

Third Grade

Recommended Scope and Sequence Alaska: Past, Present, and Future



Overview: In third grade, students will explore Alaska's past, present, and future. Students will learn about the state's diverse cultures and regions through the study of its history, geography, civics, economics, and government. Learning will focus on Alaska's Indigenous cultures, understanding how people first came to Alaska, the U.S. purchase, and the journey to statehood. Students will analyze the historical and contemporary impact of natural resources on Alaska's people and economy.

1st Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Journeys to Alaska: Choices, Changes, and Communities**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.3.4.6.1: <i>Describe how rules can create responsibilities.</i> SS.3.6.6.1: <i>Describe ways in which people benefit from working together in families, households, and voluntary organizations.</i> SS.3.1.7.1: <i>Describe how civic virtues can be applied in school settings.</i> SS.3.3.7.1: <i>Discuss the importance of having processes for making decisions as a group.</i> <i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i> <i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.4.2: Respectfully ask and answer</i>	Content Objectives: Students will be able to describe how rules create responsibilities and explain why those responsibilities are important. Students will be able to describe how people benefit from working together in families, at home and in groups that help the community. Students will be able to describe how civic virtues, such as fairness and respect, can be applied in a school setting to foster a constructive and positive learning environment. Students will be able to discuss the benefits and importance of using a process when groups make decisions. Suggested Activities: Students use a Circle Map to brainstorm classroom expectations. Working in pairs, they engage in RallyCoach, taking turns to state a rule and explain the responsibility required to uphold it. This peer-coaching process ensures every student understands how rules help create a positive learning environment for all. The lesson starts by exploring cooperation. Students use Mix-Pair-Share to quickly discuss different ways people work together. They then participate in an Inside-Outside Circle, rotating partners to share a personal experience of a "team win" and celebrate the positive results that come from helping one another in a group effort.	Notes: *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. Important Days: Labor Day (9/1) Grandparent's Day (9/7) Patriot's Day (9/11) Hispanic Heritage Month (9/15-10/15) Constitution Day (9/17) First Day of Fall (9/22) Johnny Appleseed Day (9/26) Indigenous People's Day (2nd Monday in October.) Dictionary Day (10/16) Alaska Day (10/18) Literacy Connections: <i>Officer Buckle and Gloria</i> by Peggy Rathmann

<i>questions about the opinions shared by others and the underlying facts supporting them.</i> <i>SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</i> <i>SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i>	Key virtues (like Kindness, Honesty, and Respect) are introduced. Teams use Numbered Heads Together to analyze short scenarios about school life and reach a consensus on which virtue is the best solution for the problem. They conclude with a Stand-N-Share to quickly present their chosen virtue and action plan, acting as "virtue detectives." Teams collaboratively write the opening of a story using the Round Table structure, each student contributing one sentence until they reach a major decision point. To determine the plot's next step, they implement Spend-A-Buck, a structured voting method that ensures all voices are counted and teaches the importance of a fair, deliberate decision-making process over an impulsive choice.	<i>What If Everybody Did That?</i> by Ellen Javernick <i>Stone Soup</i> (Various versions, e.g., by Jon J. Muth or Marcia Brown) <i>Last Stop on Market Street</i> by Matt de la Peña <i>The Keeping Quilt</i> by Patricia Polacco <i>Enemy Pie</i> by Derek Munson <i>Have You Filled a Bucket Today?</i> by Carol McCloud <i>The Juice Box Bully</i> by Bob Sornson and Maria Dismondy <i>Duck for President</i> by Doreen Cronin <i>The Great Fuzz Frenzy</i> by Janet Stevens and Susan Stevens Crummel <i>Grace for President</i> by Kelly DiPucchio
Economics Standard(s): SS.3.2.12.1: <i>With support, generate a list of factors that influence the way that people</i>	Content Objectives: Students will be able to list factors that influence how people make a specific decision.	<i>The Most Magnificent Thing</i> by Ashley Spires

make a particular decision. SS.3.2.11.1: Explain what it means for an individual and/or business to specialize and/or trade. <i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i>	Students will be able to explain how both people and businesses benefit when they specialize and trade.	<i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst
	Suggested Activities: Students explore group decision-making by considering how friends choose a recess game. They use a Multi-Flow Map to analyze various influencing factors (e.g., player count, weather, time) and their effects on the choice. The class uses Corners to commit to a preferred game, discuss their reasons, and see how diverse situational elements shape a final decision. The class explores how community helpers specialize in a trade (like baking or farming). Students use a Tree Map to categorize different community helpers and their specialized products or services. Using Simultaneous Round Table, groups then draw and write about how these specialized individuals trade with others (using money) to meet all their needs, demonstrating how specialization benefits the whole community.	<i>Follow That Map!</i> by Scot Ritchie <i>Ox-Cart Man</i> by Donald Hall <i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul <i>The Goat in the Rug</i> by Charles L. Blood and Martin Link <i>To Market, To Market</i> by Nikki McClure <i>Boom Town</i> by Sonia Levitin
Geography Standard(s): SS.3.1.20.2: <i>Describe how the Alaska Native Population came to Alaska.</i> SS.3.2.18.1: <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.</i>	Content Objectives: Students will be able to describe the journey undertaken by the first Alaska Native people to arrive in Alaska. Students will be able to explain how maps and images help us understand the connection between a place's location and its environment in Alaska. Students will be able to explain how the movement of people in Alaska relates to the search for or use of natural resources.	<i>Chia & the Fox Man: An Alaskan Dena'ina Fable</i> by Barbara & Ethan Atwater <i>Once Upon an Eskimo Time</i> by Edna Wilder <i>Let's Go! A Harvest Story</i> by Hannah Lindoff, illustrated by Michaela Goade

<i>SS.3.2.19.1: Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</i> <i>SS.3.1.16.1: Discuss how culture influences the way people modify and adapt to their environments in Alaska.</i> <i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.3.2: Develop</i>	Students will be able to discuss how Alaska Native cultures adapted to their environment to meet their needs.	<i>Salmon Summer</i> by Bruce McMillan <i>Fishing with Grandma</i> by Susan Avingaq & Maren Vsetula
	Suggested Activities: After learning about the first Alaska Native journey challenges, teams use a Round Table structure to collaboratively write an adventurous story about the trip. Starting with a teacher-provided sentence, teammates take turns adding a sentence, ensuring the story details the path taken and the brave actions required to complete the journey. Students use a Bubble Map to brainstorm and describe the features of a chosen Alaskan environment (e.g., tundra, coast). Working in pairs, they create a mini-booklet page, coloring their location on a map and illustrating or researching the unique plants, animals, and landforms, demonstrating the connection between location and natural surroundings. Groups use a Multi-Flow Map to analyze the causes (location of resources like oil, fish, gold) and the effects (settlement patterns) on a map of Alaska. Using Rally Robin, students take turns moving a small person on the map to a resource-rich spot and orally justify their decision, demonstrating why early Alaskans settled near the natural materials they needed. The teacher introduces how Alaska Native people met basic needs (food, shelter, clothing) using nature. Students use Think-Pair-Share to discuss an item shown	

<i>claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i>	(like a specific tool or clothing) and match it to the natural resources (animals, plants, water) used to create or utilize it, reinforcing how Alaska Native cultures adapted to their environment.	
History Standard(s): <i>SS.3.1.25.1: Explore the cultures of Alaska, including why and how indigenous and non-indigenous groups first came to Alaska.</i> <i>SS.3.2.22.1: Gather information from multiple historical sources about major events in Alaska's history.</i> <i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.5.1: Show evidence of taking individual or group action to address one or</i>	Content Objectives: Students will be able to identify different cultural groups that live in Alaska, and explain why the first indigenous and non-indigenous people first came to Alaska. Students will be able to explain how information from different sources can help us learn about a major event in Alaska's history.	<i>Sweet Home Alaska</i> by Carole Estby Dagg <i>Bo at Ballard Creek</i> by Kirkpatrick Hill <i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown & Roy Corral
	Suggested Activities: Students use a Double Bubble Map to compare and contrast the reasons for migration to Alaska across two historical periods: "Long, Long Ago (First Alaska Native People)" and "Later On (Non-Indigenous People)." The class uses Numbered Heads Together to discuss and correctly place picture cards representing different motivations (e.g., following mammoths, searching for gold) onto the two charts, concluding with a discussion of how the reasons for moving changed over time. Students become history detectives in a "Gold Rush Clue Hunt." Working in teams,	<i>My Wilderness: An Alaskan Adventure</i> by Claudia McGehee <i>Pedro's Pan: A Gold Rush Story</i> by Matthew Lasley & Jacob Souva

<i>more local, regional, or global problems or issues.</i> <i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i> <i>SS.3-5.4.3: Critique the motives behind different perspectives.</i>	they visit three stations to analyze a map, a picture, and a letter. At each station, they use a Jot Thoughts structure to quickly brainstorm and record new clues discovered from that source. Teams then use Round Robin to share their collective findings, demonstrating how combining different historical sources builds a full understanding of the Alaska Gold Rush.	
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2nd Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska - Journeys, Cultures, and Community Futures**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.3.2.7.1: Recall core civic virtues that guide communities in Alaska.</i> <i>SS.3.4.7.1: Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.</i> <i>SS.3.3.8.1: Identify and participate in ways that people can influence the local community and organize solutions through action.</i> <i>SS.3.2.6.1: List ways that people can participate in a democracy.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the</i>	Content Objectives: Students will be able to identify and describe instances where civic virtues influence community actions in Alaska. Students will be able to discuss and identify how different beliefs and values can lead to different points of view about civic issues in Alaska. Students will be able to identify and describe various methods by which individuals can effectively influence and actively participate in facilitating changes within their local community (e.g., through proposing ideas, volunteering, or providing assistance). Students will be able to identify and explain different ways people can participate in a democracy.	*Notable Dates: Alaska Day (10/18) Halloween (10/31) Make a Difference Day (10/25) National Native American Heritage Month (November) Alaskan Heritage Month (November) Avalanche Awareness Month (November) Election Day (11/4) Veteran's Day (11/11) Thanksgiving

questions to self and others. <i>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</i> <i>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</i> <i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.5.3 Explain</i>	Suggested Activities: Students act as "Virtue Detectives" by examining Alaskan community action scenarios (e.g., a park clean-up). Using a Brace Map to analyze the whole-to-part relationship (Action $\rightarrow$ specific Virtues displayed), they identify and describe exactly which civic virtues (like responsibility or cooperation) are demonstrated through the community's actions. The class explores an Alaskan resource issue (e.g., fishing vs. forest protection). Students are given simple roles (like "fisherman" or "wildlife protector") in a debate scenario about a resource (e.g., river use vs. forest protection). They use the Four Corners structure to commit to one resource-use option and discuss their viewpoint with classmates, which helps them identify how personal values about the environment lead to different ideas for solving a civic issue. Students use a Flow Map to sequence a simple community service project (e.g., step 1: brainstorm ideas; step 2: choose one; step 3: plan how to help). Using Simultaneous Round Table, they brainstorm specific ways to help at home or school, describing how they would participate and discussing the positive changes these actions bring to reinforce the value of volunteering. Students participate in a simple, low-stakes class decision using a mock voting booth. The class uses a Tree Map to categorize the steps of voting (Cast a vote $\rightarrow$ Count votes $\rightarrow$ Announce result). Through this hands-on process, they identify and explain how voting is a structured method that allows	Holidays Around the World (Nov./Dec.) First Day of Winter/Winter Solstice (12/21) Literacy Connections: <i>We Are Water Protectors</i> by Carole Lindstrom, illustrated by Michaela Goade <i>Berry Magic</i> by Betty Huffmon, illustrated by Terri Sloat <i>Freddie the Flyer</i> by Fred Carmichael & Danielle Metcalfe-Chenail <i>Kumak's Fish: A Tale of the Far North</i> by Michael Bania <i>We Are Better Together: A Book About Community</i> by Eileen Spinelli and illustrated by Ekaterina Trukhan <i>I Am One: A Book of Action</i> by Susan Verde and illustrated by Peter H. Reynolds <i>Equality's Call: The Story of Voting Rights in America</i> by Deborah
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ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	everyone to participate and helps the group make a collective decision.	Diesen, illustrated by Magdalena Mora <i>I Voted: Making a Choice Makes a Difference</i> by Mark Shulman <i>Everyone Gets a Say</i> by Jill Twiss, illustrated by EG Keller
Economics Standard(s): SS.3.1.15.1: <i>Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.</i> SS.3.1.12.1: <i>Examine various ways that people in Alaska have met their needs for food, clothing, shelter, and how they have changed over time.</i> SS.3.1.14.1: <i>Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.</i> SS.3-5.1.3 <i>Create supporting questions to help answer compelling questions.</i> SS.3-5.1.3 <i>Create supporting questions to help answer compelling questions.</i>	Content Objectives: Students will be able to describe how specific Alaska Native groups historically utilized natural resources to fulfill fundamental needs (such as food, shelter, and clothing), and how these methods have changed over time. Students will be able to compare and contrast historical and contemporary approaches to fulfilling basic needs in Alaska. Students will be able to describe how trade helped different Indigenous groups in Alaska rely on each other to get what they needed throughout Alaska's history. Suggested Activities: Students use the Jigsaw structure to research how different Alaska Native groups met a fundamental need (Food, Shelter, or Clothing) historically and how methods later changed. Students start in a Home Group, move to an Expert Group to research their specific need (food, clothing, shelter) across different Alaska Native cultures (e.g., Tlingit, Yup'ik), and finally return to their Home Group to teach their peers what they learned. Working in pairs, students use the RallyCoach structure and a Double Bubble Map to	<i>Kitaaq Goes Ice Fishing</i> by Margaret Nicolai, illus. David Rubin <i>The Girl Who Swam with the Fish</i> by Michelle Renner & Christine Cox <i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown & Roy Corral <i>Anna's Athabaskan Summers</i> by Arnold Griesse <i>Runaway Mittens</i> by Jean Rogers & Rie Muñoz <i>Recess at 20 Below</i> by Cindy Lou Aillaud <i>Houses of Snow, Skin and Bones</i> by Bonnie Shemie

<i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.3 Critique the motives behind different perspectives</i>	compare and contrast historical and contemporary approaches for meeting specific basic needs (e.g., food storage, home building). Partner A describes the historical method while Partner B coaches; they then switch roles for the contemporary method, ensuring a reinforced understanding of past and present adaptation. Students explore historical trade among Alaska Native groups using Think-Pair-Share. They first think individually about a specific group and its resources/needs. They Pair up to discuss what goods their group would trade with another group and why. Finally, they share their trade ideas with the class, clarifying how different resources led to mutually beneficial exchanges.	<i>Under Alaska's Midnight Sun</i> by Deb Vanasse & Jeremiah Trammell <i>Shanyaak'utlaax (Salmon Boy)</i> by Johnny Marks, illustrated by Michaela Goade <i>The Prince and the Salmon People</i> by Claire Rudolf Murphy & Duane Pasco
Geography Standard(s): <i>SS.3.2.16.1: Describe how the cultural and environmental characteristics of Alaska change over time.</i> <i>SS.3.3.16.1: Describe how environmental and cultural characteristics influence population distribution in Alaska.</i> <i>SS.3.1.17.1: Describe why environmental characteristics vary among different regions in Alaska.</i>	Content Objectives: Students will be able to compare and contrast cultural and environmental characteristics of Alaska from different historical periods. Students will be able to describe how specific environmental characteristics influence where people choose to live in Alaska. Students will be able to explain how geographic factors (like mountains or coastlines) contribute to environmental differences across Alaska.	<i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller <i>Nanook and the Melting Arctic</i> by Ryan Mizzen <i>Sunrise Summer</i> by Matthew Swanson <i>A Child's Alaska</i> by Claire Rudolf Murphy

SS.3.3.18.1: <i>Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.</i> SS.3-5.1.1 <i>Construct compelling questions and explain the importance of the questions to self and others.</i> SS.3-5.1.3 <i>Create supporting questions to help answer compelling questions.</i> SS.3-5.2.3 <i>Gather relevant information from multiple credible sources to address compelling questions or research.</i> SS.3-5.3.2 <i>Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> SS.3-5.3.1: <i>Cite evidence that supports a response to supporting or compelling questions.</i> SS.3-5.2.1: <i>Determine whether a source is primary or secondary.</i> SS.3-5.4.4: <i>Present opinions and</i>	Students will be able to describe the location of cultural characteristics in Alaska using maps of appropriate scales. Suggested Activities: Students engage in active content review using the Quiz-Quiz-Trade Kagan structure. Each student receives a card with a question comparing historical and contemporary Alaskan life (e.g., housing, tools). They mix, find a partner, quiz each other, provide positive feedback, and trade cards. This promotes repetition and high active engagement while reinforcing facts about Alaskan change over time. Students choose a specific Alaskan environmental feature (like a large river or dense forest). They visually describe its influence by drawing the feature and a small settlement nearby. Using a simplified Cause and Effect Map, they write an explanation of how that feature influences where people choose to live, ensuring they articulate the fundamental relationship between the environment and human settlement. Small groups participate in a knowledge relay using the Round Robin structure. Students take turns picking a card with an Alaskan geographic factor (e.g., "Tall Mountains"). They describe the factor and then explain one specific environmental difference (effect) that landform creates in Alaska, actively building their ability to articulate direct cause-and-effect links between geography and environment. Students rotate through stations featuring regional maps that highlight different Indigenous cultural groups (Tlingit, Yup'ik,	<i>Arctic Son</i> by Jean Craighead George <i>Alaska (State Profiles)</i> by Colleen Sexton <i>Tundras</i> by Cathryn P. Sill and illustrated by John Sill <i>Gone Again Ptarmigan</i> by Jonathon London <i>A is for Alaska: Written by Kids for Kids</i> by the Boys and Girls Club of Alaska
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explanations using a variety of print, oral, and digital technologies.	etc.). At each station, they use a Tree Map structure within a "Map Passport" to categorize and record the cultural group, a key cultural trait (food, clothing), and an associated geographic feature. This activity builds familiarity with cultural distinctions and the spatial reasoning needed for map interpretation.	
History Standard(s): SS.3.3.23.1: <i>Generate questions about individuals and groups who have shaped Alaska History.</i> SS.3.2.23.1: <i>Explain how life in various eras of Alaska history compares to life today.</i> SS.3.2.24.1: <i>Identify and gather relevant evidence in support of a claim about an event in Alaska history.</i> SS.3.1.23.1: <i>Create timelines to show how events of Alaska history can be organized into time periods/eras.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.4: Present opinions and</i>	Content Objectives: Students will be able to identify key individuals and groups who have played a significant role in Alaska's history and discuss why asking questions about them is important for understanding that history. Students will be able to explain how specific changes over time have impacted daily life in Alaska. Students will be able to locate relevant evidence from provided sources to support a given historical claim about an Alaskan event. Students will be able to create a simple timeline, organizing key historical events into appropriate time periods/eras in Alaska's history. Suggested Activities: Students use Think-Pair-Share to identify and discuss key Alaskan historical figures or groups (e.g., Elizabeth Peratrovich, gold miners). Students look at pictures/biographies, pair up to discuss what these groups/individuals did, and then share their insights to introduce these history makers and briefly explain their importance. In small groups, students sort picture/text cards of historical and modern Alaskan life (clothing, homes, tools) into "Then," "Now,"	<i>Benny's Flag</i> by Phyllis Krasilovsky <i>Alaska's Dog Heroes: True Stories of Remarkable Canines</i> by Shelley Gill <i>Freddie the Flyer</i> by Danielle Metcalfe-Chenail, Fred Carmichael, and Audrea Loreen-Wulf <i>Alaska Scrapbook: Moments in Alaska History, 1816-1998</i> by Stephen Haycox and Alexandra J. McClanahan ; foreword by Larry Persily ; introduction by Veldee Hall <i>Alaska: A Land in Motion</i> by Nancy Warren Ferrell <i>Berry Song</i> by Michaela Goade

<i>explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.1.4: Explain how supporting questions help answer compelling questions.</i> <i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them</i>	and "Both" categories using a Tree Map structure. Groups then present their reasoning, building foundational comparison skills regarding change and continuity in Alaskan life. Students receive source excerpts (text, pictures) about an Alaskan historical event (e.g., Gold Rush). Working in pairs, they find and highlight evidence in the sources that supports a simple historical claim (e.g., "The Gold Rush brought many new people to Alaska"). Pairs then share the evidence they found with the class. The class collaboratively creates a large classroom timeline. Students receive event cards (e.g., "First people cross land bridge," "Alaska becomes a state") and work together to sequence them chronologically. They then organize these events into broader historical eras (e.g., "Ancient Times" or "Russian Era") using pre-made labels, collectively building an understanding of Alaska's historical periods.	<i>Up on Denali: Alaska's Wild Mountain</i> by Shelley Gill & Shannon Cartwright
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3rd Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska's Dynamic Landscape: Cultures, Economies, and Governance in Action**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.3.4.8.1: Illustrate historical and contemporary means of changing society in Alaska.	Content Objectives: Students will be able to compare and contrast historical and contemporary means of changing society in Alaska.	Notes: Review Class and School Expectations Important Days: New Year's Day (1/1)

SS.3.5.6.1: Explain the origins, functions, and structures of state and Tribal governments in Alaska. SS.3.1.9.1: Explore and describe various government structures within Alaska. SS.3.1.6.1: Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government. <i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i> <i>SS.3-5.1.2: Categorize questions according to</i>	Students will be able to explain the origins, identify the basic features, and describe the basic structure of Tribal and state governments in Alaska. Students will be able to identify and describe different types of government structures found in Alaska (e.g., state, Tribal, local city/borough). Students will be able to describe how leaders work together across government types to solve problems in their communities. Students will be able to describe key responsibilities and identify basic powers held by leaders in local, Tribal, and State governments. Suggested Activities: Students use Think-Pair-Share to analyze picture pairs showing historical (e.g., community building a school long ago, past law advocacy) and modern (e.g., climate change rally, current food drive) examples of social change in Alaska. They discuss similarities and differences in the methods used to make change, explaining how the means of changing society have evolved over time in the state. Students construct a two-section flipbook for State Government and Tribal Government. They illustrate and describe who leads (Governor vs. Tribal Council/Chief), key responsibilities (making laws, preserving culture, delivering services), who helps govern (legislators, elders, judges), and how each government began (Statehood in 1959 vs. long-standing traditional governance, reinforced by ANCSA). The class uses a Double Bubble Map (or Venn diagram) to visually compare and contrast the features of State and Tribal governments. Students list details like who leads, who it	Alaska Law Enforcement Officers' Day (1/9) Martin Luther King Jr.'s Birthday (1/19) *100th Day of School Black History Month (2/1-3/1) Yukon Quest (Feb.) Groundhog Day (2/2) Ernest Gruening Day (2/6) Valentine's Day (2/14) President's Day (2/16) Elizabeth Peratrovich Day (2/16) *Leap Year/Day (2/29) Women's History Month (3/1-31) Alaskan History Week (1st week in March) Read Across America (Dr.Seuss's Birthday–3/2) Iditarod (March) Literacy Connections: <i>If You Lived in the Alaska Territory</i> by Nancy Smiler Levinson
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<i>the social studies disciplines.</i> <i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i> <i>Alaska's Governments</i> <i>SS.3-5.1.4: Explain how supporting questions help answer compelling questions.</i> <i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i>	serves, how leaders are chosen, and what services it provides. They discuss overlaps and unique features to deepen their understanding of governmental roles in Alaska. Students design a simple comic strip to visualize a leader's duties. They show a government leader (like a mayor or Tribal council member) performing one or two key duties-such as a mayor fixing a playground or a Tribal council member protecting cultural sites. This helps students creatively understand a leader's powers and responsibilities.	and illustrated by Bryn Barnard <i>We Are Still Here!: Native American Truths Everyone Should Know</i> by Traci Sorell <i>Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present</i> by Adrienne Keene and illustrated by Ciara Sana <i>Alaska (Portraits of the States)</i> by William David Thomas <i>Alaska (Celebrate the States)</i> by Rebecca Steffoff
Economics Standard(s): SS.3.4.13.1: Define and illustrate examples of capital goods and human capital. SS.3.2.14.1: Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska. SS.3.1.11.1: Define and provide examples of human capital, physical	Content Objectives: Students will be able to explain in their own words what capital goods and human capital are. Students will be able to explain how geography, natural resources, climate, and available workers helped in the exploitation of a specific resource in Alaska. Students will be able to explain how natural resources, human capital, and physical capital work together in Alaska to produce goods or services.	<i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton <i>Snowflake Bentley</i> by Jacqueline Briggs Martin <i>Oil</i> by Jonah Winter, illustrated by Jeanette Winter

capital, and natural resources in Alaska. <i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.</i> <i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.3: Critique the motives behind different perspectives.</i> <i>SS.3-5.3.1: Cite evidence that supports a response to supporting or</i>	Suggested Activities: Students use Think-Pair-Share to introduce and differentiate between capital goods (things) and human capital (skills). They individually consider a simple job like a baker, focusing on the tools (oven, mixing bowls) and the skills/knowledge (recipes, mixing dough) needed. Pairs discuss their examples and then share their definitions with the class, distinguishing the two forms of capital. Each student selects a key Alaskan natural resource (gold, salmon, oil, timber) and creates a booklet titled “Resource Detectives.” They use a Flow Map structure to organize sections detailing what the resource is, its location, how geography and climate affected its access, and the types of workers involved. This applies concepts of geography, labor, and resources to Alaska's past and present. Students use Think-Pair-Share to understand how all three forms of capital combine to produce goods or services in Alaska (e.g., catching fish, building a log cabin). They individually consider the natural resources (fish, trees), human capital (skills/knowledge), and physical capital (tools/machines) needed. Pairs discuss and then share explanations describing how these three types of capital work together in their chosen industry example.	<i>Prince William</i> by Gloria Rand and illustrated by Ted Rand <i>A King Salmon Journey</i> by Debbie S. Miller et al. <i>Kumak’s Fish: A Tall Tale from the Far North</i> by Michael Bania <i>The Giant Cabbage: An Alaska Folktale</i> by Chérie B. Stihler
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<i>compelling questions.</i> <i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i>		
Geography Standard(s): <i>SS.3.1.20.1: Identify and explain the relationship between the resources found in Alaska and becoming a state.</i> <i>SS.3.1.18.1: Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.</i> <i>SS.3.1.19.1: Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</i> <i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a</i>	Content Objectives: Students will be able to explain why Alaska's natural resources were important to the United States. Students will be able to accurately draw or place Alaska in its northern position relative to the contiguous United States on a blank map. Students will be able to explain how cultural and environmental characteristics affect the movement of people, goods and ideas within Alaska. Suggested Activities: Small groups use the Rally Robin structure to actively explain the importance of Alaskan natural resources to the United States. Each student takes a turn picking a card (e.g., Gold, Salmon, Oil, Trees) from the "treasure chest" and explaining its value (e.g., "Gold made the country rich," "Salmon provided food and could be sold"). This sequential sharing reinforces the economic value of different resources. Small groups use RallyCoach to practice accurately placing Alaska on a map. With a blank outline map and an Alaska cut-out, partners take turns: Partner A attempts to place the state, and Partner B either confirms or gently adjusts the placement, explaining the correct northern position (e.g., "It's above Washington	<i>Exploring Alaska: A Fun and Educational Guide to the Last Frontier</i> by Matthew Sorenson <i>A is for Alaska: Written by Kids for Kids</i> by Boys & Girls Clubs Alaska Map of Alaska Map of the United States Map of North America

<i>compelling question.</i> <i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i>	and Canada"). This structured practice reinforces accurate geographical relationships. Students use Think-Pair-Share to understand how environmental and cultural characteristics influence movement. They individually consider scenarios (e.g., visiting family, trading). Pairs discuss how the land (mountains, rivers, coastlines) and traditions (dog sleds, traditional trails, community location) affect travel. They then share explanations describing how both factors shape how people move around Alaska.	
History Standard(s): <i>SS.3.3.22.1: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.</i> <i>SS.3.1.24.1: Identify and describe probable causes and effects of events and developments in Alaska's history.</i> <i>SS.3.2.21.1: Explain how the events of Alaska history contributed to the differing perspectives</i>	Content Objectives: Students will be able to explain why it is important to ask questions when looking at different historical sources about the same event. Students will be able to explain the cause-and-effect relationship between a historical event and its outcome in Alaska's history. Students will be able to explain how a historical event led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples in Alaska.	<i>I Survived the Great Alaska Earthquake, 1964 by Lauren Tarshis</i>

<i>of Indigenous and non-Indigenous peoples.</i> <i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i> <i>SS.3-5.4.3: Critique the motives behind different perspectives.</i> <i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i> <i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i>	Suggested Activities: Small groups use Rally Robin to explore the value of asking questions when using multiple historical sources (e.g., diary entry vs. newspaper clipping for the Gold Rush; photo vs. quote for the 1964 earthquake). Students take turns identifying information from one source and then posing a question that arises from the comparison, demonstrating how questions lead to a fuller historical picture. Small groups use a Flow Map structure and Rally Robin to actively explain cause-and-effect relationships related to a major Alaskan event, like the 1964 earthquake. Students take turns picking a "cause" card ("Earth's crust rubbed") and a matching "effect" card ("Buildings fell down," "Roads cracked"), and then explaining how the cause led to the effect, articulating multiple cause-and-effect pairs. Small groups use Round Robin to actively explain contrasting historical perspectives. Students take turns picking an "Event Card" (e.g., "Russian traders arrival", "Building the Alaska Pipeline") and explaining one way an Indigenous person and one way a non-Indigenous person might have thought or felt about that event. This sequential sharing helps students articulate differences in historical reactions.	
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<i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i>		
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4th Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska Then and Now: Many Voices, Big Changes, and the Stories That Shaped Our State**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.3.3.6.1: Identify key documents on which local and state laws are based and where to find them.</i> <i>SS.3.2.8.1: Describe how Alaska's laws are created at multiple organization levels.</i> <i>SS.3.1.8.1: Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.</i> <i>SS.3.1.10.1: Describe and define the rights, roles, and responsibilities of residents of Alaska.</i> <i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.2 Determine whether a source is</i>	Content Objectives: Students will be able to explain that local and state laws are written down in important documents, and that these documents can be found in specific places. Students will be able to explain how laws are made at the different levels of government (state, local, and Tribal) in Alaska and describe the main steps involved in creating the laws for each. Students will be able to identify ways individuals can influence or have an impact on decisions made at the local, Tribal, and state government levels. Students will be able to describe key rights, roles, and responsibilities of residents of Alaska (e.g., following laws, helping the community, voting when they are older).	Notes: Important Dates: Women's History Month (3/1-31) International Women's Day (03/8) St. Patrick's Day (3/17) Spring Break (Mar.) First Day of Spring Great Alaska Good Friday Earthquake Remembrance Day (3/27) Seward's Day (Last Monday in March) School Library Month (4/1-4/30) April Fool's Day (4/1) Bob Bartlett Day (4/20)
	Suggested Activities: Working in pairs or small groups, students match cards listing legal documents (Alaska	

<i>primary or secondary.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i>	State Constitution, city ordinances, Tribal resolutions) to cards showing their correct storage locations (State Capitol, City Hall, Tribal Council Office, library). After the match, the class uses a Concept Map (a Circle Map) to discuss why laws are written down and why knowing their location is important. Students use the Jigsaw structure, dividing into "Expert Groups" representing State, Local, or Tribal government. Each group creates a simple classroom law (e.g., environmental rule, playground safety, cultural event rule). They walk through a simplified legislative process (proposing, voting, approval), then return to Home Groups to present their law and explain the lawmaking steps at their level. Students use Think-Pair-Share to understand how individuals influence government. They individually think about a problem (e.g., new crosswalk, community garden, park rules) and who they would tell at the Local, Tribal, or State level. Pairs discuss and link their actions to specific leaders, then share suggestions explaining how individuals can use their voices to make an impact. Students use Think-Pair-Share to discuss their personal rights (what they're allowed), roles (student, neighbor), and responsibilities (duties) in Alaska. Then, in small groups, they use Round Robin with "Citizen Cards" (e.g., "Right to go to school," "Student," "Following safety rules"). Each student takes a turn to pick a card, describe it, and explain if it is a right, role, or responsibility, building a collective understanding of Alaskan citizenship.	Earth Day (4/22) Vic Fischer and Jack Coghill Constitution of the State of Alaska Day (4/24) Asian Pacific American Heritage Month (5/1-5/31) May Day (5/1) Alaska Agriculture Day (5/1) Cinco de Mayo (5/5) Alaska Mining Day (5/1) Mother's Day (May) Red Cross America Day (5/21) Literacy Connections: <i>Why Do We Need Rules and Laws?</i> by Jessica Pegis <i>C is for Constitution</i> by Baby Professor <i>Government in Your City or Town</i> by Karen Latchana Kenney <i>There Ought to be a Law-A Bright Day at the State Capitol</i> by Portia Bright Pittman and Calvin Mercer
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		<i>Tribal Governments</i> by Connor Stratton <i>Native American Governments: From Tribal Councils to Constitutions</i> by Sarah Machajewski <i>The Little Book of Government</i> by Laurie Friedman & Zack Bush
Economics Standard(s): <i>SS.3.1.13.1: With support, generate a list of scenarios that may include borrowing money.</i> <i>SS.3.2.13.1: Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.</i> <i>SS.3.3.13.1: Explain the ways in which Alaska's government pays for the goods and services it provides.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i>	Content Objectives: Students will be able to identify common reasons why people might borrow money. Students will be able to explain unemployment and identify common reasons why the number of unemployed individuals might decrease in an area (e.g., new businesses opening, existing businesses growing, people finding jobs) Students will be able to explain how Alaska's state government pays for the goods and services it provides (e.g., schools, roads, police, parks).	<i>The Berenstain Bears' Trouble with Money</i> by Stan & Jan Berenstain <i>One Hen: How One Small Loan Made a Big Difference</i> by Katie Smith Milway <i>Bunny Money</i> by Rosemary Wells <i>A Chair for My Mother</i> by Vera B. Williams
	Suggested Activities: Small groups use Round Table to actively brainstorm and list as many reasons as they can think of for why someone might need to borrow money (e.g., buying something expensive, an emergency). Groups then share their lists with the class to compile a master list, exploring the practical reasons for lending and borrowing. The class collaboratively creates a large Multi-Flow Map anchor chart to visually display the causes and effects of changes in unemployment. Students brainstorm reasons	<i>Lemonade in Winter</i> by Emily Jenkins <i>The Hard-Times Jar</i> by Ethel Footman Smothers <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell <i>Something Special for Me</i> by Vera B. Williams

	why unemployment might decrease (new business, more hiring) and the corresponding effects (more people working, economy improving), solidifying the understanding of how economic events influence employment. Students participate in a sorting game using a Tree Map structure. They sort cards representing government services (schools, roads, police, parks) and sources of revenue (oil money, taxes, tourism fees) into two categories: "Goods and Services the Government Provides" and "How the Government Pays for Them." This activity visually and conceptually connects services with their sources of funding in Alaska.	<i>The U.S. Government: How It Works</i> by Syl Sobel <i>Follow the Money!</i> by Loreen Leedy <i>Money Madness</i> by David A. Adler <i>The Salmon Princess: An Alaska Cinderella Story</i> by Mindy Dwyer <i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller <i>Alaska ABC Book</i> by Charlene Kreeger
Geography Standard(s): SS.3.2.17.1: <i>Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.</i> S.S.3.3.17.1: <i>Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.)</i> S.S.3.3.19.1: <i>Discuss the effects of catastrophic events on</i>	Content Objectives: Students will be able to describe spatial patterns and explain how interactions with nearby places (like other towns in Alaska or neighboring countries) have caused changes in where economic activities happen in Alaska. Students will be able to describe how human-made and natural catastrophic events in Alaska affected people living outside Alaska. Students will be able to describe how catastrophic events in Alaska's history affected where people lived or moved. Suggested Activities: Small groups use Round Robin to explain how interactions with nearby places (Canada, Russia) change economic activities. Students take turns	<i>Maps</i> by Aleksandra Mizielinska and Daniel Mizielinski <i>Follow That Map! A First Book of Mapping Skills</i> by Scot Ritchie <i>Me on the Map</i> by Joan Sweeney <i>If You Lived Here: Houses of the World</i> by Giles Laroche <i>Alaska's Three Bears</i> by Shelley Gill <i>North Country Night</i> by Daniel San Souci

<i>human settlements and migration in Alaska.</i> <i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</i> <i>SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i> <i>SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i> <i>SS.3-5.1.1: Construct compelling questions and explain the</i>	identifying an economic activity (e.g., fur trading post) on a map, suggesting a nearby trading partner, and explaining how that trade interaction caused the activity to grow or led to new jobs appearing in the location. Small groups use Rally Robin to describe how people <i>outside</i> Alaska were affected by major Alaskan events (e.g., 1964 Earthquake, Exxon Valdez Oil Spill). Students take turns picking an "Impact Card" (e.g., saw big waves, worried about fish prices, felt sad) and explaining how that specific impact relates to the Alaskan event and affected people living outside Alaska. Small groups use Round Robin to describe how catastrophic events might cause people to move or change settlements. Students take turns picking an "Event Card" (e.g., big earthquake, oil spill, volcanic eruption, major flood) and explaining how that specific disaster might have caused people to leave their homes or move to a new place, detailing the impact on where people lived.	<i>The Lamp, the Ice, and the Boat Called Fish</i> by Jacqueline Briggs Martin <i>I Survived the Great Alaska Earthquake, 1964</i> by Lauren Tarshis <i>Oil</i> by Jonah Winter and Jeanette Winter <i>I Am the Storm</i> by Jane Yolen and Heidi E. Y. Stemple <i>Prince William</i> by Gloria Rand and illustrated by Ted Rand <i>The Bravest Dog Ever: The True Story of Balto</i> by Natalie Standiford <i>The Great Serum Race: Blazing the Iditarod Trail</i> by Debbie S. Miller
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<i>importance of the questions to self and others.</i> <i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i>		
History Standard(s): <i>SS3.1.21.1: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.</i> <i>SS.3.3.21.1: Describe how people's perspectives shaped the historical sources they created in Alaska</i> <i>SS.3.4.22.1: Describe the purpose of an Alaska historical document.</i> <i>SS3.5.22.1: Identify the maker, date, and place of origin of sources about a historical topic.</i> <i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i>	Content Objectives: Students will be able to reflect on the importance of understanding multiple perspectives when learning about Alaska's history. Students will be able to explain how a person's perspective (their feelings, experiences, or what was important to them) could influence the types of historical sources that people created in Alaska (e.g., diaries, photographs, drawings, stories), and what they put into those sources. Students will be able to describe the purpose of a specific Alaska historical document (e.g., a letter written to share news, a map to show a route, a photograph to capture a moment). Students will be able to locate the maker, date, and place of origin for a given historical source. Suggested Activities: Small groups use Round Robin to select an artifact (e.g., traditional fish trap, gold nugget, oil barrel) from a "mystery box" and discuss	<i>Mama, Do You Love Me?</i> by Barbara M. Joosse <i>The Lamp, the Ice, and the Boat Called Fish</i> by Jacqueline Briggs Martin <i>Berry Magic</i> by Teri Sloat and Betty Huffmon (Yup'ik Elder) <i>Children of the Midnight Sun: Young Native Voices of Alaska</i> by Tricia Brown <i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon and David MacDonald <i>The Children of the Midnight Sun: Young</i>

<i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i> <i>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.3: Critique the motives behind different perspectives.</i>	what the item represents to different people throughout history (Alaska Native family, prospector, business owner). Groups then share how the artifact has a different meaning or use depending on the person, helping students recognize that history is shaped by many perspectives. Students complete a museum walk in pairs, visiting stations with simplified historical sources (village photos, settler quotes, Native stories). They write down the perspective shown and what is important to that person. The class then discusses which voices were heard most and why it matters to include many perspectives in history, promoting critical reflection. Small groups become “document detectives” by examining simplified historical documents (miner’s letter, village photo, traditional story). They use a Tree Map structure to categorize and identify who created the document, when and where it was made, and why. Groups then share their findings and explain the document’s purpose (e.g., share information, preserve memory, tell a story). Small groups use Round Robin to actively locate key details in multiple historical sources. Students take turns picking a source card (e.g., old map, drawing, newspaper clipping) and pointing to and stating the maker, date, and place of origin for that source. This sequential practice helps students find and identify key sourcing details across various documents.	<i>Native Voices of Alaska</i> by Tricia Brown <i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller <i>River’s Journey</i> by Sally M. Walker <i>Down the Yukon</i> by Will Hobbs <i>I Am Inuit</i> by Brian Adams and Julie Decker <i>My Wilderness: An Alaskan Adventure</i> by Claudia McGehee <i>The Year of Miss Agnes</i> by Kirkpatrick Hill <i>Ada Blackjack: A True Story of Survival in the Arctic</i> by Jennifer Niven <i>We Feel Good Out Here</i> by Julie-Ann André and Mindy Willett <i>Sweet Home Alaska</i> by Carol Estby Dagg <i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon
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