, stunts, and excessive speeds, clean up after yourself (do not leave trash etc.), cross roads carefully, quickly and within the shortest possible distance, avoid driving alongside roads (keep three feet or more away from roadway), follow all driving safety rules, and avoid showing off.
   3) educate and insist on alcohol and drug free driving:
      No booze-it messes up your timing, judgement, and perceptions
      No drugs-it messes up your timing, judgement, and perceptions
      No driving while taking medications which may affect your timing, judgement, and perceptions.

   No exceptions...

4. There were two major types of designs which were used. One was for open sea use and one was for inland use on rivers, lakes and streams. Kayaks were built to the specifications of the individual owners and were in perfect symetry, which allowed them to be used as extensions of the body and allowed great freedom of movement.

   The open sea types had one, two, or three seats, with the one-seater most used. They were usually shorter, wider, drift-wood framed structures with seal skin covering. This kayak rode more deeply into the water than the inland kayak. The joints of the kayak were fastened with seal gut. A bone between the joint allowed for flexibility. Some had split bows the bottom of which allowed for tracking and the top bow provided additional bouyancy. They were built to the specifications of the individual owners and had enough storage space for all the necessary equipment needed on a hunt. Some even carried small sleds on the stern which were used to transport the kayak when crossing ice.

   The inland kayak was longer and narrower, which allowed for the least amount of wetted surface. It was also built according to the specifications of the individual owners. They were built from an available wood supply and were mostly used for hunting caribou. They could carry a great deal and could also be used to carry other people short distances (across rivers etc.). These kayaks did not draw as much water as the sea going kayaks did.

   There is very little difference in the construction of kayak structures today. The main difference is in the materials which are used for fastening the joints and the 'skin' of the craft.

Lesson 14: Sourdough Lingo

1. The Bush- rural Alaska, access is by boat, plane, snow machine, ATV, or dog sled.
2. The Alaska Marine Highway- refers to the ferry system in Southeast which is responsible for transporting people and vehicles from one community to another.
3. The Alaska Highway- In 1942, three months after the U. S. became involved in World War II, a highway from the 'Lower 48' through Canada to Alaska was given presidential approval. Some people refer to this road system as the AlCan Highway, but its actual name is the Alaska Highway.
4. The Iditarod- The Iditarod is a 1,049 mile sled dog race, held annually, from Anchorage to Nome. It commemorates the grueling Diptheria serum run relays of dog sleds which crossed 670 miles from Nenana to Nome in the winter of 1925.

Lesson 14: Alaska Trivia

Student is given facts about the percentages of pilots in Alaska.
1. Alaska Airlines
2. A dog sled
3. Skagway and Whitehorse

Lesson 15: Extension Activity 5

"Telecommunications On The Last Frontier" Part II

Pre-Program Activities:

1. Matching

A. geostationary- The prefix means of the earth. The root means fixed, unchanging.

B. amplifier- A device which enables an input signal to control a source of power. As a result it is capable of delivering at its output an enlarged reproduction of the signal.

C. solid state- An electronics term used to describe components equipped with transistors. Transistors replaced vacuum tubes.

D. transponder- A combined receiver and trasmitter.

E. array- An orderly grouping.

F. communications satellite- A man-made object that revolves around the earth, designed to reflect or relay signals used for communications.

G. telecommunications- The prefix means at, over, a distance. The root means to impart, give, or exchange information.

2. Answers will vary.

Post Program Activities:

1. Answers will vary.

2. Interview: means of completing project will vary.

Lesson 15: Sourdough Lingo

1. telecommunications- to relay information over long distances
2. satellite- a man-made object put into orbit around the earth, moon, etc.
3. White Alice- As a result of the Cold War which existed between the United States and the U.S.S.R., and fear of air attacks, the U. S. installed a new communications system known as the Alaska integrated communications extension (White Alice) in 1955.
4. WAMCATS- The military governed Alaska from the late 1800's to the early 1900's and needed a system of communicating between posts. The military built the telegraph line known as the Washington-to-Alaska Military Cable And Telegraph System
5. geosynchronous- designating or of a satellite in orbit above the earth at the same speed that the earth rotates, so as to seem to hover the same point.

Lesson 15: Alaska Trivia

1. X
2. The Tundra Times
3. Charlie Chaplin
4. "The Shooting of Dan McGrew"
5. Known For Quality Delivery
6. KFQD
7. Larry Beck
8. His Northwest Passage
9. Louis L'Amour
10. wood carving

Alaska Studies Connection

Semester 1

Test Packet

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ASSESSMENT 1 (Lesson 1 - 4) 1.4

You have completed your study of Alaska's geography, topography and climate in the Southeast, Southwest, and Southcentral regions. Now it's time to test what you know.

On the form that follows, give at least three examples for each category.

Land Forms: List specific names for land features of the region, such as mountains, peninsulas, etc.

Major Communities: List the important towns of each region.

Bodies of Water: List names of the main rivers, straits, seas, gulfs, etc., in the region.

Climate: List and describe the type of climate(s) in the region. In your description include geographical/topographical reasons as to why these climatic characteristics exist where they do.

*Each block is worth 3 points.

ASSESSMENT #1

Region	Land Forms	Major Communities	Bodies of Water	Climate
South-east				
South-central				
South-west				

ASSESSMENT 2 (Lesson 5 - 8) 1.8

You have completed your study of Alaska's geography, topography and climate in the Northwest, North Slope, and Interior/Yukon regions. Now it's time to test what you know.

On the form that follows, give at least three examples for each category.

Land Forms: List specific names for land features of the region, such as mountains, peninsulas, etc.

Major Communities: List the important towns of each region.

Bodies of Water: List names of the main rivers, straits, seas, gulfs, etc., in the region.

Climate: List and describe the type of climate(s) in the region. In your description include geographical/topographical reasons as to why these climatic characteristics exist where they do.

*Each block is worth 3 points.

ASSESSMENT #2

Region	Land Forms	Major Communities	Bodies of Water	Climate
North-west				
North Slope				
Interior/ Yukon				

ASSESSMENT #3

Part 1. Using the knowledge you have acquired about several of Alaska's natural resources, fill in the chart to the best of your ability. Be as complete as possible. You may choose to prepare this assessment as a colorful chart or poster or an Appleworks database.

Resource	Alaskan Sources of the Resource	How Local, State, and Federal Gov'ts Regulate It	Markets for the Resource	Uses of the Resource
Fisheries				
Timber				

ASSESSMENT 3 (Lesson 9 & 11)

Answer all parts to all questions. Use complete sentences. (10 points each)

1. Define natural resource.
   Give an example of a renewable and a non-renewable resource.

2. Give an example of one ocean resource in Alaska and give one example of how it is managed or regulated.
   Is this a state or federal regulation?

3. What are the two most valuable markets for Alaska fish?

4. What is the Limited Entry Program? Why does it exist?
   What is one disadvantage to the Limited Entry Program?

5. Who owns Alaska's land? List from greatest to the smallest.

   a.

   b.

   c.

   d.

6. Describe three ways Alaskans use their land.

7. Give two examples of how the state and federal government regulates Alaska's land use. (one of each)

8. What is the land disposal program? Why does it exist?

9. What are the two types of "forest" in Alaska? Give an example of how the timber industry is managed or regulated.

10. Give a brief definition for the following terms:

    Alaska Native Claims Settlement Act -

    Alaska National Interest Lands Conservation Act -

ASSESSMENT 4 (Lesson 12 - 13) 2.13

Complete all parts of the following questions. Use complete sentences.

1. Describe one of the methods of mining that occurs in Alaska. Name a place in Alaska, from the past or present, where this kind of mining takes (took) place. (10 points)

2. Describe a boom economy. How does the influx of money affect the economy? Give specific examples. (10 points)

3. Describe how mineral wealth found in Alaska impacts Alaska's economic cycle (boom to bust). Give two examples from Alaska's past/present. (10 points)

4. What do you think, after reading Lesson 12, are Alaska's three most important or valuable sources of mineral wealth? Support each of your choices. (6 points)

5. Where are two of the major markets for our minerals? (4 points)

6. Why has there been a recent push in Alaska for both the public and private sector to hire locally? How is local defined? (10 points)

7. What is a resource? How are people a resouree? (10 points)

ASSESSMENT 5 (Lesson 14 & 15)

You have learned about the transportation and communication systems in our state. Now it's time to put that knowledge into action. (100 points)

Choose a community in Alaska that is at least 300 miles from where you live. You have just gotten a job in that community and must move there within the month.

Your task is to investigate the most efficient and cost-effective way to move to that community. In your investigation you will also need to include the cost of communicating with your new boss who lives in your new community, and the cost of moving your belongings.

Use your telephone directory, local people and other resources to put together a chart of the present methods of transportation, for yourself and your belongings and the costs of communication between your town and the new community. Then you must decide on the most efficient method and total the costs of your move to your new home.

Have Fun!

MID-TERM EXAM 2.15

This exam has been allotted 2 hours to complete.

1. What are the six geographic regions of Alaska? (6 points)

   a. d.

   b. e.

   c. f.

2. If it is 8:00 a.m. in Anchorage, what time is it (5 points)

   a. Eastern time? _____

   b. Central time? _____

   c. Mountain time? _____

   d. Pacific time? _____

   e. in Nikolski, AK? _____

3. Name and briefly describe the four climatic zones in Alaska. (2 points each)

   a.

   b.

   c.

   d.

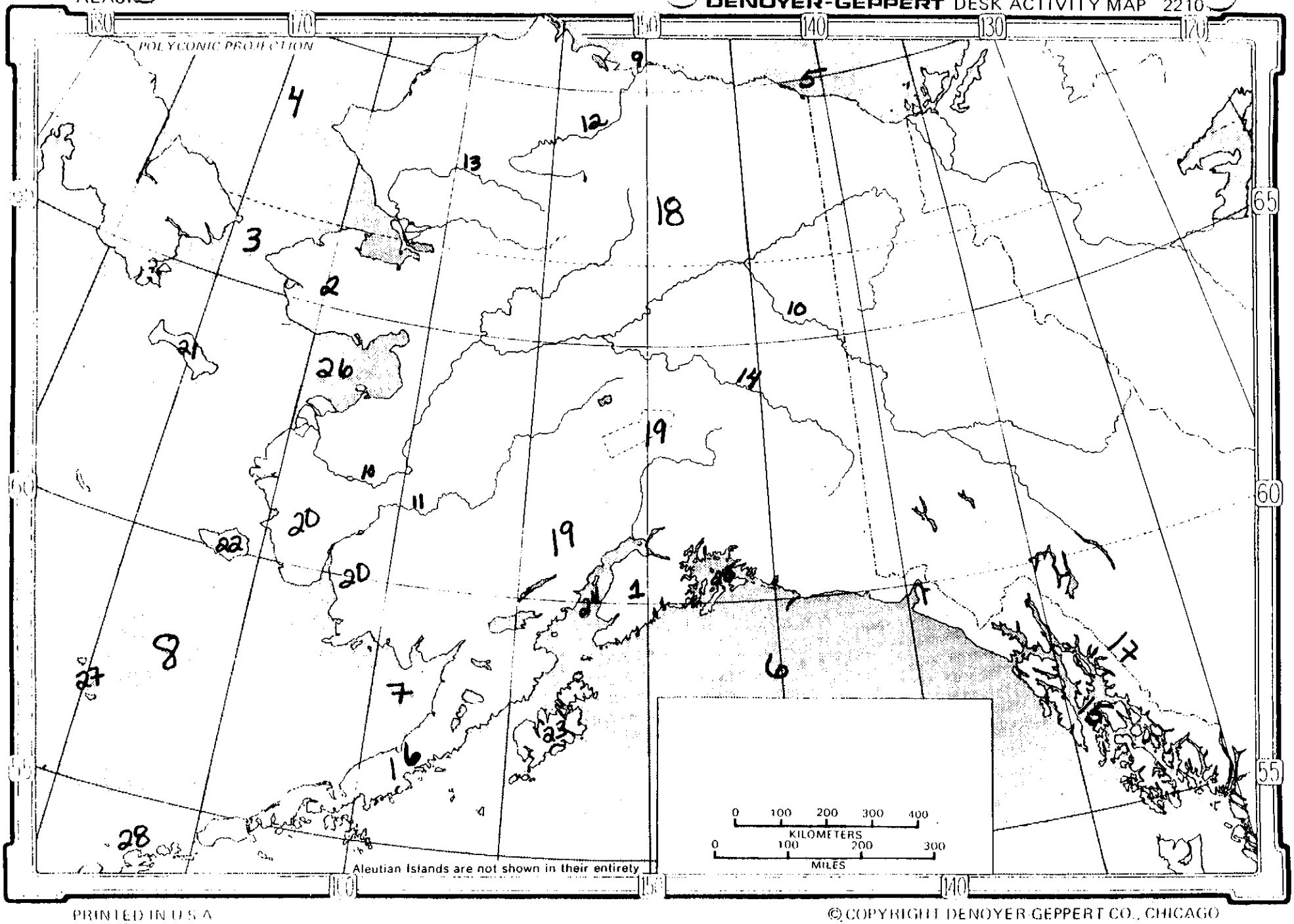
4. Match the number with its correct geographic location.

Use the following map. (1 point each)

Alaska Peninsula	_____	Kenai Peninsula	_____
Alaska Range	_____	Kodiak Island	_____
Alexander Archipilago	_____	Kuskokwim River	_____
Aleutian Island Chain	_____	Noatak River	_____
Beaufort Sea	_____	Norton Sound	_____
Bering Sea	_____	Nunivak Island	_____
Bering Strait	_____	The Pribilofs	_____
Bristol Bay	_____	Prince William Sound	_____
Brooks Range	_____	Prudhoe Bay	_____
Chukchi Sea	_____	Seward Peninsula	_____
Coastal Mountains	_____	St. Lawrence Island	_____
Colville River	_____	Tanana River	_____
Cook Inlet	_____	Yukon-Kuskokwim Delta	_____
Gulf of Alaska	_____	Yukon River	_____

ALASKA

DENOYER-GEPPERT DESK ACTIVITY MAP 2210



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5. What is a natural resource? (2 points)

6. Name three commercial fisheries in Alaska. (1 point each)

   a.

   b.

   c.

7. Discuss one advantage and one disadvantage of the limited entry program. (5 points)

8. Who owns most of Alaska's land? _____ (2 points)

9. What does ANCSA stand for? _____ (2 points)

10. Briefly describe three provisions of the ANCSA. (3 points)

    a.

    b.

    c.

11. What are the two forested areas of Alaska called? (1 point each)

    a. _____

    b. _____

12. Describe one logging method used in Alaska. (3 points)

13. Where are our major timber markets? (2 points)

14. How is the boom and bust cycle of economics related to minerals? Give an example from Alaska's past or present. (5 points)

15. List three important mineral resources in Alaska and tell why each is important to the state. (6 points)

    a.

    b.

    c.

16. What are two of the major markets for our minerals? (2 points)

17. Give an example of how a person's education and training increase Alaska's potential? (5 points)

18. What is a subsidy? (2 points)

19. Describe how Alaska's geographic location and topography influences the types of transportation available in our state? (5 points)

20. Describe how Alaska's geographic location and topography influences the cost of telecommunications within our state. (5 points)

Alaska Studies Connection Answer Key

Semester One

Assessments 1-5
Mid-Term Exam

Department of Education
Correspondence Study

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ASSESSMENT #1

Each block worth 3 points. The following are possible answers.

Region	Land Forms	Major Communities	Bodies of Water	Climate
South-east	Alexander Archipelago Coast Mountains Mt. Fairweather Mendenhall Glacier Tongass Nat'l Forest Chilkoot Pass	Juneau Sitka Ketchikan Petersburg Wrangell Yakutat Haines Skagway	Lynn Canal Frederick Sound Glacier Bay Gulf of Alaska Dixon Entrance Taku River Stikine River	Maritime - small temp. changes, high humidity, much rain-fall + cloudiness, little freezing Avg. temp. 40° F Japaneses Current
South-central	Wrangell-St. Elias Mountains Alaska Range Kenai Peninsula Aleutian Range Kodiak Island Katmai Nat'l Park Volcanoes, Glaciers	Anchorage Kenai Soldotna Cordova Seward Valdez Kodiak Sand Point Cold Bay	Gulf of Alaska Cook Inlet Turnagain Arm Shelikof Strait Prince William Sound Copper River Susitna River Pacific Ocean Lake Iliamna	Maritime Transitional Continental-north of the mountains, wide range of temps., below freezing to 100° F, lighter pre-cipitation than Maritime and Transitional
South-west	Yukon-Kuskokwim Delta Aleutian Islands Nunivak Island The Pribilof Islands Kuskokwim Mtns.	Bethel Dillingham King salmon	Kuskokwim River Bristol Bay Kuskokwim Bay Pacific Ocean Bering Sea Nushagak River	Transitional - means change, influenced by the sea,much rain & mild temps., light precipitation with extreme temps.

ASSESSMENT #2

Each block worth 3 points. The following are possible answers.

Region	Land Forms	Major Communities	Bodies of Water	Climate
North-west	Seward Peninsula St. Lawrence Island Baldwin Peninsula Brooks Range Little Diomede Island DeLong Mtns. Waring Mtns. Great Kobu k Sand Dunes	Kotzebue Nome Point Hope Unalakleet	Bering Sea Bering Strait Kotzebue Sound Norton Sound Noatak River Kobu River Chukchi Sea	Transitional with some Continental
North Slope	Brooks Range Many capes Pingos Ice Wdge Polygons	Barrow Wainwright	Prudhoe Bay Arctic Ocean Beaufort Sea Chukchi Sea Colville River Noatak River	Low temperature Little rain = Arctic, light precipitation
Interior/ Yukon	Alaska Range Denali Kuskokwim Range Yukon Flats Hot Springs	Fairbanks Delta Junction Tok Nenana St. Marys	Yukon River Tanana River Nenana River Lake Minchumina Innoko River Hot Springs	Continental Transitional

1. A natural resource is any naturally occurring material, energy or feature that supplies our basic needs or produces wealth. (See page 205)

2. Ocean resources; salmon, halibut, bottomfish, herring, crab, shrimp regulations:

   The Alaska Department of Fish and Game oversees all of the commercial fishing in Alaska rivers and coastal waters up to 12 miles into the ocean. They set regulations on the number and type of fish and shellfish to be caught, the places where they can be caught, type of gear fishermen may use to catch them, times of openings.

   Limited Entry

   Beyond the 12 mile limit, out to the 200 mile limit, the waters are governed by the federal government. They regulate most of the bottomfishing in the Gulf of Alaska. They are also responsible for marine mammals, which are <u>not</u> harvested commercially.

   Since halibut appear all along the Pacific coast, rules about halibut fishing are handled by the International Pacific Halibut Commission. It sets rules on how many, where, when, and type of gear.

3. The two most valuable markets for Alaska fish are the lower 48 and Pacific Rim.

4. Limited Entry Program- In 1974 the State of Alaska instituted this program for salmon fishing in order to limit the harvest; to protect the fish population and to ensure Alaska's fishermen a livelihood.

   Disadvantage- Program tends to favor those who can afford to take advantage of the high cost of the permits; leaving Alaskans' hands.

5. Who owns Alaska's land?

   a. *The Federal Government*

   b. *The State of Alaska*

   c. *Native peoples through their corporations*

   d. *Private individuals*

6. Describe three ways Alaskans use their land.

   1) *Homes, businesses, industries, and cities*

   2) *Development of land's natural resources*

   3) *Agriculture, trapping, hunting, subsistence*

   4) *National parks and preserves*

   5) *Tourism*

7. Give two examples of how the state and federal government regulates Alaska's land use. (one of each)

   Alaska Department of Environmental Conservation (DEC) requires individuals, communities, and industries to adhere to certain standards for water and air quality and disposal of wastes. Examples of how these regulations influence industry are strongly tied to mineral development and logging.

   The U.S. Corps of Engineers regulates the kinds of buildings that can go up near bodies of water and wetlands.

   Student may also mention State land disposal program and Federal government law, ANILCA.

8. The Alaska DNR (Department of Natural Resources) regularly makes state land available for private ownership to Alaskans through a lottery, homesite, homestead and public auction programs. Its purpose is to open up outlying areas of the state.

9. Coastal and Interior Forests
Regulations:

   Buffer strips along salmon spawning streams. Logging roads are governed by where and how the are built.

   Kinds of products that can be exported from national forests.

   Raw logs in Alaska must be processed by a local mill before they leave the state.

   Amount of timber to be harvested and select timber lands.

10. ANCSA (See Sourdough Lingo in Answer Key for Lesson 10)

    ANILCA (See Sourdough Lingo in Answer Key for Lesson 10)

ASSESSMENT #3

Part 1. Using the knowledge you have acquired about several of Alaska's natural resources, fill in the chart to the best of your ability. Be as complete as possible. You may choose to prepare this assessment as a colorful chart or poster or an Appleworks database.

Each block worth 3 points. The following are possible answers.

Resource	Alaskan Sources of the Resource	How Local, State, and Federal Gov'ts Regulate It	Markets for the Resource	Uses of the Resource
Fisheries	Salmon Halibut Bottomfish Herring Shrimp	Fish and Game oversee waters 12 miles out to sea; number and type of fish to be caught, places and gear size. Beyond 12 miles fisheries are managed by Fed. gov't.	Lower 48 States and Pacific Rim	Food Bait
Timber	Coastal Forest-Southeast and Yakutat to Kodiak Interior Forest-Forests of the Interior and Northwest Region	buffer strips, regulations covering road building, log booms, log dumps Processing regiations such as local mills must process raw logs Native corporations have own regulations	Japan and other Pacific Region countries. Europe	cants pulp timbers house logs charcoal fuel logs wood pellets natural logs

ASSESSMENT 4 (Lessons 12-13) 2.13

Complete the following questions - You may tape your answers but you must be monitored by your Home Teacher.

1. Describe one of the methods of mining that occurs in Alaska. Name a place in Alaska, from the past or present, where this kind of mining takes (took) place. (5 points)

Answers may vary, but may include the following: In Nome the gold-rich quartz was found in the sand on the beach and in the bedrock in the creeks. It was not necessary to have expensive equipment to get to the gold or to mine the ore. There was no heavy investment involved. All one needed was a shovel and a gold pan or a rocker. This kind of mining is known as Placer Mining.

An interesting fact about Nomes's gold strike; one of the biggest factors contributing to the lawlessness in Nome was the fact that it was very difficult to stake a claim on a beach. There were thousands of miners working on a beach no more than 200 feet wide. The normal claim size of 1,320 by 660 feet was impossible! The tide would come in, pushing the miners off the beach and smooth over all the work that has been done. Even the shape of the beach changed due to tidal action, erosion, and weather conditions.

2. Describe a boom economy? How does the influx of money affect the economy? *(5 points)*

A boom is a swift growth characterized by a short time of economic prosperity. It is usually the result of a new found source of revenue for a community, state, or country. A boom economy is characterized by high employment, a population increase, a spending increase both in the private and public sectors, high prices, and a construction craze to provide housing and businesses for all the people and their families coming in.

In the business cycle as a whole, no one can really explain what happens to cause boom (prosperity) and bust (recession) cycles. But in Alska they can be explained one; by three major gold strikes in the late 1800's, early 1900's and two; by one major oil strike in the 1906's.

3. Describe how mineral wealth found in Alaska impacts Alaska's economic cycle (boom to bust). Give two examples from Alaska's past/present. (8 points)

Answers may vary, but may include the effects of the gold rush and the discovery of oil in Prudhoe Bay; The boom cycle: The population increases. The more people there are, the more room they need. Lands become developed, that means less land untouched by man. What about Alaska's wildlife? What about a subsistence way of life for the Alaskan Natives? What about a means of acquiring cash for Alaskan Natives if they are to exist in a cash economy? The more people there are, the more businesses spring up. The more money people make, the more spending power they have. The more money there is available to people the more things cost (inflation).

The bust cycle: The source of wealth runs out or some other factor in the world causes the need for the wealth to diminish; therefore the money supply decreases. Programs and projects can no longer go on. People lose their jobs. When you do not have a job your spending power decreases, there is less money available. Businesses go under, construction stops. People have to go where they can find work, therefore they have to sell their homes. The housing market becomes flooded. Prices go down. There is even the probability of the crime rate going up.

It gets very complicated but one can see how everything is related. Nothing exists in a vacuum.

4. What do you think, after reading Lesson 12, are Alaska's three most important or valuable sources of mineral wealth? Support each of your choices. (6 points)

Answers may vary, but may include oil, copper, molybdenum, coal, etc. Student must support why she/he feels the three she/he chose are the most important to Alaska.

5. Where are two of the major markets for our minerals? (2 points)

One of our major markets for coal is Korea and for timber; Japan. Other markets are the lower 48 and within our own state. Students must mention the growing importance of the role the Pacific Rim Region countries are playing in Alaska's trade economy.

6. Why has there been a recent push in Alaska for both the public and private sector to hire locally? How is local defined? *(5 points)*

Answers may vary, but may include:

To hire locally means to offer the job to someone who is a resident of the State of Alaska before seeking to hire someone from out of state. On a local level it could possibly mean hiring someone from that particular community. This is especially true for rural communities where there is a great need for employment, for cash.

Historically the military played a major role in developing the State of Alaska. The pattern has been set for "bringing in" qualified educators, experts, resource people and construction workers. The reasons there has been a push for both the private and public sectors to hire Alaskans is because when outsiders take Alaskan jobs they also take the money they made out of the state. It does not get put back into Alaska's economy. In the long run hiring out of state hurts Alaska.

7. What is a resource? How are people a resource? (5 points)

A resource could be defined two ways; as a source of wealth or as one's assets; or as something that lies ready for use or can be drawn upon for aid. Student's definition should show and understanding of this idea. Answers will vary as to why people are considered a resource, but may include the idea that people have skills which are needed and used by others.

ASSESSMENT 5 (Lesson 14 & 15 2.15

You have learned about the transportation and communication systems in our state. Now it's time to put that knowledge into action.

Choose a community in Alaska that is at least 300 miles from where you live. You have just gotten a job in that community and must move there within the month.

Your task is to investigate the most efficient and cost-effective way to move to that community. In your investigation you will also need to include the cost of communicating with your new boss who lives in your new community.

Use your telephone directory, the local office personnel, and other local people and resources to put together a chart of the present methods of transportation and communication between your town and the new community. Then you must decide on the most efficient method and total the costs of your move to your new home.

Have Fun!

Student answers will vary.

This exam has been allotted 2 hours to complete.

1. What are the six geographic regions of Alaska? (6 points)

   a. *Southeast*
   b. *Southcentral*
   c. *Southwest*
   d. *Northwest*
   e. *Arctic/North Slope*
   f. *Interior/Yukon*

2. If it is 8:00 a.m. in Anchorage, what time is it (5 points)

   a. Eastern time? *12:00 p.m.*
   b. Central time? *11:00 a.m.*
   c. Mountain time? *10:00 a.m.*
   d. Pacific time? *9:00 a.m.*
   e. in Nikolski, AK? *7:00 a.m.*

3. Name and briefly describe the four climatic zones in Alaska. (2 points each)

   a. *Maritime - small temp. changes, high humidity, much rainfall and cloudiness, little freezing weather. Influenced by Japanese Current.*

   b. *Transitional - many changes, influenced by the sea, much rain with mild temps, light precipitation with extreme temps.*

   c. *Continental - north of mountains surrounding the Gulf of Alaska, wide range of temps. from well below freezing to 100°F. Lighter precipitation than Maritime and Transitional.*

   d. *Arctic - low temperatures, little precipitation, strong winds*

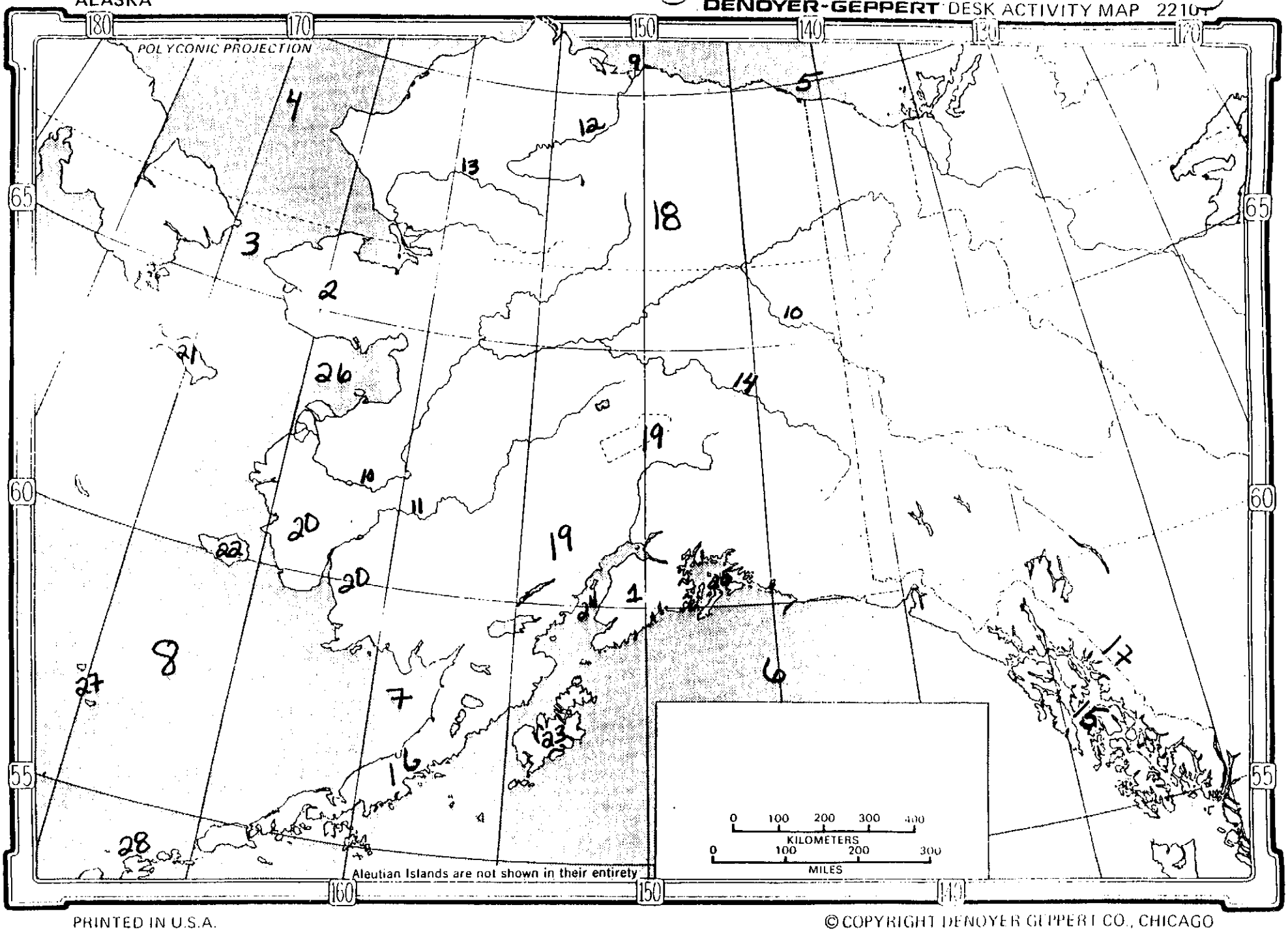
4. Match the number with its correct geographic location.

Use the following map. (1 point each)

Alaska Peninsula	16	Kenai Peninsula	1
Alaska Range	19	Kodiak Island	23
Alexander Archipilago	15	Kuskokwim River	11
Aleutian Island Chain	28	Noatak River	13
Beaufort Sea	5	Norton sound	26
Bering Sea	8	Nunivak Island	22
Bering Strait	3	The Pribilofs	27
Bristol Bay	7	Prince William Sound	25
Brooks Range	18	Prudhoe Bay	9
Chukchi Sea	4	Seward Peninsula	2
Coastal Mountains	17	St. Lawrence Island	21
Colville River	12	Tanana River	14
Cook Inlet	24	Yukon-Kuskokwim Delta	20
Gulf of Alaska	6	Yukon River	10

ALASKA

DENOYER-GEPPERT DESK ACTIVITY MAP 2210



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5. What is a natural resource? (2 points)

Things useful to people which are found and produced on the land and in the water.

6. Name three kinds of commercial fisheries in Alaska. (1 point each)

a. *Salmon*

b. *Halibut*

c. *Crab*

7. Discuss one advantage and one disadvantage of the limited entry program. (5 points)

Philosophically it is supposed to limit the number of people (fishermen) and therefore boats participating in the commercial harvest of Alaskan Salmon. As a result, protecting the species from depletion and keeping the industry out of the hands of non-Alaskans. But what has happened is that many of these permits can and have been sold to non-Alaskans and have left the hands of many Native people who rely heavily on commercial fishing for their livlihood in a cash economy.

8. Who owns most of Alaska's land? *The Federal Gov't* (2 points)

9. What does ANCSA stand for? *Alaska Native Claims Settlement Act* (2 points)

10. Briefly describe three provisions of the ANCSA. (3 points)

a. *Provided Native people with written title to nearly 44 million acres of land.*

b. *Compensated Native people $962,500,000 to extinguish their claim to the rest of Alaska.*

c. *Established corporations to manage land and money.*

11. What are the two forested areas of Alaska called? (1 point each)

    a. *Coastal Forests*

    b. *Interior Forests*

12. Describe one logging method used in Alaska. (3 points)

    Clearcutting or Selective Cutting
    Clearcutting - method by which all trees in an area are logged at once. (less expensive)
    Selective Cutting - method where only selected mature trees are cut. (more expensive and time)

13. Where are our major timber markets? (2 points)

    Japan and other Pacific Region countries.

14. How is the boom and bust cycle of economics related to minerals? Give an example from Alaska's past or present. (5 points)

    Answer should be similar to the answer for question #3, Assessment 4.

15. List three important mineral resources in Alaska and tell why each is important to the state. (6 points)

    Answers will vary

    a. *Gold*

    b. *Oil*

    c. *Coal*

16. What are two of the major markets for our minerals? (2 points)

    The Lower 48 states and Pacific Region countries.

17. How does a person's education and training increase Alaska's potential? (5 points)

Student should mention how people are an Alaskan resource; contributing skills and knowledge necessary for Alaska to continue the ongoing process of development in the ever changing and progressive world.

18. What is a subsidy? (2 points)

A grant of money usually from the government to a private enterprise.

19. How does Alaska's geographic location and topography influence the types of transportation available in our state? (5 points)

Student should mention physical limitations such as mountain ranges, permafrost, bodies of water, size of Alaska. and her location in relation to other states and countries. Other influences are demographics, small population, large area.

20. Describe how Alaska's geographic location and topography influence the cost and types of telecommunications within our state. (5 points)

Student should mention cost of delivering telephone service in remote areas within a large state; most calls are long distance.

Physical location influences television reception: pre-recordings, time delays, cost of putting satellite dishes in remote areas for telephone, television and cable capabilities.

Computer communications via the use of modems, most remote areas do not have access to a local node and therefore changes are long distance.

Lesson 8: Extension Activity 4

SOURDOUGH PUZZLE