



UNIT 3

History (c)

The Road from ANCSA

Unit 3: History (c)



Trans-Alaska Pipeline construction through mountain pass, 1976. ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS.

In 1971, President Richard Nixon signed the Alaska Native Claims Settlement Act (ANCSA). The fight over who owned the land in Alaska was finally settled after two hundred years. What did the act say? How were the hundreds of millions of acres at stake going to be divided up? How has this one piece of legislation forever changed the state of Alaska?

When President Nixon signed ANCSA into law, it finally settled who would own most of Alaska. Let's look at how successful each of the five major players were in getting what they wanted out of the legislation.

As for the federal government, the signing of the act cleared the way for the construction of the oil pipeline. They wanted this so America would become less dependent on oil from the Middle East and elsewhere (Laster, 1986). The government also wanted Native land claims in Alaska settled once and for all. And the federal government also wanted to establish a fair and just settlement to Natives for giving up their claim to Alaska. They

wanted to set up a way for Natives to control their own resources and their own future (Laster, 1986).

The State of Alaska got two things from the act. First, it allowed the state to hold onto the land that had already been conveyed to it under the Alaska Statehood Act (Laster, 1986). Second, like the federal government, it wanted to see the pipeline built. The new state land and the pipeline meant billions and billions of dollars to the state government. These new revenues have made the State of Alaska one of the wealthiest in the nation.

The oil companies got their right-of-way for the pipeline. They also wanted to lease more lands for oil exploration. ANCSA finally cleared up the question of who owned the land and who to lease it from. So, the federal government, state government, and the oil companies were all satisfied with ANCSA (Laster, 1986).

The fourth player, conservation groups such as Friends of the Earth and Sierra Club, wanted to preserve as much as possible of Alaska's undeveloped land. And in its final draft, the act called for the federal government to study areas that could be considered for new parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This eventually led to the Alaska National Interest Lands Conservation Act (ANILCA). ANILCA set aside a total of 103,000,000 acres (Association, 2011). So, conservationists ultimately got nearly one quarter of the state designated as

national interest lands — big victory for them since the land would remain in its pristine state and would not be developed.

For Alaska Natives, their number one goal was to get clear title to their land. And through the land claims act they got title to 44,000,000 acres (Laster, 1986). Natives would finally get the piece of paper that said they owned that land. They also got \$962.5 million for giving up their claim to virtually the rest of the state. It seemed like a lot of money but it is only a small fraction of what the land they gave up was worth. But almost everyone, Native and non-Native, agreed that this was the best offer Congress was going to make (Laster, 1986).

“At the time, there was a lot of conversation about ‘the train is leaving the station, you got to get on’. Some of the early bills were for \$100 million and absolutely no land. And I don’t think there was anybody at the time, with the responsible involvement in the process in the Native community, that didn’t think 44 million acres was a long way from where we thought we would get when it all started,” states Byron Mallott (Laster, 1986)

Secretary of State Stewart Udall explains that:

“The Alaska Natives may feel today that they didn’t get very much. But I think they got a lot more, because I know the first bill that we drafted in 1967 that my people worked on, was not nearly as generous. We were talking about 7 million acres and not 44 million acres... as it ended up. But we did start it down that path that said they should get land and they should get money,” (Laster, 1986).

Congress decided not to distribute this land and money

directly to individual Natives. Instead, 12 regional corporations were created based more or less on the traditional boundaries of their people (Laster, 1986).

The corporations became Aleut Corporation for the Alutiiq and the Unangan in the Aleutian region, Doyon Corporation for the Athabascans in the interior, Arctic Slope Regional Corporation for those living in the North Slope, Bering Straits Native Corporation and NANA Regional Corporation for the Inupiat Eskimo living in northwest Alaska, Calista Corporation and Bristol Bay Native Corporation for the Yup’ik Eskimo in the Southwest region, Cook Inlet Region Incorporated for Natives in south-central Alaska, Chugach Alaska Corporation for the southern Yup’ik and Alutiiq, Sealaska Corporation for southeast Indians, Koniag Incorporated for the Alutiiq, and Ahtna Incorporated for the Ahtna people in the Copper River region. Congress also authorized villages to form village corporations.

As for the \$962.5 million, the amount that each corporation received was based on the amount of shareholders they had. Later, a thirteenth corporation was created to serve Alaskan Natives living outside of the state. This thirteenth corporation received part of the money but no land.



Sealaska shareholders. SEALASKA HERITAGE INSTITUTE.

The Road from ANCSA: Background and Place-Based Activities

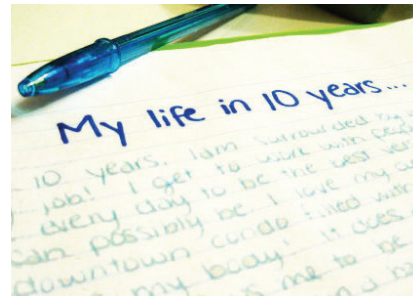
SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates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

DEPENDENT



Explain that “dependent” means to rely on someone or something for aid or support. Ask students to give examples of “dependent” to check for understanding.

ESTABLISH



Explain that to “establish” means to found, institute, build, or bring into being on a firm or stable basis. Ask students to give examples of “establish” to check for understanding.

RESOURCES



Explain that “resources” are the collective wealth of a country, state, or people including its means of producing wealth. Ask students to give examples for “resources” to check for understanding.

CONVEYED



Explain that “conveyed” means to transfer or pass title to. Ask students to give examples for “conveyed” to check for understanding.

The Road from ANCSA: Background and Place-Based Activities

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UNDEVELOPED



Explain that “undeveloped” means to leave in its natural state or to refrain from extracting or using the resources or wealth of the land. Ask students to give examples of “undeveloped” to check for understanding.

MONUMENTS



Explain that a “monument” is a historic site or geographic area which is owned and maintained in the public interest by the federal government. Ask students to give examples of “monuments” to check for understanding.

DESIGNATED



Explain that “designated” means to mark or point out something; to indicate, show, or specify. Ask students to give examples of “designated” to check for understanding.

NATIONAL INTEREST LANDS



Explain that “national interest lands” are lands that are set aside as public interest lands which are owned by the National Park Service, United States Forest Service, and the United States Fish and Wildlife Service. Ask students to give examples of “national interest lands” 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.

DISTRIBUTE



Explain that to “distribute” means to give shares of something or to deal out. Ask students to give examples of “distribute” to check for understanding.

OIL EXPLORATION



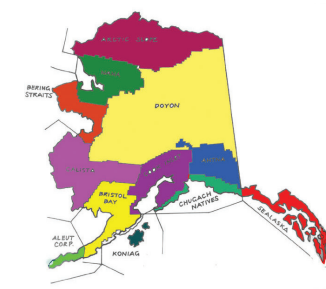
Explain that “oil exploration” is the search by petroleum geologists and geophysicists for hydrocarbon deposits, such as oil and natural gas, beneath the earth’s surface. Ask students to give examples of “oil exploration” to check for understanding.

SHAREHOLDERS



Explain that a “shareholder” is an individual who legally owns one or more shares of stock in a public or private corporation. Sealaska Corporation refers to its “shareholders” as tribal member “shareholders.” Ask students to give examples of “shareholders” to check for understanding.

REGIONAL CORPORATIONS



Explain that “regional corporations” refers to the twelve corporations that were created by the Alaska Native Claims Settlement Act. Sealaska is Southeast Alaska’s regional corporation. Sealaska, a for-profit corporation, oversees 280,000 acres of valuable timber land and is owned by more than 20,000 tribal member shareholders. Ask students to give examples of “regional corporations” to check for understanding.

Language and Skills Development

LISTENING

Number My Word

Say a vocabulary word for the students. Say a sentence which contains the vocabulary word. The students should then indicate to you the position of the word by saying the number of the word in the sentence. If the word the students are listening for is word number “five” in the sentence, the students should respond by saying “five.” You may wish to provide the students with number cards so that all students may respond at the same time.

Change

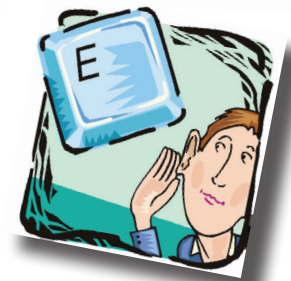
Group the students in pairs. There should be one student without a partner to be “it” for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word, sequence, or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, “it” must also find a partner—thus producing a new “it” for the next round of the activity.

Turn and Face

Mount the vocabulary pictures on the walls and board. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the picture for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong picture), he/she is “out” until a later round of the activity. Repeat until all players have had an opportunity to participate.

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.



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.



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 text on its pages.

Language and Skills Development

READING

How Many?

Provide each student with nine blank flashcards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters or syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters or syllables, it will be necessary to provide students with more flashcards.

Something's Missing

Before the activity begins, prepare "clozure" word cards—sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say "Go," the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

Sentence Completion

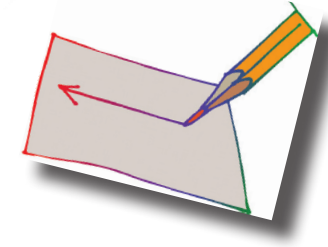
Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students' work.

Sight Word Bingo

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut out the sight words. When the students have cut out their sight words, each student should lay all of the sight words, but one, face down on his/her desk. Show a vocabulary picture. Any student or students who have the sight word for that picture face-up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks.



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

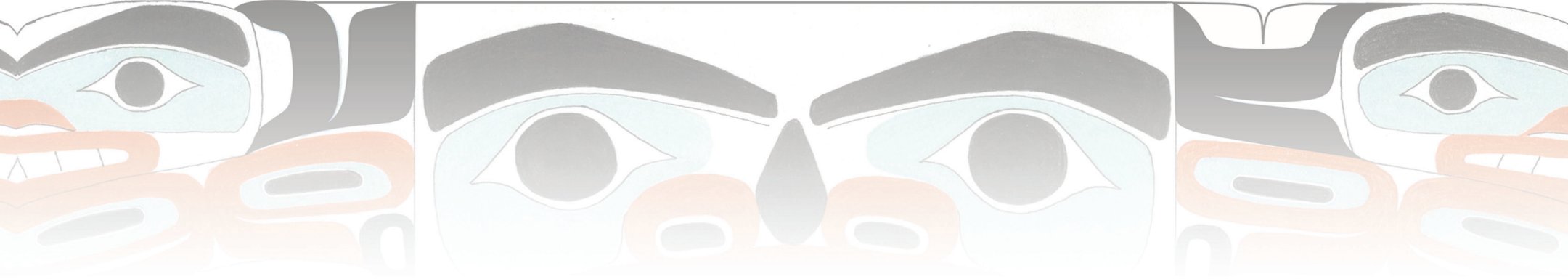
Cut each of the sight words in half. Give each student a sheet of writing paper, a pen, and one of the word halves. Each student should glue the word half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word halves prepared so that each student completes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

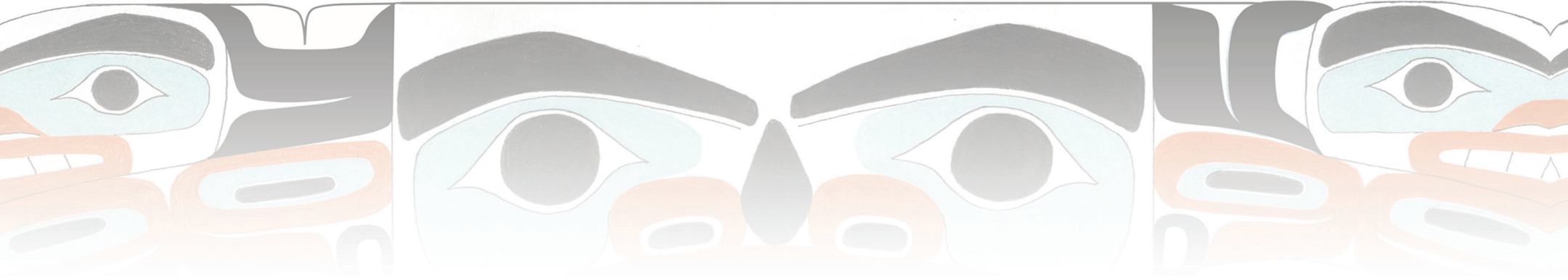
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Unit 3: Essential Questions

1. What did the federal government get out of ANCSA?
2. What did the state government of Alaska get out of ANCSA?
3. What did the oil companies get out of ANCSA?
4. What did the conservation groups get out of ANCSA?
5. What did Alaska Natives get out of ANCSA?
6. Was ANCSA fair?
7. What does ANCSA actually say?
8. What effects has ANCSA had on Alaska Natives?
9. How were the hundreds of millions of acres in Alaska going to be divided up?
10. How has ANCSA, one piece of legislation, changed the state of Alaska forever?



Reading and Writing: Sentence Completion

Unit 3: History (c)

In 1971, President Richard Nixon signed the Alaska Native Claims Settlement Act (ANCSA). The fight over who owned the land in Alaska was finally settled after two hundred years. What did the act say? How were the hundreds of millions of acres at stake going to be divided up? How has this one piece of legislation forever changed the state of Alaska?

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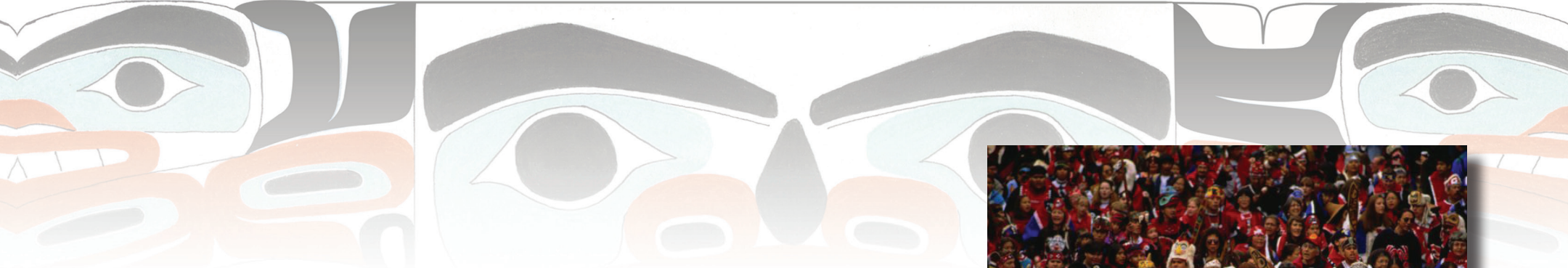
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The fourth player, conservation groups such as Friends of the Earth and Sierra Club, wanted to preserve as much as possible of Alaska's _____ land. And in its final draft, the act called for the federal government to study areas that could be considered for new parks and _____ (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This eventually led to the Alaska _____ Conservation Act (ANILCA). ANILCA set aside a total of 103,000,000 acres (Association, 2011). So, conservationists ultimately got nearly one quarter of the state designated as _____ — a big victory for them since the land would remain in its pristine state and would not be developed.

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Sealaska shareholders. SEALASKA HERITAGE INSTITUTE.

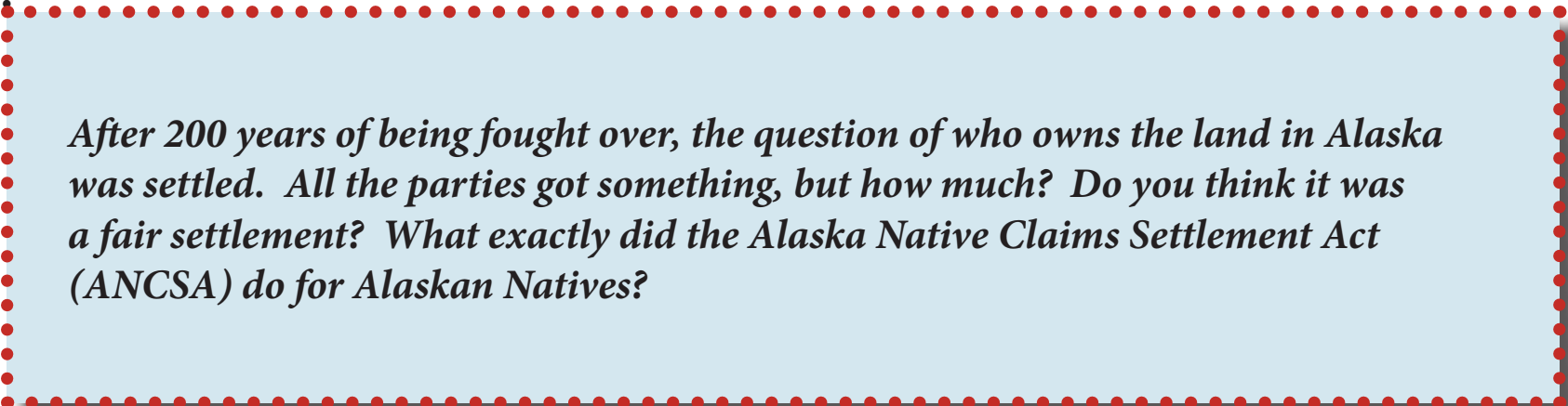


Unit 3: Assessment

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 3 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 should review (individually or in groups) the text in Appendix I — Alaska Native Claims Settlement Act of 1971 section VII on Land, Money, and Corporate Organization — prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.



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? Do you think it was a fair settlement? What exactly did the Alaska Native Claims Settlement Act (ANCSA) do for Alaskan Natives?



dependent

establish



resources



conveyed

undeveloped

monuments



designated

national interest lands



distribute

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

regional corporations

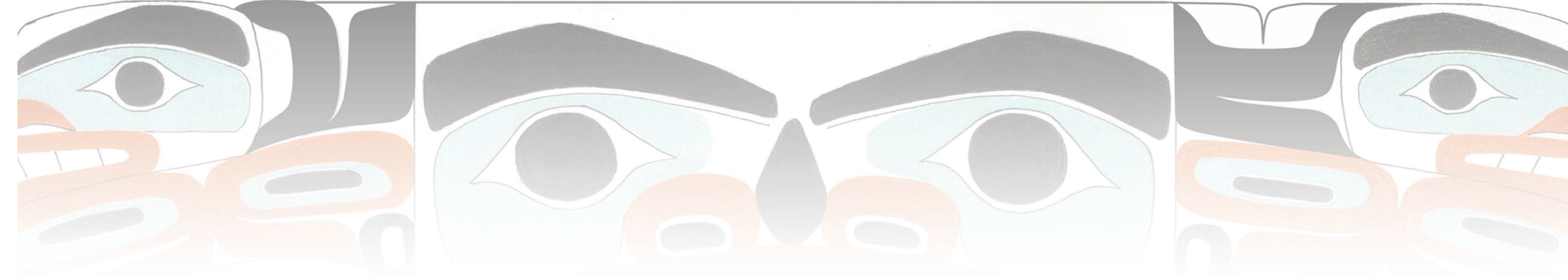
shareholders

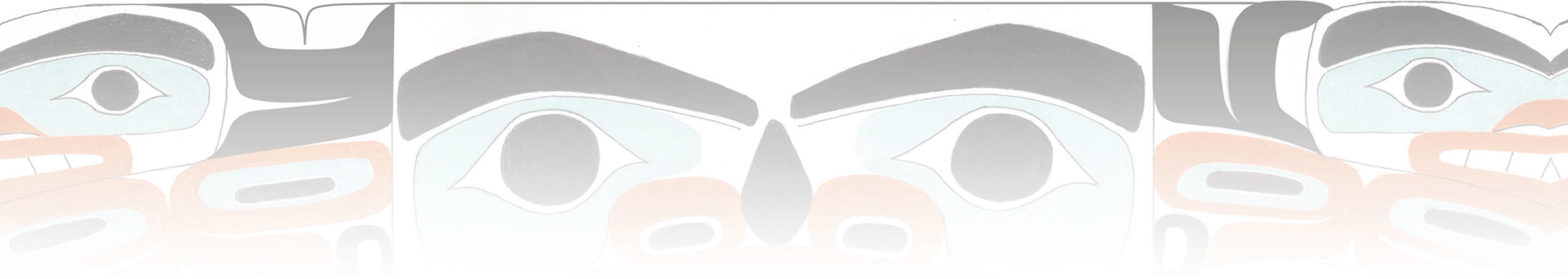
oil exploration



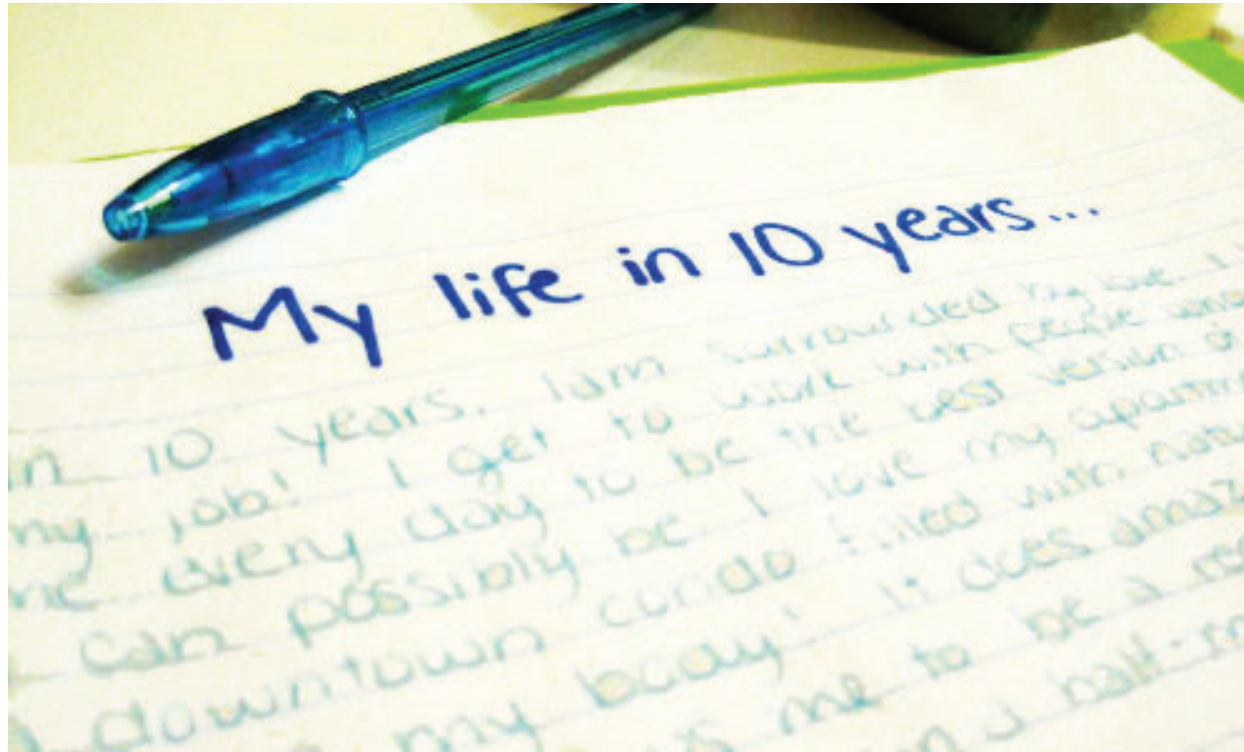
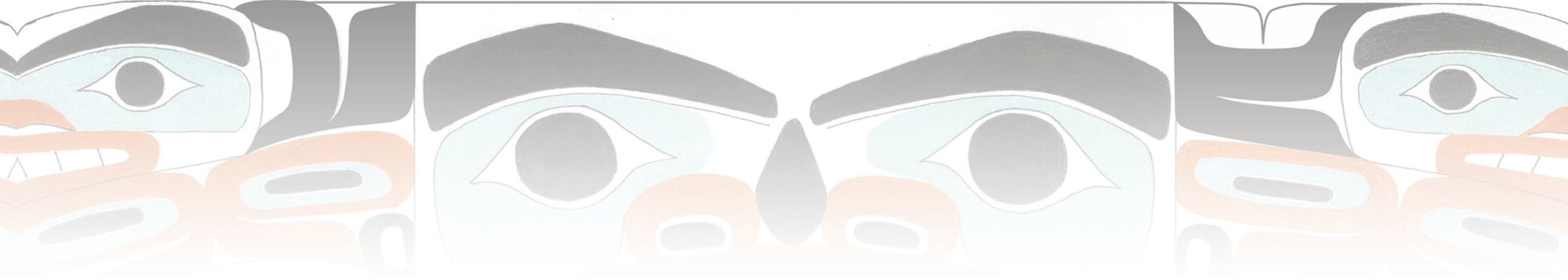
VOCABULARY PICTURES

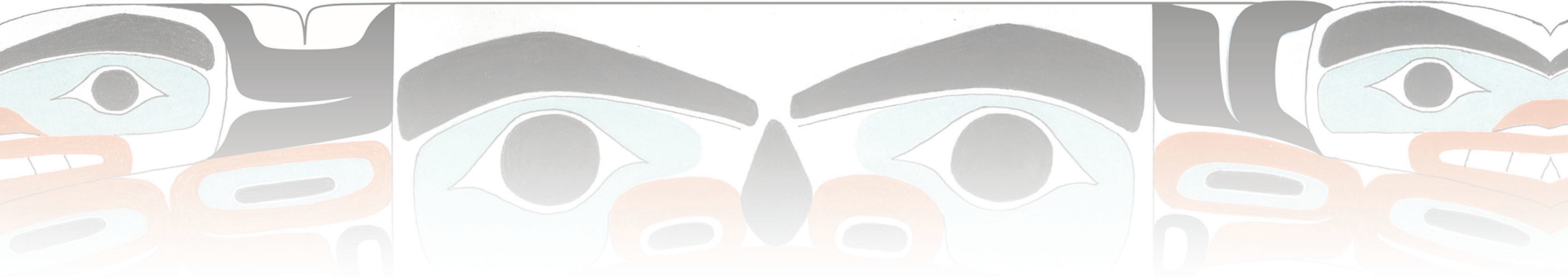




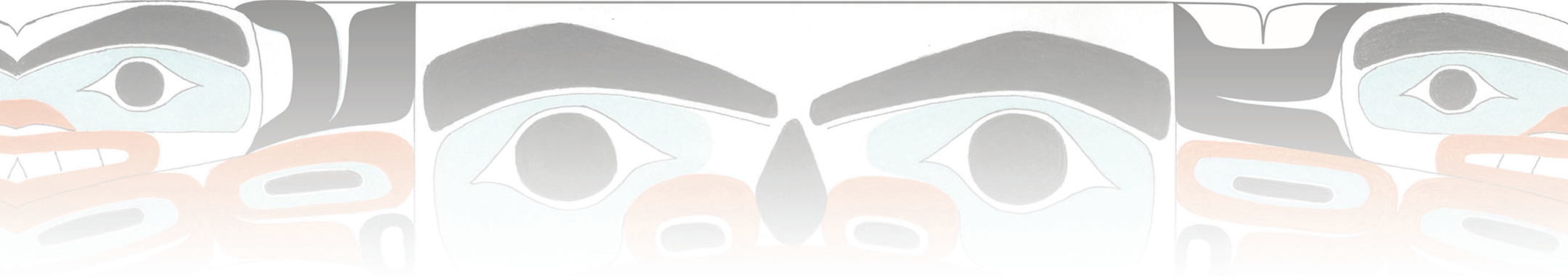


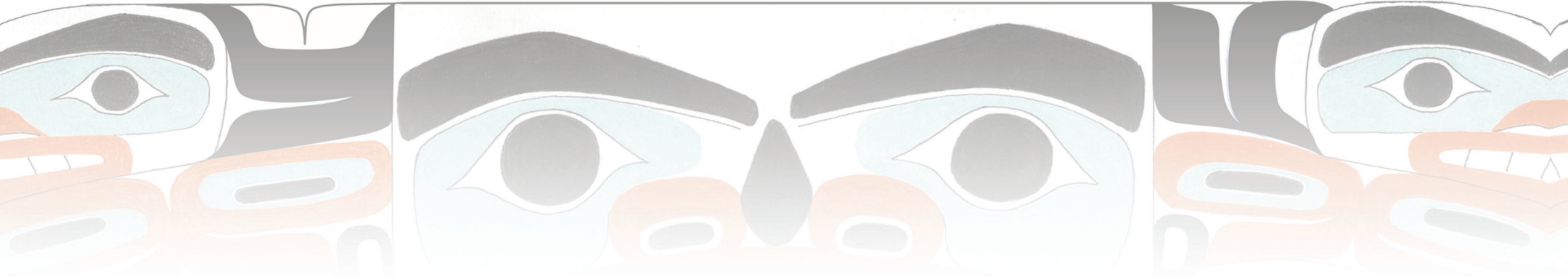
DEPENDENT



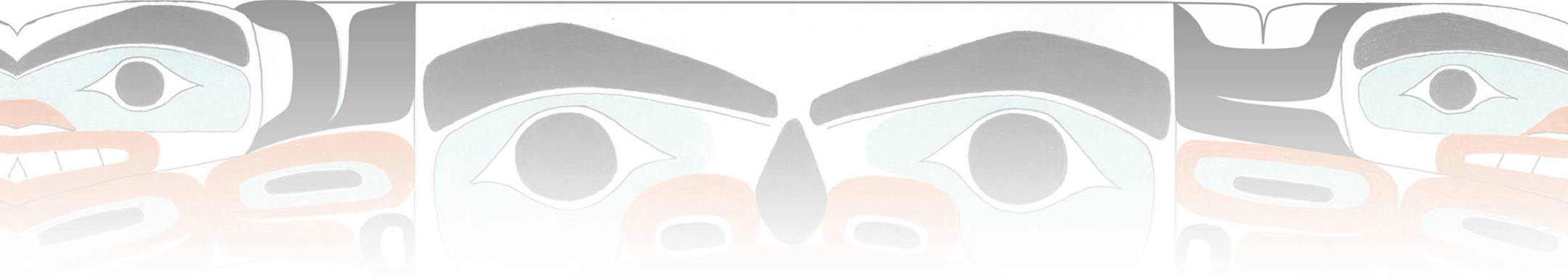


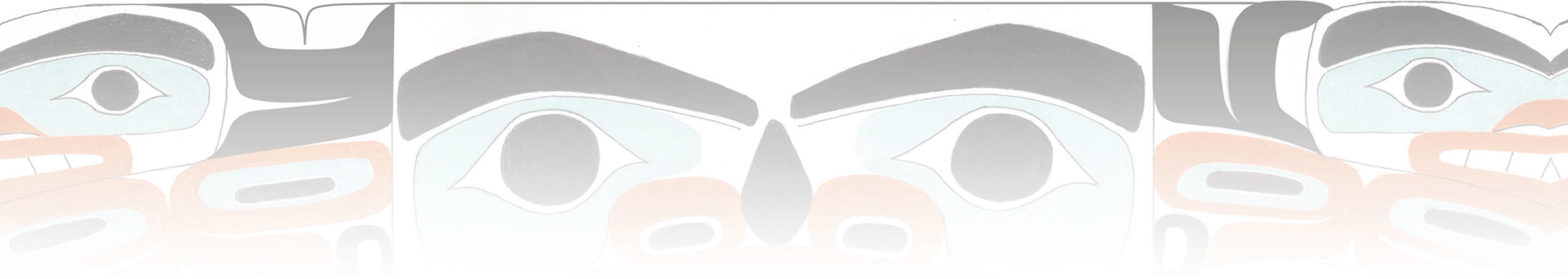
ESTABLISH



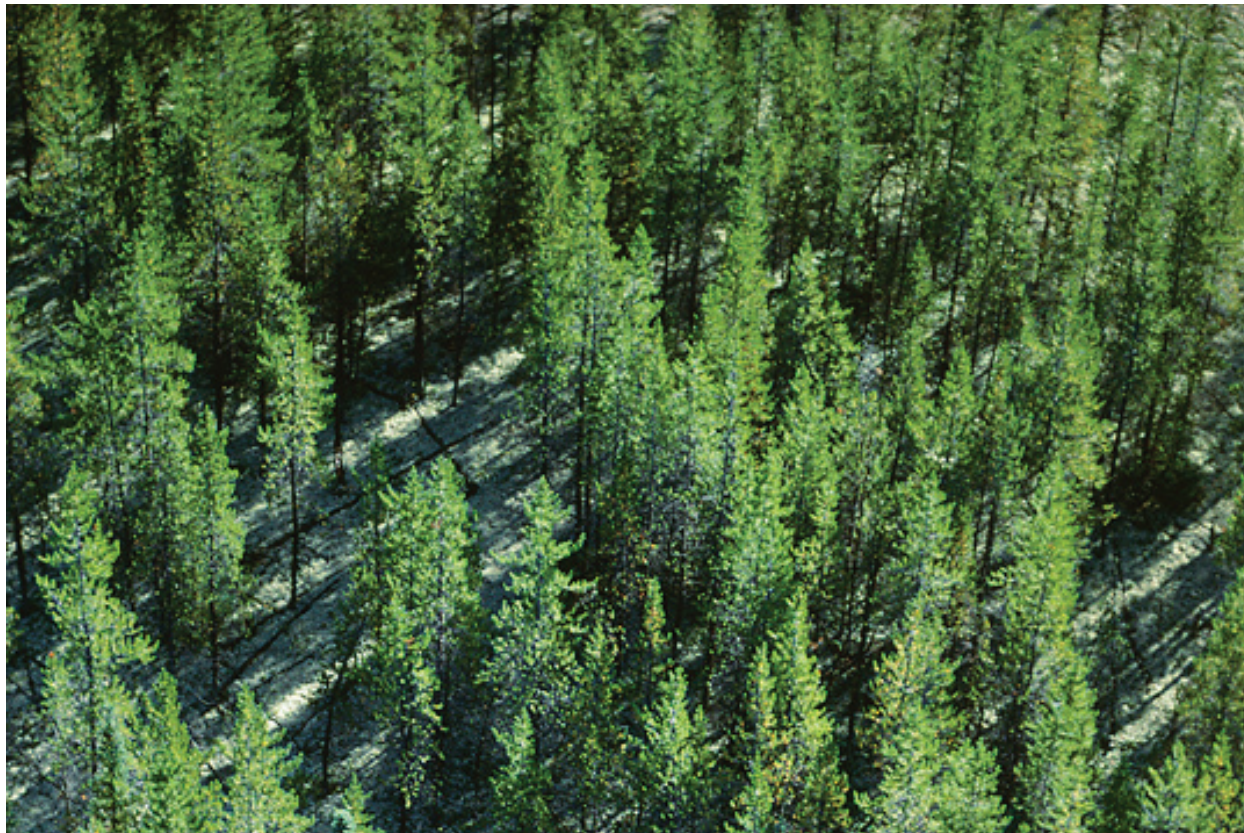
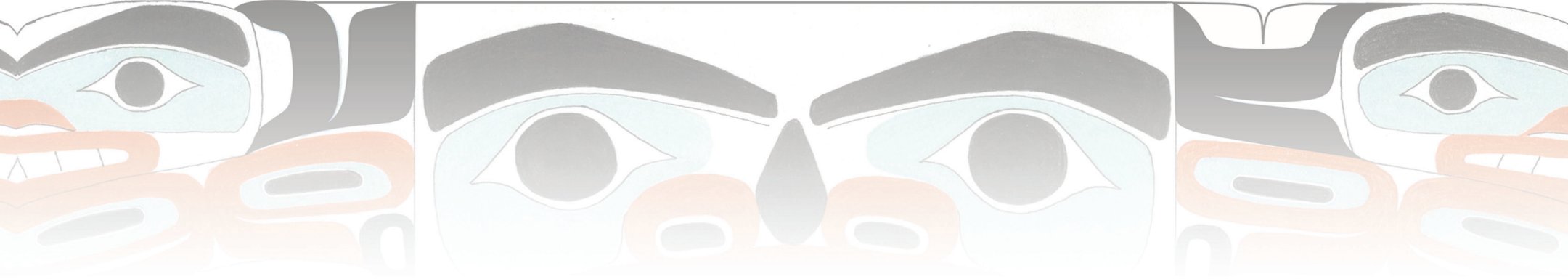


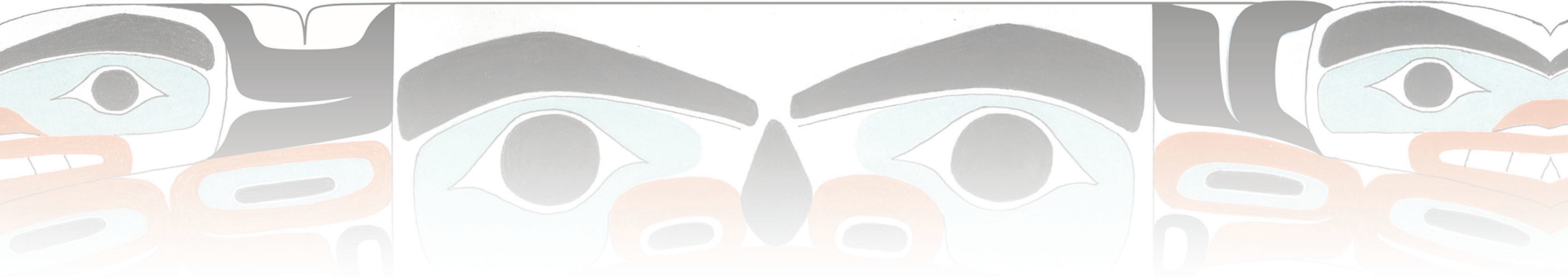
RESOURCES



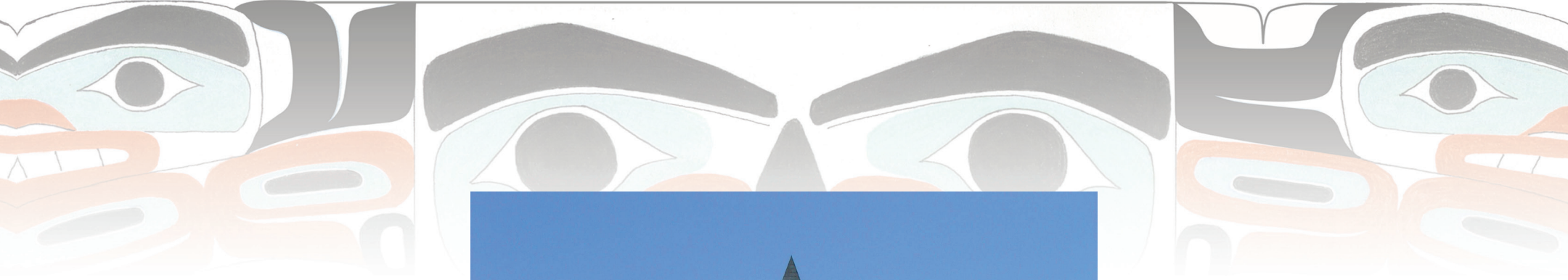


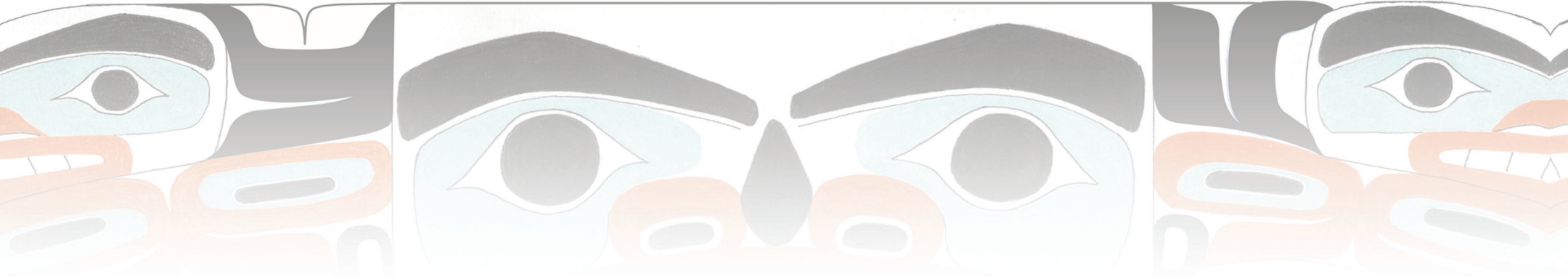
CONVEYED



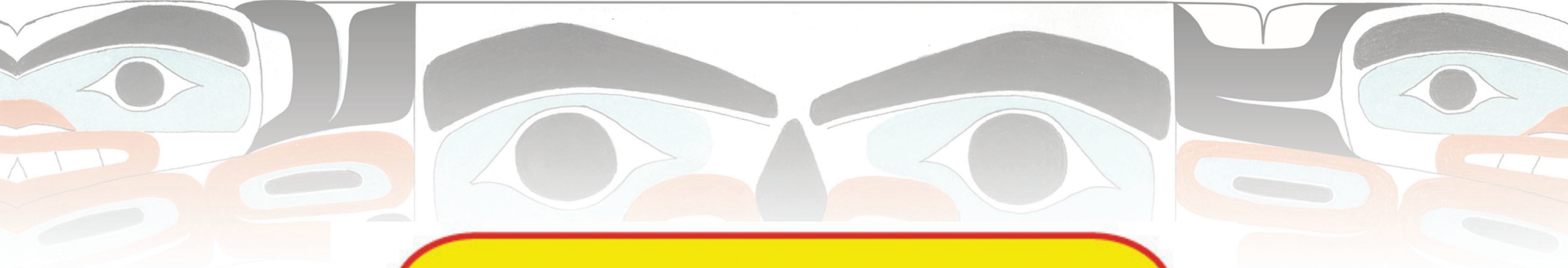


UNDEVELOPED

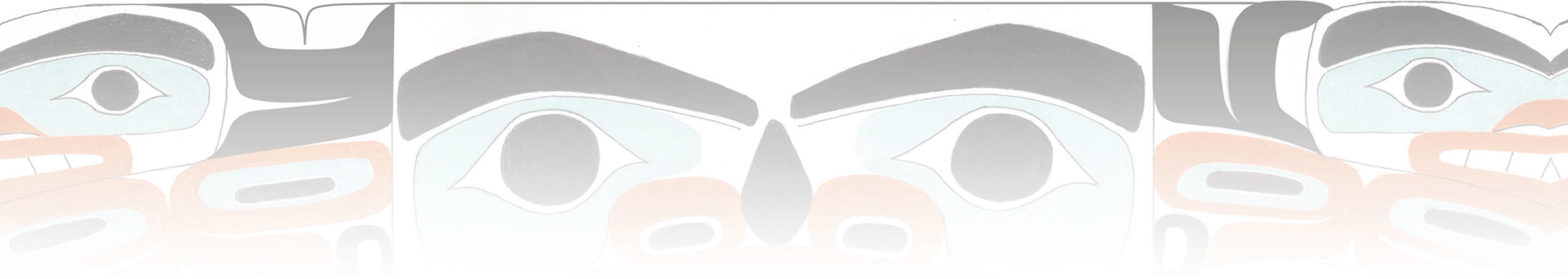




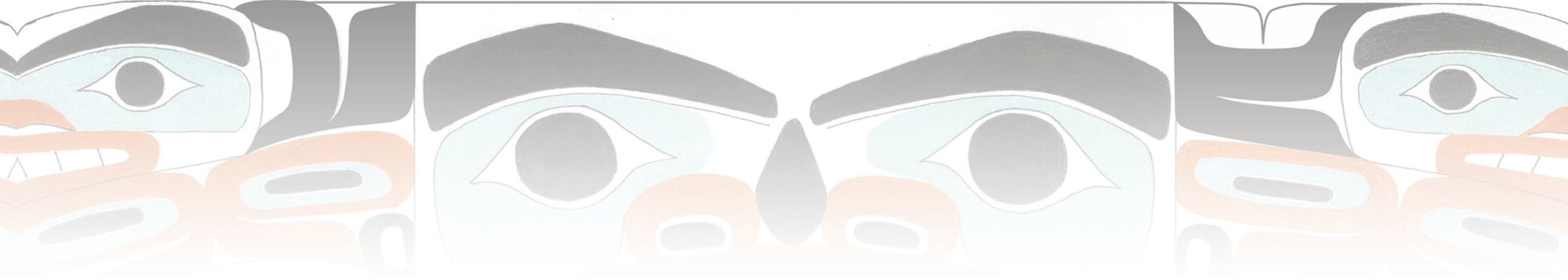
MONUMENTS

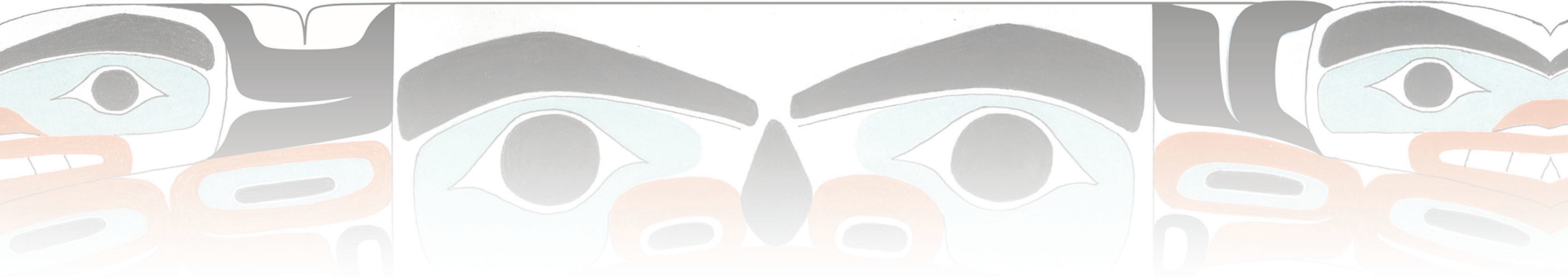
A large, yellow rectangular sign with rounded corners and a red border. In the center is a white silhouette of a person walking, with a yellow path leading from the bottom towards the person. Overlaid on the sign is the text: "Use Designated Crossing Areas." The word "Use" is in black, "Designated" is in red, and "Crossing Areas." is in black.

Use
Designated
Crossing
Areas.

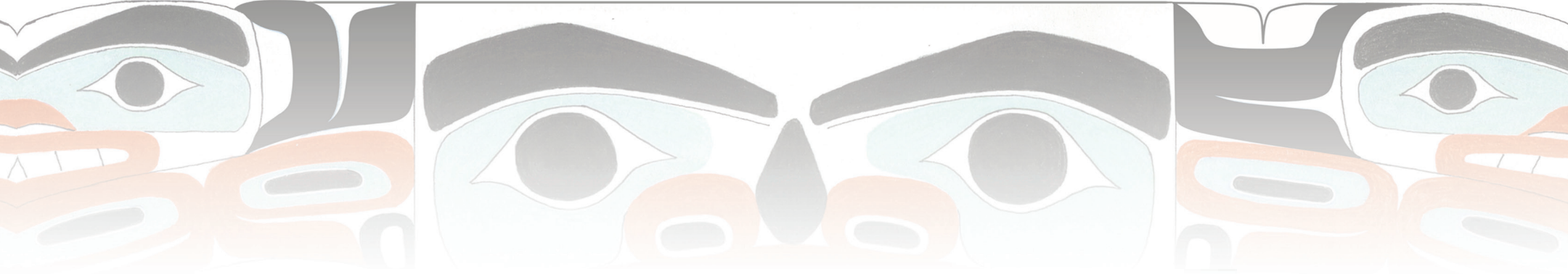


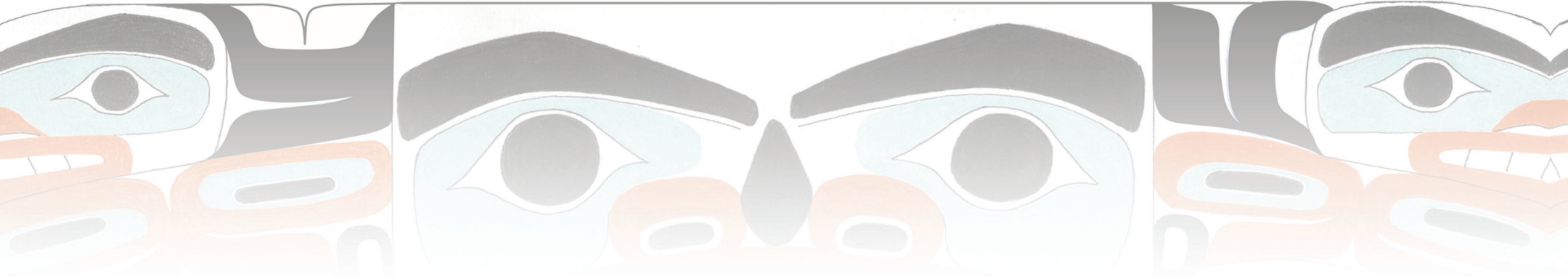
DESIGNATED



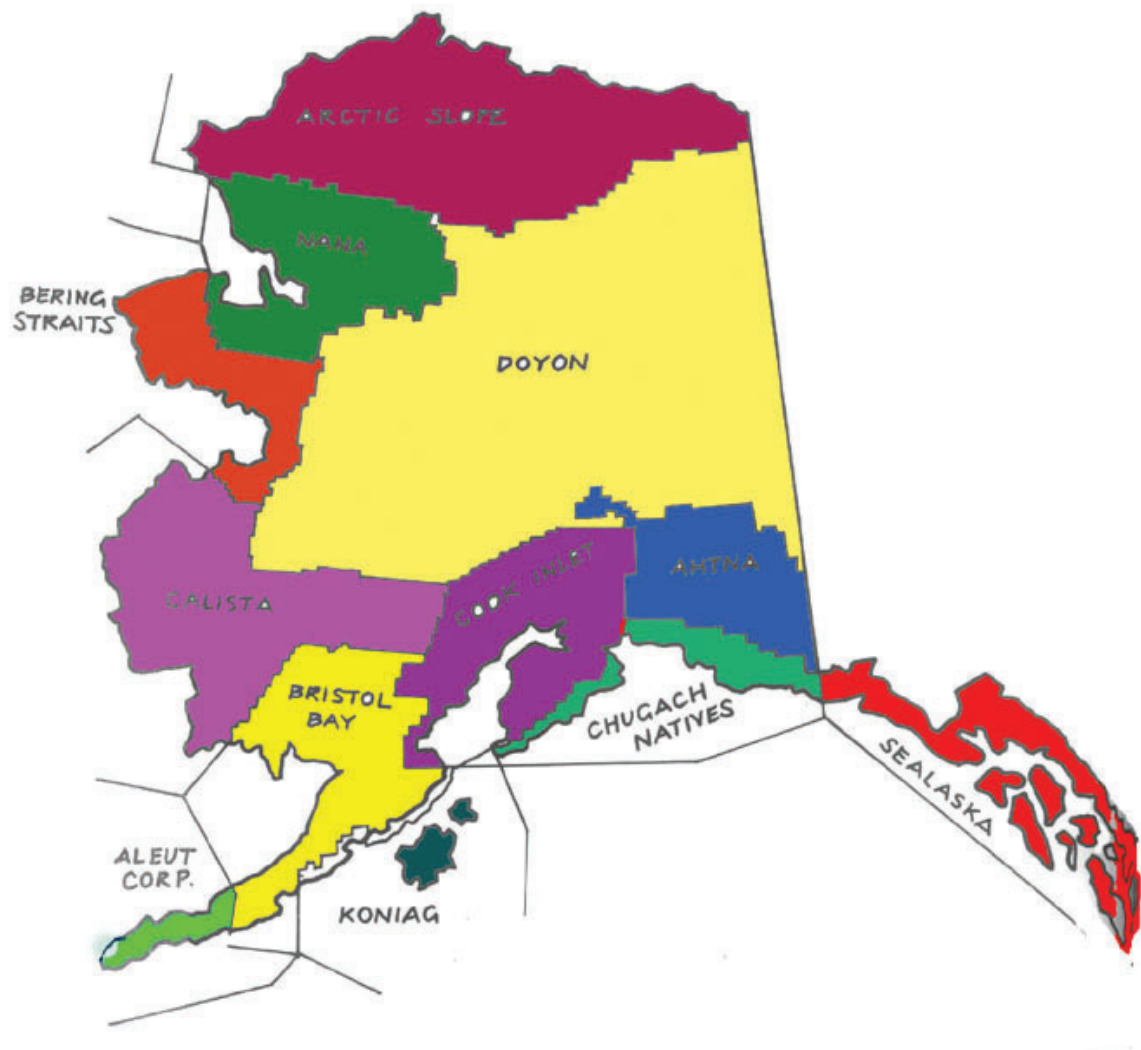
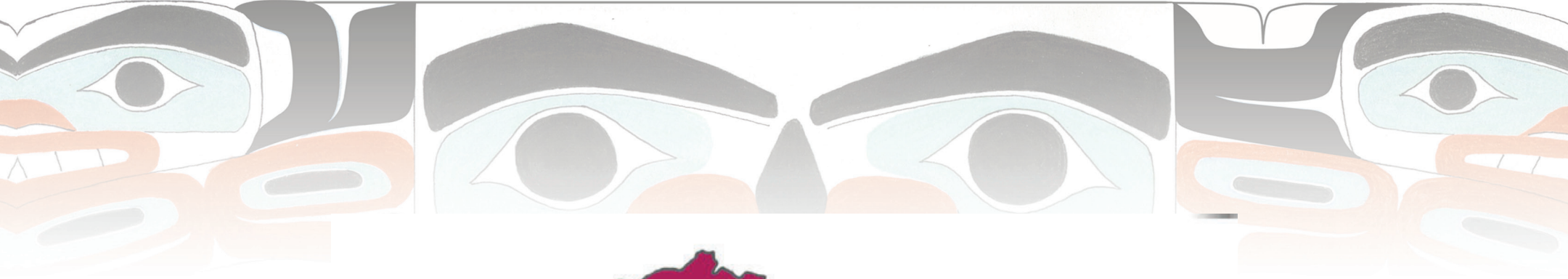


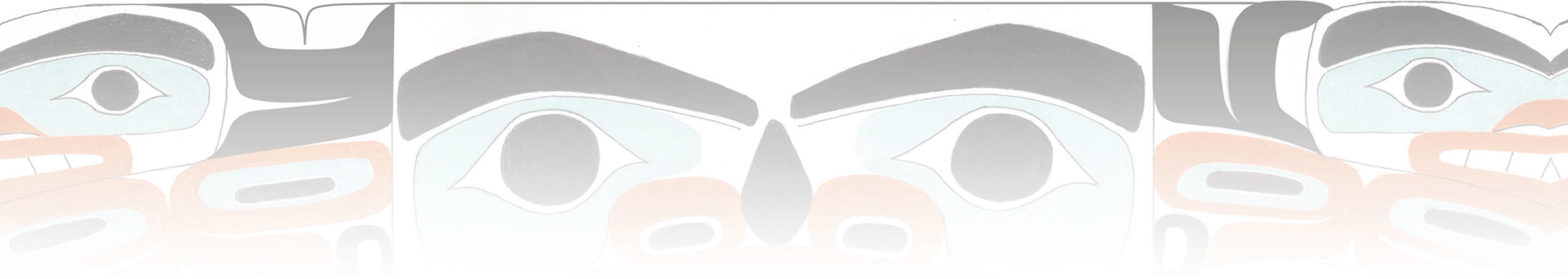
NATIONAL INTEREST LANDS



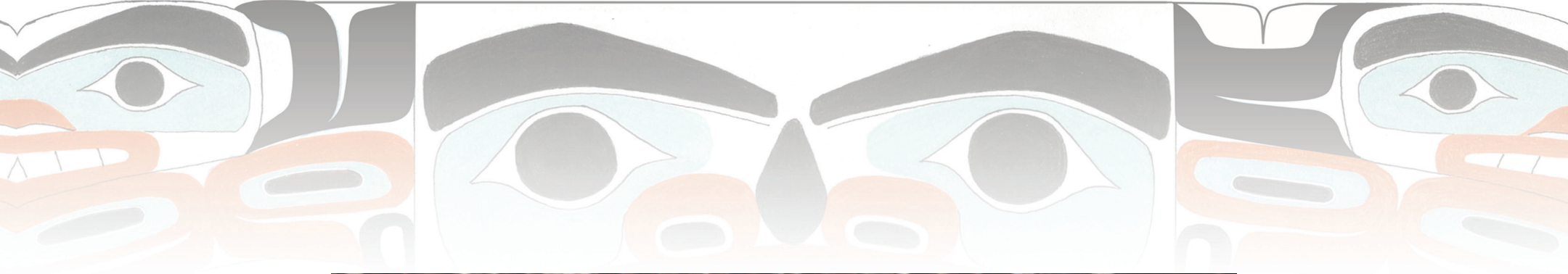


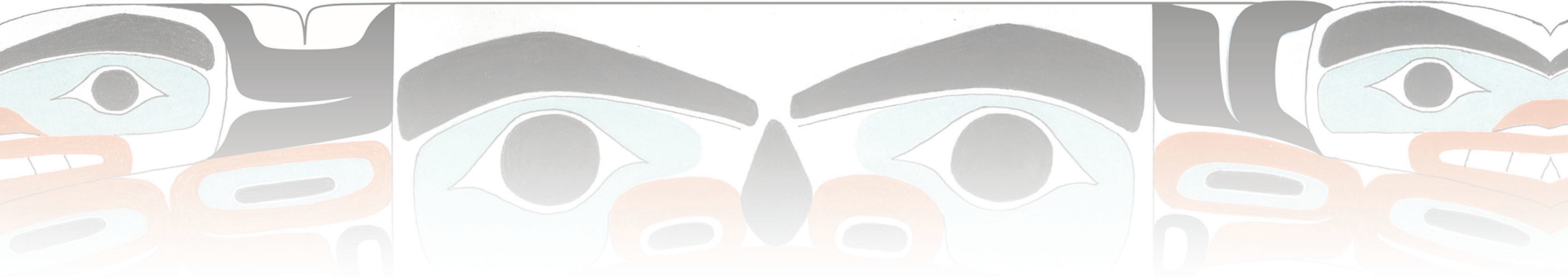
DISTRIBUTE



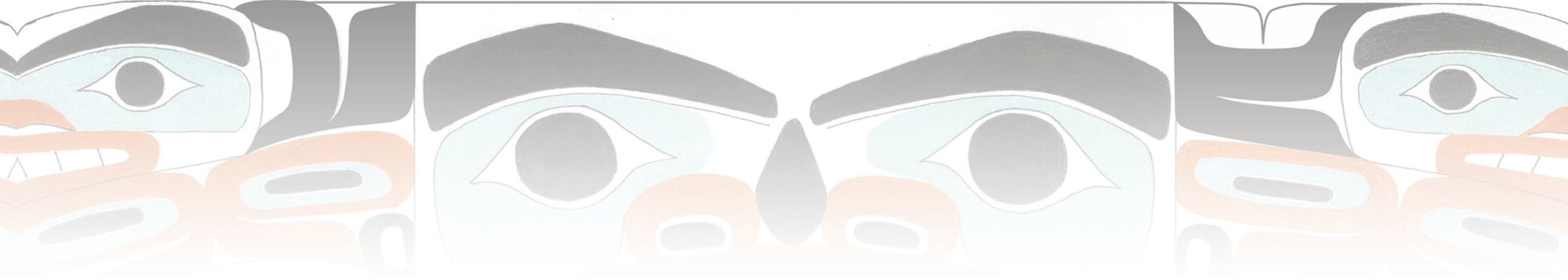


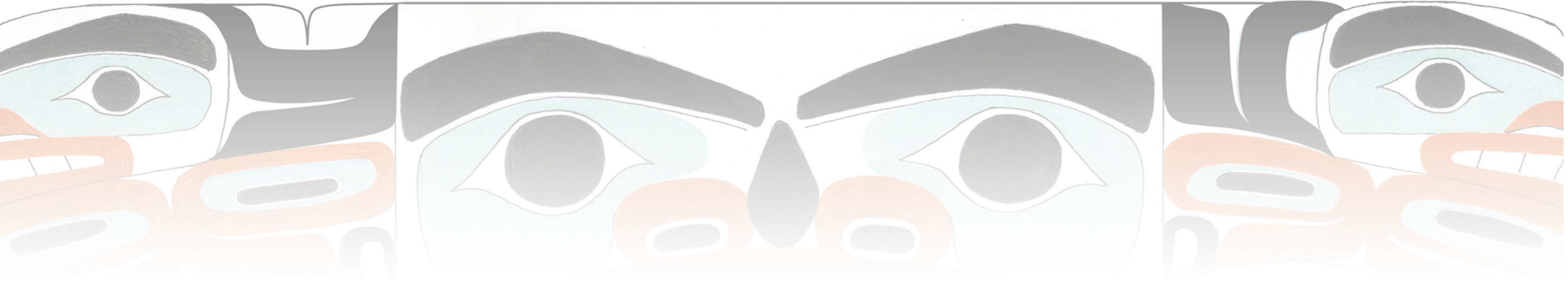
REGIONAL CORPORATIONS





SHAREHOLDERS





OIL EXPLORATION