

Northwest Coast Hall

BACKGROUND FOR EDUCATORS

Before the Visit

Students watch the 11-minute introductory video (amnh.org/northwestcoast-educators; scroll to bottom). While this video can be watched during the visit, space is limited and the time taken to do so will cut into students' time to explore the rest of the hall. However, if students do not watch the video before the visit, they can view it as part of their exploration during the visit.

Overview of Student Worksheets

Using the worksheet as a recording tool in the hall, students will learn about Indigenous peoples of the Pacific Northwest Coast, and the cultural and scientific practices and understandings that have developed in these communities over thousands of years and continue today.

Students are encouraged to explore topics and themes in the hall that appeal to them, and take notes in the corresponding section of their worksheet. It is not necessary to complete all sections of the sheet; students may choose to focus in depth in one particular area. Students can be creative in their use of sketching and writing to take notes.

Post-Visit Extension Ideas

- Students can rewatch the introductory video (amnh.org/northwestcoast-educators; scroll to bottom) and use the transcript to take further notes.
- Students can share their findings from the Museum with each other. Suggested discussion prompts:
 - What common themes emerge when comparing notes with other students?
 - How does colonialism disrupt indigenous communities?
 - How are indigenous communities resilient in the face of devastation caused by colonialism?

Based on their findings, students then generate connections between indigenous cultural practices, environmental and sustainability practices, and issues that are important to indigenous people and communities today.

Recommended Resources

[Stewardship resources](#) by the Anchorage Museum (booklet, teacher's guide)

[Investigating Tlingit Ecological Knowledge](#) by the Goldbelt Heritage Foundation (curriculum)

Correlation to Standards

This activity supports the following Social Studies Framework:

7.1 Native Americans: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

7.6 Westward Expansion: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

8.3 Expansion and Imperialism: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

11.4 Post-Civil War Era (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. 11.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.

11.10 Social and Economic Change / Domestic Issues (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- 11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.
 - Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)