



UNIT 2

History (b)

The Road from ANCSA

Unit 2: History (b)

How could Natives get their claims heard and get some sort of fair settlement? Every day that went by, the state government continued its selection of the 103,000,000 acres it got through the Alaska Statehood Act (Laster, 1986). Time and land were running out.

The Natives turned to the federal government for help. They asked Stewart Udall, the Secretary of the Interior at the time, to propose a land freeze in Alaska. The Secretary agreed, and in 1967 Alaska's public lands were frozen from further land selection by the state (Laster, 1986).

By 1967, the pressure for any sort of settlement to Native land claims was building. And then something happened that really heated things up. Oil was discovered in Prudhoe Bay off the North Slope of Alaska (Laster, 1986).

Overnight, the oil companies became one of the five major players in the struggle to get the land claims issue settled. The oil companies wanted to develop the state land they had leased and to lease more land to drill on. And the oil companies also needed to build a pipeline across the state to get the oil to Valdez and eventually out of Alaska. But until Native land claims were settled, there would be no transactions — no pipeline and no money from selling North Slope oil.

Conservation groups like Friends of the Earth and the Sierra Club saw a need to protect the environment from the negative im-

pacts of the pipeline and from other development (Laster, 1986). These groups became the second player in the land claims fight. The conservationists sought to set aside millions of acres in Alaska as national parks, forests, and wildlife refuges.

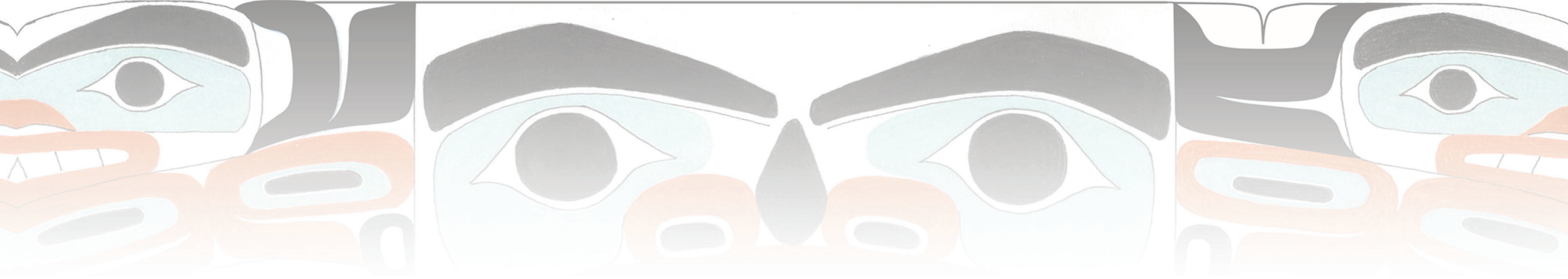
The state government was the third player. It needed money to build badly needed roads, schools, and other basic necessities. By getting title to the land promised in the Alaska Statehood Act, it could lease it to the oil companies, and since Alaska was one of the poorest of the 50 states, it badly needed these revenues (Laster, 1986).

The fourth player, the federal government, was looking for a new, domestic source of oil. So it wanted a pipeline built by oil companies as soon as possible. Second, the federal government agreed with the conservationists that large sections of Alaska should be preserved as national interest lands. Third, they wanted to achieve a fair settlement with Alaska's Natives, the fifth player in the fight for Alaska's land (Laster, 1986).

Alaska Natives had two main objectives. First, they wanted



Stewart L. Udall, Secretary of the Interior (1961-1969). UNITED STATES DEPARTMENT OF THE INTERIOR.



clear title to at least 40 million acres of land. Second, they wanted a reasonable cash settlement for giving up their claim to the rest of Alaska (Laster, 1986). The sides were drawn-up and all the issues laid out. All five of these players would lobby hard to get what they wanted in the act. But it was up to Congress to judge the merit of the Natives' claims to the land.



Alaska State Library - Historical Collections

Alaska Native fish camp, between 1896 and 1913. ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS.

except glaciers and the tops of mountains (Laster, 1986). Native oral traditions and beliefs held that even the glaciers and mountain tops were important to the Natives.

While negotiations were going on in Washington D.C., the

The way the federal government approached the land claims by Native Americans was to say, "If you can prove your traditional occupancy of the land we'll recognize your right to claim it." Well, study after study had shown that Alaska Natives had occupied and used the land longer than the U.S. had been a country. The evidence showed that Natives had used almost every part of the land in Alaska

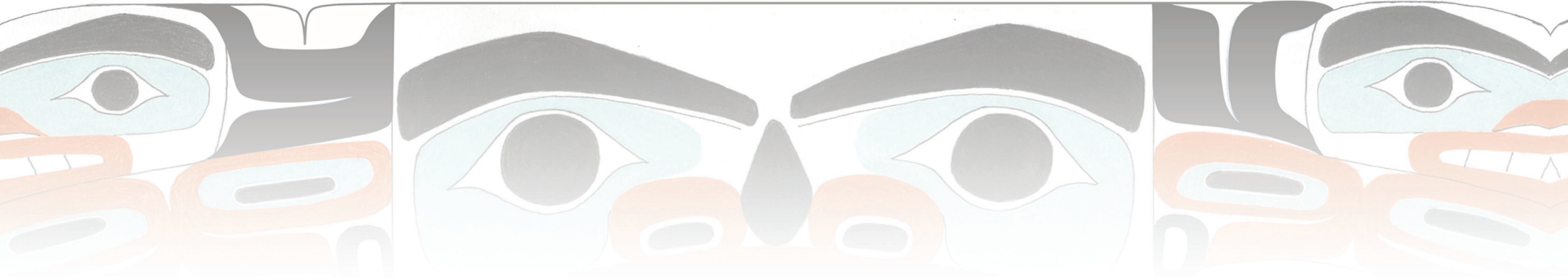
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state government continued its efforts to develop Alaska despite the land freeze. At an auction in Anchorage the state government sold the right to drill for oil on the land it had claimed at Prudhoe Bay (Laster, 1986). The rights went to the highest bidder. This lease sale showed pretty clearly that Alaskan land could be worth a lot of money. In one short day, the state became \$900 million richer! That was more than the state budget had been for the previous five years combined (Laster, 1986)! And the state government got all this money not for selling the land but only leasing it to the oil companies. But while the bidding went higher and higher inside at the auction, a small group of Alaska Natives demonstrated outside. They claimed the state was collecting money on land that rightfully belonged to Natives (Laster, 1986).

Meanwhile, back in Washington D.C. both the Senate and House held hearings on Alaska Native land claims legislation. Proposals and counter proposals came and went (Laster, 1986). A delicate political balancing act was played by all of the sides involved. And though in hindsight, it may appear that the pieces fell neatly into place, in fact the process was a slow and uncertain one (Laster, 1986).

Byron Mallott explains "... *There were some of those meetings where I can recall, personally, coming out literally hoarse, and a lot of frustration. Because you knew that for everything you did, for everything you wanted, for every draft that you did of the legislation from your perspective, that tomorrow a dozen other interests would be dealing with it from their perspective. And ultimately it would be Congress that would decide the issue,*" (Laster, 1986).

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most powerful political and business leaders in the world. It all made for some interesting alliances. Some of the Native lobbyists were even given office space in Washington D.C. by the oil companies (Laster, 1986).

“... There is no question in my mind about it, that the oil man and the state of Alaska saying let’s get the Natives off our back, give them something you know, be generous, and so on... The fact that there was this big pool of oil, that this is the largest oil field in the United States, and there was a national interest. I think it created a mood of generosity,” stated Secretary of the Interior Stewart Udall (Laster, 1986).

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The Arctic Slope Inupiat was the only group to vote against accepting the land claims settlement.

After 200 years of being fought over, the question of who owns the land in Alaska was settled. All the parties got something, but how much? And was it fair? What exactly did the Alaska Native

Claims Settlement Act (ANCSA) say? And most important, what are the effects it has on Alaskans today? We will look into these questions in the next unit.

The Road from ANCSA: Background and Place-Based Activities

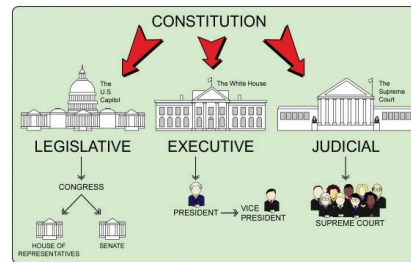
SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates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

STATE GOVERNMENT



Explain that a “State Government” is the government of a sub national entity (such as the state of Alaska), which shares political power with the federal government or national government. A “State Government” may have some degree of political independence, or it may be subject to direct control by the federal government. A constitution (like ours) may define this relationship. Ask students to give examples of “State Government” to check for understanding.

FEDERAL GOVERNMENT



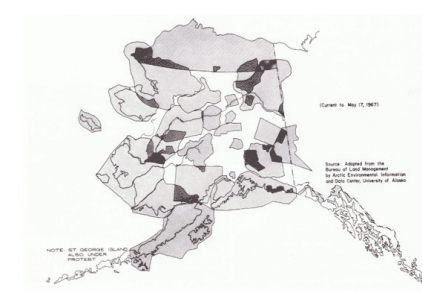
Explain that the “Federal Government” of the United States is the governing body of all fifty states and one district (Washington D.C.), which comprise the United States of America. The “Federal Government” is made up of three distinct branches of government: a legislative, executive, and judiciary. These branches and their powers are outlined in the U.S. Constitution. Ask students to give examples of “Federal Government” to check for understanding.

SECRETARY OF THE INTERIOR



Explain that a “Secretary of the Interior” is the head of the United States Department of the Interior, which oversees such agencies as the Bureau of Land Management, the United States Geologic Survey, and the National Park Service. The “Secretary of the Interior” is also a member of the President’s Cabinet. Ask students for examples of “Secretary of the Interior” to check for understanding.

LAND FREEZE



Explain that a “land freeze” is a legal restraint on the sale or transfer of land. Ask students for examples of a “land freeze” to check for understanding.

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TRANSACTION



Explain that a “transaction” is the process whereby a piece of land or property is transferred between two or more parties, the seller(s) and the buyer(s). Ask students for examples of “transaction” to check for understanding.

LEASE



Explain that a “lease” is a contract allowing the use or occupation of property for a specified period of time in exchange for a fee or rent. Ask students for examples of “lease” to check for understanding.

CONSERVATION



Explain that “conservation” means the protection, preservation, management, and/or restoration of wildlife or natural resources from loss, damage, or neglect. Ask students to give examples of “conservation” to check for understanding.

REVENUES



Explain that “revenues” are the total income produced by a particular source such as a corporation or government. Ask students to give examples of “revenues” to check for understandings.

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DOMESTIC



Explain that “domestic” means of or relating to a country’s internal affairs: domestic issues such as taxes or highways. “Domestic” can also relate to the family or household. Ask students to give examples of “domestic” to check for understanding.

LOBBY



Explain that to “lobby” means to try and influence the thinking of legislators or other public officials for or against a certain cause. Ask students to give examples of “lobby” to check for understanding.

NEGOTIATIONS



Explain that “negotiations” are discussions set up or intended to produce a settlement of agreement. Ask students to give examples of “negotiations” to check for understanding.

SENATE

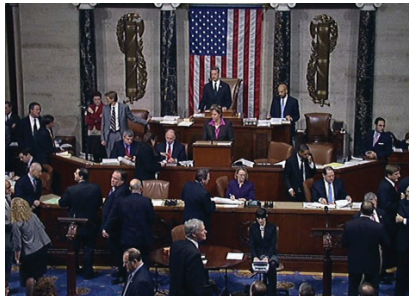


Explain that the “Senate” is the upper house of the U.S. Congress, to which two members from each state are elected by popular vote for a six-year term. Ask students to give examples of “Senate” to check for understanding.

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HOUSE



Explain that “House” refers to the House of Representatives, which is the lower house of the U.S. Congress. Each state receives representation in the “House” in proportion to its population but is entitled to at least one representative who serves a two-year term. California, being the most populous state, has 53 representatives in the “House.” Ask students to give examples of “House” to check for understanding.

COMPROMISE



Explain that to “compromise” is to make a deal between different parties where each party gives up part of their demand. Ask students to give examples of “compromise” to check for understanding.

Language and Skills Development

LISTENING

The Running Story

Distribute the vocabulary illustrations to the students. Tell the story of the Kohklux map, which contains the vocabulary words. When a student hears the vocabulary word for his or her illustration, he/she must hold up the illustration and show it to you. Have students exchange the illustrations periodically throughout the activity. This activity can be repeated so that students begin to connect visually with the vocabulary words.

One to Five

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations. Then, say five vocabulary terms — one of which is correct for the illustration that you are pointing to. The students should listen carefully to the vocabulary words you say. Then, each student should hold up his or her fingers to indicate the number that matches the illustration that you had originally pointed to. You may wish for students to create number cards (1–5) for this exercise. Repeat using other illustrations in this way.

The Hidden Words

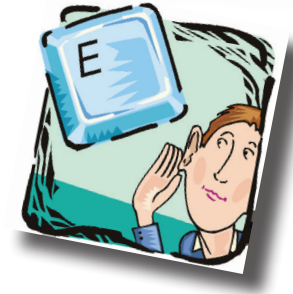
Give students a vocabulary word or a list of vocabulary words. Have the students listen for the specific vocabulary word(s) as you read a story aloud. Each student should have paper and a pen in front of them. When the students hear a specific vocabulary word in the story, they must make a check mark next to that specific word on their vocabulary list each time the word occurs.

What's the Answer?

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

What's the Question?

The inverse of above: Read an answer to a question, followed by three questions and have the students pick which is correct.



Language and Skills Development

SPEAKING

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.

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.

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.

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.”



The top of the page features a decorative border with stylized, colorful faces in shades of blue, orange, and grey. Below this, on the right side, is an image of an open book with yellowed pages.

Language and Skills Development

READING

Coded Reading

Give students either a written copy of *Setting the Stage* or *Drawing the Map*, as well as a list of unit vocabulary terms. Each student should read the account, with a writing utensil in hand, and code their text using specific text features. The teacher should pre-select specific text feature symbols and define what each one means. Recommended symbols include triangles, squares, circles, question marks, exclamation marks, and stars. The meaning of these symbols should be present both on the front board and on the writing assignment itself. Text feature symbols can represent important information, confusing information, specific vocabulary terms, something the student wants to remember, and something the student has a question about. The intention of this activity is to encourage students to be present when they are reading, to enhance their memory of what they have read, and to help them read with purpose.

The Disappearing Word

Mount all of the sight words on the board. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the board. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight

words from the board. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the board and identified in this way.

Word Find

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in this form. Words may also intersect one another. When most of the form has been filled in this way, the students should fill any empty boxes with letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a color pencil or felt marker to circle the sight words in the form he/she has. An alternate to this individual approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first student in each team must rush to the word find outline and use a felt pen to circle a sight word on it. The first player to do this correctly wins the round. Repeat until all players have played.



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?

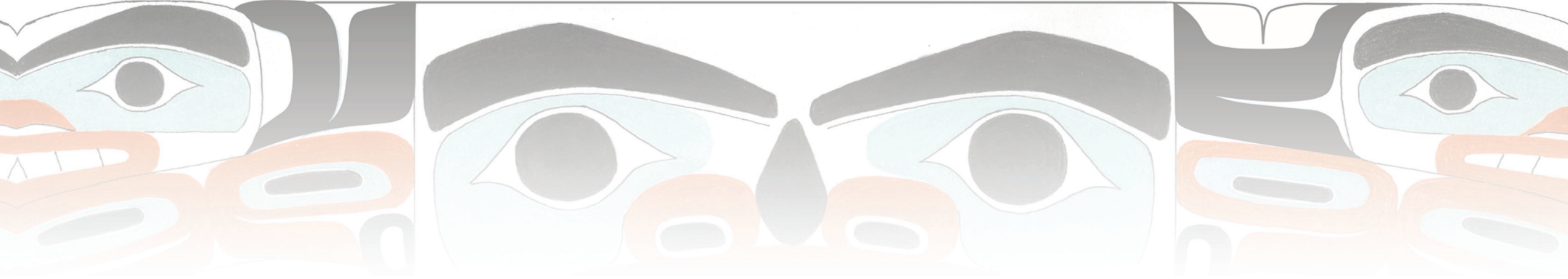
Provide the students with writing paper and pens. Each student should then create a title for the written content introduced in this unit. When the students have completed their titles, have each student share his/her title with the rest of the class.

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.

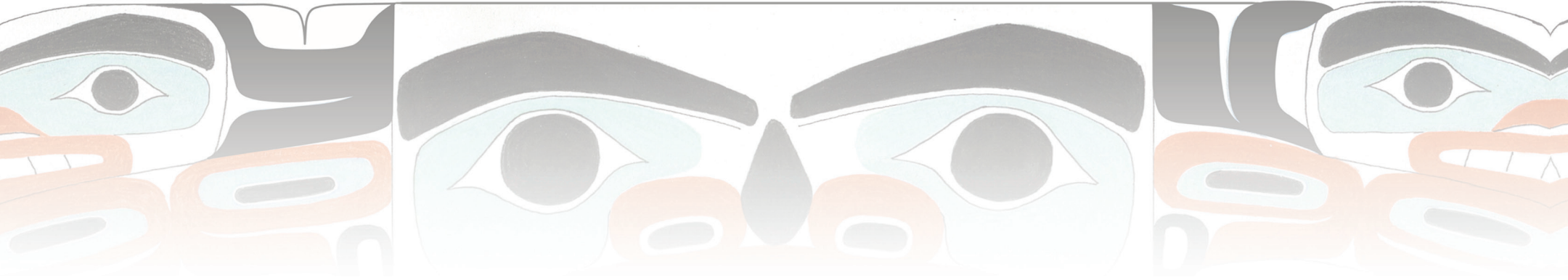
Sentence Completion

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.



Unit 2: Essential Questions

1. How could Natives be heard and get a fair lands settlement?
2. Why was a land freeze agreed upon in 1967?
3. What discovery really pressured people to settle Native land claims?
4. Who were the five main players in the struggle to get the land claims issue settled?
5. What were Alaska Natives' two main objectives for land claims settlement?
6. How much money did the State of Alaska get for leasing land to the oil companies?
7. What does the acronym AFN stand for?



Reading and Writing: Sentence Completion

Unit 2: History (b)

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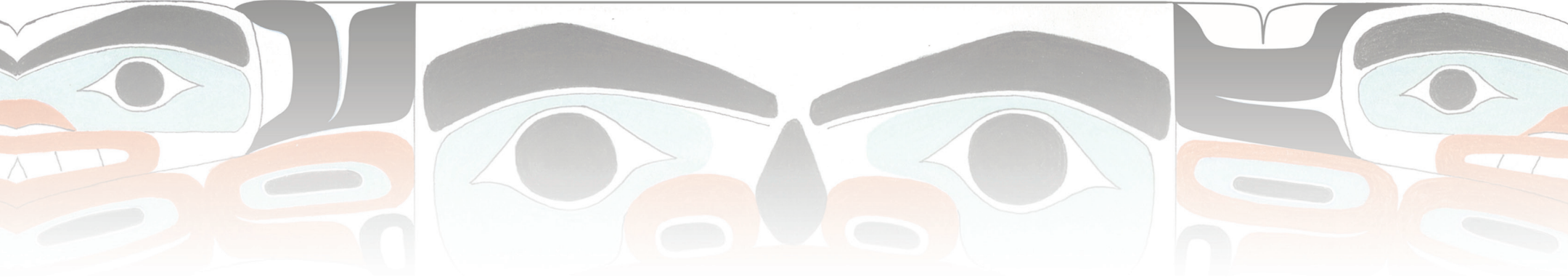
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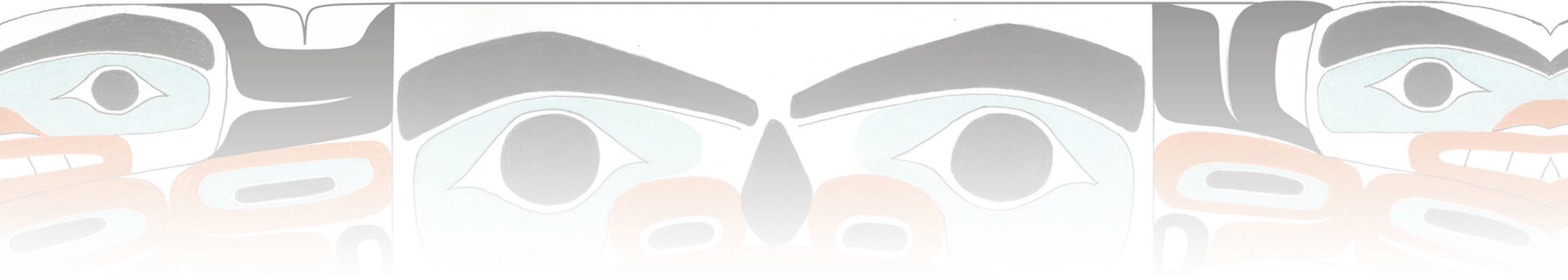
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Unit 2: Assessment

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 questions below from Unit 2 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 must be coherent and on topic.

- Students may review Unit 2 Written Content and/or conduct online research (individually or in groups) into the questions below prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

Who were the five main players in the struggle to get the land claims issue settled? What were their individual roles in the struggle? Why is each player important to the settlement?

state government

federal government

**Secretary
of the Interior**





land freeze

transaction

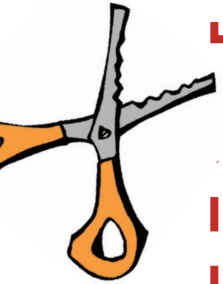
lease



conservation

revenues

domestic



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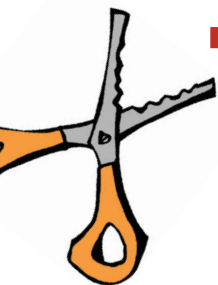
lobby

negotiations

Senate

House

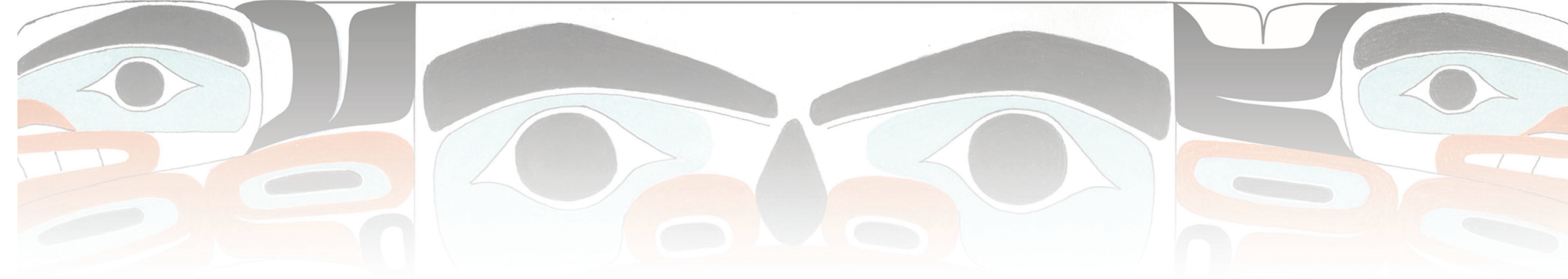
compromise

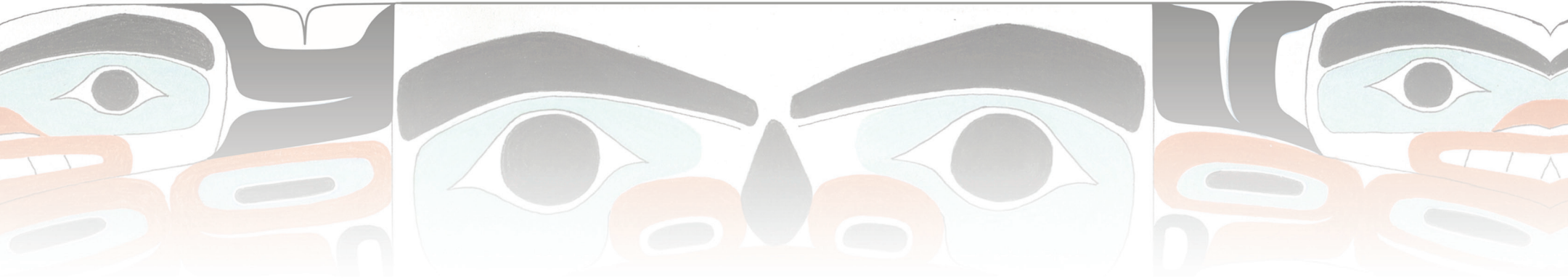




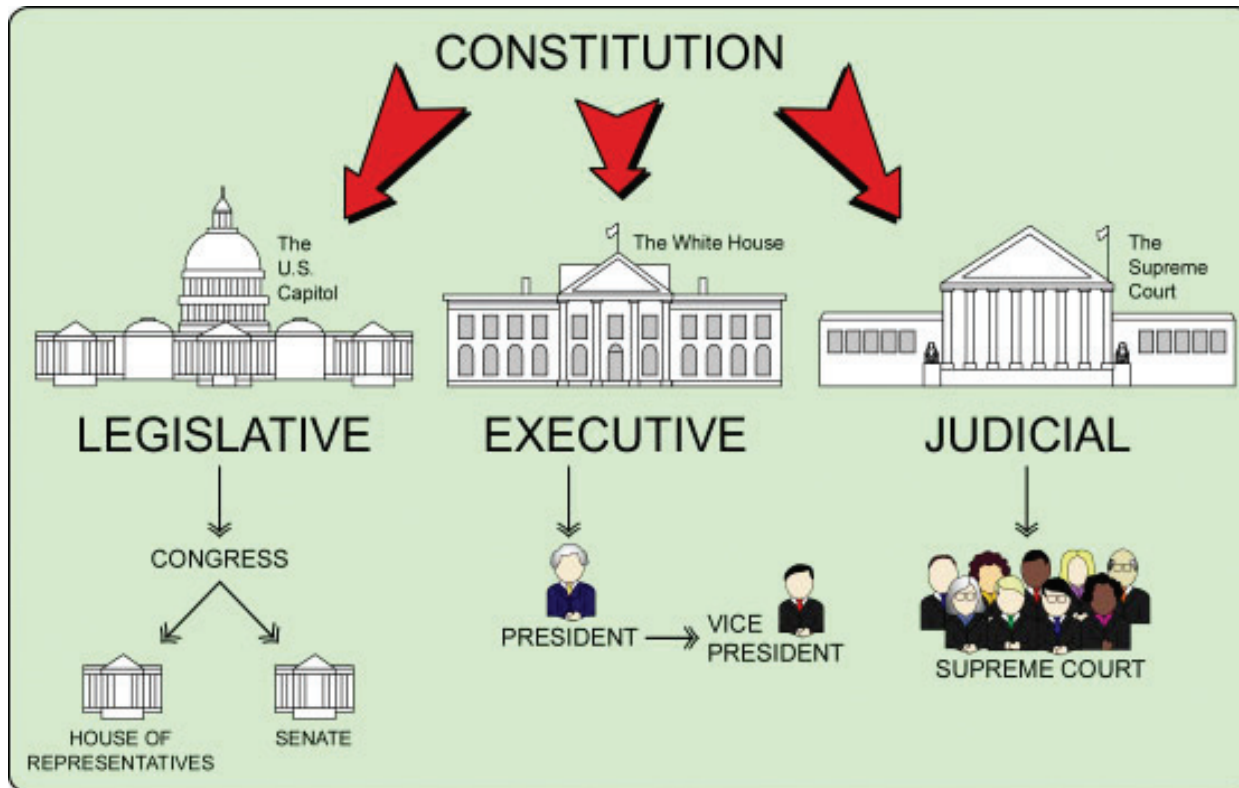
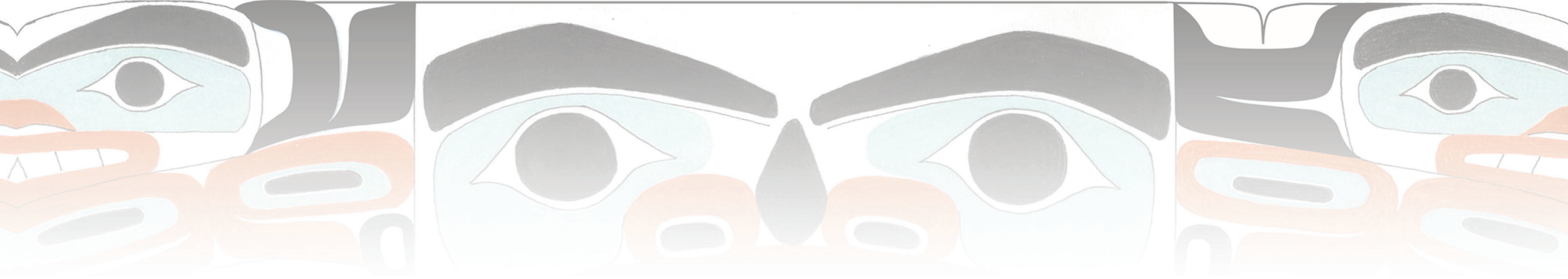
VOCABULARY PICTURES

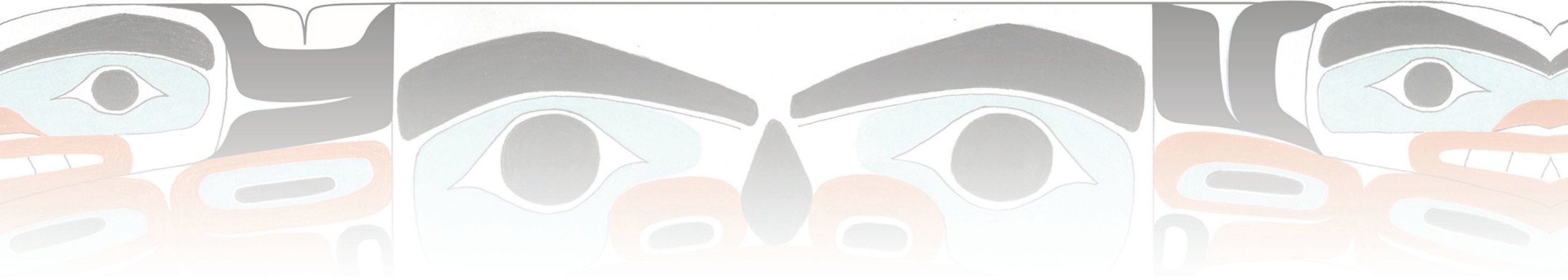




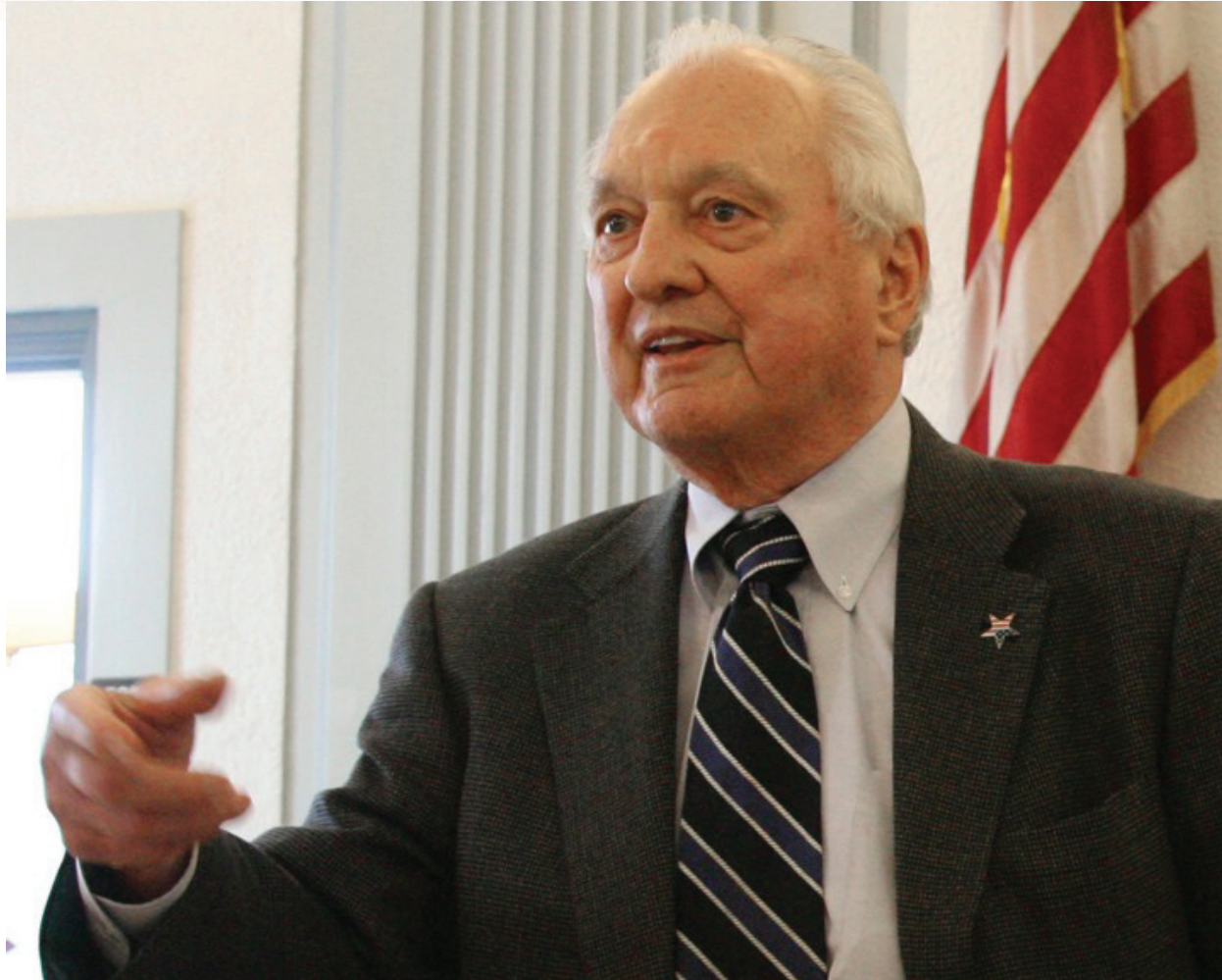
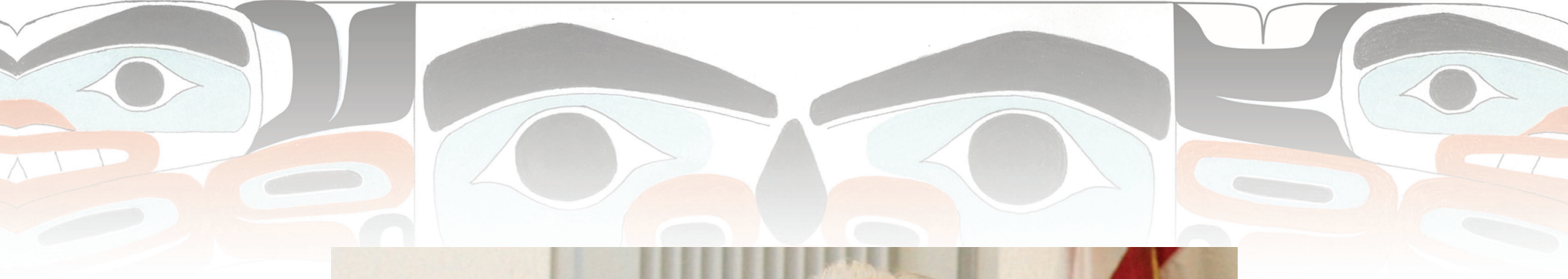


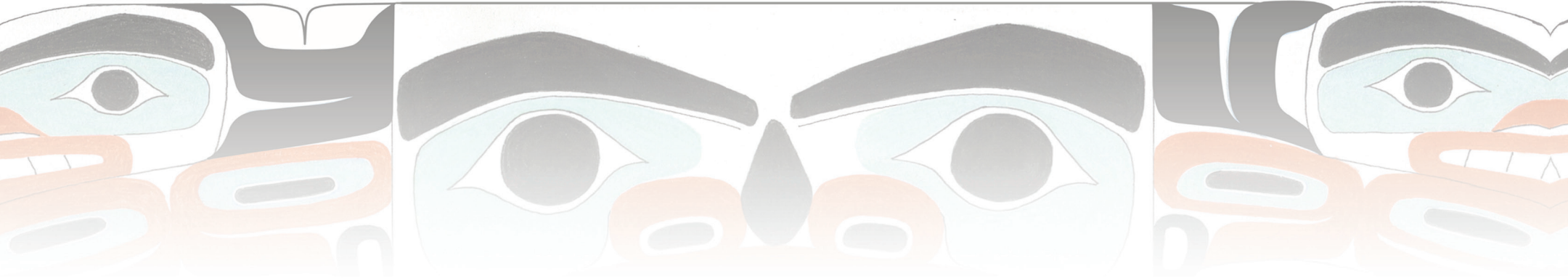
STATE GOVERNMENT



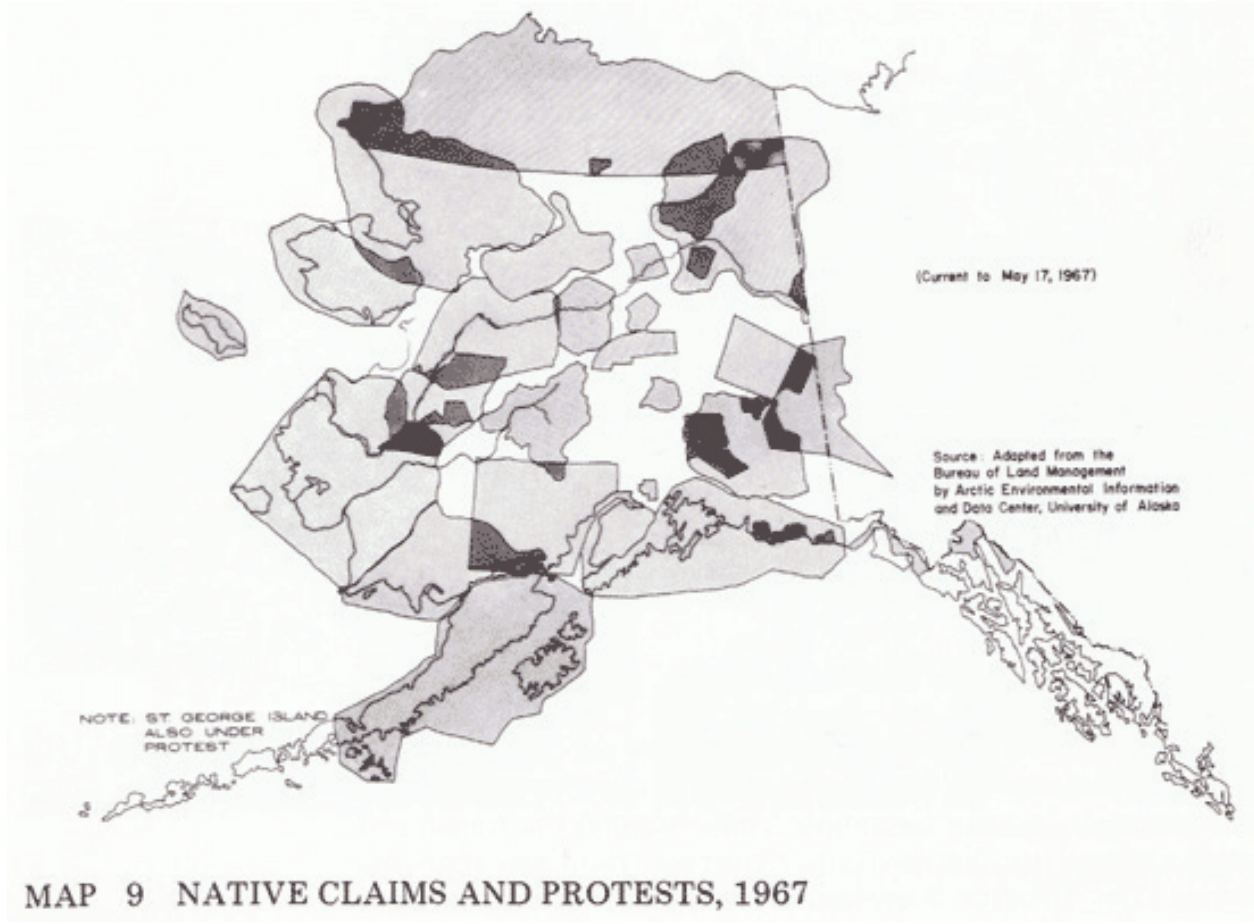
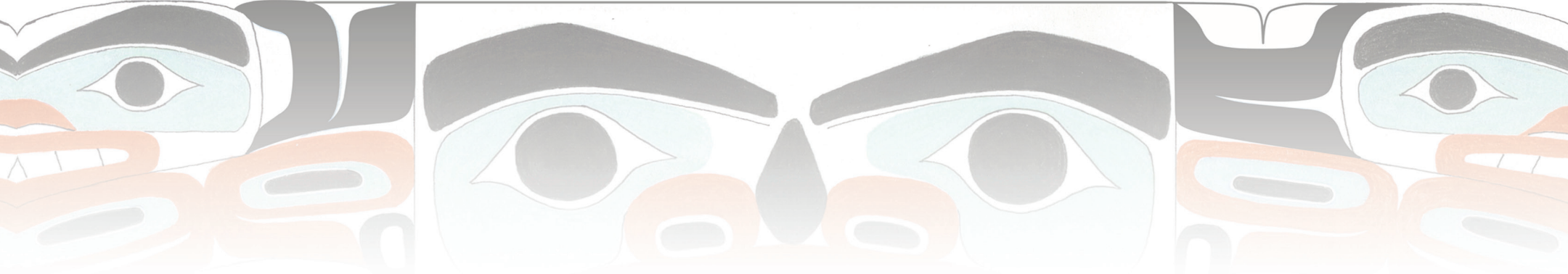


FEDERAL GOVERNMENT

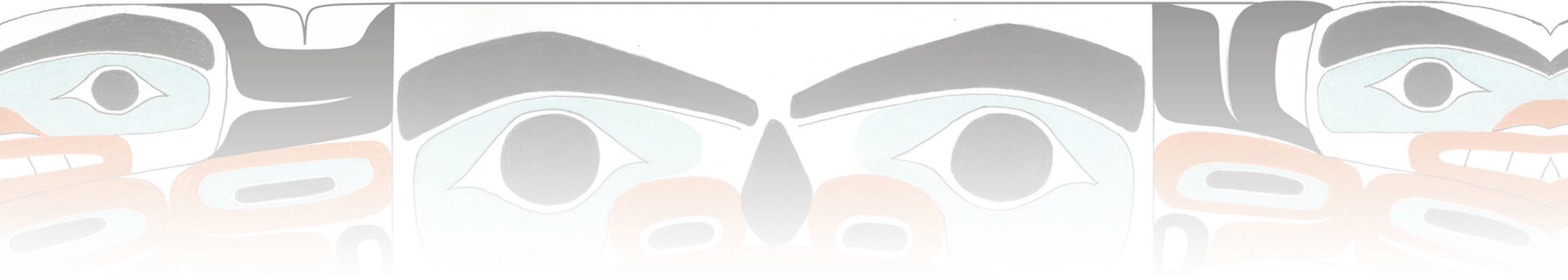




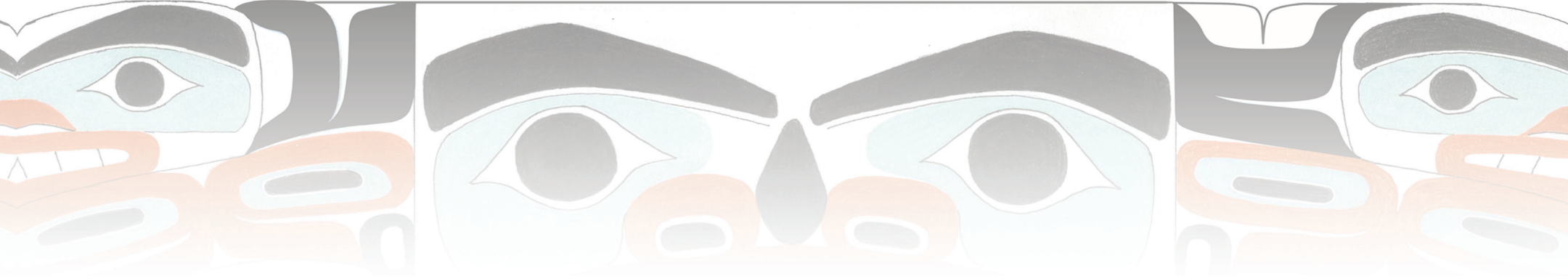
SECRETARY OF THE INTERIOR

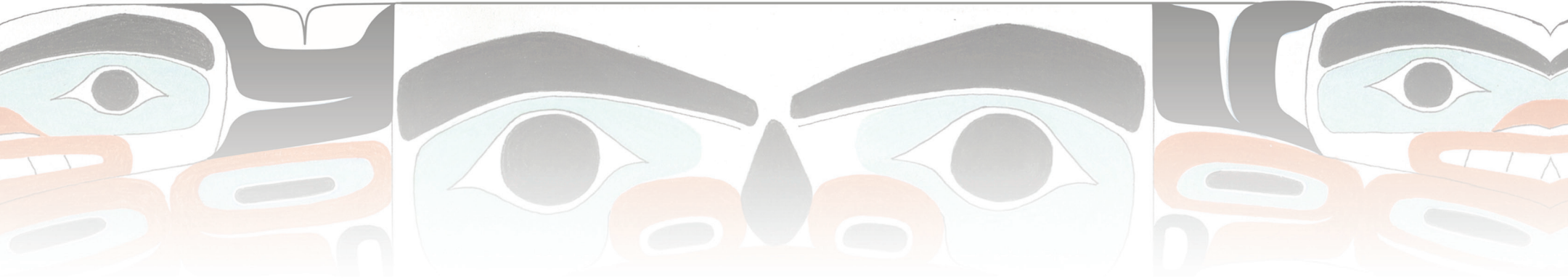


MAP 9 NATIVE CLAIMS AND PROTESTS, 1967

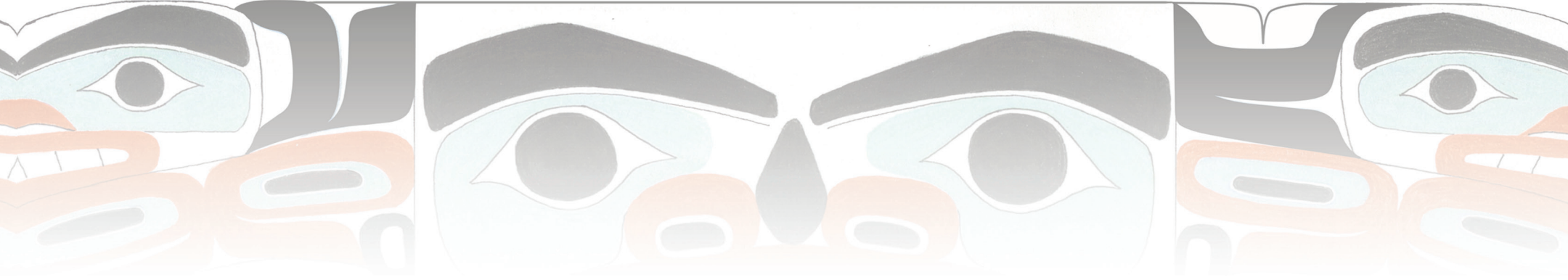


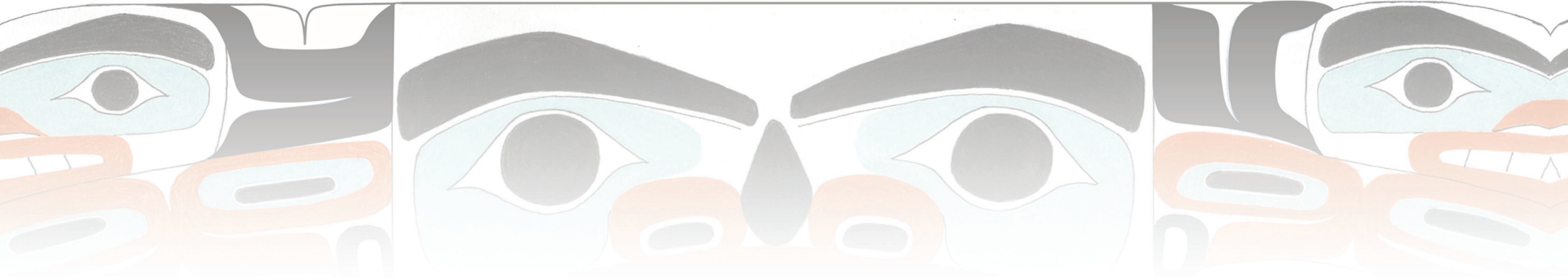
LAND FREEZE



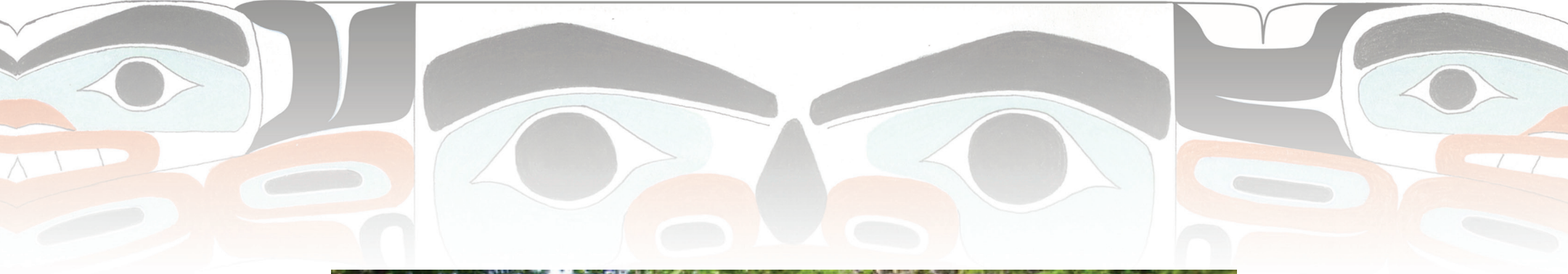


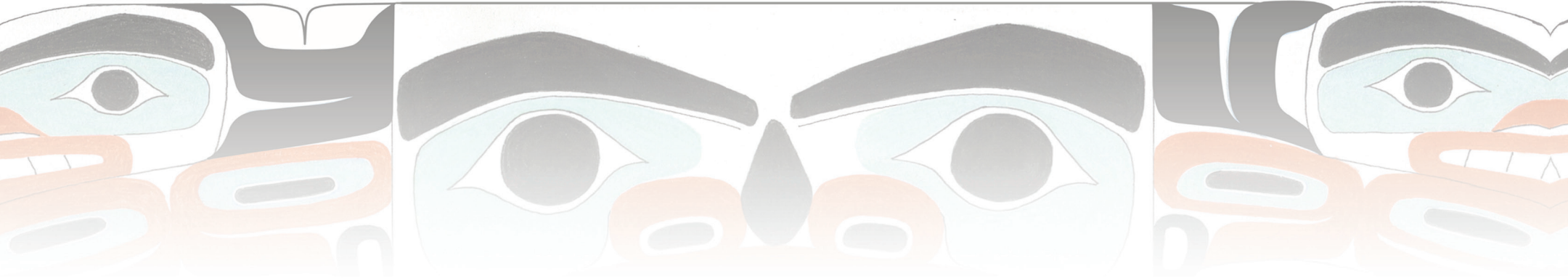
TRANSACTION



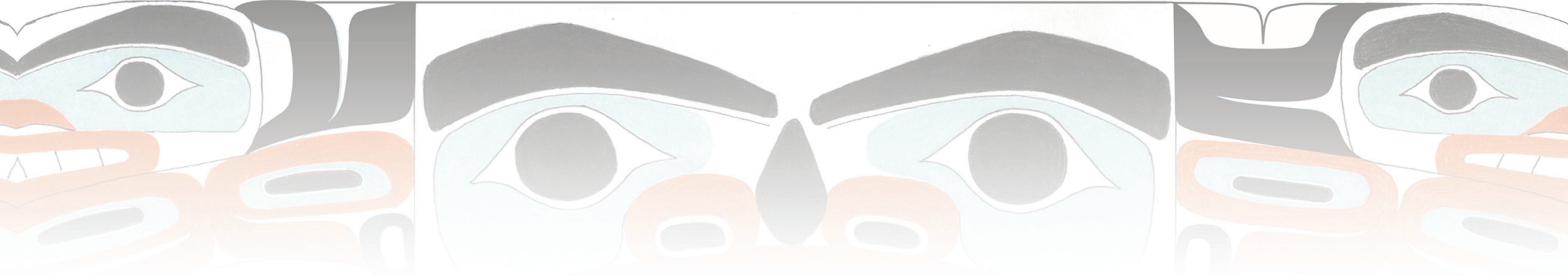


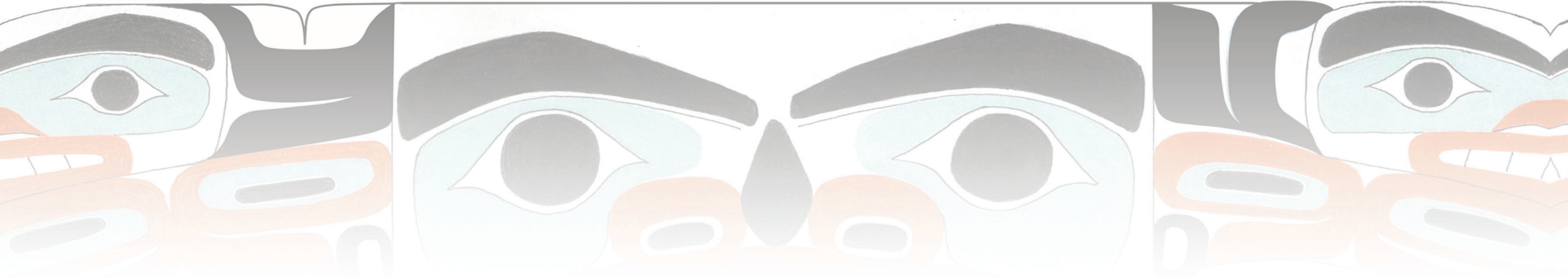
LEASE



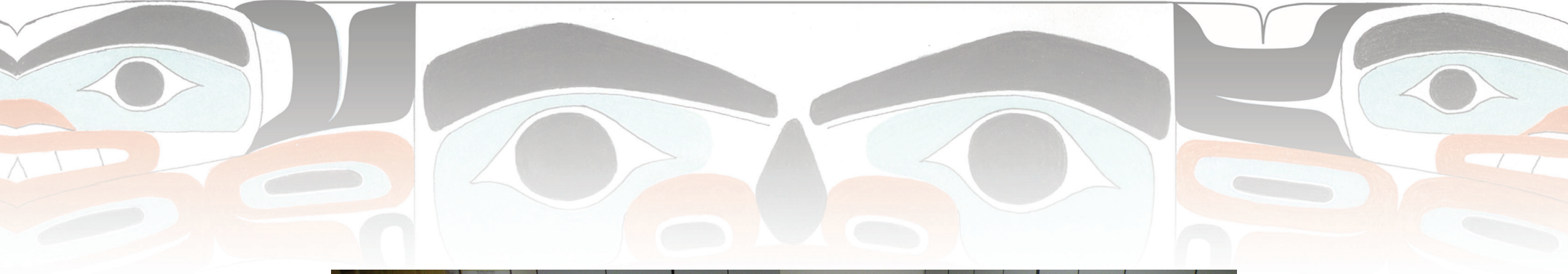


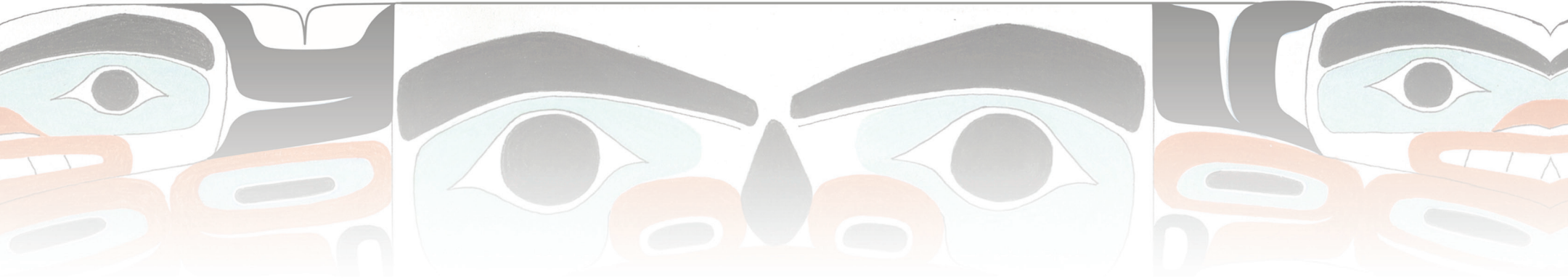
CONSERVATION



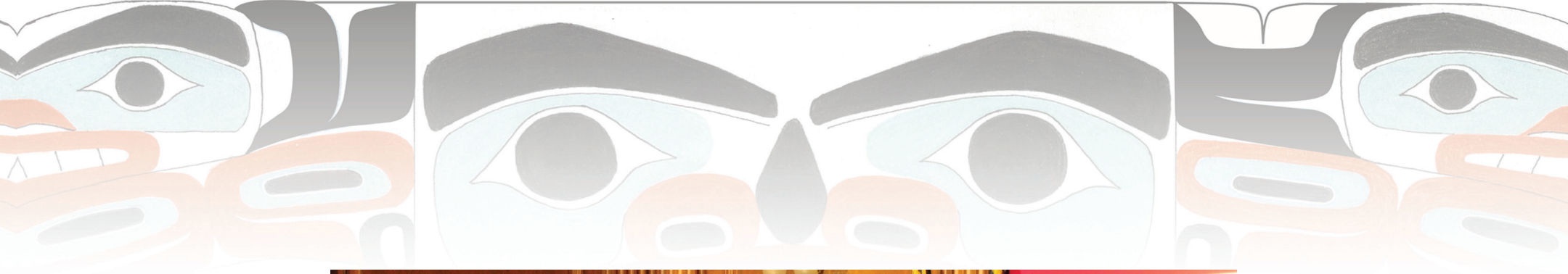


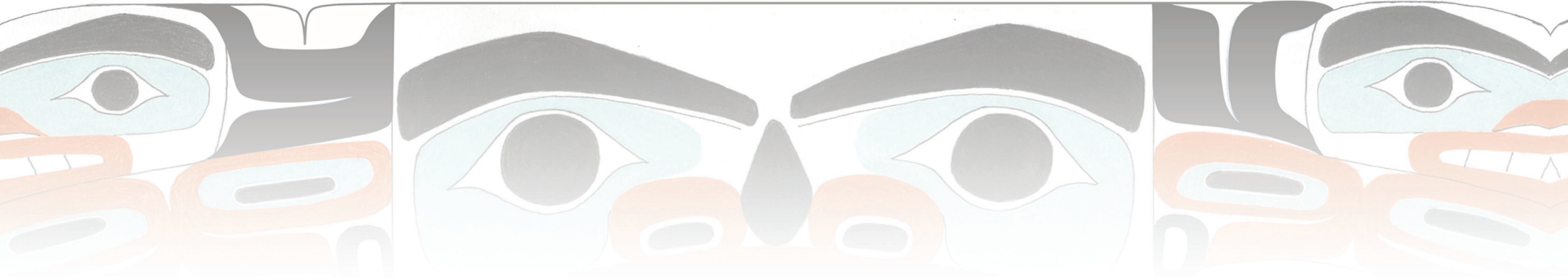
REVENUES





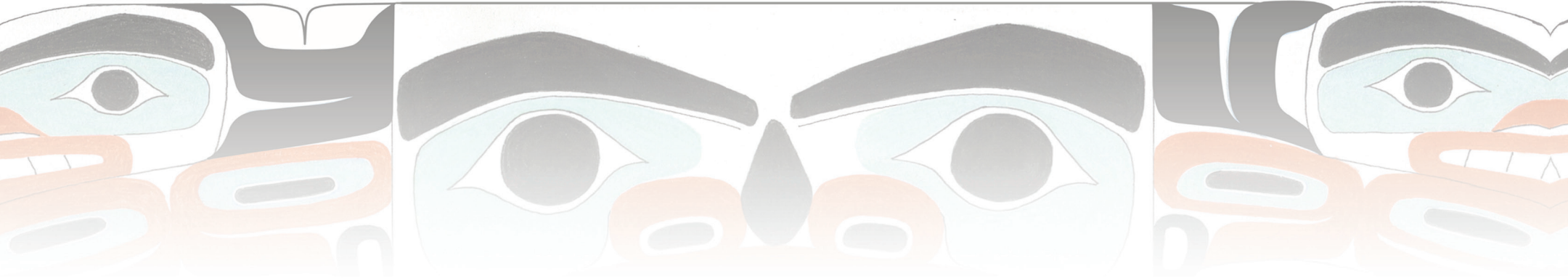
DOMESTIC



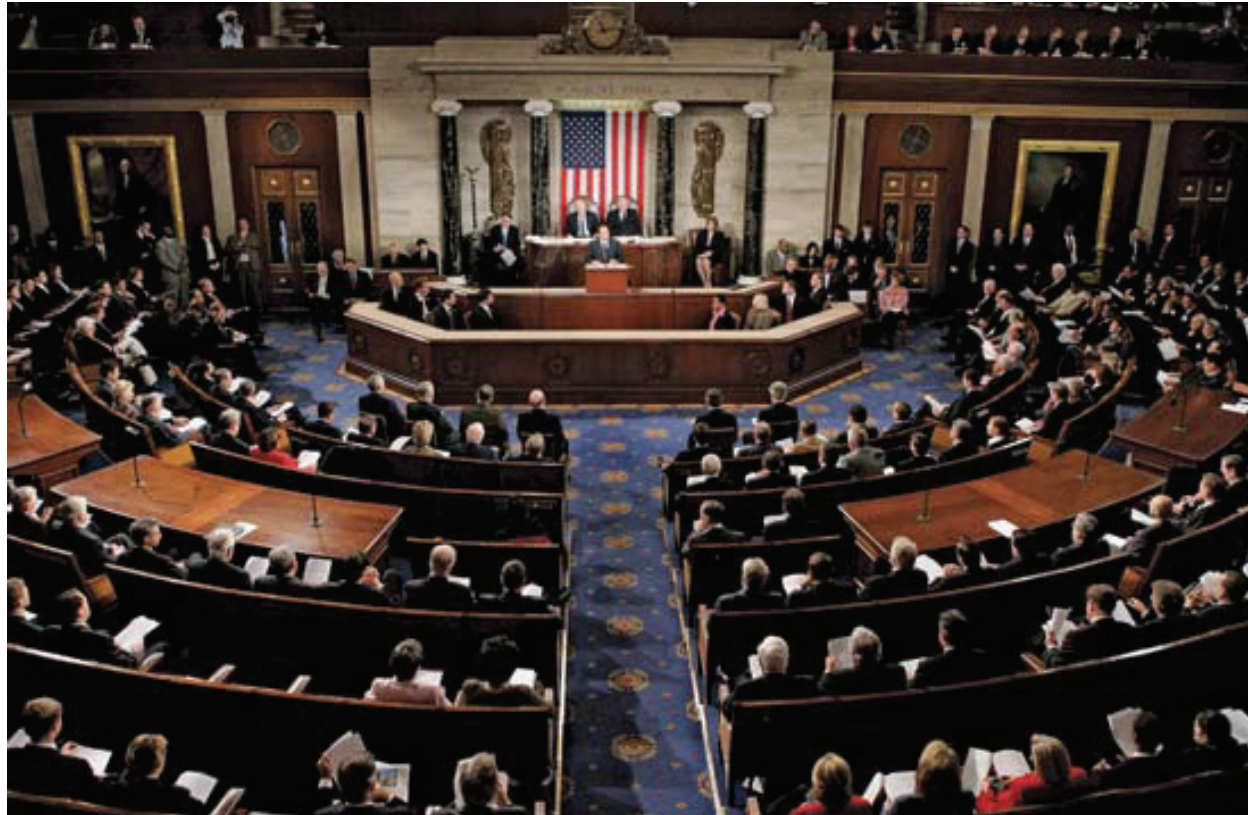
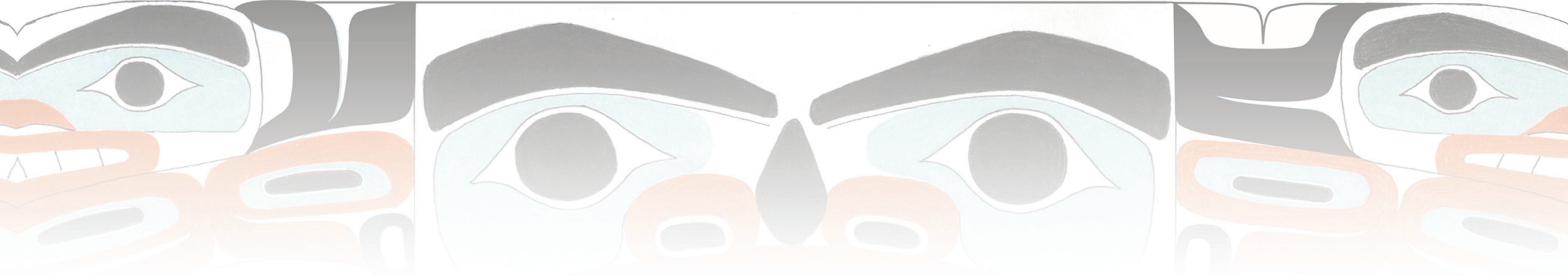


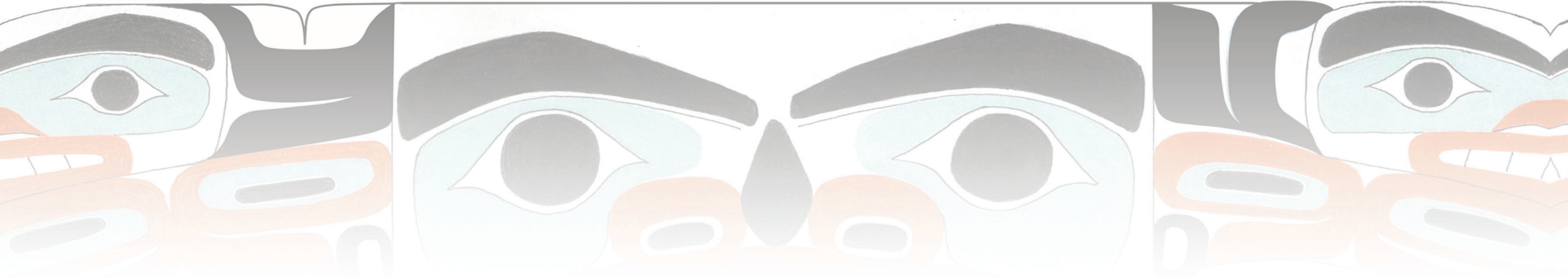
LOBBY



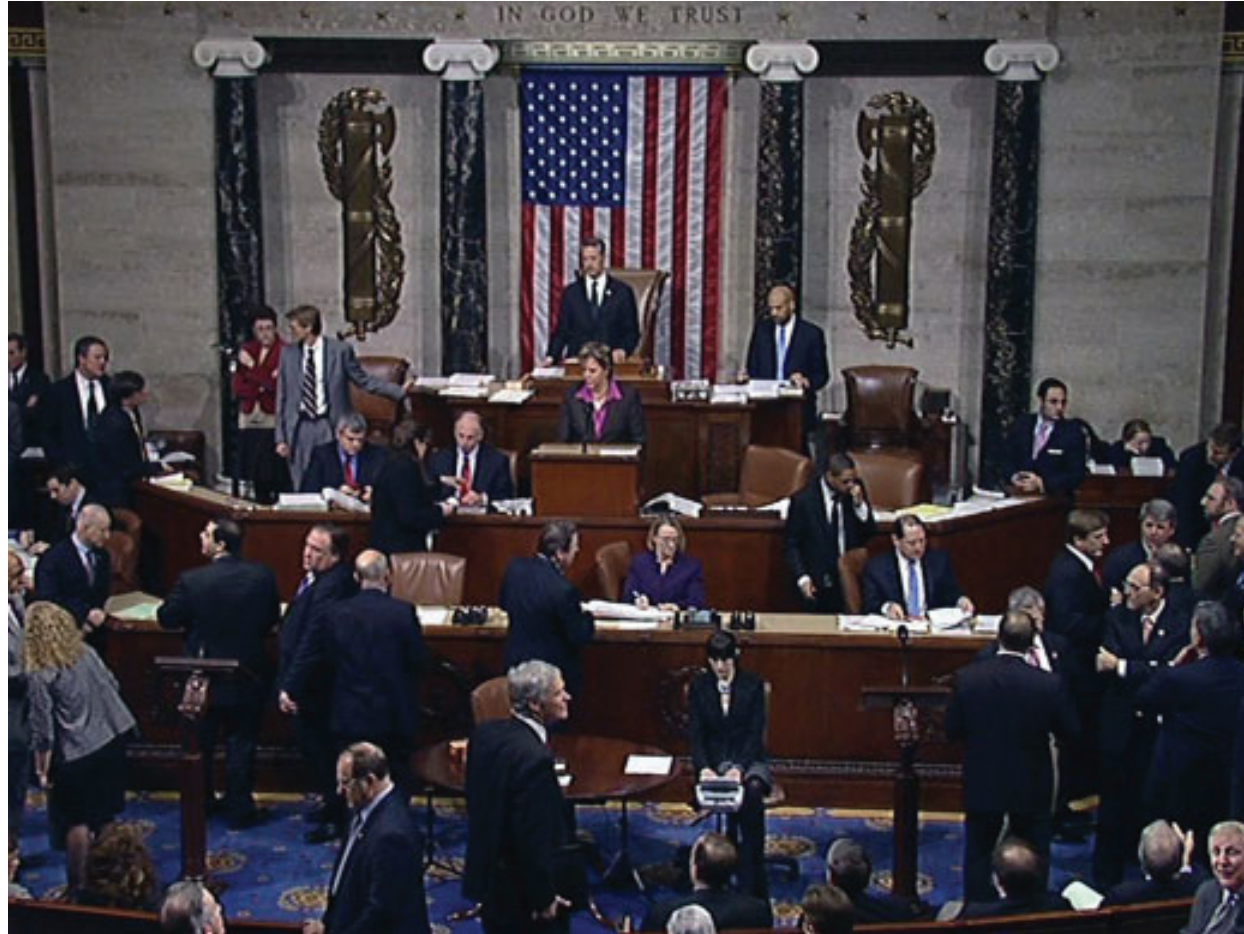
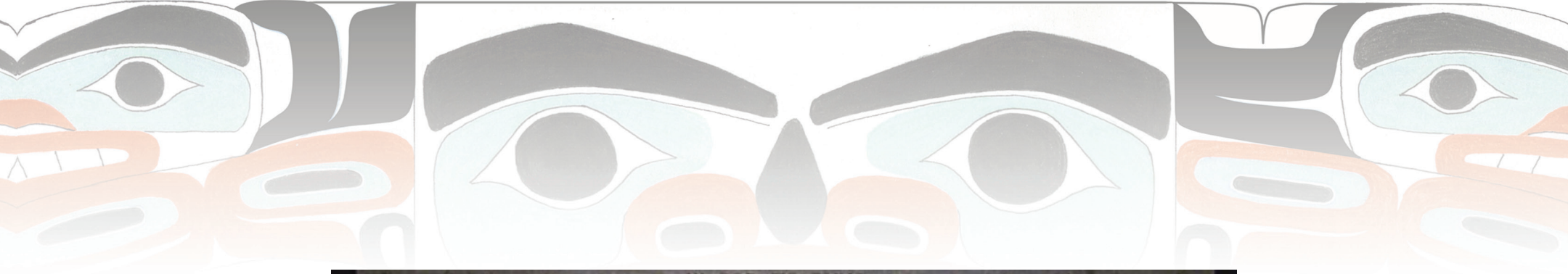


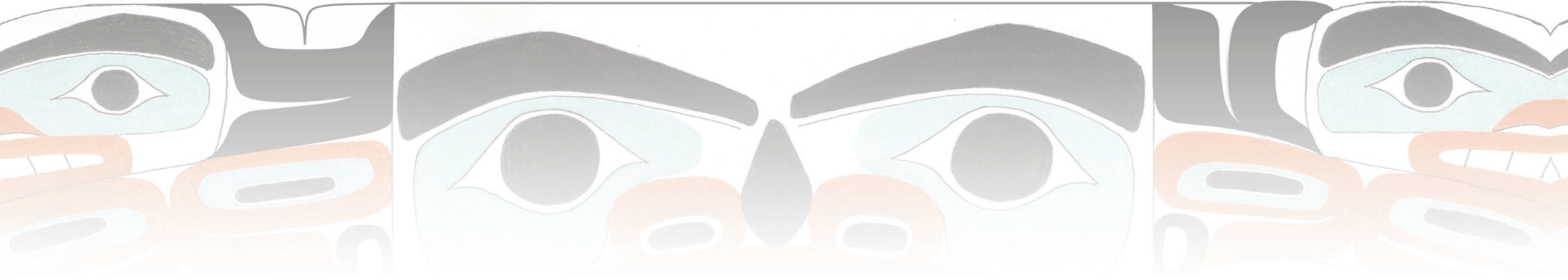
NEGOTIATIONS



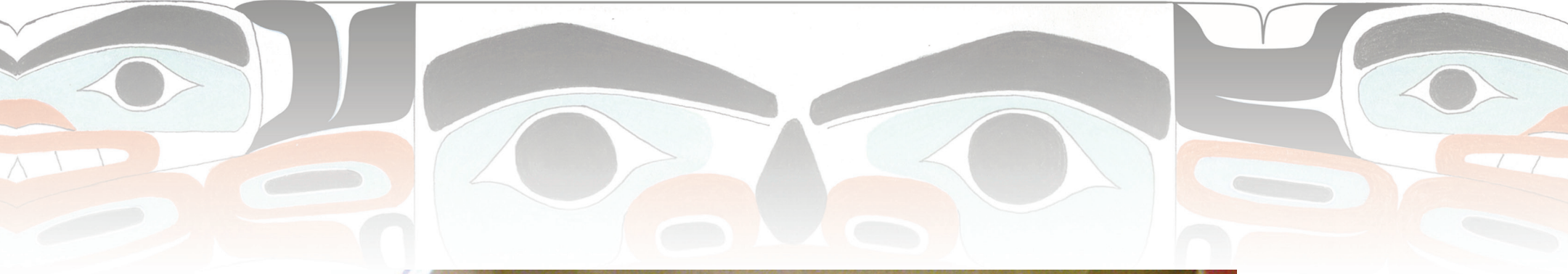


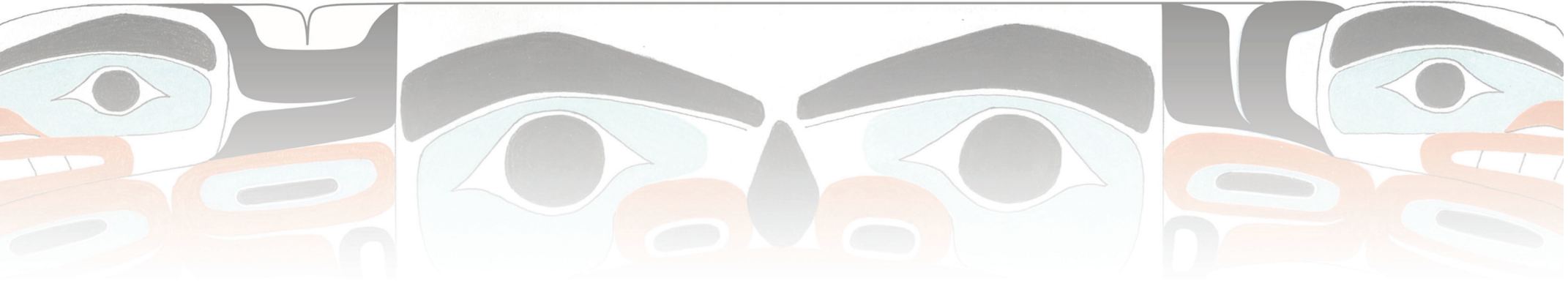
SENATE





HOUSE





COMPROMISE