

★ WELCOME! ★

On behalf of Splash! Publications, we would like to welcome you to *Alaska*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

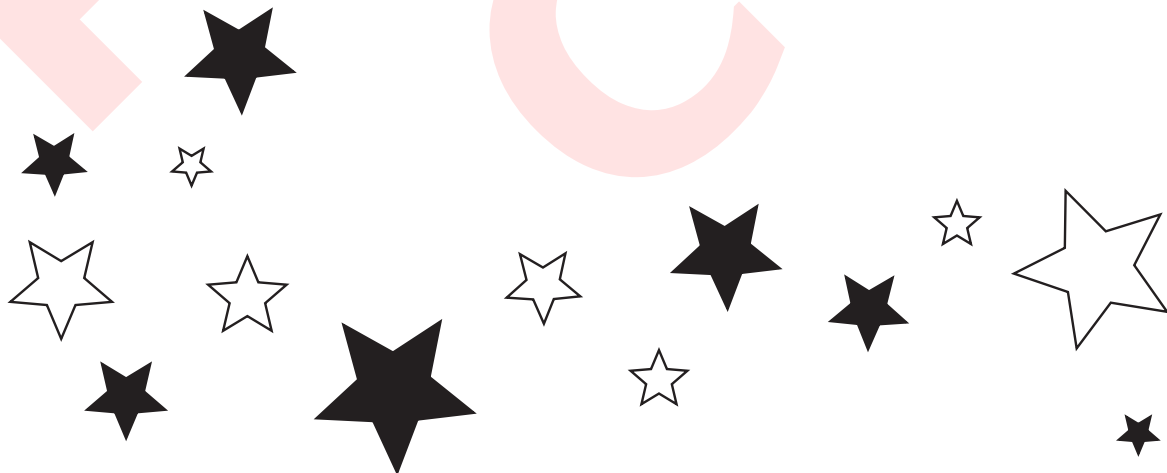
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on a random sampling of the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Alaska history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Alaska* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Alaska*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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LESSONS *at a* GLANCE

THE LESSON PLAN

Before reading Alaska, students will:

- follow directions to create Vocabulary Organizers to glue into their Alaska history notebooks for ***abandoned, Allied Powers, allies, ammunition, appointed, Asia, boundaries, capital, carnivorous, coast, colonies, Congress, convince, culture, economy, Europe, expedition, federal government, glaciers, Great Depression, harpoons, industries, inhabitants, islands, mammals, motto, mushing, North America, panhandle, paralyzed, peninsula, polio, preserve, profitable, prohibited, ptarmigan, remote, reservations, snares, species, tourism, wharves.***
- fill out the “What I Know” and “What I Want to Know” columns of Alaska’s K•W•L•H Chart.

After reading Alaska, students will:

- answer Alaska Reading Comprehension Questions.
- answer Alaska Language Skills Questions.
- fill out “What I Learned” and “How I Found Out” columns of Alaska’s K•W•L•H Chart.
- use K•W•L•H Chart to write a letter about Alaska.
- follow directions to create Interactive Time Lines to glue into their Alaska history notebooks that illustrate eight important events in Alaska’s history.
- answer questions about Alaska and then follow directions to create a History Cube to glue into their Alaska history notebooks.
- create an Interactive Venn Diagram to glue into their Alaska history notebooks that compares and contrasts World War I and World War II.
- use the Venn Diagram to write a paragraph.
- take a Vocabulary Quiz for Alaska.

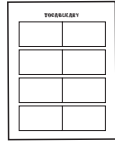
THE ALASKA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.2A, CC.5.W.2B, CC.5.W.2C, CC.5.W.2D, CC.5.W.2E, CC.5.W.3B, CC.5.W.3C, CC.5.W.3D, CC.5.W.3E, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.10, CC.5.SL.4, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

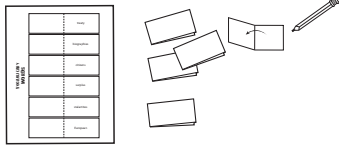
★ ★ ★ VOCABULARY ORGANIZERS ★ ★ ★

There are many new vocabulary words to learn before beginning your study of Alaska. Your Alaska history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

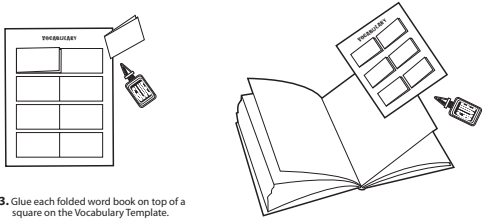
Directions: Choose the next seven blank face-to-face pages in your Alaska history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue seven Vocabulary Organizers securely into your history notebook.



1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.



3. Glue each folded word book on top of a square on the Vocabulary Template.

4. Glue each completed Vocabulary Template into your notebook.



	tourism
	colonies
	reservations
	ammunition
	expedition
	preserve

VOCABULARY WORDS



Name _____



Alaska K-W-L-H CHART

Alaska, the Land of the Midnight Sun, is one of five Pacific states. In this activity, you will use information from the lesson on Alaska to learn about our 49th state. You will use the charts on the next two pages to record your information.



DIRECTIONS:

1. Use the "What I Know" column of the charts on the next two pages to list facts that you already know about Alaska.
2. Use the "What I Want to Know" column of the charts to list six questions that you have about Alaska.
3. As you read about Alaska, use the information you learn to answer your questions. Write your answers in the "What I Learned" column of the charts. At the end of the lesson, use books, encyclopedias, and the Internet to research any unanswered questions.
4. List the title of the lesson, book titles, encyclopedias, and website addresses that you used to find your information in the "How I Found Out" column of the charts.



Alaska K-W-L-H CHART

HOW I FOUND OUT			
WHAT I LEARNED			
WHAT I WANT TO KNOW			
WHAT I KNOW			



ALASKA

Alaska, the Land of the Midnight Sun, is a Pacific state located in the northwest corner of the Western United States. Its nickname comes from the fact that the sun shines almost 24 hours a day during Alaska's summers.

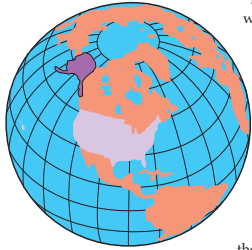
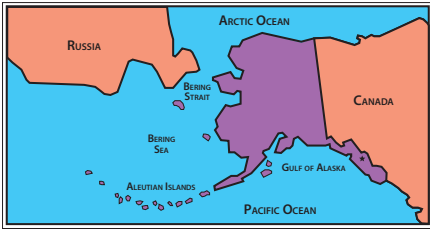
Alaska is also known as America's Last Frontier. This is because of Alaska's opportunities and huge areas of unsettled land.

Alaska is a peninsula that is separated from the 48 connected states. These 48 states are known as the "Lower 48." As a result, Alaska is the northernmost and westernmost state in the United States.

Juneau (JOO•no) is the third largest city and capital of Alaska. Juneau is located in the Panhandle region of Alaska. People who travel to Juneau must arrive by boat or airplane.

Industries in Juneau include government activities, fishing, lumbering, mining, and tourism.

The state bird of Alaska is the Alaska Willow Ptarmigan (TAR•muh•gun). The state flower is the Forget-Me-Not, and the state tree is the Sitka (SIT•kuh) Spruce. Alaska's motto is "North to the Future."



FAST FACTS

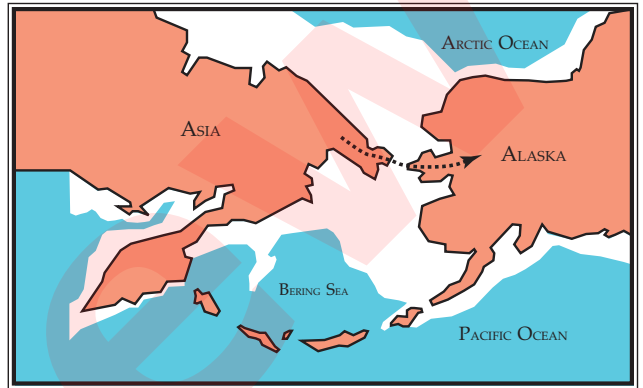
- ★ Extending from Alaska's southwestern corner are the Aleutian (uh•LEW•shon) Islands. These islands stretch westward for 1,100 miles and separate the Bering Sea from the Pacific Ocean.

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THE BERING LAND BRIDGE

Alaska's earliest inhabitants were hunters. They followed herds of animals from Asia to Alaska. This may seem impossible because water separates Asia and Alaska. Thousands of years ago, the temperature on Earth was very cold for a long period of time. The water that filled the Bering Sea between Asia and Alaska was frozen. The level of the sea dropped and land appeared.

The land created a 1,000-mile wide "bridge" between northeast Asia and western Alaska. Asian hunters walked across the Bering Land Bridge from Asia and entered North America. The ice finally melted, covering the Bering Land Bridge with water. The Asian hunters could not get back to Asia.



FAST FACTS

- ★ Some of the world's most spectacular glaciers (GLAY•sherz) can be seen at Glacier Bay National Park and Preserve, northwest of Juneau.
- ★ Steam from active volcanoes can be seen at Katmai National Park and Clark National Park.

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ALASKA'S POINTS OF INTEREST

Everything in Alaska is huge. Alaska contains the country's six largest national parks. Seventeen of America's 20 highest mountains can also be found in Alaska. The tallest mountain in North America is the 20,320 foot peak of Mount McKinley. Denali (duh•NAH•lee) National Park is the home of Mount McKinley.

Alaska also features Tongass National Forest. Tongass is the largest national forest in the United States.

Several different species of wildlife live in Alaska. The kodiak bear is the world's largest of all living carnivorous land mammals. It is a brown bear that can weigh up to 1,700 pounds. Other species of bear in



KODIAK BEAR

Alaska include the native grizzly bear, black bear, and polar bear. Alaska's waters have more fish in them than any other state in the Union. Salmon is one of Alaska's most important products. Wood Tikhik State Park, the largest state park in the nation, protects Alaska's Pacific salmon, moose, caribou, and brown bear.

Summer temperatures in some areas of Alaska can reach 70° Fahrenheit. Alaska's summer activities include boating, fishing, climbing, and hiking. The temperatures in the winter can fall well below 0° Fahrenheit. Those who are willing to brave the freezing temperatures enjoy dog mushing, snowmobiling, trapping, and cross-country skiing.



WORLD WAR I

In 1917, just five years after Alaska became a territory, the United States declared war on Germany. Many Alaskans went to Europe and fought during World War I. They joined with the Allied Powers and helped force the Germans out of France. In 1918, World War I ended. More than 115,000 Americans lost their lives during the war.

THE GREAT DEPRESSION

After World War I, Alaska's economy was still centered around mining, fishing, and the fur trade. In the 1920s, the airplane was invented. Airplanes flew people to remote places of Alaska where roads and railroads could not be built.

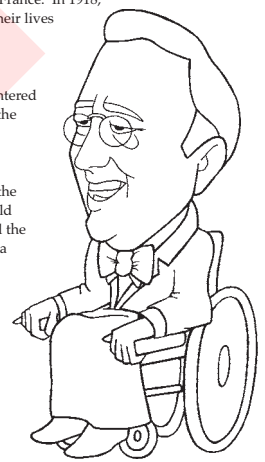
During the 1930s, the Great Depression affected the economy of Alaska and the rest of the United States. Gold and copper mines closed, salmon prices went down, and the federal government reduced the money it gave to Alaska for education and transportation.

THE BENEFITS OF THE NEW DEAL

President Franklin D. Roosevelt helped Alaska and the rest of the United States with what he called the New Deal. This program helped the United States recover from the Great Depression. The New Deal specifically helped Alaska when the United States government raised the price of gold. This put Alaska's mines back in business.

The United States government offered families 40 acres of farmland for 200 dollars. A farming colony in the Matanuska (mat•uh•NEW•skuh) River valley of Alaska was established. More than 200 families moved to Matanuska and farmed potatoes, carrots, cabbage, alfalfa, and oats.

Alaska's natives also benefited from the New Deal. It preserved their cultures, allowed them to establish their own governments, and gave them loans to buy fishing boats and set up salmon canneries in their villages. More importantly, Alaska's natives did not have to live on reservations like the Native Americans throughout the rest of the United States.



PRESIDENT FRANKLIN D. ROOSEVELT

FAST FACTS

- ★ In the summer of 1921, Franklin Roosevelt was infected with polio. The disease paralyzed his legs. He was unable to walk and spent the rest of his life in a wheelchair.

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★ ★ ★ ★ ★ **ALASKA** ★ ★ ★ ★ ★

Directions: Read each question. Darken the circle for the correct answer.

- What can you learn from studying the map of Alaska on the first page?
 - A Russia is south of Alaska.
 - B Alaska is east of Canada.
 - C The Bering Strait runs right through the middle of Alaska.
 - D Canada is east of Alaska.
- According to the information about Alaska's points of interest, what is the tallest mountain in North America?
 - F Yellowstone Mountain
 - G Mount McKinley
 - H Tongass National Forest
 - J Pikes Peak
- After reading about Russian control in Alaska, you get the idea that –
 - A the Russians were most interested in establishing permanent settlements in Alaska
 - B the Russians kept the Native Americans healthy
 - C the Aleut population suffered greatly from diseases brought by the Russians
 - D the Russians arrived in Alaska long before the Native Americans
- Why did Russia sell Alaska to the United States?
 - F It became too expensive for Russia to maintain Alaska.
 - G Russia wanted to make Spain angry.
 - H The United States and Russia went to war and the United States won Alaska.
 - J The United States offered to pay billions of dollars for Alaska.

Directions: Darken the circle for the word or phrase that means the same as the underlined word.

- wharves along Alaska's coast.
 - A tunnels
 - B bridges
 - C docks
 - D islands
- snares were made.
 - F promises
 - G traps
 - H pastries
 - J clay animals
- fished with harpoons.
 - A canoes
 - B guns
 - C nets
 - D spears
- carnivorous land mammals.
 - F plant eaters
 - G wild and untamed
 - H meat eaters
 - J small in size

Answers		READING	
1	(A) (B) (C) (D)	5	(A) (B) (C) (D)
2	(F) (G) (H) (J)	6	(F) (G) (H) (J)
3	(A) (B) (C) (D)	7	(A) (B) (C) (D)
4	(F) (G) (H) (J)	8	(F) (G) (H) (J)



Alaska K•W•L•H CHART

Now that you have finished your research and filled in the K•W•L•H Chart, write a letter to someone describing what you have learned about Alaska. Your letter should contain the information from the "What I Learned" column of your K•W•L•H Chart. Make sure your letter includes:

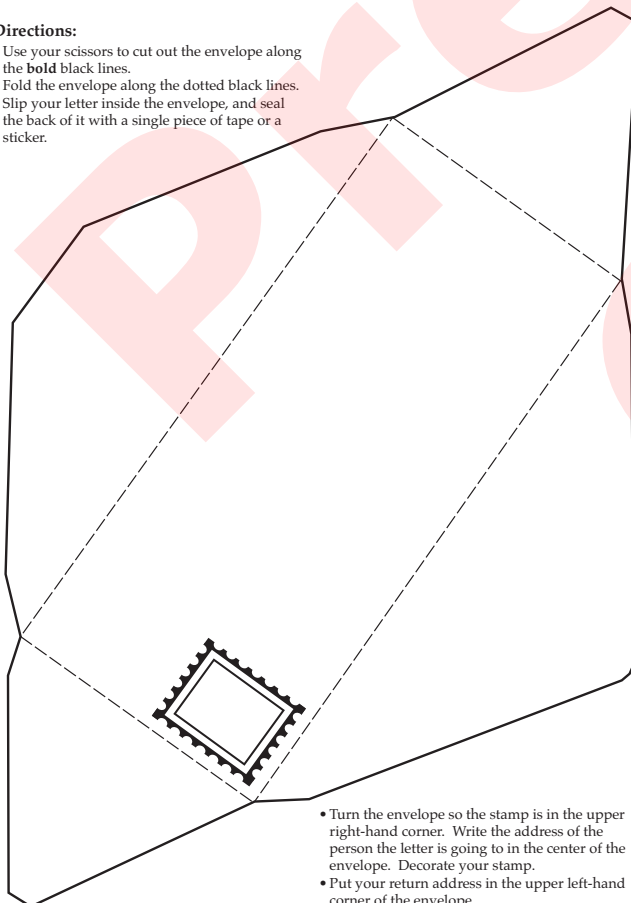
- HEADING:** Write your school name on the first line, your school address on the second line, and today's date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Remember to include information from the "What I Learned" column of the K•W•L•H Chart in your letter.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!



Directions:

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.



- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope. Decorate your stamp.
- Put your return address in the upper left-hand corner of the envelope.

★ ★ ★ ★ ★ **INTERACTIVE TIME LINE** ★ ★ ★ ★ ★

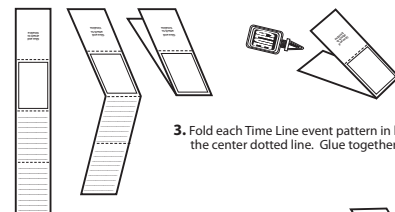
In this activity, you will use what you have learned about Alaska's history to make an Interactive Time Line that tucks securely into your Alaska history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Alaska History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

HISTORY CUBE

In this activity, you will use what you have learned about Alaska to make a History Cube that will tuck securely into your Alaska history notebook.

As you complete the History Cube outline, be careful to use proper *capitalization, spelling, and punctuation.*

Part I

Directions: Use the Alaska History lesson to answer each of the questions below. Write your answers on the lines of three squares on the History Cube outline.

1. What is Alaska's state bird, state flower, and state tree?
2. What is Alaska's nickname and state motto?
3. Where is Alaska's capital? Name two industries that can be found in the capital city.

In the remaining two squares, list two interesting facts that you learned while studying about Alaska.



VENN DIAGRAM

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time.

In this activity, you will create a Venn Diagram comparing and contrasting World War I and World War II.

Part I

Directions: Using the Alaska History lesson, the Internet, encyclopedias, and books from the library, list four facts specific to World War I on the Venn Diagram outline.

Then, list four facts specific to World War II.

Finally, list four facts that World War I and World War II had in common.

Be careful to use correct capitalization, spelling, and punctuation.



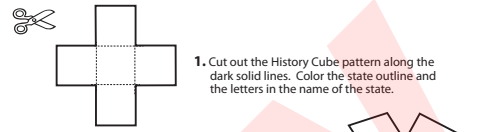
VENN DIAGRAM OUTLINE

WORLD WAR I	WORLD WAR I AND WORLD WAR II	WORLD WAR II
1. <i>Facts specific to World War I are listed here.</i>	1. <i>Facts common to World War I and World War II are listed here.</i>	1. <i>Facts specific to World War II are listed here.</i>
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

HISTORY CUBE

Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your Alaska history notebook.



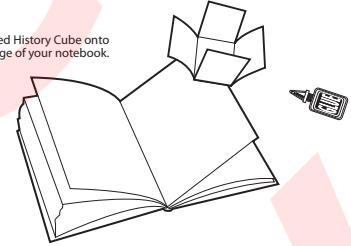
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.

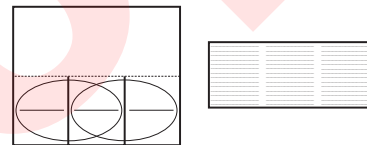


5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

VENN DIAGRAM

Part II

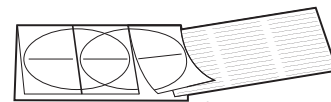
Using your completed Venn Diagram outline and the Venn Diagram pattern, follow the directions below to assemble and glue your Venn Diagram onto the next blank page of your Alaska history notebook.



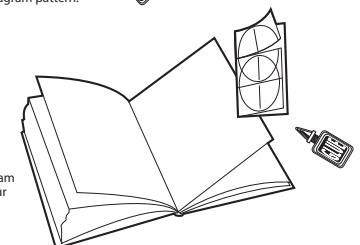
1. Cut out along all bold lines of the Venn Diagram outline and the Venn Diagram pattern.



2. Fold along the dotted line.



3. Glue the Venn Diagram outline under the folded flaps of the Venn Diagram pattern.



4. Glue the completed Venn Diagram onto the next blank page of your notebook.

VENN DIAGRAM PARAGRAPH

In this activity, you will use your finished Venn Diagram to write a paragraph comparing and contrasting World War I and World War II. A good paragraph includes a *topic sentence*, at least four *supporting sentences*, and a *closing sentence*.

Write a **topic sentence** clearly stating that you will be comparing and contrasting World War I and World War II. *A topic sentence starts a paragraph.* Below is an example of a topic sentence for a paragraph comparing and contrasting the American Revolution and the Civil War.

Example: *Comparing and contrasting the American Revolution and the Civil War, fought more than 100 years apart, proves that they were pivotal battles that forever changed American history.*



TOPIC SENTENCE



VOCABULARY QUIZ

ALASKA

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | |
|---------------------|--|
| 1. ___ colonies | A. the city that serves as the center of government for the state or nation. |
| 2. ___ abandoned | B. talk someone into doing something your way. |
| 3. ___ species | C. a shared set of beliefs, goals, religious customs, attitudes, and social practices within a group. |
| 4. ___ allies | D. people who live in a place regularly or for a long period of time. |
| 5. ___ snares | E. warm-blooded animals that feed their young with milk, have backbones, and are covered with hair. |
| 6. ___ appointed | F. the group of people at the national level who are elected to set up a system of rules for our country. |
| 7. ___ reservations | G. unable to move. |
| 8. ___ ammunition | H. a ground-dwelling bird of the northern regions with completely feathered feet. |
| 9. ___ remote | I. gave up completely. |
| 10. ___ boundaries | J. far off in place or time. |
| 11. ___ ptarmigan | K. structures built on the shore for loading and unloading ships. |
| 12. ___ capital | L. traps for catching small animals and birds. |
| 13. ___ prohibited | M. the name given to the countries led by Great Britain, Russia, and France during World War I. The United States joined this group in 1917. |
| 14. ___ carnivorous | N. the group of men and women in the Senate and House of Representatives who are elected to make laws for the United States. |
| 15. ___ coast | |
| 16. ___ culture | |



VENN DIAGRAM PARAGRAPH

Directions: Before writing or typing the final draft of your World War I and World War II compare and contrast paragraph, use the checklist below to make sure that your paragraph is finished. If you are hand-writing your final draft, use lined paper.

Venn Diagram Paragraph Checklist

- Is your Venn Diagram completely finished?
- Did you indent the first line of your paragraph?
- Does your paragraph include a topic sentence?
- Does your paragraph include two supporting sentences describing how the two topics are alike?
- Does your paragraph include two supporting sentences describing how the two topics are different?
- Does your paragraph include a closing sentence?
- Do all of the sentences in your paragraph start with a capital letter and end with correct punctuation?
- Did you check your paragraph for incomplete and run-on sentences?
- Did you check your paragraph for spelling and grammar mistakes?
- Did you neatly write or type your final draft?



GLOSSARY

- | | |
|--|--|
| a•ban•doned gave up completely. | cul•ture a shared set of beliefs, goals, religious customs, attitudes, and social practices within a group. |
| Al•lied Pow•ers the name given to the countries led by Great Britain, Russia, and France during World War I. The United States joined this group in 1917. | e•con•o•my the way a city, state, or country makes money. |
| al•lies groups of people who come together to help one another in times of trouble. | ex•pe•di•tion a journey for the purpose of exploring. |
| am•mu•ni•tion bullets and explosive items used in war. | fed•er•al gov•ern•ment the group of people at the national level who are elected to set up a system of rules for our country. |
| ap•point•ed chosen or selected. | gla•ciers large bodies of ice moving slowly down a valley or spreading across the surface of the land. |
| bound•a•ries dividing lines. | Great De•pres•sion the period of difficult economic times during the 1930s. |
| cap•i•tal the city that serves as the center of government for the state or nation. | har•poons barbed spears used especially for hunting whales and large fish. |
| car•niv•o•rous types of animals that eat meat. | in•dus•tries businesses that provide a certain product or service. |
| coast an area of land that borders water. | in•hab•i•tants people who live in a place regularly or for a long period of time. |
| col•o•nies groups of people who are ruled by another country. | is•lands pieces of land surrounded on all sides by water. |
| Con•gress the group of men and women in the Senate and House of Representatives who are elected to make laws for the United States. | mam•mals warm-blooded animals that feed their young with milk, have backbones, and are covered with hair. |
| con•vince talk someone into doing something your way. | |