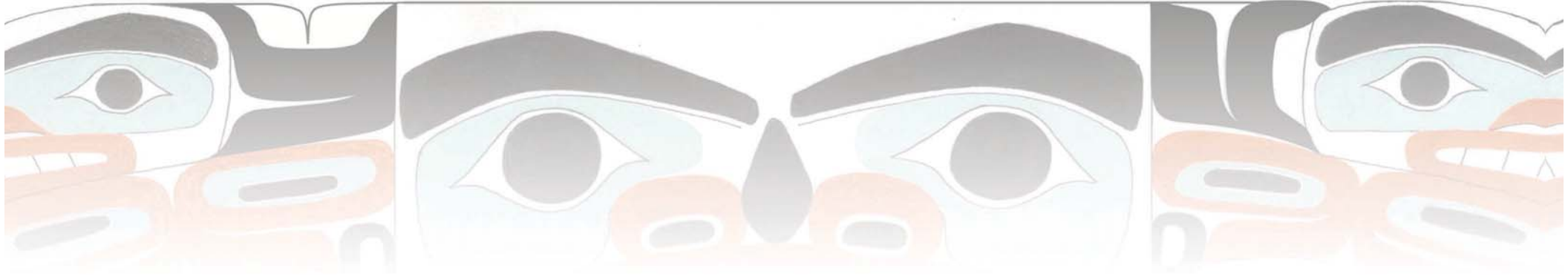




# UNIT 11

Contact



## *The Alaska Native Claims Settlement Act: Relationship with the Environment*

**IT IS POSSIBLE THAT** before the Europeans arrived in Southeast Alaska, the Tlingits may have met Chinese and Japanese sailors. A Japanese boat washed up in the Aleutians in the late 1600s.

The first Europeans to reach Alaska were most likely Spanish. They sailed to Alaska in the 1500s.

Tsar Peter I of Russia wanted an expedition to travel to Alaska. In June of 1741, Vitus Bering and Alexei Chirikov sailed from Russia to Alaska. On July 15, Chirikov saw land. He probably saw the west coast of Prince of Wales Island.

He sent fifteen men ashore to find fresh water. They were the first Europeans to land in Alaska. However, they never were seen again. The Tlingit people say that the sailors stayed with them. Life on the ship was cruel and hard. The sailors

married Tlingit women and then traveled south in canoes. They did not want to be hanged as traitors. There is proof that the Russian sailors settled in the Klawock area of Prince of Wales Island. Robert Peratrovich was the leader of Klawock in the early 1900s. Peratrovich is a Russian name. A Russian knife was found among Tlingit artifacts in Klawock.

In November 1741, Bering's ship was wrecked on an island called Bering Island. Bering became sick and died. The survivors built a boat using the wood from the damaged ship. They sailed west for Russia. They took lots of furs, including many sea otter pelts, with them.

The Russians saw that the sea otter pelts were the best in the world. This caused the Russians to be more interested in Alaska.

This would affect the Native peoples of the Aleutians and Southeast Alaska in many ways. Between 1740 and 1800, Russian fur traders explored Alaska. They built trading posts. Some of the trading posts became permanent settlements. Many Native people traveled from their traditional settlements to live closer to the trading posts.

The Russians forced the Aleuts to work for them as hunters for sea otters. Many Aleuts were forced into slavery.

Most Russian explorers traveled to Southeast Alaska during the summer months. During the summers, the Native peoples lived in their temporary settlements. Only those Russians who stayed during the winter months saw the permanent clan houses. They saw how organized and clean the clan houses were. They also

# *The Alaska Native Claims Settlement Act: Relationship with the Environment*

*What would  
education look like  
in Alaska today  
if the Russians  
hadn't sold Alaska  
to America?*

saw the sophisticated Native art forms.

In 1775, the Spanish sent ships to the Northwest Coast of America and Southeast Alaska. They wanted to claim the land for Spain. They saw Tlingit peoples. They did not want to trade with the Natives. On Baranov Island, the Spanish left a large cross. This was their claim to the land. The Tlingit people dug up the cross. They attached the cross to a clan leader's house.

In 1784, the Russians tried to open a trading post on Kodiak Island. The Alutiiq people attacked the Russians. The Russians killed hundreds of Alutiiq.

In 1790, Alexander Baranov was asked to run the Russian-American Company. This was a company that traded for furs in Alaska. The Russian Tsar, Paul I, wanted the company to colonize Alaska.



Baranov moved to Kodiak Island. He built a new permanent settlement that later became the city of Kodiak.

In 1799, Baranov built a fort called Mikhailovsk, six miles north of where Sitka is today. Baranov bought the land from the Tlingits. In the Tlingit view, the Russians only owned the land the fort was on. They did not think that they had sold all the land in the area of Mikhailovsk. In 1802, while Baranov was away, K'alyáan (also spelled Katlian), a war hero of the Kiks.ádi Tlingit, led an attack against Mikhailovsk. The Tlingits won the battle. They destroyed Mikhailovsk.

Baranov returned with a warship and bombarded the Tlingit village. The Tlingit village was totally destroyed.

Baranov then built another settlement called New Archangel.

In 1804, there was another battle between the Tlingits and the Russians. The Russians won this battle. The Sitka-area



## *The Alaska Native Claims Settlement Act: Relationship with the Environment*

Tlingits were never totally conquered by the Russians. They fought with the Russians until the 1850s.

In 1808, New Archangel became the capital of Russian America. Today it is called Sitka.

The Russians did not settle the Interior of Alaska. They stayed in the coastal areas. By the 1830s, the Russian monopoly on trade was weakening. The Hudson's Bay Company established trading posts in Southeast Alaska. The British-Canadian trading posts took trade away from the Russians.

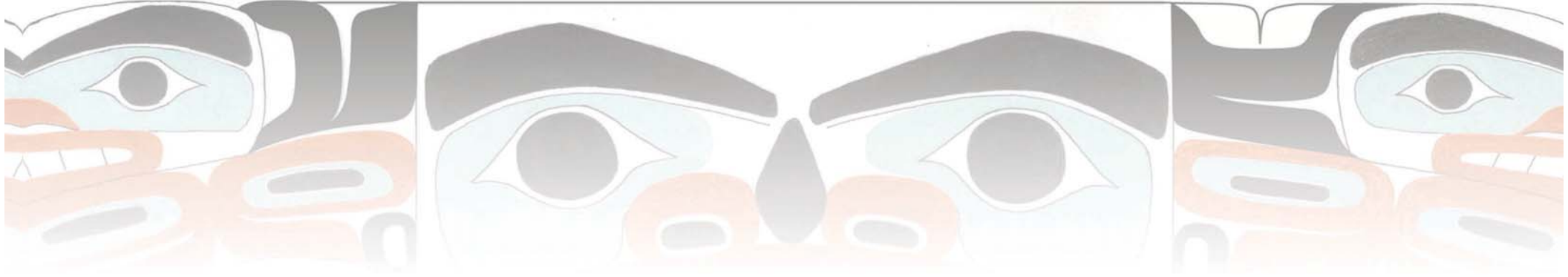
Many Americans began to travel to Alaska. They brought Baranov supplies. More supplies came from America than from Russia. As more and more Americans came to Alaska, they started to hunt and trap. The Russian-America Company



was beginning to lose its hold on the fur trade in Alaska. In 1818 Baranov left Alaska. This further weakened Russia's

hold on the fur trade in Alaska.

Bartering was used between the Aleuts and the Russians. The Aleuts gave



## *The Alaska Native Claims Settlement Act: Relationship with the Environment*

the Russians sea otter pelts. The Russians gave the Aleuts food, tools, and trading beads. The Aleuts did not like the way the Russians treated them. They revolted against the Russians. The Russians destroyed the Aleut boats and hunting gear. This left the Aleuts with no way to hunt. By 1799, eighty percent of the Aleut population was destroyed. Diseases killed many of the Aleuts.

Between 1836 and 1840, half of the Tlingit people in the Sitka area died from European diseases. The Native people had no way to fight the European diseases.

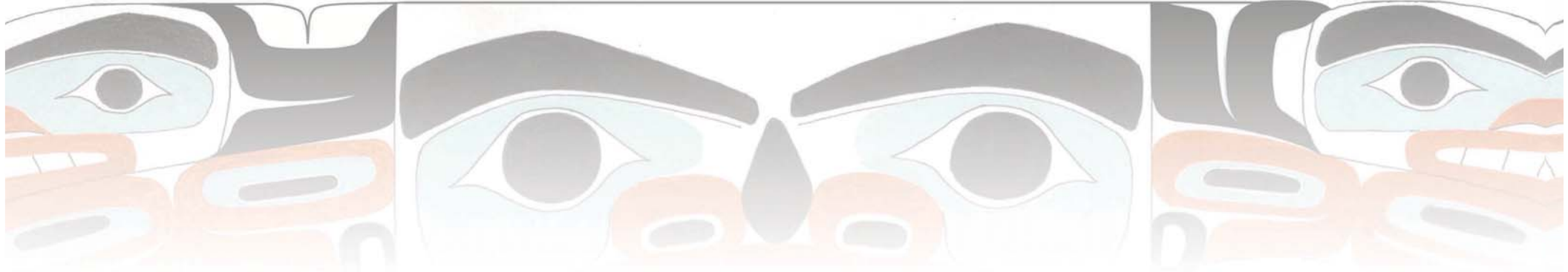
Russian Orthodox priests moved to Alaska. They did not like the cruel behavior of the Russian fur traders. Russian Orthodox priests traveled to the Interior of Alaska and along the coastal areas. They built churches in many different places.

They translated the Russian Orthodox bible into many Native languages.

Today there are about ninety Russian Orthodox churches in Alaska. The churches are in the interior and coastal areas of Alaska. The Russian Orthodox church used the Native languages to get more people to join the church. Many books were printed in the Native languages of Alaska. This meant that many Native people were literate in both Russian and their Native languages. This presented the Native people with a new form of learning that was very different from their oral traditions.

The first Alaskan school opened on Kodiak Island in 1794. It was run by priests from the Russian Orthodox Church. The Native children learned to read and write Russian and the Alutiiq

languages. Most permanent Russian settlements had schools. By 1841, there were six schools with ten teachers and 146 students. Ten years later, there were 512 students in the schools. The students learned religion, Russian, geometry, geography, history, and writing. Many Native students graduated from the schools. The graduates became successful sailors, Russian-American Company managers, artists, and priests, to name a few. The schools taught Native and non-Natives together. Girls were encouraged to learn as much as the boys. Many Aleut boys were taken to Russia to learn Russian. When they returned, they became village leaders and translators for the Russian traders in Alaska. When America bought Alaska from Russia, education in Alaska changed.



## *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

FOR GENERATIONS, THE NATIVE PEOPLES of Southeast Alaska lived in unison with the environment and developed rich traditions. Land ownership was not viewed as an individual undertaking; land was owned by groups. Respect for the land was integral to the Native code of survival. Contact with Europeans forever altered the Native lifestyles and introduced foreign concepts of land and natural resources management. While the Russians were harsh taskmasters, to say the least, they did not expect assimilation of Native peoples into Western cultures. That concept appeared with the Treaty of Cession and the governance of America.

- .....
- Grabber:** Before the lesson begins, collect a sample of plastic, glass, aluminum, steel (if possible), and cement (if possible). Show the items. Lead the students to understand that in the early days, none of these materials were available to the Native peoples of Southeast Alaska. These materials became available, over time, due to contact with the Europeans. Traditionally, the Natives used a wide variety of materials available in their environment or obtained through trading and bartering.
- .....

### *Key Vocabulary*

expedition  
survivors  
pelts  
colonize  
conquered  
monopoly  
bartering  
revolted  
translated  
literate







## *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

- Mount a large section of paper on the board. Divide the paper in half with a felt marker. Identify one half of the paper for pre contact with Europeans and the other half for after contact with Europeans. Identify aspects of everyday life such as food, clothing, transportation, recreation, etc. Have the students suggest pre-contact samples. Then, have them suggest the changes that occurred as a result of contact with the Europeans. Use this to highlight the dramatic changes in Native people's lives as a result of contact with the European cultures.
- Each student should identify a cultural group in the world that has undergone change due to cross-cultural interaction. The students should do online research into the cultural groups that they have chosen. Later, have the students share their findings.
- Read the text at the beginning of this unit with the students. When finished, have them imagine what education and life would be like in Alaska, had the Russians not sold it to the U.S. Contrast the Russian perspectives of culture and education with the assimilationist approach of the U.S.



# *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

## EXPEDITION



Write the following on the board: Baranof Island, Lisianski Inlet, Chichagof Island, and Stephens Passage. Find these on a map of Southeast Alaska. Lead the students to understand that they are named after explorers who conducted expeditions into Southeast Alaska.

## SURVIVORS



Show the picture for survivors from this unit. Have the students determine what might have happened to the people in the picture. The picture shows survivors of the Princess Kathleen that sank at Lena Point, near Juneau.

## PELTS



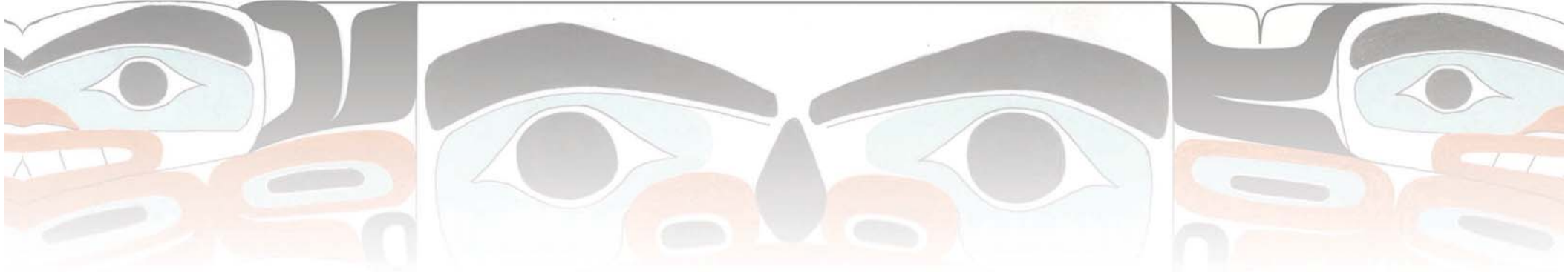
If a pelt sample is available, show it to the students. Introduce pelts as being small animal hides. Have the students suggest the types of pelts found in Southeast Alaska.

## COLONIZE



Mount a map of North America on the wall. Have the students identify areas of the country that have been colonized by outsiders, including Alaska. Have them suggest the criteria that must be in place for colonization to occur.





## *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

### CONQUERED



Show the students the picture for “conquered” from this unit. This shows the conquered Japanese soldiers in the Aleutians during World War II. Cite other examples of peoples who were conquered.

### MONOPOLY



On the board, write “Wien, Mark, Reeve Aleutian, and Alaska”. Lead the students to understand that these are/were airlines. Erase all but “Alaska” and add the word “airlines”. Introduce the monopoly that Alaska Airlines has on passenger jet service in Southeast Alaska. Relate this to the monopoly that the Russian-America Co. had on the fur trade in Southeast Alaska. Have students suggest the impact of monopolies.

### BARTERING



If trade beads are available, share them with the students. These were used for bartering. Show a bag of sugar and a pelt—use these to demonstrate bartering. Cite other products used for bartering.

### REVOLTED



Show the picture for “revolted” from this unit. Have the students determine the meaning of the picture. Cite other examples of revolts around the world. Have the students suggest causes for revolts.

# *The Alaska Native Claims Settlement Act: Background and Place-Based Activities*

## TRANSLATED



If possible, show the students an item that has been translated—a book, a food container, etc. Have the students suggest things that are translated. Lead them to understand that not all things translate well—give examples.

## LITERATE



Show a variety of books to the students. Use the books to introduce the concept of literacy and being literate. You may wish to introduce the concept of illiterate as the opposite of literate.



Sealaska Heritage Institute is a great resource for historical photos and documents related to Tlingit, Haida, and Tsimshian cultures. Go to [www.sealaska-heritage.org/collections](http://www.sealaska-heritage.org/collections) to search our archival catalog or to view photos in our “digital collections” section. Above: Alaska Native Brotherhood convention, 1929.

# Language and Skills Development

## LISTENING

### Picture Hold Up

Before the activity begins, prepare a stencil that contains small versions of the vocabulary pictures. Provide each student with a copy of the stencil. The students should cut the pictures from their copies of the stencil. When the students' pictures are cut out, say a vocabulary word. Each student should then hold up the picture for the vocabulary word that you said. Repeat this process until all of the pictures/vocabulary words have been used in this way.

### Knock Knees

Mount the vocabulary pictures on the board. Group the students into two teams. Give a small, hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say "Go," the two players must then walk to the pictures without losing the balls. The first player to reach the vocabulary pictures and to identify the picture for the word you said wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.



### What's the Answer?

Before the activity begins, develop questions related to the concept being studied. For each question, prepare three answers—only one of which in each set is correct for the question asked. Ask the students the question and then read the three answers to them. The students should show you (using their fingers or prepared number cards) which answer is correct for the question asked. Repeat this process with other questions and answers.

### Half Match

Cut all of the vocabulary pictures in half. Mix all of the halves together and give them to the students. Say a sentence, leaving out the key word. The two students who have the illustration halves for the word that completes the sentence should show their halves. Continue in this way until all of the illustration halves have been presented.



# Language and Skills Development

## SPEAKING

### Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary pictures on the board. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face up must then identify (orally) a vocabulary picture you point to. For example, if the heads side of your coin is face up, the students who have heads showing on their coins must then orally identify the vocabulary picture you point to. Repeat this process a number of times.

### Make a change

Say a sentence that contains one or more of the vocabulary words. Call upon a student to repeat the sentence, making ONE change in it. The student may add a word to the sentence, delete a word, change the tense, etc. Then, call upon another student to make another change in the sentence. Continue in this way until as many changes as possible have been made in the sentence. Begin each round with a new sentence.



### Picture Outline

Mount the vocabulary pictures on the board. Draw a chalk outline around the sides of each picture. Review the pictures with the students. When an outline has been created for each picture, remove the pictures from the board (being certain to recall their original locations on the board). Number each of the outlines on the board. Then, say the number of one of the outlines and call upon a student to recall the vocabulary word for the picture that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

### High Roller

Give a die to each of two students. When you say “Go,” the students should roll their dice. The student who rolls the highest number on his/her die must then say a complete sentence about a vocabulary picture that you show. Repeat this process until many students have responded with sentences of their own.



# *Language and Skills Development*



## READING

### **Searchlight**

Group the students in a circle on the floor. The students should place their hands inside the circle, palms down on the floor. Stand in the center of the circle with a flashlight and the sight word cards. The object of the activity is to attempt to tag a student's hand or hands with the light of the flashlight. The students should withdraw their hands from the circle whenever they think they are about to be tagged. When you eventually tag a student's hand or hands, he/she must identify a sight word you show (illuminate the sight word card with the light of the flashlight). Repeat until many students have responded in this way.

### **Sentence Completion**

Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students' work.

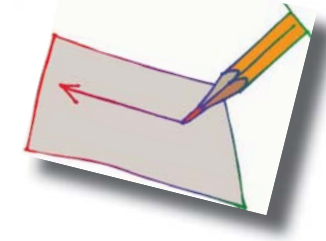
### **Wild Balloon**

Before the activity begins, obtain a large balloon. Stand in front of the students, with the balloon. Inflate the balloon and hold its end shut. Have the sight word cards mounted on the board. Release the balloon. When the balloon lands, the student sitting closest to the balloon must then identify a sight word you show. Repeat this process until many students have responded.

### **Letter Encode**

Give the students their cut out letters, prepared earlier in this program. Show a vocabulary picture. The students should use their letters to spell the word for that picture. Repeat, using the remaining pictures from this unit. You may wish to show pictures from other units to review their spellings.

# Language and Skills Development



## WRITING

### Every Second Letter

Write a sight word on the board, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the board and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the board. When you say “Go,” the first player from each team must rush to the board and write the sight word for it—adding all of the missing letters. Repeat until all players have participated.

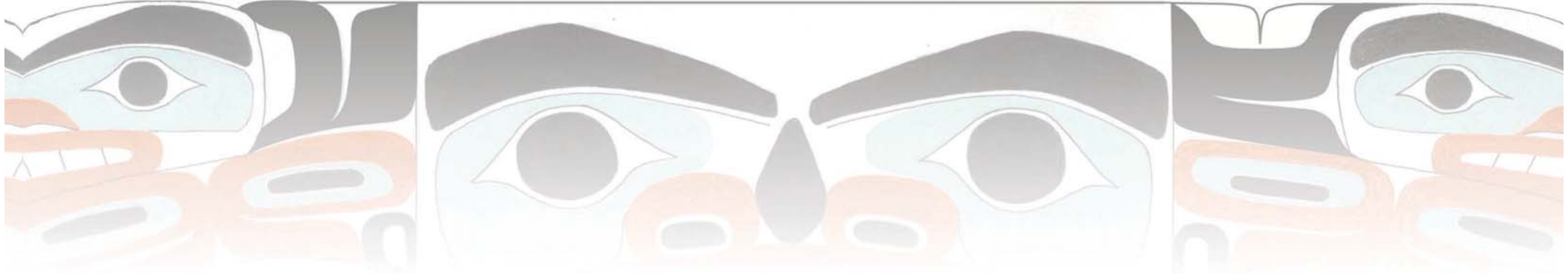
### Sentence Completion

Give each student a copy of the sentence completion version of the text from this unit. The students should write in the missing words. Afterward, review the students’ work.

### Sentence Creation

Mount all of the sight words from this unit on the board. Provide the students with writing paper and pens. Each student should then write one sentence for each of the key words. When the students’ sentences are finished, have each student read his/her sentences, omitting the key word (for example, “The \_\_\_\_\_(survivors) landed on an island”). The other students must name the key word used. Repeat, until all students have participated in this way.





## *Reading and Writing: Sentence Completion*

**IT IS POSSIBLE THAT** before the Europeans arrived in Southeast Alaska, the Tlingits may have met Chinese and Japanese sailors. A Japanese boat washed up in the Aleutians in the late 1600s.

The first Europeans to reach Alaska were most likely Spanish. They sailed to Alaska in the 1500s.

Tsar Peter I of Russia wanted an \_\_\_\_\_ to travel to Alaska. In June of 1741, Vitus Bering and Alexei Chirikov sailed from Russia to Alaska. On July 15, Chirikov saw land. He probably saw the west coast of Prince of Wales Island.

He sent fifteen men ashore to find fresh water. They were the first Europeans to land in Alaska. However, they never were seen again. The Tlingit people say that the sailors stayed with them. Life on the ship was cruel and hard. The sailors married Tlingit women and then traveled

south in canoes. They did not want to be hanged as traitors. There is proof that the Russian sailors settled in the Klawock area of Prince of Wales Island. Robert Peratrovich was the leader of Klawock in the early 1900s. Peratrovich is a Russian name. A Russian knife was found among Tlingit artifacts in Klawock.

In November 1741, Bering's ship was wrecked on an island called Bering Island. Bering became sick and died. The \_\_\_\_\_ built a boat using the wood from the damaged ship. They sailed west for Russia. They took lots of furs, including many sea otter \_\_\_\_\_, with them.

The Russians saw that the sea otter \_\_\_\_\_ were the best in the world. This caused the Russians to be more interested in Alaska.

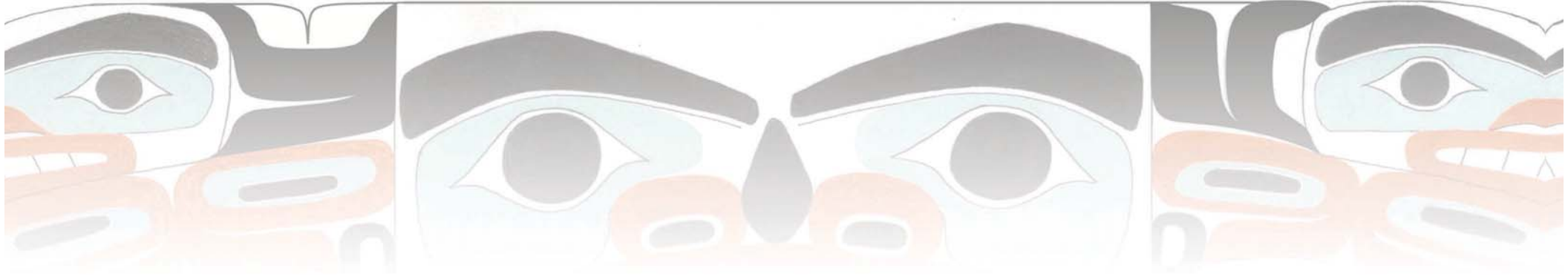
This would affect the Native peoples of the Aleutians and Southeast Alaska

in many ways. Between 1740 and 1800, Russian fur traders explored Alaska. They built trading posts. Some of the trading posts became permanent settlements. Many Native people traveled from their traditional settlements to live closer to the trading posts.

The Russians forced the Aleuts to work for them as hunters for sea otters. Many Aleuts were forced into slavery.

Most Russian explorers traveled to Southeast Alaska during the summer months. During the summers, the Native peoples lived in their temporary settlements. Only those Russians who stayed during the winter months saw the permanent clan houses. They saw how organized and clean the clan houses were. They also saw the sophisticated Native art forms.

In 1775, the Spanish sent ships to the Northwest Coast of America and Southeast Alaska. They wanted to claim the



## *Reading and Writing: Sentence Completion*

land for Spain. They saw Tlingit peoples. They did not want to trade with the Natives. On Baranov Island, the Spanish left a large cross. This was their claim to the land. The Tlingit people dug up the cross. They attached the cross to a clan leader's house.

In 1784, the Russians tried to open a trading post on Kodiak Island. The Alutiiq people attacked the Russians. The Russians killed hundreds of Alutiiq.

In 1790, Alexander Baranov was asked to run the Russian-American Company. This was a company that traded for furs in Alaska. The Russian Tsar, Paul I, wanted the company to \_\_\_\_\_ Alaska. Baranov moved to Kodiak Island. He built a new permanent settlement that later became the city of Kodiak.

In 1799, Baranov built a fort called Mikhailovsk, six miles north of where

Sitka is today. Baranov bought the land from the Tlingits. In the Tlingit view, the Russians only owned the land the fort was on. They did not think that they had sold all the land in the area of Mikhailovsk. In 1802, while Baranov was away, K'alyáan (also spelled Katlian), a war hero of the Kiks.ádi Tlingit, led an attack against Mikhailovsk. The Tlingits won the battle. They destroyed Mikhailovsk.

Baranov returned with a warship and bombarded the Tlingit village. The Tlingit village was totally destroyed.

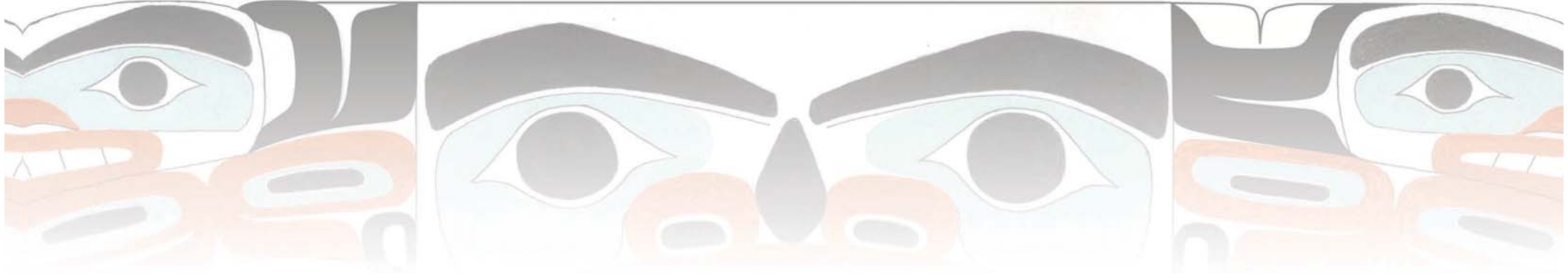
Baranov then built another settlement called New Archangel.

In 1804, there was another battle between the Tlingits and the Russians. The Russians won this battle. The Sitka-area Tlingits were never totally \_\_\_\_\_ by the Russians. They fought with the Russians until the 1850s.

In 1808, New Archangel became the capital of Russian America. Today it is called Sitka.

The Russians did not settle the Interior of Alaska. They stayed in the coastal areas. By the 1830s, the Russian \_\_\_\_\_ on trade was weakening. The Hudson's Bay Company established trading posts in Southeast Alaska. The British-Canadian trading posts took trade away from the Russians.

Many Americans began to travel to Alaska. They brought Baranov supplies. More supplies came from America than from Russia. As more and more Americans came to Alaska, they started to hunt and trap. The Russian-America Company was beginning to lose its hold on the fur trade in Alaska. In 1818 Baranov left Alaska. This further weakened Russia's hold on the fur trade in Alaska. \_\_\_\_\_ was used



## *Reading and Writing: Sentence Completion*

between the Aleuts and the Russians. The Aleuts gave the Russians sea otter \_\_\_\_\_. The Russians gave the Aleuts food, tools, and trading beads. The Aleuts did not like the way the Russians treated them. They \_\_\_\_\_ against the Russians. The Russians destroyed the Aleut boats and hunting gear. This left the Aleuts with no way to hunt. By 1799, eighty percent of the Aleut population was destroyed. Diseases killed many of the Aleuts.

Between 1836 and 1840, half of the Tlingit people in the Sitka area died from European diseases. The Native people had no way to fight the European diseases.

Russian Orthodox priests moved to Alaska. They did not like the cruel behavior of the Russian fur traders. Russian Orthodox priests traveled to the Interior of Alaska and along the coastal areas.

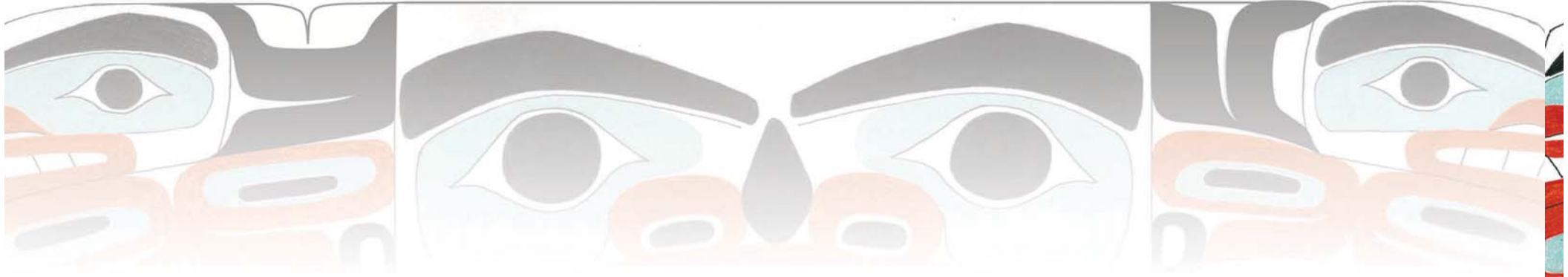
They built churches in many different places. They \_\_\_\_\_ the Russian Orthodox bible into many Native languages.

Today there are about ninety Russian Orthodox churches in Alaska. The churches are in the interior and coastal areas of Alaska. The Russian Orthodox church used the Native languages to get more people to join the church. Many books were printed in the Native languages of Alaska. This meant that many Native people were \_\_\_\_\_ in both Russian and their Native languages. This presented the Native people with a new form of learning that was very different from their oral traditions.

The first Alaskan school opened on Kodiak Island in 1794. It was run by priests from the Russian Orthodox Church. The Native children learned to read and write Russian and the Alutiiq

languages. Most permanent Russian settlements had schools. By 1841, there were six schools with ten teachers and 146 students. Ten years later, there were 512 students in the schools. The students learned religion, Russian, geometry, geography, history, and writing. Many Native students graduated from the schools. The graduates became successful sailors, Russian-American Company managers, artists, and priests, to name a few. The schools taught Native and non-Natives together. Girls were encouraged to learn as much as the boys. Many Aleut boys were taken to Russia to learn Russian. When they returned, they became village leaders and translators for the Russian traders in Alaska. When America bought Alaska from Russia, education in Alaska changed.





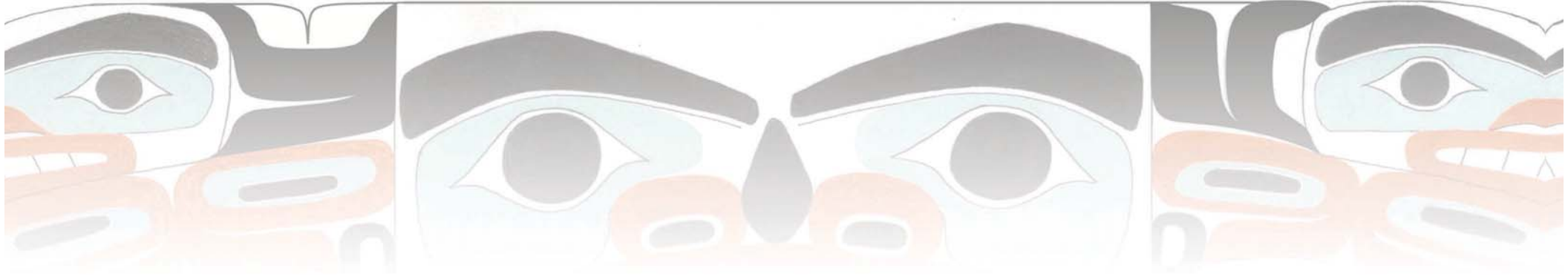


# VOCABULARY PICTURES

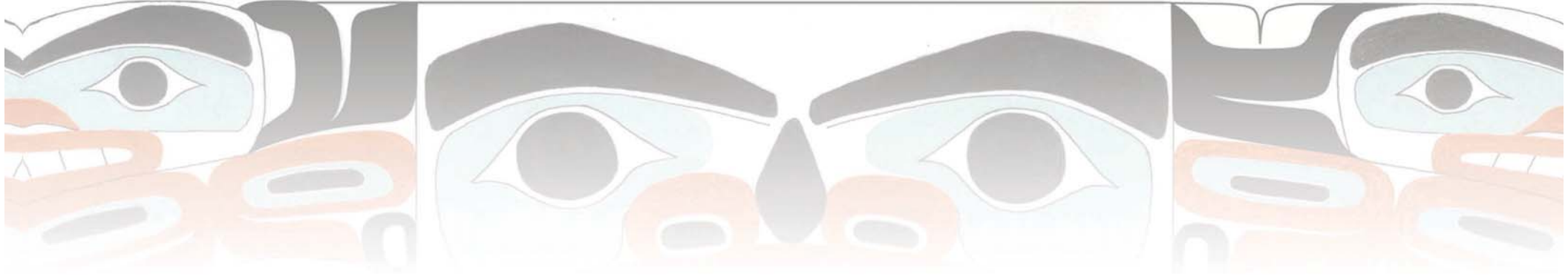




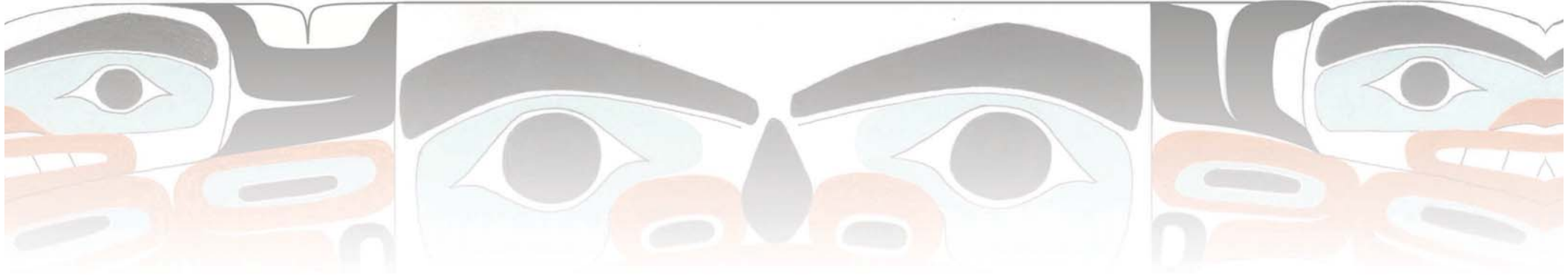




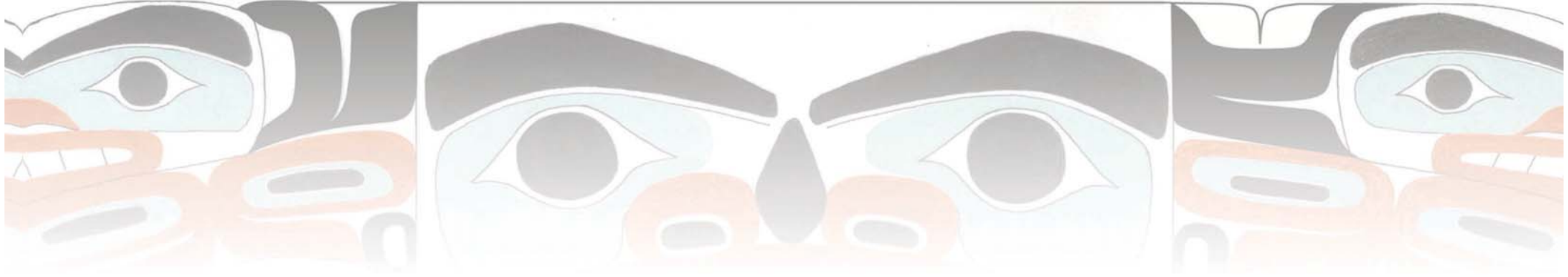
## BARTERING

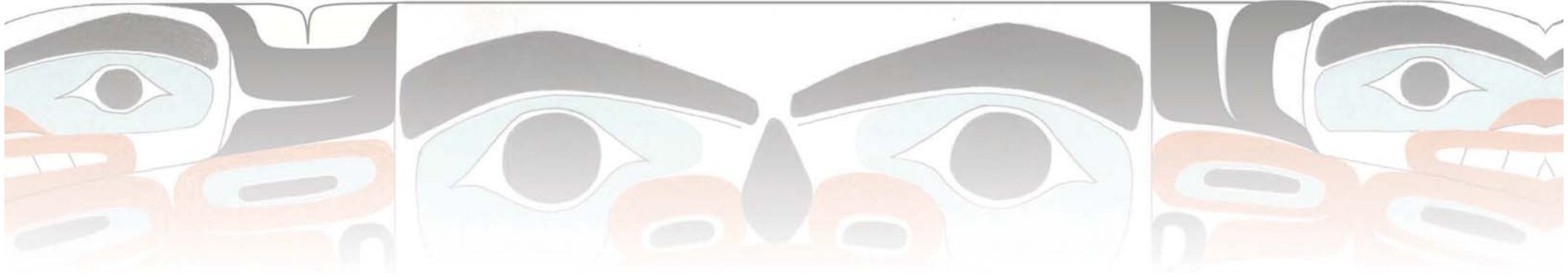






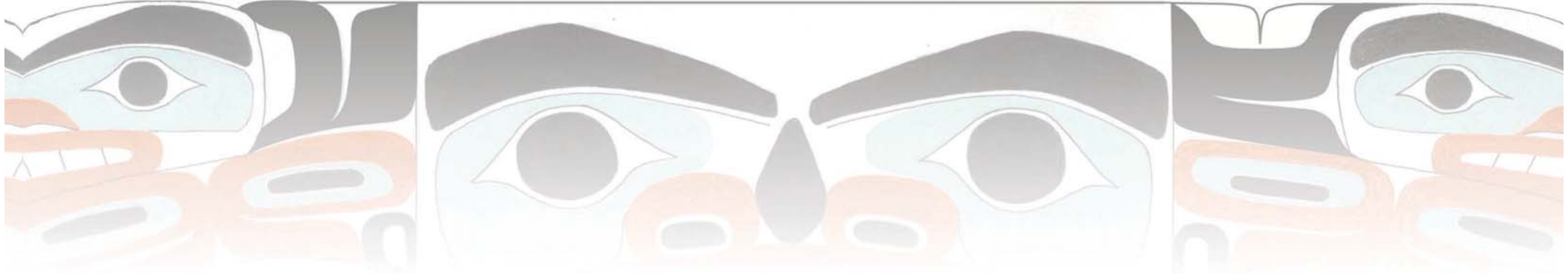
## COLONIZE



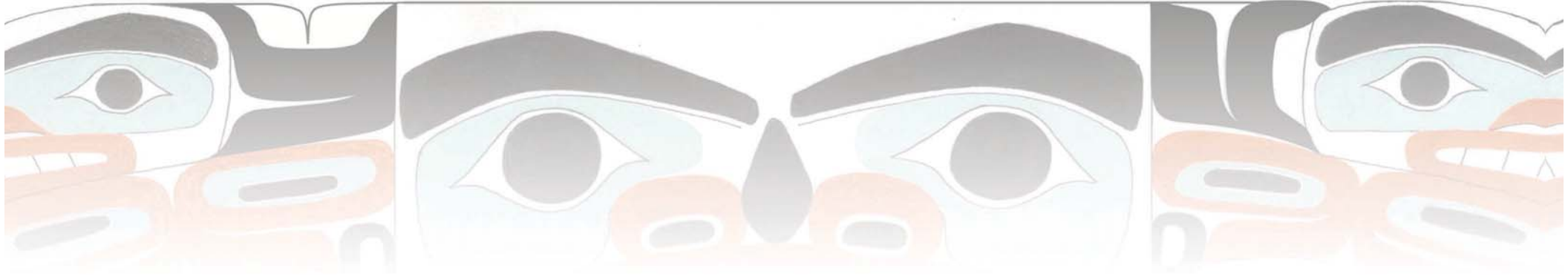


## CONQUERED





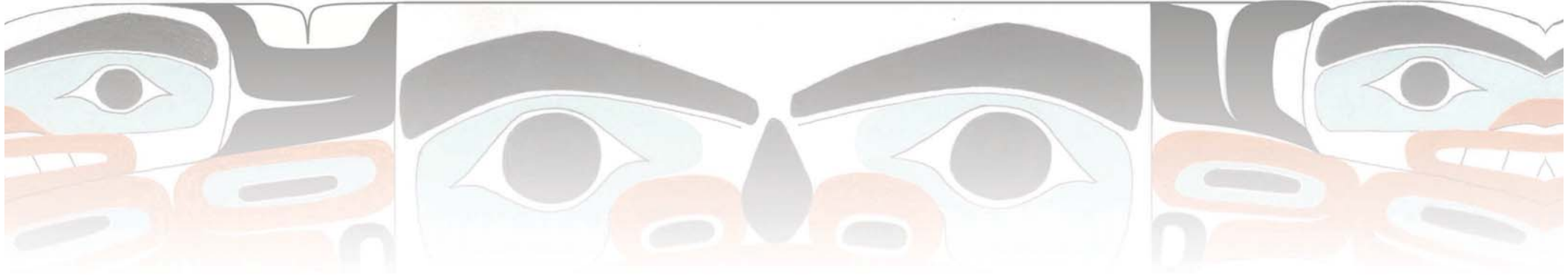
University of Alaska Anchorage. Archives & Manuscripts Dept.



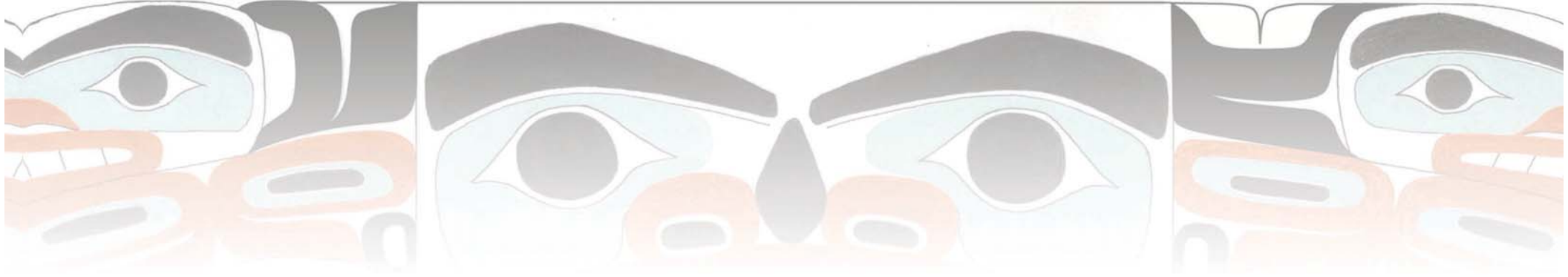
## EXPEDITION

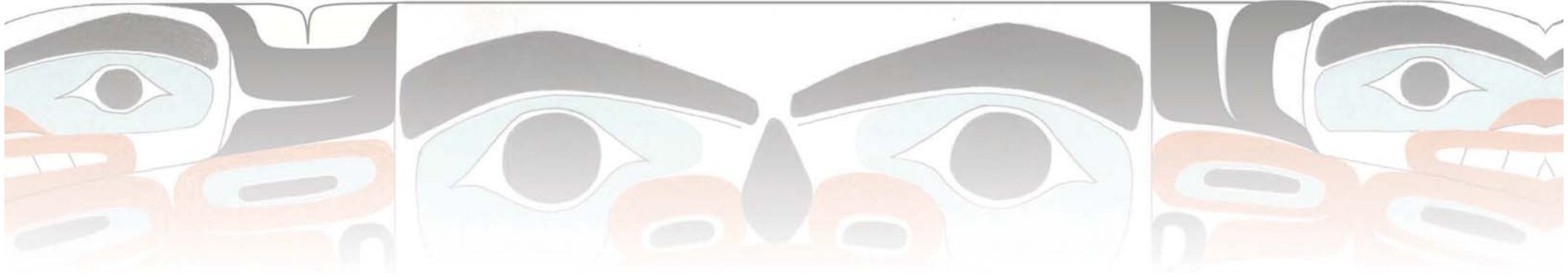




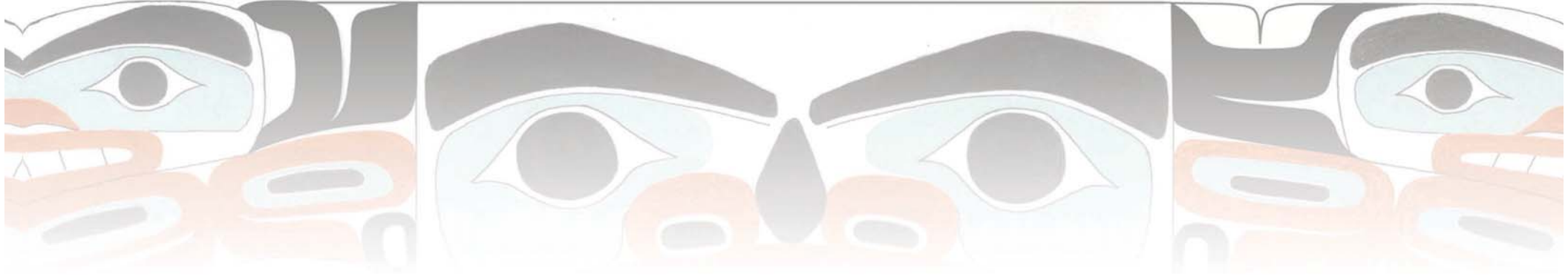


## LITERATE

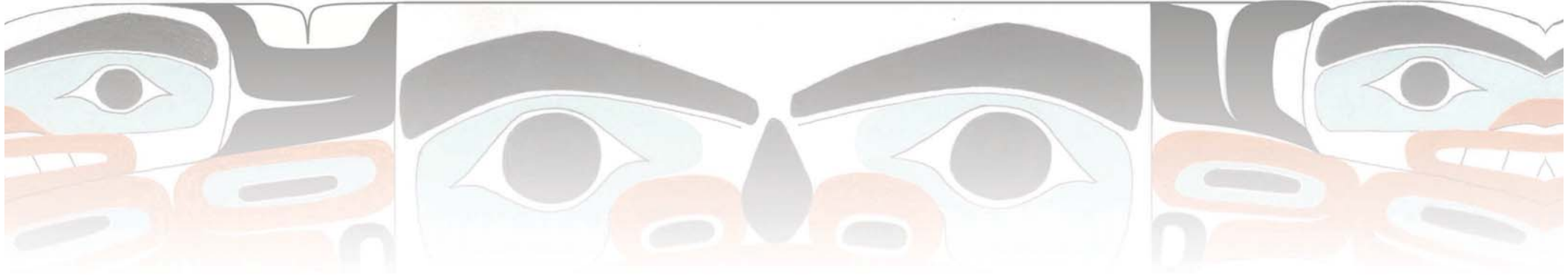




## MONOPOLY

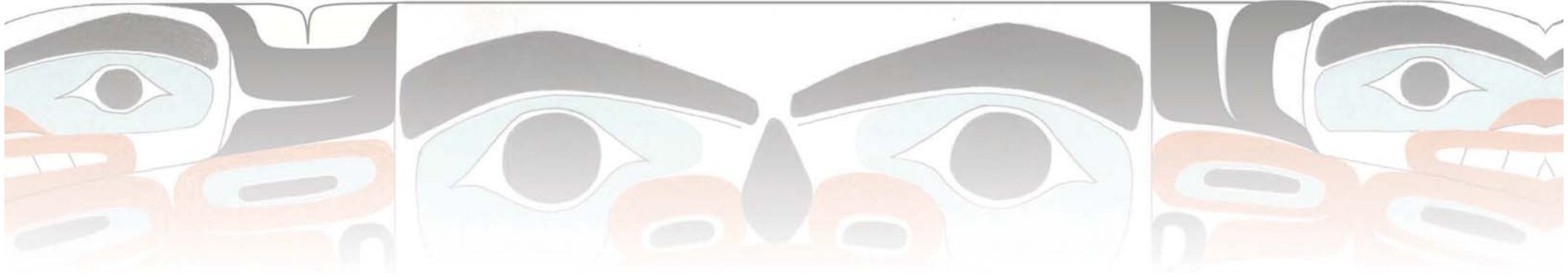




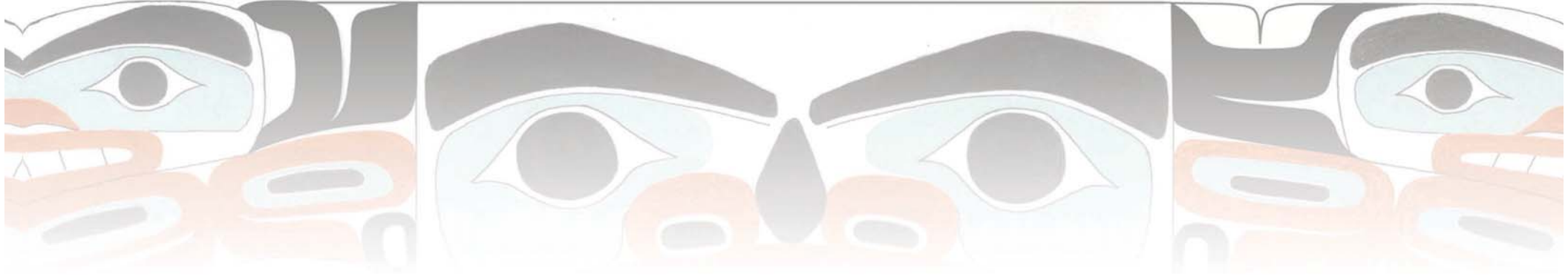


## PELTS

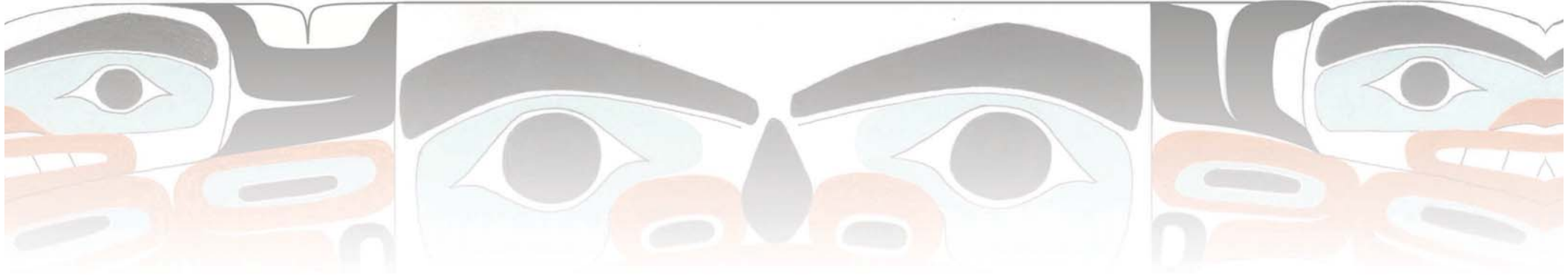




## REVOLTED

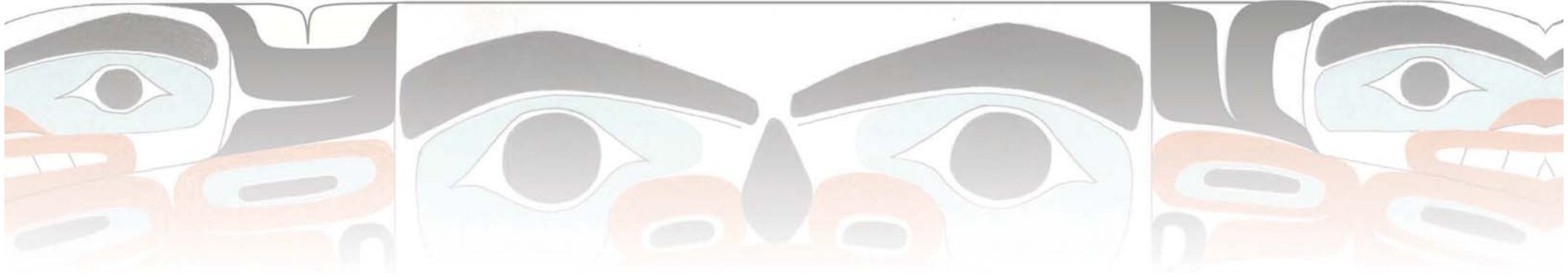






## SURVIVORS





## TRANSLATED

