

**Book:** *What the Land Means to Americans*

**Chapter One:** Americans' View of the Land

**Subject area(s):** Social Studies, Art

**Amount of time needed:** Two to three 40-minute periods

**Objectives:**

- 1) Using books and Internet sites, students will research the Tlingit totem poles.
- 2) Students will create a totem pole to represent personal history.

**Materials needed:**

- ✓ Paper
- ✓ Pens or pencils
- ✓ Computers with Internet access
- ✓ Other reference books
- ✓ Art supplies including construction paper, glue, scissors, etc.

**Activities:**

- 1) The teacher should review the material in the text.
- 2) Students should research the meanings behind Tlingit totem poles. They should view a wide variety of different totem poles. The students should write about the meanings and symbols involved in totem poles.
- 3) When they have background information, they should create a totem pole from construction paper that represents their own personal history. These totem poles should be displayed in a school hallway or classroom.

**Assessment:**

- ✓ Does the research on the Tlingit totem poles show effort and accuracy?
- ✓ Are the totem poles creative?
- ✓ Do the projects show the meaning behind the individual totem poles?

**Book:** *How America Became America: What the Land Means to Americans*

**Chapter Two: Alaska's Land and History**

**Subject area(s):** Social Studies, Science

**Amount of time needed:** One week as homework

**Objectives:**

- 1) Students will understand how climate influences the type of plant and animal life found in an area.
- 2) Students will use books and Web sites to research a plant or animal found in Alaska.
- 3) Students will create a PowerPoint presentation showing the information they found about the plant/animal researched.

**Materials needed:**

- ✓ Computers with Internet access
- ✓ Other reference books
- ✓ Writing materials
- ✓ PowerPoint or similar software and projection system

**Activities:**

- 1) The teacher should review the material in the text and then have students choose a plant or animal indigenous to Alaska.
- 2) Students will use research books and reputable Web sites to complete research.
- 3) When they have information about the plant or animal and a few pictures of the species, the students will create a PowerPoint presentation to present to an audience.

**Assessment:**

- ✓ Does the presentation contain accurate information about a plant or animal indigenous to Alaska?
- ✓ Is the PowerPoint presentation well done?

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**Chapter Three: The Purchase of Alaska**

**Subject area(s):** Social Studies, English Language Arts

**Amount of time needed:** One 40-minute period

**Objectives:**

- 1) Students will be able to present arguments about Seward's purchase of Alaska.

**Materials needed:**

- ✓ Pens
- ✓ Paper

**Activities:**

- 1) The teacher should review the information in chapter 3 with the students and then explain to students that they are going to do a "writing on demand" assignment, give them the following prompt, and allow the rest of class period for writing. Prompt: "Seward behaved in an ethical way when he signed the treaty without the approval of Congress or Seward did not behave in an ethical way when he signed the treaty without the approval of Congress. Choose either viewpoint and write an essay to explain your position."

**Assessment:**

- ✓ Does the writing piece contain information from the text to support the viewpoint?
- ✓ Does the writing piece follow appropriate conventions of good writing?

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**Chapter Four: Alaska Proves Its Worth**

**Subject area(s):** Social Studies

**Amount of time needed:** One 40-minute period

**Objectives:**

- 1) Students will read with understanding.
- 2) Students will answer questions in complete sentences.
- 3) Students will express ideas and opinions clearly.

**Materials needed:**

- ✓ Worksheet

**Activities:**

- 1) The teacher should give the students the prepared worksheet and have them fill it in as they read the chapter.

Worksheet:

1. List five natural resources found in Alaska.
2. How did these help the American economy?
3. In what ways did Alaska prove to be strategic for the military?
4. What concerns do conservationists have in regards to Alaska?
5. Do you share these concerns? Explain.
6. Was “Seward’s Folly” a wise purchase?

**Assessment:**

- ✓ Was the worksheet completed fully and accurately?
- ✓ Are the responses in complete, well-structured sentences?

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**Chapter Five: The Forty-Ninth State**

**Subject area(s):** Social Studies

**Amount of time needed:** One week as homework

**Objectives:**

- 1) Students will research their own state.
- 2) Students will present their findings in a creative and individual way.

**Materials needed:**

- ✓ Paper
- ✓ Pen, pencil
- ✓ Computers, printers
- ✓ PowerPoint or similar software
- ✓ Art supplies such as construction paper, scissors, glue, colored markers or crayons

**Activities:**

- 1) After reading chapter 5, the teacher should draw students' attention to Alaska's state flower, flag, and seal. The students should be asked to find out their state flower, state bird, state flag, and state seal.
- 2) They should also find out about their state's natural resources and manufacturing. This assignment should allow a great deal of creativity. While most students will find the same information, the way in which it will be presented should be individual. Acceptable presentations may include art projects, speeches, PowerPoint presentations, songs, essays, and role-playing scenes.

**Assessment:**

- ✓ Is accurate information presented?
- ✓ Does the presentation show evidence of appropriate effort?

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**Chapter Six:** Alaska Today

**Subject area(s):** Social Studies, Mathematics

**Amount of time needed:** One to two 40-minute periods

**Objectives:**

- 1) Students will represent written data in graphic form.
- 2) Students will create a graph with clear title, neat components, and accurate information.

**Materials needed:**

- ✓ Graph paper
- ✓ Colored pencils

**Activities:**

- 1) The teacher will review the chapter with the class.
- 2) The teacher will divide the class into groups, and each group will create a graphic display of the information on page 84 of the text. They may use bar graphs or pictographs. Students need to give their graph an appropriate name. They need to include a key.

**Assessment:**

- ✓ Did all students in the group contribute?
- ✓ Is the prepared graph accurate with all required parts?