



Trails Across Time: A Curriculum for High School Alaska Studies

Introduction

It must've been some kind of joke. To take the rich resources, the yellow muck called gold, and scatter it throughout the land. Some of it was laced into quartz veins embedded deep within bedrock. Some was ground and dispersed by glaciers or erosion and flung into the gravels and stream beds in placer deposits to entice the prospector. Then, to frustrate the seekers, the gold-enriched land was shoved up into the high latitudes where temperatures were harsh and winters were brutal. During the time when the sun hovered over the horizon, oceans and bays would freeze, defying transport by boat. To further impede travel to the gold fields, the land was crumpled into folded mountains brought on by terranes of land transported by the tectonics of the earth's plates. Then, as if further insult were required, the land froze over, filling the valleys with the glacial remnants of the last ice age. These moving rivers of ice were splintered with crevasses that were eager to swallow anyone attempting to gain access to the gold across these fields of blue ice. It must've been a joke—and a cruel one at that.

However, the same forces that challenged anyone seeking to find their fortune in this land, also created access opportunities within the Mountains-Turnagain Arm National Heritage Area. Glaciers exploited the matrix of sutures between the terranes of land brought forth by the Pacific Plate conveyor belt. It created deep, wide valleys—corridors—that the fortune seeker could take advantage of.

And many came. Thousands came. It started with the indigenous peoples using the corridors to gain access for trade and resources. Then it was the gold seekers. A few found their fortune. Most left the country hungrier than they came. Some perished and were swallowed into the land. And then there were some who stayed and made their life in this land of raw beauty and natural resources that shone brighter than the luster of gold.

The Kenai Mountains-Turnagain Arm National Heritage Area was designated in 2009 to celebrate this slice of history. It is a history that started eons ago with the construction of the land and its first indigenous people. It is a history of the prospector and fortune seeker; a history of those who came to fulfill a life that could not be lived elsewhere; a history that continues to evolve to this day.

It is important that students learn the history of the Kenai Mountains-

Turnagain Arm National Heritage Area. One way of looking at the instruction of history is, to paraphrase George Santayana, "If we ignore history and don't learn from its lessons then we are doomed to repeat it." However this curriculum takes a different stance, *"If we learn from this history, we can be inspired by it."*

Indeed, there is much to provoke inspiration. The history of the Kenai Mountains-Turnagain Arm (KMTA) National Heritage Area is here in our own backyard. One hundred years ago this land was raw, open, and wild. An Aluttiq elder not so long ago told the author that his mother was born when bidarkis were in use. Before she died, she had ridden in a 747. The past is so close. Within the communities of the KMTA National Heritage Area live some of the direct descendants and friends of the original western settlers. Their memories, their stories, their letters, and their photos provide unique resources for students to conduct authentic primary resource research.

In one sense, it is a wonderful opportunity. In another sense, it is an awesome responsibility. By providing students with the springboard to research the history that surrounds them, the teacher is opening the window not only for learning—but indeed for inspiration.



Photos courtesy Mona Painter



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This curriculum was created with the following premise: *“History is best learned when actively investigated through primary sources.”*

With this in mind, this curriculum provides a wide variety of primary sources. Within these lessons students will have the opportunity to examine letters exchanged between Baranof and Shelikof, crunch census/demographic statistics of Hope and Sunrise, and investigate grainy photographs and historic maps. (These sources are noted in red and can be accessed from the online curriculum at kmtacorridor.org) Each lesson is framed around an inquiry-based strategy; however, there are many approaches to using the sources. Teachers should utilize any format that allows students to actively investigate.

Although the lesson can be used alone, the curriculum is best used in conjunction with the book *Trails Across Time* by Kaylene Johnson. Each lesson in the curriculum corresponds with the theme of each chapter in Johnson’s book. In essence, the book provides the historical background knowledge while the lessons allow students to examine resources to fashion personal understanding. It is hoped that by using the book and this curriculum, students will gain a much more intimate understanding of the history of the Eastern Kenai.

Some of the following strategies can be utilized:

Comparing: Contemplating similarities and differences in information. Looking for areas of dissonance or agreement.

Summarizing: Presenting a condensed form of information without conflict or negating facts.

Observing: Purposeful watching and note taking.

Classifying: Sorting. Pulling common and divergent ideas together.

Interpreting: Explaining the meaning (explicit or implicit) without over generalizing.

Criticizing: Not finding fault or differentiating “good” or “bad” but rather making judgments based upon analysis and evaluation.

Looking for assumptions: A fact is not a fact. Many facts are substantiated using assumptions. It’s important to recognize when assumptions are being used and, when possible, to corroborate these.

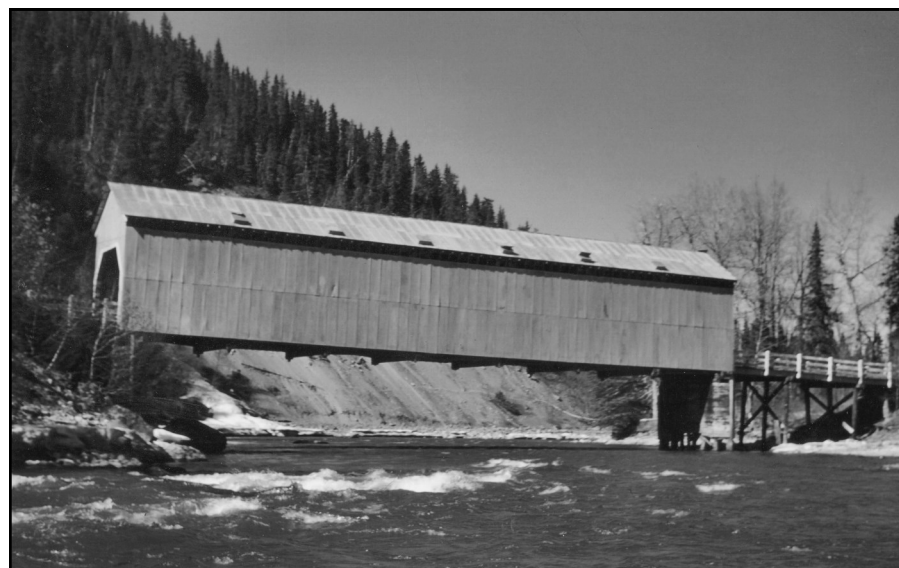
Imaging: An attempt to perceive in the mind what is not fully experienced. In regards to the application of history, imaging allows the student to recreate what life was like during an event while still being grounded by facts.

Following the Questions: For every answer there are more questions to pursue. Learning how to follow a strategy of questions will provide deeper understanding.

Applying Facts / Principles to New Situations: Taking the “known” and applying it to the “unknown.” The ultimate aim of this strategy (and this curriculum) is to utilize the history of the Kenai Mountains-Turnagain Arm National Heritage Area to inspire thoughtful consideration toward the future of the region.

For more information regarding these and more strategies for inquiry-based instruction refer to *Teaching For Thinking: Theory, Strategies and Activities for the Classroom* by Louis E. Rath.

Photo courtesy Mona Painter





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In Appreciation

A publication of this scale takes an incredible number of resources. My thanks to all these people for sharing their time and expertise to make this curriculum a reality.

First, my gratitude to my wife-unit, **Letty**, whose abundant patience and forever support is always appreciated if not always noted. **Kaylene Johnson**, author of *Trails Across Time* provided the structure and was always a willing and valuable helper.

Dick Reger, geologist guru, provided his vast knowledge and curiosity to add incredible depth to the lessons. **Walker**, as in **Dan**, connected KMTA to me and was always quick as a sounding board. My good friends/mentors, **Mark Luttrell** and **Tom Gillespie**, provided the archaeology and hometown perspectives (respectively) to the project. **Mona Painter**... wow... you opened your home, your archived boxes, and the

Cooper Landing Museum to really add focus to the curriculum. Thank you so much to Mona and the **Cooper Landing Historical Society**. The archaeological Powerpoint was a collaborative effort of **Aron Crowell**, the **Pratt Museum** and the **NPS Ocean**

Alaska Science Learning Center and the villages of **Port Graham** and **Nanwalek**. **Jim Pfeifferberger** was a major architect of this fine product. The work is not only an invaluable part of the curriculum but also is an important message of sharing traditional wisdom. The Hope/Sunrise lesson could not have been achieved had it not

been for the help of **Diane Olthuis**, **Rolfe Buzzel**, and the **Hope-Sunrise Historical Society**. **Shannon Kovak** of the NPS provided a huge amount of help to overcome technical issues with a historic interview. It was again a pleasure to work with **Doug Capra**, former colleague from so many professions, to define the unit on Alaska Nel-

lie. Your wisdom and passion is contagious. To the **Resurrection Bay Historical Society** and **Amy Carney**... you deserve some kind of medal. Amy and the RBHS were busy packing the museum for the big move into the new building... all while I was asking for resources and photos. Packed boxes would have to be located, unpacked,

and opened so that I could get "just one more photo...please." Never once did Amy furnish a disparaging word or evil look—though either would have been well deserved. Thanks also to **Colleen Kelly** of the RBHS who helped edit a unit to keep it on track. Thanks also to **Karl Erickson**, **Loverne Bercee**, and the folks in Girdwood for their assistance as well. My thanks also to **Jessica Garron** of the University of Alaska

Fairbanks Satellite Facility who kept the email stream going until we got exactly the photo that we needed. **Caitlin Campbell** was so helpful in the development of the lesson about sailing. Then there was **Kenai Fjords National Park**—particularly **Kristy Sholly** and **Laura Sturtz** who paved the way to arrange a work space and computer

to format the curriculum. This is a true testimony of collaborative efforts to achieve

a common goal.

But of course the greatest appreciation is reserved for the Kenai Mountains-Turnagain Arm (KMTA) National Heritage Area itself. The place... the people... the history. It has been a true honor to be able to be a catalyst bringing it into the classrooms. It is hoped that this curriculum is a useful tool for teachers and that students will have the opportunity and desire to dig into the history of this area. Remember, there's gold in them hills.

Photo courtesy Mona Painter





Trails Across Time: Table of Contents

CHAPTER in Trails Across Time	TITLE	Curriculum Page	Lesson Strategy / Primary Resource
1	Silent Yet Restless Earth	5-9	<u>Maps</u> are used to connect geology to human development and activity
2	Early People	10-20	Showcases archaeologist collaborating with <u>living descendants</u> in the interpretation of ancient sites
3	Early People: The Russian River Question	21-25	Investigates the Russian River salmon dilemma critically examining <u>genetic salmon research</u> , <u>topographical maps</u> , and <u>glacier studies</u> .
4	In Search of the NW Passage	26-33	Details an <u>investigative strategy</u> of question-lead research to better understand the life of an 18th century sailor.
5	Russian America	34-39	Confronting current cultural norms while examining <u>letters</u> exchanged between company manager Baranof and owner Shelikof.
6	The Gold Rush: Tale of 2 Cities	40-55	Utilizes <u>newspaper accounts</u> and evaluates <u>census data</u> to understand why the town of Sunrise failed while Hope survived.
7	The Gold Rush: Hope	56-59	<u>Demographic data</u> illustrates how the town of Hope evolved from a Gold Rush camp to the present day town.
8	Alaska Nellie	60-73	<u>Photographs</u> are used to develop historic narratives of Nellie Lawing
9	By Ways	74-86	Hone investigative skills by developing a plausible story line that connects seemingly unrelated <u>artifacts</u> . Lesson ends with an <u>interview</u> that tells 'the rest of the story.'
	Research: It's Your Turn	87-90	Developing a <u>research question</u> and determining <u>available resources</u> .

Silent, Yet Restless Earth: Defining the Corridors

For Use with *Trails Across Time* Chapter 1 pages 11-19



Description:

In this lesson students use maps and computer simulations to explore the deep wide valleys which provided transportation corridors. The objective is for students to realize, through their exploration, that these corridors are unique and are result of chunks of crust that have, through plate tectonics, docked here and fused to create the Kenai Peninsula and much of south central Alaska.

Then, using computer simulations of Google Earth, students will explore the most feasible routes for traversing this rugged terrain.

Materials:

- Physical map of Kenai Peninsula (included)
- Computer stations with access to Google Earth
- Trails Across Time: Page 62

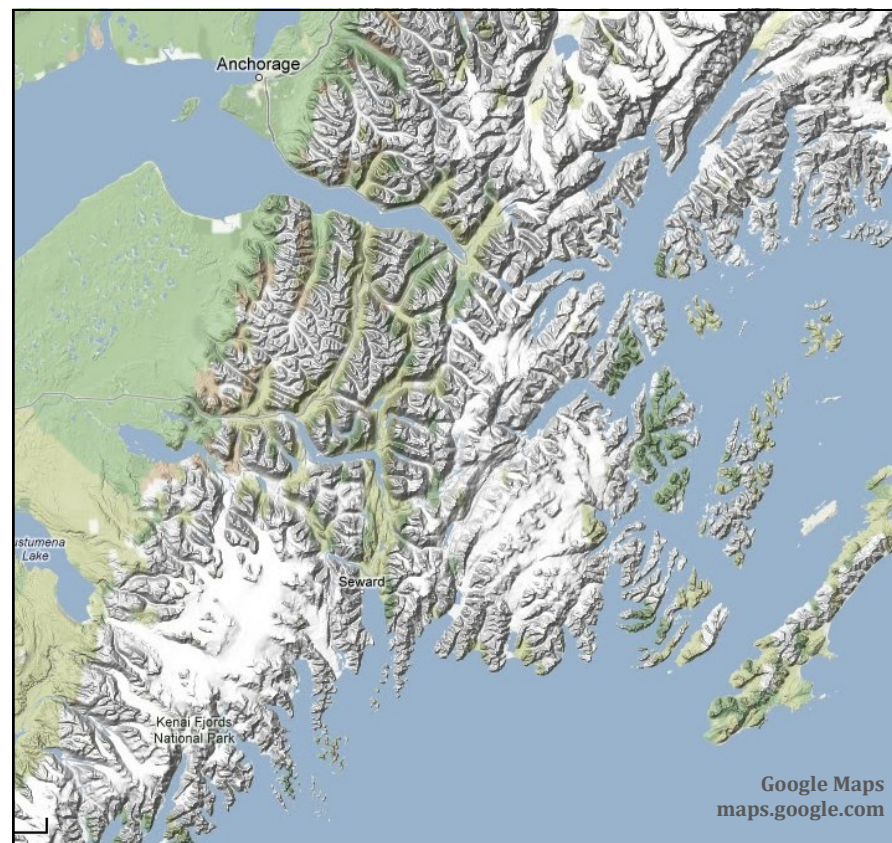
Other Resources (Optional but Helpful)

- Map of Kenai showing trails and roads

Alaska Content Standards:

Geography:

- A-4** *Use graphic tools and technology to interpret physical systems.*
- A-6** *Use spatial tools and technologies to analyze and develop explanations for geologic problems.*
- C-2** *Distinguish the forces and dynamics of the physical processes that cause variations in natural regions.*



Inquiry Based Thinking Strategies Utilized:

- Observation:** *Students will purposefully examine maps/satellite photos to observe how sutures can delineate geologic terranes.*
- Interpreting:** *Students will identify physical features and terrain elements such as elevation and slope when searching for potential transportation routes.*
- Evaluating:** *Students will critically assess which selected corridors would be the most feasible transportation routes.*

Silent, Yet Restless Earth: Defining the Corridors



Back Ground Information:

If one views the Kenai Peninsula and South Central Alaska from space, it would not show the usual organized mountain ranges but rather a mish-mash of peaks thrown up in a seemingly haphazard tectonic crash. The processes that built Southcentral Alaska are unique in that these mountains are a result of chunks of crust- terranes- being carried northward and docking to become part of the North American plate.

Viewed from space, the eastern Kenai Peninsula has many broad valleys, often in right angles to one another. This is particularly evident in the zigzag shape of Kenai Lake. These regional patterns are fault controlled-- a result of how pressure was relieved from the built up pressure of tectonic movement. In time, large Pleistocene valley glaciers and streams exploited these zones of crustal weakness to create broad valleys that later provided transportation routes through the confusing jumble of mountains.

Now the best way to explore these routes is to lace the boots and hit the trails. However, considering this might be a bit time prohibitive not to mention rather exhaustive to explore the hundreds of miles of potential corridors, students can still vicariously live the life of an early day explorer through the magic of Google Earth.

Procedure:

1) **Geologically Set the Stage**

Materials: Physical map of the Kenai Peninsula

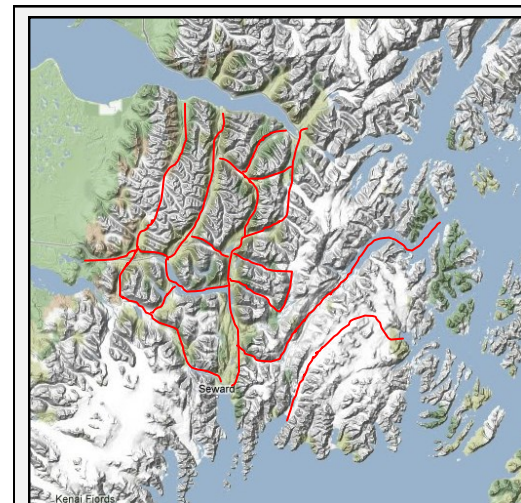
After reading Chapter 1 of Trails Across Time, provide map of Kenai Peninsula to students (either print or electronically). *You may want to include a comparative satellite map of the Rockies or Cascade Range from a similar altitude.*

What makes these mountains appear unique? *Explain the processes that created the "jigsaw " appearance of the Chugach Mountain Range.*

2) **Define the Sutures**

Have students trace the deep wide valleys. Note that these suture lines help explain the unique "Z " shape of Kenai Lake among other features in the Kenai Peninsula.

At this point accuracy is probably less important than the process of critically looking at the landscape.



Example of how students might represent the sutures between mountains.

3) **Go Exploring: Define Barriers**

Materials: Computers with Google Earth

Explain to students they are about to explore routes through the Kenai Peninsula (all while potentially sipping on their latte no less). Discuss what physical features (other than steep terrain) would restrict travel through the Peninsula. *Among these would be rivers, lakes, glaciers, gorges, etc.*

Using Google Earth, have students put a marker on Seward (this will be the start of all travel). Then choose a point on the northern Peninsula (*Examples: Sunrise, Hope, Cooper Landing, head of Turnagain Bay, Whittier.*) Mark this location as well.

Now, zoom out to view the Peninsula from above and use the route marking feature to draw a line from Seward to your destination. Mark this line very carefully, keeping in the middle of the valley.

Alternative approach: *Don't mark route with line. Rather, try to memorize a route, then proceed to the next step without benefit of a route line.*

4) **Now, "walk " to location**

Silent, Yet Restless Earth: Defining the Corridors



Materials: Paper and Pencil

Starting in Seward, position “yourself” near ground level with the perspective on the horizon looking toward your route. Students can “hop” along the route by clicking on “route ahead.”

Note: If the route strays from the middle of the valley, it can be grabbed and readjusted.

Now remember, the students are the first ones to explore this route. Never before has this been attempted by any human. So it is important to take notes. When the route encounters an obstacle—such as crossing a gorge or river or lake—make note of it. If possible, readjust the route to safely bypass the barrier.

If by chance the route encounters a steep mountain pass or an obstacle that cannot be safely navigated, then the trip must be abandoned and another route explored.

5) Log and Assess Routes

Materials: Physical map of the Kenai Peninsula (paper)

Road/Trail Map of Kenai (print or electronic)

And/or refer to Map on page 62 in Trails Across Time

Plot successful routes onto map overview. Discuss impressions of routes. One thought should be how wide the valleys were compared to the rest of the country. Quick reflection about the drive to Anchorage will reinforce the idea that these corridors are very wide, particularly when comparing these valleys to the surrounding country side.

Now provide a road or trail or mining map (pg 62) of the Kenai. It's quickly apparent that the transportation routes (whether roads, rails, or trails) utilize many of these corridors.

6) End Product

- 1) Map showing routes chosen to get to designated destinations.
- 2) On Map: Show where obstacles would be encountered on this trail and how these would be handled
- 3) Describe the route using present day road/trail names.

Example: Student work would be larger and more detailed regarding obstacles and present day use.

Route leaves Seward Highway and up Johnson Pass Trail.

Kenai Lake: Seward Highway cuts into hillside.

Seward Highway traverses gorge cutting into hillside and crossing river several times.

Sunrise



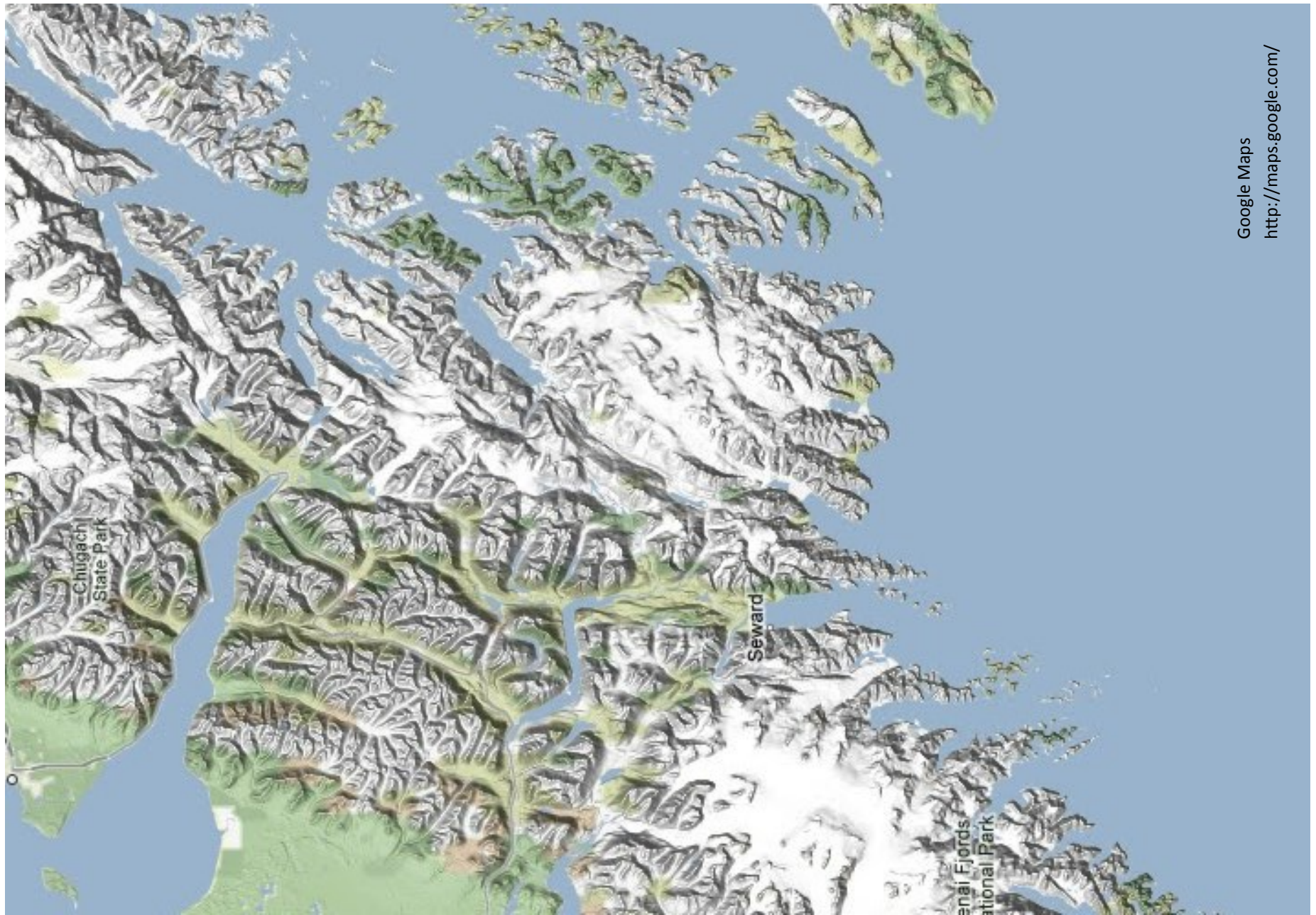
Wide broad pass.

Tight Valley. Potential flood hazards

Encounter Lake. Must use boat or traverse on side hill. In winter lake would be frozen and crossable

Tight gorge with stream and low pass. Difficult side hill traverse.

Silent, Yet Restless Earth: Defining the Corridors



Google Maps
<http://maps.google.com/>

Silent, Yet Restless Earth: Defining the Corridors



Assessment Rubric:

Students will accurately analyze a map and correctly relate this to historic and current use.	Students will accurately locate distinctive wide valleys.	5	4	3	2	1
		Student draws lines that accurately depict the broad valleys.		Student lines are generally accurate but may have some errors.		Student lines are not accurate and do not show understanding of topography.
	Student identifies physical obstacles that would restrict safe or easy travel.	5	4	3	2	1
		Student accurately describes rivers, lakes, steep terrain as being obstacles and accurately evaluates how these might be navigated.		Student identifies some obstacles but is not realistic in the ability to navigate terrain.		Student has poor understanding of how to identify physical obstacles nor assess safe travel options.
	Student matches their selected route with historic and present transportation use.	5	4	3	2	1
		Student is able to relate historic and present transportation use to their selected route.		Student is able to correlate their selected route to historic present use. However their interpretation may be somewhat inaccurate or incomplete.		Student has difficulty in accurately matching their route (or portions that are within corridors) with historic and present transportation usage.

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.

The Early People of the Corridor: Connecting to the Past

For use with *Trails Across Time* Chapter 2; page 21-29



Description:

This lesson is a power point presentation that describes collaborative archaeological strategies used by Dr. Aron Crowell to better interpret excavation sites. This lesson sets the tone for the rest of the curriculum— that students have the opportunity and responsibility to work with community elders and primary resources in order to better understand the history of their region.

The goal is for students to compose a writing describing their personal relationship with an object, event, or person thus simulating the process of an elder sharing their connection with that topic.

Materials:

- **Power Point Presentation: *Connecting With the Past***

Optional Resources:

- Looking Both Ways, Crowell, Aron, 2001

Alaska Content Standards:

History

- A-5:** Students will understand that history is a narrative told in many voices with various perspectives of historical experience.
- B-5:** Students will evaluate the influence of context upon historical understanding.
- D-1:** Students will understand that they are important in history and that they have an important role in the recording of historical knowledge.

Inquiry-Based Thinking Strategies Utilized

Classifying Data: Students will classifying information as being academic and fact oriented versus information that is contextual and personal in nature.

Interpreting Personal Data: Students will define and explain the personal meaning of an object, person, or event.



Photos by permission by Pratt Museum in Homer

The Early People of the Corridor: Connecting to the Past



Background Information:

This lesson focuses upon the Alutiiq culture of the North Gulf Coast. It provides the students further insights to the people that lived amongst the wind and rain and ice. But the purpose of this lesson goes much beyond this. This lesson focuses upon the collaborative strategies of anthropologist/archaeologist Dr. Aron Crowell, and the lessons that we might apply for the duration of this curriculum.

The field of archaeology has evolved from the early days of “pot hunting.” Early archaeology was a combination of information gathering and artifact gathering for museums and private collections. Village and grave sites were excavated with little or no interest of respect or dignity for the living descendants. In recent years there has been a strong backlash towards this practice as indigenous groups have demanded repatriation of items taken from their land.

Dr. Crowell practices an approach to archaeology that collaborates directly with living descendants. He taps into the memories of the living... memories of stories, values and skills that have been passed down from generations before.

The lesson asserts that there is two types of knowledge: academic (that would be the school learned—textbook type) and then there is the traditional way of knowing (being orally passed down). Both are equally valid; both are necessary to understand the complete story. One provides the facts, one supplies the context—the personal relationship.

This forms the theme and urgency of this curriculum. Through this lesson and this curriculum, the students will realize that they have an important job to help record the history of their communities and regions. Through this lesson and this curriculum, it is hoped that the students will develop the skills and the desire to work through those primary resources to better understand the community which they live.

Procedure:

1) Give a Scenario:

Set up a quick write. Students will simulate the role of an archaeologist. They have recorded several features/items while excavating a site that was dated to be several hundred years old. In a chart form, record the information that one might be able to determine from these artifacts. Then, more importantly, decide what questions still exist that we are unable to

answer by simply examining the features. The chart below is an example of what students might write concerning five artifacts: a Russian coin, a spear head point, a hearth of fire cracked rock, bears claws that have drilled holes, and human remains at a burial site. Encourage students to determine unique unanswerable questions for each artifact.

<i>Excavated Item</i>	<i>Answerable Questions</i>	<i>Unanswerable Questions</i>
Russian coin	Material composition Evidence of contact with Russian Date of manufacture	What value did it have? Was it a gift or payment? Who gave/who received coin? Was this lost or thrown away?
A notched spear head	Technique for creating (flaking/vs grinding) Possible prey design Attached to shaft with notch	How was this attached to shaft? How was this propelled? How often would strikes with spear result in success? When used, how often did these break or become lost and need replacement?
A pile of fire cracked rock with ash and bone fragments	Type of rock Analyze bones for type of food. Carbon dating remains for age	How was the prey initially hunted? Were spices/herbs used for flavor? Were people often hungry?
Three bear claws each with a hole drilled in each	Type/age of bear Purpose (adornment vs utilitarian)	What kind of tool was used to kill and dress animal? Did these claws signify a special event or kill for a person? Were people often hurt or killed while hunting bear?
Human remains buried with remnants of a parka, weapons, and other adornments	Age and gender of deceased. Possibly how person died. The type and quantity of adornments might suggest high status. Life health issues/broken bones.	Who was this person? What was his/her name? Did this person have children? What was their favorite food? What was their favorite childhood recollection?

The Early People of the Corridor: Connecting to the Past



2) **Set the Stage:**

Discuss what students have written. Push them— make them think about those questions that the artifacts are unable to answer.

3) **Set the Hook:**

Bridging Question: *OK, bottom line, artifacts can only go so far to tell us what life was like long ago— if anything was possible what would be the very best way of knowing what life was like 150 years ago?* (Students may say. . . go time traveling. . . or ask someone that's 170 years old.)

4) **Focus the Problem:**

This is the dilemma that faces every archaeologist. They want to learn about life long ago but have not perfected time travel, nor have they run across anyone who has located the Fountain of Youth.

5) **Present the Power Point: Connecting to the Past** (Approximately 15 minutes)

See script at end of lesson. Script is optional; objectives are not. Each slide's objective helps lead into the next objective. The point of the program is that every student will understand that they have a role in this kind of research (working with living descendants and primary resources).

FOLLOWING POWER POINT PRESENTATION

6) **Your Turn: Writing Assignment**

You are now the "elder." Your job is to choose an object or person or event that is personally close to you. You are first to describe your chosen focus in "academic terms." If this is an object (let's say a stuffed animal) you could describe the material, the animal represented, what the generally known purpose would be. If the focus is a person (perhaps a grandparent) you might include birthdates, occupation, appearance, residence. For an event (let's say 9-11) you could list the basic facts behind the tragedy.

Now, consider how this focus directly relates to you. These would be things that no one would know unless you told them **AND** is important in understanding the significance of this focus. Information must be compelling! Information not only allows the researcher to know about the object, but also about you. For example: In regards to that stuffed animal, you might

talk about how you got it at your 5th birthday. It was one of your cherished possessions (perhaps it still sits on a shelf overlooking your room!). In regards to that grandparent you might talk how he worked together with you to build a gun rack for that .243 that you bought. In regards to 9-11 or other national event, you might talk about where you were, what you were doing, what you thought. These are the things only you would know.

Example:

Object: Small brown paper bag

Academic knowledge: It's made of paper, about 7 inches by 10 inches. Often used to carry lunch. Breaks down fairly easily. Can be folded flat. Etc etc.

Poor Example of Personal Relationship

Personal Connection: I would use paper bags for lunches. Usually I'd have peanut butter and jelly sandwiches and sometimes an apple. Etc,etc . . . (It shows personal connection but story is not compelling. Certainly we don't learn much about the writer nor the significance of the bag.

Better Example of Personal Relationship

Personal Connection: I used to pack my lunches in a brown paper bag even when I was in primary school. I had to make my own lunches since Mom had to go to work early in the morning and didn't have time to fix me anything. She said to just get a school lunch but those were pretty gross. I'd rather make myself a lunch.

We didn't have a lot of money during that time. Everyone else had the fancy lunch boxes with super heroes like Spider Man on it, but I had to use a paper bag that I'd use over and over again until the bottom would blow out. It's funny though, even when things got better in middle school I still ended up using those brown paper bags even though I didn't need to.

Note: *The writing shows a deeper and more compelling relationship that provides contextual information about the chosen focus (and yourself).*

Need more ideas of objects? Stuffed animal, fishing pole, photo of grandparent, a sports medal, a photo of a family outing, a pirate outfit you wore at Halloween, a ticket to a music festival, a dried up corsage.

The Early People of the Corridor: Connecting to the Past



Assessment Rubric

Student's Writing will show that they understand the difference between academic knowledge and knowledge based upon personal perspective.	Student's academic analysis of "artifact" is multifaceted.	5	4	3	2	1
		"Academic knowledge" includes physical, usage, and convention understanding		Student provides "academic" knowledge but this may be shallow and focused only upon physical attributes.		Academic understanding is brief and shows lack of understanding or effort.
	Student describes information that provides a cultural and personal relationship to artifact.	5	4	3	2	1
		Writing provides personal connection with artifact. In addition, writing places objects in a broader cultural context .		Writing provides personal information about artifact. Reader gains a sense of the personal significant of the object to the writer. Broader cultural attributes may not be evident.		Writing seems detached from artifact. Reader little or no new information about object.

The Early People of the Corridor: Connecting to the Past: Script



Script for connecting to the Past

Purpose : The overall objective of this film is two fold:

- To learn about current archaeological practices to invoke the memories of elders to help interpret sites and artifacts
- To encourage students to work with the elders of their community to hear their stories so that we gain a better understanding of history (the reoccurring theme in this curriculum)

SLIDE 1: TITLE PAGE: CONNECTING WITH THE PAST; ALUTIIQ ARCHAEOLOGY IN KENAI FJORDS NP

Slide Objective: Set the Stage for Power Point

This program is entitled "Connecting with the Past; Alutiiq Archaeology in Kenai Fjords National Park. The Slide show has been created to demonstrate what research has been done along the coast of KFNP, how this research has been completed using living traditional knowledge, and the importance that you, as a student and a member of your community, continue this type of research.

SLIDE 2: ACKNOWLEDGMENTS

Slide Objective: Provide proper acknowledgement to the organizations and people that helped create this program

There are many people and organizations whom have been instrumental in creating this program. Many thanks to the Pratt Museum in Homer who has provided video footage, the people of the villages of Nanwalek and Port Graham: notably James Kvasnikoff, Nancy Yeaton, and Rhoda Moonin who have shared their time and thoughts. Thanks also to Dr. Aron Crowell who was the lead archaeologist in this project and to the NPS Ocean Alaska Science Learning Center in Seward who developed this program.

SLIDE 3: DR. ARON CROWELL

Slide Objective: Define the job of an archaeologist

Meet Dr. Aron Crowell. Dr. Crowell is an archaeologist. So, that said, what is an archaeologist? *Solicit answers.* The main points that you are trying to make is a) an archaeologist studies past cultures; b) they do this by examining artifacts; c) often these artifacts are objects or features found at cultural dig sites.

SLIDE 4: Map showing location of Alutiiq culture

Slide Objective: A) Connect Dr. Crowell to Alutiiq studies/culture B) Differentiate the term Alutiiq from other terms.

Dr. Crowell is the director of the Smithsonian's Arctic Studies Center in Anchorage. If you have visited the Anchorage Museum's Arctic Studies floor then you've had a chance to view some of his work.

Dr. Crowell is an expert on the Alutiiq culture. The Alutiiq culture is coastal based and stretches from the Alaska Peninsula, Kodiak, down the north Gulf Coast and into Prince William Sound region.

We call this the Alutiiq culture, but the reality is, the Alutiiq have been known by several names (which will become apparent as you continue to study this region through time).

Pacific Eskimo: This name has fallen out of favor. The generic term "eskimo" is not often used among any of the northern ethnic groups.



The Early People of the Corridor: Connecting to the Past



(Slide 4 continued)

Chugach Eskimo: Used by Russians; referred to those people living in the Prince William Sound region.

Chugachmiut: The Native word for the people of Prince William Sound.

Unegkurmiut: Less common; is sometimes used to describe the people of the outer Kenai Peninsula Coast.

Koniag: This refers to the group of “Alutiiq” living on Kodiak Island and is the name of their Native corporation.

Aleut: This name (a misnomer) was originally used by early Russian traders for the Alutiiq people. They first encountered Aleuts on the Aleutian Islands then generically applied the name to the Alutiiq as well. To complicate things, the Russians also displaced and mixed villages with both the Aleuts with Alutiiq. In fact, up until the early 1990’s many Alutiiq considered Aleut to be their traditional heritage.

Sugpiaq: This name is gaining recognition and popularity with the Alutiiq peoples. It means “The Real People.”

SLIDE 5: Close up of North Gulf Coast/Kenai Fjords Region

Slide Objective: Define environment of the Alutiiq culture.



The Alutiiq culture is the indigenous people that lived within the current Kenai Fjords National Park boundaries. *(Perhaps solicit who has been out on the coast).* If you’ve been on a boat along the Gulf Coast you know how rugged the coastline is.

CLICK MOUSE

Insert of rugged coastline

The fjords are deep, mountain sides rise directly up from the water and storms lash in from the open Gulf of Alaska. It is difficult to image that people, modern or prehistoric, could possibly live here.

CLICK MOUSE

Insert of protected bay

However, the Alutiiq people did populate this rugged coastline, establishing transient and more permanent village sites in sheltered areas tucked in sheltered bays.

Like the other indigenous people of Alaska and North America, they crossed over the Beringia (the land bridge) when sea levels were lower, exposing a grassy steppe connecting Asia and North America. Unlike other people that established themselves inland or followed food sources toward the south, the Alutiiq remained in this land of rain, fog, glaciers, and raging seas. And the reason is clear; it was about the food. The sea provided a bounty of fish and marine mammals, the tidal lands provided daily sources of shellfish and intertidal munchies, the uplands provided berries and roots. Despite the tough conditions, food was close at hand and in plentiful amounts.

The Early People of the Corridor: Connecting to the Past



SLIDE 6: Drawing representing traditional village site

Slide Objective: Establish differences in traditional summer and winter villages.



This slide shows a representation of what a traditional summer village site might have looked like. (*Solicit what do they notice about this photo? Point out baidarka, canoe, drying fish hanging from rack.*) You also might notice the homes. Consider the homes for a moment—they appear to be made of lumber. You might notice that most of the people are facing one direction (towards sea). (*Solicit why?*) If you will, consider this their “internet,” their source of information. The sea told them the weather forecast. Looking to the sea, they could see the hunters when they returned—hopefully with fresh food. From the sea they could see adversaries that might come to harm them. The sea was their source of information.

Summer village sites were usually smaller, transient family units that would be located in areas that might be more exposed yet closer to abundant food sources.

CLICK MOUSE



Insert of indoor dancing

In the wintertime, they would relocate into larger more communal housing. One can imagine, much more time was spent in dwellings sheltered from the winter storms, dancing, sharing stories, and subsisting on foods gathered and processed for the dark months of the year.

Slide 7: Samples of implements used by the Alutiiq culture

Slide Objective: Establish that available materials create parameters for development of culture.

Here are some examples of items that were created and used by the traditional Alutiiq culture.

We have a parka made from squirrel pelts, two masks made from wood, a bent wood hat which would shield the hunter’s face from sun and rain, and a rattle made from ____ ? (*Solicit answers.*) Puffin beaks.



(*Solicit what all these items have in common.*) They are all made from materials that are available. It sounds simple enough, however different people living in different places have different environments which provide different materials which, in turn, shape the culture of the peoples.

Not many of the artifacts that are shown in this slide probably would not be found by archaeologists. (*Solicit why?*) Made of materials that would not withstand long exposure in the moist climate of the North Gulf Coast region.

Slide 8: First artifact: Ulu

Slides Objective (for next 3 slides): Gain understanding to the type of durable tools that would have been traditional used.

However, implements made of rock can be found when conducting an archaeological excavation. This is an example of an implement that was found at a research site along the North Gulf Coast.

Solicit: What is the object and how would it be used?

CLICK MOUSE

MOVIE SHOULD PLAY OF DR. CROWELL DISCUSSING THE ULU.

The Early People of the Corridor: Connecting to the Past



Slide 9: Second artifact: Stone Lamp



Here's a second implement. *(Solicit thoughts about its identity and use.) If students get the answer right (stone lamp) pique their interest with the following comment.* OK, this is a stone lamp and it was filled with oil rendered from marine mammal blubber. It was used for heat and light. However, when archaeologists excavate these within former house pits, there is something unique in their placement within the former home. *(Solicit ideas and reasons why.)*

CLICK MOUSE

MOVIE SHOULD PLAY OF DR. CROWELL DISCUSSING STONE LAMP

(Solicit from students why stone lamp would be turned over. Things to consider: These sites were not usually "abandoned" but rather they were "left". This meant they left the site with the intent of at least possibly returning again. Would there have been any reasons not to turn lamp over? (Answers are all speculative—we can only guess at the reasons).)

Slide 10: Third artifact: Stone adz



(Again, solicit implement and use.)

CLICK

Drawing using an adz

This implement is an adz. As shown in the drawing, this is the implement from which they could work with full logs. The adz would have been critical in the creation of wood canoes, the construction of homes, and in the harvesting of wood for fires or any other purpose.

Slide 11: Partners in Project

NOTE: THIS SLIDE AND INFORMATION IS CRUCIAL FOR ESTABLISHING NOT ONLY THE THEME OF THIS POWER POINT BUT ALSO IN ESTABLISHING THE THEME FOR THIS CURRICULUM.

Slide Objective: To show how current archaeological practices involve living descendants in the interpretation of excavation sites.

It is important to understand that Dr. Crowell's research is very collaborative involving several agencies but most importantly involving the living descendants of the Alutiiq culture.

At one point archaeology meant coming onto traditional lands, excavating sites – including grave sites – and leaving with boxes of artifacts to be displayed in museums or private collections in distant lands. As one might expect, archaeology has not always been viewed kindly in rural Alaska. In fact, recently, Native villages have had collections and human remains repatriated (returned) to the region from where they were taken.

However, Dr. Crowell practices a style of archaeology that isn't just collaborative, but rather involves living descendants as a vital part of interpreting artifacts.

The key thing for us to remember: Alaska is unique in that the past is not so far away. Whether one is talking about Alutiiq Natives or gold miners on the Kenai, there are living descendants who still have some of the knowledge and some of the stories that have been passed down. To paraphrase, one elder said, "My grandmother was born when baidarkas were being used. Before she died she had ridden in a 747." The past is very close; and this is what Dr. Crowell tries to tap into.



The Early People of the Corridor: Connecting to the Past



Slide 12: Map showing village sites



Slide Objective: a) To remind students that Alutiiq culture is alive and well and b) to continue to define how Dr. Crowell uses the memories from living descendants.

The Alutiiq people and Alutiiq culture is still here. There are many villages scattered across this region. This map shows current, and some traditional but now abandoned villages, along the North Gulf Coast. You'll make note of the villages Nanwalek and Port Graham on the southern tip of the Kenai Peninsula. The Alutiiq people and the Alutiiq culture is alive and well throughout this region.

CLICK MOUSE

Insert of village and mother with child

To illustrate Dr. Crowell's research methodology, note the photo of the village. This is the village of Tatitlek (population roughly 100 people) located in eastern Prince William Sound. What you SEE in the photo is this: conventional homes not unlike what would be found in towns throughout the road system, the Russian Orthodox Church illustrating the ties to the first Russian visitors, the boats which reflect a continued importance upon the ocean. BUT WHAT IS NOT SEEN is what Dr. Crowell tries to tap into—the stories and knowledge that has been passed down from generation to generation. It is this traditional knowledge that helps Dr. Crowell interpret the discoveries unearthed at excavation sites.

Slide 13: Goals of the Archaeology Project



Slide Objective: To further define collaborative strategy and to validate traditional knowledge of living descendants

To further illustrate Dr. Crowell's collaborative strategy, traditional archaeology investigates past culture by digging in former village sites.

CLICK MOUSE

Dr. Crowell connects present culture by involving the descendants still living in the interpretation of what is discovered.

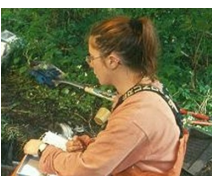
CLICK MOUSE

One is knowledge through academic training.

CLICK MOUSE

But the other one, and just as valid, is the knowledge through stories and traditions.

Slide 14: Photos of excavation site



Slide Objective: Give the students a perspective of this approach would look like.

If you were to visit a dig site, what would this collaborative archaeology look like? Well, it would look pretty much like a regular archaeological excavation. There would be pit slowly unearthed, people would be taking notes, artifacts would be carefully cataloged and bagged. But you would quickly note that many of the personnel excavating would be Alutiiq Natives. And many of these might be high school students working as interns.

One of the students in the photo is Katrina. At the time Katrina was a 16 year old whose mother encouraged her to be part of the excavation—definitely not something that Katrina wanted to do for her summer vacation. Sitting in the rain, swatting bugs, and digging in the dirt did not seem to be her idea of a summer break. That is until she unearthed a solid gold Russian coin. After that point she was hooked.

The Early People of the Corridor: Connecting to the Past



Slide 15: Photo of Dr. Crowell with elders



Slide Objective: Connecting with the elders knowledge

Then village leaders and elders are brought onto the scene. They are shown the house pits and the artifacts that have been unearthed. Then they are asked, "What do you remember from the stories that were told to you? What can you remember?"

Slide 16: Movie: James Kvasnikoff (it will show as a black screen until clicked with mouse)

Slide Objective: To understand how this was viewed to the participants

It is a powerful process, not only for Dr. Crowell and his project, but also for the participants. This video is of James Kvasnikoff, resident of Nanwalek, on his impressions of the excavation.

CLICK MOUSE ON BLACK SCREEN

What are your thoughts. Why did this solicit such a strong reaction from Mr. Kvasnikoff?

Slide 17: Movie of Nancy Yeaton providing her interpretation of feature

Slide Objective: Understanding the contextual knowledge that elders bring to the interpretation of features.

As they continued their excavation, the archaeologists and interns unearthed a pile of rocks with charcoal within the rocks. Although this was understood to be type of a hearth (a manner of cooking food and socializing) called a "ciqulluaq," but with Nancy Yeaton's help, and the memory of others, a fuller story began to emerge.

CLICK MOUSE ON BLACK SCREEN

Slide 18: Blue Screen

Objective (Next 3 Slides): This "traditional knowledge" exists in ALL cultures... including our own.

The benefit to knowledge that is passed down is that it provides a much broader "contextual" view of what life was like long ago. Now understand, this "cultural knowledge" is not just limited to indigenous cultures but to all cultures.

As an example, take a look at this artifact:

Slide 19: Pop Pull Tab

(Solicit... what is this object. Likely they will say it is a can pull tab.)

(Solicit... what is it made of? Likely answers... metal or aluminum.)

Slide 20: Can and pop pull tab

What you've described is the ACADEMIC KNOWLEDGE. You were able to define this object (whether you have ever seen or used it before) using your own experiential base.

However, there are things that you probably don't know. These pull tabs were in use until the mid 1970's. For those that lived prior, they have a differ-



The Early People of the Corridor: Connecting to the Past



ent recollection of these. They will remember beaches being littered with pull tabs taken off of beverage drinks. They'll remember making long chains attaching these together (it was very common to create strings of these laced across the ceilings of dormitory rooms. They also might remember wearing them like rings. For those who lived prior to the 1960's (and the widespread development of pull tabs to open beverages) they'll remember opening cans using a "church key" and buying most soda (that would be pop for many of you) in bottles. This is the type of "contextual" knowledge that Dr. Crowell tries to tap into.

Slide 20: *Movie Rhoda Moonin*



Slide Objective: In order for this to occur, stories must be shared and received.

But in order for this contextual knowledge to be transferred from generation to generation two things have to happen: The stories must be shared and the stories must be listened to.

CLICK MOUSE ON BLACK SCREEN

The lesson is simple. To grandparents and parents... share your memories. To the students... it is your opportunity... it is your responsibility.... to listen.

Slide 21: *Movie: Village participants blessing site.*



Slide Objective: Closure to program.

As the elders were there at the site, it seemed only fitting that the site and the people from long ago would be offered a blessing.

CLICK MOUSE ON BLACK SCREEN

"Maybe with this prayer, no one will be disturbed, no one will be bothered, they'll probably forgive us."



The Early People: The Russian River Salmon Question

For use with *Trails Across Time* Chapter 2; page 21-28



Description:

The Kenai Peninsula has been inhabited for thousands of years by several indigenous groups of people. Evidence of their presence can be seen throughout much of the peninsula. The Kenai provided a rich environment to obtain food, shelter, and clothing. One of the richest pockets of archeological remains is in the vicinity of the confluence of the Russian and Kenai Rivers. The confluence has been a trove of archeological remains including house pits, middens, and tool remnants. (See notes from curriculum chapter on field trips: K' Beq' Interpretative Site—Site 15). The story that has emerged is that the area has been intensively and alternately utilized by Kenaitz Indians and Chugach Eskimo who seasonally traveled through the Kenai Corridors to come to the banks of the Russian River.

The reason why Native Alaskans traveled to this area is simple: It's the same reason why modern anglers travel thousands of miles: It's the salmon.

Now students familiar to the Russian River fishery will be quick to point out that the Russian is unique in that it has two distinct runs of reds. What makes the Russian River salmon unique is that there are actually three runs of salmon with two populations that are genetically distinct from one another. In fact, one of those populations is unrelated to any sockeyes in the Cook Inlet watershed.

Ahhh... but why? This short lesson (that can be used as an end of class period challenge to think about overnight) will demonstrate that there is more to archaeology than simply studying artifacts. The objective of this lesson is for students to understand that to learn about indigenous cultures of the Kenai one needs to mesh anthropology with an understanding of geology and biology, then wrap this in the unique dynamics of the Kenai Peninsula.

In the end, the students will return the next day with a well thought-out hypothesis to the "Two Populations of Russian River Reds."

Materials:

Hand Outs (also available at www.kmtacorridor.org)
Google Earth hovering above Russian Lake area.



Photo M. Swanson

Alaska Content Standards:

Geography:

A-6: Use spatial tools to analyze and develop explanations to problems {Questions}

C-2: Distinguish the forces and dynamics of physical processes that cause variation in natural regions.

Inquiry Based Thinking Strategies Utilized:

Interpreting: Students will interpret maps to determine former glacial processes.

Hypothesize: Students will develop possible solutions to the Russian River salmon runs based upon interpretations of maps.

The Early People: The Russian River Salmon Question



Background: It's no huge wonder that various Native groups found themselves on the shores of Russian River during the summer. Just like modern visitors, they were here enjoying the richness of the Russian River salmon fishery. Long before there were licensed fishing guides, the Russian River was a blue ribbon, and at least regionally, famous fishing stream.

But the Russian River fishery is not only incredibly rich; it is also unique. Unlike other streams that have a single run of a species of salmon making their way to their natal gravel bed, every summer three runs of sockeye salmon make their way up the Kenai River to spawn in the Russian River. What further causes head scratching is the fact is the genetics of the runs and where they end up spawning/overwintering. There is one run of larger sockeye that spawns BELOW the falls and over winters in Skilak Lake. There are two other runs (early and late) that are genetically similar to each other but are genetically distinct from any other stocks in the Kenai River drainage. These fish spawn ABOVE the falls and overwinters in their Upper or Lower Russian Lakes. It just doesn't make sense!

Procedure:

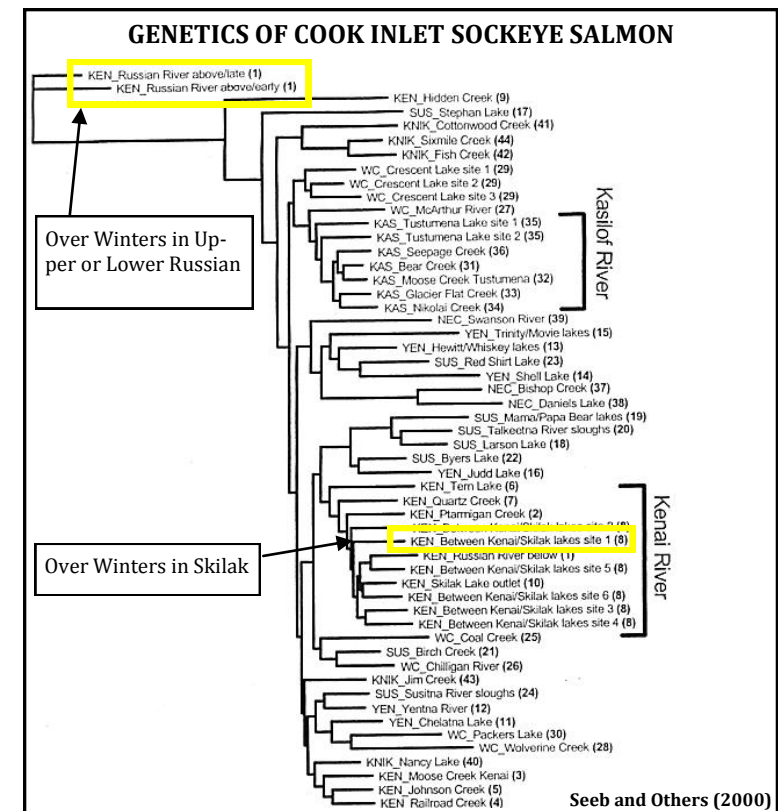
1) **Set the Stage:** The confluence of the Russian River is incredibly rich in archeological sites. Remains of house pits are packed in this region. These are remnants of occupations of both the Kenaitz Indians and Chugach Eskimos. Each of these groups, alternatively, traveled and settled in this region. Why? Of course, it's the fish. However, point out that salmon is a commodity found in streams throughout the Kenai. Why come here to the Russian River? The answer is a melding of anthropology, biology, and geology.

2) Define the Question:

If students are familiar with the Russian River fishery ask them first why the Russian River is unique? *They'll likely say there two runs of sockeye salmon: an early run in June and a later run in August.* You can correct them right off the bat by saying that indeed there are two populations of sockeye but they spawn in THREE separate runs. One population (that tends to be smaller in stature) spawns above the falls early in the summer and then again in another wave later in the summer. (Both runs end up overwintering in Upper or Lower Russian Lake). There is another population of larger sockeye that come in late summer and spawns below the falls. This population overwinters in Skilak Lake.

3) Deepen the Mystery:

(Display **genetics chart**—to the right and available on [KMTA website](#)). Hint number one: The two runs are genetically separate. In fact you can see that the later run of sockeye are genetically similar to other runs in the Cook Inlet region while the other two runs (the ones that spawn and over winter in the Upper Russian area) are completely and totally separate from the other Cook Inlet salmon. *Something's going on here!*



The Early People: The Russian River Salmon Question



Procedure (Continued)

4) Set the Hook:

Let the students run with their idea. Maybe they'll even wager some decent guesses. Assuming no one can fully put together the various pieces, set them down (or send them home) with a topographical map of the region (or use an on-line application such as Google Earth) available on-line to decipher the mystery.

5) Mystery Evolves:

No doubt all the students returned to school after spending a sleepless night pouring over topographic maps of the Russian River drainage. Perhaps they would have noticed the narrow separation of the Russian River watershed from the Resurrection River. If they did, then they are on the right track. Indeed, the Upper Russian River sockeye probably originated from the Resurrection River stock.

6) Mystery Solved:

But how? One hypothesis suggested by geologist Dick Reger is based upon glacial impoundment.

If you follow the Resurrection River drainage down a bit, you'll come to where it meets the Exit Creek drainage—home to Exit Glacier. With dendrochronology (the study/dating of tree rings) {*Wiles and Calkin*} we can get a sense of where Exit Glacier has been in modern times. And indeed, this glacier has actively advanced and receded a number of times since the last ice age.

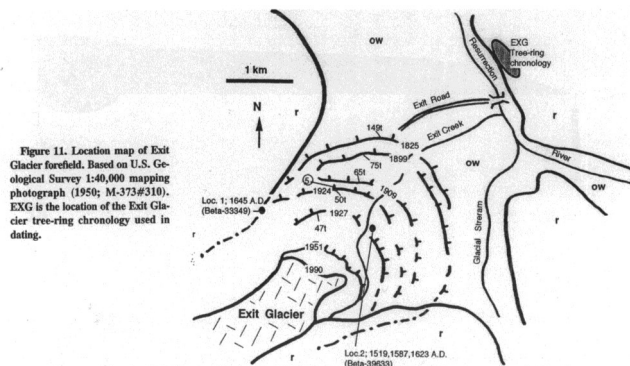
Reger's theory suggests goes that the upper **Resurrection** River was well supplied with a sockeye stock. At some point, perhaps 11-12,000 years ago, Exit Glacier advanced to the point of pinching off Resurrection River, blocking the flow of the water and trapping the salmon in a glacially impounded lake.

Now it is well known that red salmon can become landlocked and survive for generations in melt-water lakes. During that time the glacially blocked lake grew deeper to the point where it breached the low rise that separates the two drainages, thus spilling its water (and out-migrating smolt) into the Russian River/Kenai/Cook Inlet watershed.

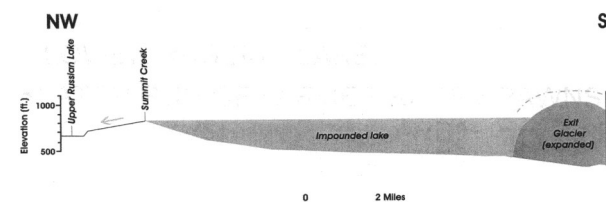
The out-migrating fish became imprinted to their new home and, from that day on, became fish of the Kenai drainage thus furnishing humans— indigenous and modern— with a bounty of sockeye throughout the summer months with plenty to smoke and dry for the cold dark winter time.

Fish On!

PAST LOCATIONS OF TERMINUS OF EXIT GLACIER (WILES AND CALKIN 1994)



GLACIAL-LAKE IMPOUNDMENT MODEL (11,000-12,000 YEARS AGO) Reger



The Early People: The Russian River Salmon Question

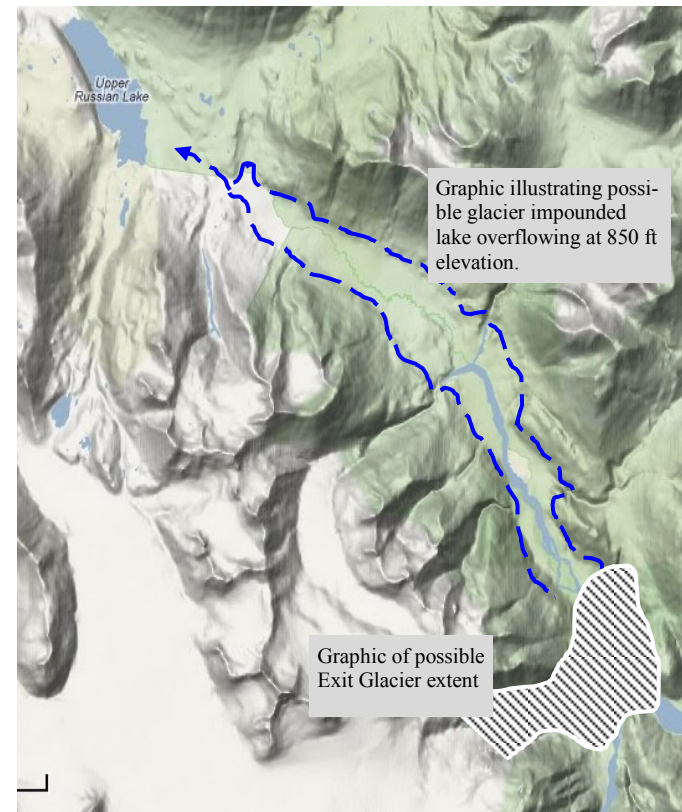


This model is far more complicated than the drawings suggest. It is likely other glaciers, such as the one to the north, may have had a role in creating this glacially impounded lake. It is further complicated since the Kenai Mountain are isostatically rebounding (land lifting) since the last major glaciation, resulting in a tilting of the land surface. Bottom line, more field work must be done in order to really tell the complete story.

Current



Hypothesized



The Early People: The Russian River Salmon Question



Assessment Rubric

Students will understand that the science of archaeology requires analysis of many fields and many tools.	Student works individually or in a group to <u>develop and defend</u> a plausible theory regarding the Russian River Salmon populations.	5	4	3	2	1
		Theory may or may not be correct, however it is plausible and is well defended.		Theory is plausible but defense is weak. Argument lacks evidence to fully defend theory.		Theory is not plausible and has no credible defending details.
	Student (or group) uses a variety of resources to support their argument.	5	4	3	2	1
		Student utilizes a variety of resources and/or understands how geology could isolate, or merge, salmon species.		Student uses at least one resource and/or demonstrates some understanding of possible geologic effects on salmon population.		Student cannot communicate an understanding connection between geology, biology, and indigenous settlement.

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.

Description: In this lesson, students will be given 20 minutes to use the internet to research a given topic dealing with 18/19th century sailing. The point is to develop questioning strategies during information gathering. The goal is to create a graphic “web” of information and a written summary of internet-related issues. The lesson accomplishes three broad objectives:

- Provide a glimpse of the life of a sailor in the 1700-1800’s.
- Encourage the students to ask questions during the information gathering in order to create a “web” rather than a linear progression of information.
- To confront the value, and limitations, of utilizing internet based research.

Work can be either group or individual based.

Materials:

Computers with Internet connection.

Unlined paper/pencil

Standards:

History:

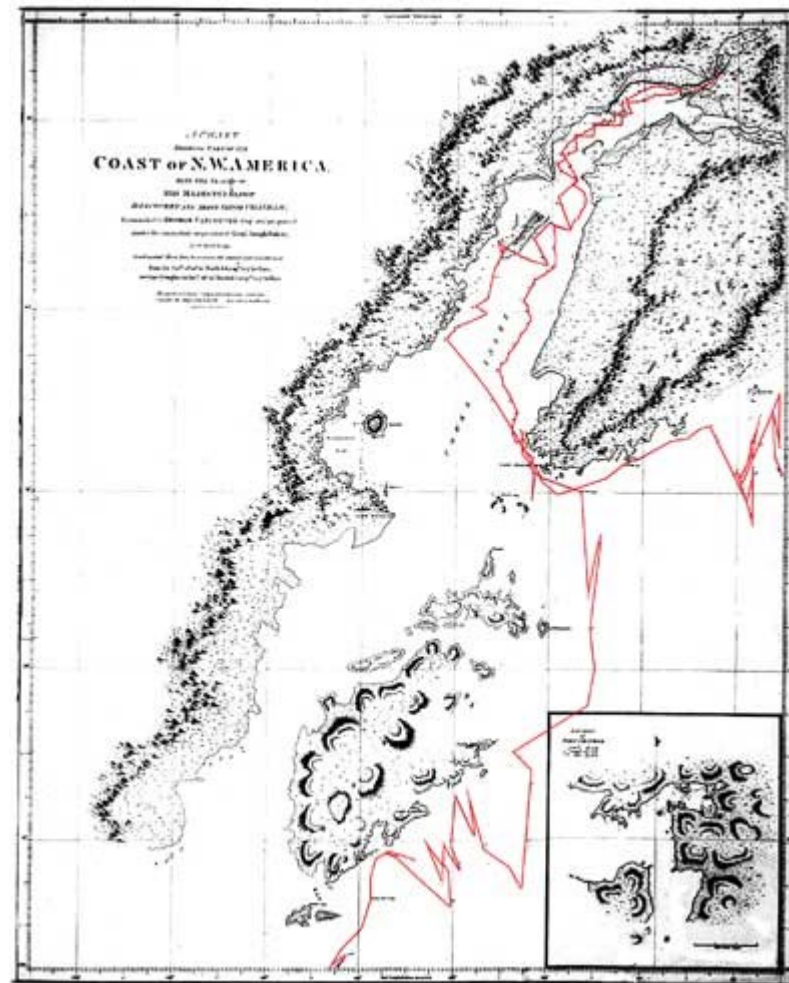
- A-4:** Understand that history relies on interpretation of evidence
- A-8:** Knowing that history is a bridge to understanding groups of people
- C-1:** Use technology to access, retrieve, and organize historical information.

Inquiry Based Thinking Strategies Utilized:

Interpretation of Data: As students gather information, they will determine the relevancy of the information to their research focus.

Following a Line of Questioning: Students will formulate and explore new questions with each bit of new information.

Summarizing: Once information is gathered, students will present a condensed and organized summary of their findings.



Courtesy Kenai Fjords National Park Service website: <http://www.nps.gov/kefi/index.htm>

Kenai Fjords National Park website has excellent resources for teachers and students at:

<http://www.nps.gov/kefi/forteachers>

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



Overview: Too often research is approached as a way to answer questions that are predisposed. This results with information that is linear (one fact predictably following another). This lesson is designed to encourage continual questioning strategies that result in a more “web-like” exploration of information. During this lesson students will reformulate questions throughout the course of their research. Simply put, when new information is uncovered; this should spawn more questions. The trick is to “listen to” and not to be prejudged toward the information that is expected. When properly employed, the researcher may well be taken in many unexpected directions. This is a strategy that should be employed for all research whether using the internet or conducting an interview.

In addition, since this lesson uses the internet as the “interviewee” it is likely that students will encounter some of the shortcomings and pitfalls of using the “web.” They may find information that is inaccurate or contradictory. It’s a good time to remind students that the web may be fast and easy, but reliability is not always the internet’s best attribute. Primary sources (although not infallible, quick, nor easy) are still the researcher’s best friend.

Procedure:

1) Set the Stage: (*To the Students*) History text books often provide broad brush strokes to describe events: *In 1778 Captain Cook reached what is now known as Cook Inlet; Bering launched his second expedition into the Gulf of Alaska in 1741; The French explorer, de Galaup, set out to report on Spanish and Russian activities along the coastline of Alaska.* These broad statements document the period of exploration and exploitation of the Alaska coastline. However, within the depths of these facts lay the realities of the sailor aboard these vessels. Prior to the advent of the steam ship, the life of a seaman could not have been easy. Life aboard a sailing vessel had to be physically and mentally taxing. Life (and survival) aboard a sailing ship was dictated by the winds and the seas. There must

have been long periods of boredom punctuated by moments (days?) of sheer terror. Provisions were at times scant, disease was common, laws were strict, punishment severe. The broad statements in the texts do little to provide the context of maritime exploration of Alaska in the 18th and 19th century.

This lesson, though generic to the 18th and 19th century sailor, has many applications to the student conducting research into the Kenai Corridor. First, this lesson will provide small vignettes— windows— into the life aboard a sailing ship that may have plied the Alaskan waters. But more importantly, it requires the student to look beyond an information stream that is linear into one that, as a web, can unpredictably go in any number of directions. The trick is to not be prejudged toward the information one expects to find but to “listen” to the information that is uncovered and to “ask” questions that further expands understanding (even if it is in a totally unexpected direction.)

Lastly, this lesson utilizes the internet as the source of information. Although the “web” can be a good source for information, this lesson will help tap into the strengths of the world wide web while illuminating deficiencies.

- 2) **Describe the Task:** Explain to the students that they will be working (in groups?) at a computer station. They will be given a word or phrase. Their task is to research how this topic is related to sailing (particularly in the 18/19th century).

As new information is learned, students should ask questions about this new information. (A search site such as ask.com is handy for this type of internet questioning.) You will know if you are creating a “web” of information if you end up visiting many sites and not relying on one or two.

Time is short (20 minutes?) therefore diligence and focus will be necessary.

- 3) **Give it a try:** If necessary provide students with a “trial project.” The next two pages demonstrate what a web researching “Knots— Velocity” might resemble.

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor

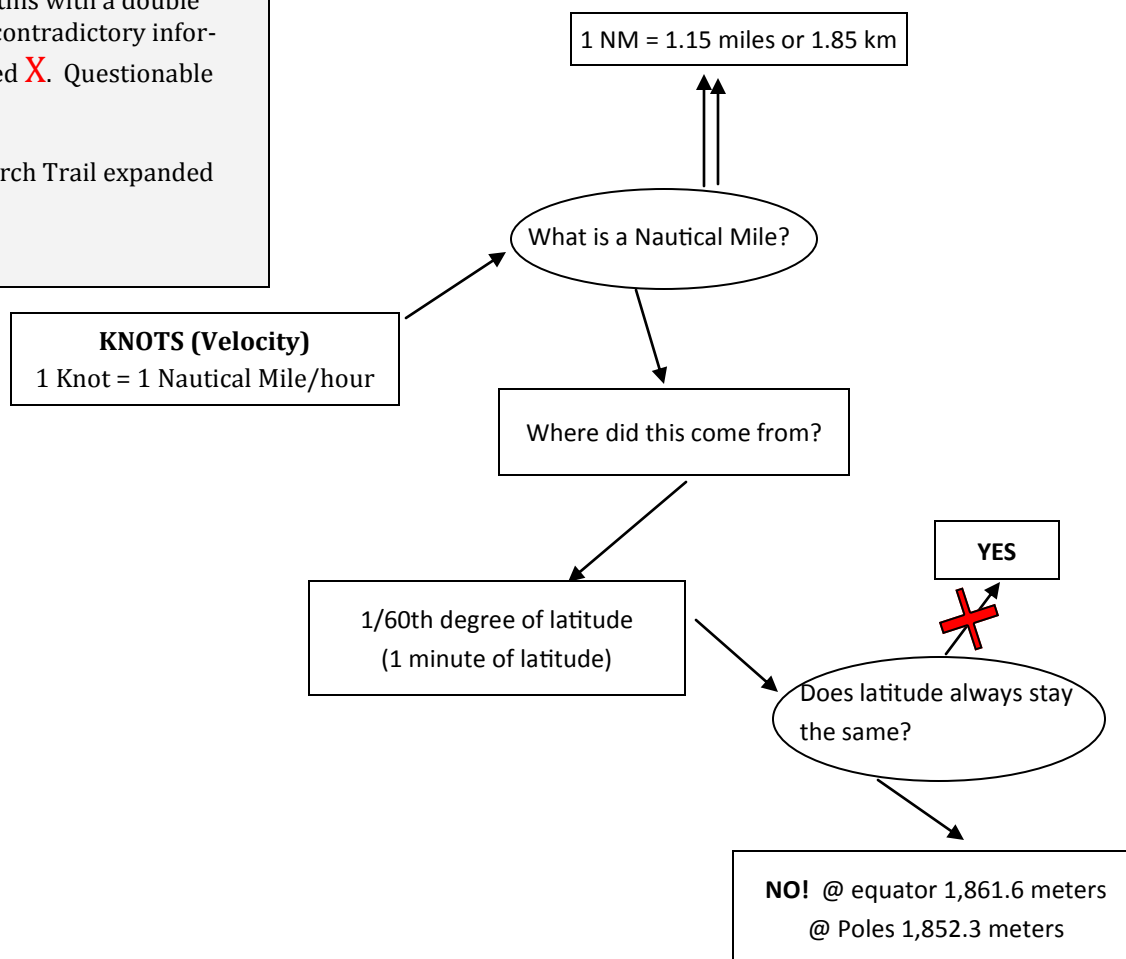


This is what the research trail/web or questions and answers might look like in the beginning. It starts with the main concept: KNOTS (Velocity). The students find the significance to sailing (it is the speed of 1 nautical mile per hour).

Now the work begins. The students try digging deeper by asking questions such as, "So what is a nautical mile?" or a similar question that stems from the information they've uncovered. Note: Questions are circled and answers are rectangular.

Sometimes facts are supported by two or more resources. Show this with a double arrow. Conversely, during the course of research, you may find contradictory information. If information turns out to be incorrect show this with red **X**. Questionable facts can be shown with a **?**.

Take a look at the following page to see how this student's Research Trail expanded into other areas.



In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



A flat piece of wood that would provide resistance to the water

What's a chip log?

Mariners would use a long line with a chip log attached. Knots were tied every 47 ft 3 inches and was played out for 28 seconds. Knots would be counted. This corresponded with nautical miles an hour but was shortened to "knots" to report to the captain.

Why is it called a "knot?"

Students' charts will likely look different than this example. The goal is to create a chart that explores in several different directions while still keeping on the central topic.

1 NM = 1.15 miles or 1.85 km

What is a Nautical Mile?

Deduced Reckoning.
Abbreviated : "Ded Reckoning."

KNOTS (Velocity)
1 Knot = 1 Nautical Mile/hour

Where did this come from?

Why is it called "dead" reckoning?

What is "dead" reckoning?

Using speed (knots) and direction for "exact" navigation

Navigated using "dead" reckoning

How did mariners use this on a chart?

1/60th degree of latitude
(1 minute of latitude)

Minutes of Latitude are marked on right side of chart. Calipers are used to measure this gap.

Does latitude always stay the same?

YES

NO! @ equator 1,861.6 meters
@ Poles 1,852.3 meters

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



- 4) Now it's time to try out this technique. Here are some suggested topics and the core points that students should be able to discover. The key behind a successful topic is one that has a compelling story and can spawn many divergent questions.

Examples of Sailor Topics	Basic	Possible Questions	Possible Details
Pigs and Chickens	<i>Sailors would tatoo pigs and chickens onto their feet or calves</i>	<i>Why did sailors have pigs and chicken specifically?</i>	<i>< Pigs and chickens were kept on the top deck in wooden crates. If a ship went down, these would float away sometimes making it to shore. It was believed that tatooing these figures on their feet or legs would keep the sailor from drowning.</i>
		<i>What other tatoos were common to sailors?</i>	<i>< Lighthouse- Guide Sailors Home. Turtle - For crossing equator. Dragon: Crossing Dateline. Note: Various sources have conflicting information.</i>
		<i>Why is tatooing part of the sailor culture?</i>	<i>Sailors were illiterate. They would tatoo images to tell the story of places they had been. Many cultures of the world utilize tatooing. Sailors would learn and utilize different techniques encountered during their travels.</i>

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



Shanghaied

Being impressed unwittingly (kidnapped) into service upon a ship

Where did the expression come from?

It was a a common practice to force sailors (sometimes by drugging them) onto ships bound for foreign ports. Once a ship left shore, the sailors could not escape. The act of kidnapping was known as crimping. On the West Coast this gained the name "Shanghaied" since many of the ships sailed to Oriental ports.

Where was this a common practice?

This was a common practice around major ports. In regards to the Western US, Portland, Seattle, San Francisco were major conduits for this practice. So common was this practice that the city of Portland had a intricate series of tunnels under the city to support the impressment industry.

How were sailors protected?

Bethels were established. These were identified with a special flag. Often times these were religiously affiliated.

Was this practice only a private venture?

No, the military used this as well. In fact, the British practice of impressment was one of the causes of the War of 1812.

How did the practice end?

With the advent of steam ships this practice was no longer lucrative. Steamships needed fewer hands and could fill their needs without force.

Limey

A term referring to British Sailors

Why were the "Brits" called this?

This was started because the British would carry citrus fruits on board the ships to discourage scurvy.

When did this practice start?

Captain Cook was the first on who experimented with and insisted on all men eating daily portions of food he felt would prevent scurvy. At first he refused to let the men eat fatty meat then tried various foods including sauerkraut, picked celery, and carrot marmalade. On his 2nd voyage each man was forced to eat 20 lbs. of onions the first week then 10 lbs. thereafter. Those who refused were flogged.

What causes scurvy?

A lack of vitamin C which is needed for the synthesis of collagen.

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



Stearbord

Old English term for

"Starboard," the right side of the ship.

What does it mean?

Terms literally means: "Side of ship that is steered from."

Where did this term originate?

Term descended from Old Norse "styri" (rudder) and the verb "styra" (at helm). Old ships were steered with rudders located on the right stern (since more seamen were right handed.)

Port is left side of ship... where did that come from?

Originally the left side of the ships were call laddebord (the loading side) which was typically the side of the ship that would be docked. Sailors were infamous for shortening phrases and this became "Starboard." Mid 1800's this was changed to "port" to end confusion with starboard.

How is it used today?

Vessels have green lights on port side, red on starboard. If two vessels are angled toward one another, the vessel seeing the red starboard light must yield to the other vessel.

In Search of the Northwest Passage: A Glimpse Into the Life of a Sailor



Assessment Rubric

Students will utilize a questioning strategy that allows broad based interpretation of topic.	Student researches fully following many tracts in many directions.	5	4	3	2	1
		Web of information extensively explores many directions.		Web of information makes an attempt at exploring different directions although competence is unsure.		Information is linear. Does not explore in different directions.
	Students maintain a clear focus on original topic.	5	4	3	2	1
		All information relates back to original topic.		Much, but not all, information is relevant to original topic.		Not all information is relevant to main topic.
	Student utilizes a divergent line of questioning to explore a variety of subtopics and directions.	5	4	3	2	1
		Questions are diverse and seek new directions of information.		Questions lead to new directions however does not seem totally engaged in process of finding new information.		Questions are redundant or non-existent.
	Student demonstrates the ability to use new information to help answer the original question.*	5	4	3	2	1
		Interpretation is insightful and accurate. Interpretation covers several facets of given topic.		Student attempts to provide interpretation of topic. Interpretation is linear or does not fully cover directions that are explored. There is evidence of new learning.		Interpretation is shallow. Little evidence that new information is uncovered.

* To assess this strand, students can demonstrate proficiency by writing a short essay addressing the broad question of: "What does your research tell us about the life of a 18th century sailor?"

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.



Description:

In this lesson students will analyze translated letters sent between Baranov, Shelikhov, and others. While learning about life during the Russian/Alaskan era, students will also confront the challenges of maintaining research objectivity when former cultural norms differ from current values. The goal is for students to interpret primary source information without filtering it through customs, norms, or beliefs.

Materials:

Correspondence: Taken from A History of the Russian American Co Vol II, RA Pierce and AS Donnelly, Limestone Press, Kingston, Ontario, Canada, 1979.

Baranov to Shelikhov (Complete) July 24, 1793

Shelikhov to Baranov (Response: Partial) Aug 4, 1794

Baranov to Shelikhov (Response: Partial) May 20, 1795)

Archbishop Ioasaf to Shelikhov (Complaint about Baranov: Partial) May 18, 1795

Other Resources (Optional but Helpful)

NPS– Stern and Rock Bound Coast: Historic Resource Study

http://www.nps.gov/history/history/online_books/kefj/hrs/hrst.htm

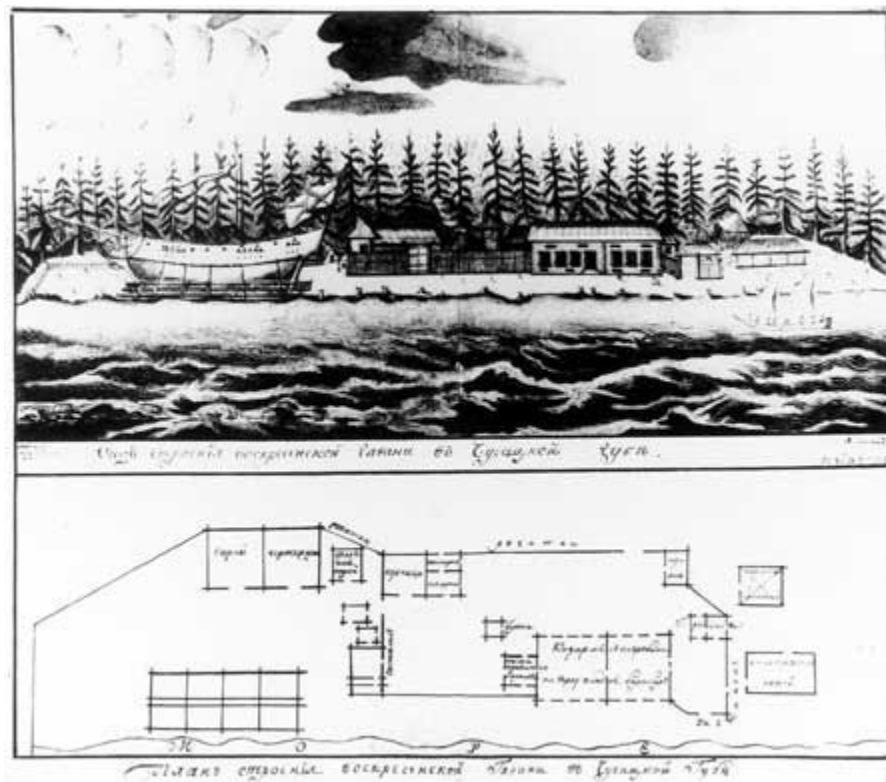
Alaska Content Standards:

History:

A-4: Understand that history is the interpretation of evidence

A-6: Know that cultural elements reflect the ideas and attitudes of a specific time

C-2 Use historical data from primary resources



Courtesy Kenai Fjords National Park Service website: <http://www.nps.gov/kefj/index.htm>

Inquiry Based Thinking Strategies Utilized:

Interpreting Data: Students will decipher meaning from Russian documents without over-generalizing.

Classifying: Students will determine which segments of reading address various diverse topics.

Evaluation: Students will make non-value judgments of relationships and facts based upon analysis of correspondence, understanding these were written by people with their own personal set of values and agendas.

Russian America: Interpreting Primary Source Information



Background Information:

In our modern time, we take for granted long distance communication. Even before the instant messaging capabilities of the internet, posted mail could be sent throughout the world in just a matter of days. Now consider communication during the 18th century when owners of companies in Russia tried to keep tabs on their managers plying the waters of Alaska. At best, assuming ships did not flounder, a year or more could go by in order to receive orders or responses. As one might imagine there was great opportunity for miscommunication and strife.

What follows are four correspondences (1 full and 3 partial) discussing business matters in Russian Alaska. This lesson provides many valuable opportunities:

- A) Gain insight to life, travel, and place names in Russian America
- B) Read between the lines. Tease out values and practices that have changed over time
- C) Maintain objectivity even when these practices conflict with present day morals.
- D) Maintain Awareness. Primary resources are valuable, but they carry baggage. These letters are from men with their own personal agendas and values.
- E) Keep questioning. While primary resources can be valuable sources of information, sometimes more questions emerge than are answered.

Using primary source documents is not without its pitfalls. It requires the researcher to interpret the information— to distill volumes of sources into a form that can be understood by others. One of the greatest challenges is trying to accurately research and describe historic events and actions without being influenced by one's current knowledge base and personal emotions or values. In this lesson it is possible that many students will be taken aback or offended by some of the scenes described in these correspondences. This is particularly true in the relationships between Russians and Native Alaskans and the exploitation of the sea otter population. But the idea about learning history is not to judge the past but rather to frame it accurately within its context. This is the challenge that this lesson offers.

In addition, place names, distances, and vocabulary may be different from present day (as it is in these letters). This is yet another factor that makes primary research so interesting yet so confounding and, at times, frustrating. Places and events cannot be taken on “face value.” Further research is often needed.

This lesson culminates with a shared inquiry focused upon Socratic questioning from the teacher. This strategy is illustrated in the Junior Great Books curriculum: (<http://www.greatbooks>). During shared inquiry, students develop ideas and learn to substantiate these relying on evidence within the reading. Students will offer a question, then determine their point of view, and substantiate that view with passages from the text.

Dear Sir,

Grigorii Ivanovich,

My reports of my activities

future were sent from Kadiak

Mikhail a year ago, in early

Now I can write you the vesse

rived from Chugach Bay with

about the depravity of the men

company. I set forth myself in

May 7, after dispatching the

Chiniak I made plans for a

Russian America: Interpreting Primary Source Information



Procedure:

1) Predetermine scope of reading

The reading is lengthy and it is up to the teacher to determine the scope of the reading assignment. The readings are also included on the KMTA website in an editable format so that sections can be excluded to reduce reading assignment.

2) Predetermine focus

Depending on the discretion of the teacher, the students may (or may not) be prompted to focus on certain aspects of the reading. These might include any or all of the following:

A) Russian—Native Relations

(Of the foci, perhaps this is the most powerful as it is difficult to resolve the terms “hostages”, “servants”, and “real slaves”. In addition, there are relations between various indigenous groups which factor into this discussion. Lastly, Ioasaf’s letter adds a divergent, critical view.)

B) Unfamiliar Place Name/Locations

(Place names are changed (either in spelling or in name) making it sometimes difficult resolve locations.

C) Building of the ship, Phoenix, and Fort Vozkrenskii

(Baranov and Shelikhov have two different versions of the fort/townsite being constructed. There are issues about required supplies for building of the ship. Lastly, there is no mention of Vozkrenskii (Resurrection). Baranov does imply he’s building the fort and ship in Chugach Bay—Prince Williams Sound. What’s going on here?)

D) Unfamiliar Vocabulary (not Proper Nouns or Names)

(Some terms will be unfamiliar. For example, versts, baidardas vs baidars, kamliei, etc.)

E) Friction between competing companies and relationship between Baranov and Shelikhov.

(Conflict between companies is discussed. Baranov has many complaints about company support. Shelikhov and Ioasaf do not hide their feelings towards Baranov as a manager.)

3) Predefine scope of reading

In order to get the full context of the resource, it is best to have students read the entire selection. However, some students may need modified assignments. In these cases, it is up to the teacher to determine how much of the reading to assign while still meeting the parameters of their lesson objectives. Sections have been numbered so that specific sections can be focused upon.

Native—Russian Relations

A1, 3, 11-13, 17-19, 21, 24, 26-27, 28

C5-7

D4-6

Company Complaints/Needs and Lebedev Issues

A1,3, 11-13,17-19, 21, 24, 26-28

B1-3, 5-7

C1-4, 8-9

D2-3

Building of the Ship

A1-2, 15, 23, 26

B4-7

C2, 4

Otters and Furs

A14, 16, 18,

B1

3) Set the stage: The Challenges of Communication in the 18th Century

Prior to distributing correspondence prompt a discussion about the challenges of communication between Russia and Russian America during the time of the sea otter harvesting.

4) Establish the problem: Using primary documents from long ago provides incredible insight to life long ago however using primary documents is not easy and can have many challenges.

Solicit from students the benefits and pitfalls of using primary documents from centuries before. The benefits involve having a perspective (accurate or not) directly from that time period. Challenges may include (but not limited to): readability of document (if original), different terminology (or language), different place names, values and practices that may be objectionable or immoral, as well as a host of other challenges.

Russian America: Interpreting Primary Source Information



Let Them At It: Read It!

This lesson will culminate with a Shared Inquiry discussing facets of the reading. In order for this to be successful, the students must have a full understanding of the reading. If possible, students should read/examine the selection 3 times:

First Reading- Quick Read:

(orally if possible): During this cursory reading, students should mark on reading QUESTION MARKS (?) for words/paragraphs/sections that don't make sense or prompt a question and EXCLAMATION MARKS (!) for sections that somehow seem important or profound. Don't get hung up on these definitions... just go with the gut feeling. There's no right or wrong response; it's just a way to pre-mark sections where they might want to spend extra time later in order to understand what is going on.

Second Reading- Weed out the details:

Do a full reading again, this time slower—especially those sections that were previously marked. This time add comments (either to the ? ! symbols or whenever there is a need to question or elaborate. Sometimes comments might be extraneous (“Wow!” or “You’ve got to be kidding!” or “What’s going on here?”) Sometimes it might be substantive (“Baranov didn’t reciprocate with a gift to the English captain!” or “I wonder why the English and Russian ships share the same name?”) Short paragraphs are ok too. Question the writing; tease out the details that lie below the surface.

Gearing Up for Shared Inquiry:

It's time for the Shared Inquiry. A teacher that has never done one will find it to be one of the most powerful educational tools in the pedagogical tool shed. This is a strategy that is detailed in a number of websites and utilized by the Greatbooks Foundation (greatbooks.org). Shared Inquiry throws the reader into higher-ordered thinking and collaborative problem solving strategies. It is a way that participants can come together to explore the meanings of a given reading. Each participant brings their own unique perspective of how they understand a work of literature. Sharing their interpretation can deepen or even change their initial understanding. It has profound

implications for primary sourced research. As much as one may try to distance themselves and their cultural values from the primary source, we still end up interpreting it through our personal and cultural sieve.

By sharing their perspectives, in an academic manner, they can justify and compare their perspectives with those of others. In theory, the end result will be a well thought out thesis of a given event—this being Baranov plying the waters of Alaska.

The catch to a viable and dynamic Shared Inquiry is to formulate a question. This question must have two qualities a) It must be compelling: It must be important or interesting and b) It must be authentic: The answer should be “unclear” to the asker. The question should beg many interpretations. The idea is to prompt many perspectives from the students.

Hit them with the question:

There are many questions that arise from this reading. However, the one that seems most compelling is this or a variation of: “What did it mean to be a Russian hostage?”

There are enough conflicting accounts throughout the correspondences to realize that our current view of being a hostage and the Russian/Native view was two different things. But what it means is up to interpretation. Time to go to work.

Third reading—resolve the question:

Give the students time (over night?) to reread the selection with the question in mind. Be sure to tell the students the key features of Shared Inquiry: 1) Every viewpoint is welcome, however, b) Every viewpoint must be justified directly from text.

Russian America: Interpreting Primary Source Information



The Shared Inquiry– Time to Roll Up the Sleeves:

Now it's time for the students to engage themselves. There are a few critical items to take care of:

Room arrangement:

No rows here. Position sitting into a circle where everyone can see each other.

One person at a time:

Teacher can determine how students can ask for the floor. Rather than raising hands, try flipping a card over in front of desk or raising "table flag."

All responses must have justification from the text:

This is important in any Shared Inquiry. More so for the interpretation of a historic source. The student isn't trying to put their values onto history: they are trying to put history's values onto themselves.

Justifications include text location info:

When using text for justification, first say section number (B-7) then pause so everyone can be on that page.

Not Everyone has to Talk:

But they do have to participate. Everyone must follow discussion and text references. Writing notes in the margins to interpret the reading is required.

Teacher?— not!:

Sorry, no longer are you a teacher. You are relegated to being a facilitator. Here's your job:

- A) Insure that one person at a time speaks.
- B) Views must be substantiated with sections from text (Everyone should follow using section numbers for reference)
- C) Confirming Understanding: "So do I understand this right? You think that. ..."
- D) Or get them to dig deeper: "Why do you believe this selection implies what you've said?"
- E) Leading into more directions: "Why was even having hostages so im-

portant to the Russians? *(Remember, these letters cover far more than just Russian—Native relations. Tie more items into the topic without losing sight of the topic.*

F) *Keeping things civil. There will be differing opinions. Maintain respect.*

G) *Keeping the discussion on track while also bringing in parallel issues.*

More thoughts:

It is said that the truth is not a solitary thing. This statement is well represented throughout this reading. In terms of Native relations there are many paradoxes. The letters talk about Native blood shed while describing collaborative hunting with various Native groups. The letters talk about hostages while statement such as "he demanded other hostages from them they refused, telling him they hey had already given hostages (enough)" suggests that our definition of hostage may be dissimilar from theirs. Indeed our cultural perspective doesn't seem to reconcile when the Kenaitze chief Razkaznikoff gives Baranov his young daughter in order to cement loyalty between the Russians and the Natives.

There are plenty of issues. For example, the statement about sea otters "took only 197," as the writer complains about the poor hunting and securing a mere "700" pelts certainly creates cultural dissonance.

Then there are questions of academia and knowledge. The letter refers to distances in vertz and building the fort and ship in "Chugach Bay" —the Russian name for Prince William Sound— which seems to be historically inaccurate since the Phoenix was built in Resurrection Bay (named — but never mentioned in Baranov's letters). In addition, the letters show the frustration of corresponding long distance during this time and the personal conflict between the three authors.

There are obviously many perspectives and knowledge that remain muddled but beg for discussion. It is up to the teacher-facilitator to help guide the students through this matrix of issues.

Russian America: Interpreting Primary Source Information



Evaluation: Evaluation could be assessed through a written summary or from the participation of discussion.

		5	4	3	2	1
		Students cites several statements from different letters/authors to support an interpretation.		Students cite some examples to explore an interpretation however sometimes interpretation is not cited.		Student either does not formulate an interpretation or the interpretation is shallow will little or not substantiation from letters.
Student explores incongruent facts to develop an interpretation of a cultural perspective.	Student uses a variety of statements to defend an interpretation.					
	Student recognizes and avoid their own cultural bias when interpreting historical text.	Student's interpretation is complex and perhaps evolving. Although the student may expressively compare modern cultural norms to those expressed in letters, they will avoid putting modern values upon these behaviors.		Student actively interprets the events and actions discussed in letters. The student sometimes judges these actions with present day norms. Interpretation lacks depth.		Student is quick to judge historic actions and values as being "good" or "bad". Interpretation is not engaging and does not rely as several statements of support.

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.

Hope and Sunrise: A Tale of Two Cities: Part One

For Use with *Trails Across Time* Chapter 5: pages 51-63



Description:

This is a two-part lesson. In the first lesson, students will compare the growth and decline of Hope and Sunrise. Both towns grew as mining communities during the late 1800s/early 1900s. Hope remains an established community while there is little left of the once vibrant town of Sunrise. By comparing the sister communities Hope and Sunrise, students will analyze the factors that led to the demise of Sunrise to better understand what is necessary to sustain a community in rural Alaska. In addition, students will learn the frustration when primary documents contradict one another.

Materials:

- Photos of Sunrise and Hope
- Map Kenai Peninsula Mining District (page 62 in *Trails Across Time*)
- Website: hopeandsunrisehistoricalsociety.org
- Census/Business/Demographic Directories for Sunrise and Hope (available only online at www.kmtacorridor.org)
- Access to computers with Google Earth

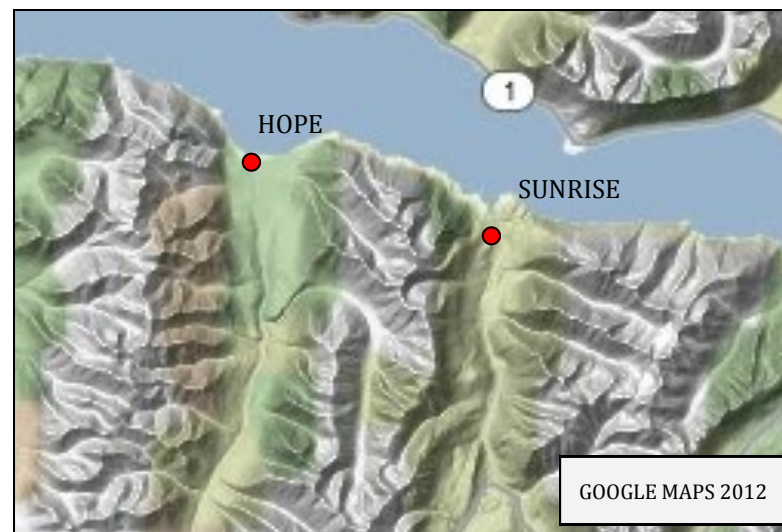
Other Resources (Optional but Helpful)

- Morgan, A. W. *Memories of Old Sunrise*. Ed. Rolfe Buzzell. 2nd ed. Anchorage: Cook Inlet Historical Society, 2013.
- Barry, Mary. *A History of Mining on the Kenai Peninsula*. Anchorage: M. J. B. Barry, 1973.

Alaska Content Standards:

Geography:

- A-4** Use graphic tools to interpret human and physical systems.
- D-1** Know the need for people to exchange goods, services, and ideas create population centers and transportation/communication links.
- E-3** Understand the capacities of physical systems to support human activity.



History Standards:

- A-4** History relies on the interpretation of evidence.
- B1(b)** Comprehend the forces of change and continuity in human communities and their relationship with climate and resources.
- C-2** Use historical data from a variety of primary resources.
- C-4** Use historical perspective to solve problems.

Inquiry-Based Thinking Strategies Utilized:

- Comparing:** Students will compare Sunrise and Hope to evaluate population dynamics.
- Interpreting:** Students will explain the meaning of what factors are necessary for a successful town in rural Alaska.
- Evaluation:** Students will make judgments to determine which critical factors may have led to population fluctuations.
- Hypothesizing:** Students will propose possible solutions substantiated with factual information from primary resources.

Hope and Sunrise: A Tale of Two Cities: Part One



Background Information:

It didn't take long, when Alexander King returned to Kenai with four pokes of gold, for the towns of Sunrise and Hope to spring up on the southern shore of Turnagain Arm. Buoyed on successful placer deposits, both towns surged in size in order to support outlying claims which drew thousands of prospectors to the area. In 1900, the Sitka-based Alaskan News described Sunrise as being "progressive" and the "leading town in the Cook Inlet country." In fact, at one point, Sunrise was the largest town in all the Alaska territory. It boasted three stores, as many saloons, a community well, an electrically lit hall built by the townspeople, and a tram to bring supplies into town from the dock in Turnagain Arm. Hearts swelling with pride no doubt felt that their town would become the future leading metropolis in this new land.

Yet just a few decades later there were scant signs that Sunrise ever existed. No doubt Sunrise was just another victim in the boom/bust world of gold rushes. But a more compelling question lies eight miles to the west. The community of Hope also experienced the same boom . . . the same bust. Yet even to this day Hope survives and, in its own small town way, thrives. The question is "Why?" Why did Hope survive when its larger, more boisterous, more established, more populous sister city failed? There are no simple answers. However, to explore this question is to understand what factors are necessary for a town in Alaska (particularly at the turn of the century) to become established and to survive.

This lesson will dissect the needs and challenges that a fledgling town in early Alaska faced. And although some of these issues are era-sensitive, many are still viable concerns for the communities of the Kenai corridor.

A Word of Caution!

This lesson (and the extension lesson) uses a variety of resources that includes the article from the Sitka Alaskan, the Polk Business Directory, and transcribed handwritten census/demographic ledgers. (*These resources, among others, can be found on the Hope/Sunrise Museum website.*) But what first appears to be a treasure trove of information is soon realized to be contradictory and frustratingly incomplete—welcome to

the world of primary source research! For instance, in the 1923 Polk Directory, Sunrise City has a stable population of 100 souls. Yet the transcribed handwritten census of 1920 listed only five people remaining in town.

Finding and discussing these contradictions is a lesson onto itself. Students could consider how data was extracted and why. In the case of the Polk Business Directory, considering how information was exchanged across long distance (physically) and considering the directory's purpose was to extoll the vibrant economy of the territory, this data could be viewed as being a bit more speculative.

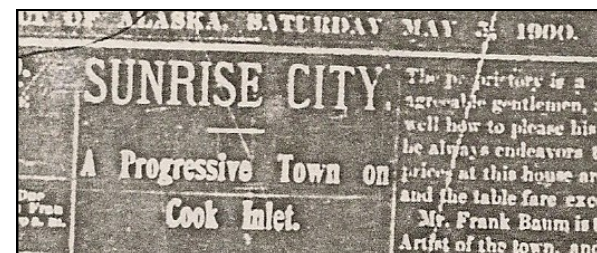
That said, the data is still valuable if only to define trends and to illustrate that "old" data is not always accurate data.

Last note: the Hope/Sunrise website is a growing resource. Additions and changes are likely, so it is worth a look before diving into this lesson.

Procedure:

1) Bait the Hook:

Define the City of Sunrise
First, ask students what the Cook Inlet/Kenai Peninsula Region was like in 1900.



For starters, there wasn't any Anchorage. The only ones living on Resurrection Bay were the Lowell family (Seward would not be established for another three years). There was the beginning of a town in Cooper's Landing and the town of Kenai had been established since the days of the Russians. But other than that, this area was remote, isolated, and sparsely populated at best. However . . .

Provide students with copies of the [Sitka Alaskan article of May 3, 1900](#) to understand that Sunrise was a leading metropolis of the region . . . and really, the entire territory. Have students use a highlighter to note interesting/important references. One interesting phrase that should be noted is near the end, when it talks about a winter mail route to Resurrection Bay in Prince William Sound. (*Looking back to the Russian letters, they always referred to building the fort and boat in "Chugach Bay," their name for Prince William Sound. This further demonstrates how our perception of place and space changes throughout history.*)

Hope and Sunrise: A Tale of Two Cities: Part One



2) Set the Hook: Establish the problem.

Ask students where Sunrise is today? Well . . . it's not. There's scant evidence that the town of several hundred, with restaurants and stores and community hall and school ever existed. Obviously it was a victim of the boom/bust gold rush era.

But what about Hope, the sister town 8 miles to the west? It certainly went through the same boom/bust stage, but unlike Sunrise it is still a vibrant community.

Why did Hope survive yet Sunrise fade away?

Here's the reality, all of the communities on the corridor faced the possibility of becoming either a Hope (and become established) or a Sunrise (being erased from the land).

3) Getting to Know the Towns:

Read Trails Across Time Chapter 5 to get a sense of what allowed the towns to become established. Pay special attention to the map of the Mining District in 1910 (pg 62). Peruse the Hope/Sunrise Museum website to see photos from these towns. Again, these sister towns seem indistinguishable from one another. Yet one survived. One vanished.

4) Chart, Graph, and Compare the Population Trends

Resources: Polk Population and Demographic Info — Hope and Sunrise

US Census Data — Hope

Construct an Excel chart using data from Polk's Population and Demographic information. (*Don't use Sunrise Census Data*) Then, construct a graph based upon this data. Chart and graph should look something like the ones to the right.

NOTE: Several questions should immediately emerge regarding the population

trends of the two towns. First, the Polk Directory of Hope does not seem to match the listed inhabitants. Indeed the 250 Hope inhabitants of 1905-6 seemed to be out of place. These figures could be a result of the seasonally transient nature of the town which brought hundreds, even thousands of miners to work summer claims in the surrounding area.

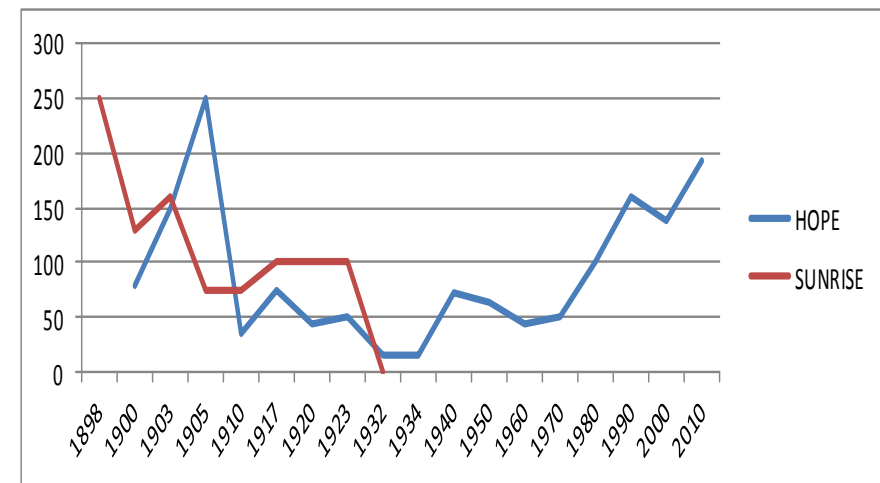
Another data issue is that of Sunrise. From 1917 to 1923 the population flat lined at 100 then somehow was abandoned within 10 years.

These figures suggest incongruities.

Let's throw another wrench into the search for truth. . . .

Population

	HOPE	SUNRISE
1898		250
1900	77	130
1903		160
1905	250	75
1910	35	75
1917	75	100
1920	44	100
1923	50	100
1932	15	0
1934	15	
1940	71	
1950	63	
1960	44	
1970	51	
1980	101	
1990	161	
2000	137	
2010	192	



Sources: Polk Business Directory (from Sunrise-Hope Historical Society Website)

US Census Data (Hope, AK 1940—2010) Sitka Alaskan May 3, 1900

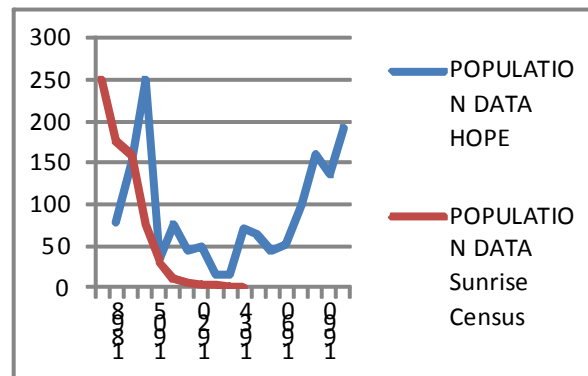
Hope and Sunrise: A Tale of Two Cities: Part One



5) Add another layer of data

Add the Sunrise Census of 1900, 1910, and 1920. Keep the 250 people for the year 1898 (figures will vary wildly seasonally during this boom time up to 800). Include the data from 1903 and 1905 (since they fit the census curve), add 2 to the remaining population in 1930s then 0 for 1940 (the last resident Mike Connolly died in a boating accident in 1939 — *Buzzell; Walking Tour of Sunrise City*). Now you have a graph that probably more accurately represents the population decline of Sunrise City.

POPULATION			
	HOPE	SUN-RISE	Sunrise
1898		250	250
1900	78	130	177
1903	150	160	160
1905	250	75	75
1910	35	75	33
1917	75	100	
1920	44	100	5
1923	50	100	
1932	15	0	
1934	15		2
1940	71		0
1950	63		
1960	44		
1970	51		
1980	101		
1990	161		
2000	137		
2010	192		



Now although data may not always agree, the trends are unmistakable: At some point Sunrise City failed to continue to function as a town and was destined toward abandonment whereas, at about the same time, Hope stabilized and started to increase in population.

Why?

To understand the dynamics specific to these towns it's necessary to consider what elements are necessary to make and sustain a town in rural 19th century Alaska.

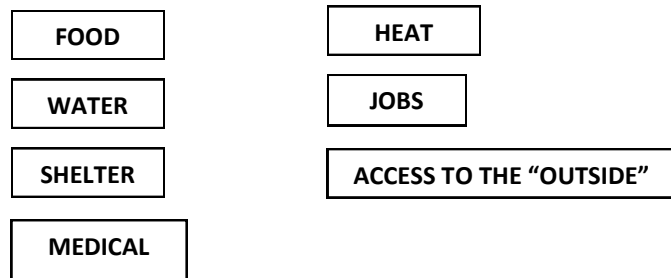
Hope and Sunrise: A Tale of Two Cities: Part One



6) Define the attributes necessary to establish a rural Alaskan town:

In order to begin to answer why Sunrise did not survive the test of time, we need to define what factors are necessary for the development of a town. Students need to consider what elements are necessary to bring people together communally, then to remain as a unit throughout time. More specifically, what are those critical elements for the establishment of a community in the isolated regions of Alaska in the late 1800s?

As a class (or individually or small groups) define, in generic terms what parameters they feel are necessary for the establishment of a town in Alaska in 1898. The key thing is this: what are the elements necessary to draw a person to a specific area and would allow them to survive comfortably there. The list below is just a sampling of what students might come up with. Their list might be longer— however make sure the list is generic in nature, specifics will come with the next step.



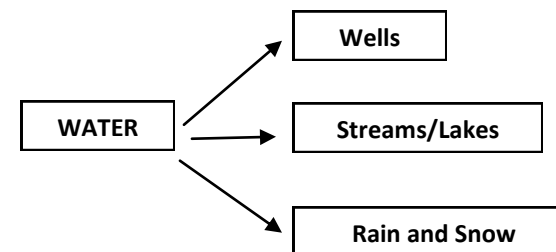
Although the student's list will likely have more parameters, the ones that are listed above are key components for understanding the communities of Hope and Sunrise. The student's master list can be longer; however the focus of this lesson will be upon these key components.

7) Now for the specifics . . . generically:

After the class has decided upon a list of critical needs for the establishment and persistence of a community, it is time to consider what this meant for a small town in rural Alaska. Consider how towns, such as Sunrise and Hope, may have met these needs in more specific terms.

The best way to start laying this out is to use a large sheet of butcher paper, then to use "branches" to illustrate the "generically specific" ways that a town would have satisfied these needs. For instance, clean potable water was a critical need. Bottom line: You've got to drink! Students would question: "In what ways could settlers in an Alaska community get clean water?" The three "generic" answers would be a) from streams/lakes b) from wells c) from precipitation (rain/snow). On paper this would look like this:

Example:

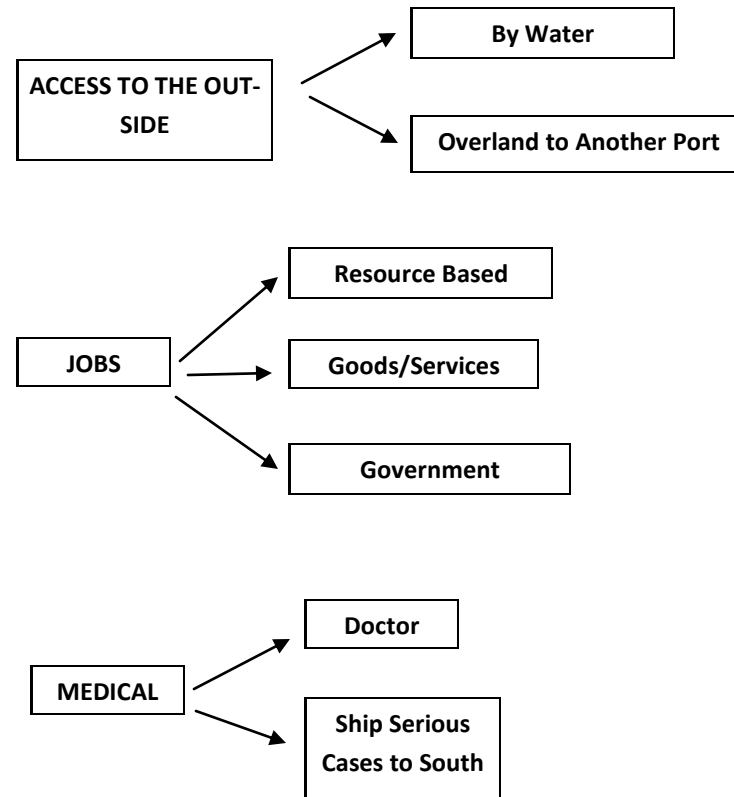
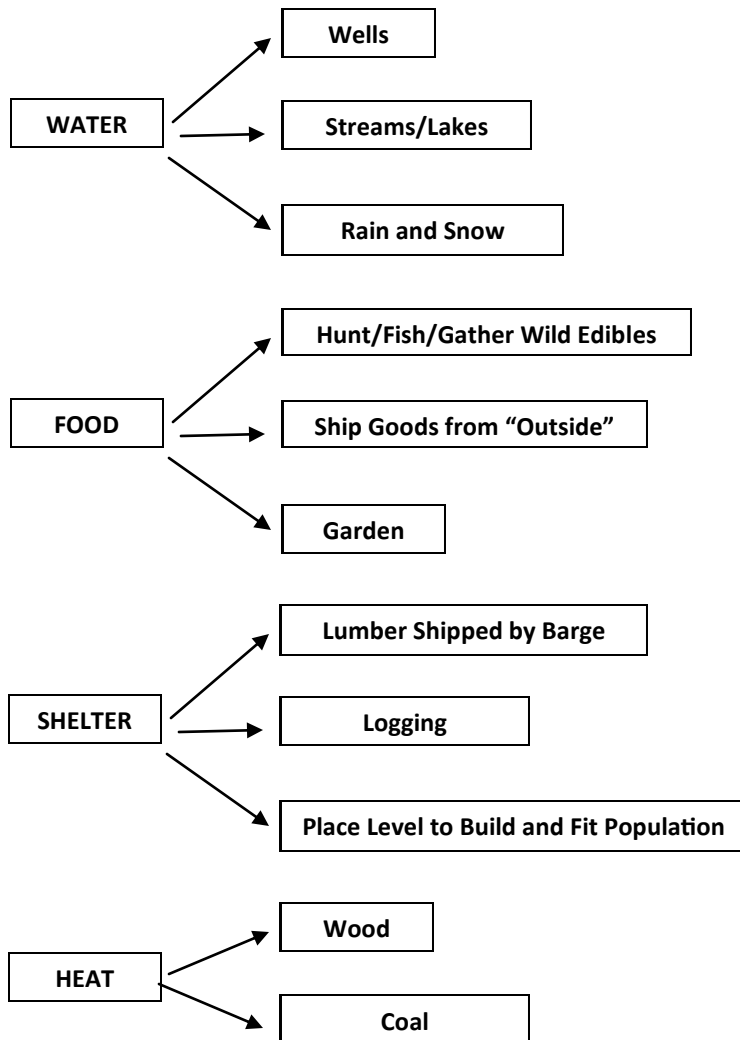


Make sure to space out the "branches" for this will continue to expand with more details specific to Hope and Sunrise. The key thing to remember is this: how could settlers in a rural Alaskan setting meet the needs that are essential elements for maintaining a community?

Hope and Sunrise: A Tale of Two Cities



Using the earlier parameters, this is an example of what their list might resemble. Remember, this is for a community in the late 1800s. Note the term “Outside” refers to the lower contiguous United States.



Hope and Sunrise: A Tale of Two Cities: Part One



6) Time to Roll up the Sleeves: How did each town meet its critical needs?

....and more importantly, what did Sunrise lack in order to sustain the town???

Now it's time to determine how Hope and Sunrise met the needs of a vibrant community and, from this, try to tease out how Sunrise fell short in efforts to sustain the community. Unfortunately, this task of unraveling this mystery is neither straightforward nor easy. In fact, much of the process will have to be intuitive thinking substantiated as best as possible with researched facts and guidance from the teacher. There is no "one stop shopping" on this hunt for information and resources are often incomplete. However, with the information that can be provided, the students can get a "window" into the world of Hope and Sunrise during the early part of the 20th century.

There are two hints that you might provide to students in their quest to answer this question:

- *Hint One: When prospectors arrived, why was there no Dena'ina village in the nearby region?*
- *Hint Two: It's all in a name....specifically "Sunrise."*

Here are some resources that will be helpful:

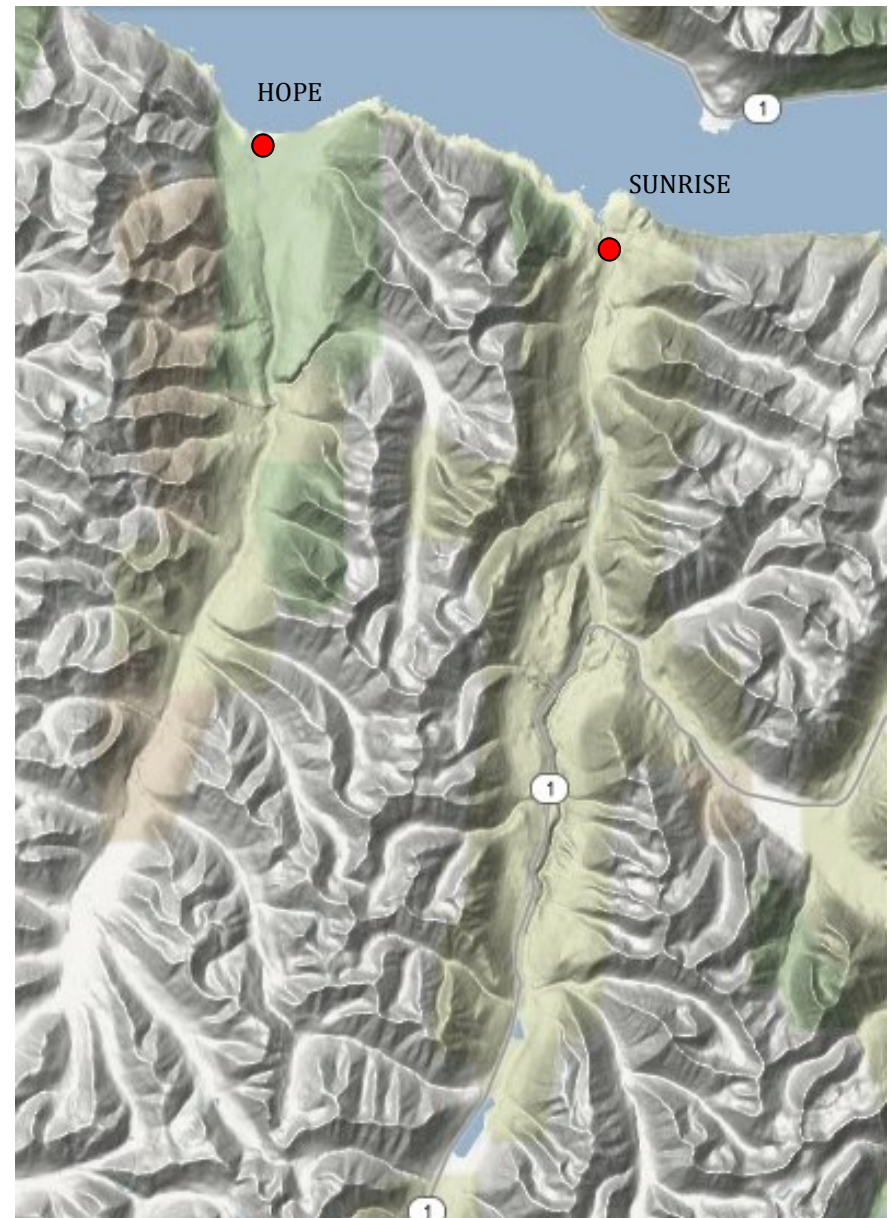
Hope/Sunrise Historical Society website.

www.hopeandsunrisehistoricalsociety.org

This site provides photos, information, and population and demographic information about the two communities.

Google Earth/Topographical Map/Chart of Cook Inlet

Use these resources to compare the topography surrounding Hope and Sunrise.

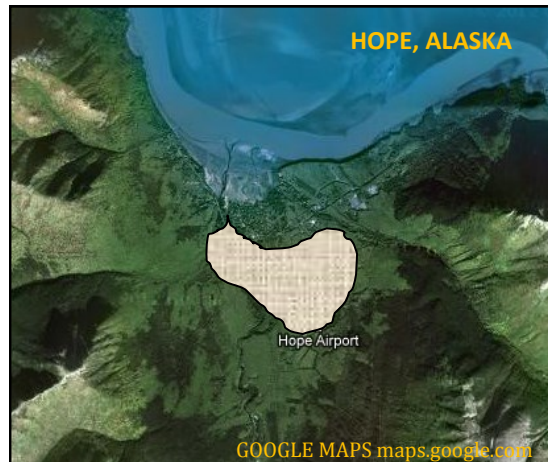


Google Maps 2012

Hope and Sunrise: A Tale of Two Cities: Part One



Provide charts to students. Students should consider how each town may have met the “essential” elements outlined earlier. When direct evidence cannot be found, teacher can prompt students to consider how settlers



of Hope and Sunrise might have met these needs in their communities.

The one resource that will be invaluable is a topographical map of the area or/and Google Earth.

Use this to guide students in the right direction:

Water: Look at a map. Obvious streams for water.

Any problem with this? Think placer mining?

Likely streams were very silty due to use of hydraulics upriver.

Wells would have been an important supply of water.

Port: This is central to why neither town could sustain itself for long. Both Hope and Sunrise were located on Cook Inlet— a very dangerous, turbulent stretch of water. Extreme tidal ranges would prohibit boat traffic except during high tides. In addition, both towns were landlocked in winter when the Inlet would freeze. (This area was largely ignored by indigenous natives because of this.)

In addition, Sunrise was located a mile inland. A 1-1/2 mile tram had to be built to bring supplies from docks into town.

The only overland access was to Resurrection Bay to the south or over Portage Glacier to Passage Canal. Neither Hope nor Sunrise had good access prior to the construction of roads and rails.

Employment: Jobs were either in the mining industry or in services supporting the mining industry. In Part Two of this lesson we'll see that there was effort to diversify Hope's economy; however, both towns were based upon resource extraction. When the gold played out, both communities experienced heavy losses.

Food: Although hunting was certainly a major way of providing protein, the surrounding terrain and habitat is not optimal for large quantities of game nor prolific runs of salmon... certainly not enough to sustain thousands of summer prospectors. Much had to be brought in (remember, limitations with the port). That left gardening. Gardening was critical for providing the necessary fresh food to settlers. And in this was one of the biggest differences between Hope and Sunrise. And leads us to the demise of Sunrise . . .

Hope and Sunrise: A Tale of Two Cities: Part One



7) Google Earth: The Final Piece of the Puzzle

By this time students probably have realized that both towns were built strictly on the basis of gold. In addition, both towns had woefully difficult access. This access to the Outside was critical for supplies, medicine, and communication with loved ones back home.

Yet Hope survived. What did it have that Sunrise did not?

To answer this we go to *Google Earth*.

If possible set up two computers side by side: one that is “hovering” over Hope and the other over Sunrise. Compare the surrounding features. Students will note that Hope lies in a wide valley near the Inlet and Sunrise is inland, on mud flats surrounded by steep terrain.

Reposition yourself using Google Earth at sea level just to the north of both towns looking towards the horizon. Scan the horizon: to the north—nice view. But the view to the south is what differentiates both towns. From this perspective we can see that Sunrise is located in a narrow valley surrounded by mountains.

Now set up the “sun feature” and set the date for March or September. Run the loop that demonstrates how the sun (and shade) would track during this season. Try other dates as well. The result is clear: Sunrise rests in a narrow steep valley that experiences less daylight than Hope: Remember, “it’s all in a name?” Sunrise was named because seven surrounding mountain peaks created seven sunrises in day. This means, for portions of the day, the steep terrain hid the sun behind the mountains making it a very cool and shady place.



Photo courtesy Hope & Sunrise Historical Society

So What Does This Mean? Simple, which place (a sunny place or a shady place) would you rather live? Most would agree sunny.... but from a community perspective it is more than just a sunny location that makes a town. In terms of Sunrise, the steep topography caused the following issues.

- 1) Cooler Climate
- 2) Limited level land to expand town
- 3) Gardening was not productive. (Consider Hope. Hope is called the garden spot of the Kenai).

8) Conclusion: It’s about the sun.

The reason why Hope managed to continue while Sunrise disappeared? Neither town was well positioned to survive as the gold played out. However, of the two, Hope was sunnier. It produced productive gardens. It was warmer by virtue of the increased sunlight. Simply, it was a nicer place to be.

Indeed, Hope may have gone the way of Sunrise had it not been for the development of the railroad and road system that provided access to goods and supplies. Hope’s population surge in the 40s and 50s coincides with the development of both.

But the interesting perspective is how Hope transformed itself from a predominantly mining town. To understand that perspective we can look at population demographics.

Hope and Sunrise: A Tale of Two Cities: Part One



Hope		Sunrise	
WATER	Wells		
	streams/lakes		
	rain/snow		
TRANSPORTATION/ COMMUNICATION TO THE OUTSIDE	by water		
	overland		
	post office		

Hope and Sunrise: A Tale of Two Cities: Part One



Hope

Sunrise

FOOD	hunting/gathering		
	ship goods from outside		
	garden		
SHELTER	lumber shipped by barge		
	logging (on site milling)		
	level building area		
HEAT	wood		
	coal		

Hope and Sunrise: A Tale of Two Cities: Part One



Hope

Sunrise

JOBS	resource based		
	service/goods		
	government		

MEDICAL	doctor		
	ship south to		

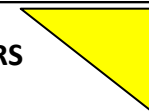
Hope and Sunrise: A Tale of Two Cities: Part One



Hope			Sunrise



Hope		Sunrise	
WATER	wells	Unknown.	Sunrise had community well.
	streams/lakes	Both Sunrise and Hope had streams for water. However, they probably had silt issues with stream water because of hydraulic mining upstream.	
	rain/snow	Possible but unknown.	Possible but unknown.
TRANSPORTATION AND COMMUNICATION TO THE OUTSIDE	by water	Shallow port. Could only come in at high tide. Cook Inlet has very dangerous currents. Not navigable in winter. Summer only.	Same as Hope, however town was not on Inlet. Had to build 1 1/2 mile tramway across mud flats to get goods from dock to town. Summer use only.
	overland	Wagon by summer into the gold field. Dog team in winter. No direct overland route to Outside. Access mostly across Portage Glacier to Passage Canal.	Same as Hope, however did have access to the Kenai interior mining district through the Six Mile drainage.
	post office	Hope had Post Office. In summer mail was hauled by boat (low tides). A Winter route was established (after 1900) to Resurrection Bay.	Same as Hope.



Hope

Sunrise

FOOD	hunting/gathering	Salmon and big game was not as abundant in these areas. This is one reason why natives did not readily inhabit this area.	
	ship goods from outside	Both towns had shallow harbors. Goods could arrive only during summer when tide was high.	
	garden	Hope boasted good gardens. "Garden of the Kenai."	Poor gardening due to closed in topography. Cooler and shadier.

SHELTER	lumber shipped by barge	Both towns. Shipped lumber would have been very expensive. Again, port was compromised due to water depth, tides, and (in the case of Sunrise) distance from water.	
	logging (onsite milling)	Logs cut and milled in area. Ample materials.	Same as Hope.
	level building area	Ample space for community.	Limited space for community. River and mountains restricted growth.



Hope

Sunrise

HEAT	wood	Ample timber for wood heat.	Probably ample wood. Reports suggest last settlers in Sunrise would rip apart abandoned buildings for firewood. However, this was likely due to convenience rather than true shortage.
	coal	Not available locally. Would have had to be shipped in from Homer coal seams.	Same as Hope.

JOBS	resource based	Most jobs were involved in placer mining activities in the Resurrection Creek area.	Majority of jobs were in placer and lode mining operations. Was a focus for lode operations into the interior of Kenai.
	service/goods	Goods and services were designed to support miners in the area.	Same as Hope, however serviced a much larger area with greater numbers of miners.
	government	School was operational. Unknown other government support services.	No school. Unknown government support services.

MEDICAL	doctor	Doctor unknown. Only one reference to a nurse in demographic information.	Unknown medical.
	ship south to	In the summer, stable patients could be sent by boat to hospitals to the south.	Same as Hope.

Hope, Alaska: A Tale of One City: Part Two

For Use with *Trails Across Time* Chapter 5: pages 51-63



Description:

This lesson focuses on the town of Hope, Alaska. Hope, like Sunrise, experienced a decline when gold operations in the area ceased. However, even as Hope was declining in numbers, the community itself was being transformed from a raucous gold camp into a community. Students will use demographic information (age, gender, occupation) to quantify how Hope evolved as a community.

Materials:

- Website: www.hopeandsunrisehistoricalsociety.org
- *Polk Business Directory for Hope, AK*
- *Census Data for Hope AK 1900, 1910, 1920*
- Computer access to graphing spreadsheet.

Other Resources (Optional but Helpful)

- Morgan, A. W. *Memories of Old Sunrise*. Ed. Rolfe Buzzell. 2nd ed. Anchorage: Cook Inlet Historical Society, 2013.
- Barry, Mary. *A History of Mining on the Kenai Peninsula*. Anchorage: M. J. B. Barry, 1973.

Alaska Content Standards:

Geography:

- A-4** Use graphic tools to interpret human and physical systems.
- D-1** Know the need for people to exchange goods, services, and ideas and to create population centers and transportation/communication links.



Photo courtesy Hope & Sunrise Historical Society

History Standards:

- A-4** History relies on the interpretation of evidence.
- C-2** Use historical data from a variety of primary resources.
- C-4** Use historical perspective to solve problems.

Inquiry-Based Thinking Strategies Utilized:

- Comparing:** Students will compare age, gender, and occupational data over time.
- Interpreting:** Students will explain the cause and effect of changing demographics.

Hope, Alaska: A Tale of One City: Part Two



Background: Communities change over time. This is especially true of gold rush towns if they are able to convince people to stay or to bring more people into their community after the gold has been played out.

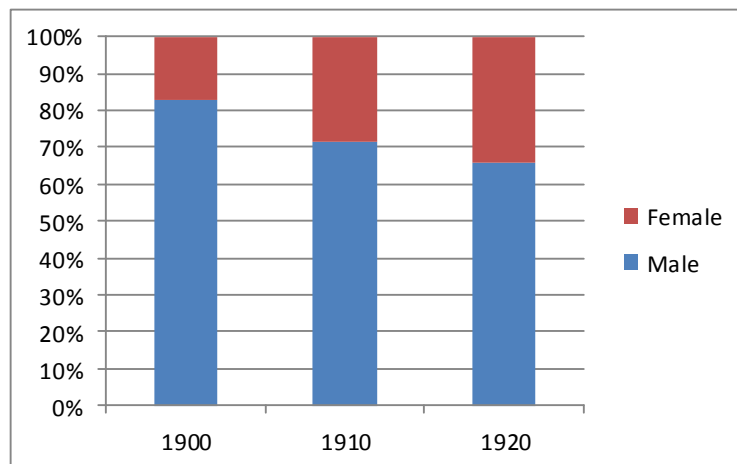
In this lesson, students will utilize demographic data from the census and Polk Business Directory to look for emerging trends in gender ratio, age, and occupational diversity. This data will be graphed and students will provide their interpretation of what the data tells us about Hope during this time of transformation.

Procedure:

1) Graph and Analyze Gender Demographics

Resource: Census Data from 1900, 1910, 1920.

In a spreadsheet chart, tally gender according to year. From this data create a stacked bar graph comparing gender percentages.



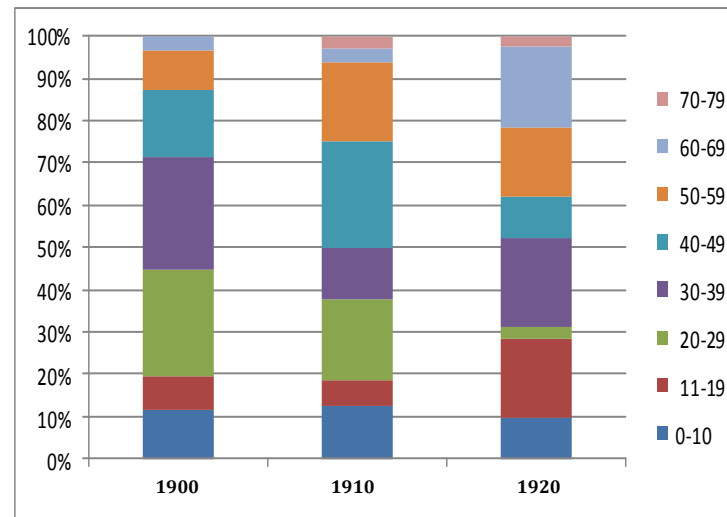
Gender Trend: Within 20 years females grew to represent nearly 35% of the population. This is nearly a 15 point increase. Over the course of the 20 years of data this trend has been consistent.

2) Graph and Analyze Age Demographics

Resource: Census Data from 1900, 1910, 1920.

In a spreadsheet chart, tally age according to year. Break age into 10 year groupings, i.e. 0-9, 10-19, 20-29, etc.

Again, create stacked bar graph to compare percentages.



There are many striking trends to this demographic. Note how the young adults (particularly the ones in their 20s) have nearly disappeared from Hope by 1920. Conversely, note how the children (age 0 to 19) and the older age bracket have grown. What could be the reason for this change in age demographics? In addition, what could be the correlation to this graph of age to that of women?

An extension would be to analyze specific names and families over time.

Hope, Alaska: A Tale of One City: Part Two



3) Occupational Demographics

Resource: Polk Business Directory for Hope 1910, 1915, 1934.

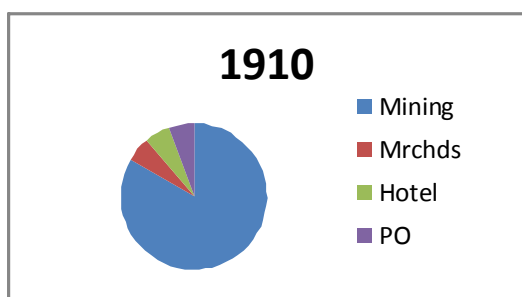
This time, use the Polk Business Directory (Hope) for the years 1910, 1915, 1934 (the data seems to be cleaner with less gaps). Tally the types of occupations. (Miners and owners of mines would both be in mining industry. "LAB" stands for "laborer" which is separate from mining but could be combined with carpenters. If a person lists two occupations, list both separately.

Again, this data was derived from handwritten ledgers. Although accuracy is diminished because of the transient nature of the town, it still shows valuable trends. When students are done the chart should look something like the chart to the right:

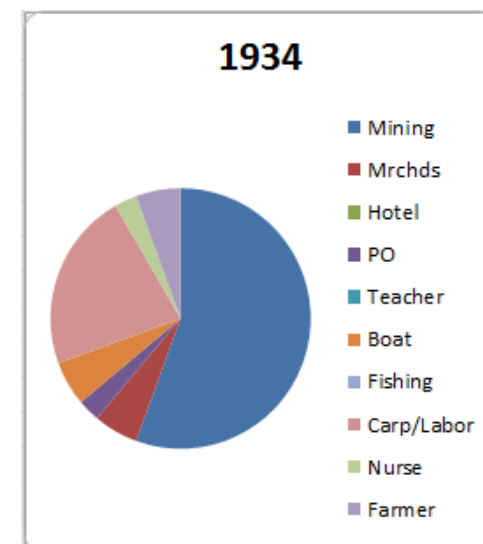
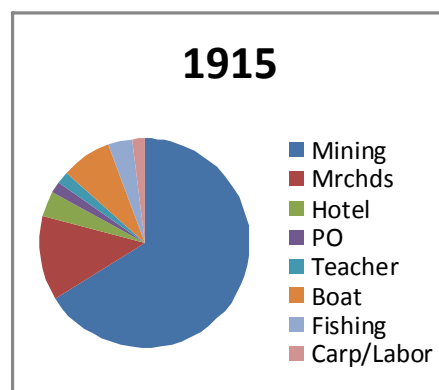
Employment Demographic for Hope, AK

	1910	1915	1934
Mining	15	35	20
Merchant	1	7	2
Hotel	1	2	0
PO	1	1	1
Teacher		1	
Boat		4	2
Fishing		2	
Carp/Labor		1	8
Nurse			1
Farmer			2

Now graphically illustrate the occupational demographic trends. This time we'll use 3 pie graphs that better illustrate the percentages within the workforce:



From these pie graphs we can determine that, during this time period, mining is still the focus of the community. However, the town's work force is becoming increasingly diversified—a critical feature in order to sustain a community.



Follow-up Activity: Obtain and examine demographic data from your home town. Students can use the conclusions drawn from this lesson to better understand how their town has developed to what it is today.

Hope, Alaska: A Tale of One City: Part Two



End Product:

Students have now been exposed to factors which are necessary to both establish and sustain a community— particularly to rural Alaska in the turn of the 20th century. It's time to synthesize all the concepts and ideas into a discussion of why Hope survived the test of time while Sunrise did not.

Assigned Essay:

Part A) Using Hope and Sunrise as examples, explain the essential elements to create and sustain a town in rural Alaska at the turn of the 20th century. Substantiate facts with data.

Part B) Integrate your interpretation of the age, gender, and occupational demographics of Hope. Provide your explanation of how these might be interrelated.

Hope/Sunrise

Students use a variety of resources to substantiate what elements are necessary to establish and sustain a community in rural Alaska at the turn of the century. Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.	Part A) Student substantiates all statements with data from resources.	5	4	3	2	1
		Student clearly cross-references factual information with resources.		Information has valid interpretation, however, does not always cross reference with resources.		Factual cross-reference is haphazard and/or unclear. As a result, interpretation seems opinionated.
	Part A) Student examines factors that are necessary to establish and sustain communities.	5	4	3	2	1
		Student demonstrates understanding of the physical, social, and economic needs specific to Alaska for community development and sustainability.		Student seems to have a good understanding of community needs. However, this may not be specific to Alaska or understanding is weak.		Student has only a basic understanding of needs for establishing and sustaining a community.
	Part B) Student provides insightful and plausible interpretation of demographic variability.	5	4	3	2	1
		Interpretation is plausible and provides insightful ideas. Ideas are substantiated with facts from data.		Interpretation is weak or predictable. Shows lack of indepth processing. Ideas are not well substantiated or are wrong.		Interpretation of demographic data is weak or nonexistent. Shows little effort at consideration of data implications.

Alaska Nellie: A Picture is Worth a Thousand Words

For Use with Trails Across Time Chapter 6: Pages 65-73

Description: This lesson demonstrates how a historian takes raw information from photos, writings, and other sources and translates this into historical text. Students will be using road house operator, Nellie Lawing, to understand this process while appreciating that Alaska provides an opportunity for self determination and personal reinvention. The goal is for students to be able to record and interpret photographs as sources of information.

Materials:

- Photos of Nellie Lawing (Alaska Nellie)
- Writing: A Magnificent Bedlam of Hollywood and Alaska- The Creation of Alaska Nellie by Doug Capra

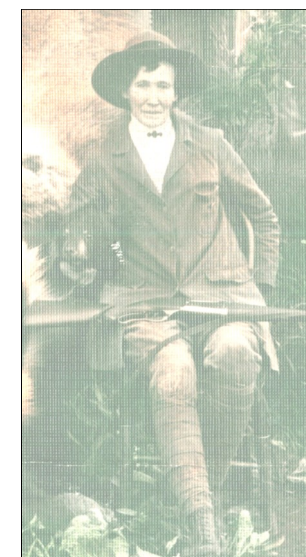
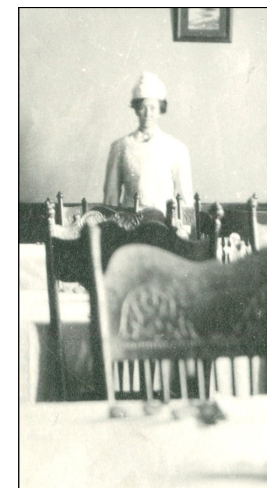
Alaska Content Standards:

History:

- A-4:** Understand that history relies on the interpretation of evidence.
- A-7:** Understand that history is dynamic and composed of key turning points.
- B-5:** Evaluate the influence of context upon historical understanding.
- C-2:** Use historical data from a variety of primary resources.

Inquiry Based Thinking Strategies Utilized:

- Observing:** Students will take notes based upon photographic evidence.
- Interpreting:** Students will determine significance of evidence observed.
- Imagining:** Students will recreate a moment of history based upon knowledge of the event and notes from photographs.



All photos courtesy of Resurrection Bay Historical Society

Alaska Nellie: A Picture is Worth a Thousand Words



Background Information:

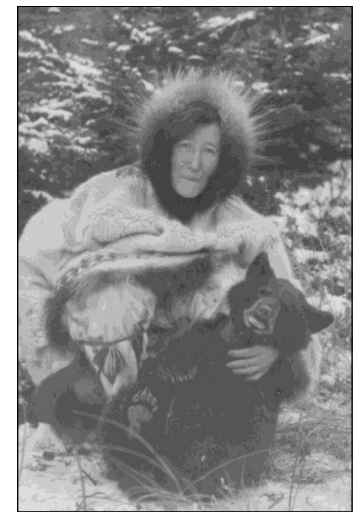
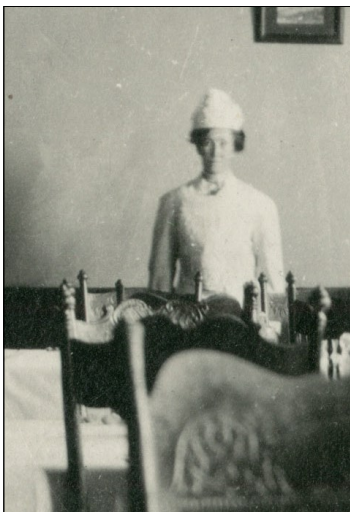
To study “Alaska Nellie” Lawing is to learn about many facets of Alaska. First, to know Nellie is to understand the vital importance that roadhouses once had in the territory’s early history. Prior to the building of the railroad, roadhouses provided shelter, food, and a warm place to spend the night when traveling the trails to and from the interior. During the construction phase of the railroad, periodic road houses along the rail line were necessary to feed and house the workers. Nellie Lawing was the operator/owner of several successful road houses along the rail road corridor. With the completion of the railroad and the advent of air travel, road houses became obsolete and, for the most part, faded into historical side notes. However, not Alaska Nellie. She was tenacious, she was inventive, and she was determined to be flexible to meet the needs of a changing time.

Which brings us to the second theme of this lesson: the power of reinvention of self. One of the qualities of Alaska (whether it be in the gold rush times or present day) is that the territory was (and still is) remote enough, far enough, and new enough that it was/is possible to reinvent one’s self. Miners, construction workers, business people, and entrepreneurs have all come to the Last Frontier knowing that they could leave their old identities far away - that they could take on a different

persona, a different identify than the one they left from where they came.

Nellie Lawing was a complex woman — master of invention and of seizing many identifies. She was tenaciously authentic and tough to match the land, and yet was quick to put on a show. It was a reason why her businesses in Lawing continued to thrive long past the glory days of the roadhouses. But it also explains why she has become so ingrained and significant in the history of Alaska and of the Kenai Corridor.

In this lesson, students will hone their observation skills by examining photographs and comparing how details from the photographs help in the historic interpretation of Nellie’s life and her development as a business woman, a hardy outdoor sportswomen, and a nationally renown entertainer.



Alaska Nellie: A Picture is Worth a Thousand Words



Procedure:

1) Set the Stage: Introduce Nellie Lawing's legacy

Display the **photo of Nellie's gravestone**. Explain that this is Alaska Nellie's headstone that can still be seen in the Seward cemetery. Solicit the identity of the carved figure above "LAWING." (It's a pineapple.) Question: *Why would a pineapple adorn the headstone of an Alaskan pioneer?* Google the symbolism of pineapple and you'll learn that the pineapple is the symbol for "hospitality." Explain that this so defined Nellie Lawing that her friends had this as her graphic epitaph.

2) Provide the Context: Connect Nellie to the Railroad Roadhouse system.

Use background information and Trails Across Time pg 68-69 to show Nellie's role in the roadhouse system.

3) Define the Problem: The Proof is in the **Photos**: The Reinvention of Nellie Lawing

Provide photos to students. Describe that these photos show Nellie over the course of her adult life. They help show how Nellie continually reinvented herself.

The task that the students first must undertake is to make detailed observations about each photo. Remind students that every picture is worth a thousand words. Careful observations and brief notations will provide huge amounts of information. Look at the clothes, the location, fingers, hair, and items in the photo. Make note of her relative age. All of these will help decipher the story that each photo depicts.

Create a chart that, when possible, extends inferences derived from observations. Inferences provide logical meaning to the observations. Although they may be stretching the interpretation beyond what is definitively known, the inferences should not be far fetched but rather rooted within

the photo or the time and place. For instance, one photo shows two dogs and a cat on her lap. The inference that can be logically (if not factually) drawn is that Nellie liked pets.

Once finished, have students write a short summary for each photo describing their interpretation of each photo. Make sure that when inferences are included, these are paired with observations from the photographs.

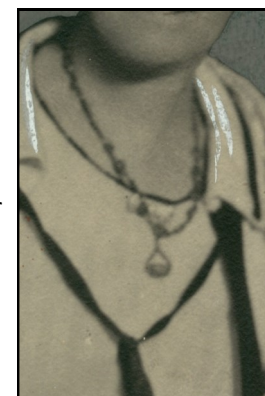
4) Compare notes: Have students compare their notes from the photos. Look for observations that were based on subtle hints. Make sure inferences are substantiated with observations from the photo. Give bonus points for anyone that comes up with the most subtle (but substantive) observation or interesting (but not far fetched) interpretation.

5) Make the Connections: Connect the historic narrative to the photo

Provide copies of **Doug Capra's historical account: A Magnificent Bedlam of Hollywood and Alaska— The Creation of Alaska Nellie**. Up to this point, we've been mainly working with primary sourced documents. Now it's time to see how academics take this information to translate into narratives. Capra's writing provides an account of how Nellie transformed herself through the years. Although it is a result of exhaustive research, as students read they will find embedded references that can be related back to photographs. Make note any information from the writing that they can find evidence in the photographs. As the students read, they should ask themselves: have they seen this before?

6) Share Again: Does anything change?

Have students discuss how their interpretations either changed or became broadened with the new information. Need some help? Check out the portrait of her with the gold nugget necklace.



Alaska Nellie: A Picture is Worth a Thousand Words



7) Now Join It All Together: Write the story of the photo.

The students have taken observations of the photos. They've read about the transformation and life of Nellie Lawing. They've had the chance to see how historians use researched information to describe history to others. Now it's their turn.

Have students select at least one photograph. Using information from the photo and Capra's writing, tell the story of that photo. While it's critical to include details from the photo, do not let the writing be a listing of what is seen. When particulars are known facts, state them as such. However, if interpretation is involved, allow for that with disclaimers such as "perhaps" or "maybe" or "based on this".

Don't feel that it needs to stay with just the photo. Utilize the historical knowledge provided by the Capra writing. Include this background information that may not be possible to determine purely from the photograph.

Think of this as writing a long caption for a photo, meshing information justified from the photograph with knowledge gleaned from research.

Example One:

Here's a possible example for one of the photographs. Make note of what statements can be made by evidence a) of the photo b) of Capra's writing or c) through interpretation.

Here is a photo of Nellie late in her life with an unidentified woman. It's possible that the woman is a long time friend of Nellie or perhaps a beloved neighbor since she has her arm draped across her back; her arm resting upon Nellie's shoulder. It seems that they might be neighbors as they are both dressed in simple, sensible country clothing, not like the traveling clothing worn by train visitors that would stop to meet this Alaskan icon. In any case, Nellie loved visitors — by all appearances she is enjoying the visit from this lady.



Judging by the vegetation and buildings, this photo could have been taken at her home-stead in Lawing or some place nearby. If so, Kenai Lake is behind the photographer since the mountainside rises behind the ladies. The vegetation is lush; the time of year was mid-summer . . . the day was sunny. Perhaps it was warm.

Both ladies are elderly. The "friend" looks strong and stable; however in this photo Nellie looks frail. Her glasses suggest her eyesight is failing. She has hurt her arm. Judging by the fingers this could be the hand severely damaged by the bear attack years prior. However, the sling is more likely due to some fall or recent injury.

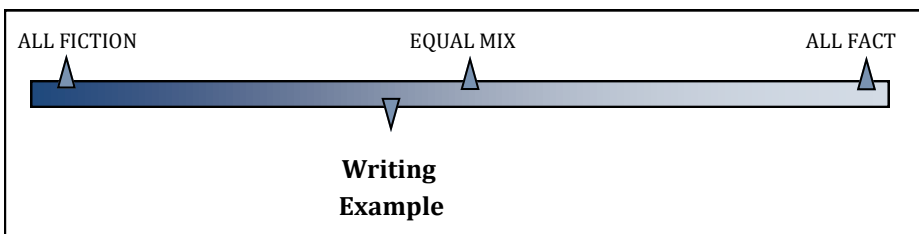
Judging by the age of Nellie, this was probably taken a summer or two prior to her death in May of 1956.

Alaska Nellie: A Picture is Worth a Thousand Words



Example Two:

Another possibility is to create a historical narrative—a story line that goes along with the photo. On one hand this allows the student to recreate the event/photo so that it might come alive to the reader. It can be a very powerful technique for learning about a time period. On the other hand, if it is to be historically sound, care has to be taken to maintain accurate interpretation even if some of the events in the story are created by students. In addition, as the students write a creative narrative, they must also recognize the blend of fact vs “non-fact.” Here is an example that could be graphically illustrated as :



A Summer Day at Lawing

The day dawned bright though there was the hint of an approaching autumn chill in the air. Even still, the water on the lake was glassy calm. Yes, it was going to be a good day.

Nellie Lawing cursed softly to herself. Used to be she was unflappable, resilient. Used to be she could cut a cord of wood, clean the kitchen, and have breakfast ready all before her guests would wake. But now it was different. Just yesterday she had fallen and twisted her arm. Seems like she was always hurting herself now. She could feel her energy and her health was failing her.

She had just opened her front wooden door when her neighbor, Sara, came walking down the dirt path. “I’ve come to check on that arm of yours. Are you getting along alright Nellie?”

“Oh, could be better; could be worse deary. Come on in now.”

Within minutes the coffee was brewed and the mugs filled while the two friends sat down to reminisce about days gone by.



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End Product:

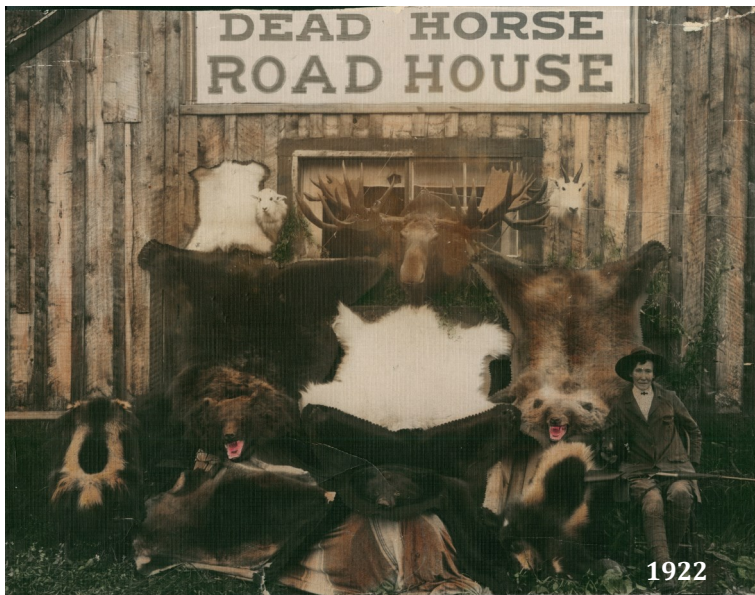
From this lesson students will have two products that could be assessed: a) Observations from the photos; and b) the writing based upon one photo.

Students will use photos as a method for researching information. Students will develop a writing that effectively meshes factual information with a story line while maintaining historical integrity.	Students will interpret photos by creating valid inferences based upon photos and historical context.	5	4	3	2	1
		Keen observations are made from photos. Observations are significant; inferences are supported by observations or other historical knowledge.		Accurate observations are made from photos. Some observations may be trivial. Inferences are weak and are partially built on unsubstantiated observations or facts.		Few observations are made and are too few or too trivial to engage into an inquiry about topic. Inferences are not fully substantiated.
	Students will provide observations from photographs to develop a historically accurate narrative writing.	5	4	3	2	1
		Writing is a mixture of observations from photograph along with historical context. All information is historically accurate. Writing is such that it is difficult to tell what is fact from observation and what is not.		Writing is lopsided; either focused mostly on photo or not at all. Writing seems contrived with facts that are somewhat forced and unauthentic.		Writing is neither engaging nor accurate. Writing is either totally focused upon photograph or not at all. Information or context are not substantiated and may be inaccurate.
	Writing creates an image about life at the time of this photograph.	5	4	3	2	1
		Introduction is strong; draws reader directly into the story (photo). Writing engages reader so that they are transformed to that time and place. Writing has a strong ending that supports the purpose of writing.		Writing is solid and purposeful, however it lacks the depth or transitions to become fully compelling. Writing has an ending that provides a conclusion to story line.		Reader is not convinced that the writer is vested into subject. Writing seems to be more of a collection of facts or rambling story line with little purpose. Writing simply ends without attempting closure.

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.



Circa 1910



1922



1955?

Photos courtesy of Resurrection Bay Historical Society



Photos courtesy of Resurrection Bay Historical Society



Alaska Nellie: A Picture is Worth a Thousand Words



A MAGNIFICENT BEDLAM OF HOLLYWOOD AND ALASKA

The Creation of Alaska Nellie

by Doug Capra © 2012

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In the early 1950's, shortly before Alaska Nellie died, a woman visiting her lodge on Kenai Lake described Nellie's eclectic collection of Alaskana as "...a magnificent bedlam of Hollywood and Alaska." She probably didn't realize how close to the truth she came in understanding the legend of Alaska Nellie.

Souvenirs from all over the world – scarfs, handkerchiefs, knick-knacks and curios – lay scattered on every shelf and in every corner. Moose, goat, and sheep racks competed for space with pelts of every variety. A bison head sent to her, she said, by Buffalo Bill, hung beside the skin of Bozo, an African lion that had died of old age in the Portland Zoo. Propped up astride Bozo, as if riding him, were Nellie's parka and mukluks. Framed in the parka hood was a life-size lithograph of General Douglas MacArthur's face. Nearby stood the infamous piano she claimed to have bought from a Dawson City dance hall with thirty bullet holes in its back from a gun fight. When she moved this collection to Lawing (23 miles north of Seward) from her Dead Horse Hill roadhouse back in 1923, it had filled two railroad freight cars. That was almost 30 years ago. Since then the collection had grown.

Her trophy room looked like a stage, with its proscenium arch papered with publicity photographs from Hollywood sent by her close friend, silent screen star Alice Calhoun. Photos of cowboys on wild broncos hung between ptarmigan and white owls. A stuffed Brazilian monkey seemed out of place, but Nellie had a story for it. The dress Alice had worn in her first movie back in 1917, along with her other costumes, hung on the wall beside caribou hides.

On a trip to Alaska in the late 1920's, Alice met and befriended Nellie and they became lifelong friends. During the 1930's, Alice traveled to Alaska with her mother several times to visit Nellie. Nellie stayed with Alice occasionally as her

guest in Beverly Hills, where she was wine and dined among the Hollywood elite.

It was Alice who had helped Nellie finish and publish her autobiography. It was Alice who had used her Hollywood connections to send producer and filmmaker James Fitzpatrick to Alaska to make a movie about Nellie.

It was Alice Calhoun, knowing how the Hollywood image-making machine worked, who helped create the legend that became Alaska Nellie. Alice arranged for the publication of Nellie's autobiography, simply titled *Alaska Nellie*, to coincide with the release of Fitzpatrick travelogue, titled *In the Land of Alaska Nellie*. That was in 1940.

Before that time, the little lady sourdough who lived on the shores of Kenai Lake, 23 miles north of Seward had been known as simply Nellie, or Nellie Neal; later as Nellie Neal Lawing or Mrs. Lawing. From 1940 on she would be known as Alaska Nellie.

But even before the film, she was known throughout Alaska Territory and many parts of the Lower Forty-Eight. Alaska Railroad trains stopped at her lodge on their trips to and from Seward to allow tourists a treasured few minutes of her storytelling.

Imagine arriving on the train to meet her in her late years, about 1949. As Nellie hears the train approach, she takes off and folds her apron and changes into one of Alice Calhoun's costume dresses. She leaves her roadhouse lodge and stands by the tracks waiting for the train to stop and empty passengers. Nellie leads them to her trophy room, forms them into an audience, passes a can around for contributions, holds up her autobiography for sale at \$2.50 each, takes a deep breath, and established a stance in the midst of her stage.

If there had been a director, he would have told the cameras to roll. If there had been a sound track, the music would have started. If there had been stage lights, they would have dimmed as the former Nellie Trosper, Nellie Bates, Nellie Neal, Nellie Neal Lawing gradually transformed into the legendary figure she had become -- Alaska Nellie.

As she walked down the steamship *Alameda's* gangplank onto the Seward dock on the evening of July 3, 1915, the waiting crowd didn't notice anything exceptional about

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her. A few inches over 5 feet tall, about 120 pounds, 42-years old – she could have been a newly-hired government school teacher, a wealthy widow looking for adventure, or a businessman's wife returning from a visit Outside. Nellie Neal found a hotel – one with the best view of the bay and mountains – and gazed outside late into the night, thinking, hoping, and praying. She had finally fulfilled her childhood dream. She had made it to Alaska. Like many who venture to this last frontier, she would leave her past behind to forge a new identity.

Not by talk alone, even though her storytelling was legendary. In later years she'd joke: "I guess I'll die with lint in my lungs from chewing the rag." But talk only went so far. Besides, Nellie was from Missouri, so she meant to show them. From the moment she set foot in Alaska, Nellie Neal began to reinvent herself. By 1923, she had created a reputation as one of Alaska's premiere female pioneers.

Most of what we know of Nellie's early years comes from her autobiography. As with most personal writing, sometimes it's difficult to tell what's true, what's embellished and what has been left out. She tells the audience the basic story. It's clear, though, that hers was no easy life. Being the oldest of a dozen farm children, Nellie became a surrogate mother. It wasn't a matter of choice for her. That's just the way life was for young women. She had other dreams, other plans, but they had to be put on hold. Like most of us, Nellie was probably ambivalent about this life. Undoubtedly, she felt a responsibility toward her parents and siblings, but she also wanted the freedom to create her own life.

In her autobiography, she mentions leaving school before age 14 (about 1885). Her next sentence skips to 1898 when she is 26 years old. These 12 missing years may eventually yield significant facts about Nellie. During these years, she may have ventured to places like nearby Topeka, Kansas and worked for the Fred Harvey restaurant chain along the Topeka-Santa Fe line. Her mother died in 1898 and her father remarried two years later. By 1901, Nellie had left home for good to seek her fortune. But not yet to Alaska. She worked at railroad restaurants and boarding houses as she moved westward toward Colorado. Like many independent women of the period, she learned quickly that men craved comfortable lodging and good food in frontier towns. And they were willing to pay well for it.

By 1903, she was in Victor and later Cripple Creek, Colorado, running a boarding house. In 1906, Nellie married a Cripple Creek assayer named Wesley Neal.

Interestingly, the marriage certificate and local newspaper list her as Nellie Bates, suggesting an earlier marriage. For nearly 10 years she lived in what she called "one of the richest and wickedest gold camps on earth."

"I had a hotel in Cripple Creek," she recalled, "and one year a holdup man beat me up, knocked out some of my teeth, and robbed me. After that, I always had a Colt .45 handy. Well, one evening I was sitting in my office reading the paper. A man entered the office, and so I put down the paper, covering the gun. He started to pull out a gun as he said 'Give me your money, lady,' but I beat him to the draw and shot the gun out of his hand. They left me alone after that."

She left Cripple Creek, divorced her alcoholic husband, and headed to Washington State. In 1914 she read of plans to build a government-funded railroad from Seward to Fairbanks. In 1915 she headed for San Francisco to catch a steamer to Alaska, hoping to become the Fred Harvey of Alaska's new railroad system.

Once in Seward, Nellie worked briefly for the Hawkins family. Soon, the Kenai Alaska Gold Mine, 26 miles north of town, hired her to freight goods and cook. When the crew moved to Seward for the 1915 winter Nellie packed her goods, left the train at mile 23, and headed out into "the great white silence." She found and fixed up an abandoned cabin, and for three months she hunted, trapped, earned a grubstake, and reassessed her life.

In the spring of 1916 she became the first woman to get a roadhouse contract from the railroad. Nellie soon named her spot at mile 45 "Grandview." About this time people began to notice her. She could make 60 miles a day with her dogteam, and walk the 45-mile roundtrip to Seward with a 40 pound pack in 11.5 hours. But during a fierce storm in January 1920, the real Nellie legend began.

"I had been waiting for the mail carrier to come over the pass for more than two days," she recalled. "It grew dark and no mail sled. About 8 o'clock I put on my snowshoes, I hitched up a dog team and started for the pass. When I reached the summit, I found the freezing mail carrier lying along the railroad cut, which he had followed because the snow had blocked the trail. I carried him back to my cabin, thawed out his hands and feet, wrapped him in blankets, and then went on with the mail to the next station where a train had waited hours for the mail. It was an 18-mile round trip, and when I got back at daylight the mail carrier was still dead to the world, sleeping off the effects of his close escape. It was not much to do, really. Sounds greater than it was."

As a reward for her courage, a group of Seward pioneers gave her a gold nugget necklace with a small diamond set in a star. She wore it with pride the rest of her life.

In 1918 Nellie took over the Kern Creek Roadhouse not far from Grandview. As the

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rails moved north, so did Nellie. By 1919 she was a Dead Horse (later named Curry) at mile 248. "I dished out as many as 12,000 to 14,000 meals per month, having two cooks, two waitresses and several yard men as help." About this time, either at Kern or Dead Horse, Nellie added to her reputation by killing a record 9 and a half foot brown bear.

As she told it: "One night I went out to my barn to feed my little pet black bear, and I found he was missing. As I went out into the snow, a huge shape lunged at me. I twisted away and ran to the barn. As I tried to shut the door to keep the big brown bear out, he smashed at the door with a paw, and it slammed shut on my fingers. I remained inside for a while, and heard the bear catch and kill my pet. Then I heard him drag the body away to bury it in a snow bank. I couldn't stand it after that. I ran to the house, got my 30.06, and ran back. He reared and started toward me and I had to shoot him six times before he fell dead at my feet."

In 1921, Nellie borrowed a team and entered the annual dog races at Anchorage, competing against three noted male mushers. She came in one minute behind the third team, and although she didn't win a cash prize, she recalled: "I received a huge box of candy and a tremendous ovation from the crowd for finishing the course." When asked what she got out of running the race she answered: "More than I expected. I got back."

About this time Nellie became engaged to Kenneth Holden, an Alaska Railroad shop foreman whose piano playing, singing and wit enchanted her. Shortly after their engagement, he died in a tragic accident. The body came by rail through Dead Horse, and Nellie accompanied it all the way to Seward. When the train stopped at Grandview, Nellie's old roadhouse, she gathered flowers to put on his coffin. Outside, she met Kenneth's cousin, Billy Lawing, and after Nellie returned to Dead Horse the two corresponded.

When President Warren G. Harding visited Alaska in July 1923, to celebrate the completion of the Alaska Railroad, he and his wife wanted to meet this woman named Nellie Neal, "whose signature had appeared on thousands of vouchers belonging to employees of the government railroad and which were received in Washington, D.C." He did meet Nellie and was impressed with her caribou head, musk ox hide, bear hides, moose heads and other big game trophies she had on display.

With the railroad completed, in August Nellie purchased the village of Roosevelt 23 miles north of Seward. In September, she married Billy Lawing on the stage of Seward's Liberty Theater after the show. They stood on one of their

wedding gifts, an expensive rug President Harding and his wife had stood on while addressing the people of Seward. While in Fairbanks, Nellie had her picture taken with another well-known Nellie -- the famous prospector and trailblazer Nellie Cashman. In 1925, the year Nellie Cashman died, Bill and Nellie changed their village's name from Roosevelt to Lawing.

By now, Nellie Neal Lawing was a legend, but her exploits occasionally became confused with Nellie Cashman's. Magazines like *Sportlife* started connecting her with Dawson and the Klondike goldrush. Even the Seward Gateway would reprint such stories with no corrections. Nellie told her adventurous stories to locals who ventured from Seward to spend a weekend at her Kenai Lake lodge, to tourists who stopped at her Lawing museum and trophy room, to newspaper reporters whom she met on her many trips Outside to promote Alaska. An outstanding storyteller, Nellie embellished her exploits, mixed Cripple Creek adventures with those of Grandview, Kern Creek, Dead Horse and Lawing. But even with her exaggerations, the truths of her adventurous life remained amazing enough. A year before she died in 1956 Nellie joked: "I'm pretty tough. About the only thing that could be fatal to me would be lockjaw."

Nellie became good friends with silent screen star Alice Calhoun, and through her with many of Hollywood celebrities.

A letter addressed simply to "Nellie, Alaska" would reach her with no problem. Even at age 60, about the time her husband convinced her to start writing her autobiography, she could walk the 23 miles to Seward through winter snows in less than six hours, beating the ten hour time of two experienced mushers. The wealthy, famous and titled of Europe and America stayed with her at her lodge while on hunting expeditions and sought her advice. She entertained them with stories, and often showed off her famous fishing contraption.

"The kitchen at my place extends out over the waters of Kenai Lake," she would say while demonstrating. "I throw a line into the lake, the hook is baited, and the line is attached to the hood of my range. When a fish bites, a bell rings and I know a meal is on the hook. That is what you call fresh fish deluxe."

Bill Lawing died of a heart attack in March 1936 while cutting ice on Kenai Lake for summer storage. Nellie continued to work on her autobiography. In 1938 she took a 15,000-mile bus tour across the United States to promote herself and Alaska. Under one arm she carried two prize-winning Alaska potatoes in a cigar box. Under the other, the manuscript of her autobiography. She tried unsuccessfully to find a New York publisher for her book. As for the potatoes, she presented them in person to Franklin D. Roosevelt.

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The Seward Gateway editorialized: "When it comes to spreading publicity for Alaska, Mrs. Nellie Neal "Alaska Nellie" Lawing is always somewhere out there in front of the front line offense . . . States, cities, principalities, and whatnots have their publicity departments, their high brow, profound efficiency experts with their corps of trained assistants and clerical aids. Alaska, with special emphasis upon the Kenai Peninsula and Seward, has Nellie Neal Lawing, and in our own humble opinion, she has them all beat."

In 1939, MGM Studios sent a film crew to her Kenai Lake lodge and museum to create a short documentary. *In the Land of Alaska Nellie* was released in 1940 and shown all over the world. That same year, Nellie self-published her autobiography and titled it simply *Alaska Nellie*. In 1941, on book promotion tour of the states, she attended Roosevelt's third inauguration and was honored with special seating. She later presented the President with a signed copy of her book.

In January 1956, Anchorage invited her to town to celebrate Alaska Nellie Day. Shortly after, she signed away her interest in Lawing to the Territory in exchange for an old-age pension. She once told a reporter: "When I die, my trophies will all go to the territory to be exhibited for the benefit of the pioneer women of Alaska." That was not to be the case.

Nellie Neal Lawing died on May 10, 1956 while sitting in her favorite rocking chair at her little house on Kenai Lake. She's buried in the Seward City Cemetery.

On her death certificate, under "additional information that may help identify deceased," it simply says: "Known as Alaska Nellie."

Then the drama of her estate begins. Nellie's last years had been hard ones. She was in and out of the hospital in Seward, unable to get around or pay even basic bills. Some of her property was stolen about this time, including her precious gold nugget necklace.

Immediately after her death, the Territory, to whom Nellie had signed over her property back in 1949 for an old age pension and medical care, claimed \$6,644. Other creditors in Seward waited in line. Her lodge and trophy room, already in poor condition, started to leak and deteriorate. Her friends tried to save her home and collection to create a museum, as Nellie had wanted, but the attempt failed. A year after she died the Territory auctioned off all her belongings. Those probating her estate learned that Billy's estate had never been probated back in 1936. During that process, they learned that some of the property he had left to Nellie didn't belong to him. It was owned by the Alaska Railroad.

Nellie's estate didn't close until the early 1960's.

So – what was she seeking? Why did she come to Alaska and why did she stay? It's not an easy question to answer, but maybe if we reexamine her accomplishments we can better understand who she was: Big game hunter, miner, trapper, business woman, performer, Alaska promoter, writer, and lecturer – a Host. As the Alaska Railroad recognized when they honored her in 1956, "She established a tradition of service to Alaskans." Nellie knew what good service meant.

The Arnold family, after traveling through Alaska in 1935, recalled what Nellie meant to them in a letter. They wrote: "Colored by the Midnight Sun, the glorious beauty of the heavens at Fort Yukon inspired the artist; the wildlife of Mt. McKinley Park attracts the naturalist, but it was at Lawing, at Mile 23, that we found the spirit of Alaskan hospitality crystallized in the lives and personalities of Nellie and Bill Lawing.

"The fisherman's paradise lies at their door, the huntsman's rendezvous is just beyond the mountain, and within the lodge lives the most remarkable woman in all Alaska. Her tales of the Northland are soul stirring and unforgettable. One finds in her the embodiment of courage, gentleness, strength and sympathy. Our memory of her will live long after other experiences have faded." Nellie made an impression on people. People remembered her fondly."

Like many, though, she came to Alaska, consciously or unconsciously, to start a new life, to reinvent herself. She was a charismatic, complex, a representative Alaskan character.

"I've worked, worked, worked and gotten the joy and thrill out of a task well done" she once told a reporter. "I've always had my own philosophy about succeeding. Success is a dream with a solid foundation, and that foundation is grit, courage and determination, backed by high ideals and squareness to your fellow man."

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Most of the sources for this article come from the Alaska Nellie Collection at the Resurrection Bay Historical Society, Seward, Alaska. They have Nellie's original scrapbook, photographs, some letters, and newspaper clippings and articles that Nellie collected over the years. Much thanks must go to the women's organizations in Seward who gathered these materials after Nellie's death to make sure they didn't get scattered. I also must thank Jaqueline "Jackie" Sewell who died in 2007. She formed the Alaska Nellie Historical Society, for which I became the historian. Jackie gathered a large collection of materials, including interviews, that I am now using as I write a biography of Alaska Nellie.

The other major source is Alaska Nellie by Nellie Neal Lawing (Seattle: Chieftain Press, 1940).

Over the years, I have interviewed many people who visited Nellie and listened to her stories. The only two who actually knew Nellie are Pat (Ray) Williams and Paul McMullen. I thank them for all the personal information they have given me over the years. —Doug Capra

IMPORTANT NOTE TO TEACHERS

Doug Capra is a historian living in Seward. He is a valuable resource not only on Alaska Nellie but on much of the history of the corridor region and to the Resurrection Bay area. He has graciously agreed to be a resource for students and teachers. He can be reached by email at: capradr@yahoo.com



Description:

In this lesson students will be given some “artifacts” that might simulate what someone might find in a forgotten envelop in an attic. Students will take a stab at deciphering and connecting the pieces. Then students will listen to an interview (Mona Painter of Cooper (s) Landing) that will help explain the significance of these and give a glimpse into life on the early trails of the Kenai

Materials:

- *Copies of Letter (with Envelope)*
- *Transcribed Letter (for modified assignment)*
- *Airline Ticket*
- *Western Union Cable*
- *Audio interview with Mona Painter*

Photos:

- *Jack Lean Dog Team in Seward*
- *Mona Painter (as 11-year-old girl)*
- *2 Photos: Road to Cooper's Landing*

Alaska Content Standards:

A-2 Understand that the interpretation of history may change as new evidence is discovered.

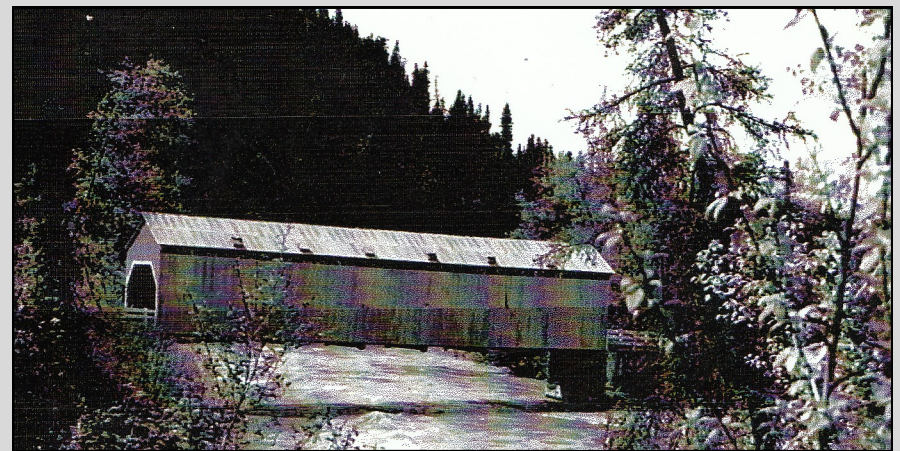
A-4 Understand that the history relies on the interpretation of evidence.

B-5 Evaluate the influence of context upon historical understanding.

Inquiry Based Thinking Strategies Utilized:

Interpreting: Students will read “raw” text, edit, and describe the intent or meaning of the passages.

Hypothesizing: Students will take the known artifacts to try to construct the meaning that connects these.



Photos used by permission Mona Painter

Observing: Students will observe documents and photos and take note of details that will help tell the story.

Following the Questions: Through this assignment, it is likely to create more questions than answers. Students ask the questions and see resolution using other resources as necessary.

Byways and Highways: The Missing Link - The Living Primary Source



Background Information:

This lesson is a culminating activity that illustrates the importance of students conducting primary resource research within their area. Alaska is different from other areas. The footprints of the early people and of the settlers can still be seen on the land. The habitations, the trails, the stories — they are still fresh. In many cases, these can still be seen. They are, in many cases, still within the living memory. In the earlier archaeological power point, Dr. Aron Crowell uses the memories of the living descendants to provide the contextual clues that remain silent in artifacts. Without this living interpretation, it is difficult to tease out this contextual knowledge. We can only guess.

In this lesson the students have a go at being a historical detective. They will be presented this scenario: They've been rummaging in a dust filled attic when they've come across an old steamer trunk. Inside there is but one item — a tattered manila envelop. On the envelop it simply says: "Important - don't discard. Save." They open it and find inside an old letter, some documents, and some photos. Nothing else. Somehow the items are connected (at least we can assume this because of their packaging within the common envelop).

It is up to the students to use the skills that they've learned during this unit to decipher this story. (Understanding, this is not a contrived story but one that will be described later in an interview.) Their first job will be to inspect the items — prospect for details (there's gold there after all). Take notes. Analyze... but, at first, only on the individual item's own terms — singularly. As necessary, students may try to answer those questions that arise by using other resources (books, maps, or internet). Analyze singularly, but not in a vacuum. Remember, one can't find connectivity until one fully understands the item itself.

Then, once done, it is the students' job to interpret the connection between the items. They will hypothesize why these have been placed together. What is the story that ties them together? It's important to remember, this isn't a story based on fantasy or supposition; it's a real story with real people — don't go beyond what has been provided and researched.

The students will share their versions and critique them according to the information that is available. Then the artifacts get a chance to "speak." Earlier in the archeological video, Rhonda Moonin lamented that "she did not listen" to her "Poppa." Students will get the opportunity to listen to an interview of Mona Painter, resident of Cooper Landing, who arrived on her own to Alaska as a 11 year old girl, her adventures traveling the route from Seward, and later developing a very special relationship with Jack Lean — long time settler of Cooper's Landing and mail runner on the Iditarod Trail.



Byways and Highways: The Missing Link - The Living Primary Source



PROCEDURE

1) Set the Stage:

In this lesson the students have the chance to put together all their skills as primary source researchers to decipher a story. When finished, accuracy can be checked by listening to a personal interview that tells the context behind these items.

2) The Scenario:

The students have been rummaging around in an dusty attic when they came across an old steamer trunk. Like all inquisitive sluthers, they open it (no doubt with a resounding creak) and inside is found an envelope labeled, in fading pencil, "IMPORTANT - DON'T DISCARD - SAVE." They blow off the dust and open it. Inside are several objects. They are to examine these and try to put together a credible story.

3) Provide the materials/Start taking notes

Start making observations and inferences regarding the photos and documents. Write these comments directly on copied documents and photos. Careful, photos and documents are not necessarily directly interrelated (one leading to another) don't overextend assumptions. Keep only to facts.

Pay attention to names, dates, and context within photo/document

4) Decipher Letter

First, rewrite letter correcting grammar, punctuation, spelling and paragraphs. (Careful, less editing is good. Just do enough to provide readability) If words or letters are added show this in (___). If words are taken away show this with . . . Remember, edit only enough to increase readability.

At the end make a note saying that the document has been altered to improve readability.

Set right margin to 3 inches and print.

In margin, provide possible explanations or connections. If questions arise note these as well (in a different color).

In addition, look at what the writer is saying, how he is saying it. What is going on between the writer and the recipient? Consider the information that is being shared. Put historical context onto the information.

5) Consider the bigger "story"

This is not a linear story. Rather the task is to discover who are these people and what is their relationship to each another. Look for any possible connections between items. Look for what information is present. Although assumptions can be made, they have to be grounded in the information that is provided. Don't look for a bigger story than what is present — again, look just for the information that is available.

6) Write out a summary of your thoughts

Summarize thoughts. Note: it's not important to connect specific photos as being specific events. Think "contextually." We have two different people that represent two different eras of history. We want to get to know the people involved, the relationship between these people, and their relationship in history — both time and place.

Consider crafting your summary in this way — with a statement of fact next to supporting details. Consider the statements based on the following documents which are in larger format at the end of this lesson.:

Documents are at the end of lesson and also online at www.kmtacorridor.org

FACT

On June 5, 1949
Mona Funk traveled to
Anchorage as an 11 year old.

SUPPORTING DETAIL

Plane ticket is in her name
Ticket says 11 year old child.
Telegram has year (1949). Plane
ticket smudged.



7) Share . . . And be ruthless!

In groups or as a class share interpretations. Interpretation might not be a) like others or b) correct, however that doesn't mean that there isn't a wrong interpretation. Every statement that is suggested must have concrete evidence to support it. If it doesn't, group members should point it out. Make the researcher be accountable for every single point. Don't allow the researcher to go off on tangents that are not supported by evidence.

8) Listen . . . And learn. And now, the Rest of the Story

Listen to the interview of Mona Painter in Cooper Landing September 13 and October 4, 2012. Be prepared to stop the interview from time to time. Students should note on their paper when the interview validates one of their points or when their assertions are inaccurate or incorrect.

IMPORTANT: In addition, make notes for new information that could not have been determined from the artifacts.

And here lies the biggest lesson . . . We can only learn so much from objects.

Objects and artifacts are stubbornly silent. There is only so much that can be learned from photographs, maps, and documents. Photographs can show an image but it can't tell about the kinship between 3 generations of Aluutiq fisherman pictured leaning against their seiner. A map can show a dotted route through a given pass, but it can't speak to the perils and death encountered while mushing it. And a plane ticket can give a name and a date, but it's mute to describe the feelings that that little girl had when her plane landed in Alaska and how it changed her entire life.

And that's why, as a student in this state of new and raw history, it is important to be part of this process of recording history through the elders that still live in our communities.

9) How Did Your Interpretation Change?

Have students select 4 -5 statements from Jack Leans letter (or from photos) in which their interpretation changed substantially after hearing the interview with Mona Painter. Explain their earlier interpretation and then discuss their current interpretation based on the new information.

In addition, have students write at least 4 questions they would ask to help understand this story. Next to the question describe what is it that is hoped to be learned from this question.

Byways and Highways: The Missing Link - The Living Primary Source



Assessment for summary: This assessment will evaluate the student's ability to create interpretation then reassess when new information is provided.

Through this lesson students will understand that the process of historic interpretation is a dynamic force that can change when new information is discovered.	Students will write an interpretation based upon evidence and historical context.	5	4	3	2	1
		Student's initial interpretation reflects thoughtful consideration. Explanations are plausible.		Student's initial interpretation is historically plausible and is based upon evidence presented. Interpretation may lack depth of connectivity (isolated unrelated facts).		Interpretation lacks credibility. Interpretation may be random or historically far fetched. Connection between artifacts seems contrived.
	Students will evaluate their interpretation based upon new information.	5	4	3	2	1
		Student recognizes that initial interpretation is either not accurate or not complete. Thoughtful consideration is provided to why initial interpretation was inaccurate.		Student recognizes instances where their initial interpretation is inaccurate, however they do not fully explain why and what factors lead them to this conclusion.		Student may recognize inaccuracies or inconsistencies, however there is little or no attempt to explain either the correct interpretation or the elements that lead them to a different conclusion.
	Students will pose questions to seek further information.	5	4	3	2	1
		Student proposes questions that will potentially provide useful information for the understanding of this story. Student successfully articulates objective for questioning strategy.		Student proposes potentially effective questions. However, questions seem somewhat haphazard without stating what is hoped to be accomplished.		Questions are weak and shallow. Structure of question will only gain short answers with little depth.

Note to teachers: Columns 4 and 2 are blank to allow for assessment that blends elements from adjacent columns. Teachers can underline criteria that describe student performance and use blank column to add comments specific to student.



Jack Lean at Upper Russian Lake 1951 by Mamie Elwell



1207

WESTERN UNION

JOSEPH L. EGAN, PRESIDENT

DOMESTIC SERVICE

Check the class of service desired; otherwise this message will be sent as a full rate telegram

FULL RATE	SERIAL	
DAY	NIGHT	
LETTER	LETTER	E

NO. WORDS, CL. OF SVC. PD. OR COLL. CASH NO. CHARGE TO THE ACCOUNT OF

Send the following message, subject to the terms on back hereof, which are hereby agreed to

To Upper Bay Brown

Street and No. Box 350 Place Seward, Alaska

Care of

Apt. No.

(Signed)

A NEW CURTIS

Telegraph your order for America's favorite magazines—Holiday, 1 yr., \$5 • the Post, 1 yr., \$5 • Ladies' Home Journal, 1 yr., \$3. All prices U. S. only. No charge for wire. Pay Western Union clerk for subscription or when billed by publisher.

Sender's name and address (For reference)

INTERNATIONAL SERVICE

Check the class of service desired; otherwise this message will be sent at the full rate

FULL RATE	DEFERRED
CODE	NIGHT LETTER

TIME FILED

June 1 1949

Mamie will be in Seward Sunday June 5 on regular airplane. Will leave Seattle 9:30 A.M. Sunday. This is her only chance to go. My best love

Sender's telephone number

[illegible]



Jack Lean
Pioneer Home
Sitka Alaska

Well Honey I got the watch
you sent me and it is running
fine I got one of the nurses
to wind it up for me and I
wore it to bed and got up by
it I would like to have a moore
camera and take pictures of you
running that god devil when you
practise more take plenty of time
I wish I were there to teach you
"Hea" "Hea" it is raining here the
snow is about all gone quite a wind
blowing we use to hunt brown and
grizzly bear in the spring if we did
not have a hunting party I use to
guide when I got a party and trap
beaver early spring I made two
thausen dollars one spring with
beaver hides and I made moore

I
than that one year with ~~deyates~~
and I use to guides hunting
parties that was good money
I was out with woodly and
Merril they were two of the
first flyers that was here
they both cracked up two fine
fellows god bless them

I was going to see what time
it was I got to the door and thought
of the watch god bless you seven
past ten and all is well I guess
that was my dog team with
Revell and lots of people with
cameras wanting to take picture
yes the Shellbarns were at coopers
Landing they had one Boy I
don't know what become of

3

him you wanted to know
about carrying the mail was
like, some of it was hell and
repete and some of it was
not bad they gave me the Rainey
Pass summit to the Kuskaquim to
the Iditarod we did it by relays
each driver had about one hundred
miles more or less sometimes it
would be good quite a bit of
travel for about a month then
we had to break our own trail
well we hired out for tough
men we had to prove up "Hä"
I was just thinking I believe
those goddervels that you run around
with would be good for packing
mail "Hä" "Hä" I would like
to take a ride with you more
god Bless you but it worries me

4
If you go shooting over those lakes
you know we use to make good
money with those bear hides
the good ones and it kept a man
in good shape well it looks as if
the rain is over for a while I see
a patch of blue sky and the wind
is gone down thank goodness how
many voters did you have there
are more people there than I thought
there were be carefull Honey with
that scooter I know you wont be
I know what I was like on a pair
of skis and hook my dogs to the
skis believe me you can make time
but you need a good trail or open
country what ever you do be carefull
Honey My kindest Regards
Yours Uncle Jack

TYPED: NO CORRECTIONS

Jack Lean

Pioneer Home

Sitka Alaska

Well Honey I got the watch you sent me and it is running fine I got one of the nurses to wind it up for Me and I wore it to bed and got up by it I would like to have move camera and take pictures of You running that go devil when You practise mona take plenty of time I wish I were there to teach you "Ha" "Ha" it is raining here the snow is about all gone quite a wind blowing we use to hunt brown and grizzly bear in the spring if we did not have a hunting party I use to guide when I got a party and trap beaver early spring I made two thousen dollars one spring with beaver hides and I mad moore than that one year with kyotes and I use to guides hunting parties that was good money I was out with woody and merrel they were two of the first flyers that was here they both cracked up two fine fellow god bless them I was going to see what time it was I got to the door and thought of the watch god bless you seven past ten and all is well. I guess that was My dog team with Revell and lots of people with cameras wanting to take picture yes the Shellanns were at coopers Landing they had one Boy I don't know what become of him you wanted to know about carreing the mail was like—some of it was hell and repete and some of it was not bad they gave Me the Rainey Pass sumit to the kuskokum to the Iditerod we did it by relays each driver had about one hundred miles moore or less sometimes it would be good quite a bit of travel for about a Month then we had to break our own trail well we hired out for tough Men we had to prove up "Ha" I was just thinking I believe those go devels that You run around with would be good for packing mail "Ha" "Ha" would like to take a ride with you Mona

If You go scooting over those lakes you know we use to make a good money with those bear hides the good ones and it kept a man in good shape well it looks as if the rain is over for a while I see a patch of blue sky and the wind is gone down thank goodness how maney voters did you have there are moore people there than I thought there were be carefull Heoney with that skooter I know you wont be I know what I was like on a pair of skiys and hook My dogs to the skiys believe Me You can make time but You need a good trail or open country what ever You do be carefull Honey My kindest Regards

Yours Uncle Jack

Description:

The purpose of this curriculum has been to pique the students' interest into the history of the Kenai Mountains-Turnagain Arm National Heritage Area, to provide examples of how to utilize primary sources for information, and to ignite a desire to conduct research into their own local history — wherever that might be. Now it's their turn.

Research is perhaps the most powerful tool in the teacher's toolshed. Developing a research question, designing a strategy, seeking out information, synthesizing this information, developing a research project, then presenting their findings to others encapsulates a multitude of critical processing skills. A successful historical research project requires creativity, insight, evaluation, applied intelligence, and empathy. Why empathy? Because the ultimate goal is for the student to understand what the people were thinking, feeling, and acting ages ago. They have to immerse themselves into that subject.

From a teacher's perspective, research-based instruction does not mean simply assigning a "report" and a due date. By providing structured parameters and expectations, the students can drive their own learning as they explore their chosen topic.

Here are some suggested considerations when developing a research project.

Select a Class Research Theme That is Compelling: Choose a unifying class theme that deserves to be explored, one from which students all have ample topics to research yet not so broad that it loses a class-wide purpose. The overall goal is that when student projects are shared, together they will interface to tell a broader story. For instance, asking students to research "*The History of the Kenai Corridor*" certainly has enough research topics to explore, but it lacks a compelling question and when finished will be so diluted that it will not provide a tight overview of the topic. Conversely, a theme of "*The Rise and Fall of Sunrise*." is compelling but lacks

enough topics and resources for a full sized classroom. More appropriate themes might be "*The Effects of the Railroad on the Kenai*," or "*The Gold Towns: Hope, Sunrise, Girdwood, Cooper Landing*." Both themes provide ample individual and independent windows for students to research.

Determine End Product: Will this be your run-of-the-mill research project? That's fine but don't feel confined. Other options are narratives that follow a story line, films, photo essays, or even (within the parameters of accurate context) historical fictions where characters are made up to recreate a slice of history.

Detail Expectations by Defining Evaluation: Define for students what the academic expectations will be for the project. Don't confine these expectations to history and research — rather include specific facets of writing. Use a rubric (such as the ones that have been utilized in the curriculum) with specific objectives with descriptions that define the levels of competency. When a paper is handed back with a single grade attached, it does little to explain how the paper succeeded (or not) in the teacher's expectations. A more detailed rubric presented prior to the assignment, then filled out as the final grade, provides incredible feedback as to expectations and to evaluation.

Brain Storm Topics: With the theme and product defined, as a class brain storm as many appropriate topics as possible. The topics may be well aligned to the theme but may also be on the fringe. For instance, if the theme is focused upon the four gold towns, an appropriate topic, if not a bit "fringy," might be the geology of the Kenai Peninsula as long as it discusses formation (and location) of the lode and placer deposits.

With the topics brainstormed on the board, the teacher can help facilitate the student's choice of project and of the potential pitfalls for obtaining resources.

Research: Now It's Your Turn

Culminating the Trails Across Time Curriculum



Consider Resources: The question is, how close to original sources are you willing/able to get? Develop a plan for acquiring the type of information that is needed.

There are many sources for information. This curriculum has exposed the students to a variety of primary and secondary resources. These include:

Maps:	Ch 1: Silent Yet Restless Earth Ch 5: Hope and Sunrise
Current Research Theory:	Ch 2b: Russian River Salmon
Interviews:	Ch 2: Early People Ch 6: By Ways
Internet:	Ch 3: Exploring NW Passage Ch 5: Hope and Sunrise
Translated Primary Docs	Ch 4: Russian America
Newspaper Clippings	Ch 5: Hope and Sunrise
Archived Data	Ch 5: Hope and Sunrise Ch 2b: Russian River Salmon
Historical Research	Ch 5: Hope and Sunrise Ch 6: Rails
Photos:	Ch 6: Rails Ch 7: By Ways
Direct Observation	Many Field Trip Sites

An effective topic is one that can be effectively researched. Before selecting a topic, consideration needs to be given to the allotted time for research and the availability for resources.

Then Let Them At It: When conducting research, students need to understand that they have a responsibility to themselves and a responsibility to history. Although plagiarism occurs, a greater risk is paraphrasing which is a regurgitation of information. It may not be intentional but could be the result of ineffective note taking.

Suggested Note Strategy

- 1) Use notecards. *This allows for easier restructuring and regrouping of notes prior to writing report.*
- 2) Consider how information is written on notecard. *One strategy which helps meaningfully process the knowledge is to write a question based upon the resource information, then to create a response to the question without looking at the resource. Here's an example of a notecard written while reading Capra's "Magnificent Bedlam..."*

What was the significance of Nellie's necklace?

Although it was very valuable, it was probably more valuable as a symbol of saving the mail carrier and the transformation to her emerging identity as being Alaska Nellie. It was after 1920 (when she saved the carrier) that she became more widely known for her toughness and spirit. As a result, she wore it with pride all her life.

Later students categorize/regroup their notecards to help structure their final project. The result is not only a product that is "in the student's own words" but is a product that is "in the student's own understanding."

A Word About Responsibility to Facts. The closer to primary resources the students use, the higher the degree of responsibility to their work. If they interview a person, they have a humbling responsibility to make their product correct for their project can become a research source for someone down the line.

Research: Now It's Your Turn

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To illustrate what happens when a fact slips: Bill Spencer has been not only the winner of the Mount Marathon race on several occasions but holds the record time for both Juniors (24:34) and 1981 Senior Men (43:23). His record was the one mentioned in the Mount Marathon Pamphlets and in newspapers covering the event as being the one that everyone wanted to beat. That is until 2012 when local Seward graphic illustrator and super slueth, Carol Griswold, was updating race photos for a project when the photo clearly shows Spencer crossing the finish line at 43:21. Turns out the error was propagated as a simple typo on a fact sheet published late in 1981. Not only that, but his junior time was off by 6 seconds faster. As Alaska Daily News reported, it was an error probably “repeated about 4 trillion times by this newspaper.” When Spencer heard that seconds were being shaved off of his record time some 31 years after the fact he replied, “It’s like a dream come true, I’m getting faster and I didn’t even have to race. I beat my own record! Woo-hoo!”

Humorous story, but it’s a lesson to the students to take all measures to make sure their research is accurate. If using living resources, make sure they send a copy to the interviewee for fact checking prior to submission. It not only insures a level of accuracy, but is fair to those who have helped during the project.

Share and Present: Since the students’ projects share a common theme, share interesting facts and new findings throughout the research process. Information that one student finds can strengthen or redirect another’s project.

Finally, following the completion of the project, make sure to develop a design for presenting their research. This can simply be a oral or power point presentation or it can be part of the creative process. Presentations could come in the form of a film or song. Perhaps compile the projects into a booklet. Think outside of the box. Seward 6th grade used to create a “living wax museum “ where the students would assume the positions of

wax figures depicting historical events or personages. Bottom line, find a way to share and celebrate the extraordinary work that the students have done.

Because they have accomplished much. They’ve become not only researchers of the people, events, and values that make up their community... they’ve become an essential component of keeping this history alive.

It is not necessarily that we are doomed to repeat the history that we don’t remember, but rather, we can be *inspired* by the lessons of those that came before us. After all, there is gold in them hills.



Resources

There are a number of valuable resources that may helpful for the teacher/student conducting research focusing on the Kenai Mountains-Turnagain Arm National Heritage Area. Although these are grouped by topic many have applications that span many study areas.

General History

Kenai Peninsula Heritage Association. *Snapshots at Statehood — A Focus on Communities that Became the Kenai Peninsula*. Soldotna: KPHA, 2009.

Barry, Mary. *Seward Alaska, History of the Gateway City*. Anchorage: M.J.B Barry, 1986. (Three volumes covers prehistory to 1960s.)

“Project Jukebox.” <<http://jukebox.uaf.edu/site/>> Digitally recorded interview of individuals.

Resurrection Bay Historical Society. *Bits of History*. <<http://www.youtube.com/user/BitsofHistory>> (Collection of video vignettes. Also accessed from Seward Museum website. <<http://www.cityofseward.net/library/>>)

Cook, Linda and Frank Norris. *A Stern and Rock-Bound Coast: A Historic Resource Study*. Anchorage: National Park Service, 1989. <http://www.nps.gov/history/history/online_books/kefj/hrs/hrst.htm#maps> (Valuable information and maps about prehistory, geology, history of the Kenai Fjords Region.

Geology

Reger, D., A. G. Sturmman, E. E. Berg, and P. A. C. Burns. *A Guide to the Late Quaternary History of Northern and Western Kenai Peninsula, Alaska Guide Book 8*. Fairbanks: State of Alaska Department of Natural Resources, Division of Geological & Geophysical Surveys, 2007. <<http://www.dggs.alaska.gov/webpubs/dggs/gb/text/gb008.pdf>>

Alaska Satellite Facility, Geophysical Institute University of Fairbanks. <<http://www.asf.alaska.edu/>> (A valuable resource for high altitude aerial and satellite photos for topography.)

Archaeology

Crowell, Aron. *Looking Both Ways: Heritage & Identity of the Alutiiq People*. University of Alaska Press, 2001.

Anchorage Museum at Rasmuson Center. (Several permanent exhibits on Alaska history and Native cultures, as well as website information on Arctic studies. <http://www.anchagemuseum.org/arctic_studies/arctic_studies.aspx>

Holmes, Charles Edgar, ed. *Sterling Highway Archaeology, 1985-1986: Supplemental Report: Volume 86, Issue 35 of Public-Data File*. Alaska Division of Geological and Geophysical Survey, 1986.

Russian Alaska

Pierce, R. A. and A. S. Donnelly. *A History of the Russian American Company Vol II*. Kingston, Ontario: Limestone Press, 1979.

Gold

Barry, Mary. *A History of Mining on the Kenai Peninsula*. Anchorage: M. J. B. Barry, 1973.

Pennelope J. *Sailing the Mail in Alaska: The Maritime Years of Alaska Photographer John E. Thwaites*. Cybercat! Productions, 2003.

Morgan, A. W. *Memories of Old Sunrise*. Ed. Rolfe Buzzell. 2nd ed. Anchorage: Cook Inlet Historical Society, 2013.

Buzzell, Rolfe. “Walking Tour of Sunrise City Historic District.” 2011.

Halloran, J. “Alaska’s Hope — Sunrise Mining District.” ICMJ Prospecting and Mining Journal, <<http://www.icmj.com/article-printing.php?id=901>>

Hope Sunrise Historical Society, Hope Museum. A wonderful collection of buildings and tools used in the area’s gold mining industry. Provides information about the Sunrise District as well.

Rail Road/Alaska Nellie

Seward Community Library and Museum has photographs, relics, and old movies of Nellie

Jones, C. L. *More Than Petticoats, Remarkable Alaska Women*. Guilford, CT: Globe Pequot, 2006.

Capra, Doug, “A Magnificent Bedlam of Hollywood and Alaska, the Creation of Alaska Nellie.” Seward, AK 2012.

By Ways

Cooper Landing Historical Society, Cooper Landing Museum. A treasure trove of primary sourced documents, photos, and relics from the Cooper Landing Area.