



UNIT 4

History (d)

The Road from ANCSA

Unit 4: History (d)

What do the corporations created by ANCSA actually do? In most ways they are like any other corporation, such as IBM or General Motors, for example. They're expected to make a profit.

The Native corporations invest heavily in the economic growth

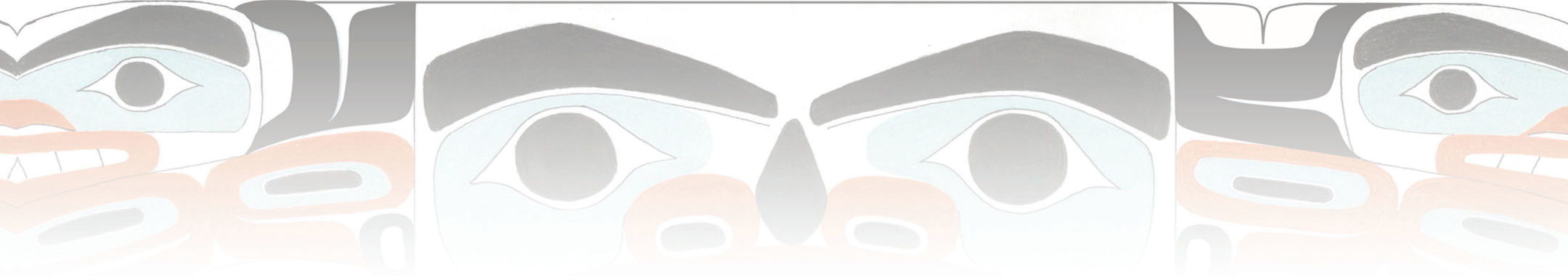
of Alaska. They invest in the mining, fishing, timber and construction industries and they also own businesses in the trade and service sectors, such as hotels. Alaska Natives who trace their heritage to the region are shareholders of the corporations. The Native corporations also provide employment opportunities for both Natives and non-Natives. All of the Native corporations together comprise the largest employer in the state. The money or profits the corporations hopefully make goes to Natives in the region in the form of dividends. The profits also support scholarship and internship programs. Many of the corporations established non-profit organizations, such as the Sealaska Heritage Institute, to support educational, cultural and language programs for their youth.

Today, Southeast Alaska's Sealaska Corporation is involved directly in the business activities of land management, manufacturing, and financial market investments (Corporation, 2012). Sealaska also owns many subsidiary companies, including Sealaska Timber Corporation, Sealaska Constructors, LLC, Alaska Coastal Aggregates, Security Alliance, and Sealaska Environmental Services (Corporation, 2012).

Some of the regional corporations pay a little more in dividends to their shareholders than others, and some don't pay any dividends at all. But few shareholders are getting rich from their dividends. Also, not all Natives became shareholders in their corpo-



Sealaska Shareholder Information Fair in Klukwan May 2012.
SEALASKA.



ration. In order to become one you had to be eligible.

Eligibility had two requirements. First, you had to be born on or before December 18, 1971 (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). That is when ANCSA became law. Second, you had to be at least one-quarter Native (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For example, you would be eligible if one of your grandparents was full-blooded Alaska Native.

In addition to the regional corporations, ANCSA created more than 200 village corporations. The eligible Natives from each village received 100 shares of stock in their corporation. So, most Natives own 100 shares in their village corporation and 100 shares in their regional corporation. Like the regional corporations, the village corporations received their share of the money and land based on the number of their shareholders (Laster, 1986).

Much of the land is actually shared by the regional and village corporations. For the more than 20 million acres that are owned by the villages, the regional corporations own the right to the subsurface estate (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This means the villages can harvest the timber or build houses on the surface but the regional corporations get the right to the oil or minerals below the surface. This ties the village and regional corporations together. To develop any of these lands they have to work in cooperation with each other (Laster, 1986).

Section 7(i) also requires regional corporations to share 70 percent of the profits from timber or sub-surface de-

velopment among all the twelve regional corporations. Each region must also share their 7(i) revenues or dividends with village corporations.



Sealaska tree ceremony near Klawock, AK with tribal and community leaders from Prince of Wales Island. The event was to bless the spirit of the tree for the 2012 harvest season. SEALASKA.

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.

PROFIT



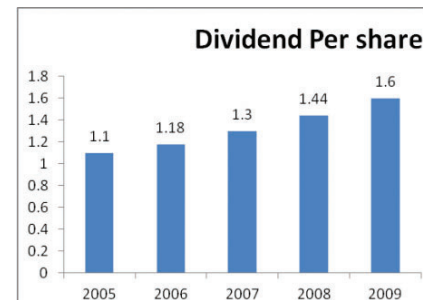
Explain that “profit” is financial gain or the difference between the amount earned and the amount spent in buying, operating, or producing something. Ask students to give examples of “profit” to check for understanding.

INVEST



Explain that to “invest” means to expend or spend money with the expectation of achieving profit or material gain by putting into financial schemes, shares, property, etc. Ask students to give examples of “invest” to check for understanding.

DIVIDENDS



Explain that “dividends” are sums of money paid regularly by a company to its shareholders out of its profits or reserves. Ask students to give examples of “dividends” to check for understanding.

ECONOMIC



Explain that “economic” relates to the production, development, and management of material wealth. Ask students to give examples of “economic” to check for understanding.

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INDUSTRIES



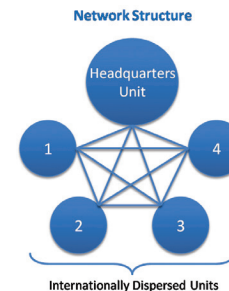
Explain that “industries” are a specific branch of manufacture and trade or the commercial production and sale of goods, i.e. the timber industry. Ask students to give examples of “industries” to check for understanding.

SERVICE



Explain that “service” is an industry that provides assistance (services) rather than tangible objects. Ask students to give examples of “service” to check for understanding.

SUBSIDIARY



Explain that “subsidiary” is a company or organization that serves to assist or supplement the main work or income of a primary company. Ask students to give examples of “subsidiary” to check for understanding.

ELIGIBLE



Explain that to be “eligible” is to be qualified or entitled to be chosen; to be a desirable or worthy choice for a specific function. Ask students to give examples of “eligible” 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.

REQUIREMENTS



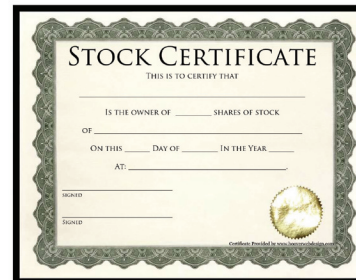
Explain that “requirements” are something that is necessary; something obligatory; something that is demanded or imposed. Ask students to give examples of “requirements” to check for understandings.

VILLAGE CORPORATIONS



Explain that “village corporations” refers to the approximately 220 village corporations that were created under the Alaska Native Claims Settlement Act. Ask students to give examples of “village corporations” to check for understanding.

STOCK



Explain that “stock” is the number of shares that each shareholder possesses. Ask students to give examples of “stock” to check for understanding.

SUBSURFACE ESTATE



Explain that the “subsurface estate” is located just beneath the surface of a section of land. For example, a village corporation may own a piece of land and have rights to the timber this is on the land’s surface, but the regional corporation has the right to the “subsurface estate” beneath the land, including any oil, gas, or minerals that might be found there. Ask students to give examples of “subsurface estate” to check for understanding.

Language and Skills Development

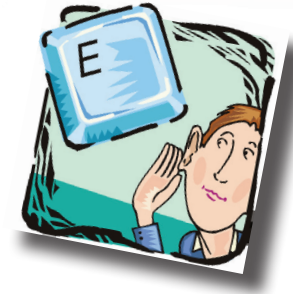
LISTENING

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.

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.

Language and Skills Development



SPEAKING

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.”

Visual Memory

Mount the vocabulary pictures on the board. The students should look carefully at the pictures. Then, ask the students to close their eyes. Remove one of the pictures from the board and place it to the side. The students should then open their eyes and identify the “missing picture.” Continue in this way until all of the pictures have been removed. This activity can also be done in reverse. In this way, prepare two or three extra sets of vocabulary pictures. Mount a number of pictures on the board. The students should look carefully at the pictures. Then, have the students close their eyes. Add another picture to the board. The students should open their eyes and identify the “new pic-

ture.” This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing picture wins the round.

Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary pictures. Cut each of the photocopied pictures in half. Give the picture halves to the students (a student may have more than one picture half). Say one of the vocabulary words. The two students who have the halves of the picture for that word must show their halves and repeat the word orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing, and redistributing the picture halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary pictures in half. Place half of the pictures in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say “Go,” the first player from each team must rush to his/her pile of picture halves. Each player must find the half of the picture for the vocabulary word you said. The first player to correctly identify the picture half and to repeat the vocabulary word for it wins the round. Repeat until all players have played.

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

Circle of Words

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 the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call “Bingo.” The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

Searchlight

Group the students in a circle on the floor. The students should place their hands inside the circle, palms down on the floor. Stand in the center of the circle with a flashlight and the sight word cards. The object of the activity is to attempt to tag a student’s hand or hands with the light of the flashlight. The students should withdraw their hands from the circle whenever they think they are about to be tagged. When you eventually tag a student’s hand or hands, he/she must identify a sight word you show (illuminate the sight word card with the light of the flashlight). Repeat until many students have responded in this way.

Something’s Missing

Before the activity begins, prepare “closure” word cards—sight word cards that have letters/syllables missing. Show one of the closure 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 closure 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 closure word cards and find the closure 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.



Language and Skills Development

WRITING

Over/Under Picture

Group the students into two teams. Give a vocabulary picture to the first player in each team. When you say “Go,” the first player in each team must pass the picture over his/her head to the next player. The second player in each team must then pass the picture to the next player between his/her legs. The students should continue with this over/under sequence until the last player in the team receives the picture. When the last player in the team receives the picture, he/she must rush to the board and write the vocabulary word for that picture. The first player to do this successfully wins the round. Repeat until all players have played (each picture can be used a number of times in this activity).

Let’s Write

Provide the students with a copy of the creative writing page from the Student Support Materials. The students should write as much as they can about the graphic. Later, have each student read his/her writing to the class.

Mirror Writing

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

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.

Research Activity: Alaska Native Brotherhood at 100

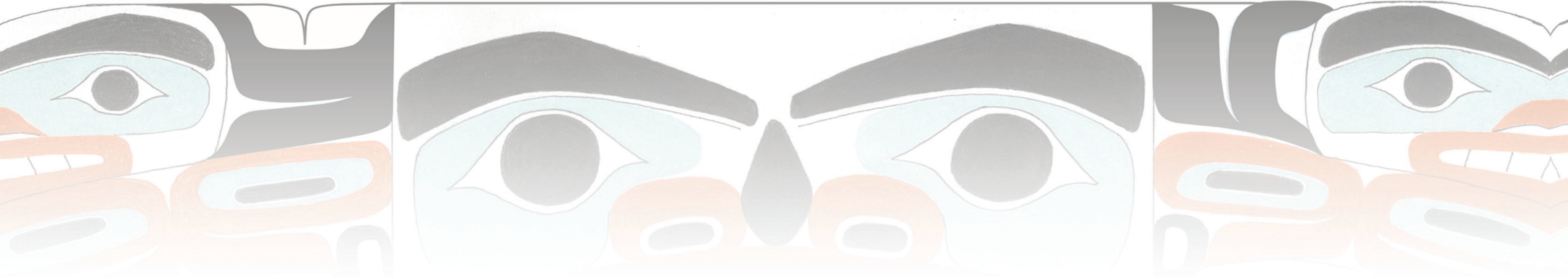
Another major force in the land claims fight was the Alaskan Native Brotherhood (ANB) and the Alaska Native Sisterhood (ANS). The ANB, being the oldest Indian organization in the United States, was formed in 1912 by a group of “dedicated, religious men who received training at Sheldon Jackson Training School” (Peratrovich, 1971). The year 2012 marked the 100th anniversary of the ANB!

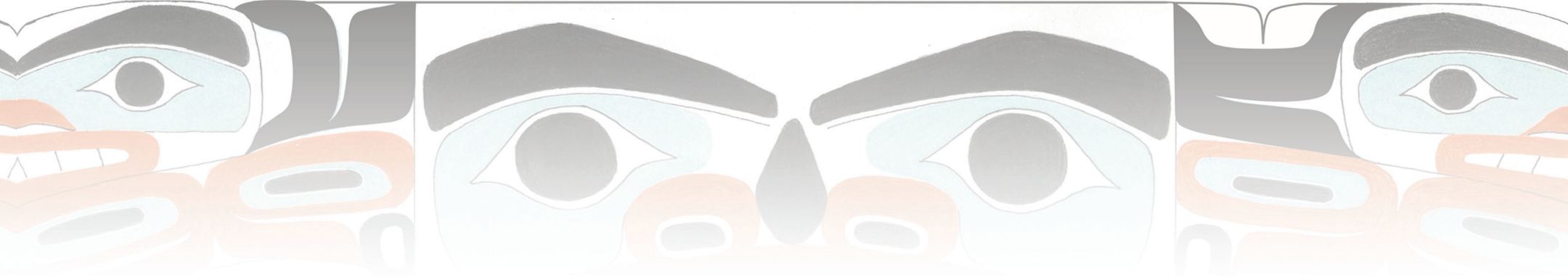


William L. Paul, Sr. (left) and Richard Stitt (right) seated during the February 28, 1970 ANB Executive Committee Meeting. ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS.

Students should review (individually or in groups) the text in Appendix VII — “A Close Look at the ANB” by Roy Peratrovich — and then conduct online research about the ANB/ANS and its 100 year legacy.

- Have students report back to class on their findings to stimulate class discussion and further student awareness about the numerous achievements of ANB/ANS.
- Students can be tasked with going to other classes or out in the public to educate their peers and community members on the legacy of ANB/ANS.
- Teacher could contact a local ANB/ANS member and request an in-class question-and-answer session.





Reading and Writing: Sentence Completion

Unit 4: History (d)

What do the corporations created by ANCSA actually do? In most ways they are like any other corporation, such as IBM or General Motors, for example. They're expected to make a _____.
The Native corporations _____ heavily in the

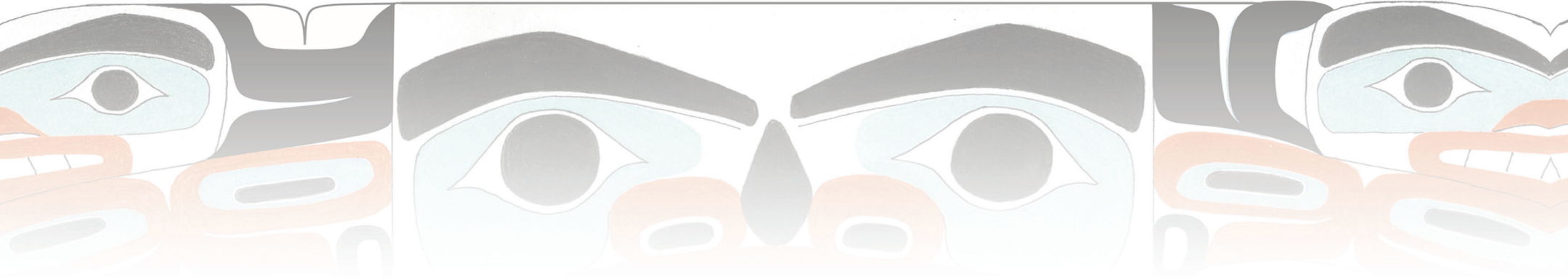
_____ growth of Alaska. They _____ in the mining, fishing, timber and construction _____ and they also own businesses in the trade and _____ sectors, such as hotels. Alaska Natives who trace their heritage to the region are shareholders of the corporations. The Native corporations also provide employment opportunities for both Natives and non-Natives. All of the Native corporations together comprise the largest employer in the state. The money or profits the corporations hopefully make goes to Natives in the region in the form of _____. The profits also support scholarship and internship programs. Many of the corporations established non-profit organizations, such as the Sealaska Heritage Institute, to support educational, cultural and language programs for their youth.

Today, Southeast Alaska's Sealaska Corporation is involved directly in the business activities of land management, manufacturing, and financial market _____ments (Corporation, 2012). Sealaska also owns many _____ companies, including Sealaska Timber Corporation, Sealaska Constructors, LLC, Alaska Coastal Aggregates, Security Alliance, and Sealaska Environmental Services (Corporation, 2012).

Some of the regional corporations pay a little more in _____ to their shareholders than others, and some don't pay any _____ at all. But few shareholders are getting



Sealaska Shareholder Information Fair in Klukwan May 2012.
SEALASKA.



rich from their _____. Also, not all Natives became shareholders in their corporation. In order to become one you had to be _____.

_____ had two _____. First, you had to be born on or before December 18, 1971 (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). That is when ANCSA became law. Second, you had to be at least one-quarter Native (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). For example, you would be _____ if one of your grandparents was full-blooded Alaska Native.

In addition to the regional corporations, ANCSA created more than 200 _____. The _____ Natives from each village received 100 shares of _____ in their corporation. So, most Natives own 100 shares in their _____ and 100 shares in their regional corporation. Like the regional corporations, the _____ received their share of the money and land based on the number of their shareholders (Laster, 1986).

Much of the land is actually shared by the regional and _____. For the more than 20 million acres that are owned by the villages, the regional corporations own the right to the _____ (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). This means the villages can harvest the timber or build houses on the surface but the

regional corporations get the right to the oil or minerals below the surface. This ties the village and regional corporations together. To develop any of these lands they have to work in cooperation with each other (Laster, 1986).



Sealaska tree ceremony near Klawock, AK with tribal and community leaders from Prince of Wales Island. The event was to bless the spirit of the tree for the 2012 harvest season. SEALASKA.



Unit 4: 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 on Unit 4 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 Unit 4 Written Content prior to assessment.
- Students should be given at least one full class period of online research time.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

Choose one of the 12 regional corporations. What does this corporation do? Who are the shareholders? What industries does it invest in? What services does it provide? What village corporations are affiliated with it?



profit

invest



dividends



economic

industries

service



subsidiary

eligible



requirements

The top of the page features a decorative border with stylized, colorful faces in shades of blue, grey, and orange. Below this border, three large, dashed red rectangular boxes are arranged vertically, each containing a term in bold black text.

village corporations

stock

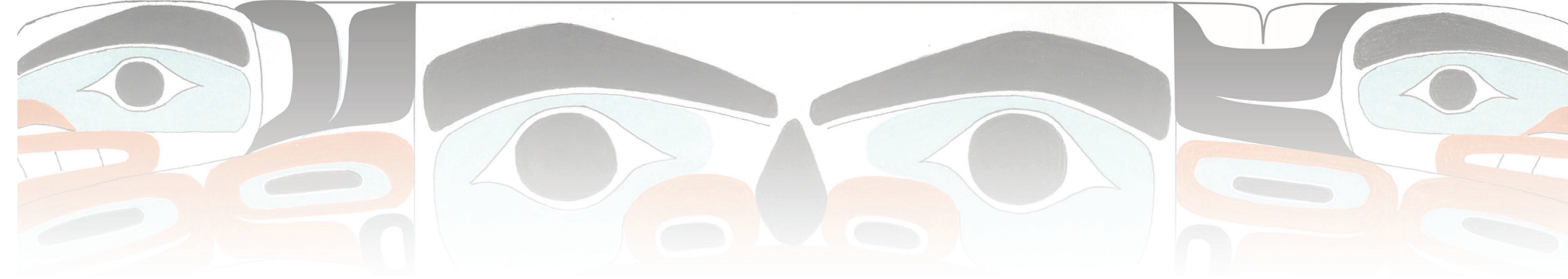
subsurface estate

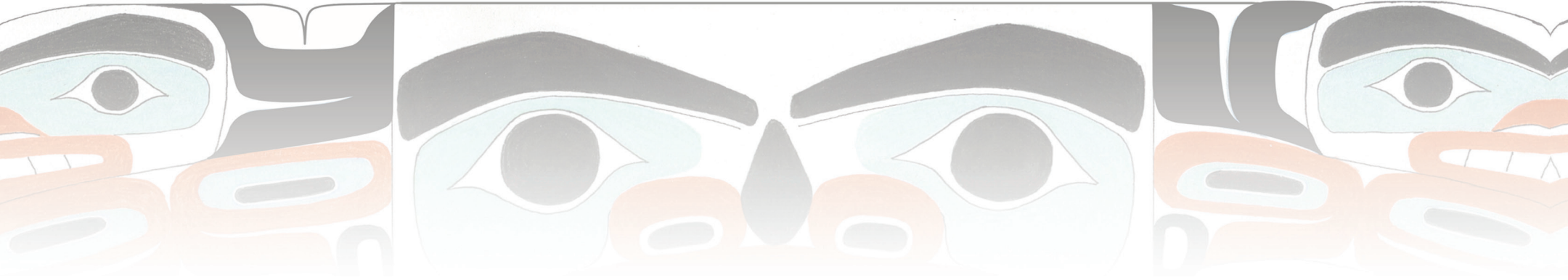




VOCABULARY PICTURES

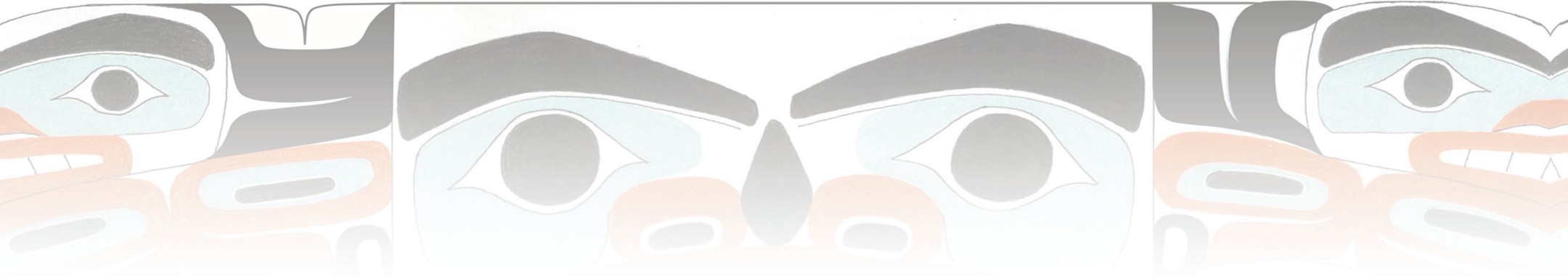




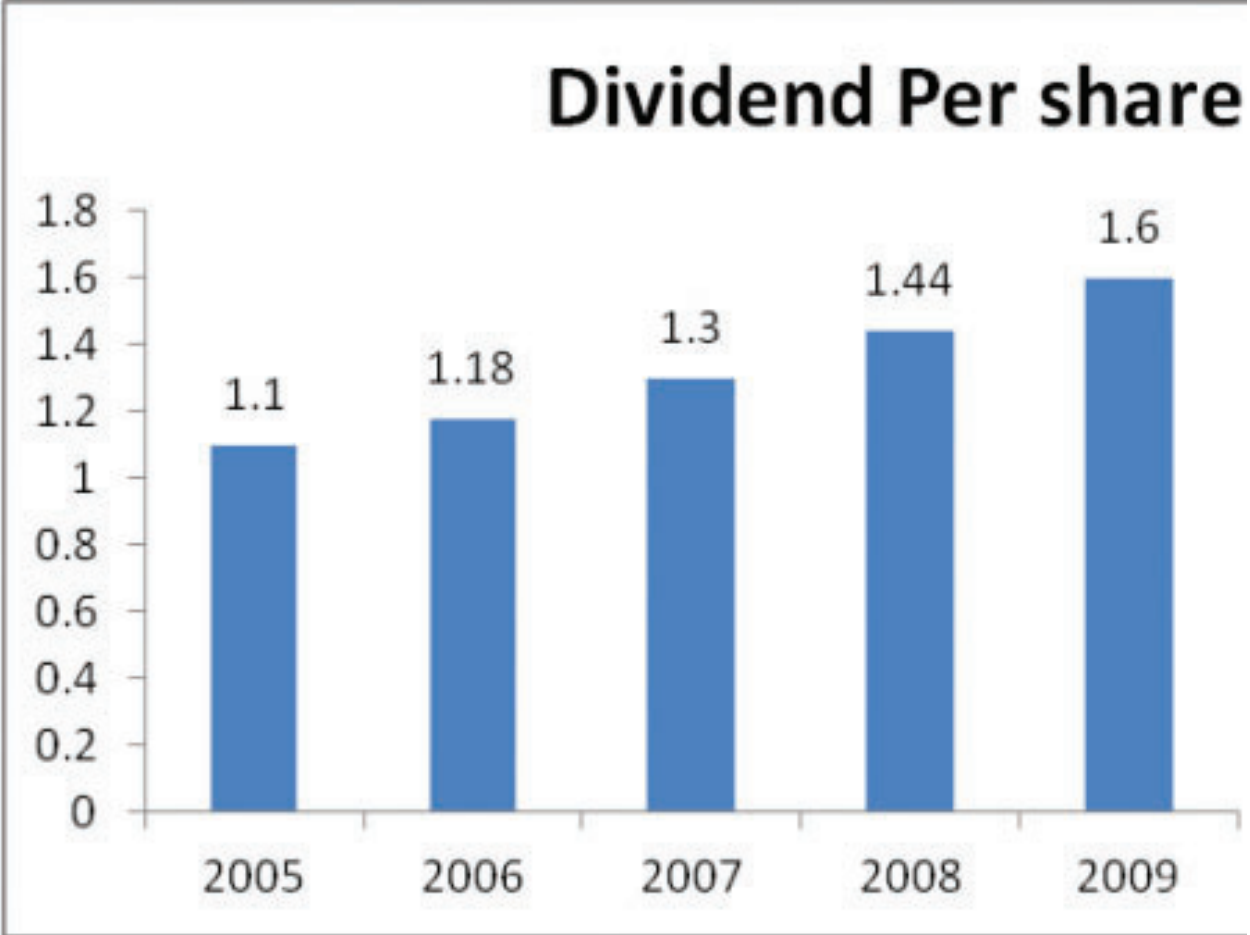
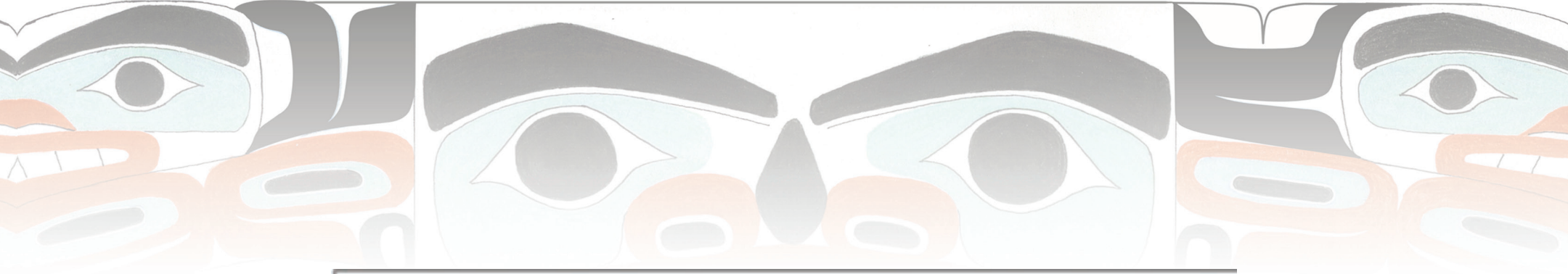


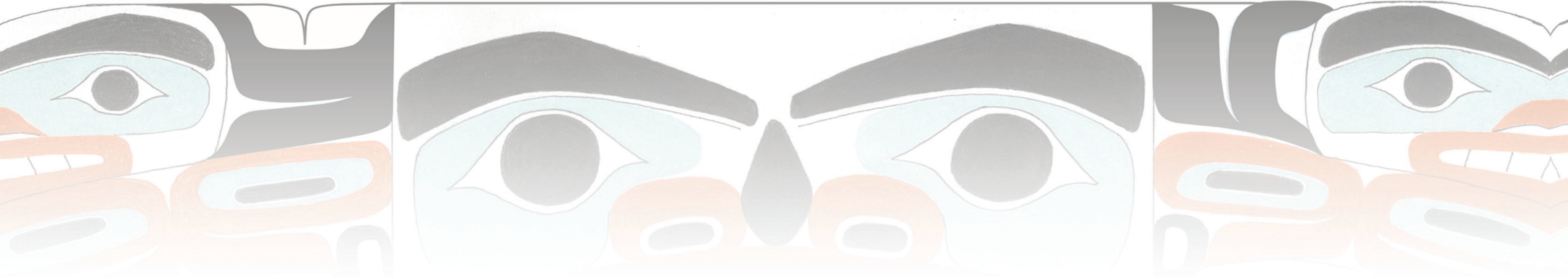
PROFIT



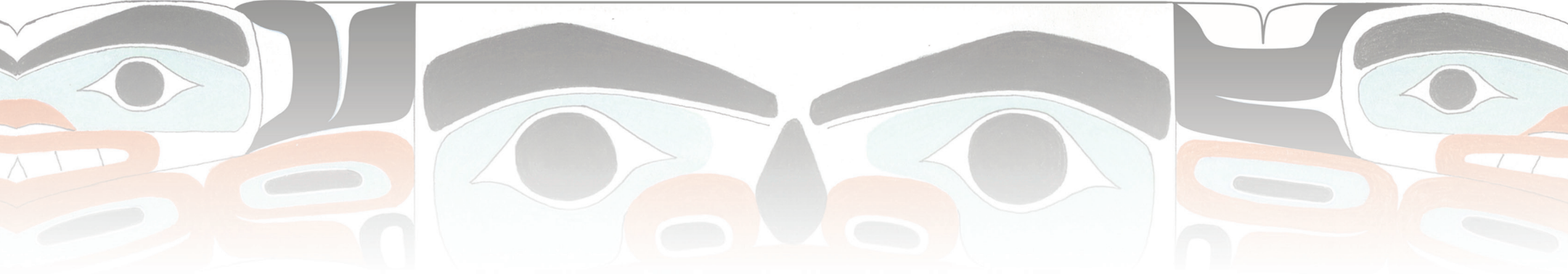


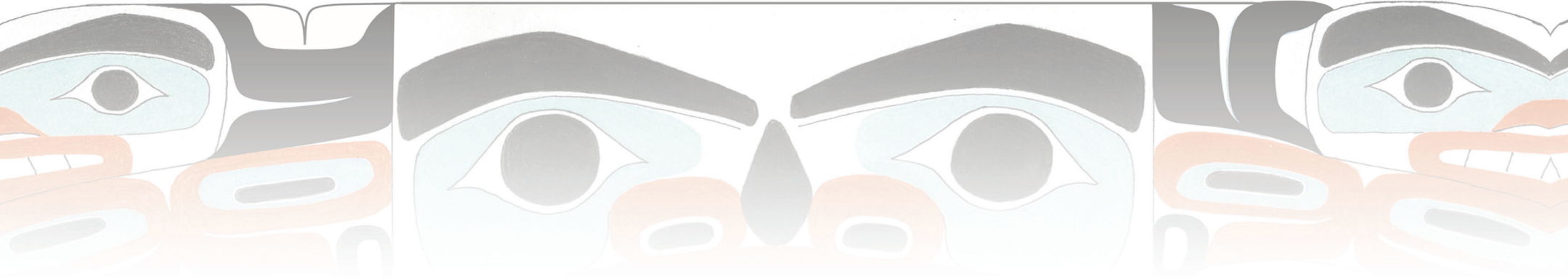
INVEST



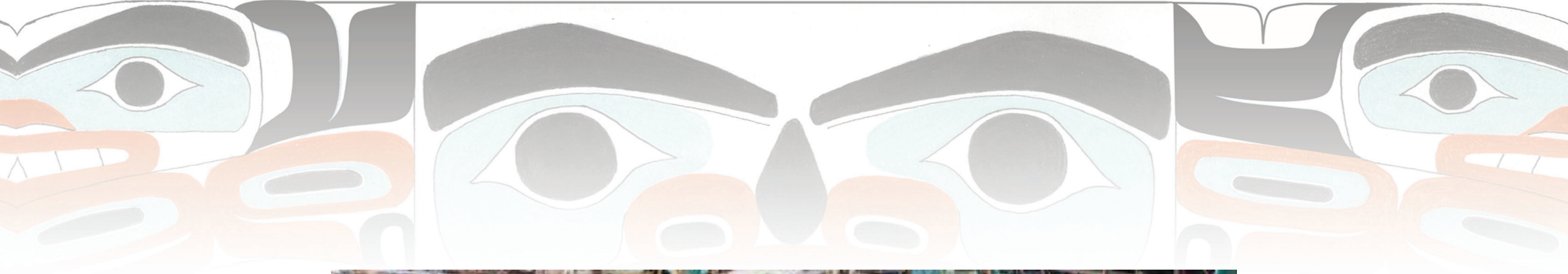


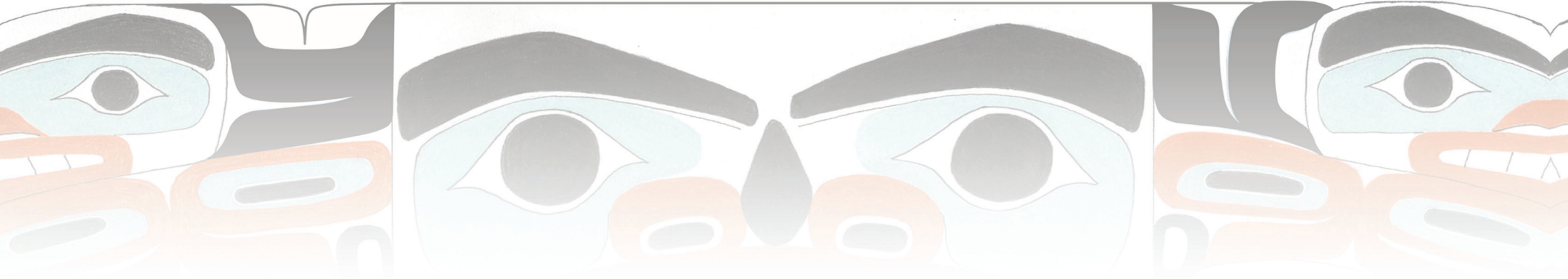
DIVIDENDS





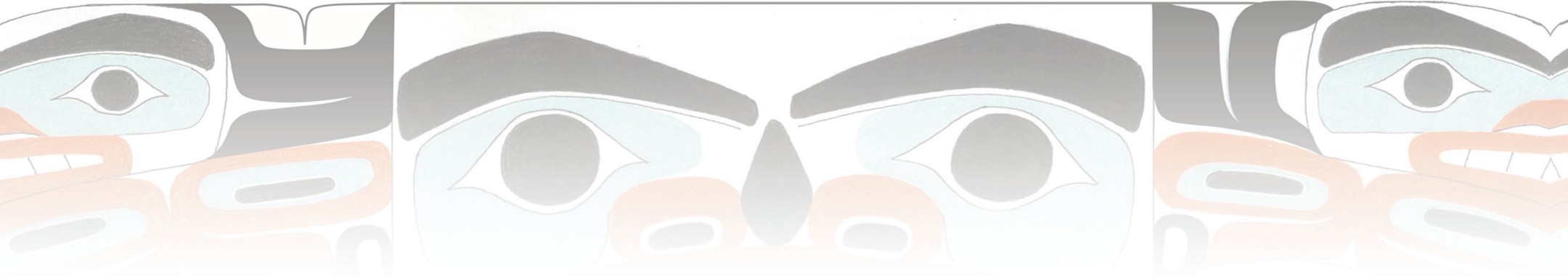
ECONOMIC





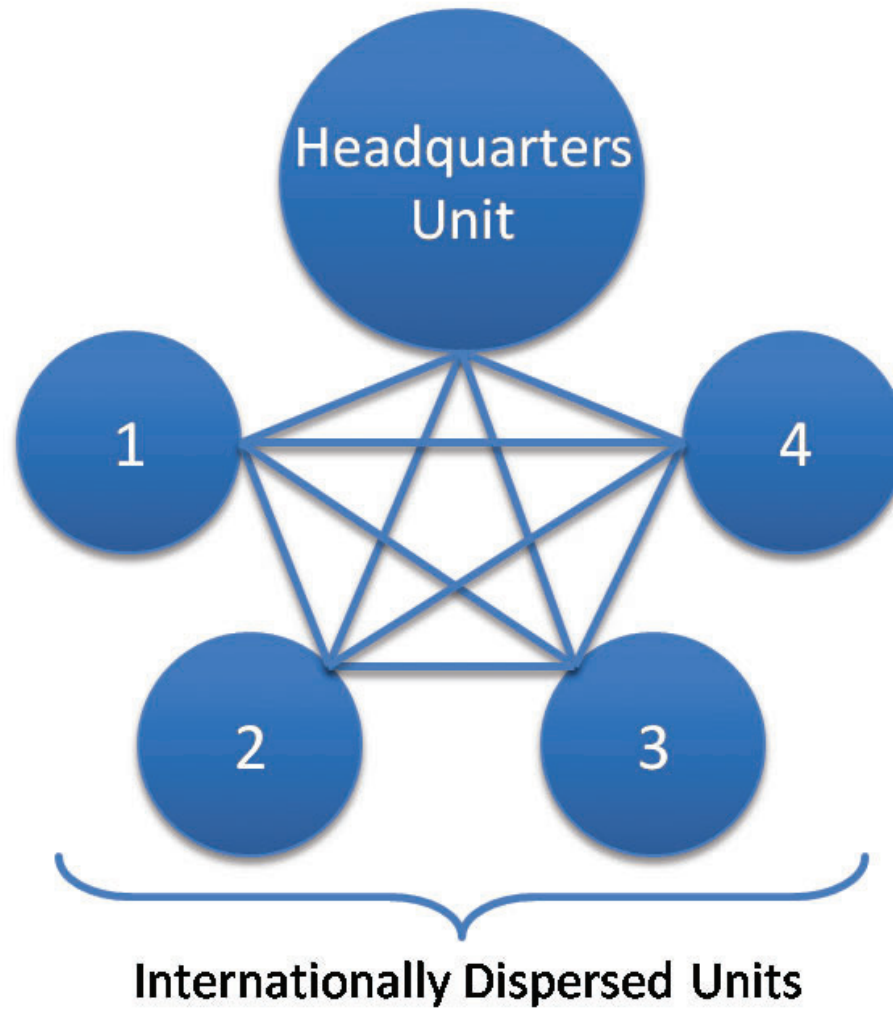
INDUSTRIES

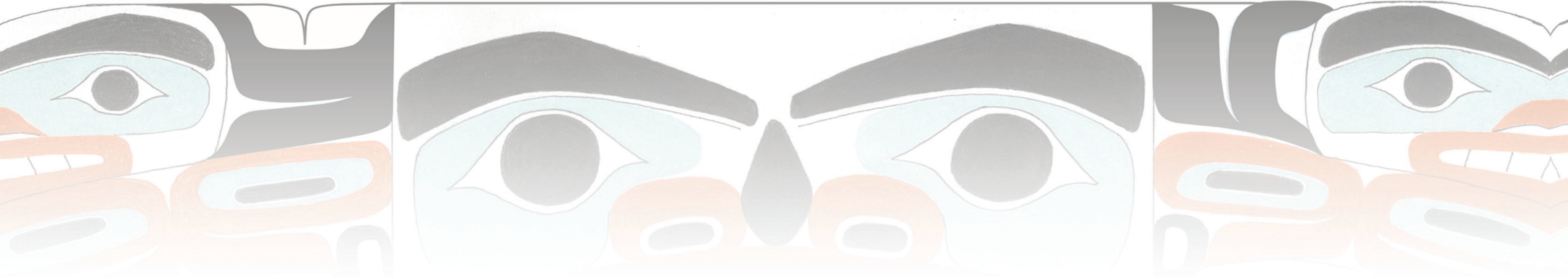




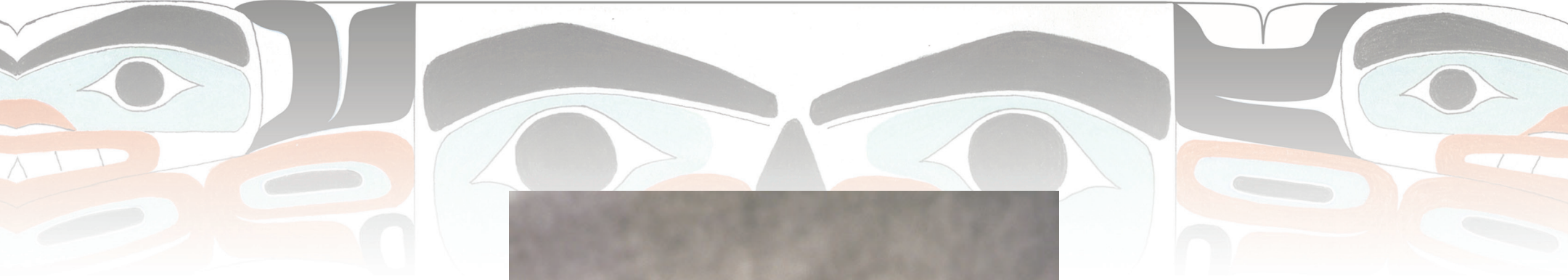
SERVICE

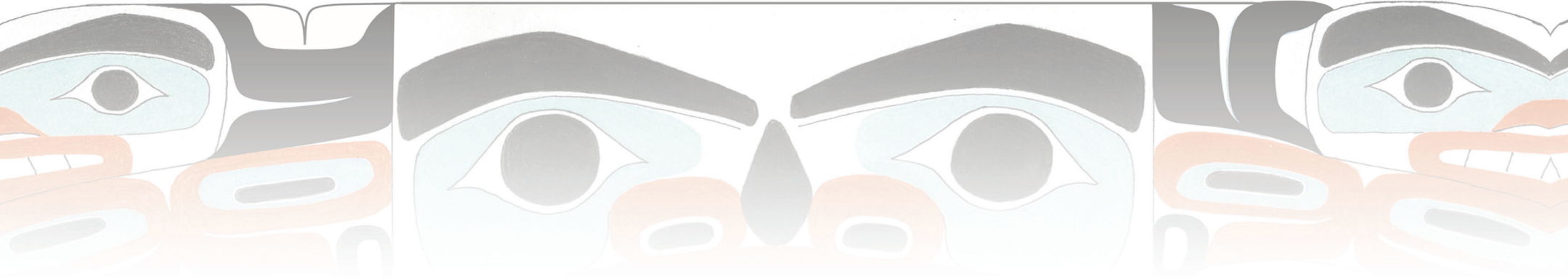
Network Structure



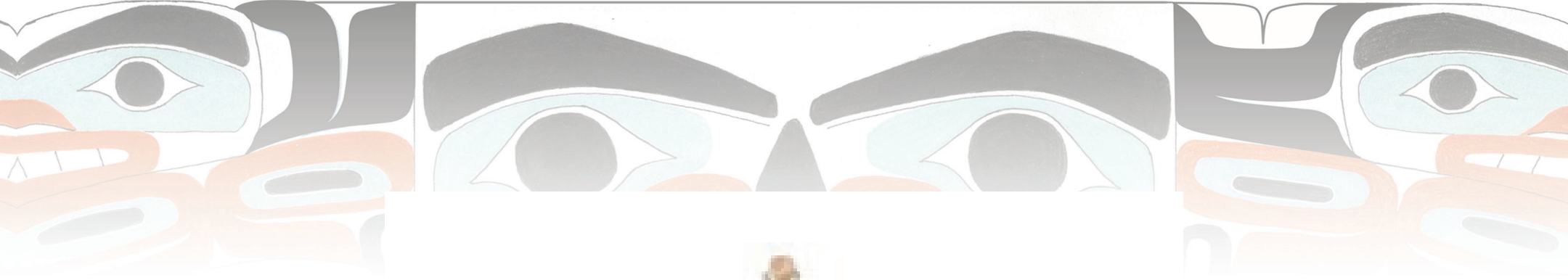


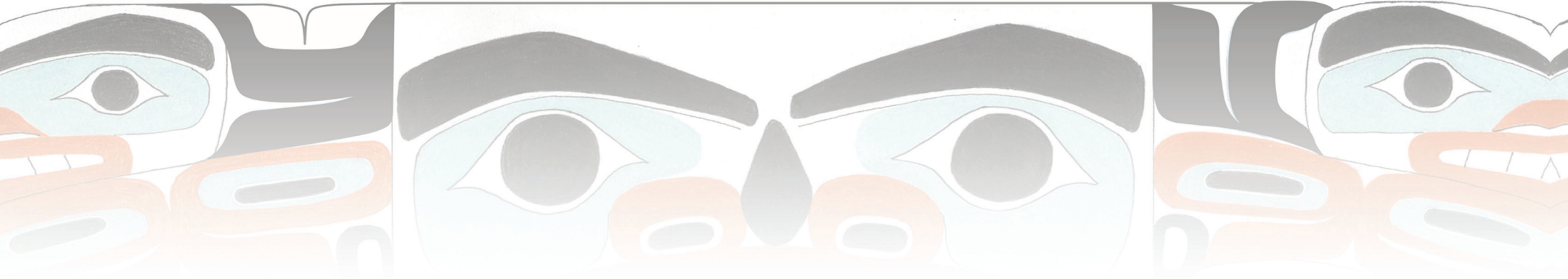
SUBSIDIARY



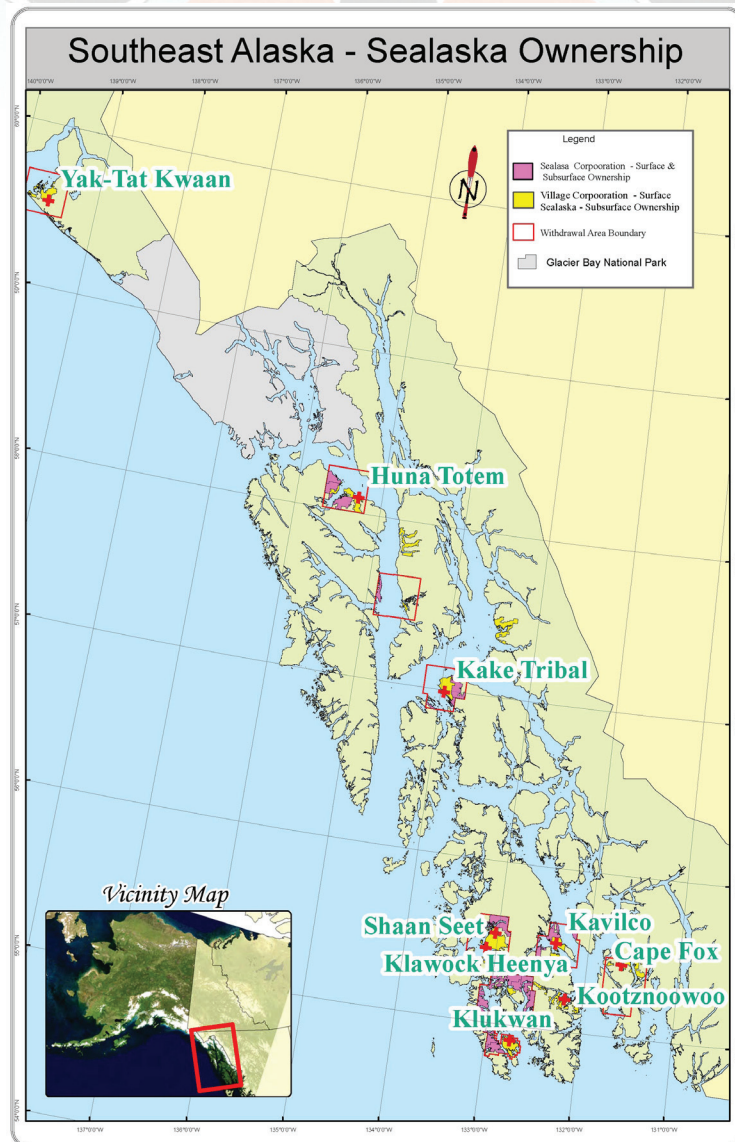
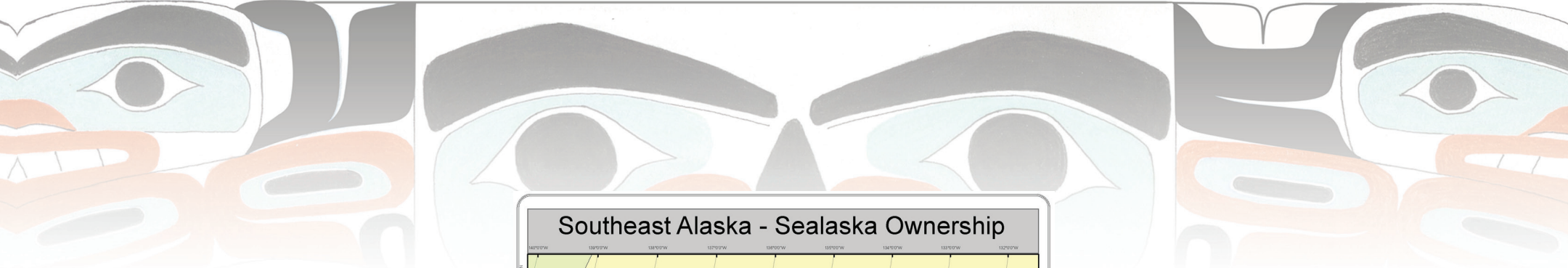


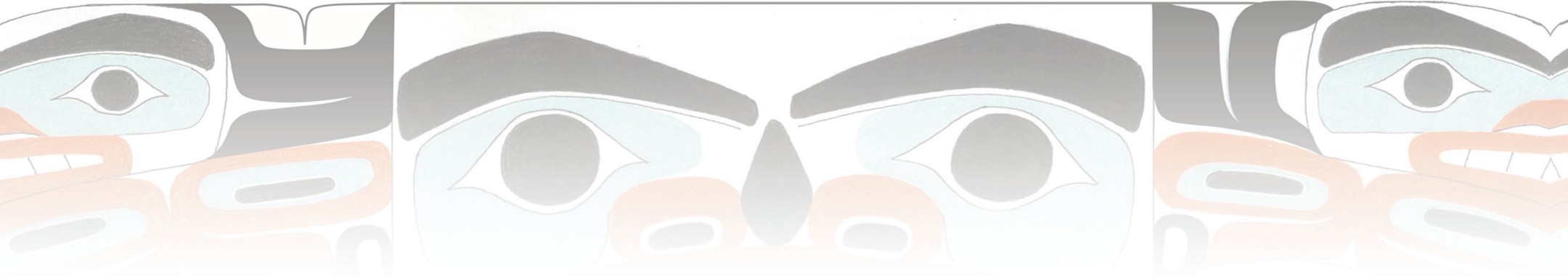
ELIGIBLE



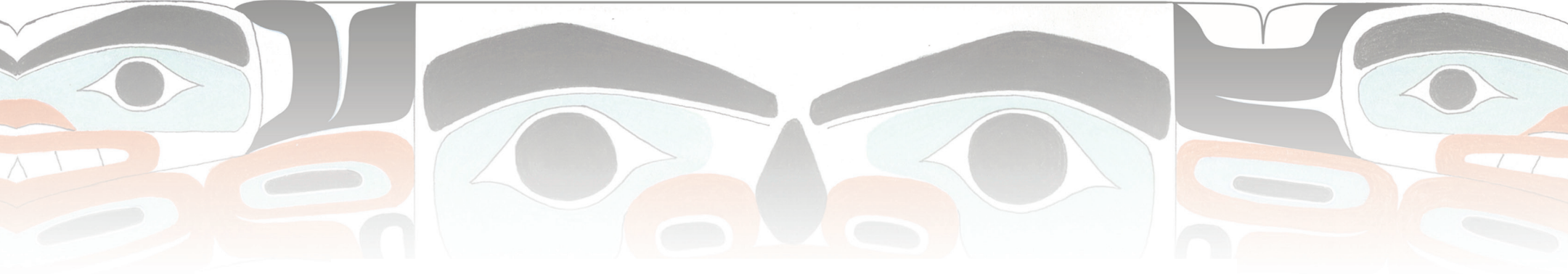


REQUIREMENTS





VILLAGE CORPORATIONS



STOCK CERTIFICATE

THIS IS TO CERTIFY THAT

IS THE OWNER OF _____ SHARES OF STOCK


OF _____

ON THIS _____ DAY OF _____ IN THE YEAR _____

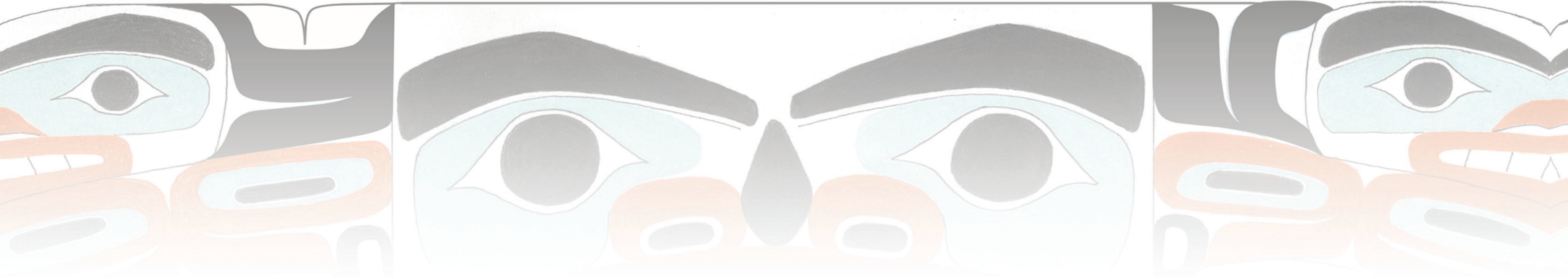
AT: _____

SIGNED

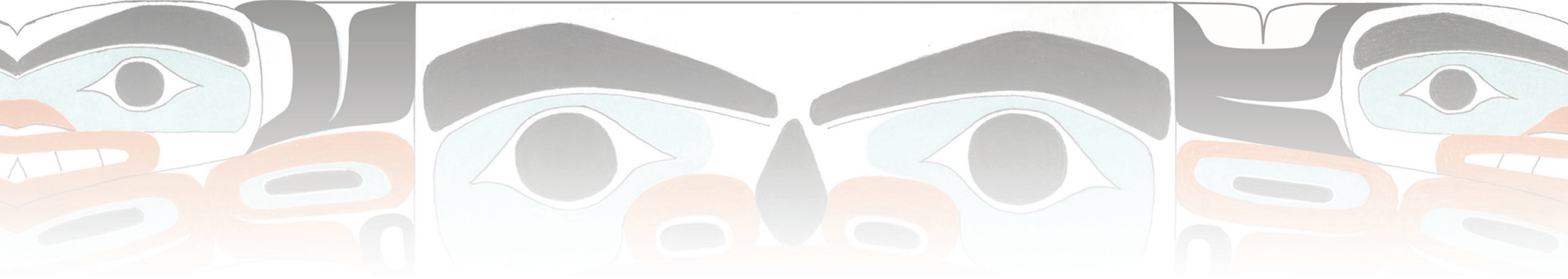
SIGNED

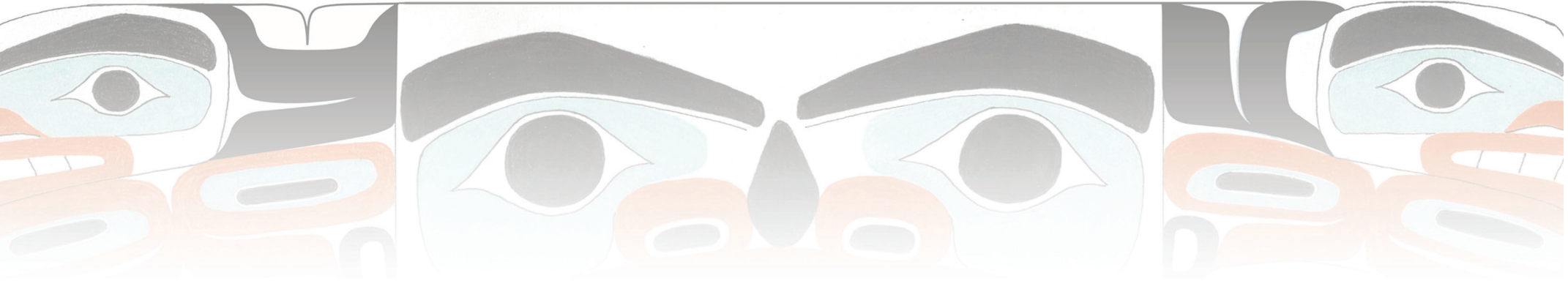


Certificate Provided by www.hooverwebdesign.com



STOCK





SUBSURFACE ESTATE