

HISTORY

A

A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- 2) know that the interpretation of history may change as new evidence is discovered;
- 3) recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;
- 4) understand that history relies on the interpretation of evidence;
- 5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- 7) understand that history is dynamic and composed of key turning points;
- 8) know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- 9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B

A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
 - b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
 - c. the origin and impact of ideologies, religions, and institutions upon human societies;
 - d. the consequences of peace and violent conflict to societies and their cultures; and
 - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

B *(continued)*

- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- 5) evaluate the influence of context upon historical understanding.

C

A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

D

A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

- 1) understand that the student is important in history;
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;
- 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
- 4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
- 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.

Introduction to Alaska History Standards

Unlike the Performance Standards/Grade Level Expectations developed for each grade in reading, writing, mathematics, and science, the Alaska History Standards reflect the cumulative knowledge a student must demonstrate in order to fulfill the Alaska history graduation requirement detailed in regulation 4 AAC 06.075 (g) High school graduation requirements.

The teaching of history should introduce students to the process of historical inquiry. This process requires critical examination of evidence and careful weighing of facts and hypotheses. It provides experience in the kind of reasoned and informed decision-making that should characterize each student's knowledge of and participation in state events and issues. For this reason, the standard for historical inquiry stands alone; the intent is to integrate this standard, where appropriate, into the standards that follow. The objective of the historical inquiry standard is to apply conceptual knowledge and skills as designated in all strands of Alaska History by problem solving, communicating, reasoning, and making connections.

This framework uses the scholarly approach of the historian to define the content of the standards. This approach presents the people, ideas, events, themes, and sources to be included in order for a student to demonstrate competency in Alaska History. While recognizing that knowledge of specifics is important, the framework design emphasizes that knowledge of context is crucial to meaning and understanding.

The framework organizes Alaska history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the state. The framework also divides Alaska history into five chronological periods that structure the sequence of events.

From the statewide perspective, these are the essential learnings. The state encourages districts to add to and enrich the scope of their local Alaska history curriculum.

HISTORY PERFORMANCE STANDARDS (Grade Level Expectations)

Items differentiated with an "i.e." indicate that assessment items may be written only to the content contained with the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in assessment items.

Chronological Period

The first column of each table includes suggested topics for instruction. As this is not an inclusive list, it is expected that other topics will also be explored.

Chronological Period	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p>Colonial Era— The Russian period (1741-1867)</p> <p>Suggested Topics <i>[not an inclusive list]</i></p> <ul style="list-style-type: none"> • Rationale for European explorations • Epidemics • Utilization of Alaskan resources • Relationships with indigenous peoples • Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov) • Missionary activities • Russian dependence on Alaska Natives • Russia's incentive to sell 	<p>The student demonstrates an understanding of the interaction between people and their physical environment by:</p> <p>AH. PPE 2 using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4) — <i>repeated from Indigenous Alaskans</i></p> <p>AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4) — <i>repeated in Colonial Era—United States period</i></p>	<p>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</p> <p>AH. CRD 1 identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)</p>	<p>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</p> <p>AH. ICGP 2 using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)</p>	<p>The student demonstrates an understanding of the chronology of Alaska history by:</p> <p>AH. CC 1 using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)</p>

Themes

Depth of Knowledge*

History— Section B— Standard number 4

The coding in parentheses at the end of the standard indicates alignment of the Alaska History standard to existing Alaska Content Standards for social studies. G=Geography; GC=Government and Citizenship; H=History; C=Cultural Standards

* Depth of Knowledge (DOK) is the cognitive demand associated with each item. Briefly, DOK levels reflect the following: DOK 1: Recall of Information; DOK 2: Basic Reasoning; DOK 3: Complex Reasoning; DOK 4: Extended Reasoning. For additional information, please see the accompanying document, *Depth-of-Knowledge (DOK) Levels for Social Studies*.

Because the Alaska History standards are intended to provide the content to which a student demonstrates knowledge of Alaska History, the DOK assigned to each standard should be used as the ceiling to which assessment items are written. When considering the highest DOK Level as the ceiling not the target, the standard has the potential to be assessed at Depth of Knowledge Levels at the ceiling, and up to the ceiling, depending upon the demand of the standard.

Depth-of-Knowledge (DOK) Levels for Social Studies

Descriptors of DOK Levels for Social Studies (based on Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

Level 1 Recall of Information

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

Level 2 Basic Reasoning

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Level 3 Complex Reasoning

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Level 4 Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Historical Inquiry

The student demonstrates an understanding of the methods of documenting history by:

AH. HI 1 planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)

	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p>Indigenous Alaskans before western contact (time immemorial—contact)</p> <p>Suggested Topics <i>[not an inclusive list]</i></p> <ul style="list-style-type: none"> • Locations • Social organizations • Cultures • Political traditions • Natural resources • Cultural changes • Archeology • Native oral traditions 	<p>The student demonstrates an understanding of the interaction between people and their physical environment by:</p> <p>AH. PPE 1 comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)</p> <p>AH. PPE 2 using texts/ sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/ dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)</p> <p>AH. PPE 3 using texts/ sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations. [DOK 3] (H. B4)</p>		<p>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</p> <p>AH. ICGP 1 identifying and summarizing the structures, functions, and transformation of various attributes (e.g., leadership, decision-making, social and political organization) of traditional Alaska Native governance. [DOK 2] (GC. A4)</p>	

**Colonial Era—
The Russian period
(1741-1867)**

Suggested Topics
[not an inclusive list]

- Rationale for European explorations
- Epidemics
- Utilization of Alaskan resources
- Relationships with indigenous peoples
- Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)
- Missionary activities
- Russian dependence on Alaska Natives
- Russia's incentive to sell

**PEOPLE, PLACES,
ENVIRONMENT**

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 2 using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)

AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)

**CONSUMPTION,
PRODUCTION, DISTRIBUTION**

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 1 identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)

**INDIVIDUAL, CITIZENSHIP,
GOVERNANCE, POWER**

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 2 using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)

**CONTINUITY
AND CHANGE**

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 1 using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)

	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p>Colonial Era The United States Period (1867-1912)</p> <p>Suggested Topics <i>[Not an inclusive list]</i></p> <ul style="list-style-type: none"> • United States’ motives for purchasing Russia’s interest in Alaska • Treaty of Cession • Legal status of Alaska Natives under the Commerce Clause and the Marshall Trilogy • Mining Law of 1872 • Organic Act of 1884 • Role of Sheldon Jackson • Resources (e.g., whaling, fur trading, mining, commercial fisheries) • Gold Rush • Nelson Act of 1905 and the dual school system • Creation of National Forests 	<p>The student demonstrates an understanding of the interaction between people and their physical environment by:</p> <p>AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals or groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)</p>	<p>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</p> <p>AH. CPD 2 using texts/source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1)</p>	<p>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</p> <p>AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8)</p> <p>AH. ICGP 4 explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)</p> <p>AH.ICGP 5 explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. [DOK 2] (H. B1)</p> <p>IGCP 6 using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. [DOK 3] (H. B2)</p> <p>AH. ICGP 7 describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress. [DOK 1] (GC. C8)</p>	<p>The student demonstrates an understanding of the chronology of Alaska history by:</p> <p>AH. CC 2 describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives. [DOK 2] (H. B4, B5)</p>

Alaska as a Territory (1912-1959)

Suggested Topics
[Not an inclusive list]

- Territorial Organic Act of 1912
- Native efforts toward civil and land rights (e.g., founding of Alaska Native Brotherhood (ANB), Alaska Native Sisterhood (ANS), and Tanana Chiefs)
- Role of significant individuals (e.g., Judge Wickersham, William Paul, Elizabeth Peratrovich, Ernest Gruening)
- Infrastructure (e.g., railroad, aviation, roads, ships)
- Indian Reorganization Act
- World War II and internment of Aleuts and Japanese Americans
- Cold War
- National Parks and National Forests, resources (e.g., oil, timber, coal)
- Constitutional Convention, constitution, and statehood

PEOPLE, PLACES, ENVIRONMENT

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 4 describing how Alaska’s strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)

CONSUMPTION, PRODUCTION, DISTRIBUTION

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 3 using texts/sources to draw conclusions about the significance of natural resources (e.g., fisheries, timber, Swanson River oil discovery, “sustained yield” in the Alaska Constitution) in Alaska’s development and in the statehood movement. [DOK 3] (G. F1, F4)

INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 4 explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)

AH.ICGP 5 explaining the impacts of military actions relative to Native communities (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions). [DOK 2] (H. B1)

AH. ICGP 8 describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). [DOK 2] (H. B2, GC. B5)

AH. ICGP 9 exploring the federal government’s influence on settlements in Alaska (e.g., Matanuska Colony, Anchorage, Adak, Tok, Hydaburg) by establishment of post offices, military facilities, schools, courts, and railroads. [DOK 1] (G. G2, H. B1)

AH. ICGP 10 identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation

and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)

AH. ICGP 11 exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)

CONTINUITY AND CHANGE

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 3 describing how the roles and responsibilities in Alaska Native societies have been continuously influenced by changes in technology, economic practices, and social interactions. [DOK 2] (G. D4, H. B1b)

Alaska as a State (1959-present)

Suggested Topics
[Not an inclusive list]

- Role of significant individuals (e.g., Eben Hopson, Howard Rock, Ted Stevens, Katie John)
- Controversies of Statehood Act land selections
- Disasters (e.g., 1964 Earthquake, 1967 Interior flood, Exxon Valdez oil spill)
- Formation of Inuit Circumpolar Conference
- Formation of AFN
- Development of public education (e.g., Molly Hootch case)
- Prudhoe Bay and oil pipeline construction
- Permanent Fund
- Alaska Native Claims Settlement Act (ANCSA)
- Marine Mammal Protection Act 1972 (MMPA)
- Alaska National Interest Lands Conservation Act (ANILCA)
- Indian Self-Determination Act 1975
- Indian Child Welfare Act 1978
- Arctic National Wildlife Refuge (ANWR)
- Tourism
- Fiscal issues

PEOPLE, PLACES, ENVIRONMENT

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 4 describing how Alaska's strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)

AH. PPE 5 comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)

AH. PPE 6 analyzing patterns of movement and settlement. [DOK 2] (H. B4, G. D3)

AH. PPE 7 using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student's community or region. [DOK 3] (H. B1b, C. E2, E8)

CONSUMPTION, PRODUCTION, DISTRIBUTION

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 4 describing the federal government's construction and maintenance of Alaska's infrastructure (e.g., transportation, communication, public health system, education). [DOK 1] (G. D4)

AH. CPD 5 using texts/sources to analyze the multiple perspectives in the continuing debate between conservation and development of resources. [DOK 3] (G. E4, F3)

AH. CPD 6 describing the formation of Alaska Native Corporations and their impact on Alaska's economy. [DOK 2] (GC. F9)

AH. CPD 7 explaining the creation and implementation of the Permanent Fund and how it has impacted the state. [DOK 2] (GC. F9)

INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership (e.g., ANCSA, ANILCA). [DOK 4] (H. C7, C8)

AH. ICGP 8 describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women's suffrage). [DOK 2] (H. B2, GC. B5)

AH. ICGP 10 identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)

AH. ICGP 12 using texts/sources to analyze the evolution of self-government through an examination of organic documents (i.e., Treaty of Cession, Organic Act, Territorial Act, Alaska State Constitution, Statehood Act). [DOK 3] (H. B2, B4)

CONTINUITY AND CHANGE

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 4 giving correct and incorrect examples to explain subsistence as a way of life. [DOK 2] (H. B1b)

AH. CC 5 defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g., implementation of Prudhoe Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters, establishment of Alaska Native Corporations) and how they interrelate. [DOK 4] (H. B2)

AH. CC 6 explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence. [DOK 1] (GC. A2, C. A4)

AH. CC 7 comparing and contrasting the perspectives of sport, commercial, and subsistence users on policies regarding fish and game management. [DOK 2] (G. E4, F5)