

# **THIS IS NOW AND THAT WAS THEN STORIES THAT WEAVE THROUGH THE EASTERN KENAI PENINSULA**



Seward Community Library: lma 1.1271

## **TEACHER'S GUIDE AND LESSONS**

VIDEO EPISODES CAN BE VIEWED AT  
*[kmtacorridor.org](http://kmtacorridor.org)*

# Every Place has a name... Every Name has a story.

This booklet is the companion guide to the *This Is Now And That Was Then* film series. This series can be viewed at....

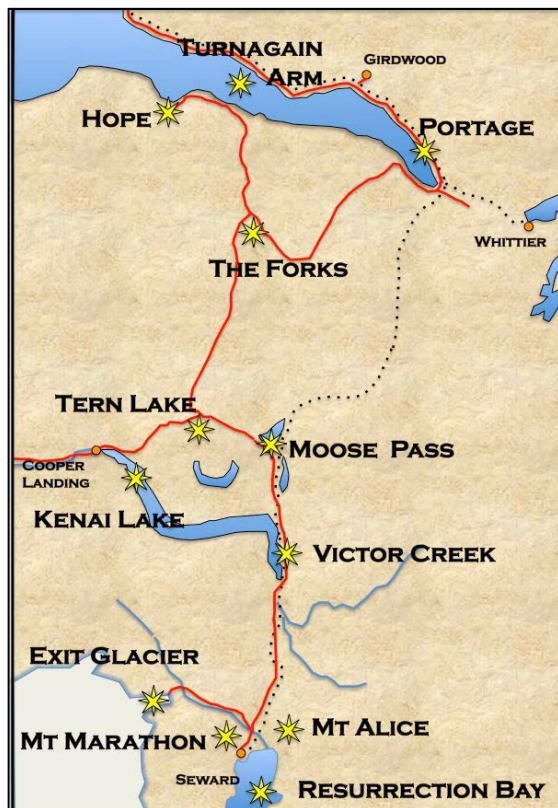
[kmtacorridor.org](http://kmtacorridor.org)

*This Is Now and That Was Then* is a series of 12 short episodes highlighting the colorful history of the Kenai Mountains Turnagain Arm National Heritage Area of Alaska.

Each episode focuses upon a landmark, presents how the feature got its name, and then transitions to a broader story about the history of the region.

The historical and geological contexts range from the indigenous people who first lived on the Kenai to the 1964 Earthquake.

This guide will help the educator integrate these episodes into their classroom.



So come along with Rachael, Matt, and Brooke as they guide your students on a trip through the Eastern Kenai Peninsula and discover why this region was the first in Alaska to be designated a National Historic Area.

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# This Is Now and That Was Then

Programs can be viewed at:

**kmtacorridor.org**

## PROGRAM DESCRIPTION



RBHS 20.3.2

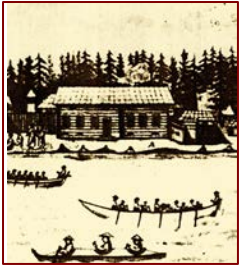
### 1 MOUNT ALICE/MT EVA Duration: 10:04 Era: (1884-1903) Founding of Seward

**Name Origin:** Alice and Eva were daughters of Resurrection Bay homesteaders Frank and Mary Lowell.

**Historical Context:** Prior to 1880s, Resurrection Bay was isolated and rarely visited. That began to change when Frank and Mary Lowell sailed into the bay. It was in this silent alcove that Frank established a trading outpost and the Lowell children were raised.

It was from Mary Lowell that the land was purchased to build the future port that was to be called Seward. In 1903, literally overnight, the Lowell homestead was transformed into a bustling, modern town.

**Extensions:** [kmtacorridor.org/curriculum-guide](http://kmtacorridor.org/curriculum-guide) *Slices of Life: Life in the Northland*  
*Individuals: Women of the Kenai*



J Shields 1794

### 2 RESURRECTION BAY Duration: 5:21 Era: 1790s Russian America

**Name Origin:** Resurrection Bay comes from Russian, *Voskresenskaia Gaven* (Sunday Bay), since it is believed Aleksandr Baranov came into the bay on a Sunday... perhaps on Easter Sunday 1792.

**Historical Context:** Russia was quick to exploit the abundant and highly valued sea otter of the Gulf Coast. In order to outflank competitors, Baranov of the Russian American Co. constructed a fort and built a ship at the head of Resurrection Bay.

**Extensions:** [kmtacorridor.org/curriculum-guide](http://kmtacorridor.org/curriculum-guide) *Russian Alaska*



RBHS Winter Collection

### 3 MOUNT MARATHON Duration: 6:18 Era: Steamship Travel

**Name Origin:** Originally Mount Marathon had many "informal names" such as "Lowell Mountain." The mountain acquired its present name after the race that is held every 4<sup>th</sup> of July.

**Historical Context:** Until air travel, the only viable way of transporting goods and people was by steamship. Sewardites eagerly anticipated the arrival of the ships. Unfortunately, steamship schedules were not reliable. Early citizens would use Mount Marathon as a perch to spot approaching boats.

**Extensions:** [kmtacorridor.org/curriculum-guide](http://kmtacorridor.org/curriculum-guide) *Transportation: Steamship*





NPS: Johnston Collection

## 4 EXIT GLACIER

Duration: 9:32

**Era:** Modern Exploration/Crossing the Ice Field

**Name Origin:** Exit Glacier acquired its present name when the 1968 Hoeman expedition used the glacier to *exit* the Harding Icefield.

**Historical Context:** This episode was built from an interview with Yule Kilcher. A Swiss-born mountaineer, Kilcher became impatient for the steamship traveling from Seward to Kachemak Bay. So rather than wait, he decided to cross the massive unexplored Harding Icefield alone.

Although at first unsuccessful, Kilcher was later part of the Hoeman expedition that crossed in 1968.

Be advised: Kilcher interviews contain "colorful" language that may not be appropriate for primary students.

### Extensions:

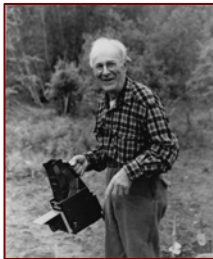
*Exploration*

*kmtacorridor.org/curriculum-guide:*

*Individuals: Women of the Kenai*

*jukebox.uaf.edu*

*Exit Glacier Interviews*



Hope-Sunrise HS

## 5 VICTOR CREEK

Duration: 6:52

**Era:** Early Photography

**Name Origin:** Victor Creek was named for a miner who established a homestead on the banks of this stream.

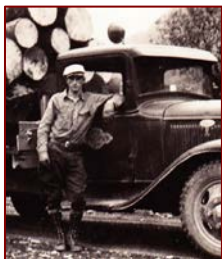
**Historical Context:** Harry Johnson arrived in Alaska in 1904. He was a miner, trapper, and hardy outdoorsman. However, he made his mark through his photography. By viewing Johnson's photos we gain insight to the Kenai Peninsula in the first half of the 20<sup>th</sup> century.

### Extensions:

*Individuals: People With a Story*

*kmtacorridor.org/curriculum-guide:*

*Slices of Life: Life in the Northland*



Jeff Estes Family

## 6 MOOSE PASS/ESTES GROCERY

Duration: 10:56

**Era:** Building of the Alaska Railroad

**Name Origin:** : Local lore says that Moose Pass got its name from a cantankerous moose that wouldn't let the mail team go through. Estes Grocery comes from the patriarch of Moose Pass: Ed Estes.

**Historical Context:** This episode is multi-faceted. Host Brooke (and father Jeff Estes) tell stories about her grandfather: Ed Estes. Through this perspective we get a glimpse of the building of the Alaska Railroad, the development of the town site Moose Pass, and the lifestyle of the time.

### Extensions:

*Individuals: People With a Story*

*kmtacorridor.org/curriculum-guide:*

*Slices of Life: Life in the Northland*



Mona Painter:  
Cooper Landing HS

## 7 TERN LAKE

Duration: 9:09

Era: Road Construction on the Peninsula

**Name Origin:** Tern Lake has not always been known as “*Tern Lake*.” It used to be called “*Mud Lake*.” The name was changed to be more appealing for tourists.

**Historical Context:** This program begins with an interview of Willard Dunham who was a bus driver during the 1940s. This transitions into a discussion of road construction on the Kenai.

The task of conceiving and constructing a road system through the Kenai Mountains was daunting. Yet transportation routes were critical in order to build an economic base for the region. This program looks at the evolution of trails becoming routes becoming roads within the Eastern Kenai.

**Extensions:**  
and Roads

[kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:)

*Rails*



SCL Ima 15.84

## 8 KENAI LAKE

Duration: 7:11

Era: The First People of the Kenai

**Name Origin:** The names for the lake and river are derived from the Kenaitze Indians – the regional group of Dena’ina.

**Historical Context:** *This Is Now and That Was Then* has emphasized the names of features on the Kenai. It is important to realize that these same lakes, streams, and mountains had names given by indigenous peoples long before settlers set foot on the Kenai.

Glimpses of the culture of these First People can be interpreted from indigenous place names. This episode examines the Dena’ina names of features to appreciate a different perspective and relationship with the land.

**Extensions:**  
Indigenous People

[kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:)

*The*



Hope-Sunrise HS

## 9 CANYON CREEK/THE FORKS

Duration: 11:21

Era: Geology/Gold Mining

**Name Origin:** Canyon Creek got its name from the canyon from which it flows. The Forks is where Canyon Creek flows into Six Mile. Six Mile Creek was that distance from the thriving gold town Sunrise.

**Historical Context:** Gold is what caught the eye of many who came north to seek their fortune ... and The Forks was ground zero for many of the operations that spidered throughout the Eastern Kenai. But how did the gold originally become sealed into the mountains of the region? This episode examines the role of geology and glaciation in the formation and deposition of gold ore, and then illustrates the methods miners used for extraction.

**Extensions:**  
Geology

[kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:)

*Mining*



Hope-Sunrise HS

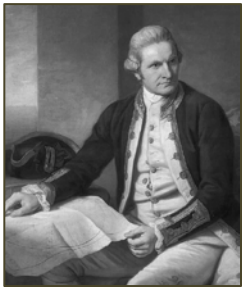
- 1 HOPE** Duration: 10:27  
Era: Gold Rush 1890s – early 1900s
- 0 Name Origin:** Local lore tells a story of the town getting its namesake from a young man, Percy Hope, who arrived into town. However, it more than likely got the name from the optimistic miners hoping to strike it rich.

**Historical Context:** What was it like to be a child living in a gold camp in the late 1800s? Would there be other kids? What would a kid do for fun? Was there a school? These are some of the questions that Matt poses in this episode. This story is about young Bobby Mathison who arrived in Hope during the peak of the gold rush and continued to live his life in the area long after the the gold played out.

**Extensions:** [kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:)  
*Slices of Life: Growing Up on the Kenai*

*Mining*

*Individuals: People with a Story*



Public Domain

- 11 TURNAGAIN ARM** Duration: 6:39  
Era: Exploration in the 1700s

**Name Origin** The name “Turnagain Arm” commemorates Captain James Cook’s attempt to locate the fabled Northwest Passage. He was hopeful that this inlet off “Cook’s River” would be the passage...but he was turned around again.

**Historical Context:** This episode explores the idea, or rather the hope, of the existence of a shortcut (a Northwest Passage) between Europe and the Pacific Ocean. The country that discovered such a passage would control the commerce between Europe and Asia. If any captain could have succeeded it would been the British captain James Cook.

**Extensions:** [kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:)  
*Exploration*



SCL Ima 10.267

- 1 PORTAGE** Duration: 10:05  
Era: 1964 Earthquake
- 2 Name Origin:** The town site acquired its name from nearby Portage Glacier which provided a relatively safe and easy route for indigenous people and miners to travel between Prince William Sound and the Kenai Peninsula.

**Historical Context:** The town of Portage was abandoned following the 1964 earthquake. The earthquake was a transformative event for the Kenai. In the five minutes of shaking, transportation routes and infrastructures were destroyed

This episode takes a look at how the earthquake affected the Kenai Peninsula through the eyes of then 11-year-old Tom Gillespie

**Extensions:** [kmtacorridor.org/curriculum-guide:](http://kmtacorridor.org/curriculum-guide:) 1964  
*Earthquake*

*Individuals: Growing Up on the Kenai*

## ACTIVITY 1: Find the Name!

**OVERVIEW:** The theme of the episode is *"Every place has a name...every name has a story."* Within every episode the name of the feature is discussed. Sometimes it is at the beginning, sometimes at the end. Sometimes the name must be deciphered carefully from what is being said.

**STRATEGY:** Make it a class activity competition to see who can hear and record on paper how each feature got its name.

**KEY:** In case the meaning of a name eluded you:

NAME	ORIGIN OF NAME
1 Mount Alice/Eva	Alice and Eva were the daughters of homesteaders Frank and Mary Lowell
2 Resurrection Bay	Baranov sailed into the bay on a Sunday in 1792 and named it <i>Voskresenskaia Gaven</i> --Sunday or Resurrection Bay.
3 Mount Marathon	Named for the annual 4 <sup>th</sup> of July race up and down the mountain.
4 Exit Glacier	Named in 1968 by Vin Hoeman because the expedition used this glacier to "exit" the Harding Icefield.
5 Victor Creek	Named after a homesteader who lived on the stream.
6 Moose Pass	Legend has it that it was named because an ornery moose wouldn't let the mail sled pass by.
7 Tern Lake	Used to be called Mud Lake but the name was changed to encourage tourism. Named after terns that can often be found nesting at lake.
8 Kenai Lake	Named after the Kenaitze, a regional group of the Native Dena'ina cultural group.
9 Canyon Creek/The Forks	Canyon Creek is named for the canyon it runs from; The Forks is the region where Canyon Creek and Six Mile Creek come together; Six Mile was named for the six mile distance between the Forks and the town of Sunrise.
10 Hope	Legend has it that the town was named after young Percy Hope. However, it more likely was named because the miners came there "hoping" to strike it rich.
11 Turnagain Arm	Name commemorates Captain Cook's attempt at trying to find the Northwest Passage. Thinking that this inlet "was the one," he was "turned around again."
12 Portage	Nearby Portage Glacier was a common portage between Prince William Sound and the Kenai.

**EXTENSION:** Pick a distinctive landmark that is near the school or town. Tell the students that they have an opportunity to rename the feature of their choice. Have students write an essay of their name choice and rationale.



## LESSON 2: Interpreting Maps

- OBJECTIVE:** Students will analyze regional maps created during the 18<sup>th</sup> and 19<sup>th</sup> centuries to infer how geographic knowledge evolved during this time period. Using maps available online, students will gather, analyze, and report upon their interpretation of human exploration of the Alaska region.
- OVERVIEW:** Maps are historic documents that illustrate human knowledge, technology, and understanding of landforms at the time the maps were created. When Bering set sail from Kamchatka in 1728, little was known about the landmass to the east. The coastline, and then the interior, were explored and mapped over the course of the next 100 years.
- By analyzing the evolution of the maps during this time period, students can interpret the changing level of cartography technology as well as the knowledge of the region.
- BEST USED:** This lesson fits best with the episodes of Russia Alaska (#2: Resurrection Bay) and Exploration (#11: Turnagain Arm)

### MATERIALS / SITES:

Globe

Mercator Map of World

Current Map of Alaska incorporating Kamchatka and the Pacific Northwest.

*Online*

Note: Most of the maps below are linked on...

*[kmtacorridor.org/curriculum-guide](http://kmtacorridor.org/curriculum-guide) (Maps)*

- **Dutch (van den Keere) interpretation of world 1608:**

<http://www.raremaps.com/gallery/detail/34697>

- **Russian Map: 1750:** <http://www.raremaps.com/gallery/detail/31701>

Incorporates Bering's voyages with latter discoveries. Continues myth of the Sea of the West

- **Russian 1754:** <http://www.raremaps.com/gallery/detail/35568/>

More accurately records voyages of Bering and others. Less speculation on undiscovered lands.

- **NW Passage (Polar View): 1760:**

<http://vilda.alaska.edu/cdm/singleitem/collection/cdmg11/id/3344/rec/3>

Polar view. Labels known features. Of special interest is the interpretation of the Aleutian Peninsula. Lost Charts of Captain Cook: 1784

- **British 1784:** <http://www.raremaps.com/gallery/detail/35568/>

These charts, compiled by William Faden, color code British, Russian, and Spanish discoveries.

- **Russian America 1862** <http://www.loc.gov/resource/g4370.mf000029/>

NOTE: These maps are examples. Many more can be found at:

[vilda.alaska.edu](http://vilda.alaska.edu) • [loc.gov](http://loc.gov) • [raremaps.com](http://raremaps.com)

(Continued)

- **Lost Charts of Captain Cook: 1784**

<http://www.raremaps.com/gallery/detail/35568/>

These charts, compiled by William Faden, color-code British, Russian, and Spanish discoveries.

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[loc.gov](http://loc.gov)

[raremaps.com](http://raremaps.com)

**STRATEGY:** *Suggested procedures*

**Anticipatory Set:** Maps change through time ... why?

Present the modern globe to the class. Explain that this is our current knowledge of the world. Now consider the 17<sup>th</sup> century understanding of the world for a European explorer. As a class, on the globe, hypothesize what parts of the world were probably well explored and what parts were unknown. Discuss what factors encouraged exploration and what factors challenged or inhibited discovery. (Example: Factors encouraging exploration would be trade/resources, territory acquisition, proximity to Europe, etc. Factors inhibiting exploration would be available sailing/navigational technology, trade winds/regional [i.e., polar] climate, obstructing landmasses, distance from home port, etc.)

**Guided Practice**

Present the Dutch Map (1608). As a class compare this with a modern Mercator world map. Confirm which portions of the world were well known and which were incomplete or inaccurate. Does this match the expectations earlier defined?

**Independent Study**

Break students into small groups of 3 or 4. Provide copies of maps created throughout 18<sup>th</sup> and 19<sup>th</sup> centuries. Students should analyze the maps based upon:

- Accuracies

- Inaccuracies

- Technology of the time

- Body of Knowledge

Students will also note that some earlier maps are far less accurate than later maps. Students should provide thoughts regarding this discrepancy. (Lack of efficient ways to create and distribute copies, secrecy of information between rival nations or companies being two examples).

(Continued)

**Assessment:**

Groups will select 1 or 2 land features on maps that have markedly changed over time. They will provide a discussion of how and why this feature resisted accurate cartography and how this eventually changed. This project could include research on available navigation technology .

**Extensions:**

- If creating a classroom timeline (Lesson Three), print a small-format replica of maps and place on correct date or era.
- Working in groups of 3-4 develop a map of a defined area (playground) using a compass and pacing. Share end results with class. Compare and contrast end products. What elements can be inferred between this activity and cartographical errors from the 18<sup>th</sup> century?

### LESSON 3: Building a Timeline

**OBJECTIVE:** Students will organize dates to recognize and interpret the relationship between seemingly unrelated events.

**OVERVIEW:** The video series retells the story of 12 events that often overlap in time. By placing critical dates from the episodes onto a timeline, relationships between unrelated events can be examined. In addition, by adding eras and the students can put the "Kenai" events into a broader national and world context.

**BEST USED:** The timeline framework should be developed prior to watching the series. Then, as dates are mentioned in the course of an episode, these can be noted and placed upon the timeline.

**MATERIALS:** *Although it is possible to complete this project individually using computer applications, it may be most useful for the class to build a single large timeline on the walls of the classroom. (See Example on next page)*

**SUGGESTED MATERIALS:**

Colored butcher paper, blank notecards, colored yarn, medium tip marker.

**STRATEGY** (Suggested Procedures – assuming classroom timeline already created)

**Anticipatory Set:**

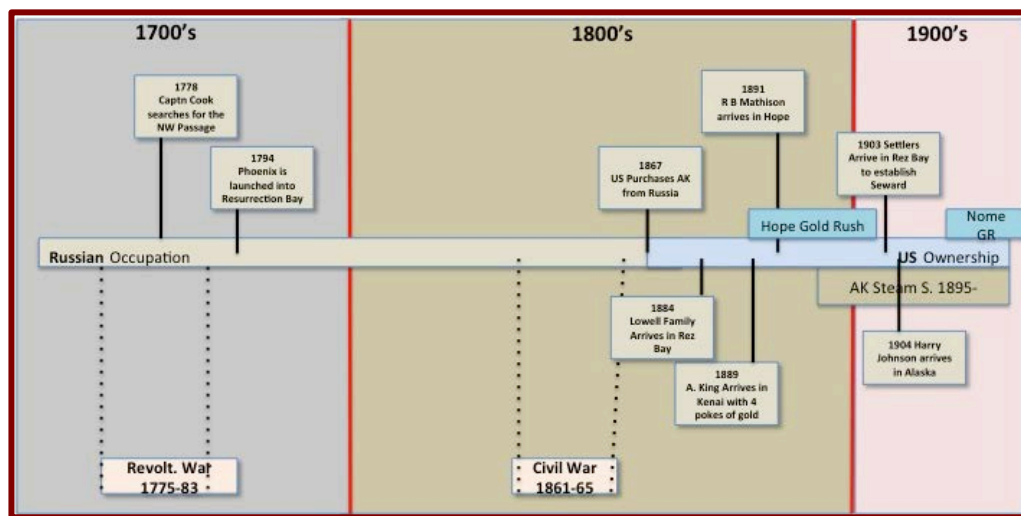
- Define time line and frame time span with known events.
- Familiarize students with timeline on wall.
- Ask a student to put their birth year on the time line.
- Encourage any other events and dates (personal or historical) that students know of to be put on the wall. Solicit known Alaskan events.
- Discuss major US and World events – although the students do not need to know the exact dates, try to choose key events that span the length of the timeline (Revolutionary War, Civil War, Depression, 1<sup>st</sup> man on moon, Wright Brothers Flight, Titanic, etc. *These should be events that students have some knowledge of in order to frame the Alaska events.*)
- Assign events to individual students or groups to quickly research dates. Put these on the time line.

**Class Guided Practice:** Build a time line while watching series

- Explain that over the course of the unit, the students will be watching 12 episodes that talk about different time lines.
- During episode: Students should listen for and note important dates. These will be numerous.
- After viewing each episode, determine which dates are critical to place upon time line. Write these (the year and description of event) neatly on a notecard big enough to be seen from a distance. A medium point marker works well for this.
- Connect event to timeline by using yarn.

(Continued)





### Example of Timeline Segment:

Provide ample linear space: 15+ feet

Use 3 different backgrounds (or more) to set off centuries.

Use a strip 3-4 inches wide to delineate the time line: Mark off and note years.

This should cover from 1700–Present

Define a region (extreme upper or lower) for appropriate national and world events/eras.

### Assessment: Developing relationship between events.

Students will choose 3 – 4 seemingly unrelated events, and then by using the timeline will interpret possible cause-effect relationships. Students can use details from series to support their arguments. Older classes might substantiate their arguments with further research.

Although the relationships may be subjective, students should be cautioned about making assumptions that have no historical context.

One example might be the US Acquisition of Alaska, the Lowell Family arriving in Resurrection Bay, and Harry Johnson. The connection could be interpreted as such: *Although the Russians depleted valuable marine resources (namely the sea otter) there was still trading possibilities available. With the Alaska Purchase of 1867 it allowed American companies to take over this industry. Thus Frank Lowell came into Resurrection Bay hoping to set up a trading outpost. Because of the family, this outpost became an important steamship stop (and later the port of Seward). Harry Johnson likely would have disembarked from this port. Had this port not been established, he could have ended up elsewhere in Alaska.*

### EXTENSIONS:

If Lesson 2 on the evolution of maps has been completed, small replicas of these maps (and others from online research) could be added to timeline. See [kmtacorridor.org/curriculum-guide](http://kmtacorridor.org/curriculum-guide) (maps) for more examples of maps.

## LESSON 4: The Story Within a Photograph

**OBJECTIVE:** Students will observe photographic details and interpret these to tell a story about the people, event, and time of the photo.

**OVERVIEW:** A photograph is worth a thousand words ... but you need to learn to "read" the story. In this lesson, students will be examining photos for details that will provide an educated interpretation of the event, people, and context surrounding the image. Students will share their interpretations.

**BEST USED:** The Victor Creek episode (#5) would be a natural time to present this lesson since it focuses upon the photography of Harry Johnson.

This lesson could also be presented prior to viewing the *This Is Now* series. Most of the episodes are compilations of historic photos. Therefore, learning to decipher the photos' stories will prepare students to look critically at the images presented.

**MATERIALS:** Preselected photos.

These photos may be historic in nature. Photographs can also be the students' own images from when they were young. It is important to select photos that provide ample contextual clues to interpret. (*See Example*)

### STRATEGY:

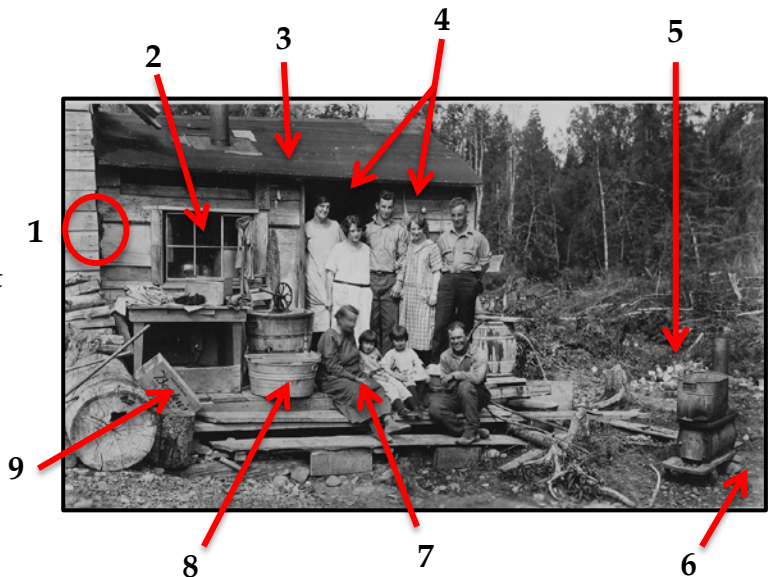
**Anticipatory Set:** Sharpen observation skills

- Display a preselected photo for class. (See example below). Challenge the students to look for minute details that would be easy to miss.
- Students should independently look for details from photo. Do not infer or add interpretations. Stick to what can be observed.
- Share observations. Perhaps keep track of numbers of students that shared this interpretation. Highlight those details that perhaps only 1 or 2 students noticed.
- Now encourage students to provide analysis based on interpretations of only details from the image. Students should not provide interpretations that cannot be suggested by the image.

## SAMPLE PHOTO



- 1 Different size (age?) lumber on house
- 2 Glass windows
- 3 Tar paper roofing:
- 4 People: Very close proximity to one another. Standing figures seem similar ages. Male and female in back have arms hooked. Seated man seems oldest male.
- 5 Trash pile of cans
- 6 Wood stove with large kettle
- 7 Older woman (hands aged) with two girls that seem to have similar looks and age
- 8 Barrel with washboard and wringer.
- 9 Wooden crate for Borden milk(?)



### Sample Partial Interpretation:

*Because of their close proximity these people are members of a family. The man and woman with hooked arms are married. The two girls are theirs and are twins. The twins are leaning into the older woman, which implies she is possibly their grandmother. House was added on to recently to accommodate growing family size. The wood stove and kettle were for washing clothes (evidenced by scrub board and wringer) and to provide baths for twins.*

**NOTE:** *All interpretations are evidence based and are plausible given photo context. This does not mean that interpretation is correct. More research is required for verification.*

(Continued)

**Independent Practice:** Give it a try individually with class photo

- Display a second photo for class. Again, it should be a photo that has a variety of contextual details within the image.
- Independently, on paper, students should take note of details then provide a narrative interpreting the possible story.
- Students can peer assess notes. Since the students have observed the same photo, peer editors could use the following assessment marks for details and interpretations:
- Check mark (✓): Details that peer editor also discovered
- Plus (+): Details that peer editor did not take note of.
- Exclamation Point (!): Interpretations that are plausible and consistent with context of photo
- Question Mark (?): Interpretations that are not plausible or consistent with photo context.

**Assessment:** Student selects old photograph from series (pause video feed to freeze image). Take notes based upon details in photo (and information provided in the video narration) to build an interpretation. These will be shared with the entire class and evaluated by instructor.

**Extension:** See Lesson 5



## LESSON 5: Photo Re(Search)

**OBJECTIVE:** Students will apply photo interpretation skills to research topics and eras of the region.

**OVERVIEW:** Analyzing photos can be a valuable method of researching an event or time period. This lesson allows students to extend and apply their understanding of photo analysis from Lesson #4.

In this lesson students will select a topic from a range of historic events, eras, or places of the Kenai Mountain Turnagain Arm National Heritage Area. Using online resources, students will gather 5-7 representative photos of their topic, then, using only the photos and information from the video series, extract details and infer meaning.

**BEST USED:** This lesson should be used after viewing entire series and after completing lesson 4 on photo analysis.

**MATERIALS:** Photo series from a near history event or era (teacher provided/online)  
Access to computers with Internet

**STRATEGY:** (Suggested Procedure)

**Anticipatory Set:** Looking for generalizations, building assumptions

- This lesson extends the skills learned from Lesson 4 and applies these skills to create generalities derived by comparing several photographs.
- Start lesson by having students assess their current knowledge of the teacher-chosen topic that will be displayed in photos. (Possible topics might be 1950s, Apollo 11 mission, or some other not so long ago event or era).
- Provide to class a variety of photographs from the chosen era or event. This can be accomplished through an image search on the Internet. The key is to select only 5-7 photos that provide a variety of perspectives.
- Students will take note of not only details from photos but also whatever commonalities exist. As a class, students will discuss what they have learned about this topic. This can include specific facts or generalities in regards to fashion, technology, and other specifics to the event or era.

**Independent Practice:**

- Students will now conduct their own research project using only photos.
- Topics will be selected or drawn out of a hat (possible topic list below).
- Students will conduct general Internet search or by using the online Alaska photo repository: *vilda.alaska.edu*. Students will find and select 5-7 representative photos that provide perspectives into the topic.
- Photos will be printed, mounted on a single tag board, and details will be noted with arrows/circles with labels (as per example on Lesson 4.)
- Students will then build generalities based upon what could be discerned from photographs.
- Findings will be published in an essay.

**Assessment:**

- Using conventional research tools, students will continue to research their chosen topic to confirm, validate, or dismiss their assumptions based upon photos.

(Continued) 17

**Possible Topics:** These are a mere sampling of potential topics from the history of the Eastern Kenai Peninsula

Wreck of SS Yukon • 1941/1943 Fires in Seward • Sunrise, Alaska  
Gold mining • Seward early days • Dogsled Travel • Iditarod  
Fort Richardson/Mc Gilvary • Homesteads • Lowell Creek Floods  
Railroad: The Loop • Railroad Building • Hydraulic Mining  
Exit Glacier • Steamship Travel • Herring Pete Sather • Fox Farming  
'64 Earthquake (specific to a location—Kenai Lake, Road damage, etc)  
Jesse Lee Home • President Harding Visit • Alutiiq/Dena'ina  
Seward Dairy • Around the World Flight • Alaska Nellie

*Other Topics – Time Period Needs to be defined*

Hunting/Trapping • Seward 4<sup>th</sup> of July • Fashion/Clothing • Hope  
Moose Pass • Cooper Landing • Girdwood • Children • Christmas

**EXTENSION:** Create your own program

This unit could culminate with the students researching and developing their own video episodes. Computers have applications that easily blend photos, music, and recorded narration into programs that will mesh research, writing, and presentational art into a unique learning experience.

## PHOTO ACCURACY IN EPISODES

When producing this program, a great deal of attention was given to photos aligning to narration. In general, when the narrator is talking about a specific subject, the photo shown is either directly related to the narration or is historically accurate. This is important to know if students are going to analyze the images. However, sometimes photos were not available and images were selected that represent—as best as possible—the story being told. In order to enhance the educational use of the photos, here is a listing of photographs that were used to best represent the story.

### Historic Video Footage

FYI: *Film footage*, provided by Jeff Estes family of Moose Pass, was taken by Ed Estes circa 1930s to perhaps 1950s.

#### 1 Mt Alice

*Kids Swimming*: Represents Chester's summer in Resurrection Bay  
*RBHS 20.1.3*: Children pictures are likely Lowell grandchildren... not Edwin.

#### 2 Resurrection Bay

FYI: *All Documents are authentic* to subject.  
Drawings of fort and boat yard were completed by shipwright James Shields on site. Modern drawing of *Phoenix* was completed by Tim Sczawinski using historic documents.

#### 3 Mount Marathon

*RBHS 31.1.2* is the landing of the Santa Ana with Seward founders.

#### 4 Exit Glacier

*Ice field photos are from the Hoeman Expedition* including the photos representing Yule Kilcher's lone expedition of 1936.

#### 5 Victor Creek

*All photos are from Hope's Harry Johnson Collection* and are specific to the narration.

#### 6 Moose Pass

*No photos exist of Frank and Leora*. Photos used in this portion of the narration are representative. The one exception is the photo of the Transport Crook in Cook Inlet... this photo is specific.  
*Logging Truck*: specific, but narration is talking about earlier time. The film of "bobcat" with sled is specific to narration.

#### 7 Tern Lake

*RBHS 982.2.7*: Not taken at Tern Lake, location unknown.

*Film footage* is not of Canyon Creek Bridge but rather is the construction of Donaldson Bridge a short distance from Canyon Creek during same time period.

*Note*: Some photos may show scenes that are not specific to the 1940s

*Estes film of truck on muddy road* was not likely a main road as suggested by narration.

#### 8 Kenai Lake/River

*Location and ethnicity of photos* is undocumented except for *RBHS 20.1.1* (Lowell grandchildren circa 1903).

#### 9 Canyon Creek/Forks

*The location of the photo of mining* in introduction is unknown and represents what Fork operations may have looked like.

*Photo of 2 miners* was taken by H. Johnson— it may or may not be Johnson's lode mine operations.

*Second photo of 2 miners next to mine shaft* is not the Johnson claim.

#### 10 Hope

*Tent camp photo* is representative of RB Mathison's claim.

*Horse pulling cart* is representative of carrying Bessie.

*Hope during 1<sup>st</sup> winter*— this is Hope but taken at a later date.

*No known photo exists* of the early Mathison cabin.

*Community Hall*— photo is taken in front of mercantile.

*Lady Teacher*— Photo is representative of this person

FYI: Photo of school with mountains: This is Hope's first school which is on display at Hope Museum.

*Dancing in Community Hall*: This is the Hope Community Hall but taken in the 1940s or '50s

*Road to Anchorage*— actually is of road near Trail Lake.

*Moose*— not likely Sad Sam but probably quite similar.

#### 11 Portage

*All photos specific* to narration.

#### 12 Turnagain Arm

*All paintings and documents are specific*.

## And Also...

There are a number of resources that will be helpful to the educator creating units of study about the Eastern Kenai Peninsula:

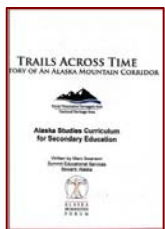


**Want to hit the road with your students?**

### **KMTA Field Trip Guide**

This guide outlines 23 different stops along the Eastern Kenai Peninsula road system. These stops include historical, geological, and cultural aspects. Many are inquiry-based that ask the students to interpret observations of the site.

Available at [www.kmtacorridor.org](http://www.kmtacorridor.org)



**Need some inquiry-based lessons?**

### **KMTA Secondary Curriculum**

Although written for secondary grades, these lessons provide a wealth of ideas and resources for educators of elementary and intermediate levels. Resources include translated Russian letters between Baranov and Shelikov, census/demographic data from Hope and Sunrise, letters and "artifacts" from earlier times.

Available at [www.kmtacorridor.org](http://www.kmtacorridor.org)



**Need help building thematic units of study?**

### **KMTA Curriculum Guide**

This site cross-references historic themes with resources to help develop instructional units. Want to build a unit on Transportation, Geology, Making a Living, and Women of the Kenai? These and many other themes are presented.

Available at [www.kmtacorridor.org](http://www.kmtacorridor.org)



**Want some examples of oral history plus some fascinating primary sourced info?**

### **Project Jukebox**

Project Jukebox is a portal to oral histories from all around the state of Alaska. This particular page features personal reflections of Exit Glacier and the Harding Ice Field. This site would be ideal to be used in conjunction with Episode 4 (Exit Glacier).

Available @ <http://jukebox.uaf.edu/site7/project/532> (or google "Jukebox Exit Glacier")

**Want to hear stories particular to the Seward area?**

### **Bits of History**

These are short oral stories about events in Seward transcribed by local historians. These are ideal for quick research into wide-ranging topics.

Available on YouTube: Search for "Bits of History Seward"

**Interested in shaking up the classroom?**

### **Alaska Earthquake Information Center**

Interesting to most, invaluable for those living with earthquake-prone areas, this site provides a wealth of historic, geologic, and earthquake safety measures. Careful! Want to find out how many earthquakes have been happening beneath our feet in the last week? You'll be amazed.

Available @ <http://www.aeic.alaska.edu>



A sincere thank you to the following organizations and individuals for their help developing this booklet and the This Is Now and That Was Then film series:

## PHOTOGRAPHS

Hope and Sunrise Historical Society  
Resurrection Bay Historical Society (RBHS)  
Seward Community Library Association (SCL)  
Mona Painter and Cooper Landing Hist. Soc.  
Jeff Estes Family  
Kenai Fjords National Park (Dave Spencer and  
David Johnston Collections  
Doug Capra  
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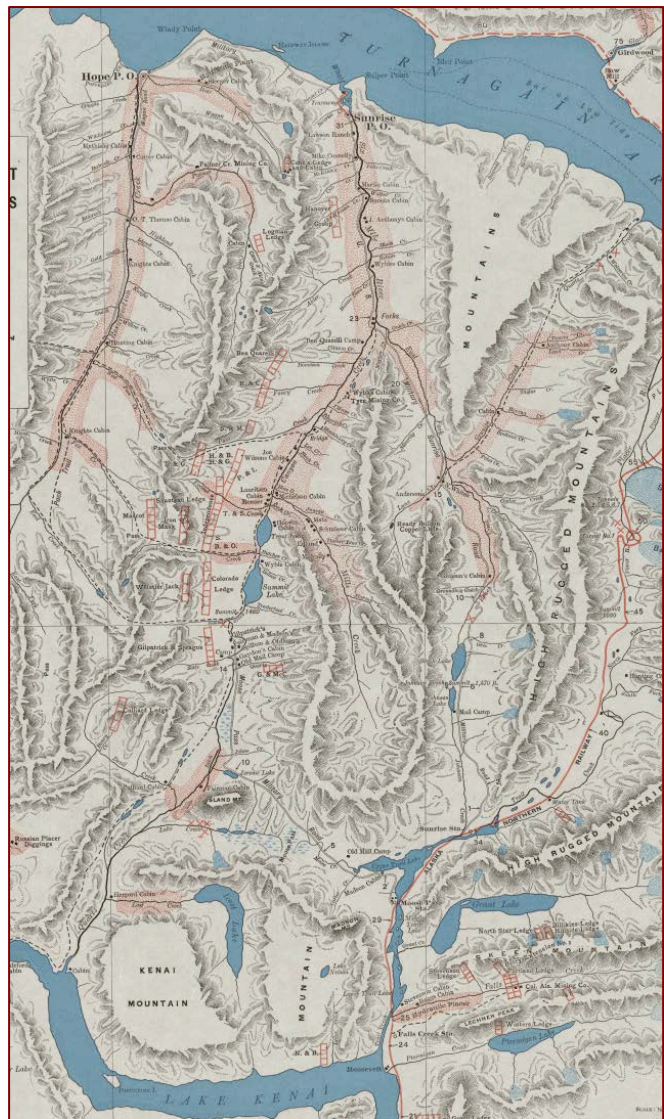
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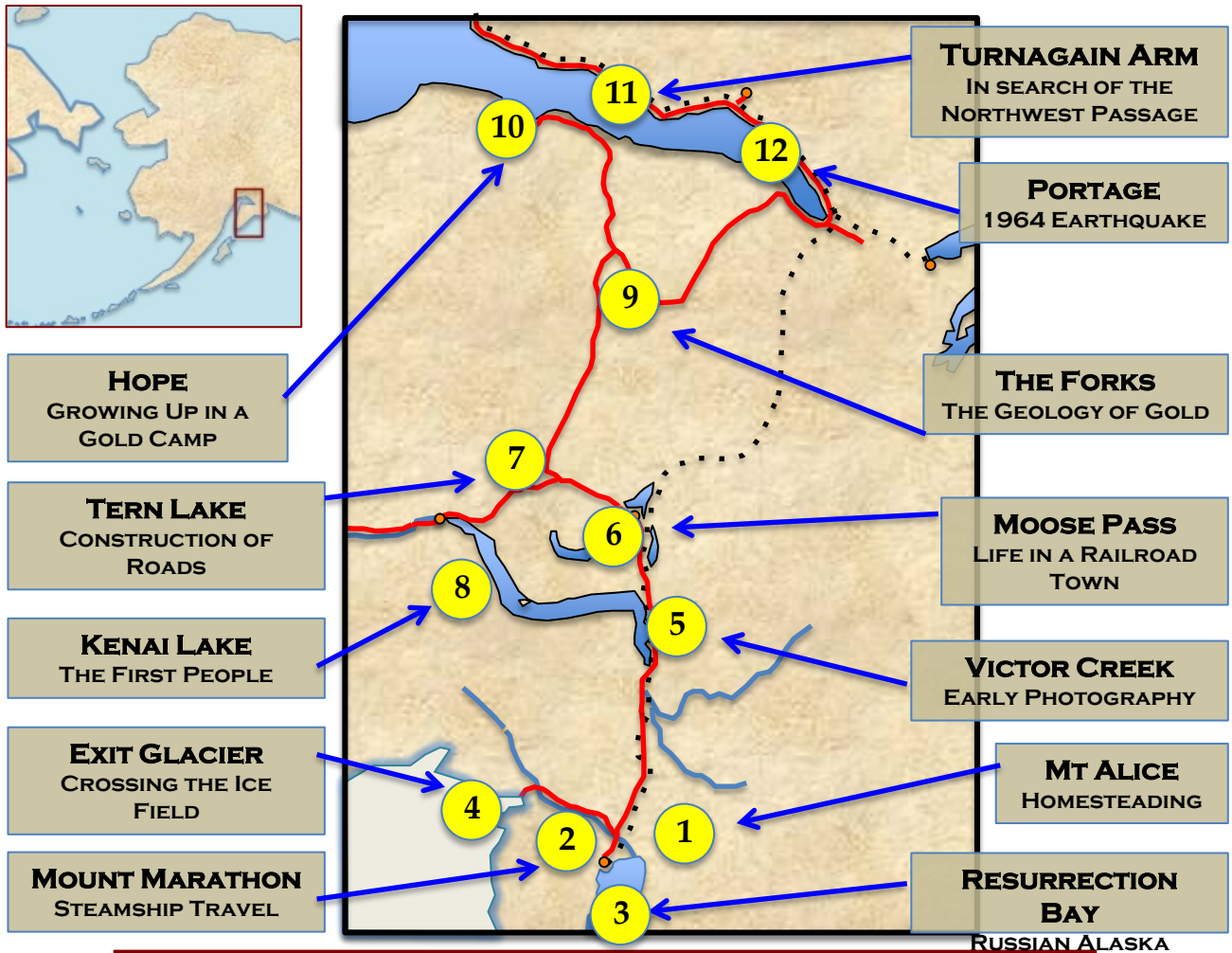
Kaylene Johnson-Sullivan



1910 Mining Map of the Eastern Kenai Peninsula

# Historic Themes

The *This Is Now and That Was Then* video series contains 12 episodes based upon landmarks located on the Eastern Kenai Peninsula of Alaska. Each episode presents a different era of the region's history.



Kenai Mountains Turnagain Arm National Heritage Area was established in 2009 to recognize, preserve, and interpret the unique historic resources and cultural landscape of the Eastern Kenai Peninsula of Alaska.

KMTA assists community-supported projects that celebrate the natural and human history of the region.

To learn more go to: [kmtacorridor.org](http://kmtacorridor.org).

Cover Photo courtesy of Seward Community Library: *lma 1.1271*

Booklet Design: Marc Swanson: Summit Educational Services of Alaska

Other photos courtesy of:

Resurrection Bay Historical Society • Seward Community Library Association • Kenai Fjords National Park  
Mona Painter /Cooper Landing Historical Society • Hope-Sunrise Historical Society • Jeff Estes 22