



UNIT 7

Indian Rights Movement

The Alaska Native Claims Settlement Act: Relationship with the Environment

The Indian Rights Movement

The Alaska Native Brotherhood was founded in 1912. Originally, there were thirteen members: twelve men and one woman.¹ By the mid-1920s, there were chapters, or camps, in many Tlingit villages, and an affiliate organization, the Alaska Native Sisterhood.

The brotherhood and sisterhood fought for the rights of Alaska Natives. Their efforts were helped when brothers Louis and William Paul joined the brotherhood. These two men led many of the legal and political battles for the organization.

Citizenship for Alaska Natives was a high priority for the brotherhood and sisterhood, especially after the arrest of Charlie Jones (who later became Chief Shakes VI) and his niece, Tillie Paul Tamaree. In 1922, Jones was charged with voting in an election in Wrangell, and Tamaree was arrested for helping him do it. William Paul defended Jones and Tamaree and won the case. The win secured Alaska Natives the right to vote two years before Congress passed the *Indian Citizenship Act*, in 1924.

With the right to vote, the Alaska Native Brotherhood and the Alaska



Image of founders and early members of ANB at a November 1914 gathering, PO-023, Item 2. SEALASKA HERITAGE INSTITUTE ARCHIVES.

¹ Rosita F. Worl, "History of Southeast Alaska Since 1867," in *Handbook of North American Indians: Northwest Coast*. William C. Sturtevant, ed. (Washington DC: Smithsonian Institution, 1990), 153.

Native Sisterhood promoted their political interests and supported candidates during elections. Eventually, several Alaska Native Brotherhood members were elected to the legislature, including William L. Paul Sr., Frank G. Johnson, Andrew Hope, Alfred Widmark, and Frank See.

The Alaska Native Brotherhood and the Alaska Native Sisterhood were instrumental in other political battles. In 1929, the brotherhood boycotted businesses that discriminated against Alaska Natives. Discrimination against Tlingit people was common in the first half of the twentieth century. Stores and restaurants often posted signs that read “No Dogs or Natives Allowed.” Movie theaters had “Natives Only” areas. But the brotherhood’s boycotts were successful. The offensive signs were removed, and in 1945 the *Anti-Discrimination Act* was passed.²

The brotherhood led efforts to ban the large, industrial fish traps brought up from the Lower 48, which were blamed for decreasing salmon stocks. They spoke out against the traps until their use was abolished in 1959. The brotherhood also fought for an amendment of the *Indian Reorganization Act*. That amendment allowed Native villages to apply for federal loans that were used to buy things like salmon canneries and fishing boats.

Perhaps the most significant contribution made by the Alaska Native Brotherhood and Sisterhood was in the area of land rights. The brotherhood and sisterhood pushed for the *Jurisdictional Act*, which was passed in 1935. The act gave the Tlingit the right to bring legal claims against the United States. The brotherhood also initiated the first major land claim against the United States for Native lands lost to the establishment of the Tongass National Forest, Glacier Bay National Monument, and the Annette Island Indian Reservation.³

The brotherhood and sisterhood proved to be an important political force for Alaska Natives. They unified clans and communities, and improved the lives of Native Alaskan people. Today, they continue to advocate for Native rights.



PO-057, Rosa Miller Collection. SEALASKA HERITAGE INSTITUTE ARCHIVES.

2 Worl, “History of Southeast Alaska Since 1867,” 154.

3 Ibid.,155

The top of the page features a decorative border with stylized, colorful faces in shades of blue, orange, and grey. The faces are arranged in a row, with some partially cut off by the edges of the page.

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

*Excerpt from the 65th Alaska Native Brotherhood and Sisterhood
Annual Convention Keynote Address* by Roy Peratrovich

This year's theme of convention is wisely chosen. It behooves us all to take a little time and reflect on our customs and culture. We have lost and continue to lose the fine culture that our people enjoyed. For instance, the respect we were taught to have for our elders is now becoming a thing of the past and we are losing the close clan ties we have had in the past. Under our clan system you were either a brother, sister or mother, and this cemented us together as a family unit. Because of this closeness, we did not know a thing about social services. We took care of one another as the need arose.

We have had outstanding speakers in the past who delivered "fiery" and inspirational talks that gave us the needed fuel to rekindle our enthusiasm for our work in the ANB and ANS. Those talks were very inspiring and helpful. This year, I thought it might be a good thing if we took time to reflect upon the accomplishments of ANB and ANS.

Quite often someone asks, "What has ANB and ANS done for our people?" This is a very legitimate question but, at times, becomes somewhat annoying. It is no one's fault but our own that some of our people are not aware of our accomplishments. In the past, when we of the older generation start reflecting on ANB's accomplishments, we invariably get accused of "living in the past." Every organization, government, and country has a history. In U.S. schools we are taught the subject of history. This is done for the purpose of sharing the hardships, difficulties and accomplishments experienced by our country. So, if this can be done by others, I see no reason we cannot do it in our organization. Our elders, too, shared with us the history of our clans, etc.

I need not remind you that the ANB was organized in 1912 by twelve dedicated and farsighted individuals who were trained at Sheldon-Jackson Junior College. These men recognized the need for uniting efforts to correct injustices. They were interested in correcting injustices imposed, not only on our people, but on other minorities as well. I could elaborate a great deal on each of the accomplishments, but for the sake of brevity, I shall try to hit on the highlights of the accomplishments of the organizations.

I do not know if our younger generation is aware that as Indians we did not become citizens of the United States until 1924. It took an Act of Congress to accomplish this for the Indian people. Our leaders back in those days fought for our rights to become citizens. Their continued efforts and dedication resulted in the action taken by Congress. Although this was accomplished, we were still denied the right to vote. The ANB took it upon itself to correct this discrimination. ANB made a “test case” out of this, went to the courts, and the courts upheld the ANB’s position that we were citizens and therefore entitled to exercise all the privileges granted to all citizens.

It was during the 1924 or 1929 annual convention of the ANB-ANS that the subject of our land claims was brought to the attention of the convention. This always interested me, as the seed was planted at that convention not by a Tlingit or Haida, but by a Tsimshian of Metlakatla who was married to one of our Tlingit women. He urged and warned the people that if they did not take action they would stand to lose all their land.

It is a matter of record that the ANB planted the seed of suing the Federal Government for lands that were taken from us without just compensation. ANB and ANS fostered the idea and devoted time at our annual convention in discussing and promoting the land claims. Through the efforts of these organizations, Congress passed a jurisdictional act in 1935 which gave us authority to sue the government for lands taken from us. The First Central Council of the Tlingit and Haidas was organized in Wrangell in April, 1938 and later [in] 1941. The ANB and ANS, because of our dues paying set up in our organization, had to create a new organization. It continued, however, to support this effort which finally bore fruit.



ANB and ANS Leaders, Roy Peratrovich is on left, back row. ALASKSA STATE LIBRARY - HISTORICAL COLLECTIONS.

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

ALASKA NATIVE BROTHERHOOD



Show students the picture for “Alaska Native Brotherhood.” Ask students about the ANB. What do they know? Try and establish whatever prior knowledge they have about the organization. Explain that the ANB is a nonprofit organization created in 1912 that fought for the political and social rights of Alaska Natives. Brothers William and Louis Paul were primary organizers.

ALASKA NATIVE SISTERHOOD



Show students the picture for “Alaska Native Sisterhood.” Ask students about the ANS. What do they know? Do they know anyone who is involved in current ANS activity? Continue to explain to students that the ANS came into being in the mid 1920s to support the men in the long hard fight for Native rights. Citizenship for Alaska Natives was a high priority for the ANB/ANS.

CAMPS



Show students the picture for “Camps.” Explain to students that camps, in this sense, refer to the various chapters of the ANB/ANS. Each Native village would have a different camp all affiliated with the larger ANB/ANS.

POLITICAL



Show students the picture for “Political.” Ask students what they understand about politics. What does it mean? Continue to explain that politics is a process by which groups of people make collective decisions. Politics can also be looked at as the science of running governmental affairs.

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

CITIZENSHIP



Show students the picture for “Citizenship.” After asking students for examples of citizenship, explain that citizenship means being a citizen of a particular national or other human community. Citizenship also carries with it both rights and responsibilities. Ask students what rights they have being American citizens. What responsibilities are involved in being an American citizen?

INDIAN CITIZENSHIP ACT



Show students the picture for “Indian Citizenship Act.” Explain to students that the Indian Citizenship Act, passed in 1924, granted full U.S. citizenship to America’s indigenous peoples. Even though this act was passed in 1924, most Natives would not enjoy full citizenship and suffrage rights until almost two decades later.

CANDIDATES



Show students the picture for “Candidates.” Ask students who a candidate is. What does it mean to be a candidate? Continue to explain that a candidate is someone who has earned or received the honor of seeking some kind of position; from class president to United States President.

FISH TRAPS



Show students the picture for “Fish Traps.” Explain to students that there is a controversial history behind fish traps. The traditional Native fish traps were smaller in size, but when the large, industrial fish trap was developed and brought up from the Lower 48, it quickly became the most efficient way to catch salmon. However, soon people realized that the fish traps were too efficient and they were blamed for decreasing salmon stocks. The ANB led efforts to ban this destructive practice.

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

ABOLISH



Show students the picture for “Abolish.” First ask students what it means to abolish something. Continue to explain that to abolish means to formally put an end to some system, practice, or institution. In this case, the destructive fish traps were abolished in 1959.

DISCRIMINATION



Show students the picture for “Discrimination.” Ask students what it means to discriminate. Ask for specific examples. Continue to explain that discrimination is prejudicial treatment of an individual based on their membership to a certain group of people, e.g. race, religion, nationality, gender, etc.

BOYCOTT



Show students the picture for “Boycott.” Explain to students that a boycott is an act of voluntarily abstaining from using, buying, or dealing with a person, organization, or country. Boycotting is a protest and is usually for political reasons. (*Have your students research current boycotts online for better understanding.)

ANTI-DISCRIMINATION ACT



Show students the picture for “Anti-Discrimination Act.” Explain to students that the Anti-Discrimination Act of 1945 provided “for full and equal accommodations, facilities and privileges to all citizens in places of public accommodations within the jurisdiction of the Territory of Alaska; to provide penalties to violations.” (* Elizabeth Peratrovich was a driving force behind the passage of this bill. For more information on her and this issue please access *For the Rights of All: Ending Jim Crow in Alaska*, a 60 minute documentary.)



Language and Skills Development

LISTENING

Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount a picture on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four pictures on the walls), they should step in that direction while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step toward the pictures as they are named.

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.

Let’s Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times. Rather than using body movements, or—in addition to the body movements—you may wish to use “sound effects” for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.



Language and Skills Development

SPEAKING

Draw

Give all of the cards from a deck of playing cards to the students (preferably, all students should have the same number of cards). Have another deck of cards for yourself. Mount the vocabulary illustrations on the chalkboard. Hold one of your playing cards next to a vocabulary illustration. The student who has the matching playing card must then say the word for that picture. The student should then place that playing card to the side. The first student who has no playing cards left in his/her hands wins the game. This activity may be repeated more than once by collecting, mixing, and redistributing the playing cards to the students.

Vocabulary Word Gossip

Have a student in the class begin by saying one of the vocabulary words. Then, that student calls upon another student to add another vocabulary word to their word. The second student must repeat the first student's word and say their own word. They then call upon another student and the process continues until the chain of words is lost.

High Card Draw

Give each student in the class a card from a deck of playing cards. Mount the vocabulary pictures on the board and number each one. Call two students' names. Those two students should show their cards. The student who has the highest card (aces can be high or low) should then say a complete sentence about a vocabulary picture you point to. The students may exchange playing cards periodically during the activity. Repeat until many students have responded.

Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary picture and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.



Language and Skills Development



READING

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.

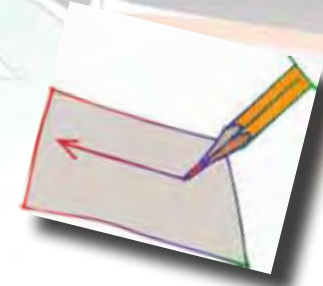
String Along

Join all of the students together with string (the students do not need to move from their seats). Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

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.

Language and Skills Development



WRITING

Story Picture Description

Provide each student with art paper and supplies. Also, provide the students with writing paper and pens. Each student should then create a picture that depicts a scene from the story. When a student's picture is completed, he/she should then write as much as possible about the picture. When all of the students have completed their writings, collect the pictures and mount them on the board. Number each picture. Have each student read his/her text to the class; the other students must then identify the picture (by its number) that goes with the text. Repeat, until all of the students have shared their work in this way.

The Other Half

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen, and one of the word halves. Each student should glue the word half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

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: Knowing Our History

Make a copy of *ANB Convention Keynote Speech* excerpts for each student (*Teacher can access the entire speech at http://www.alaskool.org/projects/native_gov/recollections/peratrovich/RPeratrovich_keynote.htm). Read aloud Roy Peratrovich's speech to the class while students follow along. Students should have a writing utensil in their hands as you read.

While you are reading:
(Teacher should put these text-coding features on front board)

- Have students draw a circle around that which they do not understand
- ? Have students put a question mark next to that which they have a question about
- ☆ Have students draw a star next to that which they think is important
- Have student draw a square around that which they want to remember

After reading, teacher should thoroughly address all of the above to receive feedback from students.

Have students write a short reflection on what they have heard and read in the speech.

How does it make them feel?

What does it make them think about?

Do they agree with the sentiments in the speech? Why? Why not?





Place-Based Activities: Self Determination

Teacher defines self determination through discussion — Have students talk amongst themselves and write out their understanding of this concept. From this discussion, students develop a word chart on self determination (*Keep word chart where students can see throughout the exercise)

Declaration on the Rights of Indigenous Peoples

Print out, Study, and Discuss

- Students break into groups
- Orient them towards studying and discussing different nations of indigenous peoples in the world
- As a group, students prepare, edit, and present a report on these other countries, showing how other indigenous people are working towards self determination

Links!

*Declaration on the Rights of
Indigenous Peoples:*

[http://www.un.org/esa/
socdev/unpfi/en/drip.
html](http://www.un.org/esa/socdev/unpfi/en/drip.html)

As a follow up to the above activities, teacher identifies the various nations and ethnicities present in the classroom and orients students towards studying these – Always holding fast to the view of enhancing teachings of tolerance and acceptance - Of respect for self and others.

Reading and Writing: Sentence Completion

The Indian Rights Movement

The _____ was founded in 1912. Originally, there were thirteen members: twelve men and one woman.¹ By the mid-1920s, there were chapters, or _____, in many Tlingit villages, and an affiliate organization, the _____.

The brotherhood and sisterhood fought for the rights of Alaska Natives. Their efforts were helped when brothers Louis and William Paul joined the brotherhood. These two men led many of the legal and _____ battles for the organization.

_____ for Alaska Natives was a high priority for the brotherhood and sisterhood, especially after the arrest of Charlie Jones (who later became Chief Shakes VI) and his niece, Tillie Paul Tamaree. In 1922, Jones was charged with voting in an election in Wrangell, and Tamaree was arrested for helping him do it. William Paul defended Jones and Tamaree and won the case. The win secured Alaska Natives the right to vote two years before Congress passed the _____, in 1924.

With the right to vote, the _____ and the _____



Image of founders and early members of ANB at a November 1914 gathering, PO-023, Item 2. SEALASKA HERITAGE INSTITUTE ARCHIVES.

¹ Rosita F. Worl, "History of Southeast Alaska Since 1867," in *Handbook of North American Indians: Northwest Coast*. William C. Sturtevant, ed. (Washington DC: Smithsonian Institution, 1990), 153.

_____ promoted their _____ interests and supported _____ during elections. Eventually, several _____ members were elected to the legislature, including William L. Paul Sr., Frank G. Johnson, Andrew Hope, Alfred Widmark, and Frank See.

The _____ and the _____ were instrumental in other political battles. In 1929, the brotherhood _____ ed businesses that _____ against Alaska Natives. _____ against Tlingit people was common in the first half of the twentieth century. Stores and restaurants often posted signs that read “No Dogs or Natives Allowed.” Movie theaters had “Natives Only” areas. But the brotherhood’s _____ s were successful. The offensive signs were removed, and in 1945 the _____ was passed.²

The brotherhood led efforts to ban the large, industrial _____ brought up from the Lower 48, which were blamed for decreasing salmon stocks. They spoke out against the traps until their use was _____ ed in 1959. The brotherhood also fought for an amendment of the *Indian Reorganization Act*. That amendment allowed Native villages to apply for federal loans that were used to buy things like salmon canneries and fishing boats.

Perhaps the most significant contribution made by the _____ and Sisterhood was in the area of land rights. The brotherhood and sisterhood pushed for the *Jurisdictional Act*, which was passed in 1935. The act gave the Tlingit the right to bring legal claims against the United States. The brotherhood also initiated the first major land claim against the United States for Native lands lost to the establishment of the Tongass National Forest, Glacier Bay National Monument, and the Annette Island Indian Reservation.³

The brotherhood and sisterhood proved to be an important _____ force for Alaska Natives. They unified clans and communities, and improved the lives of Native Alaskan people. Today, they continue to advocate for Native rights.



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2 Worl, “History of Southeast Alaska Since 1867,” 154.

3 Ibid.,155



Alaska Native Brotherhood

Alaska Native Sisterhood



camp



politics

citizenship

Indian Citizenship Act



candidates

fish traps

abolish





discrimination

boycott

Anti-Discrimination Act



VOCABULARY PICTURES





ALASKA NATIVE BROTHERHOOD





ALASKA NATIVE SISTERHOOD





CAMPS





POLITICS





CITIZENSHIP



H. R. 4352 (PUBLIC No. 176 60th CONGRESS)



Sixty-eighth Congress of the United States of America:
At the First Session,
Began and held in the City of Washington on Monday, the third day of
December, one thousand nine hundred and seven.

AN ACT

To authorize the Secretary of the Interior to issue certificates of
citizenship to Indians.

Enacted by the Senate and House of Representatives of the
United States of America in Congress assembled, That all persons
known to have been within the territorial limits of the United
States, and they are hereby declared to be citizens of the United
States, provided, that the granting of such citizenship shall not
in any manner impair or otherwise affect the right of any Indian
to hold or share property.

W. H. H. H.

Speaker of the House of Representatives.

J. H. H.

Chief Clerk of the House of Representatives.

Approved Jan 2 1907

W. H. H. H.



INDIAN CITIZENSHIP ACT





CANDIDATES



www.shutterstock.com - #1600854



FISH TRAPS





ABOLISH





DISCRIMINATION





BOYCOTT



Alaska State Library - Historical Collections



ANTI-DISCRIMINATION ACT