

**Colonial Era****The United States Period (1867-1912)**

Suggested Topics  
*[Not an inclusive list]*

- United States' motives for purchasing Russia's interest in Alaska
- Treaty of Cession
- Legal status of Alaska Natives under the Commerce Clause and the Marshall Trilogy
- Mining Law of 1872
- Organic Act of 1884
- Role of Sheldon Jackson
- Resources (e.g., whaling, fur trading, mining, commercial fisheries)
- Gold Rush
- Nelson Act of 1905 and the dual school system
- Creation of National Forests

PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p><b>The student demonstrates an understanding of the interaction between people and their physical environment by:</b></p> <p><b>AH. PPE 3</b> using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals or groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)</p>	<p><b>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</b></p> <p><b>AH. CPD 2</b> using texts/source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1)</p>	<p><b>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</b></p> <p><b>AH. ICGP 3</b> explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8)</p> <p><b>AH. ICGP 4</b> explaining Alaskans' quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)</p> <p><b>AH. ICGP 5</b> explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. [DOK 2] (H. B1)</p> <p><b>IGCP 6</b> using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. [DOK 3] (H. B2)</p> <p><b>AH. ICGP 7</b> describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress. [DOK 1] (GC. C8)</p>	<p><b>The student demonstrates an understanding of the chronology of Alaska history by:</b></p> <p><b>AH. CC 2</b> describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives. [DOK 2] (H. B4, B5)</p>