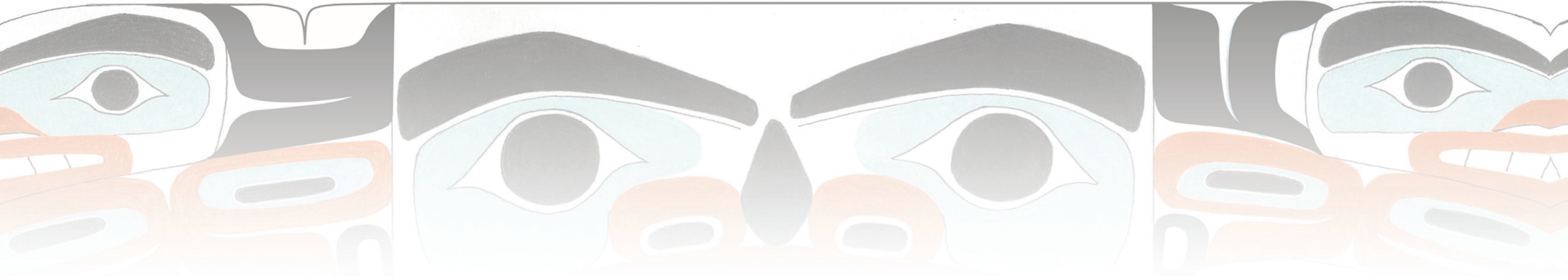




# UNIT 5

The Land (a)



# The Road from ANCSA

## Unit 5: The Land (a)

Once all of the 44 million acres promised through ANCSA are conveyed to the corporations, it will make Alaska Natives the largest private land owners in Alaska (Laster, 1986). They can now decide to use this land for subsistence hunting or fishing, develop it to make



PHOTO BY BRIAN WALLACE.

money for their corporation, or they can just hold it for future generations to decide what to do with it. Most Alaska Natives agree that the land and control over what happens to it, is the most important thing to them (Laster, 1986). The basic question here that we need to understand is what does the land actually mean to Alaska Natives? This question takes us deep into the foundational principles of the Native worldview, and poses further questions such as: What is real? What can we understand? How should we behave? What is beautiful? Who are we? Is there something greater than the human? The answer to all the above questions can be found in the land itself. Through rever-

ence of the land and thorough analysis of its intricacies, one's own inner world of thoughts and memories becomes all the more clearer and focused (Kawagley, 1995). "The land urges us to come around to an understanding of ourselves" (Lopez, 1986). The Southeast Alaska Natives have values about using the land and protecting the land for future generations.

If Natives were to lose control of their land, they would lose the principles needed to make sense of the world around them. "Young people learn these principles, including values, traditions, and customs, from myths, legends, stories, family, community, and examples set by community leaders. Once a worldview has been formed, the people are then able to identify themselves as a unique people," says Oscar Kawagley in his book *A Yupiaq Worldview* (Kawagley, 1995). The late, venerable Sealaska Heritage Institute Board of Trustees Chair Dr. Walter Soboleff explains the importance of the land for him,

"My concern is my relationship to traditional land of my ancestors. That to me has value. I may use it as a recreation area, as a hunting area, an appreciation area. It adds value to the soul of a person" (Soboleff, 2012).

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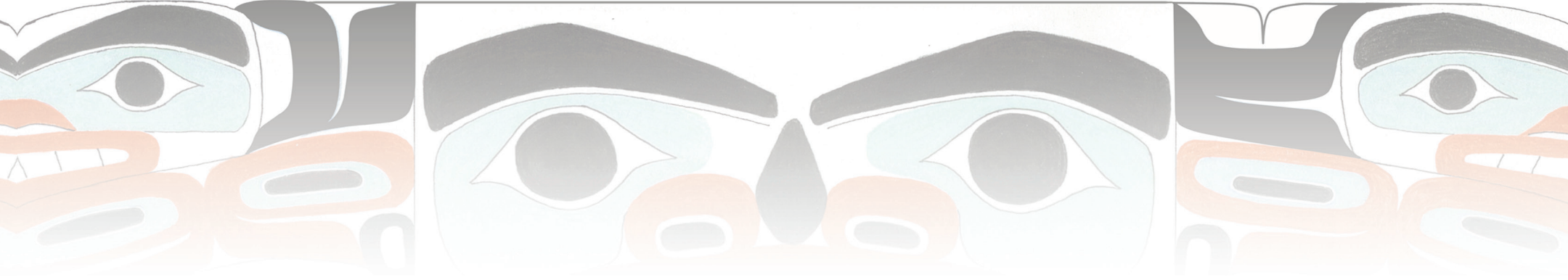
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land to Alaska Natives,

*“One of the things that makes us Native is our relationship to the land. In our culture we are taught to revere the land, but also to utilize the land. The passage of ANCSA represents hundreds of years of struggle to protect the ownership of the land”* (Worl, 2012).

These three things — the land, the money, and the corporate structure — are what Alaska Natives gained through ANCSA. But they also had to give up certain things. Foremost was their claim to more than 300 million acres in the state, land that would now belong to someone else (Laster, 1986). Since most of it went to new parks and national interest lands, it is still available to Natives for subsistence. Currently, Natives are allowed to hunt and fish in park lands by both state and federal law. But these laws can be changed in the future.

ANCSA also ended the Allotment Act (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The Allotment Act was passed by Congress in the early 1900s. Through the Bureau of Land Management, Natives could get title to parcels of land (Congress, The Allotment Act of 1891, 1891). But as of 1971 when ANCSA was passed, no further applications for allotments would be accepted by the federal government. A lot of people get ANCSA and the Allotment Act confused, but they are two separate laws (Laster, 1986).

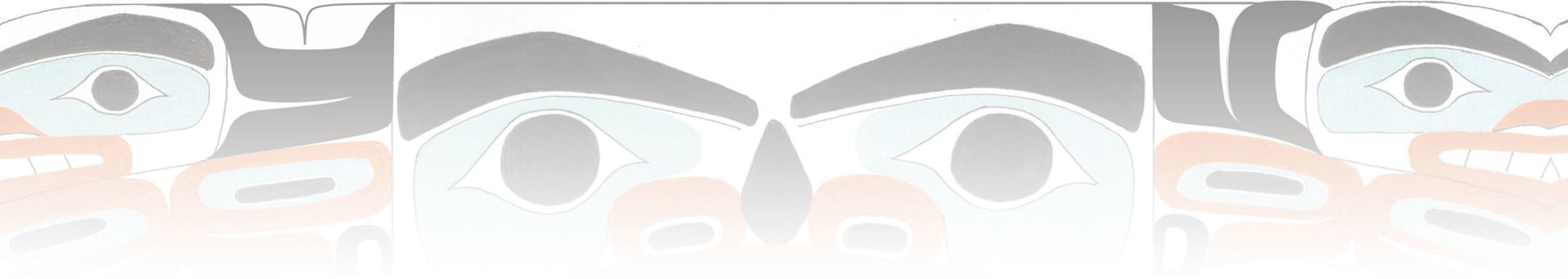
The Alaska Native Claims Settlement Act also abolished all the reservations in Alaska (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). The only exception is the one on Annette Island. The Tsimshian people there, who migrated from

Canada to Alaska in the late 1800s, chose to keep the reservation because they would have received less land through ANCSA (Laster, 1986).

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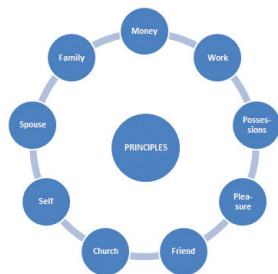
**William L. Paul, Sr. and two youth, undated.**  
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## *The Road from ANCSA: Background and Place-Based Activities*

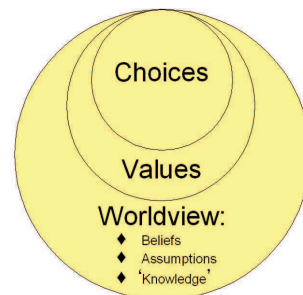
SUGGESTIONS TO TEACHER AS TO HOW TO INTRODUCE EACH VOCABULARY WORD: Give each student a list of all the vocabulary words for the unit. Teacher could also bring items to class that represent each term. For each term, show students the picture, then ask which of the words in front of them best correlates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

### PRINCIPLES



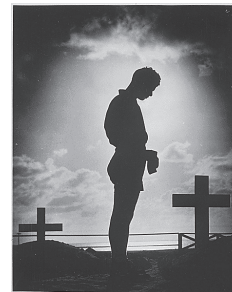
Explain that “principles” are something of highest or foremost importance, rank, or worth. Ask students to give examples of “principles” to check for understanding.

### WORLDVIEW



Explain that a “worldview” is the overall perspective through which one sees the world. “Worldview” is also a collection of beliefs about life and the universe held by an individual or a group. Ask students to give examples of “worldview” to check for understanding.

### REVERENCE

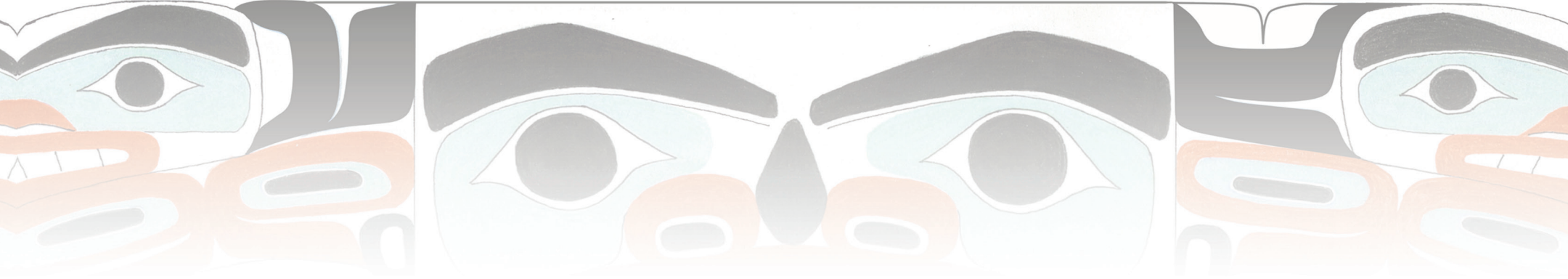


Explain that “reverence” is a feeling of profound awe and respect and often love. “Reverence” is also the act of showing respect. Ask students to give examples of “reverence” to check for understanding.

### INTRICACIES



Explain that “intricacies” are very complexly arranged elements; very elaborate. “Intricacies” are solvable or comprehensible only through painstaking effort. Ask students to give examples of “intricacies” to check for understanding.



## *The Road from ANCSA: Background and Place-Based Activities*

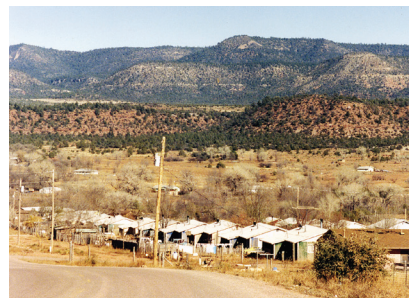
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### ABOLISHED



Explain that “abolished” means to do away with or destroy completely. Ask students to give examples of “abolished” to check for understanding.

### RESERVATIONS



Explain that “reservations” are areas of land set aside by the U.S. government for use and occupancy by Native American tribes. Ask students to give examples of “reservations” to check for understanding.

### PRIVATE LAND

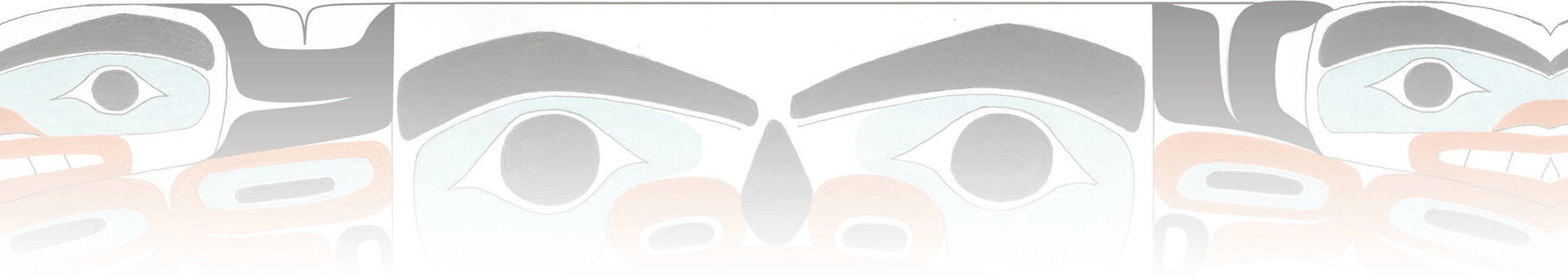


Explain that “private land” is property owned solely by a private citizen or a privately-owned firm and is distinguished from public land, which is owned by a state, community, or government. Ask students to give examples of “private land” to check for understanding.

### SEALASKA HERITAGE INSTITUTE



Explain that “Sealaska Heritage Institute” is a regional non-profit organization established in 1980 by Sealaska Corporation which seeks to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures. Ask students to give examples of “Sealaska Heritage Institute” to check for understanding.



# The Road from ANCSA: Background and Place-Based Activities

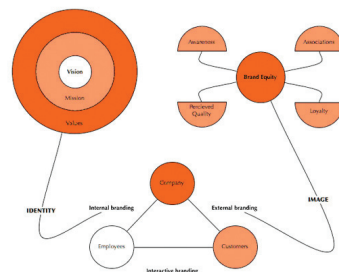
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## FUTURE GENERATIONS



Explain that “future generations” are all people who will be born in the near and far future who will live on this earth once we have passed. Ask students to give examples of “future generations” to check for understanding.

## ANALYSIS



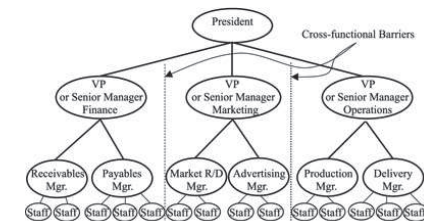
Explain that “analysis” is the process of separating a whole into its parts to discover their function or relationship. Ask students to give examples of “analysis” to check for understanding.

## UTILIZE



Explain that to “utilize” is to make practical or worthwhile use of something. Ask students to give examples of “utilize” to check for understanding.

## CORPORATE STRUCTURE



Explain that “corporate structure” is the grouping of different positions and departments within a company, which all have separate tasks but work together to operate one company. Ask students to give examples of “corporate structure” to check for understanding.

# *Language and Skills Development*

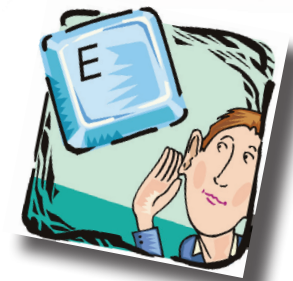
## LISTENING

### **Does It Fit?**

Mount the vocabulary pictures on the walls and board. Provide each student with writing paper and a pen. Point to a picture and say a sentence. If the sentence you say goes with the picture, the students should make a checkmark on their papers. However, if the sentence you say does not go with the picture, the students should make an "X" on their papers. Repeat this process with other pictures and sentences. Alternative: Rather than having the students write their responses, you may have them nod if the sentence goes with the picture, or clap if it does not.

### **Join Those Halves**

Make an extra set of vocabulary pictures. Cut each of the vocabulary illustrations in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the word you said. The first pair of players to do this successfully wins the round. Repeat until all players have participated.



### **Flashlight Find**

Mount the math vocabulary pictures on the walls, board and windows. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the picture for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in teams. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct picture with the light of his/her flashlight. The first player to correctly identify the picture for the vocabulary word you said wins the round. Repeat until all players have played.

### **Half Match**

Collect the picture halves from the previous activity. Mix all of the halves together and give them to the students. Say a sentence, leaving out the key word. The two students who have the illustration halves for the word that completes the sentence should show their halves. Continue in this way until all of the illustration halves have been presented.

# *Language and Skills Development*



## **SPEAKING**

### **Hand Tag**

Group the students in a circle on the floor. Have the students place their hands on the floor, palms down. Stand in the center of the circle with the vocabulary picture and a flashlight. The object of the activity is to attempt to tag a student's hand or hands with the light of the flashlight. The students must pull their hands from the circle when they think they are about to be tagged. When you eventually tag a student's hand or hands, he/she must then say a complete sentence using the word for a vocabulary picture that you show. Repeat this process until many students have responded.

### **What's Your Number?**

Have each student write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. The students should not let you see their numbers. Mount the vocabulary pictures on the board and number each picture. Walk around the classroom, attempting to guess the students' numbers. When you guess a student's number correctly, he/she must then say a complete sentence using the vocabulary word for a picture number that you say. When a student has responded in this way, he/she should write another number. Repeat until many students have responded.

### **Sheet Golf**

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say "Go," the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player's side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.



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

#### **Guess My Number**

Write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. Do not let the students see the number you have written. Call upon the students to guess the number you have written. When a student finally guesses the correct number, he/she should say a complete sentence using the vocabulary word for a picture that you show. Repeat until many students have responded, changing the number for each round of the activity.

#### **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.

#### **Checkers in the Blind**

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified.

#### **Sequential Reading**

Print out sentences from part of a continuous story (such as "He got out of bed, he got dressed, and he ate breakfast") and have the students put them in the correct order. Not only can this be used to help build vocabulary understanding, but putting events in their correct order will help build historical understanding as well.



# *Language and Skills Development*

## WRITING

### **Back Writing**

Group the students into two teams. Have the first player from each team stand in front of the board. Use the index finger of your writing hand to “write” the first letter of a sight word on the two players’ backs. When you have done this, say “Go.” Each of the players should then write a sight word on the board that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

### **The Other Half**

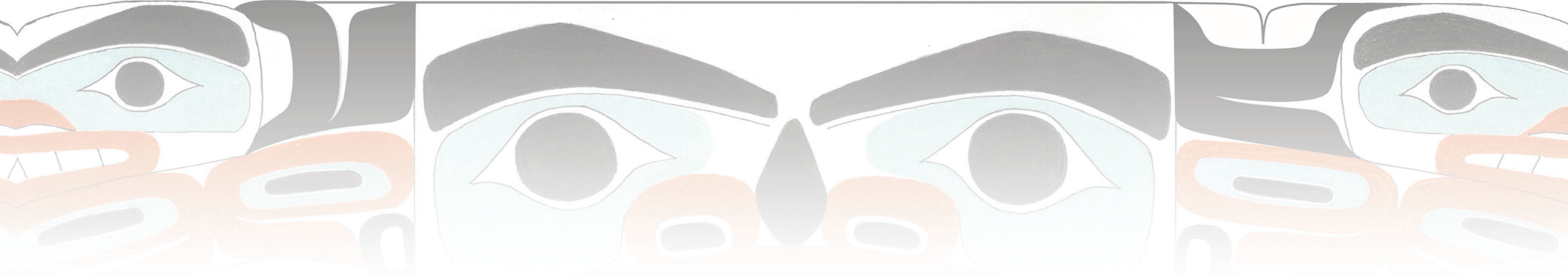
Cut each of the sight words in half. Give each student a sheet of writing paper, a pen, and one of the word halves. Each student should glue the word half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word halves prepared so that each student completes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

### **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.

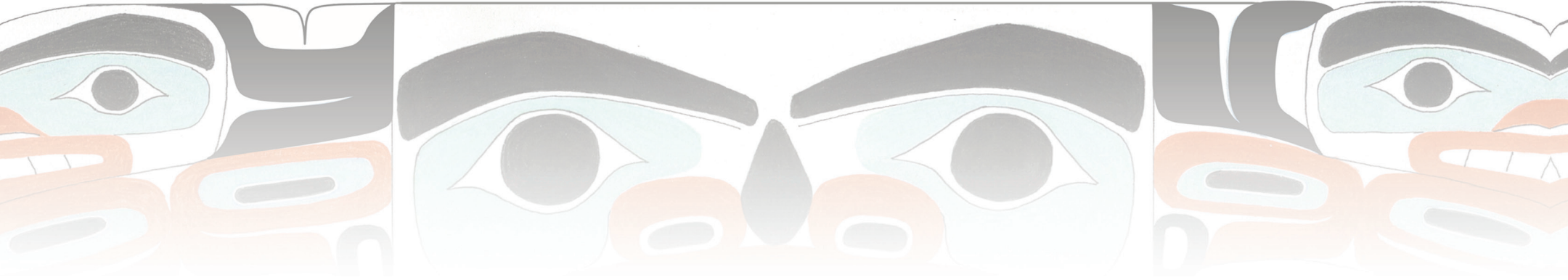
### **Sentence Completion 2**

Write a number of sentence halves on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the board and number each one. Provide the students with writing paper and pencils/pens. Each student should then complete ONE of the sentence halves in his/her own words, writing his/her part of the sentence on the sheet of paper. When the students have completed their sentence halves, have a student read ONLY the sentence half he/she wrote. The other students must then attempt to identify the “other half” of the sentence on the board (by its number). Repeat until all of the students have shared their sentence halves in this way.



## *Unit 5: Essential Questions*

1. What can Alaska Natives do with their land now that they are the largest private land owners in Alaska?
2. What do most Alaska Natives agree about?
3. What does the land actually mean to Alaska Natives?
4. What could happen if Natives lost control of their land?
5. What three things did Alaska Natives gain through the passage of ANCSA?
6. What did Alaska Natives have to give up through the passage of ANCSA?
7. What other act do some people confuse with ANCSA?
8. What did ANCSA abolish in Alaska?
9. Why did the Tsimshian people choose to keep their reservation?



# Reading and Writing: Sentence Completion

## Unit 5: The Land (a)

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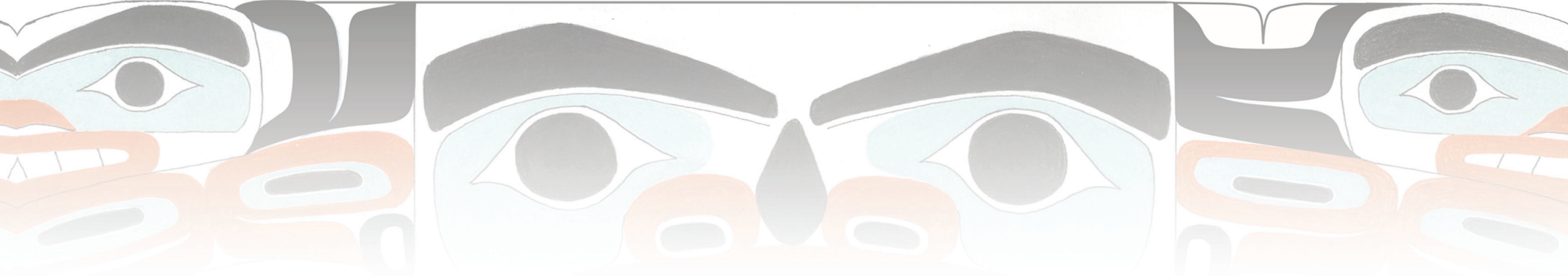
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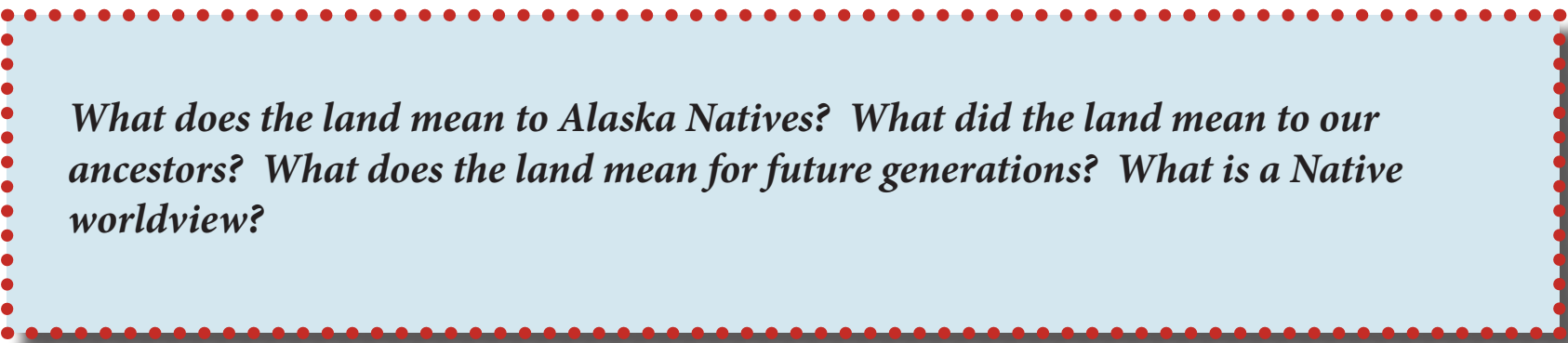


## ***Unit 5: Assessment***

*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 5 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 5 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.



***What does the land mean to Alaska Natives? What did the land mean to our ancestors? What does the land mean for future generations? What is a Native worldview?***



**principles**

**worldview**



**reverence**



**intricacies**

**abolished**

**reservations**





**private land**

**Sealaska Heritage  
Institute**



**future generations**



**analysis**

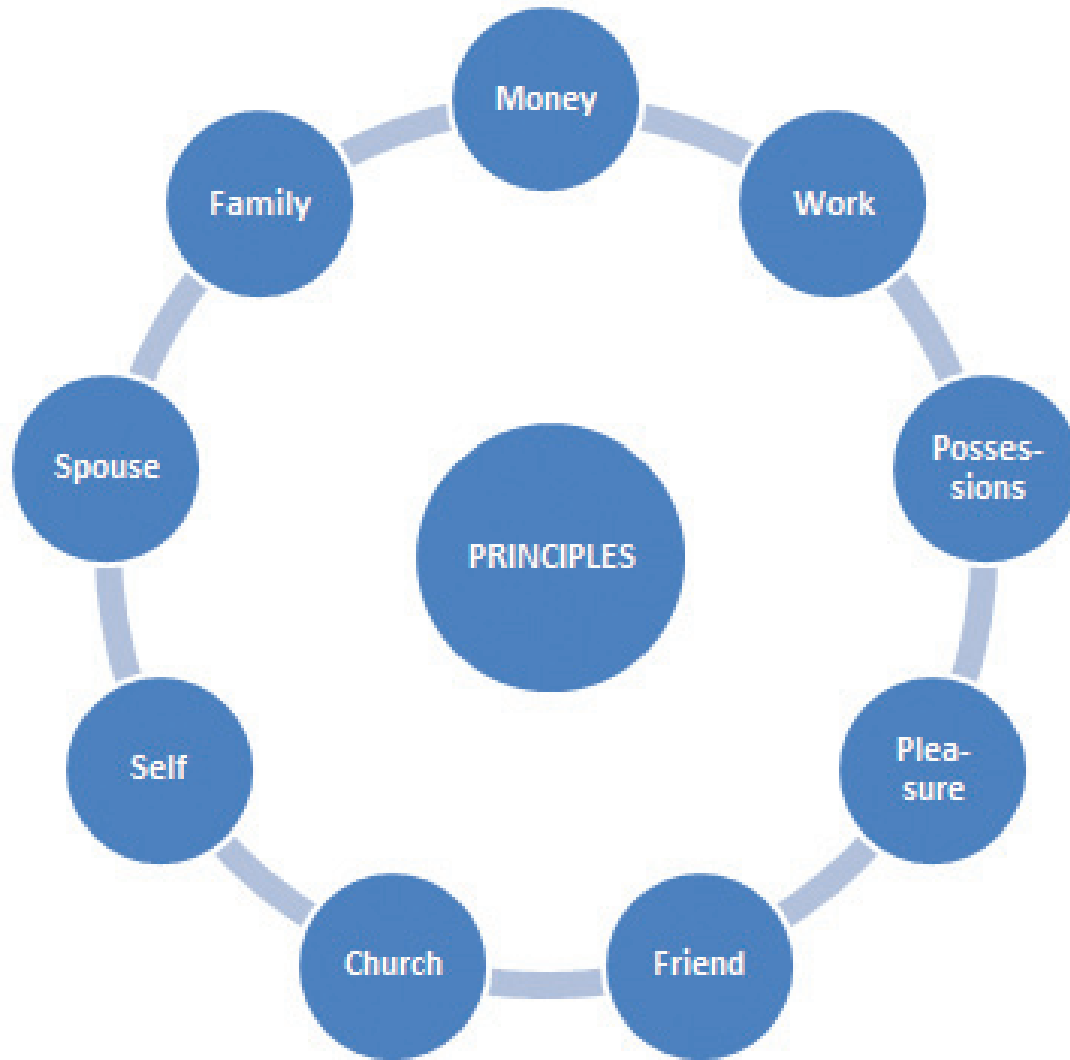
**utilize**

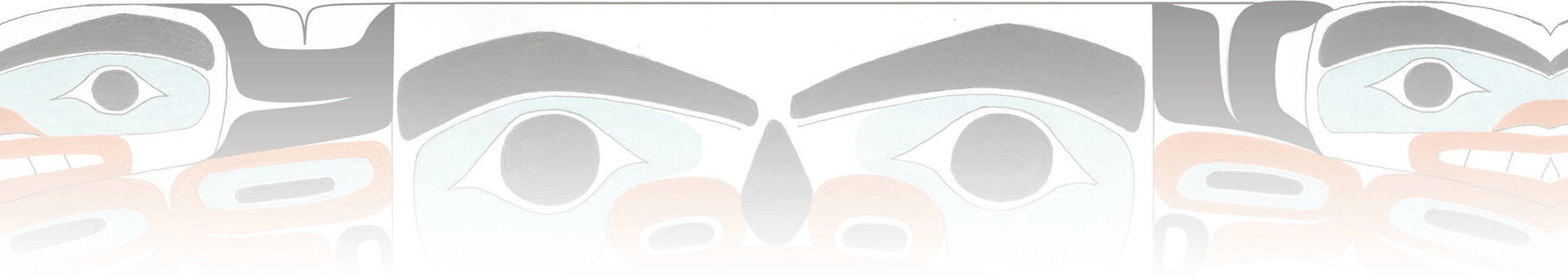
**corporate structure**



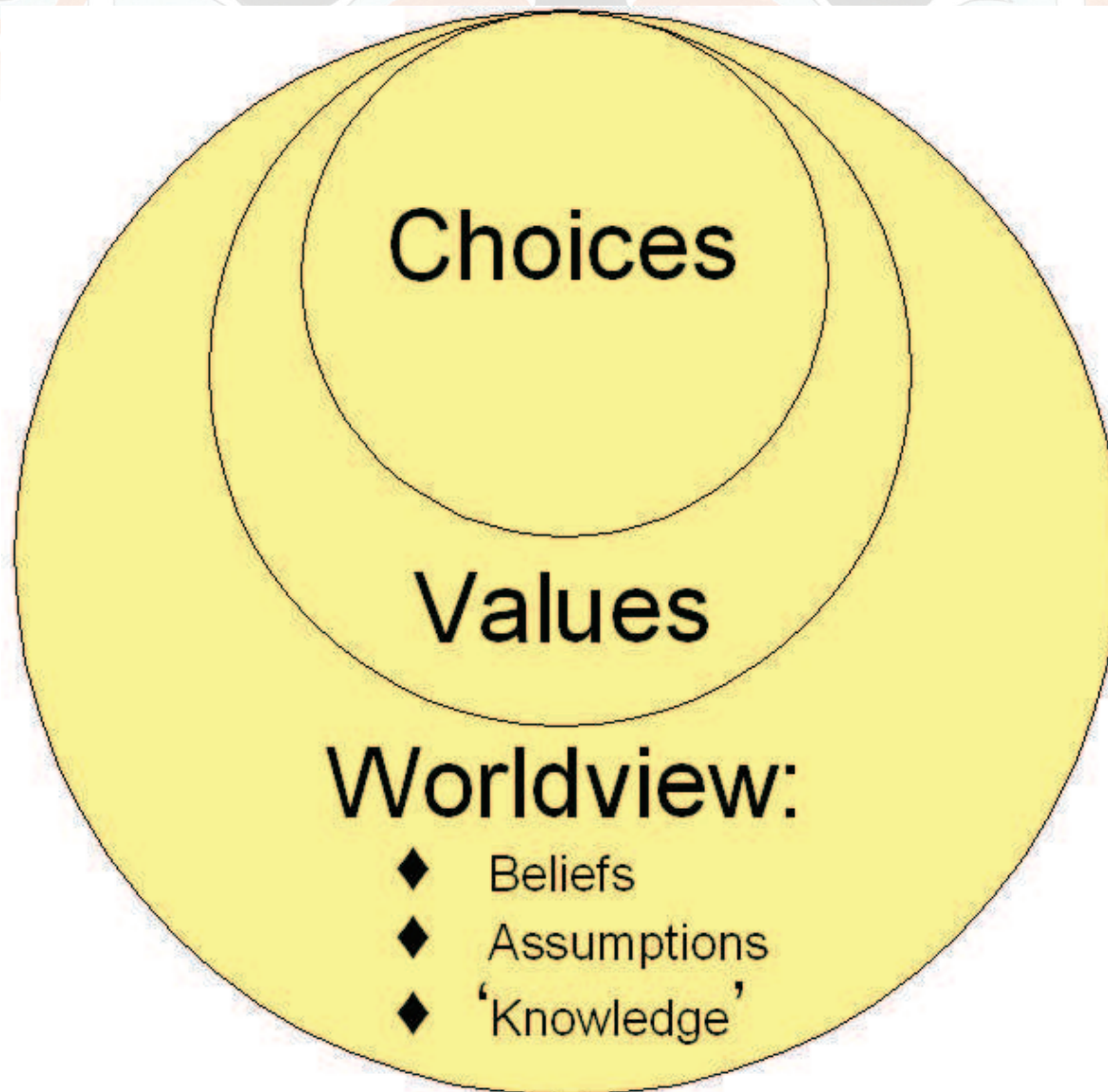
# VOCABULARY PICTURES

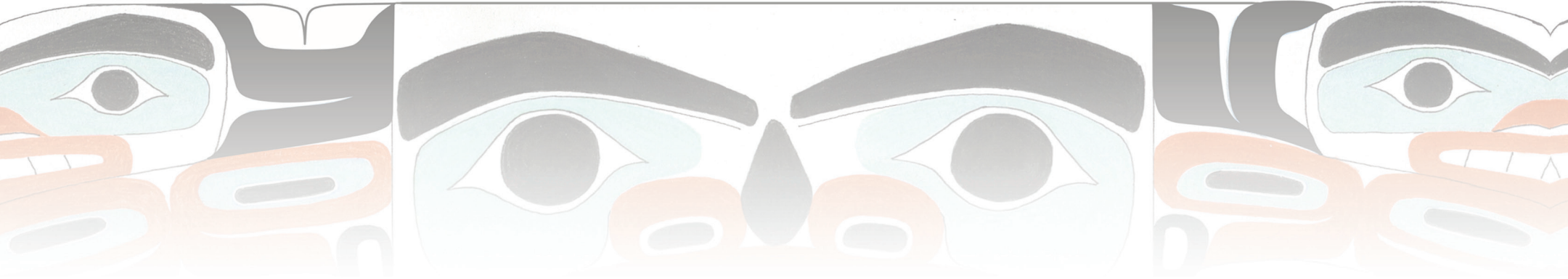






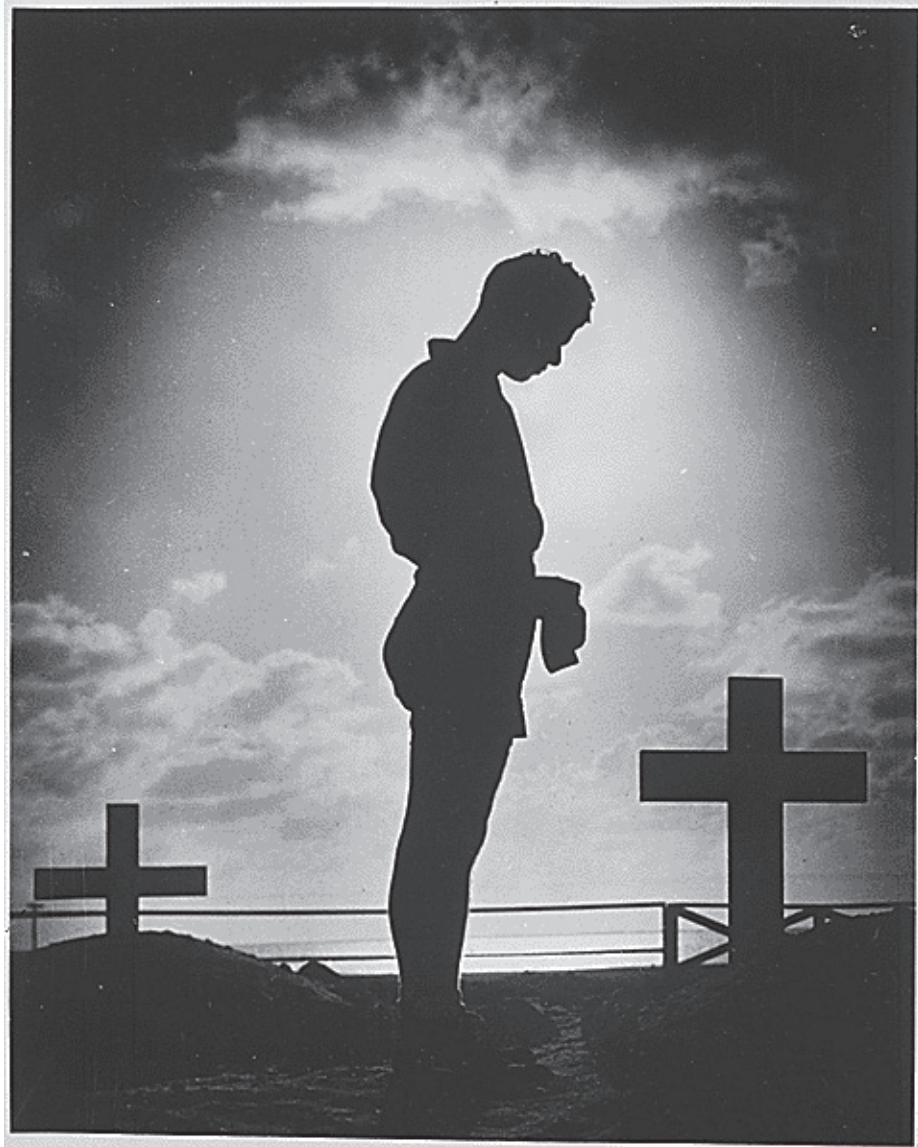
## PRINCIPLES

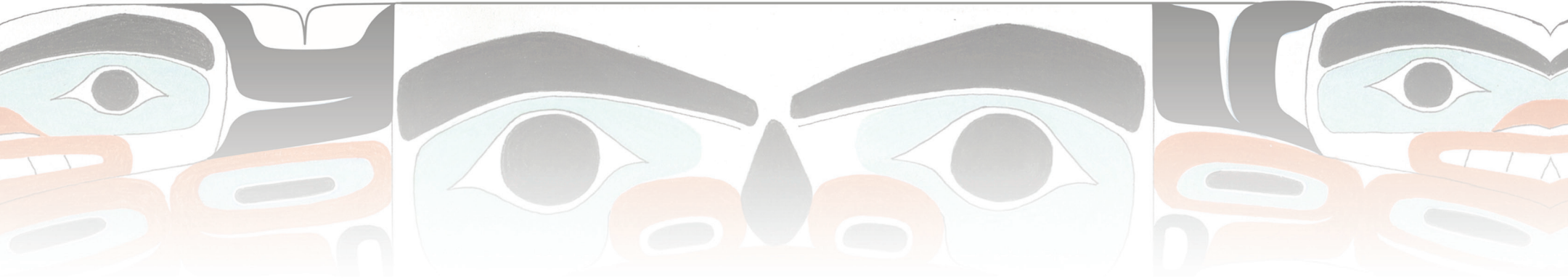




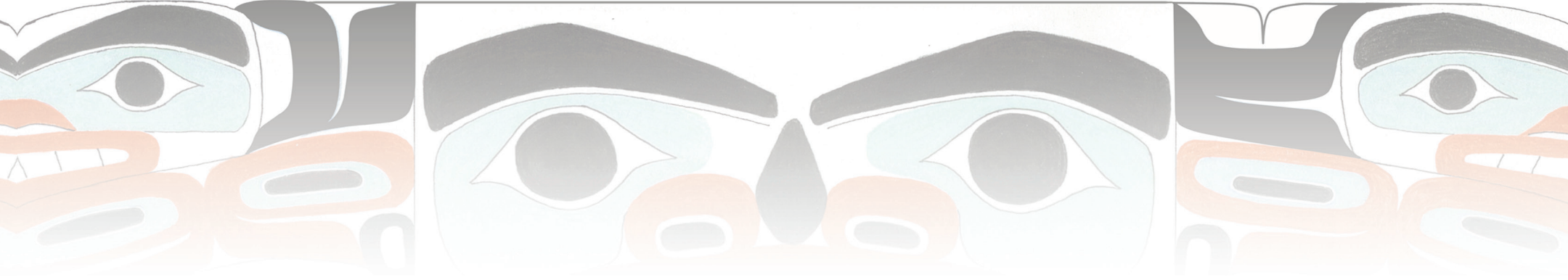
## WORLDVIEW

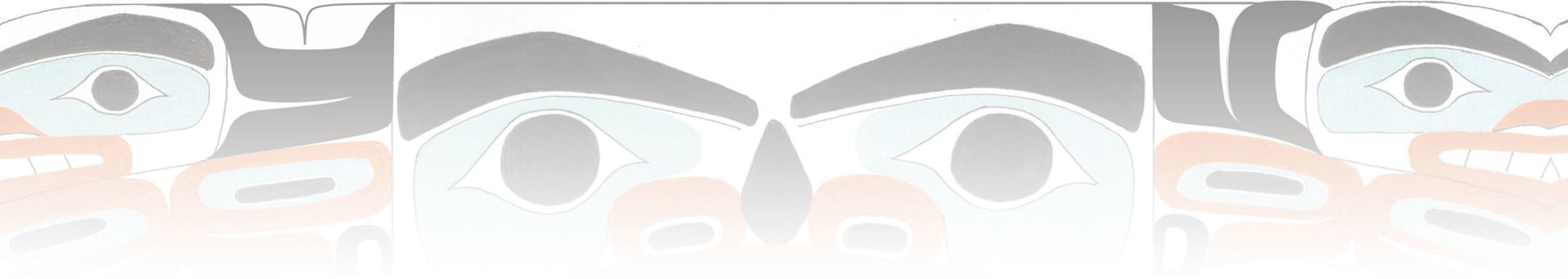




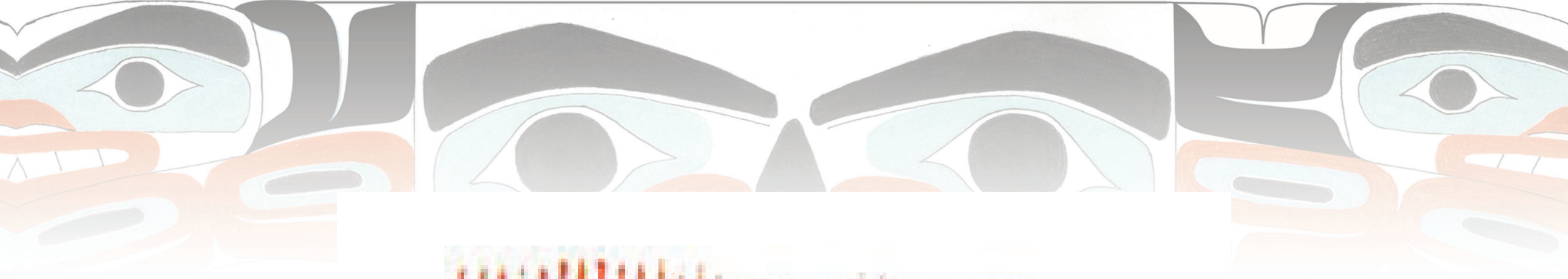


## REVERENCE



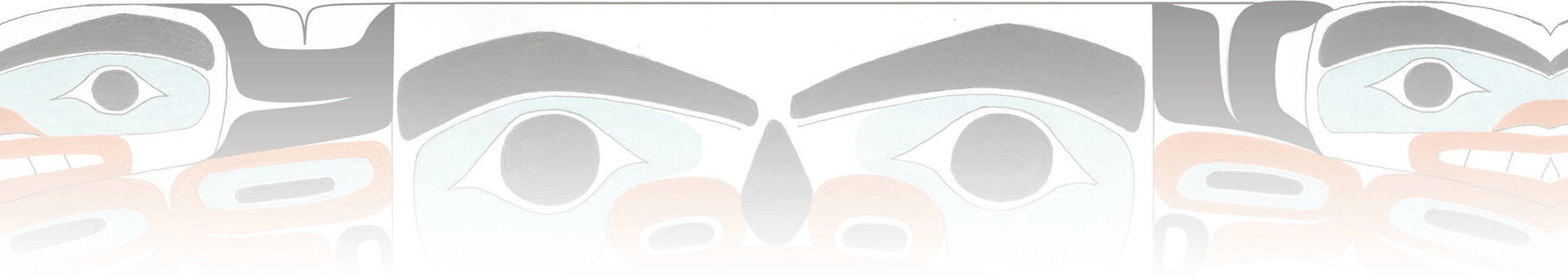


## INTRICACIES

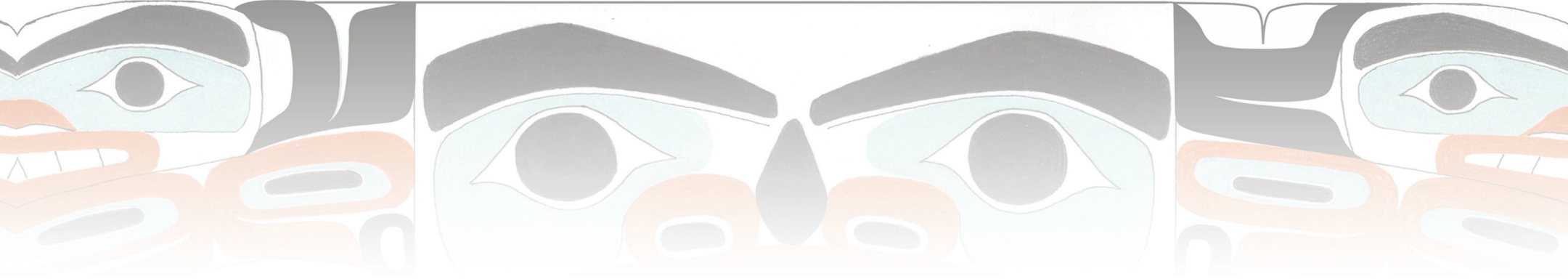


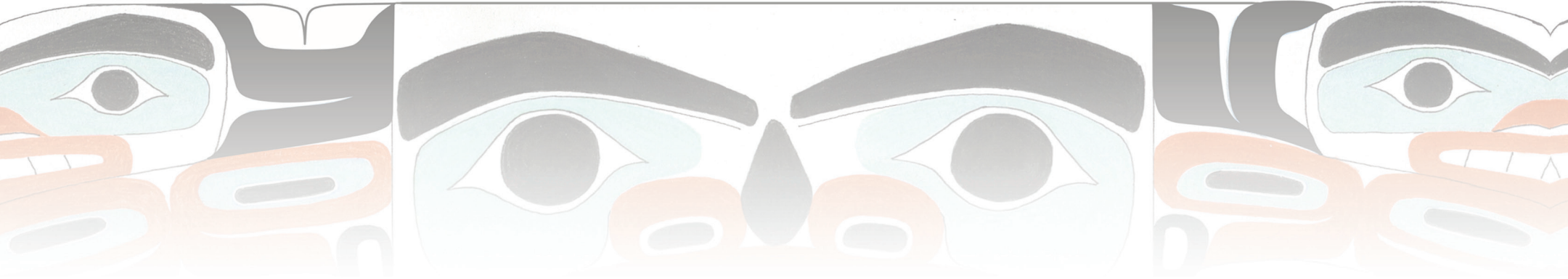
**anti-slavery**

**today's fight for tomorrow's freedom**



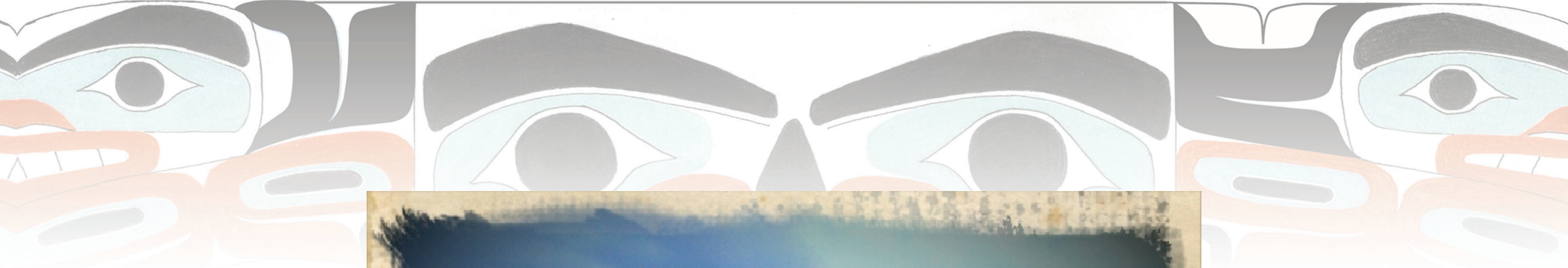
**ABOLISHED**

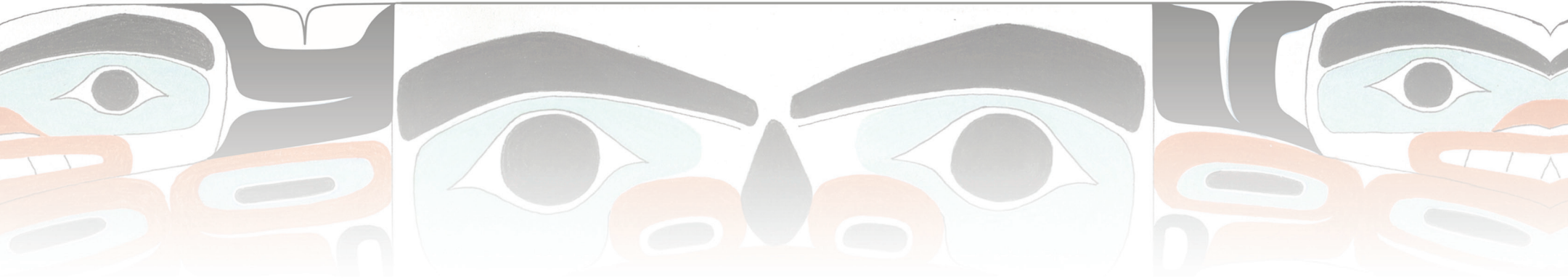




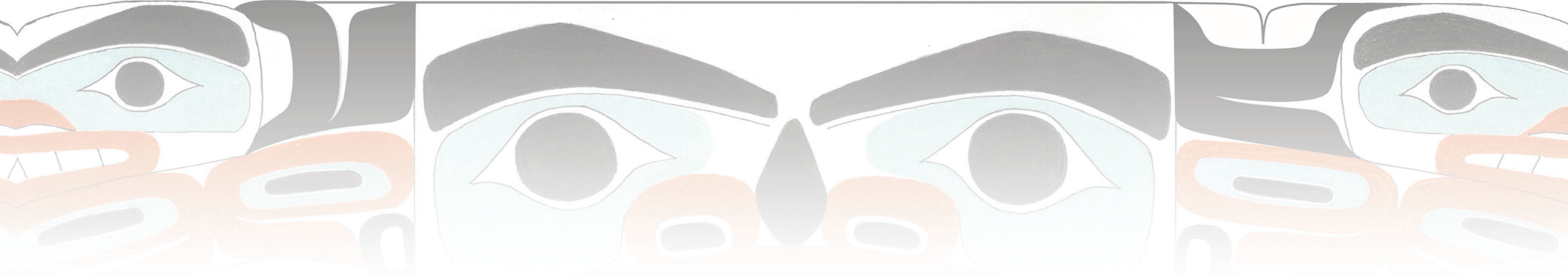
## RESERVATIONS

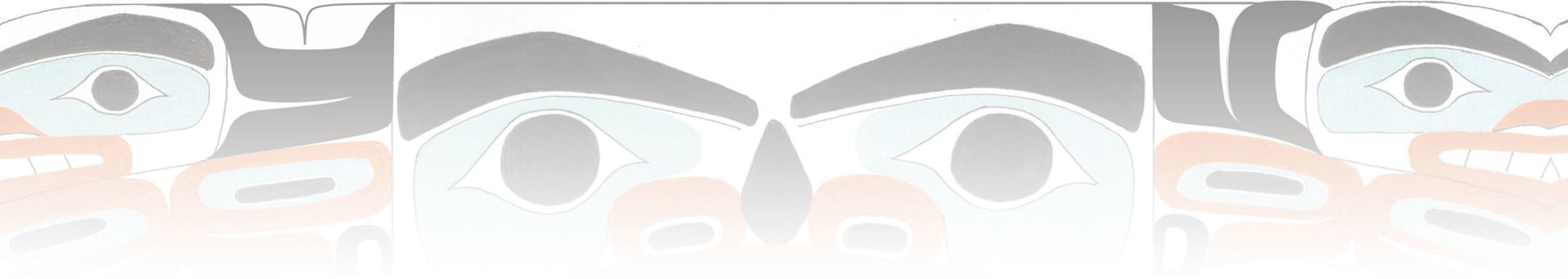




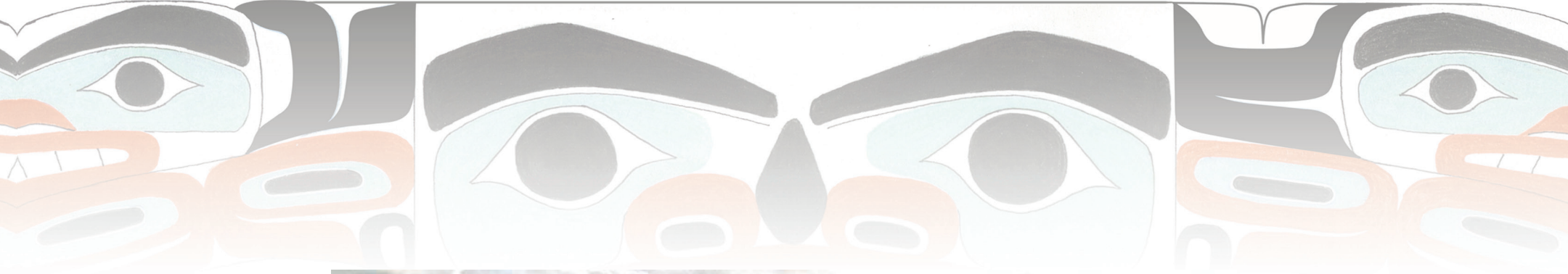


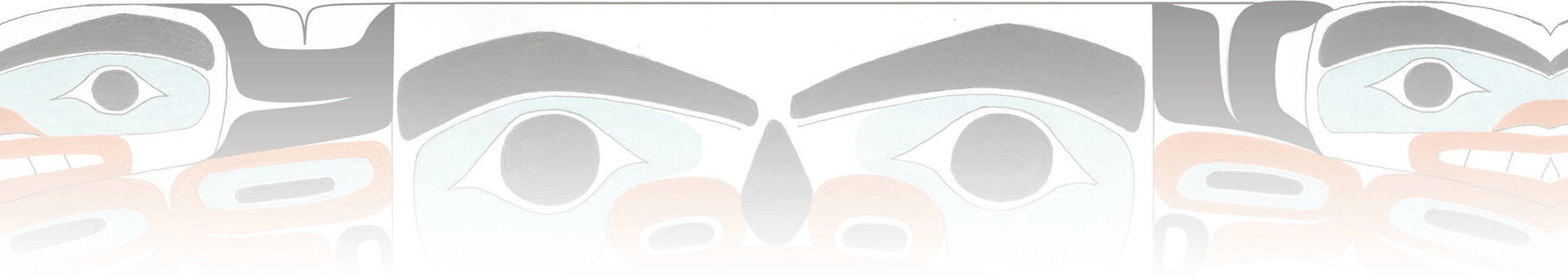
## PRIVATE LAND



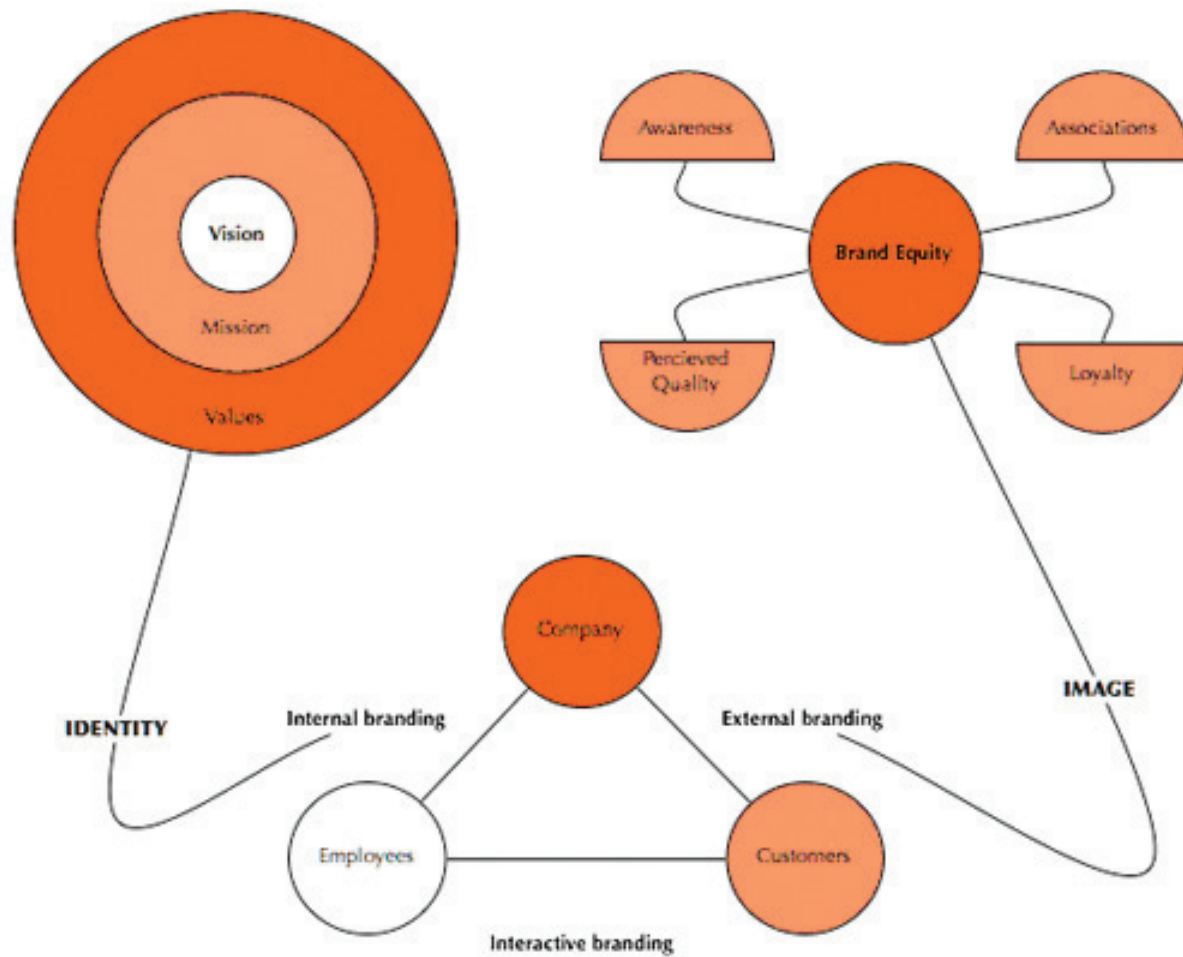
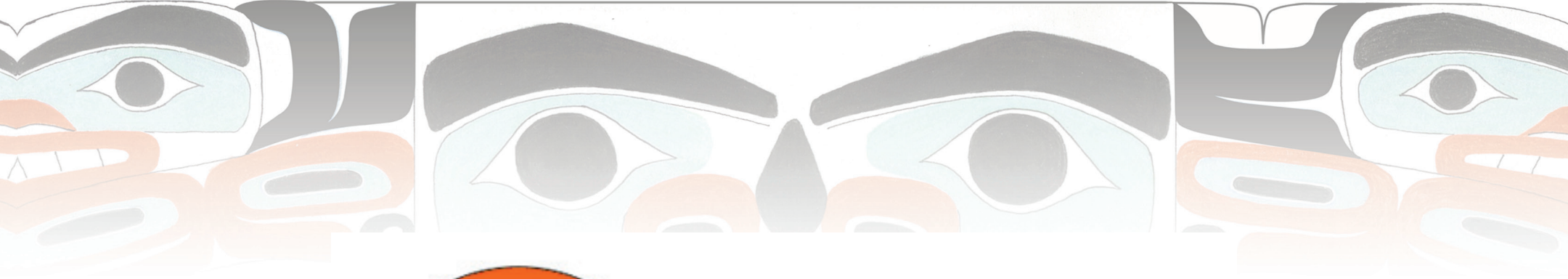


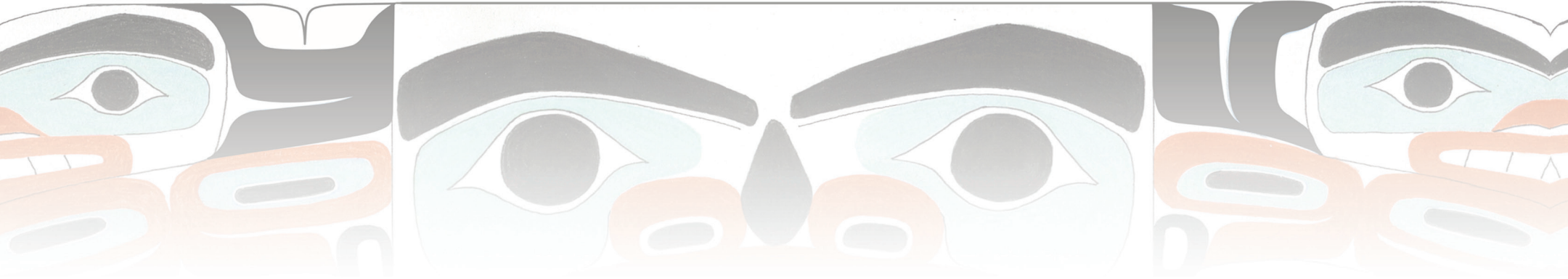
## SEALASKA HERITAGE INSTITUTE





## FUTURE GENERATIONS

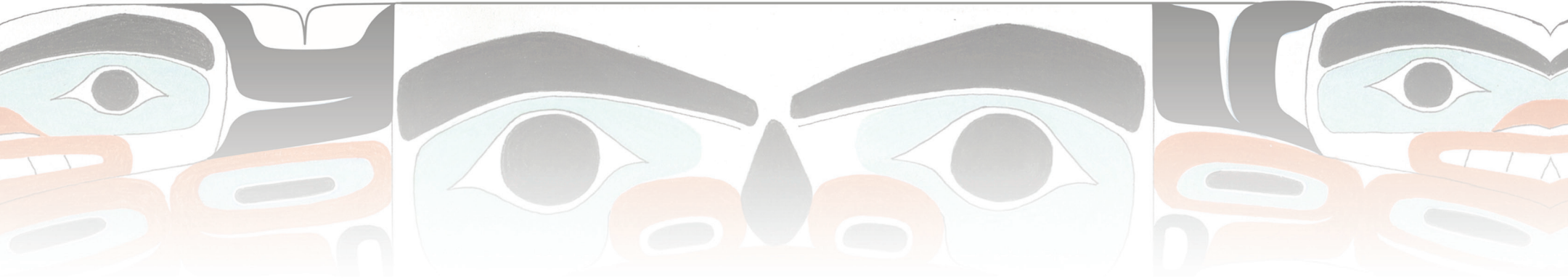




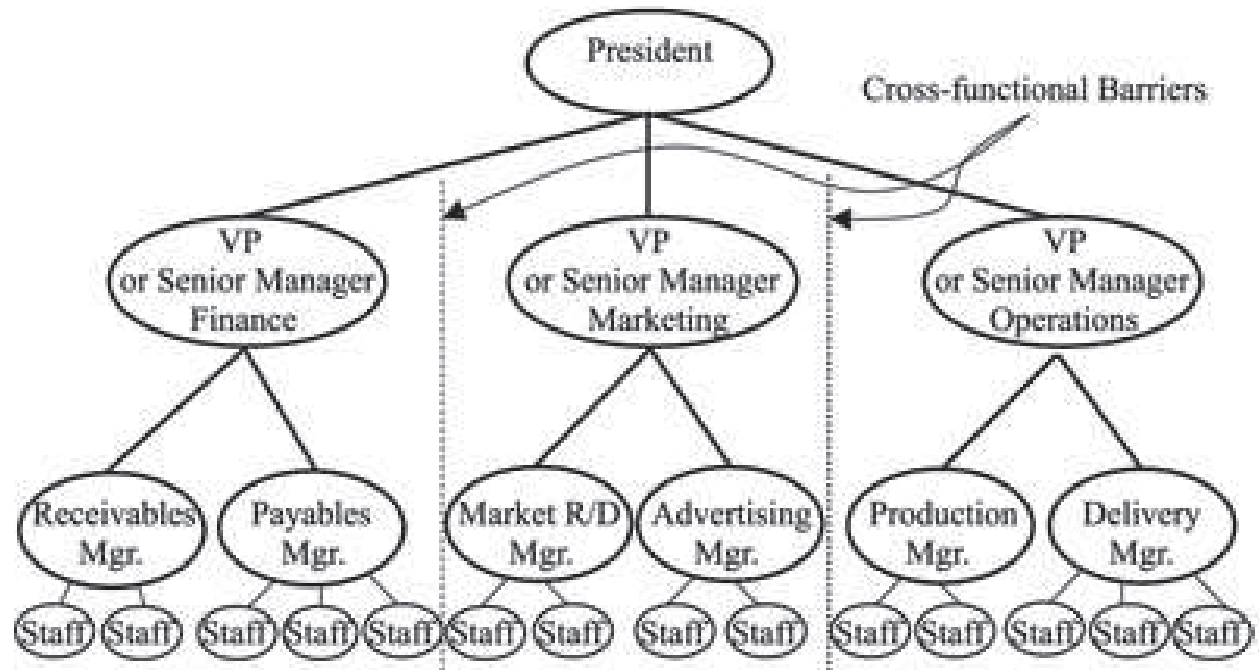
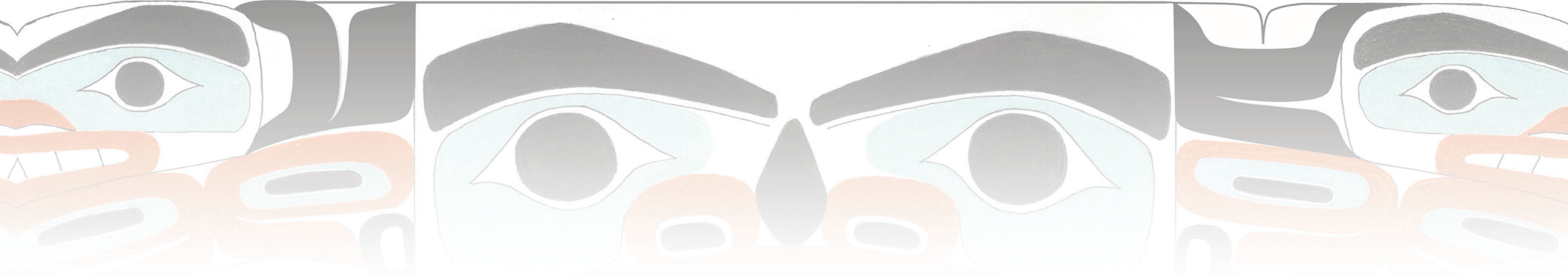
## ANALYSIS

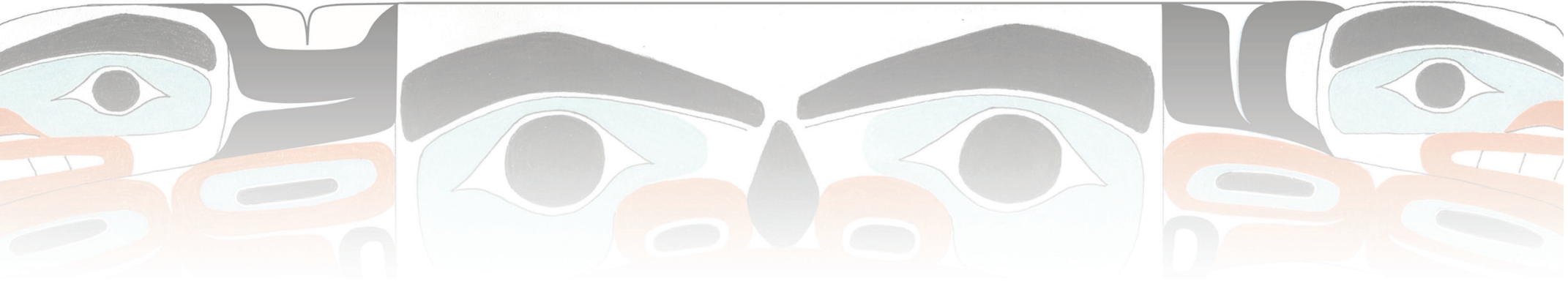






## UTILIZE





## CORPORATE STRUCTURE