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| **A Local Adventure: Learning about Mat-Su** | | | | | | | |
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| **Stage 1 - Desired Outcome** | | | | | | | |
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| **Established Goals:** | |  |  |  |  |  |  |
| **Alaska Content Standards:**  **HISTORY** *A) A student should understand that history is a record of human experiences that links the past to the present and the future.* A student who meets the content standard should: A1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences; A4) understand that history relies on the interpretation of evidence; A5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience; A6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction; A7) understand that history is dynamic and composed of key turning points;  **Cultural Standards** *D) Culturally- knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.* Students who meet this cultural standard are able to: D4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;  *E) Culturally- knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.* Students who meet this cultural standard are able to: E4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems; E5) recognize how and why cultures change over time; E6) anticipate the changes that occur when different cultural systems come in contact with one another; E7) determine how cultural values and beliefs infuence the interaction of people from different cultural backgrounds | | | | | | | |
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| **Understandings:** | | | | **Essential Questions:** | | | |
| *Students will understand:* | | |  | 1. 1) What attracts people to a particular area? 2. 2) How did the indigenous people of the Mat-Su Borough utilize their environment and trade to provide themselves with food, clothing and shelter? 3. 3) By what methods and why did indigenous people travel? 4. 4) What attracted settlers to the Mat-Su Borough? 5. 5) How did the settlers of the Mat-Su Borough utilize their environment and trade to provide themselves with food, clothing and shelter? 6. 6) How does interaction between peoples and their environment change over time? | | | |
| 1. 1) The Ahtna and Dena’ina people and later settlers and colonists play a significant role in the history of the Mat-Su Borough 2. 2) What resources and physical characteristics of the area attracted settlers and colonists to the Mat-Su Borough   3) How population growth throughout history affected both indigenous peoples and settlers | | | |

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| *Students will know:* |  | *Students will be able to* |  |
| * Key facts about the indigenous people in the Mat-Su Borough and their cultural history * Basic geography of the Mat-Su Borough * Effect of natural resources in the Borough contributing to the settlement of human populations * Key facts about the settlers and colonists of the Mat-Su Borough | | * Identify and use vocabulary in context regarding the Mat-Su Borough history and culture * Recognize major physical and political map features * Compare and contrast past and present elements * Present their ideas orally and in writing | |