Integrating culturally responsive place-based content with language skills development for curriculum enrichment

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Contents

Introduction

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The vast lands of Alaska are some of the most remote and beautiful in the United States, but for more than 100 years there was a dispute over who rightfully owned it. Should it belong to Alaska's Natives whose ancestors lived here for thousands of years? What about the people who more recently made Alaska their home? What were their rights to the land? And, how many acres should be owned by all of us, protected in national parks and wildlife refuges? In 1971 an act of Congress was passed that ended the fight over who owns most of Alaska's land. This act was the Alaska Native Claims Settlement Act.

Introduction to the Developmental Language Process

THE DEVELOPMENTAL LANGUAGE PROCESS (DLP) is designed to instill language into long-term memory. The origin of the process is rooted in the academic struggles faced by many students as they progress through the grades from kindergarten to high school.

The process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

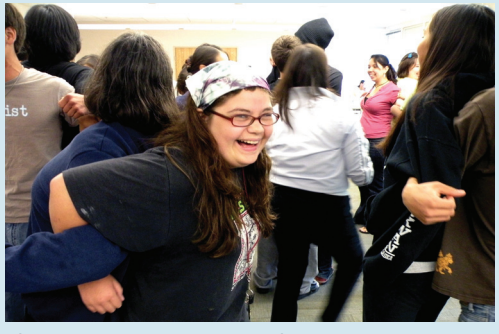
DLP takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard–this is represented by the second phase of the process, Basic Speaking–the oral output stage of language acquisition.

As more language goes into a child's long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the process reflect the natural sequence of language development.

The listening and speaking skill areas represent the bases of human communication; most cultures in the world, including Alaska Native cultures, did not develop written forms of their languages. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the concepts of reading and writing before ever dealing with them as skills.

Process makes learning fun



The process uses games and competitions to engage the students and to make learning fun. Students scored on average in the 80 to 90 percentile when Sealaska Heritage Institute field tested the process in 2009. The process earned a thumbs up from students and teachers. "Kids are having fun while they're learning—I think that's why it's so effective," said teacher Ben Young.

Introduction to the Developmental Language Process

It is vital for the children to understand that reading and writing are talk in print.

The DLP integrates the language skills of listening and speaking with the skills of reading and writing. At this stage in the process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.

As more language goes into the children's long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn't work–in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

A child's ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, are dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented by this chart:

The Developmental Language Process

1	2	3	6	8	10
VOCABULARY	**BASIC LISTENING**	**BASIC SPEAKING**	**BASIC READING**	**BASIC WRITING**	**EXTENSION**
ACTIVITIES *As much as possible, use concrete materials to introduce the new words to the students. Match the materials with the vocabulary pictures.*	*Whole Group* *Individual*	*Whole Group* *Individual*	*Sight Recognition* *Whole Group* *Individual* *Decoding & Encoding*		
	4 **LISTENING COMPREHENSION** *Whole Group* *Individual*	**5** **CREATIVE SPEAKING**	**7** **READING COMPREHENSION**	**9** **CREATIVE WRITING**	

Alaska Performance Standards

THIS PROGRAM INCORPORATES the Alaska Performance Standards through a variety of activities. Each unit contains historical information, as well as listening, speaking, reading, and writing activities.

The Developmental Language Process is used to encourage the students to retain the vocabulary from each unit. The students are encouraged to research a variety of subjects related to the units' themes and this often includes cross-cultural and multi-cultural issues.

The grade 6 program, The Road To ANCSA, takes the students from ancient times in Alaska, to the first contact with western cultures. The grade 7 program includes issues from the Treaty of Cession in 1867, to the signing of ANCSA in 1971. The grade 8 level introduces the students to the details of ANCSA and related issues up to the present day.

PERFORMANCE STANDARDS INCLUDED IN THIS PROGRAM:

History

A) A student should understand that history is a record of human experiences that links the past to the present and the future: 1, 2, 3, 4, 5, 6, 7, 9

B) A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events: 1, a. b. c. d. e. 2, 3, 4, 5

C) A student should develop the skills and process of historical inquiry: 1, 2, 4

D) A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and a lifelong learner: 1, 2, 3, 5, 6

English/Language Arts

A) A student should be able to speak and write well for a variety of purposes and audiences: 1, 2, 3, 4, 6

B) A student should be a competent and thoughtful listener, reader, and viewer of literature, technical materials, and a variety of other information: 1, 2, 3

C) A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information: 1 a. b. c., 2, 4

E.) A student should understand and respect the perspectives of others in order to communicate effectively: 1, 2, 3, 4

Geography

D) A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world: 5

E) A student should be able to understand and be able to evaluate how humans and physical environments interact: 1, 2, 5

F) A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future: 1, 3

Cultural

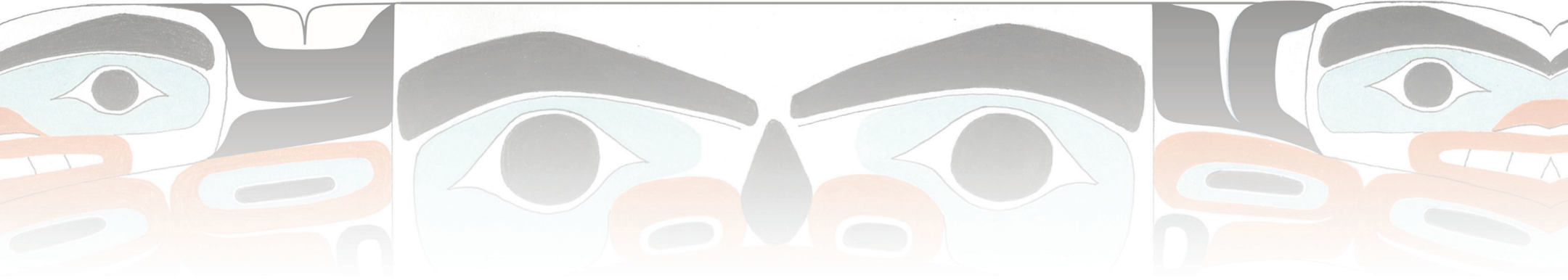
A) Culturally-knowledgeable students are well grounded in their cultural heritage and traditions of their community: 1, 3, 4, 5, 6, 7

B) Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

D) Culturally-knowledgeable students demonstrate and awareness and appreciation of the relationships and processes of interaction of all elements in the world around them: 3, 5, 6, 7

UNIT 1

History (a)



The Road from ANCSA

Unit 1: History (a)

The Alaska Native Claims Settlement Act or ANCSA was the largest land title agreement ever negotiated between the U.S. Government and any Native American group (Martin, 1975). Who are the people involved in getting the act passed? And what did it say? Was it a fair settlement for Alaska Natives?

In this unit, we are going to look at ANCSA and how it has tried to solve the conflicts over who owns Alaska's land. We are also going to look at how successful ANCSA has been.

A very common view is that land is valuable because it can mean both power and wealth to whoever owns it. And when you own a piece of land, you get to say what happens to it.

At the same time, land has other values. Values which have nothing to do with money. Take, for example, burial grounds. No other piece of land can replace a burial ground. And, a burial ground's importance lies in the meaning it passes from generation to generation. Also, land left unchanged is valuable in itself. (Laster, 1986). Perhaps most important of all, at least for many Alaskan Natives, is that the land can be used for subsistence. This is where people hunt and fish to provide food and clothing for their families. Thousands of Alaskan Natives live mainly off the land. Many of the subsistence methods and tools used have been preserved, passed down and inherited as the sacred knowledge needed for survival in Alaska's wilderness and climate.

Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state. If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain title to it?

There are three points in history where people think that Natives might have lost their claim to the land. Up until the 1700s, Native people were the only people in the state. The Tlingit and Haida people lived in the Southeast, the Athabascan lived in the interior, the Aleut, who now identify themselves as Alutiiq and Unangan, lived in the Aleutians, the Yup'ik people lived in the Southwest, and the Inupiat lived in Northern Alaska. Each of these groups used lands in these specific areas, and the boundaries of those areas were recognized by the different groups (Laster, 1986).

Then in the 1741, the Russians arrived. Most people think that Vitus Bering discovered Alaska, but that would come as a surprise to the 80,000 Natives who already lived here. The Russians set up trading posts, but they really weren't interested in making Alaska their home. They were mainly interested in the furs and pelts they could send back to Russia. When they had exhausted the supply of furs, and when their government needed the money, Russia sold Alaska to the United States. Actually what they did was sell the right to govern Alaska. The Russian American Treaty of 1867 said that

the only land they actually sold were trading posts, missions, and cemeteries (Jones, 1981). So, while the U.S. had the right to govern Alaska it actually had title to less than 1 percent of the new territory (Laster, 1986). Alaska Native people believed they owned Alaska and that Russia did not have the right to sell Alaska. Alaska Natives have a different view of land. Although they have concepts of land ownership, its greater value lies in the relationship Natives established with their land over thousands of years.

But there was trouble coming. More and more American settlers from states outside of Alaska were coming into the new territory. They first came for gold and to develop the fishery and timber resources. The more people who moved in, the more competition there was for the land. Disputes had to happen since both the Natives and the new settlers had different ideas about how you owned land. For the Natives, the land belonged to the group or to the whole tribe, not just to individuals (Laster, 1986). Ownership wasn't based on written title. Natives didn't need a piece of paper to tell them who owned the land. They always used the land and thought that they always would. On the other hand, the new settlers felt they had the right to claim the land they needed. To them, written title was the only legitimate proof of ownership. Natives considered the land theirs but couldn't produce that piece of paper. This is how the new residents in the territory felt justified in taking the land they needed (Laster, 1986).

In an effort to clear up some of these problems, Congress passed the Organic Act in 1884. It said, "… the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupancy…" (Congress, 1884) So, while Congress recognized Native rights to the land they didn't say exactly how Natives would get written title to their land. They left it up to future legislation. The reality of the situation was that people didn't pay much attention to the act, and more and more land was taken by the settlers (Laster, 1986).

Tlingit family and friends with canoe on Douglas Island beach, circa 1886, photo by Partridge. PO049-85 SEALASKA HERITAGE INSTITUTE ARCHIVES.

In 1924, Alaska Natives became U.S. citizens (Congress, Indian Affairs: Laws and Treaties, 1924). This is the second point where people think Natives may have lost their rights to the land (Laster, 1986). The common argument is that if Natives are citizens, why should they get special privileges? We are all U.S. citizens, and how can it be right that one group gets something no one else does?

The answer is in the Citizenship Act passed by Congress in 1924. It said, "… the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property" (Congress, Indian Affairs: Laws and Treaties, 1924). So Congress said whatever property the Natives originally had was

View of the Sitka Indian Village, circa 1880s, photo by Edward de Groff. PO049-23 SEALASKA HERITAGE INSTITUTE ARCHIVES.

not lost by the fact that they became citizens. The United States recognized that Alaska Natives had special legal rights that they did not lose with citizenship.

The third point where people think Natives might have lost their land was in 1959 when Alaska became a state (Laster, 1986). But in the Alaska Statehood Act, the new state said that it would not seek title to any lands claimed by Natives (Congress, Alaska Statehood Act, 1958). Again, here was another legal document saying that Natives had a just claim to their land. But once again, no boundaries were drawn or title issued to them. While all these pieces of legislation recognize that Natives had rights to the land, none of them gave Natives that piece of paper that said they owned it (Laster, 1986). In the meantime, more and more land was going to other people.

By the 1960s the threats to Native land really increased. First of all, the new state had been promised title to 103,000,000 acres in the Alaska Statehood Act (Congress, Alaska Statehood Act, 1958). That's more than one quarter of Alaska! And the state wasn't losing any time selecting those millions of acres. A lot of the same land the state wanted was also claimed by Natives (Laster, 1986). And there were other threats. One of the most amazing of these was called Project Chariot.

In Cape Thompson, on the northwest coast of Alaska, the Atomic Energy Commission planned to detonate a 25 megaton nuclear device to create a manmade harbor. But the commission didn't ask the Native people living there how they felt about atomic bombs going off in their backyard. When the Natives found out about the plan, they protested vigorously (Laster, 1986). The plan was ultimately abandoned.

There were other disputes. In 1962 the U.S. Army Corps of Engineers decided a dam across the Yukon River would be a great way to generate electric power. The Yukon Flats, an area larger than the state of New Jersey, would become a huge lake as a consequence of the dam. But the lake would have covered several Athabascan villages (Laster, 1986). The villagers filed protests to stop the construction of the dam. These protests, along with economic and environmental problems, caused the project to be abandoned.

It became clear to Native leaders that they had to get title to their land or they would lose it, piece by piece. They realized that they would have to unite so that state and federal governments would listen to them (Laster, 1986).

In 1966, Natives leaders from all over the state met in Anchorage. Out of that historic meeting, the Alaska Federation of Natives was created. It was the first statewide organization that represented all Alaskan Natives. It was this group, AFN, that would lead the fight for Native land claims (Laster, 1986).

The Road from ANCSA: Background and Place-Based Activities

SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates to the picture.

SETTLEMENT

Explain that a "settlement" is a resolution between disputing parties about a legal case, reached either before or after court action begins. Ask students to give examples of a "settlement" to check for understanding.

VALUES

Explain that "values" can be defined as broad preferences concerning appropriate courses of action or outcomes. "Values" reflect a person's sense of right and wrong. The phrases "Equal rights for all" and "People should be treated with respect and dignity" are representative of "values." "Values" tend to influence attitudes and behaviors. Ask students to give examples of "values."

PRESERVED

Explain that "preserved" means to maintain something in its original or existing state. In other words, "preserved" means to keep alive, intact, or free from decay. Ask students to give examples of "preserved."

SUBSISTENCE

Explain that "subsistence" means living off what you can grow, hunt, fish, gather, or make by taking only what you need from the land. In Alaska, "subsistence" means the customary and traditional uses of wild, renewable resources by rural Alaska residents. "Subsistence" resources are highly valued and central to the traditions of many cultural groups and communities in Alaska. Ask students to give examples of "subsistence."

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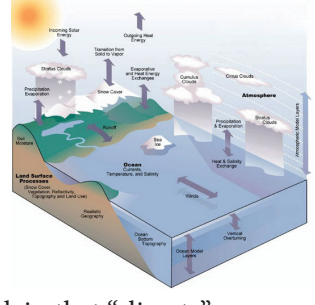
CLIMATE



Explain that "climate" encompasses measurements of the elements in a given region over a long period of time. The elements that are measured are temperature, humidity, pressure in the atmosphere, wind and precipitation. "Climate" can be contrasted to weather, which is the present condition of these elements over shorter periods of time. Ask students to give examples of "climate" to check for understanding.

CLAIM

Explain that to "claim" means to demand, to ask for, and to take as one's own, as one's right, or as one's due. Ask students to give examples of "claim" to check for understanding.

EXHAUSTED

Explain that "exhausted" means to wear out completely, to drain of resources, and to use up completely. "Exhausted" can refer both to human beings as well as nature's resources. Ask students to give examples of "exhausted" to check for understanding.

GOVERN

Explain that to "govern" means to rule over by right of authority: to "govern" a nation. To "govern" can also mean to exercise a directing or restraining influence over, to hold in check, or to control. Ask students to give examples of "govern" to check for understanding.

The Road from ANCSA: Background and Place-Based Activities

SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates to the picture.

TITLE

Explain that "title" is a legal term referring to the right of ownership of a piece of property. "Title" may also refer to a formal document that serves as evidence of ownership. Ask students to give examples of "title" to check for understanding.

LEGITIMATE

Explain that "legitimate" means to justify or make lawful, and also applies to principles of fairness and reasonableness. Ask students to give examples of "legitimate" to check for understanding.

CONGRESS

Explain that "Congress" refers to the United States Congress, which is made up of the House of Representative and the Senate. Both representatives and senators are chosen through direct elections. The House and Senate are equal partners in the legislative process – legislation cannot be enacted without the consent of both chambers. Ask students to give examples of "Congress" to check for understanding.

LEGISLATION

Explain that "legislation" is law which has been enacted by a legislative body (see Congress). Before an item of legislation becomes law it may be known as a bill. "Legislation" can have many purposes: to regulate, to authorize, to prescribe, to provide, to sanction, to grant, to declare or to restrict. Ask students to give examples of "legislation" to check for understanding.

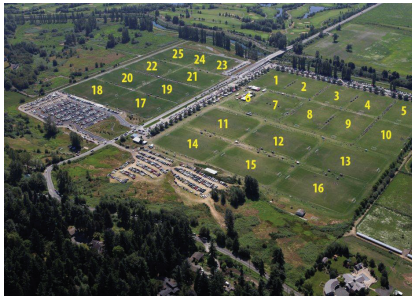
The Road from ANCSA: Background and Place-Based Activities

SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates to the picture.

JUST

Explain that to be "just" means to be guided by truth, reason, justice, and fairness. Being "just" can also be based on right, rightful, or lawful considerations. Ask students to give examples of what it means to be "just" to check for understanding.

ACRES

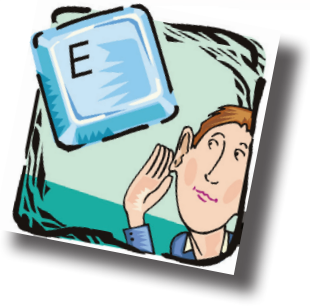


Explain that "acres" are units of area. The most common use of "acre" is to measure tracts of land. 640 "acres" is equal to one square mile. Ask students to give examples of "acres" to check for understanding.

ALASKA FEDERATION OF NATIVES

Explain that the "Alaska Federation of Natives" (AFN) is the largest statewide Native organization in Alaska. Its membership includes 178 villages (both federally recognized tribes and village corporations), 13 regional corporations, and 12 regional nonprofit, tribal consortiums that contract and run federal and state programs. The mission of AFN is to enhance and promote the cultural, economic, and political voice of the entire Alaska Native community.

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.

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.

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.

Language and Skills Development

SPEAKING

Out of Order
Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

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.

Illustration Build-Up
Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words.

What's That Word?
Mount the vocabulary illustrations on the chalkboard. Tell a "running story" and point to the vocabulary illustrations as the words appear in the running story. When you point to an illustration, the students should say the vocabulary word for it. The running story is used to include the vocabulary words in natural flowing language. Repeat this process until the students have said the vocabulary words a number of times.

Language and Skills Development

READING

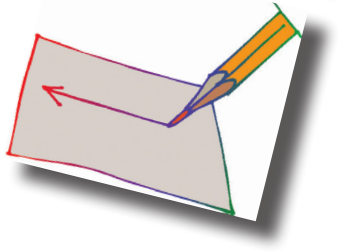
Funny Face
Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify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

What's the Title?

Provide the students with writing paper and pens. Each student should then create a title for the written content introduced in this unit. When the students have completed their titles, have each student share his/her title with the rest of the class.

Numbered Pictures

Mount the vocabulary pictures on the chalkboard and number each one. Provide each student with writing paper and a pen. Call the number of a picture. Each student should write the vocabulary word for the picture represented by that number. Repeat until all vocabulary words have been written. Review the students' responses.

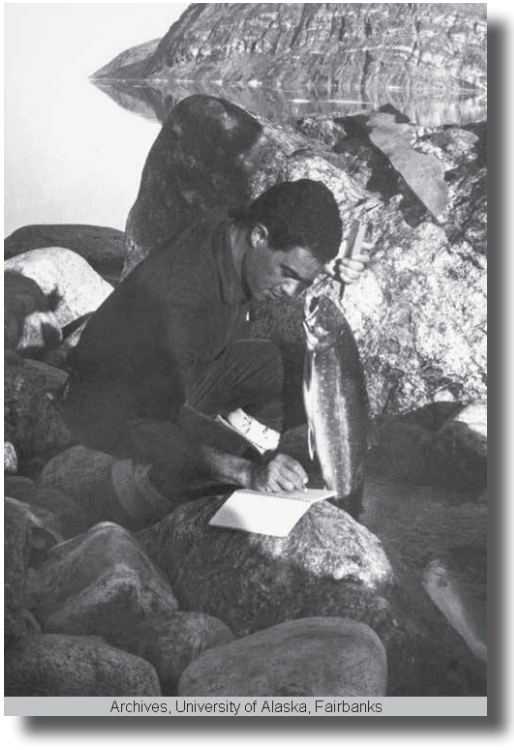
Sentence Completion

Provide each student with a copy of the story from pages 12-14. The students should read the text, writing the missing words in the spaces provided. When finished, review the students' work.

Unit 1: Essential Questions

1. What does the acronym ANCSA stand for?
2. Why is land so valuable?
3. When did Alaskan Natives lose their rights to Alaska's land?
4. When did the newcomer settlers gain title to Alaska's land?
5. When did Russia sell Alaska to the United States?
6. What rights to Alaska did the United States actually buy from the Russians?
7. Why were there so many disputes between Natives and settlers about who owned the land?
8. When was the Organic Act passed and why is it important for Native rights?

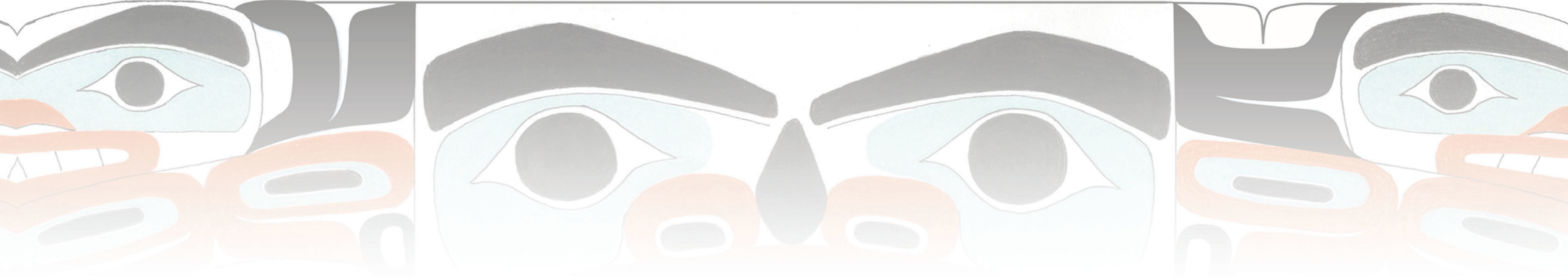
Research Activity: Threats to Native Land



Don Foote, a researcher who emerged as Project Chariot's leading critic, weighs and records a fish. DON C. FOOTE COLLECTION, UAF-1996-113-23, ARCHIVES, UNIVERSITY OF ALASKA FAIRBANKS.

"By the 1960s the threats to Native land really increased. First of all, the new state had been promised title to 103,000,000 acres in the Alaska Statehood Act. That's more than one quarter of Alaska! And the state wasn't losing any time selecting those millions of acres. A lot of the same land the state wanted was also claimed by Natives. And there were other threats. One of the most amazing of these was called Project Chariot."

- Have students read the text in Appendix VI about Project Chariot.
- Give students some time to research this history online.
- Have students (individually or in groups) present their findings to the rest of the class, including maps, pictures, interesting facts, and the names of key individuals involved in the resistance to Project Chariot.
- Have students turn in their findings.



Reading and Writing: Sentence Completion

Unit 1: History (a)

The Alaska Native Claims Settlement Act or ANCSA was the largest land title agreement ever negotiated between the U.S. Government and any Native American group (Martin, 1975). Who are the people involved in getting the act passed? And what did it say? Was it a fair _____ for Alaska Natives?

In this unit, we are going to look at ANCSA and how it has tried to solve the conflicts over who owns Alaska's land. We are also going to look at how successful ANCSA has been.

A very common view is that land is valuable because it can mean both power and wealth to whoever owns it. And when you own a piece of land, you get to say what happens to it.

At the same time, land has other _____. _____ which have nothing to do with money. Take, for example, burial grounds. No other piece of land can replace a burial ground. And, a burial ground's importance lies in the meaning it passes from generation to generation. Also, land left unchanged is valuable in itself. (Laster, 1986). Perhaps most important of all, at least for many Alaskan Natives, is that the land can be used for _____. This is where people hunt and fish to provide food and clothing for their families. Thousands of Alaskan Natives live mainly off the land. Many of the _____ methods and tools used have been _____, passed down and inherited as the sacred knowledge needed for survival in Alaska's wilderness and climate.

Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state. If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain _____ to it?

There are three points in history where people think that Natives might have lost their _____ to the land. Up until the 1700s, Native people were the only people in the state. The Tlingit and Haida people lived in the Southeast, the Athabascan lived in the interior, the Aleut, who now identify themselves as Alutiiq and Unangan, lived in the Aleutians, the Yup'ik people lived in the Southwest, and the Inupiat lived in Northern Alaska. Each of these groups used lands in these specific areas, and the boundaries of those areas were recognized by the different groups (Laster, 1986).

Then in the 1741, the Russians arrived. Most people think that Vitus Bering discovered Alaska, but that would come as a surprise to the 80,000 Natives who already lived here. The Russians set up trading posts, but they really weren't interested in making Alaska their home. They were mainly interested in the furs and pelts they could send back to Russia. When they had _____ the supply of furs, and when their government needed the money, Russia sold Alaska to the United States. Actually what they did was sell the

right to _____ Alaska. The Russian American Treaty of 1867 said that the only land they actually sold were trading posts, missions, and cemeteries (Jones, 1981). So, while the U.S. had the right to _____ Alaska it actually had _____ to less than 1 percent of the new territory (Laster, 1986). Alaska Native people believed they owned Alaska and that Russia did not have the right to sell Alaska. Alaska Natives have a different view of land. Although they have concepts of land ownership, its greater value lies in the relationship Natives established with their land over thousands of years.

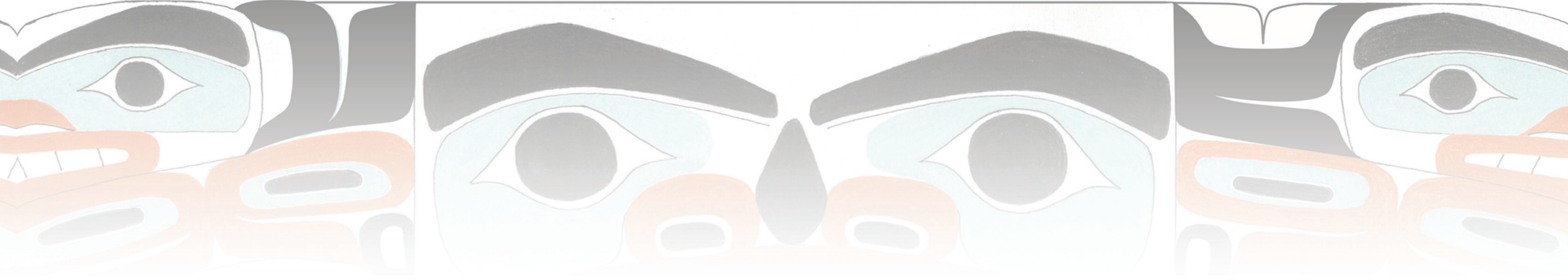
But there was trouble coming. More and more American settlers from states outside of Alaska were coming into the new territory. They first came for gold and to develop the fishery and timber resources. The more people who moved in, the more competition there was for the land. Disputes had to happen since both the Natives and the new settlers had different ideas about how you owned land. For the Natives, the land belonged to the group or to the whole tribe, not just to individuals (Laster, 1986). Ownership wasn't based on written _____. Natives didn't need a piece of paper to tell them who owned the land. They always used the land and thought that they always would. On the other hand, the new settlers felt they had the right to _____ the land they needed. To them, written _____ was the only _____ proof of ownership. Natives considered the land theirs but couldn't produce that piece of paper. This is how the new residents in the territory felt justified in taking the land they needed (Laster, 1986).

In an effort to clear up some of these problems, _____ passed the Organic Act in 1884. It said, "… the Indians or other persons in said district shall not be disturbed in the possession of any lands actually in their use or occupancy…" (Congress, 1884) So, while _____ recognized Native rights to the land they didn't say exactly how Natives would get written title to their land. They left it up to future _____. The reality of the situation was that people didn't pay much attention to the act, and more and more land was taken by the settlers (Laster, 1986).

Tlingit family and friends with canoe on Douglas Island beach, circa 1886, photo by Partridge. PO049-85 SEALASKA HERITAGE INSTITUTE ARCHIVES.

In 1924, Alaska Natives became U.S. citizens (Congress, Indian Affairs: Laws and Treaties, 1924). This is the second point where people think Natives may have lost their rights to the land (Laster, 1986). The common argument is that if Natives are citizens, why should they get special privileges? We are all U.S. citizens, and how can it be right that one group gets something no one else does?

The answer is in the Citizenship Act passed by Congress in 1924. It said, "… the granting of such citizenship shall not in any



manner impair or otherwise affect the right of any Indian to tribal or other property" (Congress, Indian Affairs: Laws and Treaties, 1924). So Congress said whatever property the Natives originally had was not lost by the fact that they became citizens. The United States recognized that Alaska Natives had special legal rights that they did not lose with citizenship.

The third point where people think Natives might have lost their land was in 1959 when Alaska became a state (Laster, 1986). But in the Alaska Statehood Act, the new state said that it would not seek _____ to any lands _____ed by Natives (Congress, Alaska Statehood Act, 1958). Again, here was another legal document saying that Natives had a _____ _____ to their land. But once again, no boundaries were drawn or _____ issued to them. While all these pieces of _____ recognize that Natives had rights to the land, none of them gave Natives that piece of paper that said they owned it (Laster, 1986). In the meantime, more and more land was going to other people.

By the 1960s the threats to Native land really increased. First of all, the new state had been promised _____ to 103,000,000 _____ in the Alaska Statehood Act (Congress, Alaska Statehood Act, 1958). That's more than one quarter of Alaska! And the state wasn't losing any time selecting those millions of _____. A lot of the same land the state wanted was also _____ed by Natives (Laster, 1986). And there were other threats. One of the most amazing of these was called Project Chariot.

In Cape Thompson, on the northwest coast of Alaska, the Atomic Energy Commission planned to detonate a 25 megaton nuclear device to create a manmade harbor. But the commission didn't ask the Native people living there how they felt about atomic bombs going off in their backyard. When the Natives found out about the plan, they protested vigorously (Laster, 1986). The plan was ultimately abandoned.

There were other disputes. In 1962 the U.S. Army Corps of Engineers decided a dam across the Yukon River would be a great way to generate electric power. The Yukon Flats, an area larger than the state of New Jersey, would become a huge lake as a consequence of the dam. But the lake would have covered several Athabascan villages (Laster, 1986). The villagers filed protests to stop the construction of the dam. These protests, along with economic and environmental problems, caused the project to be abandoned.

It became clear to Native leaders that they had to get _____ to their land or they would lose it, piece by piece. They realized that they would have to unite so that state and federal governments would listen to them (Laster, 1986).

In 1966, Natives leaders from all over the state met in Anchorage. Out of that historic meeting, the _____ _____ was created. It was the first statewide organization that represented all Alaskan Natives. It was this group, AFN, that would lead the fight for Native land _____ (Laster, 1986).

Unit 1: Assessment

This assessment should be implemented once students have participated in and completed the unit's activities, and once the teacher is fairly certain that students have a working understanding of the vocabulary terminology.

Using the excerpt below from Unit 1 as a prompt, have students write an essay (1 page at least) in response. Students' written responses should include as many vocabulary words as possible (students could receive extra points if they include all vocabulary terms). Students must demonstrate basic comprehension of vocabulary terms. Students written responses Students' written responses must be coherent and on topic.

- Students may also review (individually or in groups) the text in Appendix I – Alaska Native Claims Settlement Act of 1971 Introduction and History – prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

"Natives have used and occupied Alaska for thousands of years, but today they own only a small fraction of the state."

If Natives owned the land before anyone else came here, at what point did they lose it? When did Natives stop owning the land and the newcomers gain title to it?

settlement

values

preserved

subsistence

climate

claim

exhausted

govern

title

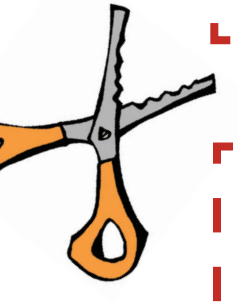
legitimate

Congress

legislation

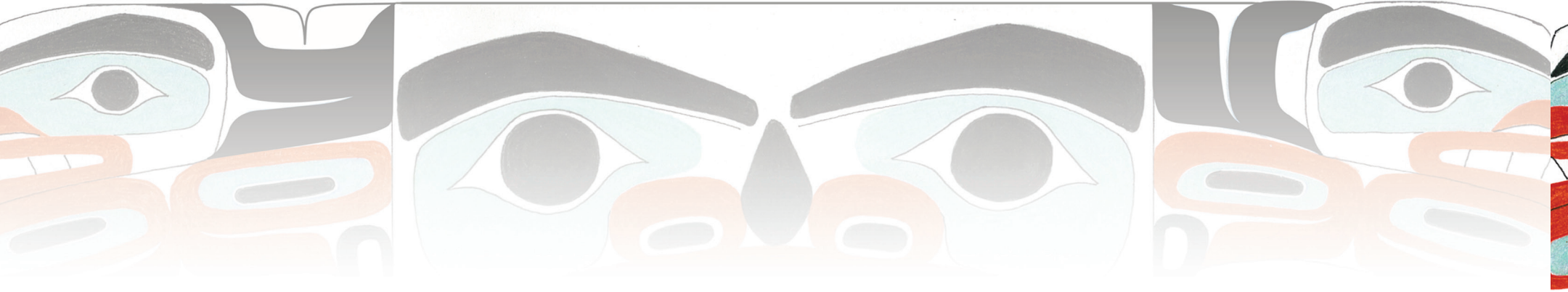
just

acres



Alaska Federation of Natives

Sealaska Heritage Institute 29



VOCABULARY PICTURES

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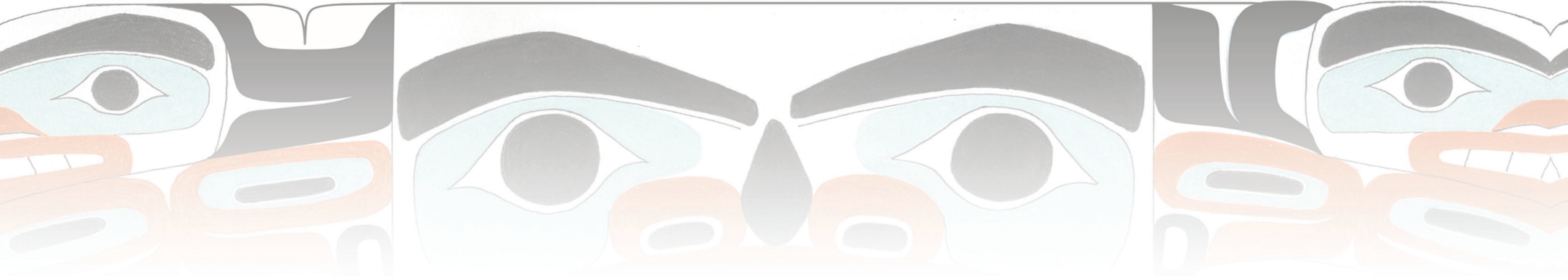
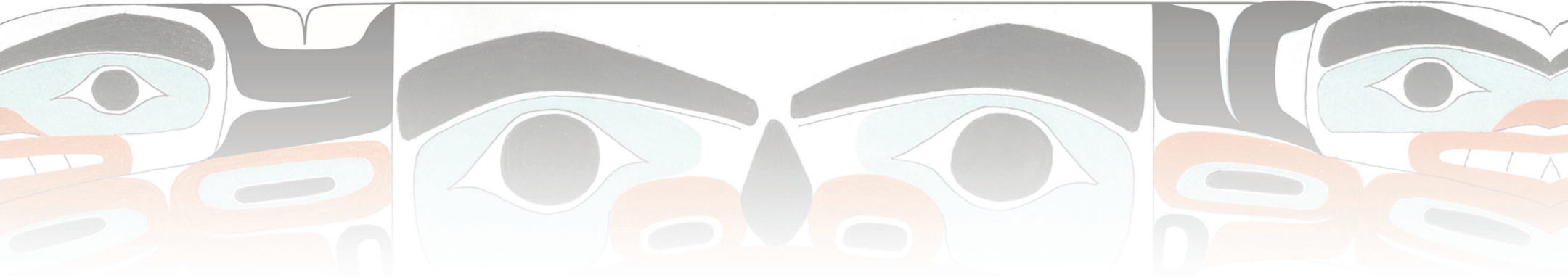


VALUES



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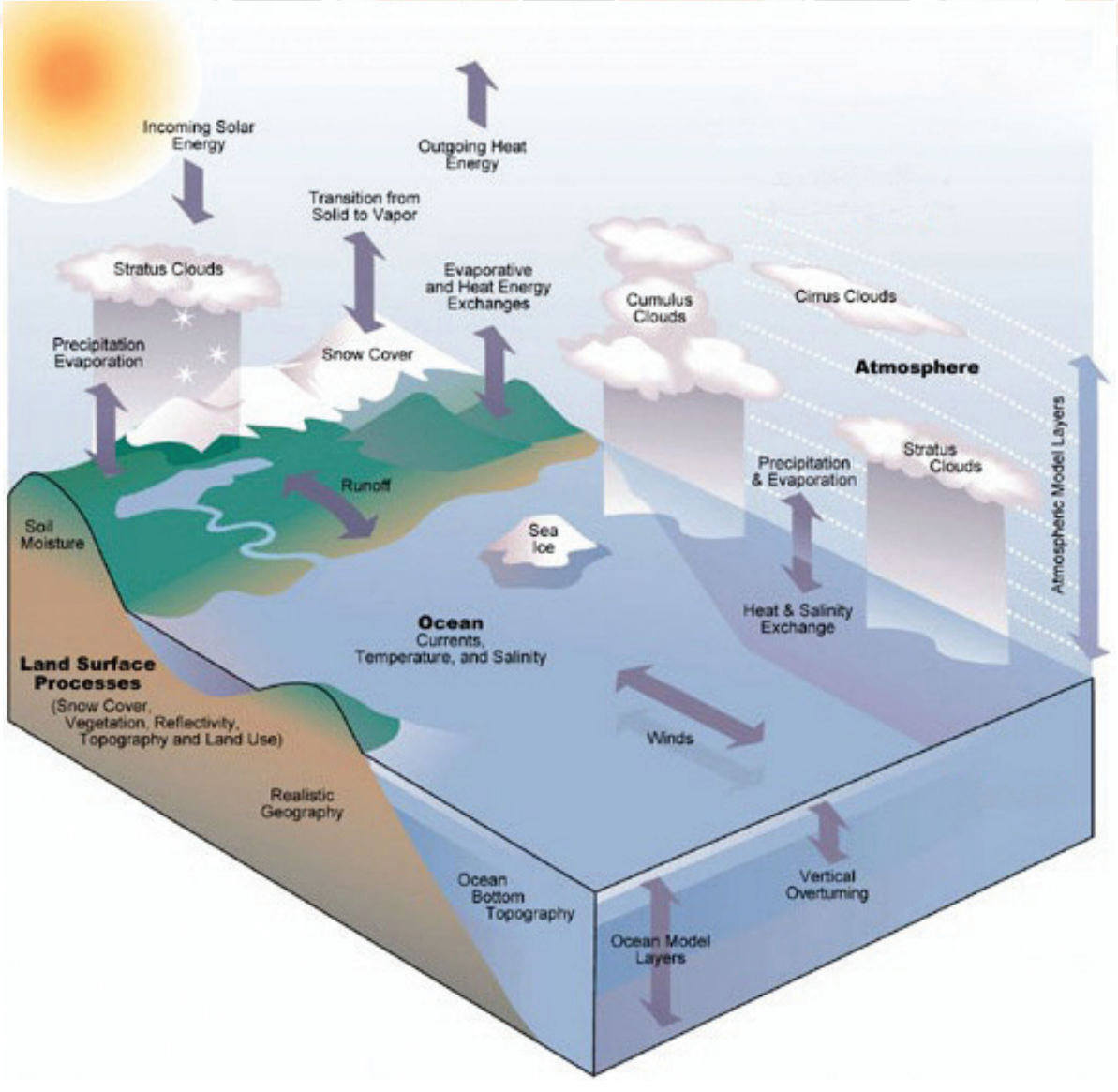
Incoming Solar Energy
Outgoing Heat Energy
Transition from Solid to Vapor
Stratus Clouds
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Cirrus Clouds
Precipitation Evaporation
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Precipitation & Evaporation
Stratus Clouds
Atmospheric Model Layers
Runoff
Soil Moisture
Sea Ice
Ocean
Currents, Temperature, and Salinity
Heat & Salinity Exchange
Land Surface Processes
(Snow Cover, Vegetation, Reflectivity, Topography and Land Use)
Winds
Realistic Geography
Ocean Bottom Topography
Vertical Overturning
Ocean Model Layers

CLIMATE


↑ A, B & C
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Car Rentals
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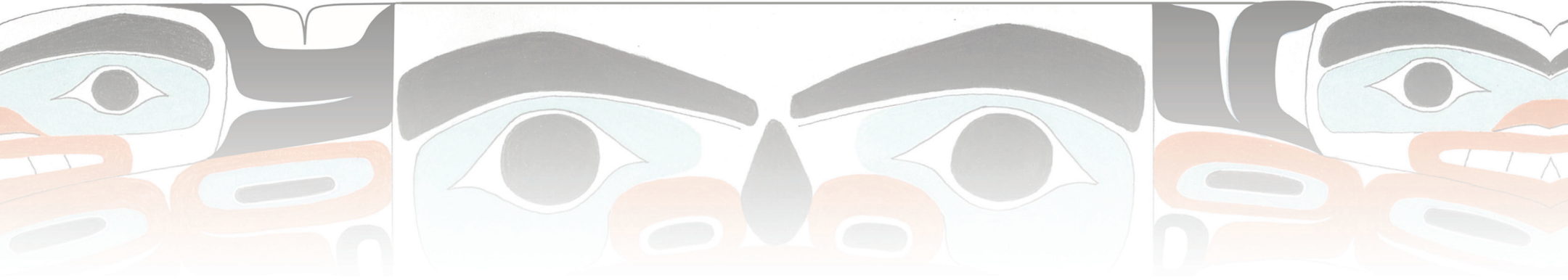

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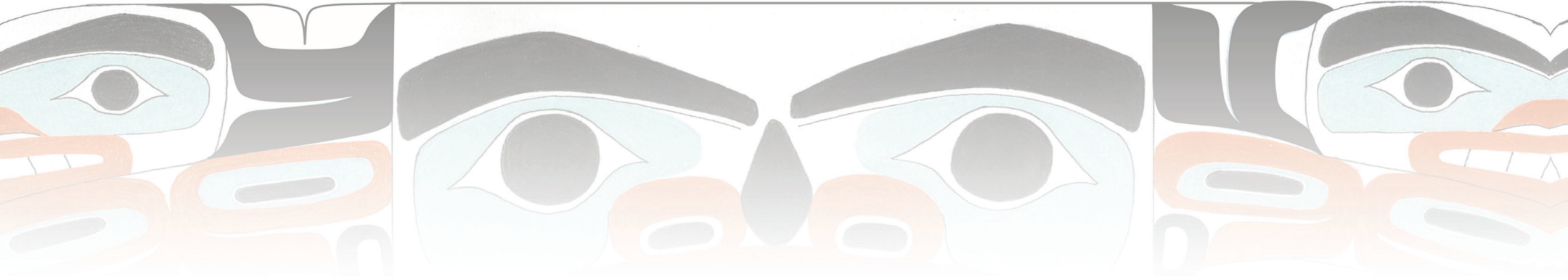

GOVERN


CERTIFICATE OF TITLE
REGISTERED OWNER
SAMPLE
1ST LIENHOLDER
If a lien is listed in this section of the title, you must be acquire an original Letter of Release from the bank or lien company showing that the lien has been paid in full before the title can be processed.
DIVISION OF MOTOR VEHICLES
TALLAHASSEE
FLORIDA
DEPARTMENT OF HIGHWAY SAFETY AND MOTOR VEHICLES
00000000
ODOMETER CERTIFICATION
Purchaser Leave this blank
Address Leave this blank
Odometer Reading
Selling Price $ Gift or $0.00
Date Sold Date
UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.
Signature of Purchaser Leave this blank
Signature of Co-Purchaser Leave this blank
Signature of Seller Signature of donor
Signature of Co-Seller Signature of co-donor
Printed Name of Purchaser Leave this blank
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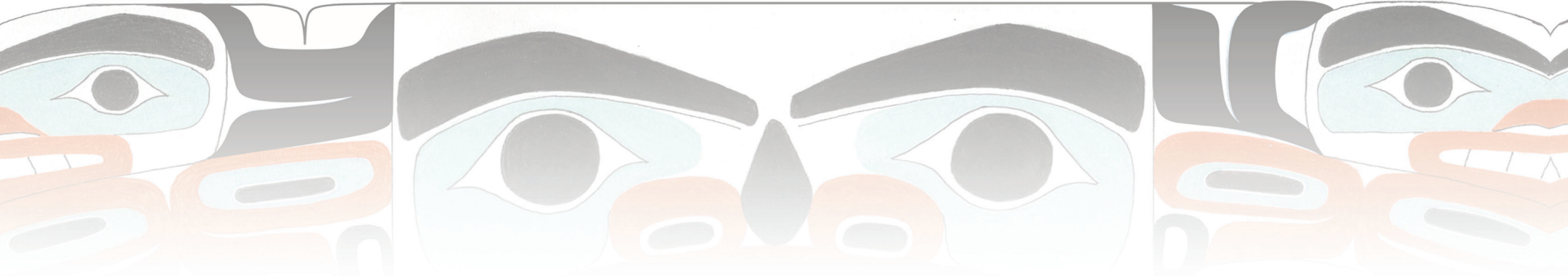

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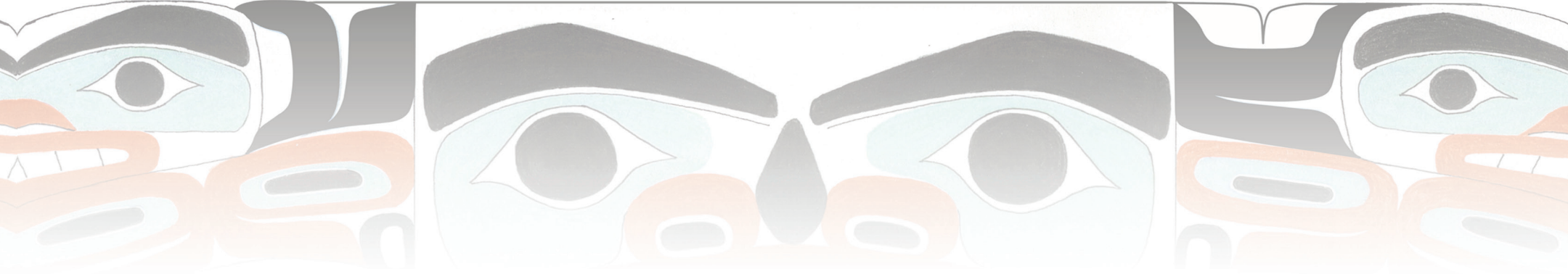

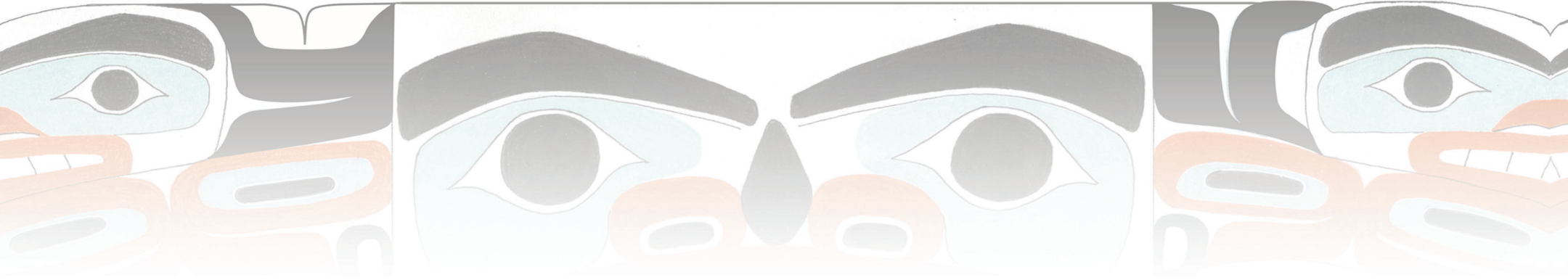

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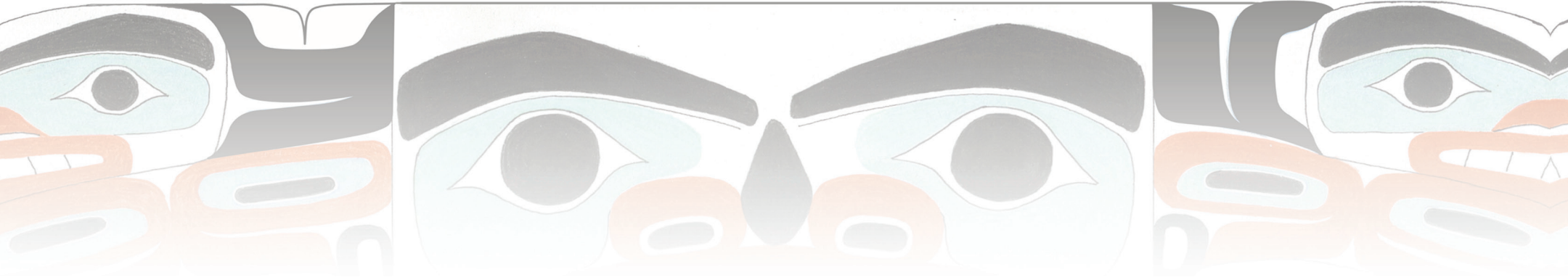

CONGRESS

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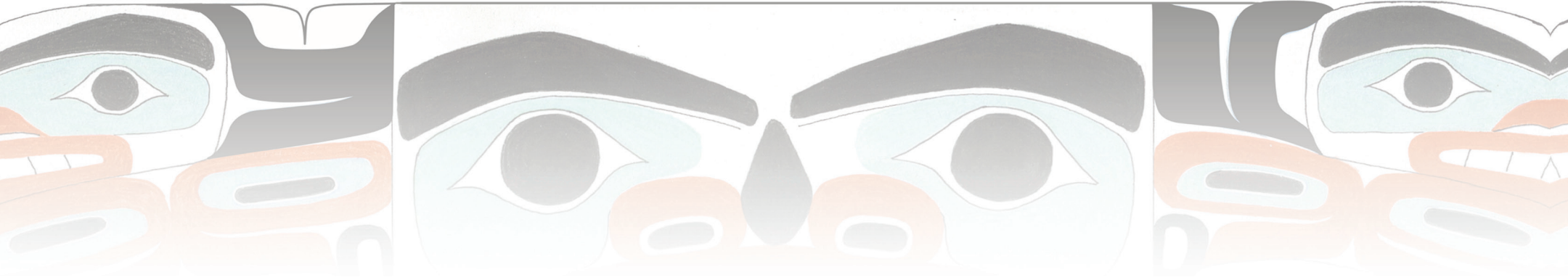

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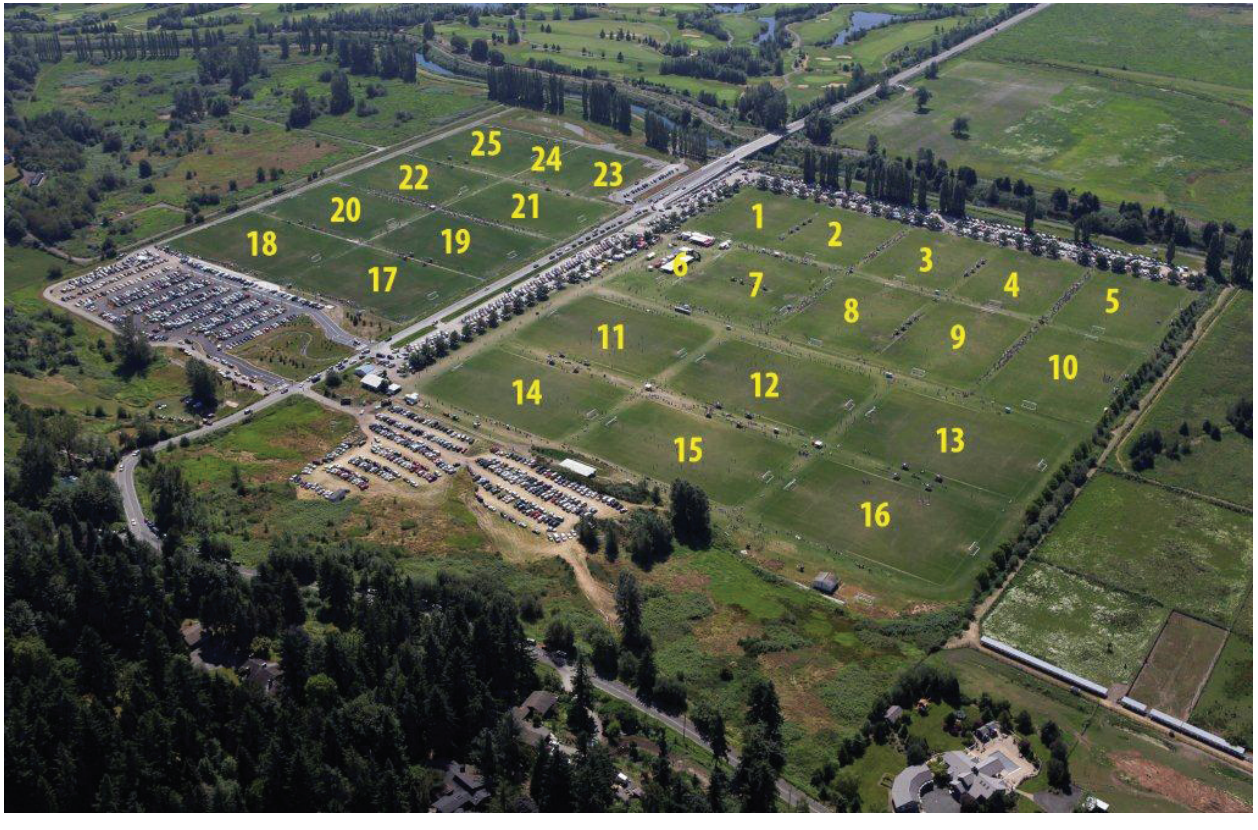
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BREAKING NEWS
ALASKA MARKETPLACE
QUYANA
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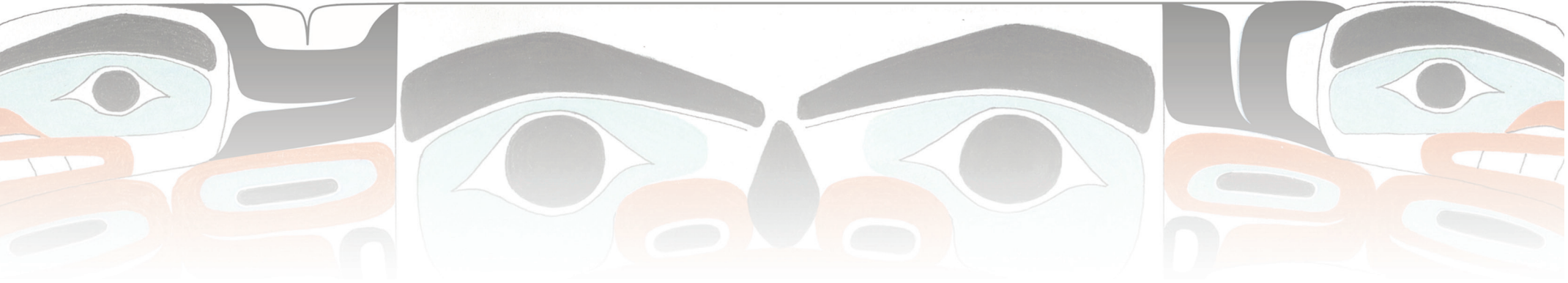
AFN LEADERSHIP
FUN & GAMES



ALASKA FEDERATION OF NATIVES