

## Why Do We Move?

By Erin Popek

### Overview:

Students will investigate the forced relocation of peoples from the Aleutian Islands to Southeast Alaska during World War 2. This lesson will fit within a larger unit of WWII or an Alaska History class- deepening awareness of the history of movement of people and present day movements of people. Migration, globalization, war, subsistence lifestyle, civil rights and social justice issues are amongst the many lessons that in a larger unit can be obtained.

### Audience:

Social Studies Curriculum, High School Students (Grades 9-12)

### Goal/Outcome:

Students will be able to recognize the cause and effects of movement of people as well as the history of WWII and its' impact in the Aleutians and elsewhere.

### Time Needed:

4 – 80 minute's classes

### Objective:

Students will:

- Be introduced to population shifts in recent history through [gapminder.org](http://gapminder.org).
- Create a word-wall of causes and effects of movement of people.
- Watch a short video of an Elder from the Aleutian Islands speak, including the impact of time at a forced internment camp.
- Personal or small group guided research and short discussion around WWII in Alaska, specifically the internment settlements.
- Map-creation, including introduction to [My-maps](#):
- Elder(s) speaker and discussion.
- Presentation of maps to peers.

## Essential Questions:

- *Why do people move?*
- *Are there patterns or connections one can see with movement that are timeless?*
- *How does where we live affect how we live?*

## Materials/Resources:

- Computer or projector for film.
- Either watch very short clip from National Park Service website, or watch a piece of *Aleut Story* (to be ordered in advanced by the teacher).
- Photos/handouts and online sources.
- Computers and art supplies for creating maps.
- Inviting an Elder from the community to come and share their story.

## Alaskan Cultural Standards:

### Cultural Standard for Curriculum:

- A. A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.
- B. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.
- D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived.
- E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

## Instructions: (4 Days)

### Lesson 1:

- *Look at the online interactive map* of population shift/change as a whole class ([gapminder.org](http://gapminder.org)), making note of specific times/years there have been big changes in population, etc. Play around with various maps. (10 minutes).
- *Brainstorm as a class* why these changes may have happened? Why do people move-historically and present day? Create class word-wall. (20 minutes).

- *Watch a short film clip* of an Elder from the Aleutian Islands speaking in regards to their experience at an Internment Camp during WWII and then their return home after. *Discuss feelings after clip.* (10 minutes).
  - [Link to Film Clip](#)
- Research individually or in small groups on WW2 in Alaska, including the internment camps in Southeast. Use handouts or online sources. *Have students write down on a class list 5 things that they learned that they did not know.* (50 minutes)
  - [Source 1](#)
  - [Source 2](#)
  - [Source 3](#)
- Homework day one (focuses on internment camps and Aleutians):
  - Look at old calendars from NPS website link and pick one month from one year to share.
  - Browse historical letters and on Aleut Story website.
  - Think about the questions: *How would you feel if you were forced to leave your home? How would you feel if you returned to your home later- how could things be different than they were before?*

## **Lesson 2:**

- *Partner- Share* the items you picked. (15 minutes)
- *Short discussion:* what we have learned, adding words to the word wall as to why people move and impacts of movement. Add *feelings* associated to movement if not yet introduced. (10 minutes)
  - *Introduce my-map activity.* Students can choose to create a map using my-map or some other creative online or offline method. This can be on a large scale or kept as very place-based. This should include at least 10 places of importance from the past, present or possibilities of movement in the future.
  - *Possible questions for students to answer:*
    - Where may have ancestors or community members traveled to and from in the past?
    - What are places that historically were important to family members? Why? Have these places changed over time?
    - What places are important to me now and why?
    - Where may I move to in the future and why?
    - Themes could include migration, where one gets their food, subsistence lifestyle, jobs, spiritual locations, climate change, war, etc. (50 minutes)
- Homework day 2:
  - *Work on map.*
  - *Read at least one personal story on NPS website.*

### ***Lesson 3:***

- Elder(s) visit: invite Elders from the community to share their experiences of change. This hopes to consider Elders views on change within their communities, but also hear how specific events (like WWII and the internment camps) have shaped their lives or the lives of people they know.
- Questions/thoughts and discussion.
- Homework day 3:
  - Finish map. Be prepared to present to small groups.
  - Reflect on Elder visit.

### ***Lesson 4:***

- *Group Reflection* on Elder visit.
- Present maps to small groups.

### **Assessments:**

- 5 things you learned. -Day 1
- Share calendar/document page- Day 2
- Map activity- Day 2 and 4
- Reflection/participation during Elder visit. – Day 3 and 4

### **References:**

Opening photo: AlaskaMap1867. Wikipedia.

[https://en.wikipedia.org/wiki/Department\\_of\\_Alaska#/media/File:AlaskaMap1867.jpg](https://en.wikipedia.org/wiki/Department_of_Alaska#/media/File:AlaskaMap1867.jpg)

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