



# We the People of Alaska



# Alaska Studies - Challenges

## **Coordination: Approach, Resources, Curriculum**

Inconsistent across the state, school districts

## **Support**

Educator training, course materials, student resources

## **Student Engagement: What does it mean to be Alaskan?**

Students lack excitement, continue to struggle to connect past events with present issues, with their own Alaskan identity

# **We the People of Alaska**

## **Understanding the Obligations of Citizenship**

A unique state with unique responsibilities

## **Place-Based Learning**

Connecting young citizens to where they live

## **Civic Engagement**

Combining education with action

# Goals

- Stronger civic and political engagement
- Provide a foundation from which students can gain a greater understanding of the current issues facing our state
- Students inspired by their own learning and investigation
- Develop teamwork skills through problem-solving
- Demonstrate critical thinking skills by thoroughly understanding a diverse array of topics

# Building Blocks

CITIZENSHIP

NATURAL  
RESOURCES

ALASKA  
NATIVES

GOVERNING  
ENTITIES

ECONOMY

ALASKA  
MODEL

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## Citizenship

- What motivated Alaska to seek Statehood?
- Why did Alaska hold a Constitutional Convention and how did the delegates create the State Constitution?
- Section 1.1 of the Alaska State Constitution asserts, “all persons have corresponding obligations to the people and to the State.” What are these obligations?

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## Natural Resources

- The passage of the Alaska National Interest Lands Conservation Act (ANILCA) came after a large national debate over the importance of development versus conservation. How should a balance between the two be determined?
- What role did land ownership play in constructing the Trans-Alaska Pipeline System?
- Is the Magnuson Fishery Conservation and Management Act (MFCMA) effective at combating overfishing? Why or why not?

## Sample questions and responses

*Why did Alaska hold a Constitutional Convention and how did the delegates create the State Constitution?*

*An example response could describe the motivations for statehood and why leaders thought creating a Constitution could spur on the process. It should include a description of the format of the Convention and mention significant contributions from specific individuals. It would be useful to explain the rules for holding subsequent Constitutional Conventions and explain current issues that could lead to a revision of the Constitution (e.g., whether the attorney general should be appointed or elected).*

*How does Alaska's geography impact its economy? Explain the significance of natural resources and the revenue they generate.*

*A response could include a discussion of Alaska's significance as a strategic military outpost in WWII. It could also mention Alaska's role as a primary producer and the attempts to process natural resources in Alaska (e.g., timber, fish, and petroleum). It might also mention that technology and the internet have created many jobs in which the physical location of the worker is not an issue, a potentially valuable source of employment for Alaskans. Finally, it could reflect on Alaska's role as an Arctic state and the importance of this on an international scale.*

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## Alaska Natives

- How did the Treaty of Cession between the United States and Russia handle the Alaska Natives living in the territory?
- What was the impact of the Alaska Native civil rights movement?
- What is the importance of the subsistence lifestyle to rural Alaska?

# Building Blocks



## Governing Entities

- How does the system of regional Native corporations established in Alaska compare to arrangements to resolve aboriginal land claims elsewhere?
- How is tribal citizenship different from state or federal citizenship?
- What is the relationship between the State of Alaska and the federal government? Is each dependent on the other?

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## Economy

- How does Alaska's geography impact its economy?
- What fiscal challenges face the state of Alaska in the future?
- To what extent is Alaska dependent on international trade?

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ALASKA MODEL

## Alaska Model

- Why was the Permanent Fund created?
- What energy resources are available in Alaska and how do they affect the state?
- How does the concept of the commons relate to mineral rights and leasing?

# Response

## **Teacher**

Excited with unique approach, access to support

## **Student**

Greater incentives and responsibility, access to resources

## **Community**

Enjoy being involved, provide subject matter expertise

# Implementation – next steps



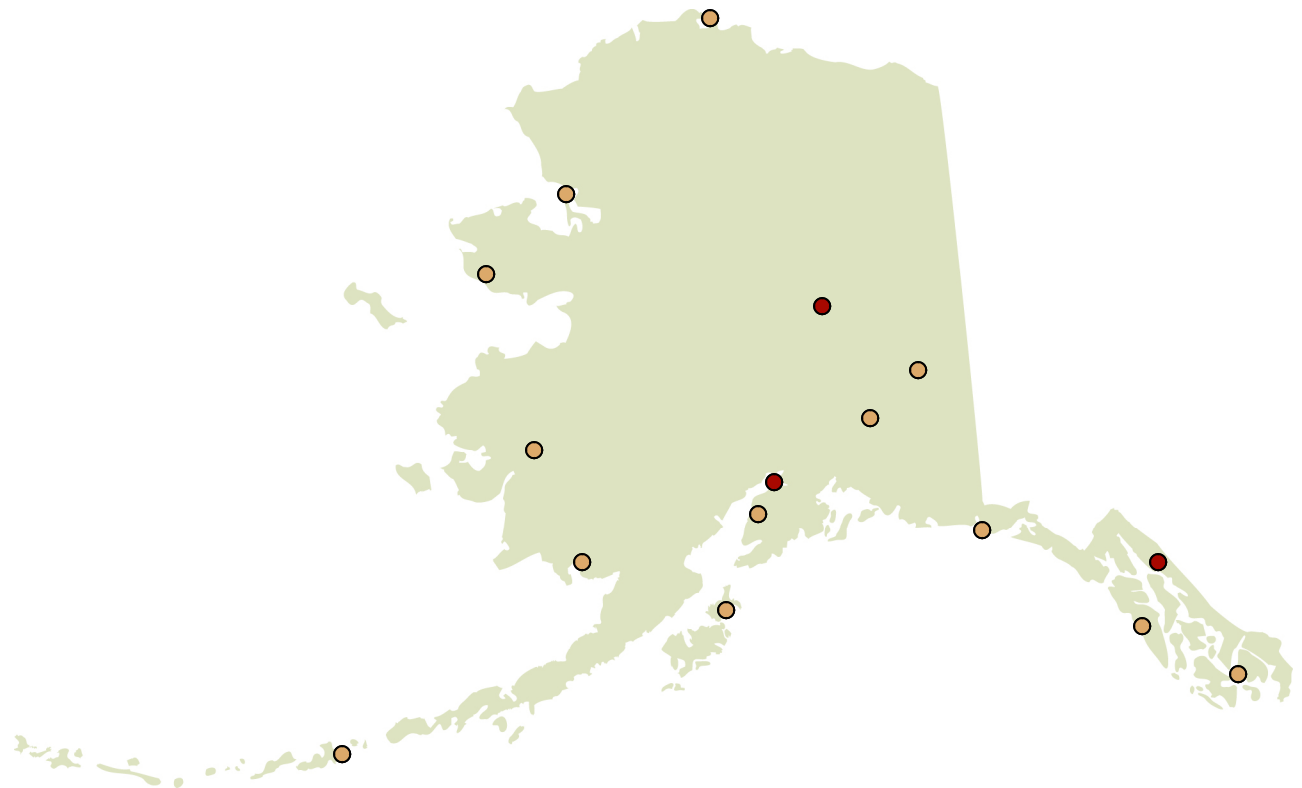
## Phase One

Anchorage  
Fairbanks  
Juneau



## Phase Two

Barrow  
Ketchikan  
Kodiak  
Dutch Harbor  
Dillingham  
Sitka  
Yakutat  
Tok  
Glennallen  
Kenai  
Nome  
Kotzebue  
Bethel



# Preparing a Next Generation

It is not enough to teach young Alaskans their history, we must find ways to teach them their future.

We the People of Alaska is built to do both.

Thank you!