

## World War II Alaska: Oral Histories

Goal: Students will learn about Indigenous scholar, [Dr. Holly Miowak Guise](#) and her process in authoring Alaska's Native Resilience: Voices From World War II. Students will also learn about the World War II experiences of Alaskan Native elders through their oral histories. The oral histories which are [primary sources](#), describe the experiences of the Unangax Internment, being a veteran, the Territorial Guard, and being a Native child during World War II.

Directions: You will listen to a total of 4 oral histories (primary sources) from Alaska Native Elders who experienced Alaska during World War II. Please take 5-10 bullet points on each oral history in the space provided. You will need to make sure you type in the name of the elder and their Alaska Native Group in the heading of the note section. You will use the [World War II Alaska website](#). Please follow the steps below. We will work on numbers 1-3 together as a class. Be prepared to verbally share your findings with your peers and classroom community.

1. Review historian and author as a class: [Holly Miowak Guise](#). In your own words, describe what Dr. Guise means when she talks about "Equilibrium Restoration". Please write 3-5 complete sentences below.

2. [Unangax Internment: 1942-1945](#): Take bullet notes on the reading.

3. Oral History Notes: Name of Elder & Their Alaska Native Group

4. [Veterans](#): Take notes on the reading.

5. Oral History Notes: Name of Elder & Their Alaska Native Group

6. [Territorial Guard](#): Take bullet notes on the reading.

7. Oral History Notes: Name of Elder & Their Alaska Native Group

8. [Native Children](#): Take bullet notes on the reading.

9. Oral History Notes: Name of Elder & Their Alaska Native Group

10. Reflection: Please summarize your learning, thoughts, feelings, and questions in a paragraph below (Minimum of 5 Sentences).

11. Describe Alaska Native resistance efforts to preserve Tribal sovereignty learned through the oral histories. Please summarize your findings below in 3-5 sentences.

12. Extension Learning: [Unsung History Podcast: Alaska Territorial Guard During World War 2](#). Listen to the podcast story with Dr. Holly Miowak Guise. Please summarize your thoughts and learning below in a minimum of 5 sentences. What questions do you have? (Required for Honors Class)

13. Extension Learning: How do the issues of rights and responsibilities enter into the internment experiences? Please summarize your thoughts below in a paragraph. (Required for Honors Class)

## World War II- Oral Histories

**Directions:** Please review the essential question below. You will choose two questions to analyze and will respond to them in written form. Each question needs to be addressed with a minimum of three paragraphs. Please refer to your notes for the assignment and use evidence from the oral histories to support your response.

1. What responsibilities did the U.S. Government have to the Unangax?
2. What responsibilities did the Unangax have to the United States?
3. Were the rights of the people considered in this government action?
4. How could rights and responsibilities on both sides have been balanced or reconciled differently?

# World War II Alaska: Oral Histories

Dr. Holly Miowak Guise



SeeStories

## Theme

How do the issue of rights and responsibilities enter the internment experience?

## Description of Lesson

Students will learn about Indigenous scholar, [Dr. Holly Miowak Guise](#) and her process in authoring Alaska's Native Resilience: Voices From World War II. Students will learn about the World War II experiences of Alaska Native elders through their oral histories (primary sources). The oral histories describe the experiences of the Unangax Internment, being a veteran, in the Territorial Guard, and being a Native child during this time.

## Film Title and Link

[World War II Alaska](#)- Dr. Holly Miowak Guise

AUTHOR	SUBJECT(S), GRADE(S)	TIME
Liza Tran	Alaska Studies Grade 9	(2) 80 Minute Block Days

## LESSON ACTIVITIES

### Opener

Students will be introduced to Indigenous Scholar, Dr. Holly Miowak Guise and review her [process](#) in authoring Alaska's Native Resilience: Voices from World War II. As a class, discuss what Dr. Holly Miowak Guise means when discussing "Equilibrium Restoration".

### Main Lesson

Students will explore [World War II Alaska](#) and learn from Alaska Native Elders through their recorded oral stories. Students will listen to at least one oral story from each of the following categories: Unangax Internment, Veterans, Territorial Guard, and Native Children. As students are listening to the oral stories, they will take notes on the [World War II Alaska Oral Histories Guided Form](#). Students will summarize their learning, thoughts, questions, and feelings in a paragraph after they complete listening to four oral stories. They will also identify Alaska Native resistance efforts to preserve tribal sovereignty through summarizing in written form.

## Closing

Students will share their summaries with their table partners and /or groups. Four volunteers will read their summaries aloud to the class before dismissal. After their sharing, discuss the final four essential questions and invite perspectives from students based on their research. Each student will choose two of the four essential questions and [write three-paragraph responses to each of the two chosen questions.](#)

## Assessment

Students will complete the [World War II Alaska Oral Histories Guided Form](#) to demonstrate their progress and learning with Dr. Holly Miowak Guise's [World War II Alaska](#) oral histories website. Students will also analyze the essential questions through a [written response assignment](#).

## PRIMARY SOURCES

TITLE	YEAR	SOURCE	COPYRIGHT	LINK
World War II Alaska	2024	World War II Alaska	Holly Guise	<a href="https://www.ww2alaska.com/">https://www.ww2alaska.com/</a>

## ESSENTIAL QUESTIONS

1. What is Equilibrium Restoration in the context of World War II Alaska: Oral Histories?
2. Why is it important to learn about the resistance efforts of Alaska Native Peoples?
3. How were Alaska Native Communities impacted by World War II and what are the impacts today?
4. What responsibilities did the U.S. Government have to the Unangax?
5. What responsibilities did the Unangax have toward the United States?
6. Were the rights of the Unangax people considered in this government action?
7. How could rights and responsibilities, on both sides, have been balanced or reconciled differently?

## LEARNING OBJECTIVES

## MATERIALS

1. Students will practice using primary sources to learn about the experiences of Alaska Native Elders during World War II in Alaska.
2. Students will identify Alaska Native resistance efforts to preserve Tribal sovereignty through oral histories of Alaska Native Elders during World War II.
3. Students will take notes and summarize their thoughts and questions in written form.
4. Students will share their learning verbally with their peers.
5. Students will analyze and process the essential questions in a written assignment.

Required Website: [World War II Alaska- Dr. Holly Miowak Guise](#)

Student Assignment: [World War II Alaska Oral Histories Guided Form](#)

Extension Learning for Teacher & Students:

Book: [Alaska Native Resilience](#): Voices from World War II by Holly Miowak Guise

Extension Learning for Teacher & Students:

Unsung History Podcast: [Alaska Territorial Guard in World War II](#)

Extension Learning: Students will process the essential questions in a [written assignment](#).

## CONTEXT & RATIONALE

Context & Resources: What background information do teachers need to know to help them teach this well? Include links to background reading for teachers. And/or what is missing from this lesson that teachers want to be aware of. Could be covered in another lesson.

This lesson will be taught in a semester-long Alaska Studies class in Anchorage, Alaska. It will be introduced to 9th-grade students after learning about the pre-contact period in Alaska. Resources to help teachers prepare for this lesson include researching the [Aleutian Islands World War II and the Battle of Attu](#) and reading [Alaska Native Resilience](#): Voices from World War II by Holly Miowak Guise. Students will need to be familiar with understanding and using primary resources before this lesson.

Rationale: Explain why this lesson is valuable for your students. Why did you choose these activities, assessments etc?.

This lesson was created to support the practice of my students in using various primary sources such as oral histories from Native Elders in Alaska. My students need to continue to practice their listening and writing skills. The opportunity to listen to the oral histories and take notes at the same time will help students focus on supporting these skills. My students also need to practice summarizing their thoughts fully in both written and verbal form. Students need to also listen to their peers' thoughts. This process helps to support the classroom community while practicing to understand and listen to each other while recognizing and acknowledging various perspectives.

## STANDARDS

### Alaska State Standards; C3 National Social Studies Standards

Grade 9-12 Alaska Social Studies Standards

Theme 4: The Myth of the Last Frontier

Topic: Resistance and Reform

Anchor Standard: *The student demonstrates an understanding of:* Civics Anchor Standard 8: Processes, Rules, and Laws

Content Standard: *Therefore the student is able to:* SS.AKH.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty.

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### Alaska Cultural Standards

D.4.

D.Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

4.Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.

### LAND ACKNOWLEDGEMENT

The oral histories are representative of Alaska Native people's experiences all over Alaska.

### TAGS

*To identify the Native Lands, please click on this [link](#).*