



UNIT 3

Navy Rule



The Alaska Native Claims Settlement Act: Relationship with the Environment

Navy Rule

The Tlingit realized the United States had not abandoned its claim to Alaska when the U.S. Navy ship *Jamestown*, a warship equipped with Gatling guns and cannon, arrived in Alaska under the command of Captain Lester Anthony Beardslee. The United States sent the Navy to Alaska to govern from 1879 to 1885 and to help non-Native settlers who had learned of the area's rich mineral, fishery, and timber resources. The Navy functioned to carry out federal Indian policy by breaking down Native control over land, removing property ownership, and threatening Natives to accomplish this.

In 1880, Captain Beardslee came to Haines and Klukwan with a fleet of Naval gunships and told the Tlingit there to let miners access the interior. The presence of gunships did not go unnoticed by the Tlingit, who soon signed a treaty granting open access to the interior. Until this period, the Tlingit had controlled travel routes inland, which gave them a monopoly over trade with Native people living there and incoming non-Natives. The Tlingit restricted some non-Natives from using their routes, but allowed others to travel their routes for a fee. Beardslee, in contrast, sought to ensure American interests by arguing that Tlingit control prevented development of Alaska. The 1880 treaty was a typical federal policy and practice that failed to recognize Indian land ownership and functioned to transfer power to American hands.¹

The Navy altered the Tlingit way of life in many ways. For example, the Navy told the Tlingit of American ownership of their former lands and introduced new rules around land ownership and usage. Prior to American confiscation of Tlingit lands, each clan owned and controlled specific geographical areas, and set guidelines for hunting and fishing. In 1881, Commander Henry

1 George T. Emmons and Frederica de Laguna *The Tlingit Indians* (Seattle: University of Washington Press, 1991), 49; Eliza R. Scidmore, "The Northwest Passes to the Yukon," *The National Geographic Magazine* 9, no. 4 (Apr. 1898): 105-12; *Geological Survey of Canada Annual Report* 3, no. 1 (Montreal: William Foster Brown &, 1889), 180; and Melody Webb, *Yukon, the Last Frontier* (Lincoln: University of Nebraska Press, 1993), 69.

Glass promoted the signing of a formal peace treaty between the Stikine Tlingit at Wrangell and the Xutsnoowú Tlingit at Angoon. This agreement contained language that regulated Tlingit hunting and fishing, and removed Tlingit jurisdiction and control over their former lands.

The Navy also displaced Tlingit people from their traditional homeland, which violated the 1867 Treaty of Cession. Secretary of the Navy, Richard W. Thompson, knew immigrants would be slow to obtain and settle lands in Alaska while Alaska Natives resided in or controlled certain areas, so removing the Tlingit helped advance non-Native settlement. After the Tlingit were removed from their lands in the area of what is now known as Juneau, the physical absence of Tlingit people in these areas was later used by American officials as evidence for American ownership of certain lands.²

Today people question some of the Navy's actions on legal and ethical grounds. For example, in 1882, because of a disagreement between an American whaling boat captain and the Tlingit community of Angoon, the U.S. Navy attacked the Tlingit village of Angoon. The Navy's attack on Angoon was not an attack on Tlingit warriors/soldiers, but rather on the whole civilian community, including the elderly, men, women, and children. The Navy used artillery on the Angoon village, destroying homes during winter, which resulted in the death of six Tlingit children.³



USS *Jamestown*. UNITED STATES NAVY

2 Henry Glass, Edward P. Lull, and United States. Navy Dept., *Report of United States Naval Officers Cruising in Alaska Waters*. 47th Cong., 1st sess. H. Doc. 81. Vol. 19. (Washington D.C.: Government Printing Office, 1882),20-86.

3 Nancy J. Furlow, "Angoon Remembers: The Religious Significance of Balance and Reciprocity," in *The Alaska Native Reader: History, Culture, Politics*. Maria Shaa Tlaa Williams, ed. (Durham: Duke University Press, 2009); and Nancy Jean Furlow, "Balancing Values: Re-viewing the 1882 Bombardment of Angoon Alaska from a Tlingit Religious and Cultural Perspective," Diss. University of California, Santa Barbara, 2010.

The Alaska Native Claims Settlement Act: Relationship with the Environment

Statement by Claanot, Chief of the Chilkoot (Dauenhauer, Nora Marks, and Richard Dauenhauer. *Haa Kusteeyí, Our Culture: Tlingit Life Stories*).

*U.S.S. Pinta, 4th Rate
Head of Taiya Inlet, Alaska
June 2, 1887*

I, Chief Claanot of the Chilkoot Tribe, make the following statement.

Mr. Haley wishes to take away our road or trail to the Yukon – which my tribe does not like – as we made it long ago – and it has always been in my tribe.

We fixed the road good so that the miners would not get hurt – and Mr. Haley is putting sticks or logs on it, so he can get pay for people going in over our trail and we do not want to see that.

When the miners come here I talk kindly to them – but some of them begin to swear, and then they say I began the quarrel.

I always treat the miners kindly and when they do their own packing – I tell them that they had better let the Indians do

their packing – so the miners will not hurt themselves on the trail – and some of the miners tell me that it is not my business, which hurts my feelings.

When the miners treat me right, I will and do treat them as my children.

I am glad Mr. McCrackin went over the trail with me – to see our work on the trail – and what we did and how we treated the miners.

Not long ago I was nearly killed by a white man “John” [Wilson], who has since gone to Juneau. “John” made Haley’s house, and then did packing over the trail.



Native Packer, Skagway, circa 1890s, PO024-17. SEALASKA HERITAGE INSTITUTE ARCHIVES



My tribe had borrowed lots of money from Haley – and were going to make money by packing to repay Mr. Haley.

We had arranged to pack for some miners when “John” rushed in, and took one of the packs, and said he was going to do the packing.

“John” had been doing lots of packing and I asked him kindly, saluting him at the same time, to please not to pack this time – but to let my men do so – so that they could get some money to repay Mr. Haley. “John” replied by calling me a “Son of a bitch” – and I then called “John” the same name. “John” then rushed and took one of the miner’s guns and wished to shoot me, when the miners took their gun from “John.” These miners were very good friends of mine, and they said they were going to tell Captain Newell the real facts of the affair. “George” Carmack – and a lot of my tribe saw the affair.

When the miners go in – I would like them to arrange with me instead of the other men of my tribe – so as to save time and misunderstanding – as the Indians come to me anyhow as Chief.

My tribe claims the Winter trail over by the River “Schkat-Quay.” We have three trails to the Yukon, and we claim all of them.

I do not object to miners doing their own packing, but I hate to see them doing work they are not used to.

I like to see White men such as “George” pack for miners, and have no objections to their packing.

I have no objections to Stick, Chilcat, or any other Indian – or White persons packing over our trails – but I and my tribe do

object to Haley or any other person claiming our trails and monopolizing the packing.

We used to get all the furs from the Stick Indians – but they now trade with Mr. Haley – which ought to satisfy him – without taking our trail.

I ask (\$10.00) ten dollars for a half pack to pay me for my general supervision and responsibility of the packing, as I feel myself bound to see every man and pack through safe.

I have never asked or demanded toll from any person and do not do so.

(Signed) Claanot his X mark.

Witnesses:

(Signed) C.P. Plunkett

(ditto) Alexander Mc Crackin

A true copy,

Alexander McCrackin

Lieutenant

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

ABANDONED



Show students the picture for “Abandoned.” Ask students what this picture represents. Lead them towards the correct term and continue to explain that to abandon means to desert, leave, or forsake. In this context, the Tlingit realized in 1879 that the Americans had not abandoned nor left their claim to Alaskan territories.

MINERAL



Show students the picture for “Mineral.” Ask students to give some examples of minerals they know. Challenge students to see if they can give an accurate definition for what a mineral actually is. Continue to explain that a mineral is an element of chemical compound that is normally crystalline and that has been formed as a result of geologic processes. The primary minerals mined historically in Alaska were gold, silver, and copper ore. (*Teacher could bring in an example of one or two of these minerals for students to experience.)

MONOPOLY



Show students the picture for “Monopoly.” Ask students about this term to see what comes to their minds first. Try and build off what they know of monopoly, i.e. the board game (which teacher could bring into class and demonstrate the meaning of monopoly), and continue to explain to students that a monopoly exists when a specific person or enterprise is the only supplier of a specific good or service.

DEVELOPMENT



Show students the picture for “development.” Explain to students that a development is a significant event, occurrence, or change in something. After reading the text, ask students what developments Captain Beardslee thought were being held back by Tlingit control of interior trading routes. Ask students to describe any new developments in the world today. Ask about both local and worldly developments in order to broaden students’ understanding of this term.

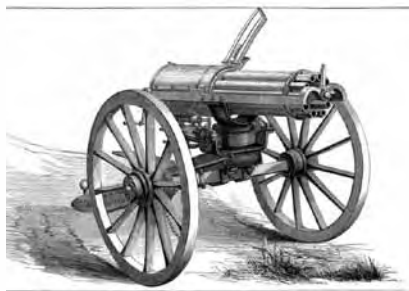
The Alaska Native Claims Settlement Act: Background and Place-Based Activities

WARSHIP



Show students the picture for “Warship.” As students will probably easily guess, a warship is a ship built primarily for combat. Warships are usually built completely differently from merchant ships. Ask students to describe some of the differences between modern warships and the ones used during the colonization of Alaska. Ask students how these differ from Native water vessels used for war.

GATLING GUN



Show students the picture for “Gatling Gun.” Explain to students that a Gatling gun is an example of an early rapid-fire weapon and a forerunner of the modern machine gun. This gun had made a strong impression on the Tlingit clan leaders and ultimately dissuaded them from declaring war on the United States.

CHILKOOT



Show students the picture for “Chilkoot.” Ask students if they know where the Chilkoot region is located. Show students a map of the area and continue to explain that Chilkoot was originally a Tlingit village near Haines, but today Chilkoot Lake and Chilkoot River are named after that village. Ask students where the Chilkoot Pass is located and about its purpose. Continue to explain that the Chilkoot Pass is a high mountainous trail that leads from Dyea, Alaska to Bennett Lake, British Columbia and was first used and maintained by Tlingit traders and later by prospectors during the Klondike Gold Rush.

GEOGRAPHICAL



Show students the picture for “Geographical.” Teacher should have a world map on the front board to demonstrate the term “geographical.” Explain to students that geography is the science that studies the lands, features, inhabitants, and phenomena of Earth. Geography literally means “to describe or write about the Earth.” Ask students to give examples of geography.

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

IMMIGRANTS



Show students the picture for “Immigrants.” Ask students what an immigrant is. Ask them to give some examples of people who have immigrated. Continue to explain to students that immigration is the act of foreigners coming into a country for the purpose of permanent settlement. Ask students for reasons that people choose to immigrate.

EVIDENCE



Show students the picture for “Evidence.” Explain to students that evidence is anything and everything that is used to determine the truth of a claim or assertion. Evidence can relate to both law and science. Ask students to give examples of evidence. How does one go about gathering evidence? Are there any problems with evidence being able to prove the truth or is evidence always presumed to be true?



Language and Skills Development

LISTENING

Whisper

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary illustration in this way. When a player has identified a vocabulary illustration, he/she should rejoin the front of his/her team.

Here, There, Everywhere

Mount the vocabulary illustrations on the walls around the classroom. Group the students in the center of the classroom. Say a vocabulary word and the students should rush to that illustration. However, when you say a word that is not represented by an illustration on the walls, the students should sit down and hold one arm in the air. Repeat this process until all of the vocabulary illustrations have been identified a number of times.



Back-to-Back Race

Have two pairs of students stand in the center of the classroom. The students in each pair should stand back-to-back with arms interlocked. Lay the vocabulary illustrations on the floor in a scattered form. Say one of the vocabulary words. The two pairs of students must then race to the illustration for the vocabulary word you said without unlocking their arms. The first pair to reach the correct illustration wins the round. Repeat with other pairs of students.

Tissue Drop

Group the students in a circle. Stand in the center of the circle with a small piece of tissue paper or an inflated balloon. Give the vocabulary illustration to the students. The students should pass the illustration around the circle in a clockwise direction until you clap your hands. Then, the students should stop passing around the illustration. Toss something like a tissue paper or ball into the center and say a vocabulary word. The student who has the illustration for that word must rush into the circle to catch the object before it hits the floor.

Language and Skills Development

SPEAKING

What's the Date?

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the student should identify a vocabulary picture you show. However, if the date named by the student is a Saturday or Sunday, the student may “pass” to another player. Repeat until many students have responded.

Whose Name?

Mount the vocabulary pictures on the board. Provide each student with a blank flashcard. Each student should write his/her name on the card. When the students' cards are ready, collect them and mix them together. Redistribute the name cards to the students so that each student has the name card of another student. Point to a vocabulary picture on the board and call a student's name. The student whose name you called should then read the name on the name card he/she has. It is that student who should say a complete sentence about a vocabulary picture that you point to. Repeat this process until all students have responded.



The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

Under the Bridge

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file “under the bridge” in single file. When you clap your hands, the two students should lower their hands, trapping one of the students “on the bridge.” The student who is trapped should then identify a vocabulary picture you show him/her. Repeat until a number of students have responded.

Language and Skills Development



READING

Guess My Number

Write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. Do not let the students see the number you have written. Call upon the students to guess the number you have written. When a student finally guesses the correct number, he/she should say a complete sentence using the vocabulary word for a picture that you show. Repeat until many students have responded, changing the number for each round of the activity.

Funny Face

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.



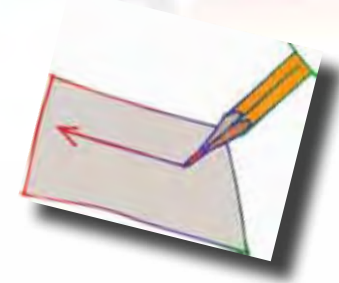
Face

Mount the sight words around the classroom on the walls, board, and windows. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say “Go,” the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

Sensory Letters

Stand behind a student. Use the index finger of your writing hand to “write” a letter/syllable from a sight word on the student’s back. The student should feel the letter/syllable. Then, the student must name a sight word that contains that letter/syllable. This activity may also be done in team form. In this case, group the students into two teams. “Write” a letter/syllable on the backs of the last players in each team. When you say, “Go,” the last player in each team must repeat this process with the player in front of him/her. The players should

Language and Skills Development



WRITING

Mirror Writing

Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say “Go,” the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

Alphabet Code

Assign a number to each letter of the alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

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.

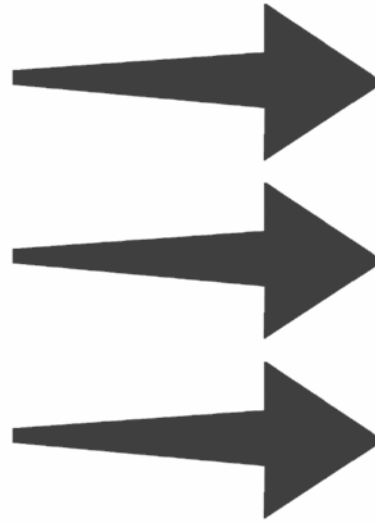
Sentence Completion

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

Primary Source Activities: Trail Rights

- Make a copy of “*Statement by Claanot, Chief of the Chilkoot*” for each student
- Read this statement aloud to the class
- Have students read it a second time to themselves
- After a short discussion, addressing students thoughts and questions on what they have read, proceed to a computer lab where students can access the internet:

Have students research the Chilkoot Trail working together in pairs



Use Google Earth or Google Maps to find out where the trail begins and ends

Find two interesting facts each about the Chilkoot Trail

Develop a research question about something that they want to know more about

Have students present their interesting facts and research questions to the rest of the class.

Geography Activities: Colonization



Audio/Visual Resource:

“Angoon - One Hundred Years Later”
Available at Sealaska Heritage Institute’s
online store:

www.sealaskaheritage.org/shop

Mapping: Develop/locate a Tlingit territories map and interlay by date and time of first contact with Russians and other explorers (*See explorer time-line in introduction).

Discuss trails inland: The coastal Tlingits controlled trade inland. Once the Gold Rush began, Tlingits, along with other aboriginal peoples, were greatly affected. (*This activity can lead into Klohklux Map Unit 4.)

Tlingit Map. COPYRIGHT © TLINGIT READERS, INC., USED WITH PERMISSION. RESEARCH BY ANDY HOPE III, PRODUCED BY PETER METCALFE.



Reading and Writing: Sentence Completion

Navy Rule

The Tlingit realized the United States had not _____ its claim to Alaska when the U.S. Navy ship *Jamestown*, a _____ equipped with _____ and cannon, arrived in Alaska under the command of Captain Lester Anthony Beardslee. The United States sent the Navy to Alaska to govern from 1879 to 1885 and to help non-Native settlers who had learned of the area's rich _____, fishery, and timber resources. The Navy functioned to carry out federal Indian policy by breaking down Native control over land, removing property ownership, and threatening Natives to accomplish this.

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Today people question some of the Navy's actions on legal and ethical grounds. For example, in 1882, because of a disagreement between an American whaling boat captain and the Tlingit community of Angoon, the U.S. Navy attacked the Tlingit village of Angoon. The Navy's attack on Angoon was not an attack on Tlingit warriors/soldiers, but rather on the whole civilian community, including the elderly, men, women, and children. The Navy used artillery on the Angoon village, destroying homes during winter, which resulted in the death of six Tlingit children.³



USS Jamestown. UNITED STATES NAVY

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abandoned

mineral

monopoly





development

warship

Gatling gun



Chilkoot

geographical

immigrants





evidence

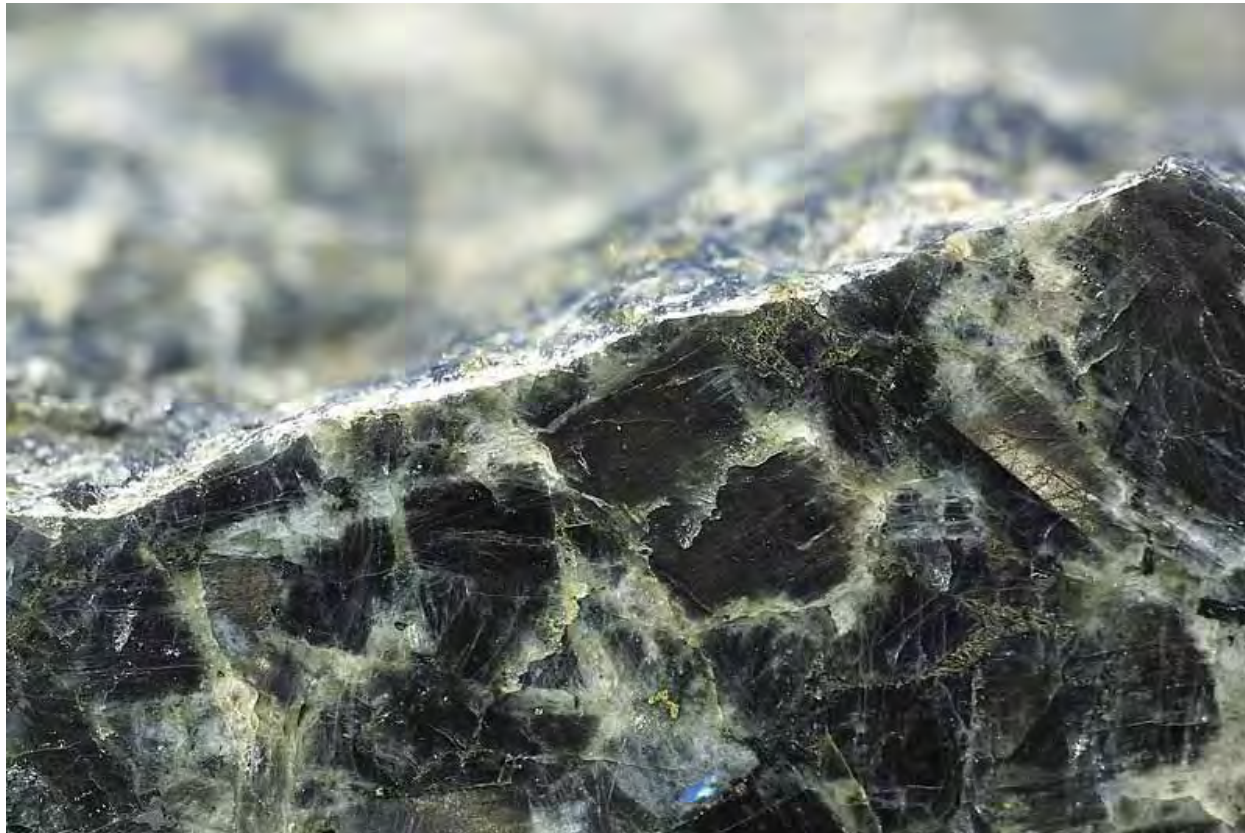


VOCABULARY PICTURES





ABANDONED





MINERAL





MONOPOLY



-1860-1870 Juneau, early 1880's

Alaska State Library - Historical Collections

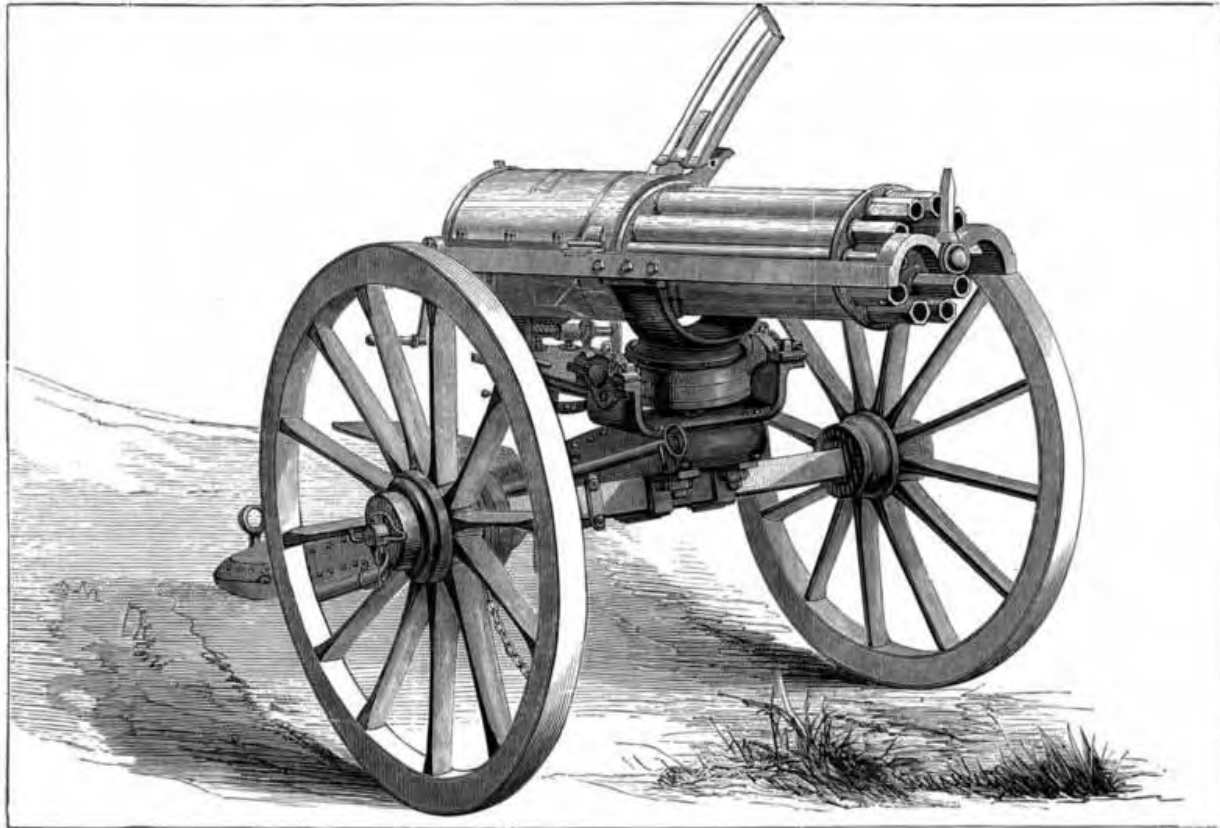


DEVELOPMENT





WARSHIP



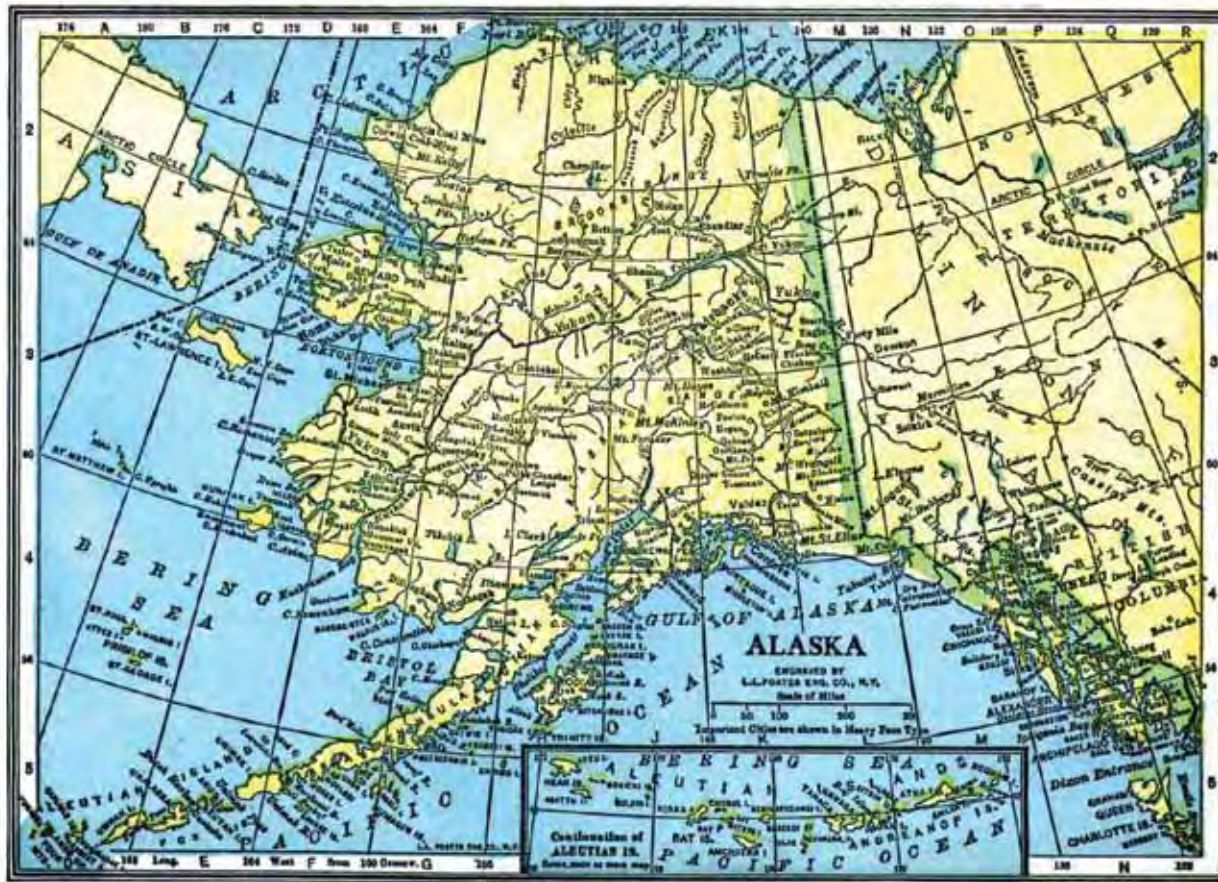


GATLING GUN





CHILKOOT





GEOGRAPHICAL





IMMIGRANTS





EVIDENCE