

Lesson 22 Sourdough Lingo

1. Ernest Gruening – Territorial Governor of Alaska during WWII. Remember the governor at the time of WWII was appointed by the Federal government.
2. The Alaska Highway – built by the Army Corp of Engineers and more than 6,000 civilians during WWII, it stretches 1,520 miles from Dawson Creek, British Columbia to Fairbanks, Alaska. It was completed in 18 months. Originally called the Alcan Highway, it was renamed the Alaska Highway.
3. protocol – an original draft of a document, usually between heads of state or diplomatic officials.
4. Colonel Simon Bolivar Buckner, Jr. – head of the Alaska Defense Command during WWII.
5. "Muktuk" Marston – organized the Alaska Scouts and the Alaska Territorial Guard.

Lesson 22 Alaska Trivia

1. The Sullivan Brothers
2. Angoon
3. Jimmy Doolittle
4. Fishing without a license
5. Mary Cash
6. Massacre Bay

Lesson 23 Sourdough Lingo

1. validation – must be approved by Congress.
2. contiguous – connected, touching.
3. Alaska-Tennessee Plan – election of two "senators" and one "representative" to go to Washington for the purpose of lobbying for statehood. (The plan was first used by Tennessee in 1796 in its bid for statehood.) In October, 1956, William Egan and Ernest Gruening were elected "senators" and Ralph Rivers was chosen "representative."
4. White Alice – Alaska Integrated Communications Extension; built in 1955 to back up the high-frequency radio that tied together radar stations and fighter-interceptor aircraft. The whole purpose was to warn of possible air strikes by the U.S.S.R.

5. DEW Line - Distant Early Warning, communication system built to enhance White Alice, built along the Arctic Coast of Alaska and Canada.

Lesson 23 Alaska Trivia

1. President Harry S. Truman
2. Statehood
3. William Egan
4. July 4
5. President Dwight D. Eisenhower
6. William Egan
7. Because 55 delegates wrote the U.S. Constitution
8. One

Lesson 24 - Extension Activity 1

1. Traditional use and occupancy
Treaty of Cession
The Organic Act
Statehood Act
A matter of justice
To remove the Land Freeze
To allow continuance of Native subsistence lifestyle
2. The Native population was severely reduced.
Lands held by Natives were reduced.
Native cultures changed by exposure to technology and industry.
3. Exploration
Exploitation of resources
To live in the wilderness
Sent by governments, for example, Russia and U.S.
For jobs, etc.
4. The first provision provided for conveyance of 23,040 acres to 209 Native villages, payment of \$100 million and a ten percent share of the revenues derived from federal lands within Alaska and outer continental shelf lands off the shore of Alaska for a period of ten years. Mineral rights on the land were to be given to a statewide Native corporation which would also manage and administer the money. This Native corporation would become an ordinary business corporation after ten years.

The second provision provided for conveyance of 23,040 acres to 13 villages located in a national forest and 46,080 acres to 192 villages. Five hundred million dollars would be paid in twenty annual payments. Locatable minerals such as gold and silver were conveyed with the land, but leasable minerals such as oil and gas were retained by the federal government. A statewide corporation would administer the funds. It would be controlled for twenty years.

The third proposal provided for conveyance of 92,160 acres or 500 acres per person, whichever was greater for each of 242 villages as well as 640 acres in each township in the state to the appropriate regional Native corporation, including all mineral rights. Payment of \$500 million, payable as \$100 million the first year and \$50 million per year for eight years, would be made, as well as a 2 percent royalty on the lease or sale of federal lands in Alaska. Regional corporations would manage the land and money.

Lesson 24

1. Answers will vary, but will probably focus on making a profit, cutting costs and the ability to be ruthless when necessary.
2. Answers will vary, but should include a concern for corporate profits, as well as a concern for shareholders' quality of life.
3. Answers will vary.
4. Answers will vary.
5.
 - a. Corporate collapse
 - b. Loss of land
 - c. Native self-determination
6. Answers will vary, but may include:
 - a. Seafood
 - b. Building Materials
 - c. Timber
 - d. Transportation
7. While Native corporations are charged to make a profit, there are other expectations which usually are not part of the role of non-Native corporations. Native corporations are often expected to provide job opportunities for shareholders, training programs, scholarships, etc.
8. Answers will vary, but should reflect a positive outlook which is balanced by realistic concerns about the future. There have been notable successes among the corporations, and others are gaining strength and profitability with each year.

Lesson 24 Sourdough Lingo

1. abolish – to do away with something.
2. allotment – a portion, share, or distribution. In this lesson we are referring to land.
3. asset – something you own that has value.
4. conservationist – one whose priority is the protection of natural resources.
5. convey – to transfer or change hands (property); come into possession.
6. corporation – a group of people organized under a charter that grants them the legal right to (usually) run a business. In this lesson you can think of the Native corporations as trusts or holding companies for the money being received by the Native people through ANCSA. The corporation is responsible for investing that money and making a profit.
Corporations sell shares to get money. The shares represent a portion of ownership. So, if you buy shares of a company, you are giving them some of your money to invest; in exchange they give you shares or portions of ownership in the company.
Since the money given to the regional corporations belonged to Alaska's Native people born before December 18, 1971, each person was given 100 shares in their regional corporation and 100 shares in their village corporation.
7. eligible – qualified.
8. revenue – the amount of money a city, state, or nation makes or brings in (income) from taxes, licenses, etc.
9. shareholder – a person who owns a portion of a corporation by owning a certain amount of stock.
10. alienate – to transfer the ownership (of property) to another.
11. aboriginal – existing (in a region) from the beginning; first.
12. royalty – a share of the profits from the sale of something, paid to the owner.
For example: The state and federal government own the land that holds the oil and the pipeline; therefore the state and federal government receive money from the sale of the oil.
13. imperative – necessary, urgent.
14. per capita – per person, for each person.

Lesson 24 Alaska Trivia

1. The era of mushing mailmen
2. The pig
3. United Bank of Alaska
4. Japan
5. Pope John Paul II
6. Alaska
7. The Alaska Railroad
8. Ahtha
9. President Ford
10. Fairbanks
11. President Nixon
12. The Rampart Dam
13. Howard Rock, The Tundra Times

UNIT 4

Lesson 25 Key

Information: Student will complete either Local Government Questionnaire or Unincorporated Village Interview by written or taped presentation.

Lesson 25 Sourdough Lingo

1. jurisdiction – range of authority.
2. veto – the right of one branch of government to reject bills passed by another. Or, the power to prohibit action.
3. municipality – a city, town, etc. having its own incorporated government.
4. sovereignty – supreme and independent political authority.
5. incorporated/unincorporated – in this chapter, these two words refer to two different types of city classification. In order to be incorporated your town must meet certain requirements such as population. Incorporated cities also have more taxing power than unincorporated cities.

Lesson 25 Alaska Trivia

1. The North Slope Borough
2. Fairbanks
3. Port Chilkoot
4. Skagway

Lesson 26 Extension Activity 1

1. Finance
2. Labor and Commerce
3. Resources
4. Community and Regional Affairs
5. Judiciary
6. Health, Education and Social Services
7. Transportation
8. Rules
9. State Affairs
10. Answers will vary.

Lesson 26 Extension Activity 2

(Answers may vary.)

1. d-HB373 oppose
2. a-HCR9 support
3. e-HB500 oppose
4. c-HB46 support
5. f-SB90 support
6. b-HB554 oppose
7. i-HCR26 support
8. j-SR14 oppose
9. g-SB389 oppose
10. h-HB195 support

Lesson 26 Extension Activity 3

1. c
2. f
3. a
4. e
5. h
6. d
7. b
8. j
9. g
10. k
11. l

Extra: Answers will vary. Look for correctness of usage and number of words used.

Lesson 26 Extension Activity 5

- | | |
|------|-------|
| 1. k | 9. c |
| 2. o | 10. p |
| 3. e | 11. n |
| 4. j | 12. b |
| 5. g | 13. a |
| 6. d | 14. h |
| 7. i | 15. l |
| 8. m | 16. f |

Lesson 26 Sourdough Lingo

1. appropriate – to set aside (money, etc.) for a specific use.
2. bicameral – having two legislative chambers (House of Representatives and Senate).
3. bill – a draft of a proposed law.
4. caucus – a meeting of a party or group to decide policy, pick candidates, etc.
5. coalition – a combination or union of people bound by a specific cause or purpose (usually temporary).
6. legislature – a body of persons given the power to make laws (House of Representative and Senate).
7. lobbyist – a person who tries to get legislators to support certain issues.
8. non-partisan – not of any particular party.
9. partisan – of a particular party.
10. quorum – the minimum number of members required to be present before an assembly can do its business.
11. resolution – a formal statement of opinion or determination by an assembly.
12. interim – the period of time between.

Lesson 26 Alaska Trivia

1. Nick Begich
2. Serving in the last territorial legislature and first state legislature
3. Charles Lindbergh
4. Every other year
5. Juneau

Lesson 27 Extension Activity 1

1. Community and Regional Affairs
2. Public Safety
3. Fish and Game
4. Commerce and Economic Development
5. Health and Social Services
6. Administration
7. Office of the Governor
8. Public Safety
9. Education
10. Administration

Lesson 27 Extension Activity 2

- A. 1 (Supervisory Power)
- B. 12 (Power of Appointment)
- C. 11 (Grants pardons)
- D. 3 (Power of Legislation)

Lesson 27 Sourdough Lingo

1. administrator – one who manages, directs.
2. commissioner – an official in charge of a governmental department.
3. executive – the branch of government administering the laws and affairs of a nation.
4. regulations – a rule or law by which conduct, etc., is controlled.

Lesson 27 Alaska Trivia

1. Ernest Gruening
2. Three
3. William Egan
4. Mike Stepovich
5. Mike Stepovich
6. Secretary of State
7. Lowell Thomas, Jr.

Lesson 28 Warm-Up

1. Answers vary. Criminal case is when a person is charged with a public offense and a civil case is to protect private rights or one seeks a redress of a private wrong.
2. Supreme, Court of Appeals, Superior and District.
3. Answers vary. To divide the work load and assure right to a speedy trial by peers.
4. Judges are appointed by the Governor from nominees submitted by the Judicial Council. Answers vary.

Lesson 28 Extension Activity 1

1. Criminal
2. Superior Court
3. Answers will vary
4. Opinion
5. Opinion
6. Opinion

Lesson 28 Sourdough Lingo

Answers to vocabulary puzzle.

across

- 8. jurisdiction
- 9. sentence
- 11. arraignment
- 13. JD
- 15. jury
- 16. plaintiff
- 18. witness
- 19. crossexam
- 20. subpoena
- 21. felony

down

- 1. verdict
- 2. indictment
- 3. grandjury
- 4. criminal Suit
- 5. misdemeanor
- 6. judgement
- 7. civilsuit
- 10. bail
- 12. mirandarule
- 14. defendant
- 17. parole

Lesson 29 Extension Activity 1

The various federal agencies and departments which students may discuss are:

Alaska Congressional Delegation
Department of Agriculture
Department of Army
Bureau of Customs
Commerce Department of NOAA (National Oceanic and Atmospheric Administration)
National Weather Service
National Marine Fisheries Service
Department of Energy
Environmental Protection Agency
Federal Bureau of Investigation
General Services Administration
Department of Health and Human Services
Department of Interior
Geological Survey
Bureau of Indian Affairs
Bureau of Mines
National Park Service
U.S. Fish and Wildlife Service
Department of Justice
Department of Labor
Office of Personnel Management
Postal Service
Department of Transportation
Coast Guard
Federal Aviation Administration
Federal Highway Administration
Department of Treasury
Bureau of Customs
Internal Revenue Service
United States Court
Veterans Administration

Lesson 30 Extension Activity 2

Before viewing: Answers will vary.

After viewing:

1. Because the state owns the resources from the waters and from the sea bottom which surround Alaska.
2. The price of oil and the cost of getting the oil to market.
3. Royalties and taxes
4. Alaska Permanent Fund Corporation.
5. It places safety of principal ahead of income, requiring standards in investments and diversification of assets.
6. Dividends to residents and inflation proofing the fund for the future.
7. Alaska State Department of Revenue
8. Let your state legislator know how you would like to see it used.
9. To oversee and invest the earnings from the fund.
10. To further develop other resources of the state so that we will not be so dependent on oil.

Lesson 30 Sourdough Lingo

1. expenditure – something on which money is spent.
2. appropriation – see Lesson 26.
3. General Fund – a category of state monies which come from taxes, licenses, leases, royalties, etc. There are no restrictions placed on their appropriation, authorization or expenditure.
4. Capital Budget – this proportion of the state budget pays for capital projects, i.e. Land acquisition, construction, improvements, major maintenance, equipment: activities exceeding \$25,000 which produce recurring and long-lasting benefits to the public.
5. Operating Budget – that proportion of the state budget which pays for the operation of the government, i.e. salaries, travel, office equipment, heat, electricity, etc.
6. Alaska Permanent Fund – a special savings account set aside in 1977 to preserve at least 25% of the revenue from mineral lease sales, royalties, etc. that the state receives.
7. the public – the people.

Lesson 31 Extension Activity 2

1. C + B
2. D
3. A
4. C
5. E
6. C
7. B
8. A
9. C + B
10. E

Lesson 31 Sourdough Lingo

1. bureaucracy – government by departmental officials following an inefficient and inflexible routine.
2. candidate – one seeking an office, award, etc.
3. elections
 - a. general – the general election takes place on the first Tuesday after the first Monday in November in the even numbered years. (In 1988 the General Election will be on November 8.) The purpose is to elect to office those we want to represent us for statewide and national office.
 - b. municipal – your town is responsible for conducting local elections. This usually is for city council, assembly or school board seats. Yet, the state conducts elections for local liquor option, incorporating, and REAA school board seats. (Alaska statutes set the date for municipal elections as the first Tuesday of October.)
 - c. primary – (fourth Tuesday in August in even-numbered years). This election nominates the candidate from each party who will represent that party in the general election.
4. nonpartisan – see Lesson 26.
5. platform – a statement of a political party's political philosophy.
6. gerrymandering – to divide (a voting area) so as to give unfair advantage to one political party.

Lesson 29 Sourdough Lingo

1. per capital – see Lesson 24
2. constituents – those who vote in a district

Lesson 29 Alaska Trivia

1. The Nobel Peace Prize
2. Ernest Gruening
3. John Kennedy
4. Emperor geese
5. Denali
6. The Alaska Railroad

Lesson 31 Alaska Trivia

1. Dick Randolph
2. Prohibition
3. Three
4. Independent

Lesson 32 Sourdough Lingo

1. trade – buying and selling; commerce. An exchange. To have business dealings (with).
2. export – to send to another country, especially for sale.
3. import – to bring (goods) into one country from another in commerce.
4. balance of trade – a goal for importing and exporting partners. Countries want to keep a balance in the economy. For example, the US has been trying to create a balance of trade with Japan. The US has even put restrictions on Japanese imports because Japan has not reciprocated by importing US products.
5. surplus – what is left over after needs have been met.
6. deficit – the amount by which a sum of money is less than what is required.
7. embargo – a government order prohibiting the entry or departure of commercial ships at its ports. Or any legal restriction of commerce.
8. joint venture – an agreement between two groups, people, etc. to cooperate on an issue. For example, Governor Cowper has just returned from Japan and China and has arranged for Alaska and Japan, and Alaska and China to cooperate on particular trade and fishing issues.
9. allocation – an amount of something set apart for a specific purpose.

Lesson 32 Extension Activity 3

ANSWERS TO JAPAN QUIZ

1. Japan is an island country located off the Asian continent.
False
2. At 12,388 ft., Mt. Fuji is the tallest mountain in Japan compared to 20,320 ft. for Alaska's Mt. McKinley.
True
3. Japan's population of 121 million is about 1/2 that of the United States.
False
4. Since their nation is surrounded by ocean, the Japanese have long depended upon the sea for their food. Rice is eaten with most meals, although in recent years the Japanese have begun eating less rice and more poultry.
True
5. Baseball has become a national pastime both as a spectator sport and as a game for participation. Sumo is officially recognized as Japan's national sport; however, it is not as popular as baseball.
False
6. Wong is a Chinese name. Typical Japanese surnames are Sato, Inoue, and Yamaguchi.
False
7. Japan fought against the United States in World War II.
False
8. Godzilla, the invention of Japanese film makers, was born off the coast of Japan as a result of radiation from the atomic bombs dropped on the country in World War II.
True
9. Samurai, members of the ancient warrior class, have always been held in high esteem. Ninja, on the other hand, were at one time regarded with disdain as nothing more than hired assassins or hit men. Recent movies and books have raised both samurai and ninja to the level of folk heroes.
True
10. Japanese women were given their vote in 1947 when the new post-war constitution was adopted. (Women in the U.S. got the vote in 1920.)
False
11. Count either "True" or "False" as correct. Japan and the United States share the lead, which changes from year to year. Japan is unquestionably the leading exporter of cars.
True
12. Sony of Japan produces TV's, VCR's, and other electronic goods.
True
13. The carp is the symbol of strength and bravery. Every May 5, carps made of paper or material are flown in recognition of boys.
False
14. When greeting someone or thanking someone, among other occasions, the Japanese bow is a sign of respect.
True
15. Less than 1 percent of Japan's population is non-Japanese.
False

Lesson 32 Extension Activity 4

Answers to vocabulary puzzle.

across

2. resources
6. Native Corporations
8. Seafood
11. Philippines
12. Basin
13. China
14. LNG
15. Exports

down

1. Japanese
3. Spruce
4. Tourism
5. Oil
7. Salmon
9. Minerals
10. Coal

Lesson 33 Sourdough Lingo

Students are to keep a list of unknown words encountered in the articles. They should be defined.

Do Part I and Part II.

Part I: Take a few moments to get your thoughts organized. Choose one of the following and discuss in at least 3 paragraphs your understanding of:

A) Culture — What It Is (15 points)

Student answer should reflect an understanding of the concepts presented on page 379 of the student's lesson plans.

Answer should include ideas that Culture is:

*behavior and values exhibited by a people
expressed through language
* ever changing*

B) Alaskan Aboriginal Origins and Migrations (15 points)

Answer should include understanding of the various theories that exist about Alaskan Aboriginal migration.

1. Continental Drift Theory – Assumes at one time there was just one large land mass and it gradually drifted apart into present-day continents taking people with it.

2. Bering Hand Bridge Theory – During ice ages so much water was locked in glaciers that the sea level was lowered as much as several hundred feet. This would be enough to expose many coastal areas now under water, as dry land. This did not happen overnight; the process took centuries.

Some scientists believe Alaska and Siberia were connected by "Beringia" or the Bering Land Bridge, during the last ice age, between 115,000 and 10,000 years ago.

The movement of people was gradual. It was unconscious. Perhaps people in eastern Russia were following game or moving to less crowded areas.

Three major migrations:

– Earliest 15,000–25,000 years ago. Early ancestors to most Indian tribes of North and South America.

– Second migration, approximately 9,000–14,000 years ago. Ancestors to Tlingits, Exaks, and the Athabascans of Alaska.

– Latest migration, approximately 4,000 to 10,000 years ago. Ancestors to Eskimos and Aleuts.

3. Aboriginal Theories of Origin –

See ANP, pps. 15–18 and 95–98.

Part II: (40 points) Choose one of the following. You should use the categories provided on the following page as a guide. Discuss:

- A) What you have learned about each of Alaska's early Aboriginal Groups. Organize your thoughts and remember to start each paragraph with a topic sentence. You should have four papers, one for each culture, when you are finished. Include a comparison between traditional and transition.
- B) The similarities and differences between two of Alaska's Aboriginal cultures? (traditional and transitional)
- C) The similarities and differences between your culture and one of Alaska's Aboriginal cultures today.

Student should use the categories on the following page to illustrate an understanding of the differences/similarities between cultures. It is important if student chooses B, that s/he compares past cultural practices with present cultural practices.

Choose one of the following (1 or 2).

1. Describe who the Promyshlenniki were, where they came from and their effect on the Aleut people. (Include their reason for coming to the Aleutian Chain, specifics on their relationship with the Aleuts and the result of their presence in Alaska) Your answer should be at least 3 paragraphs. (10 points)

Student answer should illustrate an understanding of who these men were, where they came from and what they did in Alaska.

Bering's crew returned to Russia bringing with them sea otter pelts which sold at tremendous prices. Many expeditions of Siberian fur hunters and trappers (Promyshlenniki) came to Alaska (Aleutian Islands) and eventually Kodiak in search of these valuable pelts. They were ruthless and cruel. They forced the Native people to hunt for them and to pay tribute in furs. The mistreatment and horror the promyshlenniki inflicted upon the Aleuts is beyond our imagination. "In their first 40 years in the Aleutians and on the fringes of the Alaskan Peninsula, the promyshlenniki built not a single house or warehouse, and they answered to not a single law." The Aleuts were virtually destroyed or assimilated by the late 1700's.

2. Describe the relationship between the Russians and the Tlingit people when Sitka was the headquarters of Russia America. Your answer should be at least 3 paragraphs. (10 points)

Student answer should reflect an understanding of the following:

When the Russians first came to Southeast Alaska they built a settlement which they named Fort St. Michael. Why a stockaded fort? Because nearby was the Tlingit settlement of Sitka.

The Tlingits were forceful and more culturally advanced than the Aleuts or the Koniags. They were highly organized, wealthy and used to confrontation with other Native peoples of Canada and mainland Alaska.

At first things were non-confrontational between the Russians and the Tlingits. As the Russian settlement encroached more and more upon Tlingit land and resources' stability became more and more tenuous.

Fort St. Michael was eventually destroyed by the Tlingits. In vengeance, Baranov with the help of a Russian fighting ship and an arsenal of weapons acquired from the Americans now in the North Pacific captured Sitka.

The Tlingits fled to the area and were forced to live in the other areas surrounding their former stronghold; Sitka.

Baranov began building a new fort and headquarters and named it New Archangel. In time it would be more commonly called Sitka.

Eventually some Tlingit people felt the need to return to their home and to live along side the Russians. As they say, "If you can't beat 'em, join 'em."

Life in Sitka became a struggle between the powerful and the subdued.

The Russians kept the Tlingits out of the fortress but allowed them to live outside with Russian cannons constantly pointed at them.

3. Briefly describe the extent of the Euro-American explorations into Russian America. (Spanish, French, British, and American) (20 points)

Basically students should show an understanding of the following:

British – Captain James Cook and the British desire to find a Northwest Passage between the Atlantic and Pacific. Captain Cook claimed and named Turnagain Arm for the British Crown. Cook's voyages resulted in the most accurate mapping and charting of the Alaskan coast than all the Russian explorations. The information was invaluable to future Euro-American expeditions. His role in starting other countries in the search for the famed sea otter pelts of the Pacific and the beginning of the North Pacific maritime fur trade. His Journals inspired the world to the North Pacific.

The British were also established throughout Canada in the fur trade (Hudson's Bay Company) and dominated interior Alaska at least along the upper Yukon: Fort Yukon Trading Post. British expansion to southeast Alaska and the treaty in 1839 with the Russians which gave the British exclusive trading rights with the Russians in exchange for supplies and furs. George Vancouver, British, also searching for Northwest Passage, ended up providing an invaluable survey of the North Pacific coastline from California to Cook Inlet and naming places still on today's maps.

Americans – became much more involved during the 1800's, Joseph O'Cain goes to Kodiak and deals with Baranov (Russian American Co.) for sea otter pelts. Baranov was in dire need of supplies and weapons. (This is after Fort St. Michael has been destroyed by the Tlingit, using American traded weapons) O'Cain also gets Baranov to lend him Aleuts to California coast to hunt sea otter; will split profits with Baranov. O'Cain and the Aleut hunters continue going to California coast 4-5 years.

Americans also lead the profitable business of shipping and trading sea otter pelts for the Russians in the Chinese ports. British were self-defeating in this venture. They had too many traders competing with each other.

Spanish – Did not welcome the Americans hunting the sea otter off the California Coast. Spanish explored Northwest Coast and Russian American Coast along Southeast, and Southcentral Alaska, specifically Copper River, Prince William Sound but recognized Russian dominance. Two names known for Spanish exploration are Artega and Malaspina.

Established base at Nootka Sound on Vancouver Island.

French – Comte de la Perouse sailed to the northern end of Southeast, Alaska. Discovered Hituya Bay just south of Cape Fairweather. Further explorations ended when a 21-man survey party drowned at the mouth of the Bay.

Fill in the blank. (2 points each)

1. *territory*
2. *placer mining*

Multiple choice (1 point each)

3. A.
4. D.
5. C.
6. D.
7. D.
8. C.
9. B.
10. D.
11. B.
12. A.
13. A.
14. C.
15. D.

Short Answer

16. Discuss at least two reasons Russia decided to sell Alaska to the United States and why the United States decided to buy Alaska. Your answer should be at least one paragraph. (5 points)

If the Russian American Co. was to survive it would need a large subsidy; it was no longer self-sustaining. Russian government could not afford it. (Crimean War debt)

Russia would probably not be able to defend Alaska in the event of a war, and the enemy would be able to seize Alaska.

Russian finances were poor so sale for a fair price was considered the best move.

U.S. – Friendship of Russia was a necessity to keep Northwest Coast away from an unfriendly power. Share in the fisheries and natural resources available.

Secure advantage with China and Japan.

17. Describe in at least three complete sentences, activities of Sheldon Jackson in the late 1800's. (6 points)

Sheldon Jackson, as Alaska's self-proclaimed first general agent of education and Alaska's most effective lobbyist in Washington, D.C., was a major proponent in getting the First Organic Act of 1884 passed through Congress.

He travelled throughout the U.S. calling on religious groups, women's groups, etc, to write to Congress on behalf of the needs of Alaska as far as education and law and order.

Jackson received \$25,000 through the Organic Act for education in the territory. He set up mission schools throughout Alaska. By 1887-88 there were 16 American schools educating mostly Alaskan Aboriginal children.

Jackson partnered with Michael Healy, Commander of the Revenue Cutter Corwin, to find relief for starving Eskimos along the Bering Sea coast; starving due to the indiscriminate slaughter of whales, walruses by Yankee exploitation and the introduction of alcohol and disease. Healy was familiar with the Siberian Eskimos' use of domesticated reindeer as a source of food and shared with Jackson. Jackson commanded money from the federal government and private sources to transplant herds of the Siberian reindeer to Alaska along with the Laplanders who knew how to deal with the reindeer. Disputes exist as to the success or non-success of the reindeer project. However one sees it Jackson was a shaker and a mover; a controversial figure. People accused him of conflict of interest; favoring Presbyterians over other missions, favoring Native education over white education, misusing the reindeer herds, etc. He was eventually dismissed from office and after 30 years of fighting in the name of Alaska, he left the territory.

18. Describe at least two major results of American government explorations in the period 1867-1912 (4 points)

Western Union Telegraph Project resulted in first map of the entire 2,000 mile Yukon River. Naturalist and scientists information was used to help convince Congress to buy Alaska. Lt. Schwatka wrote vivid descriptions of Alaska and mapped much of the interior. John Muir explored Glacier Bay. Lt. Billy Mitchell completed the Alaska telegraph line in 1903.

19. Describe at least two ways in which exploitations by Americans upset natural resources and the Native culture. (4 points)

Yankee whalers brought liquor and disease. Overhunting of walrus for ivory, extermination of seals causing starvation of Eskimo groups living along the Bering Sea Coast. Growing scarcity of whales causing starvation too. Whalebone and oil was used for many things desired by people in the Lower 48. (women's corsets, perfume)

20. Describe one social, economic, or political effect of the gold rush on the development of Alaska. (6 points)

Most obvious is the Boom-Bust syndrome resultant of the availability of resources, natural or unnatural. Alaska was not ready to accommodate the thousands of people who stormed in looking for gold. There were no laws, there was no organized government. People lived according to common law. People built up towns where the most gold was being found. Necessities provided at a high price. Most left as the gold was removed and became harder to find.

Because Alaska was a territory at the time she had no representation in Congress and she was still under the First Organic Act of 1884 which placed Alaska under the civil and criminal laws of Oregon. It provided a governor and a district court with a judge and a district attorney, a marshal, 4 deputies and a clerk and four commissioners to handle minor legal matters; all this to cover 586,400 square miles.

As a result of the gold rush, Seattle became Alaska's overseer; whatever Seattle felt was good for its interests, it had to be good for Alaska's interests.

<i>Juneau</i>	<i>These have remained viable towns in</i>
<i>Skagway to Klondike</i>	<i>Alaska since the late 1890's, when</i>
<i>Nome</i>	<i>thousands of people lived in these</i>
<i>Fairbanks</i>	<i>individual communities of lawlessness,</i>
	<i>bars, brothels, general stores, and diner</i>
	<i>tents.</i>

The gold rushes no doubt brought thousands of people from all over the world to Alaska and the Klondike. Not all of them left when the gold was gone. This laid the groundwork for the next decade for those fighting for Alaska's recognition by the U.S. Congress. Alaska could no longer be ignored; the men, the women and the supplies were here to start building a more stable Alaskan society.

Choose one of the following (1 - 3).

1. Describe the effects of the Depression on Alaska. (You should include information about the period of time involved, the president in office and projects undertaken in Alaska during this time.) (10 points)

Depression – President Franklin Delano Roosevelt. 1929-late 1930's were the years of depression. FDR became President – 1932. His policies to help pull his country through the Depression were collectively known as "The New Deal." In Alaska these policies helped create new jobs for adults and youth, created construction projects such as harbors, bridges, and public buildings. Many youth became involved in projects in the national parks and forests; breaking trails, building roads, planting trees, etc.

In 1933 FDR's administration chose 202 farm families from the Mid-West where starvation was inevitable for many and asked them if they would be interested in starting anew in the Matanuska-Susitna Valley in Alaska.

Many who said yes, did turn around and leave after a period of hardship, yet many stayed on working hard, enduring, and eventually succeeding in a new life for themselves and Alaska.

2. Describe the work of the Territorial Legislature. Include the first year of the first session, meeting place and important legislation passed by the legislature. (10 points)

First session was in a temporary capital, the Elks Hall in Juneau. It was 1913. The first Act extended the franchise to women and the second established legal holidays for the Territory, including Alaska Day. Alaska Pioneer's Home established, Office of Territorial Treasurer created, regulated practice of dentistry, provided system of taxation, provided for compulsory education, established juvenile courts, and a system to register vital statistics.

Labor law – workmen's compensation law established eight-hour workday on territorial and municipal projects and recognized mining and associated occupations as being dangerous and subject to eight-hour work day.

First ecology measure – prohibited casting of sawdust, planer shavings and other lumber waste into Alaskan waters.

Other laws established right of the government of the territory to protect its citizens.

3. Describe the effects of World War II on the development of Alaska. (Identify at least three (3) changes in Alaska and in American awareness of Alaska.) (10 points)
- Large amounts of federal money were spent in Alaska on the construction of roads, modernization of the Alaska Railroad and airfields.
 - Alaska's population grew as a result of the many soldiers and civilian workers who decided to remain in Alaska after the war.
 - The rest of the U.S. could no longer ignore Alaska and now has an increased knowledge of its importance.
 - Alaskans could no longer remain as isolated as in the past. They were a part of the U.S and they had to recognize that fact.
 - To maintain communication during the war, communication systems were built and maintained after the war had ended. Contact with other parts of the country was now possible without the long delays experienced in the past.
4. List two arguments in favor of Alaska Statehood: (4 points)
- Alaskans wanted independence from the powers of Seattle and Washington D.C.; desiring the power to make decisions by Alaskans for Alaskan interests.
- Natural Resources available within Alaska would benefit the U.S. in the long run.
- Militarily strategic location
5. List two arguments against Alaska statehood: (4 points)
- Too few people living in Alaska; would not be a financial advantage for the U.S. to own. Not a big enough tax base from private individuals which means more of a tax burden on the rest of the U.S. citizens and federal government.
- Not contiguous with the rest of the U.S.
- Wasteland; just a huge block of ice

ASSESSMENT 9 (Lessons 21 -24) continued

3.24

Multiple choice: (1 choice each)

- 6. A
- 7. A
- 8. D
- 9. A
- 10. C
- 11. B
- 12. B
- 13. A
- 14. C
- 15.

Territory

State

- 1. yes
- 2. no
- 3. no
- 4. yes

- yes
- yes
- yes
- no

TIME LINE

16. Place the letter of the year in the correct space the event took place.

- | | |
|---|--------------------------------------|
| <u>C</u> Gold Rush height | <u>B</u> First Organic Act |
| <u>G</u> Alaska statehood | <u>E</u> Depression years |
| <u>F</u> World War II | <u>A</u> Alaska Purchase |
| <u>I</u> ANCSA | <u>H</u> Lease Sale to oil companies |
| <u>D</u> Alaska full Territorial status | |

17. List at least three events which led to the call for a Native Land Claims. (6 points)

Teacher, please see Lesson 24: Chronology of Major Dates/Events Leading Toward Passage of ANCSA. (pg. 271) Student should first at list at least three.

- a) *Treaty of Cession (1867)*
- b) *Organic Act of 1884*
- c) *Native Allotment Act (1906)*
- d) *Alaska Native Brotherhood estab. (1912)*
- e) *Alaska Natives given U.S. citizenship (1924)*
- f) *ANB sues for lands taken when Tongass National Forest estab (1929)*
- Tlingit/Haida*
 - g) *Indian Reorganization Act (1934)*
 - h) *Statehood Act, 1958*
 - i) *Tlingit/Haida Settlement 1959*
 - j) *1960-63 State and Federal projects using claimed Native lands*
 - k) *1962 Tundra Times estab.*
 - l) *AFN established 1966*
 - m) *Land Freeze, 1967*
 - n) *State conducted land lease sale to oil companies; 1969*
 - o) *ANCSA passed, 1971*

18. What were three provisions of the 1971 ANCSA? (6 points)

See pg. 273-275 of Lesson 24 in Student Lesson Plans

19. Describe at least three effects of the 1971 ANCSA on Native Peoples of Alaska. (6 points)

See pg. 275 of Lesson 24 in Student Lesson Plans

20. Describe at least three effects the Trans-Alaska Pipeline has had on Alaska's population and economy (Native - Non-Native). (6 points)

Student answer should show an understanding of the following: The oil and the pipeline provided training and jobs for nearly 6,000 Native men and women of Alaska. They helped stimulate a growth in Alaska's population and doubled the state's economic activity. It also brought in people from outside to take Alaskan jobs who left when the pipeline was completed; taking their earnings and spending it in other states. The pipeline made boom towns of Anchorage, Fairbanks, Barrow, new schools, hospitals, libraries, houses; prices skyrocketed; The state subsidized mortgages; state aid to local governments, cut property taxes; state construction grants paid for paving roads to new ice skating areas or community centers; state loaned money at below market interest rates; we receive permanent dividend checks if we live here 6 months or more. Local governments rolled back taxes and expanded services.

X-tra Credit: (6 points)

Define ANILCA. Your answer should be at least 3 sentences.

Alaska National Interest Lands Conservation Act of 1980 – One of the key players in the ANCSA settlement was the conservationist groups. They were concerned about preserving undeveloped lands in Alaska. 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 led to much argument because noting was spelled out specifically in the ANCSA. With the passage of ANILCA in 1980, 103 million acres of Alaska were set aside for the protection of wilderness areas, preserves, wildlife refuges, national forests, and wild and scenic rivers.

4. Name 5 State Departments (5 points)

*Department of Administration
Department of Commerce and Economic Development
Department of Community and Regional Affairs
Department of Corrections
Department of Education
Department of Environmental Conservation
Department of Fish and Game
Department of Health and Social Services
Department of Labor
Department of Law
Department of Military and Veterans's Affairs
Department of Natural Resources
Department of Public Safety
Department of Revenue
Department of Transportation and Public Works*

5. What is the difference between regulation and legislation? (5 points)

Regulations are administrative rules adopted by agencies in the executive branch to implement, interpret, or make clear a specific section of law passed by the legislature.

Legislation is the making of laws.

6. What is the difference between a civil case and a criminal case? (5 points)

Civil cases – When people feel that they need to protect their rights or that they have been wronged.

Criminal cases – When someone "breaks" the law and causes harm to another person or property.

7. What is the difference between the appellate courts and the trial courts? (5 points)

Appellate Courts – The Supreme Court and Court of Appeals. They hear cases appealed from the lower courts.

Trial courts – Superior Courts and District Courts. Administration of the trial courts is divided into four judicial districts.

8. Identify one federal agency that works in your community. What does this federal agency do? (5 points)

Answers will vary.

9. Briefly describe how a bill becomes a law. (20 points)

Student should include at least the following:

- a. *Introduction of a bill*
- b. *Reading of bill in both houses*
- c. *Bill referred to standing committee in House and Senate*
- d. *Committee members discuss and debate bill*
- e. *Report the bill or take no action on bill*
- f. *If bill reported, put on calendar for floor action*
- g. *If bill passes, it is sent to other house and follows same procedure (d-f)*
- h. *If bill passes, sent to governor*
- i. *Governor may sign, veto or neither.*

- Bonus:** In which judicial district do you live? (5 points)

Answers will vary. (See map on pg.396 in Lesson 28.)

TEST YOUR KNOWLEDGE OF POLITICAL PARTIES AND VOTING

1. What are three functions of political parties? (6 points)

Party Functions

- Searching out candidates to run for various offices.
- Developing a platform
- raising money to promote, advertise and sell their candidates
- supplying people to work at the polls as state inspectors, moderators, clerks, and supervisors
- assisting candidates in political campaigns
- serving as watchdogs for the public when out of power
- providing citizens with an avenue into government
- aiding in the registration of new voters
- supplying people to serve on boards and commissions.

2. What three parties are recognized in Alaska? (6 points)

Democrats, Republicans, and Libertarians

3. Give two examples of how an individual can participate in the political process? (4 points)

Individual student response.

- voting
- participation in a campaign of a candidate
- working at the polls.
- contributing money to a campaign

4. What are the four requirements to be qualified to vote in Alaska? (8 points)

Must be a U.S. Citizen

Must be at least 18 years of age

Must be a resident in Alaska and a resident in the election district in which you intend to vote for at least 30 days prior to an election must be registered

5. Who are Alaska representatives in Washington D.C.? (6 points)

As of October 24, 1988:

*Representative Don Young (Republican)
Senator Frank Murkowski (Republican)
Senator Ted Stevens (Republican)*

6. Who are your state legislators? (6 points)

Answer depends on where student lives.

7. What is the purpose of a state primary? (4 points)

The state primary election's purpose is to nominate the candidates to the general election ballot from among those who filed within their party for each office. Alaska has an open primary whereby any registered voter, regardless of party or non-partisan affiliation, may vote.

TEST YOUR KNOWLEDGE OF THE BUDGET PROCESS

1. What is a budget? (4 points)
A budget is a plan for how much money is taken in (income or revenues) and how that money is spent (expenditures.)

2. Name three of the major sources of revenues for the State of Alaska. (6 points)

<i>Resources Revenue</i>	<i>Licenses and Permits</i>
<i>State Taxes</i>	<i>Property Taxes</i>
<i>Royalties</i>	<i>Corporate Petroleum Tax</i>
<i>Severance Tax</i>	<i>Miscellaneous</i>

3. What is the governor's role in the state budget? (4 points)
The governor has the major responsibility in the budget process for setting the general priorities, guidelines and allowances for the executive departments to follow in preparing their budgets.

4. The state budget consists of three categories- operating, capital and loans. What is the operating budget? What is the capital budget? (8 points)
*Capital Budget – sets funding for capital or public projects and includes land acquisition, construction, improvements, repairs, equipment.
Operating Budget – sets funding for day-to-day operations of the government (travel, salaries for State employees, office and routine expenses).*

5. What is the Alaska Permanent Fund? (4 points)
*As of 1977, under constitutional amendment, 25% of mineral lease rentals, royalties, royalty sale proceeds, federal mineral revenue sharing payments and bonuses received by the state go into the Alaska permanent Fund. In 1980 the mineral revenues and lease sale bonuses were raised to 50%
* Your check comes from the earnings or interest generated by the Permanent Fund.*

6. What is the Alaska Permanent Fund corporation? Do you think it is a good idea? Why? (4 points)
Opinion

Alaska 2000

Comments: Write an essay which predicts what Alaska will be like in the year 2000. Address population, land use, food supply, employment, energy resources, education, travel modes, communication, culture, Pacific Rim trade, and political government. (55 points)

Student answers will vary; but student should show an understanding of the future role of the Pacific Rim countries and Alaskan resources. Student could also mention something about the outcome of ANCSA lands, role of oil revenues in state government, natural resources, population, transportation/communication methods.