

## Lesson 21

### ALASKA NELLIE'S HOMESTEAD ON NATIONAL REGISTER

On April 3, the National Park Service approved Alaska Nellie's picturesque homestead, roadhouse and long lived favorite tourist attraction on Kenai Lake. This becomes the 51st Alaskan entry on the National Register of Historic Places, according to Wm. Sachek, State Historic Preservation Officer.

At mile 23, Kenai Lake, countless Alaskans since 1923 have become familiar with the homestead, railroad siding, roadhouse, private museum and store facilities which eventually were named Lawing, Nellie's final married name; changed from the original name of Roosevelt, after the earlier President. An adventuresome Missourian, Nellie Trosper was the eldest of 10 children when she headed West to Wyoming and Colorado mining, ranch and railroad camps in 1900. She married, drifted into Nevada and then the West Coast, generally operating boarding houses. In 1915, a lifelong ambition was realized when she arrived by steamship at Seward.

A counterpart of "Ma" Pullen of Skagway-Klondike fame, Nellie worked in mining camps, but soon gravitated back to boarding house operations during the construction of the Alaska Railroad. She was famed as a guide, hunter and storyteller; and during her railway construction days entertained President Harding, Gov. Bone, and many prominent public and corporate figures including Secretary of commerce and later President Herbert Hoover. Following construction of the railroad, she purchased the site of Roosevelt, renamed Lawing in her honor, and became postmistress, hunting guide, private museum staff, general manager and ex-officio mayor of Lawing. Her life and times as a big game hunter, raconteur, homesteader, miner and hosteler, who knew and entertained presidents, kings, movie stars and other celebrities is the subject of two movies, a biography and two theatrical plays.

From Alaska History News  
April, 1975

#### Brief History of the Founding of Anchorage

The town of Anchorage was founded in 1915 as a construction camp for the Alaska Railroad. In 1914 the Alaska Engineering Commission had been given the job, by the U.S. Government, of building a railroad from the deep water port of Seward to the gold fields of the interior (Fairbanks). The next year the Engineering Commission laid out the town of Anchorage; the town site was located in the Ship Creek area. The name, Anchorage, was chosen in an election held August 9, 1915. The name choices were: Ship Creek, Alaska City, Winalaska, Gateway, Lane, Terminal, Homestead, Matanuska, and Anchorage.

## THE MATANUSKA PROJECT

Alaska during the Depression of the 1930's was less hard hit than many of the other parts of America. But there were still many out of work and others, not living in Alaska, who were urged to travel to the Alaska Territory as part of the Matanuska Project. This was one of many "New Deal" projects that were designed to help Americans get back on their feet economically. In the case of the Matanuska Project, there was another aim as well -- the development of agriculture in Alaska. The Matanuska Project was a chance for farmers to start over in Alaska -- and for Alaska to begin to develop the ability to feed itself. One of the arguments used against Alaskan statehood in the early days had been the Territory's lack of farms and supplies.

About 15,000 letters of application were received from people who wanted to travel to the Matanuska Valley in South Central Alaska with their families. They applied for permission to establish farms with the help of the federal government. From the many applications, 202 prospective families of settlers were chosen. They were mostly from the states of Michigan, Wisconsin and Minnesota because the climates of those states were most similar to the Matanuska Valley.

In the spring of 1935, the families -- about 1,000 people, arrived in Palmer. There were homes to be built, schools, trading posts, hospitals and other buildings needed. There was also an urgent need to clear the 40 acres of land each family had been given to farm. To help with these tasks, 400 relief workers were sent to Palmer from California.

Although the project was not a major success and there were difficulties that led some of the settlers to leave Alaska, the project did call the attention of the rest of America to Alaska. It was one more step in winning the support for the concept of statehood for Alaska -- not a major step, but nevertheless, a step toward greater knowledge of Alaska on the part of many Americans.

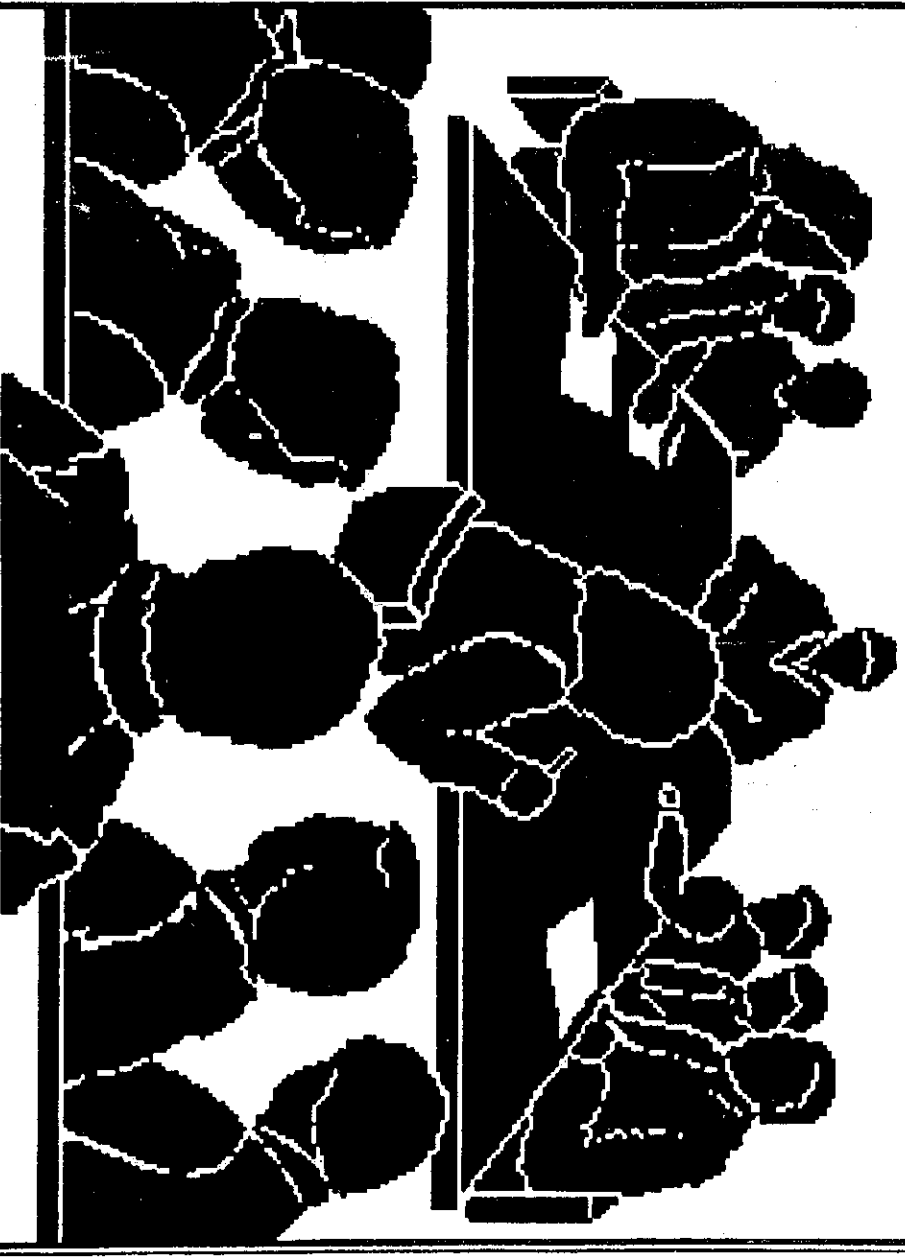
Next: For a look at Alaska during the 1920's and 1930's, read pages 32 and 33, "[Alaska is Growing Up](#)," in [A Parade of Alaska History](#).

# IT'S YOUR LOCAL GOVERNMENT

## Video Viewer's Guide

(to accompany the video "It's Your Local Government")

May 1988



Cooperative Extension Service, UAF

Alaska Department of Community & Regional Affairs

Alaska Native Human Resource  
Development Program, UAF

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May 21, 1988

Greetings:

"It's Your Local Government" video and video viewer's guide are designed as a teaching resource to describe the forms and functions of Alaska's local governments to high school students.

This video viewer's guide, along with the video presents an opportunity to introduce the basic structure of Alaska's local government to high school age students.

This guide supplements the material provided by the video and should allow for a discussion of topics briefly presented in the video.

This video viewer's guide does not constitute a "canned" program; rather the information and activities presented are suggestive of what may be initiated by the teacher to enhance the learning experience for their students.

The sponsors hope to soon provide additional classroom material for Alaska's high school teachers on the topic of local government. The material will more thoroughly explore topics of local government elections, duties of local government officials, how local governments pass laws and powers of local government. Please contact us if you have any questions or comments about the material presented in either this publication or the video.

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## THE BASICS OF LOCAL GOVERNMENT IN ALASKA

### "IT'S YOUR LOCAL GOVERNMENT" VIDEO VIEWERS GUIDE

In the days before western civilization discovered Alaska, the indigenous population had systems of governing their people. These systems were not written down but were passed orally, through customs, from generation to generation. Leaders emerged as needed for a specific purpose. There was no formal organization known as a tribal government. The people ruled themselves through acceptance of customs and accepted punishment when customs were violated. The forms of self government varied with major language groups and to a lesser extent from village to village.

Formal local government structure began to develop when non-Native people found Alaska. The first western form of local government was established by Russia. The Russian-American Company was a fur-trading enterprise that was granted a charter by the Russian czar to exploit the newly claimed resources of Alaska. As the czar's representative, the manager of the company was granted economic and political control over the people of Alaska. This form of government had very limited influence outside of the scattered Russian outposts.

The influence of western government forms on Alaskans accelerated after Alaska was purchased from Russia by the United States in 1867. When Alaska became a part of the United States, Congress began exercising power over all Alaskans including Alaskan Natives. As the years passed, Congress passed many laws governing the population of Alaska. However, Congress did not authorize any form of local government until 1900. Even after 1900, only Alaska's largest communities formed as local governments since most of the state was too rural to justify the cost and effort of organizing a formal government structure.

As statehood approached, a major consideration by residents of Alaska, was the most appropriate form of local government. The delegates to the Constitutional Convention established the current basis for local governments through the framing of the State's Constitution. Alaska's Constitutional Convention adopted a Constitutional provision for local government. This provision was written to ensure adaptability, flexibility, and maximum self-government. A general framework for local government was set up in Article X of the State Constitution but the details were left to the State Legislature following Congress' approval of Statehood. Through the passage of state laws, called statutes, the powers and responsibilities of local government were established in Alaska.

The state statute concerning local government, called Title 29, contains many details such as the types of local governments (called municipalities), how communities incorporate as local governments, how municipalities hold elections, the form of the governing body (city council or borough assembly), and how the members of the governing body are elected.

The State recognized the need for regional governments that are larger than cities but smaller than the State. This form of local government is called a borough and covers geographic areas with common economic, social and political interests. It may include a large area with a relatively small population with common interests. The borough assembly is the elected governing body of a borough and is responsible for providing guidance and services and for making decisions for the borough.

The area outside organized boroughs is called the unorganized borough. The State



Legislature acts as the assembly for the unorganized borough, providing guidance and services and making decisions for the unorganized borough. The unorganized borough form of government is necessary in some areas of the State because there does not exist sufficient local sources of revenue to support a regional government.

There are four kinds of boroughs, in addition to the unorganized borough; home rule, first class, second class, and third class. All boroughs must provide education, planning and land use regulation, and taxation and assessment (to pay for the services provided). What other services are provided depends on the kind of borough involved.

The other form of local government is called a city government. A city includes a geographic area smaller than a borough. The city council is responsible for providing guidance and services and for making decisions for the city.

There are three kinds of cities: home rule, first class, and second class. Cities within a borough do not have to provide any services because the borough provides them. The only exception to this are cities in third class boroughs. Specifically, a home rule city or a first class city in a third class borough must do planning, platting, and land use regulation.

Home rule and first class cities in the unorganized borough must provide schools and planning, platting and land use regulation. Second class cities do not have any services they have to provide, although there is little reason to form if no services are provided. The State provides education in second class cities (located in the unorganized borough) through Regional Education Attendance Areas.

One other form of local government enjoyed by three municipalities is the unified municipality\*. At one time these municipalities were boroughs with at least one city in the borough. The borough and cities in the borough unified into one "super" municipality. These municipalities must provide for schools; taxation and assessment; and planning, platting, and land use regulation.

No matter where a person lives, the government is the people. Taking an interest in your government can be frustrating and hard work but can also be rewarding and exciting.

For those readers with a greater interest in the forms and powers of local governments in Alaska, a section of the Alaska Local Government Handbook produced by the Alaska Department of Community and Regional Affairs is reprinted and attached as Attachment A.

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\* These communities are: City and Borough of Juneau; City and Borough of Sitka; and Municipality of Anchorage.

ATTACHMENT A

ORGANIZATION OF CITY GOVERNMENT:  
LOCAL GOVERNMENT STRUCTURE  
(from the Alaska Local Government Handbook)

# Alaska Local Government Handbook

3rd Edition

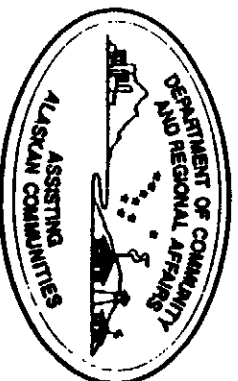
STATE OF ALASKA

STEVE COWPER, GOVERNOR

DEPARTMENT OF

COMMUNITY AND REGIONAL AFFAIRS

DAVID G. HOFFMAN, COMMISSIONER



August 1987

ORGANIZATION OF  
CITY GOVERNMENT

ADMINISTRATION OF  
CITY GOVERNMENT

FINANCIAL  
MANAGEMENT

PLANNING AND  
LAND MANAGEMENT

COMMUNITY FACILI-  
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## LOCAL GOVERNMENT STRUCTURE

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## INTRODUCTION

The Constitution of the State of Alaska provides for strong local government, vested in boroughs and cities. Sections one and two of Article X of the constitution state:

powers of local government units.

### SECTION 2.

All local government powers shall be vested in boroughs and cities. The state may delegate taxing powers to organized boroughs and cities only.

### SECTION 1.

The purpose of this article is to provide for maximum local self-government with a minimum of local government units, and to prevent duplication of tax-levying jurisdictions. A liberal construction shall be given to the

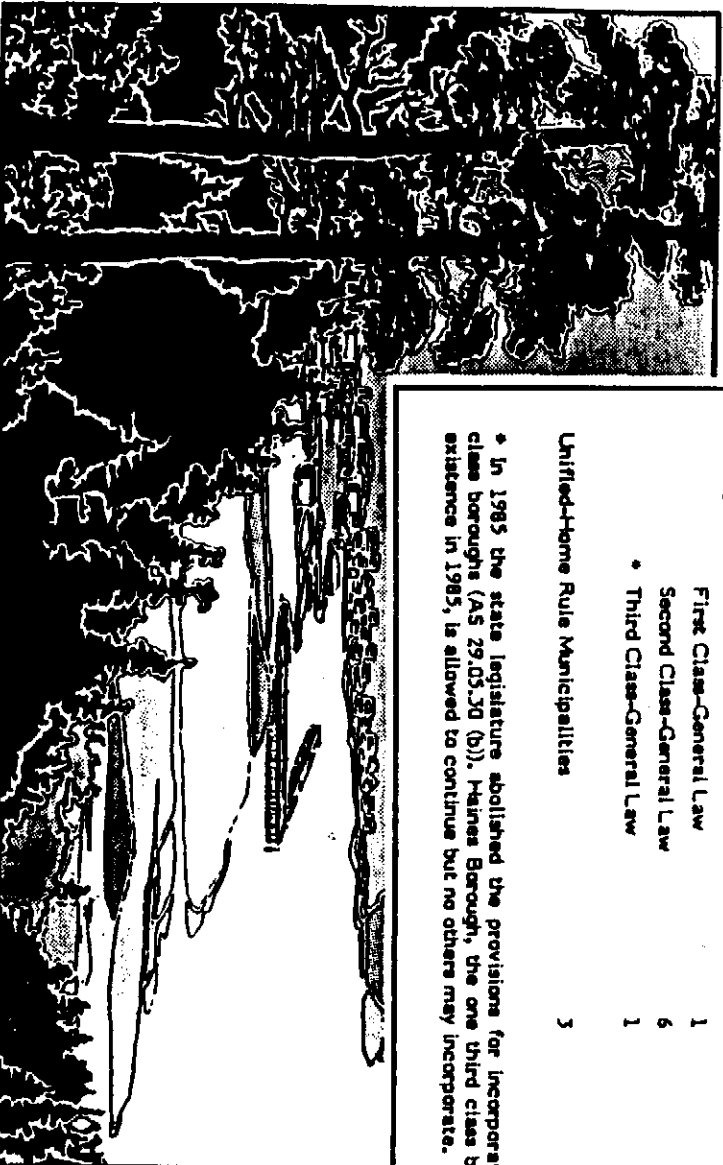
Local governments are distinct legal entities, municipal corporations, incorporated under the laws of the State of Alaska. As municipal corporations, they may perform governmental functions (police, fire, zoning etc.), and provide certain

#### FORMS OF LOCAL GOVERNMENT ESTABLISHED BY STATE LAW

#### NUMBER INCORPORATED, 1987

Cities:	Home Rule	12
	First Class-General Law	22
	Second Class-General Law	113
Boroughs:	Home Rule	1
	First Class-General Law	1
	Second Class-General Law	6
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\* In 1985 the state legislature abolished the provisions for incorporating third class boroughs (AS 29.05.30 (b)). Heines Borough, the one third class borough in existence in 1985, is allowed to continue but no others may incorporate.



facilities and services (electric utility, water system, etc.). Title 29 of Alaska Statutes provides for eight forms of local government. In 1987, one hundred and sixty-nine local governments are incorporated under Alaska state law.

These forms of local government are created by the state and are subject to state laws. For example, the state legislature can limit their taxing powers, prescribe operational procedures, and establish qualifications for holding municipal office. Further, they are all subject to general state laws like those that prescribe minimum wages and sanitation procedures. State law requirements for general law municipalities are, however, different from requirements for home rule municipalities.

These differences, in summary, are:

#### **Home Rule Municipalities**

- Home rule municipalities adopt a charter approved by the voters.
- The charter is the **organic law** of the municipality. The procedures, powers, and organization of the municipality set out in the charter are implemented through local ordinances.

- The state constitution provides that home rule municipalities "may exercise all legislative powers not prohibited by law or by charter." The limitations and prohibitions applicable to home rule cities and boroughs are listed in AS 29.10.200.

#### **General Law Municipalities**

- Title 29 is the organic law of general law municipalities.

- General law municipalities assume powers based upon the provisions of Title 29 through the adoption of ordinances; some borough powers must be ratified by voters or transferred by cities before they can be exercised.

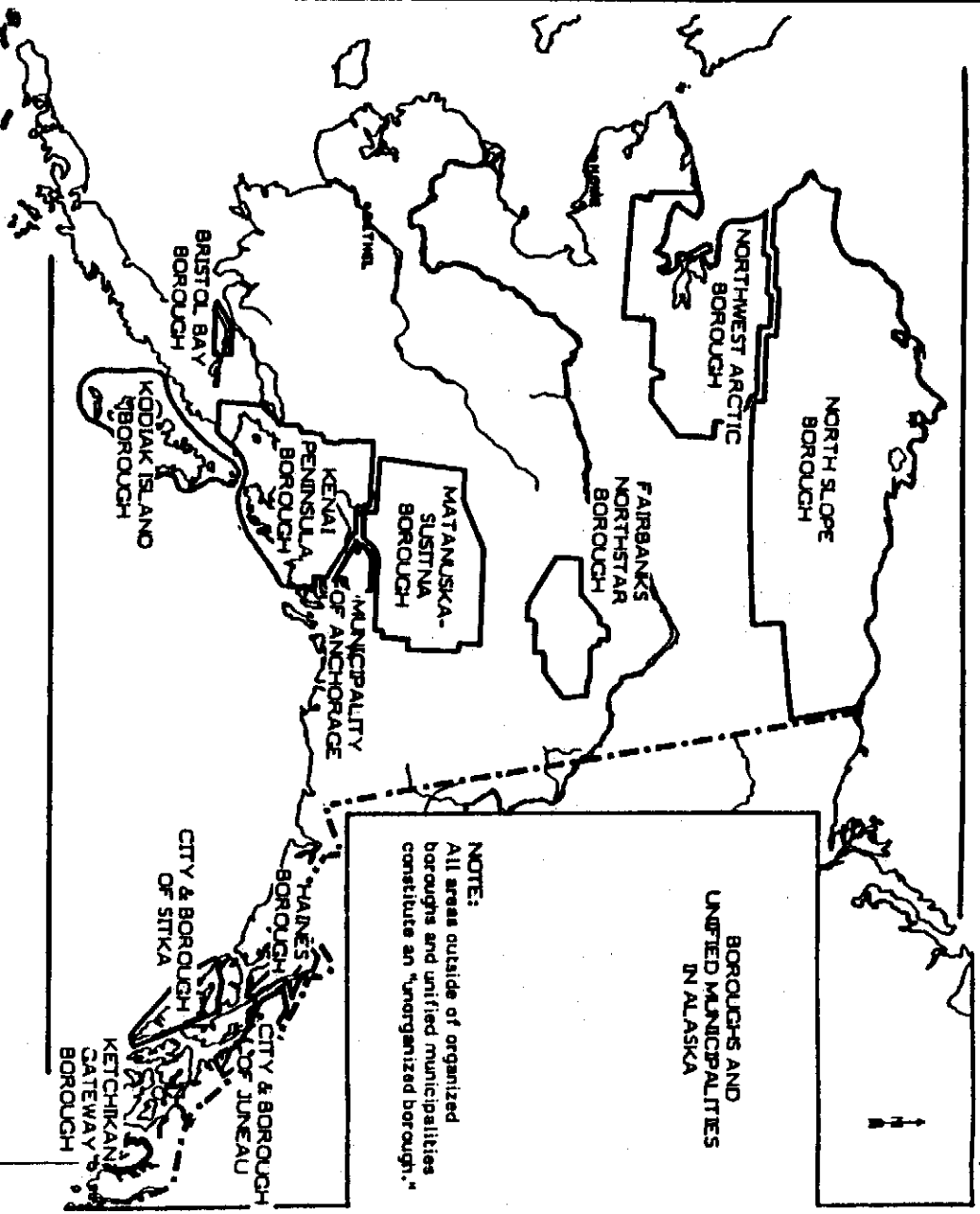
- The 1985 revisions to Title 29 grant general law municipalities much of the flexibility formerly reserved to home rule municipalities. The language "may exercise a power not otherwise prohibited by law" is extended to all classes of general law municipalities (cities AS 29.35.250, .260; first class boroughs AS 29.35.200(a) and (c); second class boroughs AS 29.35.210(c) and (d)). This grant of power reduces the differences between general law and home rule municipalities that existed prior to the 1985 revisions.

This section presents an overview of local governments in Alaska. It defines the different types of city and borough governments -- general law, home rule, and unified -- and summarizes their powers. It reviews the procedures for the incorporation, reclassification, and dissolution of local governments. Finally, it discusses federally chartered tribal governments.

#### **GENERAL LAW MUNICIPALITIES**

General law municipalities may be either cities or boroughs. A city is a community which is organized as a municipal corporation under state law. It provides local government services to people within its boundaries. A borough is a regional form of local government. Boroughs are set out in the constitution to provide a form of local government larger than a city, but smaller than the state.





The entire state is divided into boroughs. Residents of an area that have common social, cultural, and economic interests and a sufficient economic base may form an organized borough. An organized borough may or may not include cities. All the area of the state outside of organized boroughs is the unorganized borough. The state legislature is the governing body of the unorganized borough and decides what regional services will be provided. Rural education attendance areas, regional housing authorities, and coastal management districts are examples of service areas the legislature has established in the

unorganized borough. At present, the unorganized borough encompasses most of the rural areas in the state.

#### First Class - General Law City

A community must have 400 permanent residents to incorporate as a first class city. In addition to other requirements of state law, a petition requesting incorporation must contain the signatures and resident addresses of 50 voters or of 15 percent of the voters in the proposed city, whichever is greater. The proposed incorporation must be approved by the local electorate and

certified by the state.

The city council, which consists of six members elected by a majority vote of residents, is the governing body of a first class city. A mayor of a first class city is elected by the residents. The mayor presides at meetings of the council but does not vote except in the case of a tie. He may veto actions taken by the council; however, a veto can be overturned by a two-thirds vote of the council.

Most first class cities have the city manager form of government. The manager oversees the day-to-day operations of the city, and the mayor, in addition to presiding over the council, signs official city documents, and serves as ceremonial head of the city government. In a first class city which does not have the city manager form of government, the mayor performs the duties required of a city manager.

First class cities have all the general facilities, services, and regulatory powers of other municipalities. (Title 29 prescribes general muni-

cipal powers in addition to those listed in the graphic under AS 29.35.010). If a first class city is located in the unorganized borough, it is required to provide for planning, platting, and land use regulation. If located in an organized borough, a first class city may not provide for planning, platting, and land use unless the borough assembly, by ordinance, delegates the power to the city.

First class cities located outside of organized boroughs are responsible for providing public education. This means the city must elect a school board that sets policy for the school system, and provide for staff and finances for the city schools. To support the local government, first class cities have broad taxing authority. However, state law, in 1987, limits the amount of property

#### § 29.35.010

#### Municipal Government

§ 29.35.020

*Sec. 29.35.010. General powers. All municipalities have the following general powers, subject to other provisions of law:*

- (1) to establish and prescribe a salary for an elected or appointed municipal official or employee;
- (2) to combine two or more appellate or administrative offices, or agencies;
- (3) to establish and prescribe the functions of a municipal department;
- (4) to require periodic and special reports from a municipal department to be submitted through the mayor;
- (5) to investigate an affair of the municipality;
- (6) to levy a tax or special assessment, and make inquiries and investigations;
- (7) to enforce an ordinance and to prescribe a penalty for violation of an ordinance;
- (8) to acquire, manage, control, use, and dispose of real and personal property, whether the property is situated inside or outside the municipal boundaries; this power includes the power of a borough to expend, for any purpose authorized by law, money received from the disposal of land in a service area established under AS 29.35.460;
- (9) to expend money for a community purpose, facility, or service for the good of the municipality to the extent the municipality is otherwise authorized by law to exercise the power necessary to accomplish the purpose or provide the facility or service;
- (10) to regulate the operation and use of a municipal right-of-way, facility, or service;
- (11) to borrow money and issue evidence of indebtedness;
- (12) to acquire membership in an organization that promotes legislation for the good of the municipality;
- (13) to enter into an agreement, including an agreement for cooperative or joint administration of any function or power for a municipality, the state, or the United States;
- (14) to sue and be sued. (S 10 ch 74 S.L.A. 1985)

ALASKA  
STATUTES

6

taxes a first class city may levy to three percent of the assessed value of property in the city.

registered voters or 15 percent of those who voted in the last general election, whichever is greater, sign a petition requesting incorporation. The incorporation must be approved by the local electorate and certified by the state.

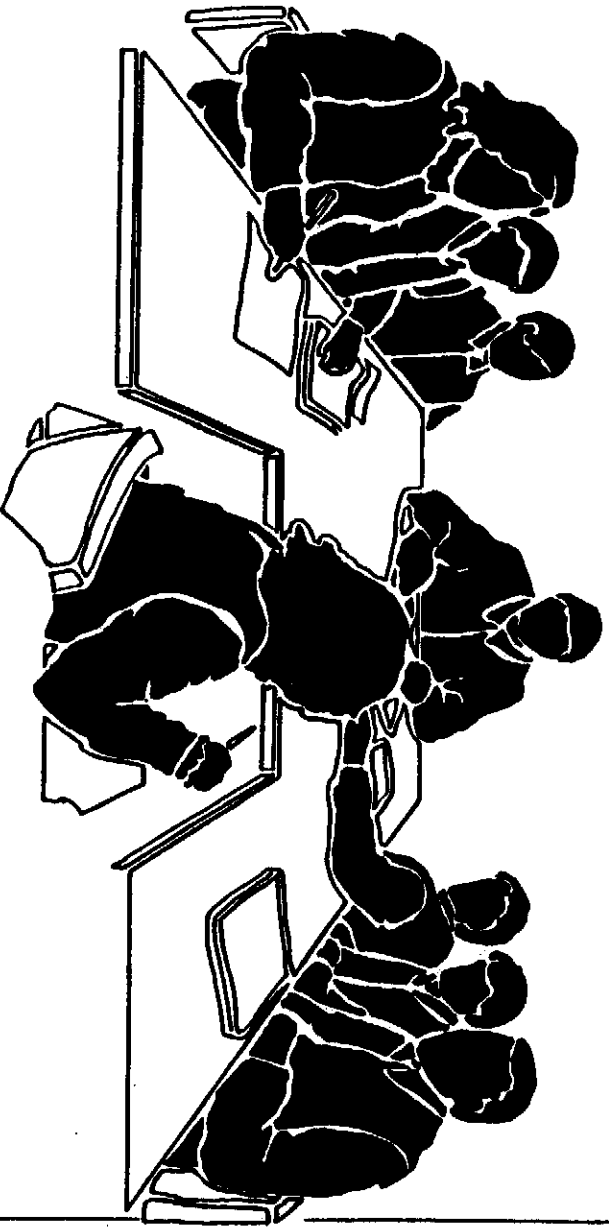
*First and Second Class City Powers for Municipalities Not in a Borough*

<u>General Powers</u>	<u>Second Class</u>	<u>First Class</u>	<u>References</u>
Municipal Property	Mandatory	Mandatory	AS 29.35.090
Administrative, Legal, Financial	Optional	Optional	AS 29.35.010
Alcoholic Beverages	Optional	Optional	
Emergency Disasters	Optional	Optional	AS 29.35.080
Emergency Services	Optional	Optional	As 04.11A40-560
Communication Center	Optional	Optional	AS 29.35.040
Effluent Domain	Optional	Optional	AS 29.35.130
Extraterritorial Jurisdiction	Optional w/voter OK	Optional	AS 29.35.030
Franchise and Permits	Opt/limited w/voter OK		
Gageage and Solid Waste	Optional	Opt/limited w/voter OK	AS 29.35.020
Public Utilities	Optional	Optional	
Taxes - Assessment and Collection	Optional	Optional	AS 29.35.060
Property Tax Limits	Optional w/voter OK	Optional	AS 29.35.050
Sales Tax Limite	5 Mills	Optional w/voter OK	AS 29.35.070
	6 Percent	30 Mills	As 29.35.010(c)
<u>Other Powers</u>			As 29.45.350
Education	Not Allowed	Mandatory	As 29.45.070 & 590
Planning, etc...	Optional		AS 29.45.450 & 700
Any Other Power Not Prohibited by Law	Optional	Mandatory	
	Optional	Mandatory	AS 29.35.260(b)
			AS 29.35.260(c)
		Optional	AS 29.35.260

## Second Class - General Law City

A second class city may be formed in a community in which at least 25

The functions of a second class city are carried out by a council of seven



members. The mayor of a second class city is elected as a council member and selected by his fellow council members to be mayor. The mayor is the chief executive officer of the city and, unless the city has the city manager form of government, the mayor is charged with managing the day-to-day operation of the city.

A second class city may not provide for education. This function is performed by the rural education attendance area (REAA) established by the state if the city is in the unorganized borough. It is performed by the borough if the city is in an organized borough. Planning, platting, and land use powers are exercised for second class cities within organized boroughs. These powers are optional, not mandatory, for second class cities in the unorganized borough.

Second class cities have general facilities, services, and regulatory powers applicable to all other municipalities. A second class city may levy property taxes by referendum. In 1987, state law sets

a limit of one-half of one percent of the assessed value of property in the city. Otherwise, a second class city, has available the same general sources of revenue as do other classes of municipalities.

#### **First Class General Law Boroughs**

AS 29.05.030 and 19 AAC 10.160.180 set out a number of standards which must be met by a region considering forming a borough government. These standards address:

- The social, cultural and economic integration of the area.
- Its ability to support organized borough government.
- The relation between the proposed borough boundaries and natural geography.
- The area necessary for development of local resources.
- The capability of the area's economy to provide local services.
- The regional transportation system's ability to allow for development of integrated local government.

At least 15 percent of the voters, based on the last general election, in home rule and first class cities and in the remainder of the area proposed for the incorporation of a borough, must petition the state (AS 29.05.060(7)). In addition to other information required, the petition for a first class borough must designate the areawide powers to be exercised. The petition must be approved by the electorate and certified by the state.

The governing body of a borough is the assembly. The number of members and apportionment must be set out in the incorporation petition approved by the voters (AS 29.20.060(b)). The mayor, who is designated by law to exercise the executive power, is elected by

by two-thirds vote of the assembly. If the borough has not adopted the manager plan, the mayor is responsible for overseeing the borough's day-to-day operations.

In addition to general powers, all general law boroughs exercise certain mandatory areawide powers. These are education (AS 29.35.160), the assessment and collection of taxes (AS 29.35.170), and planning, platting, and land use regulation (AS 29.35.180). Other powers of first class boroughs are listed in AS 29.35.200. Areawide powers in addition to those enumerated must be transferred by a city or approved by areawide voters.

#### Article 3. Additional Powers.

Section  
200. First class borough powers  
210. Second class borough powers

Section  
220. Third class borough powers

Effective date of article. — Section 90, ch. 74, SLA 1985 provides: "This Act takes effect January 1, 1986."

Sec. 29.35.200. First class borough powers. (a) A first class borough may exercise by ordinance on a nonareawide basis any power not otherwise prohibited by law.

(b) A first class borough may by ordinance exercise the following powers on an areawide basis:

(1) provide transportation systems;  
(2) provide water pollution control;

(3) provide air pollution control in accordance with AS 46.03.140 — 46.03.230;

(4) license day care facilities;

(5) license, impound, and dispose of animals.

(c) In addition to powers conferred by (b) of this section, a first class borough may, on an areawide basis, exercise a power not otherwise prohibited by law if the power has been acquired in accordance with AS 29.35.300. († 10 ch 74 SLA 1985)

#### Second Class-General Law Borough

borough voters. The mayor may vote on matters before the assembly only in the case of a tie. He may veto actions taken by the governing body; however, the veto can be overturned

The procedures and standards for incorporation of a second class borough are the same as for a first class borough, except that the petition must designate both the areawide and non-areawide powers

the second class borough will exercise. Similarly, the responsibilities and duties of the mayors of second and first class boroughs are the same.

A second class borough exercises the same mandatory areawide powers as a first class borough. Also, the areawide powers that may be adopted by ordinance are the same for both classes of borough government. The principal distinction between the two classes is that a second class borough may adopt, by ordinance, only the non-areawide powers enumerated in AS 29.35.210 (a). Any additional powers exercised by a second class borough on a non-areawide basis must be transferred by a city or approved by voters.

Sec. 29.35.210. Second class borough powers. (a) A second class borough may by ordinance exercise the following powers on a nonareawide basis:

- (1) provide transportation systems;
  - (2) regulate the offering for sale, exposure for sale, sale, use or explosion of fireworks;
  - (3) license, impound, and dispose of animals;
  - (4) provide garbage, solid waste, and septic waste collection and disposal;
  - (5) provide air pollution control in accordance with AS 46.03.140 — 46.03.230;
  - (6) provide water pollution control;
  - (7) participate in federal or state loan programs for housing rehabilitation and improvement for energy conservation;
  - (8) provide for economic development;
  - (9) provide for the acquisition and construction of local service roads and trails under AS 19.30.111 — 19.30.251;
  - (10) establish an emergency services communication center under AS 29.35.130;
  - (11) subject to AS 28.01.010, regulate the licensing and operation of motor vehicles and operators.
- (b) A second class borough may by ordinance exercise the following powers on an areawide basis:
- (1) provide transportation systems;
  - (2) license, impound, and dispose of animals;
  - (3) provide air pollution control in accordance with AS 46.03.140 — 46.03.230;
  - (4) provide water pollution control;
  - (5) license day care facilities.
- (c) In addition to powers conferred by (a) of this section, a second class borough may, on a nonareawide basis, exercise a power not otherwise prohibited by law if the exercise of the power has been approved at an election by a majority of voters living in the borough but outside all cities in the borough.
- (d) In addition to powers conferred by (b) of this section, a second class borough may, on an areawide basis, exercise a power not otherwise prohibited by law if the power has been acquired in accordance with AS 29.35.300. (3 10 ch 74 SLA 1985)

## Service Areas

All boroughs have the power to create service areas. First class boroughs may exercise in service areas any powers of a first class city or any non-areawide powers of a first class borough. First class

boroughs may establish, operate, alter, or abolish service areas by ordinances adopted by the assembly. Second class boroughs may exercise in service areas any power that a first class borough can, but only upon the majority approval of a referendum vote of service area

## Article 2. Home Rule Limitations.

Section  
200. Limitation of home rule powers

Effective date of article. — Section  
90, ch. 74, S.L.A. 1985 provides: This Act  
takes effect January 1, 1986.

Sec. 29.10.200. Limitation of home rule powers. Only the following provisions of this title apply to home rule municipalities as prohibitions on acting otherwise than as provided. These provisions supersede existing and prohibit future home rule enactments that provide otherwise:

- (1) AS 29.05.140 (transition)
- (2) AS 29.06.010 (change of municipal name)
- (3) AS 29.06.040 — 29.06.060 (annexation and detachment)
- (4) AS 29.06.090 — 29.06.170 (merger and consolidation)
- (5) AS 29.06.190 — 29.06.420 (unification of municipalities)
- (6) AS 29.06.450 — 29.06.530 (dissolution)
- (7) AS 29.10.100 (charter amendment)
- (8) AS 29.20.010 (conflict of interest)
- (9) AS 29.20.020 (meetings public)
- (10) AS 29.20.050 (legislative power)
- (11) AS 29.20.060 — 29.20.120 (assembly composition and apportionment)
- (12) AS 29.20.140 (qualifications of members of governing bodies)
- (13) AS 29.20.150 (term of office)
- (14) AS 29.20.220 (executive power)
- (15) AS 29.20.630 (prohibitions)
- (16) AS 29.20.640 (reports)
- (17) AS 29.23.010(a)(10) (municipal exemptions on contractor bond requirements)
- (18) AS 29.25.050 (codification)
- (19) AS 29.25.060 (resolutions)
- (20) AS 29.26.030 (notice of elections)
- (21) AS 29.26.050 (voter qualifications)
- (22) AS 29.26.250 — 29.26.360 (recall)
- (23) AS 29.35.020 (extrajurisdictional jurisdiction)
- (24) AS 29.35.030 (eminent domain)
- (25) AS 29.35.050 (garbage and solid waste services)
- (26) AS 29.35.060 (franchises and permits)
- (27) AS 29.35.070 (public utilities)
- (28) AS 29.35.080 (alcoholic beverages)
- (29) AS 29.35.120 (post audit)
- (30) AS 29.35.145 (regulation of firearms)
- (31) AS 29.35.160 (education)
- (32) AS 29.35.170(b) (assessment and collection of taxes)
- (33) AS 29.35.180(b) (land use regulation)
- (34) AS 29.35.250 (cities inside boroughs)
- (35) AS 29.35.260 (cities outside boroughs)
- (36) AS 29.35.340 (acquisition of aravwids power)
- (37) AS 29.40.160(a) — (c) (title to vacated areas)
- (38) AS 29.40.200 (subdivisions of state land)
- (39) AS 29.45.010 — 29.45.570 (property taxes)
- (40) AS 29.45.650(c) and (d) (sales and use tax)
- (41) AS 29.46.090 (exemption from special assessment)
- (42) AS 29.47.200(b) (security for bonds)
- (43) AS 29.47.260 (construction)
- (44) AS 29.50.050(a) (limitation on compulsion and use of payment)
- (45) AS 29.60.120(a) and (c) (state aid for health facilities and hospitals)
- (46) AS 29.65.010 — 29.65.110 (general grant land) (S ch 74 S.L.A. 1985)

residents. To provide services within a service area, a borough may levy or authorize the levying of taxes, charges, or assessments in the service area to finance the service.

## HOME RULE MUNICIPALITIES

Sections 9-11 of Article X of the state constitution provide for the establishment of home rule municipalities. A home rule municipality is a city or borough that adopts by vote a charter for its government. A charter is like a municipal constitution. It sets out the general rules by which the municipality will operate, including the powers it will exercise. Any borough or first class city, or a second class city that has more than 3,500 permanent residents and encompasses more than 35 square miles in area, may form a home rule government.

The constitution provides that "a home rule borough or city may exercise legislative powers not prohibited by law or by charter." The current limitations on home rule powers are enumerated in AS 29.10.200.

ALASKA  
STATUTES

6

A unified municipality is the merging of two kinds of local government, a borough and cities within the borough, to become one unified municipality (AS 29.06.190). In forming a unified municipality, the voters adopt a home rule charter. The charter sets out the powers the municipality will exercise and how it will operate.

The governing body of the municipality is the municipal assembly. The number of assembly members is stated in the municipal charter. The

municipality has a mayor elected by a majority of voters residing in the municipality. If the municipality has not adopted the city manager form of government, the mayor is the chief administrative officer of the municipality.

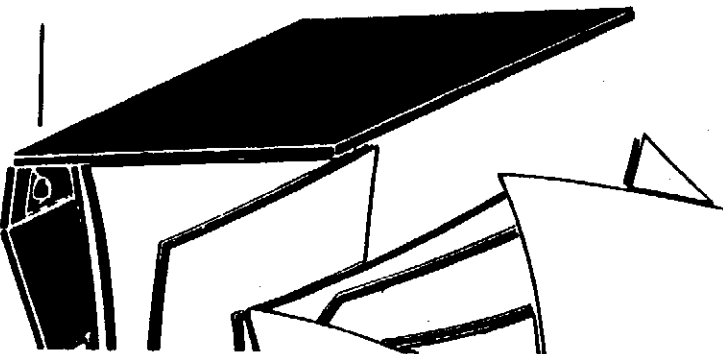
### INCORPORATING A CITY OR BOROUGH

The following provides the general steps that must be followed to incorporate a city or borough. They include:

#### UNIFIED CITY/., HOME RULE, FIRST CLASS AND SECOND CLASS BOROUGH COMPARISON SUMMARY

Type of Borough

CHARACTERISTIC	SECOND CLASS	FIRST CLASS
Upgrade to Home Rule Status	Yes	Yes
Mandatory Area-wide Powers	Tax Assessment/Collection Education Planning, Platting, and Land Use Control	Tax Assessment/Collection Education Planning, Platting, and Land Use Control
Adds Area-wide Powers	By Transfer by all cities or by area-wide referendum	By transfer by all cities or by area-wide referendum Transportation Systems, Air and Water Pollution Control, Day Care Licensing, and Animal Control may be assumed by ordinance
Nonarea-wide Powers	None Mandatory By Transfer by a city Limited powers may be assumed by ordinance Remainder of powers must be assumed by referendum vote of residents outside city limits	None Mandatory May be assumed by ordinance
Service Areas	Established, operated, altered, or abolished by assembly Exercise of power requires a referendum vote of service area residents Mayor, with veto power	Established, operated, altered, or abolished by assembly Exercise of power by assembly ordinance Mayor, with veto power
Borough Executive	Assembly	Assembly
Legislative Body	School Board	School Board
Educational Body	School Board	School Board
Designate Borough Seat	By ordinance	By ordinance





- **Standards** - A community must meet the standards set out in AS 29.05.010 and 19 AAC 10.10-.30 to incorporate as a city. An area must meet the standards set out in AS 29.05.030 and 19 AAC 10.160-.180 to incorporate as a borough.
- **Petition** - An incorporation petition (request) must be sent to the Department of Community and Regional Affairs (DCRA). The petition must include the information called for in AS 29.05.060 and 19 AAC 10.330-.440.

- **Public Hearing, DCRA** - If the incorporation petition is in order, the DCRA holds at least one public hearing within the area that is proposed for incorporation. After the hearing, the Department prepares a report with its recommendations on the proposed incorporation to the Local Boundary Commission (LBC). The Local Boundary Commission is a state commission appointed by the governor to make decisions on incorporation and municipal boundary matters throughout Alaska.

HOME RULE	UNINCORPORATED CITY/BOROUGH
Not Applicable	Not Applicable
Tax Assessment/Collection	Tax Assessment/Collection
Education	Education
Planning, Platting, and Land Use Control	Planning, Platting, and Land Use Control
Charter Provision	Charter Provision
Charter Provision	Not Applicable
Established, operated, altered, or abolished by assembly	Established, operated, altered, or abolished by assembly
Exercise of power by Charter	Exercise of power by Charter
Mayor, with veto power	Mayor, with veto power
Assembly	Assembly
School Board	School Board
By ordinance	By ordinance

- **Public Hearing, LBC** - To gather public opinions about the proposed incorporation, the Local Boundary Commission holds at least one public hearing within the area that is proposed for incorporation. If the proposed area fails to meet the standards for incorporation, the LBC rejects the petition. A commission decision may be appealed. If the proposed area meets the standards, the commission accepts the petition.

- **Incorporation Election** - After the Local Boundary Commission accepts the incorporation petition, it immediately informs the Lieutenant Governor of its action. Within 30 days, the Lieutenant Governor orders an election in the area proposing incorporation. The election is held to see if the voters want to incorporate and, if so, to elect the initial officers at the same election. The election is held 30 to 90 days from the date of the election order.

#### Reclassification

State law provides that second class cities, and second and third class

boroughs, may reclassify to a higher form of general law government by following procedures set out in AS 29.06.040 - 060.

### Dissolution

Under specific conditions, a municipal government may dissolve (cease existing as an incorporated local government under the State of Alaska). AS 29.06.450-530 and 19 AAC 10.130-150 set out the methods of dissolution and the standards which must be met to dissolve.

## TRIBAL GOVERNMENTS

Currently, 147 communities are incorporated as city governments under Alaska law. Of these, 117 are recognized as Native villages for the purposes of the Alaska Native Claims Settlement Act. Of those 117 Native villages that have state-chartered local governments, 46 have tribal governments organized under the Indian Reorganization Act (IRA). Most, if not all, of the remaining 71 Native villages have traditional council forms of tribal government. Thus, 117 small Alaska communities have both state and tribal forms of local government.

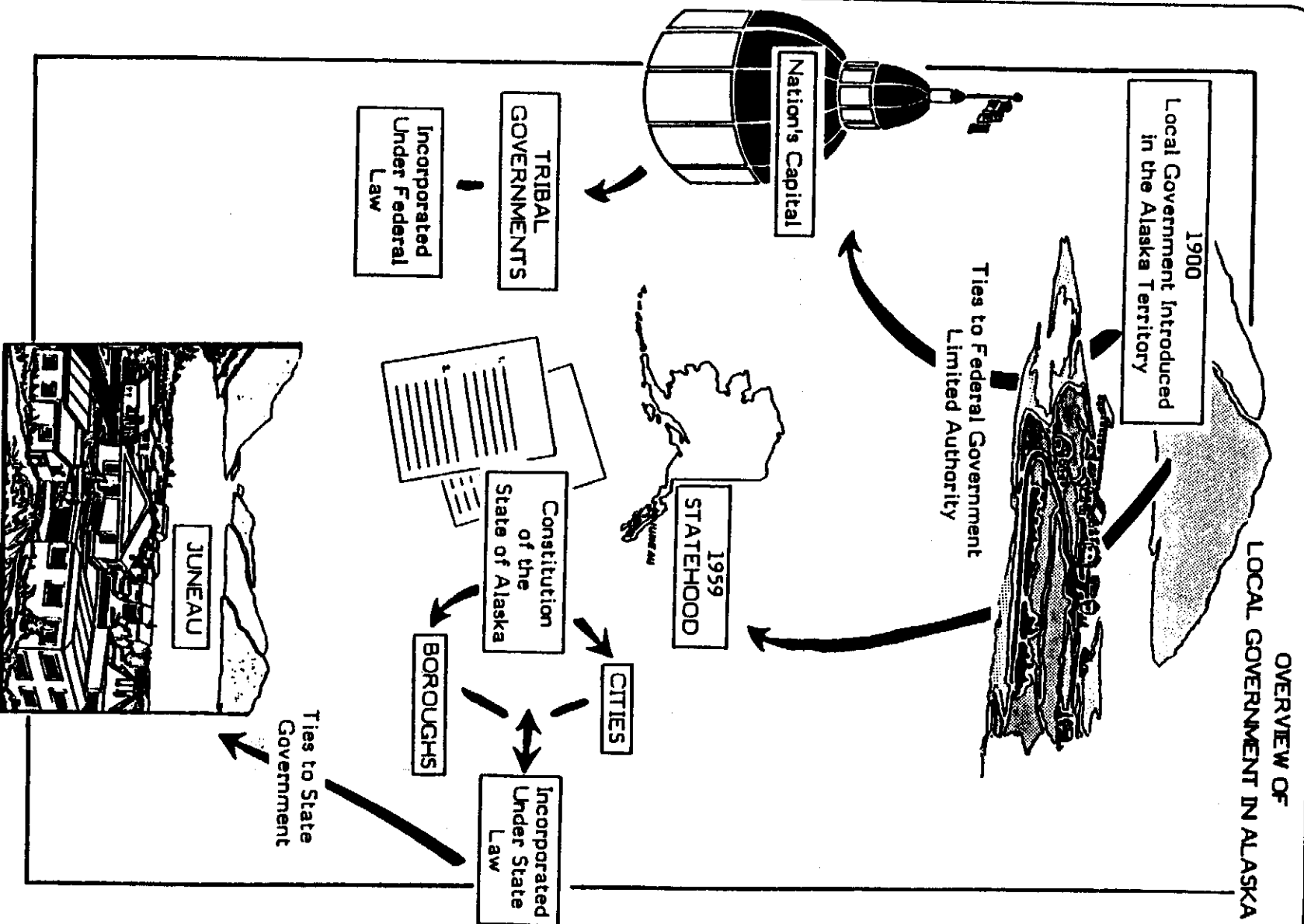
The state constitution prohibits the state from granting local government powers to tribal governments. However, federal, rather than state, law determines the sovereign rights that may be exercised by tribal governments. Whether or not federally recognized IRA and traditional councils in Alaska have general powers that overlap, limit, or preempt certain regulatory powers granted to local governments by the state is a strongly contested legal issue at this time. On the other hand, some specific powers expressly granted by federal law to

tribal governments in Alaska are not contested. Examples include:

- **Provision of social services** - Alaska Native tribes and non-profit organizations are recognized and funded by the federal government for the provision of services and facilities under several Indian programs, including social, economic, and health programs.

- **Indian Child Welfare** - Congress passed the Indian Child Welfare Act to give the tribes control over such matters as adoption in order to keep Indian families together. Congress found that non-Indian social workers and judges tended to place Indian children with non-Indian families in a majority of cases, even when there was a suitable Indian foster home, relative, or adoptive family available. In order to alleviate this problem and to preserve the right of an Indian child to be brought up in his own culture, Congress passed the ICWA. Alaska Native villages were specifically included in this legislation.

Some view dual local governments, tribal and state-chartered, as confusing, duplicating services, and resulting in overall higher administrative costs. An alternative view, in the words of one village leader, is that both forms of government can be likened to a carpenter's tools: no one expects the carpenter to abandon his hammer in favor of his saw. Each tool is suited to a particular job. Tribal and municipal governments, as different entities, each can perform services for community residents that the other cannot.



## ATTACHMENT B: LOCAL GOVERNMENT QUIZ

1. Did the indigenous people of Alaska have a system of governance before non-Native people came to Alaska?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Who exercised power over all Alaskans after Alaska was purchased by the United States from Russia?
3. What article of the Alaska State Constitution addressed local government?
4. What State statute is concerned with local government?
5. What is the regional form of government called?
6. What are the five kinds of boroughs?
7. What three services must organized boroughs provide?
8. What is the other common form of local government?
9. What are the three kinds of cities?
10. What other form of municipal government has been adopted by three municipalities in Alaska?

### Answers:

1. Yes
2. Federal Government (Congress)
3. Article X
4. Title 29
5. Borough
6. Home-rule; First Class; Second Class; Third Class; and Unorganized
7. Education; Planning and Land Use Regulation; and, Taxation & Assessment
8. City Government
9. Home-rule; First Class; and Second Class
10. Unified Municipality

## ATTACHMENT C: SUGGESTED LOCAL GOVERNMENT PROJECTS

### 1. Community history

- a. Oral history: tape record interviews with older community members who have a variety of social, economic and political backgrounds. Past political and business leaders or long-time residents for their perceptions of the community's development.
- b. Local archives: use written source material from city hall documents, court records, museum records, church records to report on colorful individuals and issues in the community's past.

### 2. Local government community officials and functions:

- a. Identify officials by name and title.
- b. Identify local services offered by city/borough/State.

### 3. Local government careers/public service opportunities:

- a. Identify the type of training needed for various local government positions; students carry out an evaluation of the suitability of each position for themselves.
- b. Invite elected and appointed local government officials to talk to your class about their position and duties.

## ATTACHMENT D: LOCAL GOVERNMENT RESOURCES

### A. REFERENCES AND RESOURCE MATERIAL

Local Government Handbook, 3rd edition, Alaska Department of Community and Regional Affairs, August 1987.

Introduction to Alaska Local Government, University of Alaska Cooperative Extension Service in cooperation with Alaska Department of Community and Regional Affairs, and Alaska Native Human Resource Development Program (in progress).

It's Your Council, University of Alaska Cooperative Extension Service (includes 30 minute video), December 1982.

It's A Matter of Choice, University of Alaska Cooperative Extension Service (includes 30 minute video), April 1983.

Elected Officials Workshop Booklet, Alaska Department of Community and Regional Affairs, n.d.

Alaska's Urban and Rural Governments, Thomas Morehouse, Gerald A. McBeath, and Linda Leask, University of Alaska of Social and Economic Research, 1983.

The Training Needs of Alaska Second Class Cities, Consortium for Alaska Municipal Training, 1982.

### B. OFFICES OF THE DEPARTMENT OF COMMUNITY AND REGIONAL AFFAIRS

Office of the Commissioner  
P.O. Box B  
Juneau, Alaska 99508  
465-4700

Municipal & Regional  
Assistance Division  
949 E. 36th Ave, Suite 410  
Anchorage, Alaska 99508  
561-8586

Rural Development Division  
949 E. 36th Ave, Suite 410  
Anchorage, Alaska 99508  
561-0900

Local Boundary Commission  
949 E. 36th, Rm. 404  
Anchorage, Alaska 99508  
561-8586

DCRA Regional Offices

P.O. Box BH  
Juneau, Alaska 99811  
465-4750

949 E. 36th Ave., Room 400  
Anchorage, Alaska 99501  
561-8586

P.O. Box 348  
Bethel, Alaska 99559  
543-3475

P.O. Box 10041  
Dillingham, Alaska 99576  
842-5135

1514 Cushman Street, #201  
Fairbanks, Alaska 99701  
452-7126

710 Mill Bay Road  
Kodiak, Alaska 99615  
486-5736

P.O. Box 350  
Kotzebue, Alaska 99752  
442-3696

P.O. Box 41  
Nome, Alaska 99762  
443-5457

C. OTHER LOCAL GOVERNMENT TRAINING AND TECHNICAL ASSISTANCE  
RESOURCES

Alaska Municipal League  
105 Municipal Way, Suite 301  
Juneau, Alaska 99801  
586-1325

Consortium for Alaska  
Municipal Training  
c/o UAS-Political Science  
11120 Glacier Highway  
Juneau, Alaska 99801  
789-4404

Alaska Municipal Management  
Association  
c/o City of Seward  
P.O. Box 167  
Seward, Alaska 99664  
224-3331

Community Development  
Program  
Cooperative Extension Service  
2221 E. Northern Lights Blvd.,  
Suite 123  
Anchorage, Alaska 99508-4143  
276-2433

Alaska Municipal Clerks  
Association  
c/o City of Kodiak  
Kodiak, Alaska 99615  
486-3224

Department of Public Safety  
P.O. Box 167  
State of Alaska  
5700 Tudor Road  
Anchorage, Alaska 99507

## BOOKS AND RELATED RESOURCES SEMESTER TWO

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, Binfors and Mort, Portland, Oregon for Alaska Historical Commission, 1977.
- CCS 2. Schorr, Alan Edward, Alaska Place Names, Denali Press, 1986.
- CCS 3. Antonson, Joan and William Hanable, Alaska's Heritage, Alaska Historical Society, 1985.

### Lesson 16 Early Alaskan Native Culture

1. Alagrsruutit: Words of Words of Wisdom, Maniilaq Association, 1982.
  2. Bank, Ted II, "How Man Came to the New World," from The Explorers Journal.
  3. Because We Are... The Way of Life of the Yupik Eskimo, Theata Magazine, 1979.
- CCS 4. Betar, Joseph N., Yuut Qanemciit Oral Traditions of an Eskimo People, Lower Kuskokwim District, 1981.
5. Beynor, William, Tsimshian Stories (8 volumes), Metlakatla Indian Community, 1985.
- CCS 6. Brown, Emily Ivanoff, The Longest Story Ever Told Qayaq: The Magical Man, Alaska Pacific University Press, 1981.
- CCS 7. Brown, Emily, The Roots of Ticasuk An Eskimo Woman's Family Story, Alaska Northwest Publishing Co., 1981.
- CCS 8. National Geographic, "Canada's Queen Charlotte Islands - Homeland of the Haida," Vol. 172, No. 1, July 1987, pp 102-127.
- CCS 9. Carius, Helen Siwooko, Sevukakmet - Ways of Life on St. Lawrence Island, Alaska Pacific University Press, 1979.



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- CCS 10. Carlo, Podine, Nulato: An Indian Life on the Yukon, Podine Carlo, 1978.
- CCS 11. Chadwick, Douglas H. 'Our Wildest Wilderness,' National Geographic, Vol. 156, No. 6, Dec. 1969.
12. Collins, Henry B. Jr., et al., eds. The Aleutian Islands Their People and Natural History, Washington, D.C., The Smithsonian Institution, 1945.
- CCS 13. Cruikshank, Moses, The Life I've Been Living, University of Alaska Press, Fairbanks, 1986.
14. Dena - The People, Theata Magazine, 1978.
- CCS 15. Drew, Leslie, Haida: Their Art and Culture, 1982.
- CCS 16. Fejes, Claire, Villagers, LRandom House, 1981.
- CCS 17. Fienup-Riordan, Ann, The Nelson Island Eskimo, Alaska Pacific University Press, 1983.
- CCS 18. Fitzhugh and Kaplan, Inua - Spirit World of the Bering Sea Eskimo
- CCS 19. Fortune, Robert, "Early Evidence of Infections Among Alaska Natives," Alaska History, Vol. 2, no. 1, Winter 1986/87
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21. Harris, Lorie K., Tlinget Tales, Naturegraph Publishers, 1985.
22. Hope, Andrew III, Raven's Bones, Sitka Community Association, 1982.
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- CCS 24. Lipton, Barbara, Survival, Morgan Press Inc., 1977.
25. Lore of St. Lawrence Island Echoes of our Eskimo Elders, Bering Strait School District, 1985.
26. Morgan Lael, 'The Aleutians, Alaska's Far Out Islands,' National Geographic, Vol. 164, No. 3, Sept., 1983.
- CCS 27. Lund, Annabel, Heartbeat, Fairweather Press, 1986.
- CCS 28. Nelson, Richard K, Shadow of the Hunter, Stories of Eskimo Life, The University of Chicago Press, 1980.
- CCS 29. Peck, Cyrus E., The Tides People: Tlingit Indians of Southeast Alaska.

## Lesson 16 (cont.) EARLY ALASKA NATIVE CULTURE

30. Prueker, Philip, Cultures of the North Pacific Coast, 1965
- CCS 31. Oman, Lela Kiana, Eskimo Legends, Alaska Methodist University Press, 1975.
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- CCS 33. Paul, Francis Lackey, Kahtahah, Alaska Northwest Publishing Co., 1976.
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- CCS 35. Simeone, William C., A History of Alaskan Athapaskans, Alaska Historical Commission, 1982.
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- CCS 39. Vaudrin, Bill, Tanaina Tales From Alaska, University of Oklahoma Press, 1969.
- CCS 40. Vesilind, Pritt J., 'Hunters of the Lost Spirit,' National Geographic, Vol. 163, No. 2, Feb., 1983.
- CCS 41. Wells, James K., Ipani Eskimos.
- CCS 42. Wildner, Edna, Once Upon An Eskimo Time, Alaska Northwest Publishing Co., 1987.

## Lesson 17 Russian Exploration And Impact

- CCS 1. Chevigny, Hector, Lord of Alaska, The Story of Baranov and the Russian Adventure, Binfords and Mort, 1942.
- CCS 2. Chevigny, Hector, Russian America, Ballantine Books, 1965.
- CCS 3. Chevigny, Hector, Lost Empire, The Life and Adventures of Nikolai Rezanov, Binford and Mort, 1965.
4. Elliott, Henry W., Biographical Sketches of Authors on Russian America and Alaska, Anchorage Historical and Fine Arts Museum, 1976.
5. Ford, Corey, Where the Sea Breaks Its Back, Little, Brown and Co., 1966.
6. Gedney, Larry, "Empires Clashed," Southeastern Log, march, 1985.

### Lesson 17 (con't.) RUSSIAN EXPLORATION AND IMPACT

7. Gibson, James R., Feeding the Russian Fur Trade 1639-1856, University of Wisconsin Press, 1969.
8. Golder, F. A., Father Herman Alaska's Saint, Orthodox Christian Books & Icons, 1968.
9. Khlebnikov, Kyrill T., Colonial Russian America 1817-1832, Reports, Translated, Introductions and Notes by B. Dmytryshyn and E. A. P. Crownheart-Vaughn, Oregon Historical Society, 19976.
- CCS 10. Kushner, Howard I., Conflict on the Northwest Coast. Greenwood Press, 1975
- CCS 11. Michael, Henry N., Lieutenant Zagoskin's Travels in Russian America 1842-1844, University of Toronto Press, 1967.
- CCS 12. Pierce, Richard A., Builders of Alaska - The Russian Governors, The Limestone Press, 1986.
13. Waxell, Sven, The Russian Expedition to America, Collier Books, 1962.

### Lesson 18 Euro-American Explorations

1. Krause, Aurel and Arthur, Journey to the Tlingets, Haines Centennial Commission, 1981.
- CCS 2. Kushner, Howard I., Conflict on the Northwest Coast, Greenwood Press, 1975.
3. Ledyard, John, The Journals of Captain Cook.
4. Munford, Kenneth, John Ledyard: The American Marco Polo.
- CCS 5. Oswalt, Wendell H., Eskimos and Explorers, Chandler and Sharp Publishers, Inc., 1979.
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### Lesson 19 American Purchase 1867-1912

- CCS 1. Allen, Lt. Henry T., An Expedition to the Copper, Tanana and Koyukuk Rivers in 1885, Alaska Northwest Publishing Co., 1985.
- CCS 2. Burroughs, John, John Muir et. al., Alaska: The Harriman Expedition, 1899, Dover Publications.
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5. Eames, Hugh, Winner Lose All, Dr. Cook and the Theft of the North Pole, Little, Brown and Company, 1973.
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#### Lesson 20 Get That Gold!

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- CCS 3. Burton, Pierre, The Klondike Fever, Alfred A. Knopf, New York, 1984.
- CCS 4. Black, Marth Louise, My Ninety Years, Alaska Northwest Publishing Co., 1976.
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### Lesson 20 (con't.) GET THAT GOLD

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- CCS 9. Dunham, Sam C., The Alaskan Gold Fields, Alaska Northwest Publishing Co., 1983.
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- CCS 11. Green, Lewis, The Gold Hustlers, Alaska Northwest Publishing Company, 1977.
- CCS 12. Grinnell, Joseph, Gold Hunting In Alaska, Alaska Northwest Publishing Co., 1983.
- CCS 13. Holeski, Carolyn Jean and Marlene Conger Holeski, In Search of Gold, The Alaska Geographic Society, 1983.
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- CCS 16. Martinsen, Ella Lung, Black Sand and Gold, Binford and Mort, 1974.
- CCS 17. Poynter, Margaret, Gold Rush! The Yukon Stampede of 1898, Atheneum, 1979.
- 18. Stacey, John F., To Alaska for Gold, Y. E. Galleon Press, 1973.
- CCS 19. Wharton, David, The Alaska Gold Rush, Indiana University Press, 1972.
- CCS 20. Alaska Geographic: 'Nome: City of Golden Beaches,' Vol. 11, No. 1, 1984.

### Lesson 21 Territorial Days: Pre-WW II

- 1. Atwood, Evangeline, Frontier Politics, Binford and Mort.
- CCS 2. Black, Martha Louise, My Ninety Years, Alaska Northwest Publishing Co., 1976.
- 3. Blackman, Margaret B., During My Time - A Haida Woman, University of Washington Press, 1982.
- 4. Brower, Charles, Fifty Years Below Zero: A Lifetime of Adventure in the Far North, Dodd, Mead & Co., 1942.

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5. Carroll, James A., The First Ten Years in Alaska, Memoirs of a Fort Yukon Trapper 1911-1922, Exposition Press, 1957.
- CCS 6. Clifford, Howard, Rails North, Superior Publishing Co., 1981.
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10. Haycox, Stephen, "William Paul, Sr. and the Alaska Voter's Literacy Act of 1925," Alaska History, Vol. 2, No. 1, Winter 1986/87.
- CCS 11. Hobbs, Ann, Tisha, St. Martin's Press, 1976.
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ALASKA STATE MUSEUM  
LEARNING KIT PROGRAM

REQUEST FOR LEARNING KITS

Name of user: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Indicate which kits you would like during the 19\_\_ -\_\_ school year. Prioritize your selections by marking #1 by your first choice, #2 by your second choice, etc. We receive more requests for each kit than we are able to schedule. Prioritizing your requests allows us to make sure each district receives at least one of their top three selections.

Alaska Native History & Culture

- ☐ Aleut & Koniag People
- ☐ Athabaskan--Caribou
- ☐ Eskimo Child
- ☐ Eskimo Archaeology

Cross-Cultural Studies

- ☐ Alaskan Games
- ☐ Bentwood Box of NW Coast Indians
- ☐ Cross Cultural Kit
- ☐ Monsters in Alaskan Myth and Legend
- ☐ Museums Alive!
- ☐ Northwest Coast Indian Art
- ☐ Puppet Show
- ☐ Totem Poles of NW Coast Indians
- ☐ Visual Arts in Alaska

- ☐ Eskimo Stories
- ☐ Tlingit Man
- ☐ Tlingit Stories
- ☐ Tlingit Woman

Natural History of Alaska

- ☐ Peregrine Falcon
- ☐ Salmon
- ☐ Whales

Post Contact Alaska History

- ☐ Russian Discovery
- ☐ Russian Settlement
- ☐ American Revolution
- ☐ Gold Rush

Please Remember: Coordinate and combine your requests with those of other teachers in your school so that each kit receives maximum use while it is in your district.

Route your request form to your district reference person for Learning Kits. She/He will collect all requests from your district and mail them to the Learning Kit Program in Juneau.

If you don't know who your district reference person is or do not have one, send your request form directly to: Alaska State Museum, Learning Kit Program, Pouch FM, Juneau, Alaska 99811 or phone 465-2901 or 465-2906.

## ALASKA STATE MUSEUM LEARNING KITS

### SEMESTER TWO

Alaska State Museum Multimedia Education Program materials are generally available through your district office or regional resource center. The kits, which are in great demand, generally rotate to the schools within a district at a teacher's request. It is also possible to order a kit directly from the museum. Alaska State Museum, 396 Whittier St. Juneau, Alaska, 99801. Only 2 kits exist for each topic. Sign up for the school year begin in the spring prior. A list and brief description of the kits follows.

- \* 1. Gold Rush: this kit promotes the understanding of the long range effects of the Gold Rush on the development of Alaska.
- \* 2. The Whale: this kit centers on the whale as a creature, emphasizing its size, physical characteristics and its importance in Alaskan history as well as traditional whaling practices.
- 3. The Aleuts/Koniags and Their Land: this kit examines the impact of the environment upon the development of Aleut/Koniag culture.
- 4. Eskimo Archaeology: this kit allows student to be archaeologists for two weeks as they perform a simulated dig.
- 5. Bentwood Box: this kit provides instructions and demonstrations on how to make a traditional Bentwood Box.
- 6. Fishing and Hunting of Tlingit Men: student will learn about various fishing practices and about the role which the social structure played in subsistence activities.
- 7. Household Duties of Tlingit Women: Students will discover the general structure of Tlingit society.
- 8. Northwest Coast Art: this kit explores the style and form of northwest coast art while showing the importance art played in the traditional lifestyles of the Tlinget, Haida and Tsimshian people of southeast Alaska.
- 9. Totem Pole: this kit explores the meaning of totem poles and examines the uses to which they were put. The traditional way of making a totem pole is presented in a film.
- \* 10. Eagles: New

## AUDIO-VISUAL MATERIALS

### SEMESTER TWO

To receive a current listing of Alaska programs available through the Alaska State Library write to: Instructional Television Coordinator, Alaska Department of Education, P.O. Box F, Juneau, Alaska, 99811. Or contact Alaska State Film Library in Anchorage.

1. Alaska's Bush Pilot Heritage, 16mm, 10 min. Color, Walt Disney Productions, 1967, Available from the Alaska State Film Library.
2. Serum Race to Nome, 16mm, 30 min. Color, Heritage Films, 1976, Available from the Alaska State Film Library.
- \* 3. The Student Video Productions Handbook, Michael Druce, Box 575, Kotzebue, Alaska, 99752.
4. The Men's House and The Shaman, 1/2" VHS Quinhagak High School, 1986. (Tape is in Yupik; translation available.) Bob Medinger, Kwethluk, Alaska, 99621.
5. Snake Hill to Spring Run, videotape, (Follows Virginia students as they interview community members for the final creation of an oral history.) Carole Green, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2824.
6. Elders and Snaring, Kayak Building, Preparing Seals, videotape, Northwest Arctic School District, 1985.
7. Women of Alaska Territory, videotape, Carole Green, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2824.
8. Women in Alaska: WWII to Prudhoe, slide presentation, Carol Green, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2824.
9. The following programs demonstrate traditional Inupiaq cultural heritage crafts and skills and are available with accompanying teacher's guides from the Northwest Arctic School District: Box 51, Kotzebue, Ak., 99752. Or for a fee they may be obtained from the State Film Library. The ordering number is provided for you.
  - How They Did The Caribou #82871
  - Making A Birchbark Basket #82872
  - Making a Seal Puug #82873
  - Making a Beaver Hat #82874
  - Putting A way Ugruk Flippers at Sealing Point #82875
10. Alaska At War, Alaska during WWII, available through State Film Library in Anchorage. (Excellent) 16 mm or video.
- \* CCS11. ANCSA Series, videotape, Northwest Arctic Television Center, Kotzebue, 1986.
- \* CCS12. ANCSA: Caught in the Act, videotape, Alaska Department of Education or Alaska State Film Library
- CCS14. ShadowWalker, Five-part videotape series on Alaska Native traditions. 1987. Alaska Department of Education or Alaska State Film Library

## **TEACHER RESOURCE KITS**

### **SEMESTER TWO**

1. Alaska Oral History Resource Kit/Unit, Carol Green, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2824.
2. Rising Sun/Northern Star Kit, studies the roles of men and women in Alaska and Japan, Carol Green, Dept. of Education, P.O. Box F, Juneau, Alaska, 99811, (907) 465-2824.
3. Alaska Close-Up Curriculum materials, Alaska Management Technologies, Inc., 240 Main Street, Juneau, Alaska, 99801, (907) 586-3944.





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# **Alaska Studies Connection Answer Key**

**Semester Two**

**Extension Activities  
Vocabulary  
Alaska Trivia  
Assessments  
Final Exam**

**Department of Education  
Correspondence Study**



## UNIT 3

### Lesson 16: Sourdough Lingo

1. barabara – an Aleut house built partly underground on a square foundation. It is round above ground. About one quarter of the house is below the surface. A set of wooden poles supports the roof which is covered with earth and sod. The roof has from one to three openings for smoke to escape, light to enter, or to serve as an entry way.
2. bidarka – an Aleut boat. The frame was made of ribs of driftwood and covered with sealskin which was sewn and then fitted into shape by the women. It was similar to a kayak. The bidarka usually had one or two holes.
3. kamleika – a jacket made of strips of sea mammal gut about 1.5 inches wide. It was worn by men while out in their bidarkas.
4. shaman – the anthropologists' name for a medicine man or spiritual leader of a culture.
5. toyon – the community leader. He was often a successful hunter and warrior.
6. animism – the belief that all life is produced by a spiritual force separate from matter, or that all things in nature have souls.
7. ancestor – a person from whom one is descended.
8. phratry/clan/tribe – a group of families claiming descent from a common ancestor.
9. potlatch – Indian ceremony or ritual, Indian celebration.
10. community house – a building in Eskimo and Aleut villages used as a men's workshop, a meeting place for village leaders, and a dance and ceremonial house. Large villages might have more than one katgi, gasqiq, karegi or kaleg (names for community houses in various dialects).
11. umiak – a large open Eskimo boat made of a wooden frame covered with skins. Normally it is between 20 and 25 feet long. It is uniquely designed for travel between ice floes. It is extremely durable and light enough to haul over the ice. The umiak can accommodate four to eight men and their gear and is frequently used in hunting whales.
12. kayak – a closed Eskimo canoe made of skins stretched on a wooden frame.
13. matrilineal – following the female's lines of ancestry and heritage (matri meaning mother).
14. baleen – the durable, elastic, hornlike material found in plates or strips in the upper jaw of whalebone whales.

## Lesson 16: Alaska Trivia

1. The number of potlatches given.
2. Spotting
3. Slaves
4. Caribou
5. The Athabascans

## Lesson 17: Sourdough Lingo

1. Aleksander Baranov – first general manager of Shelekhov-Golikov Co., 1790–1818. (See Russian-American Company.)
2. Vitus Bering – a Dane, in the service of the Russian Navy, who commanded the first Kamchatka Expedition (1725); commanded the St. Peter on the second expedition (1733–1741) when he was credited with the discovery of Alaska, July 16, 1741.
3. Catherine I – Russian empress who carried on the work of her husband, Peter the Great, 1725–1727.
4. Alexei Chirikof – second in command of first Kamchatka Expedition; commanded the St. Paul on the second voyage; was first to sight the Alaska mainland July 15, 1741. He was not credited with discovery because he did not land.
5. Cossacks – men from southern Russian who were organized as cavalry under the czars.
6. Kamchatka – large, distinctively shaped peninsula in eastern Siberia. Starting point for Russian explorations and subsequent supply voyages. Settlement of Petropavlovsk located on southeastern portion.
7. Katlian – Kiksadi leader in the Battle of Sitka, leader of the Tlingit clan which had owned much of the land the Russians were using.
8. Kodiak – established as St. Paul's Harbor by Baranov in 1792; first capital of Russian-America.
9. Komandorski Islands – "Commander Islands;" located northwest of Attu Island and northeast of Petropavlovsk. Bering's ship, the St. Peter, was wrecked here. Bering died and was buried on the island that bears his name. There is a monument to Bering on the island.

10. New Archangel – established by Baranov in 1804 after the Battle of Sitka. It became the capital of Russian America.
11. Okhotsk – village located on the Sea of Okhotsk; founded by Dimitrii Kopylov in 1639.
12. Peter I – called "the Great;" credited with the "modernization of Russia" (1682–1725); authorized the first Kamchatka Expedition to see if Asia and America were joined (1724); "Father of the Russian Navy."
13. Promyshlenniki – Russian equivalent of the mountain men and trappers and traders of the American west.
14. Russian American Company – established in 1779 as a successor to the Shelekhov–Golikov Company, maintained a charter in Russian America until 1867; main interest was furs.
15. scurvy – disease caused by lack of ascorbic acid in the diet.
16. Gregor Shelekhov – established the first Russian settlement at Three Saints Bay on southeast coast of Kodiak Island, 1784.
17. Siberia – eastern Russia; area beyond the Ural Mountains.
18. Georg Wilhelm Steller – naturalist aboard the St. Peter during Bering's second voyage. One of the survivors of the winter on Bering Island.
19. Father John Veniaminov – (later St. Innocent); Russian Orthodox priest who lived in Unalaska from 1924–1934, then transferred to Sitka. He later became the Metropolitan of Moscow, the highest office in Russian Orthodoxy.
20. sextant – an instrument for measuring the angular distance of the sun, a star, etc., from the horizon as to determine position at sea.
21. Creole – A person of Aleut and Russian descent.

#### **Lesson 17: Alaska Trivia**

1. Baranov's
2. Scurvy
3. The Crimean War
4. Hawaiians
5. Alaska Commercial Company

## Lesson 18: Sourdough Lingo

1. exploitation – selfishly using someone or something for one's own purpose and one's own profit.
2. cartography – the art of making maps and charts.
3. lucrative – profitable, producing much money.
4. eminent – famous.
5. elusive – escaping
6. perpetuate – to keep from being forgotten or from going out of use.
7. expedition – a journey or voyage for a particular purpose.
8. prestige – respect for a person resulting from his/her good reputation or past achievements.
9. archipelago – a group of many islands.
10. prospective – expected to be or to occur, future, possible.
11. presidio – a fort or garrison town.
12. foray – a sudden attack or raid, especially to obtain something.
13. semblance – a resemblance or likeness to something.
14. Hudson's Bay Company – British fur trading company which stretched its outposts across Canada and into Interior Alaska.

## Lesson 18: Alaska Trivia

1. Chinook
2. Captain Cook
3. The Shumagin Islands

## Lesson 19: Extension Activity 13

- 2a. As you read William Hensley's article, write down all the reasons he gives for Native land claims. You should be able to identify at least four reasons.

*Traditional use and occupancy*

*Treaty of Cession*

*The Organic Act*

*A matter of justice*

*To allow continuance of Native subsistence lifestyle*

- 2b. According to Hensley, what effects have people of western culture had on Alaskan Natives?

*The Native population was severely reduced.*

*Lands held by Natives were reduced.*

*Native cultures changed by exposure to technology and industry.*

- 2c. What are some of the historical reasons people have come to Alaska?

*Exploration*

*Exploitation of resources*

*To live in the wilderness*

*Sent by governments, for example, Russia and U.S.*

*For jobs, etc.*

- 3a. aboriginal: existing from the beginning or earliest times; indigenous
- 3b. cession: the act of yielding or giving up to another
- 3c. controversy: debate; dispute; argument; opposing opinions
- 3d. indigenous: native, produced, born or existing in a region or country
- 3e. title: a document stating a right of ownership

## Lesson 19: Sourdough Lingo

1. Baron Edward de Stoeckl – made charge d'affairs of Russian legation to U.S. (1854) and later minister; negotiated for Russian group with Seward in sale of Russian America.
2. Andrew Johnson – U.S. President (1865–1868) at the time of the purchase of Alaska.
3. October 18, 1867 – date of the official transfer of Alaska from Russian to American control; "Alaska Day" is observed each year on, or near, October 18.
4. Organic Act of 1884 – made Alaska a civil and judicial district (District of Alaska); Sitka made temporary seat of government; schools established; governor appointed; Alaska Native land rights recognized, but not dealt with; extended Oregon's state laws over Alaska.
5. William Henry Seward – U.S. Secretary of State (1860–1868) who arranged for the purchase of Alaska.
6. Treaty of Cession – document signed March 30, 1867, officially closing the sale of Alaska for \$7,200,000.
7. Sheldon Jackson – Presbyterian Missionary in Alaska who became a lobbyist in Washington, D.C. for the Organic Act of 1884 and Alaska's first General Agent for Education.
8. syndicate – an association of people or firms combining to carry out a business or commercial undertaking.

Some names given to Alaska by opponents of the purchase:

Seward's Folly	Icebergia
Seward's Icebox	Johnson's Polar Bear Garden
Walrusia	



### Lesson 19: Alaska Trivia

1. Alaska Day
2. Wrangell
3. The Harriman Expedition

### Lesson 20: Extension Activity 4

#### Answer Sheet for Gold Rush Map

1.	24	15.	21
2.	6	16.	25
3.	7	17.	26
4.	17	18.	13
5.	1	19.	5
6.	4	20.	9
7.	8	21.	16
8.	11	22.	10
9.	28	23.	23
10.	14	24.	22
11.	20	25.	12
12.	27	26.	15
13.	19	27.	2
14.	18	28.	3

# Lesson 20

## Answer Sheet for the Gold Fields Match Up

ITEM	Seward Peninsula	Iditarod	Cassiar	Interior	Gulf Coast	Klondike	Southeast Alaska
1. Chena Slough Road House				X			
2. Turnagain Arm					X		
3. Skagway						X	
4. Council	X						
5. Fort Yukon				X			
6. Chicken				X either one	X		
* 7. Sheldon Jackson						X	
* 8. Harry Dychman		X					
* 9. Valdez Trail				X			
10. Dick Harris							X
11. Felix Pedro Little				X			
*12. Eldorado Creek				X			
*13. George Palmer					X		
*14. Sunrise					X		
*15. Aug. 16, 1896						X	
16. Joe Juneau							X
17. Harrisburg							X
*18. Bonanza Creek							X
19. Forty-Mile River				X either one	X		
*20. Anvil Creek	X						
*21. John Beaton		X					
*22. Reindeer Episode				X either one	X		
23. Circle City					X		
24. Ophir			X				

\* Extra Credit

ITEM	Seward Peninsula	Iditarod	Cassiar	Interior	Gulf Coast	Klondike	Southeast Alaska
Inside Passage -							
*25. Overland Route							X
White Pass and							
26. Yukon Railroad							X
27. Lake Bennett							X
*28. All Water Route	X	X	X	X	X	X	X
*29. 2,500 miles				X	X		
30. Dead Horse Trail						X	
*31. Poor Man's Pass						X	
32. A-J Mine							X
*33. Sept. 8, 1902				X			
*34. Charles Miller						X	
*35. Snow Gulch	X						
36. Nenana				X			
37. Dyea							X
Mountains east		X	X				
38. of Juneau							
39. Frank Reid						X	
*40. Jeff's Place						X	
41. Gold Creek							X
42. Treadwell							X
43. Tent City on Beach	X						
Most gave up							
*44. by 1910	X						
45. George Carmack							X
Early freeze-up							
*46. on Yukon River				X	either one	X	
47. Biggest gold mine							X
Most famous							
48. gold rush							X
49. Koyukuk River	X						
50. Alaska Range					X		
51. Robert Service							X

\* Extra Credit

## Lesson 20 Sourdough Lingo

1. bedrock – solid rock underneath gold-bearing sand, gravel, etc.
2. burning down to bedrock – early method of thawing frozen ground to get to bedrock. A fire about six feet long and four feet wide was built on the ground and allowed to burn for eight to ten hours. The thawed ground was dug out. Another fire was started in the hole, followed ten hours later by another excavation. This process of alternately thawing and digging was continued until bedrock was reached. Each fire thawed two or three feet of soil. (In the Klondike the ground is frozen to a depth ranging from 15 to 40 feet.) Shaft sinking and drifting were done during the winter.
3. colors – prospector's term for any evidence of gold found while prospecting; "I got some colors," he might say.
4. glory hole – term associated with lode or hardrock mining. An excavation or pit formed by funneling ore down a vertical shaft and into an ore car waiting below in a tunnel. The sides of the Glory Hole at the Treadwell Mine, on Douglas Island, enclosed 13 acres.
5. gold dredge – a large, barge-like mining machine that removed earth using buckets on an endless chain. Inside the dredge the gold and gravel were separated. The gravel was carried out of the dredge on a moving belt and deposited in the form of tailings at the rear of the dredge. Used along streams and/or rivers for placer gold. It dug its own pond.
6. gold panning – used in placer mining. A method of separating gold from sand and/or gravel. Dirt was put in a pan and a great amount of water was added. Swirling the pan washed the lighter material over the side and left the heavier material in the bottom of the pan. After many washings only gold and other heavy materials were left.
7. good (or poor) prospects – term referring to whether an area being prospected showed promise of producing gold.
8. lode (hardrock) mine – where gold (or any other mineral) is located in rock. It is an expensive mining operation and not possible for individual miners. It requires many workers and much machinery for blasting, hauling, crushing the rock before the gold can be extracted. The Treadwell Mine, on Douglas Island across the channel from Juneau, was the largest hardrock mine in the world during the years it was in operation (1881–1917).
9. miners' meeting – where organized government didn't exist, it was a form of frontier democracy; each mining camp organized itself and decided matters of common concern at these meetings, based on the vote of the majority and punishment was meted out to suit the crime: murder punished by hanging; robbery or assault by banishment; lesser offenses by fines.

10. pay dirt – what every prospector hoped to find . . . a rich strip of gold-bearing gravel (pay streak – same thing in hardrock mining).
11. placer (hydraulic) mining – the type of mining in which deposits are not found in the original lode, but have previously been eroded from that lode and deposited in a streambed. Sand, gravel or other material is separated from the gold by using running water. Gold pans or rockers may be used, or hoses which wash down hillsides so the material can be washed out in sluice boxes (see Gold Mining Methods Sheet).
12. prospector – someone who explores an area looking for mineral (gold) deposits.
13. riffles – strips of wood perpendicularly attached to the bottom of a sluice or rocker box. They form a protective spot where the gold can settle when water is washed over the gravel in the box.
14. rocker box – descriptive term for a device used by prospectors on a placer claim to separate gold from the gravel. Pay dirt was shoveled into a perforated tray in the top of the box and water was poured over it while the box was rocked from side to side. Gold washed through the holes in the tray and was caught in the riffles in the box (see Gold Mining Methods Sheet).
15. rolling mill and stamp mill – used in lode or hardrock mining to crush the rock so the gold could be extracted more easily.
16. sluice box – used in placer mining. A long, open-ended box. Height of sides about equal to the bottom (about 12 inches). Riffles are fixed across the bottom of the box so the flowing water will form currents that will let the gold drop out of the flow and be caught behind the riffles and in the burlap matting.
17. sourdough – a Canadian or an Alaskan prospector . . . so called from the habit of carrying sourdough, a fermented dough, used as a leaven in making bread. (The opposite of cheechako, a newcomer or greenhorn – the term cheechako is thought to be the Indian corruption "Chicago," since that was where many of the newcomers came from. The Indians used it to refer to all newcomers.)
18. stampede – in gold rush terminology the sudden rush into an area that has "good prospects." Stampedes where known to have begun just on the suggestion of "prospects!"
19. steam point – a method of thawing ground that replaced "burning to bedrock." A 3/4 inch hydraulic pipe, 3 to 6 feet in length with a 3/8 inch tube through which steam was forced from a hose. A steam boiler at the top of the shaft produced the steam.
20. tailings – the material discarded by a dredge after the process of washing the gold from it. Tailings are not free from gold. Some prospectors have done fairly well just panning or sluicing the tailings. Also applies to debris left from hardrock mining.

21. windlass – a machine used for hoisting buckets of dirt and gravel from a mine shaft by winding a rope or chain on a roller cranked by hand. Like bringing a bucket of water up from a well.

22. grubstake – to back up, or support, financially.

**Forts:** established by the War Department, under instructions from Congress, for the purpose of helping keep order among mining towns.

1. St. Michael served as military headquarters 1897–1922.
2. Fort Davis (1900) – Nome.
3. Fort Gibbon (1899–1923) – Tanana and Yukon River Area.
4. Fort Egbert (1900–1911) – Eagle.
5. Fort Liscum (1900) – Valdez.
6. Fort Seward (1898–1943) – Haines.

### Lesson 20 Alaska Trivia

1. Circle
2. One hundred percent
3. James Wickersham
4. Gold
5. Skagway
6. Oregon's

### Lesson 21 Sourdough Lingo

1. Agricultural College and School of Mines – original name for University of Alaska; opened September 18, 1922; name changed by an act of the Territorial Legislature, July 1, 1935.
2. Alaska Syndicate – organized in 1906 by J.P. Morgan and the Guggenheim brothers. Purpose was to consolidate holdings. Along with copper mines it included major control of the Northwestern Commercial Company which owned Alaska Steamship; also 12 canneries (which produced about 1/8 of the salmon pack). There was great rivalry between the "syndicate" and those who favored home rule.
3. Legislature, First Territorial – met March, 1913. Major legislation:
  1. right to vote for women
  2. established 8-hour work day
  3. regulation of employer–employee relationships
  4. arbitration of industrial disputes
  5. compulsory education for children; establishment of home for indigent and elderly prospectors
4. Legislature, Second Territorial – met in 1915. Major legislation:
  1. uniform school system and a Board of Education
  2. old-age pension plan
  3. road district system
  4. means for Indians and Eskimos to become citizens and form municipal governments.

5. Matanuska Agricultural Colonization Project – a project President Franklin D. Roosevelt saw as:
  1. a way to help farmers in areas hard hit by the Depression
  2. a way to stimulate population growth in Alaska
  3. a way to show the agricultural potential of Alaska

Out of 15,000 applicants, 200 families were chosen from the Minnesota-Michigan-Wisconsin Farm area. On May 10, 1935 the first of the colonists arrived in Palmer to begin work on the project.
6. Organic Act (2nd) – passed in 1912; established Alaska as a territory, created a bicameral legislature and established the capital at Juneau.
7. Alaska Railroad – (1914-1923) Seward to Fairbanks. Includes 39 miles of the Tanana Valley Railroad and the 71 miles of the Alaska Northern Railroad. Anchorage began as a construction camp for the railroad in 1914; organized city government in 1920.
8. suffrage – the right to vote.
9. franchise – any privilege granted by a government; the right to vote.
10. White Pass – Yukon Railroad – railroad between Skagway and Whitehorse. Construction began in May 1898 in time for the gold stampede to the Klondike. Michael J. Heney directed the operation. Finished by July, 1900. In 21 miles the track climbed 2,885 feet to the summit of White Pass.
11. Citizenship Act of 1924 – granted citizenship to Alaska Natives. This is the second point at which Alaska Natives felt they lost control of their tribal lands. The act stated citizenship would in no way affect the land claimed by Alaska Natives for traditional use. Many people felt this was unfair. They felt that since we are all U.S. citizens, why should one group get something the others do not?

#### Lesson 21 Alaska Trivia

1. The salmon canneries
2. Denali/Marvel Crosson, aviator
3. Homer Spit