

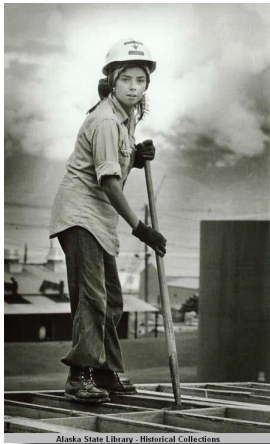


# UNIT 8

Impacts

# The Road from ANCSA

## Unit 8: Impacts



**Linda Templeton works on a Pipeline project at the Valdez terminal site.** ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS.

The Alaska Native Claims Settlement Act created a new role for Natives in Alaskan society, politics, and business.

Dr. Rosita Worl explains that, *“ANCSA has given Native people an economic and political influence that they might never have achieved. But, at another level, the social and cultural impacts that ANCSA posed also, in my mind, could spell the seeds of the destruction of Native culture.”* (Laster, 1986).

All of these changes have come about from the passage of the Alaska Native Claims Settlement Act. The day ANCSA was signed into law, Alaska changed forever. The impact of the act was tremendous. There was no one living in the state whose life had not been touched in some way by its passage. It helped boost our state economy, it cleared the way for the construction of the trans-Alaska oil pipeline, and it brought Natives into the corporate board room. The political strength of Native corporations allowed

them to advocate to protect the interests of Native people, such as subsistence, and ANCSA doubled the size of land set aside for con-

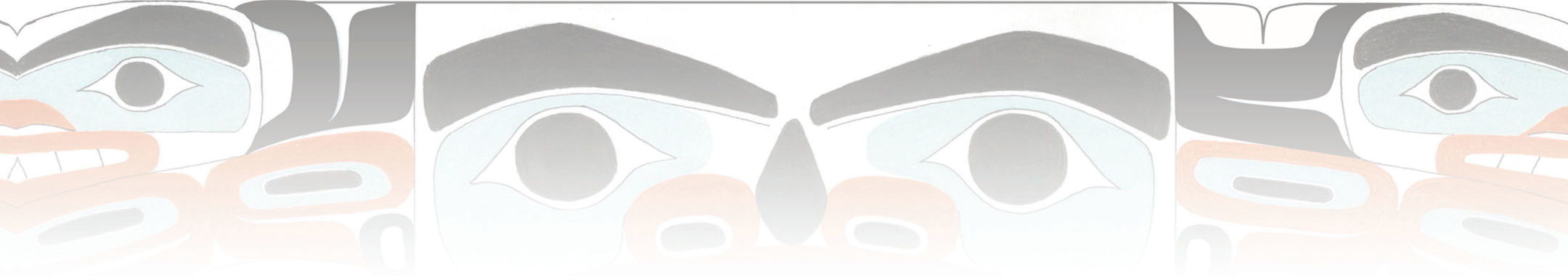
servation (Laster, 1986). These things have affected all Alaskans.

The most immediate result of ANCSA was that it cleared the way for the trans-Alaska oil pipeline (Laster, 1986). It couldn't be built until the state, the federal government, and Alaskan Natives reached agreement on who owned the land the pipeline runs across. This had a tremendous impact on the state's economy. At the height of its construction, 20,000 Alaskans were helping to build it (Laster, 1986). When the oil started flowing, it was just the beginning of an intense period of development and growth for Alaska.

As the oil was pumped out of Prudhoe Bay, revenues were pumped into the Alaskan economy. Eighty-five percent and more of the state's budget came from oil fees (Laster, 1986). In fact, nearly everything built, paved, or administrated by the state government is financed by oil revenues — oil that had to wait for a Native land claims settlement before it could flow.

The economic boom brought on by oil helped the new Native corporations as well as the rest of the state (Laster, 1986). These 12 Native corporations have had a big effect on the state's economy, creating jobs as well as whole new businesses.

Cook Inlet Region, Inc. (CIRI), for example, has various kinds of investments. The corporation has real-estate holdings as far away as Colorado and Florida. It also has a royalty share in the Kenai gas field as well as ownership of oil and gas rights to nearly 500,000



acres on the Kenai Peninsula. The corporation is also a partner in one of the state's largest construction companies (Laster, 1986). Overall, they are responsible for creating hundreds of jobs.

The money that the corporations received from ANCSA has had the effect of a billion dollar shot in the arm for the Alaskan economy (Laster, 1986).



**Rosita Worl testifies before the Senate State Affairs Committee, 2012. 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.

## IMPACTS



Explain that “impacts” are the effects or impressions of one thing or another; a striking of one body against another. Ask students to give examples of “impacts” to check for understanding.

## BUDGET



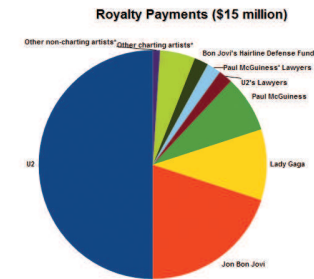
Explain that a “budget” is the total sum of money allocated for a particular purpose or period of time. Ask students to give examples of “budget” to check for understanding.

## REAL-ESTATE



Explain that “real-estate” is land, including all natural resources and permanent buildings located on the land. Ask students to give examples of “real-estate” to check for understanding.

## ROYALTY SHARE



Explain that a “royalty share” is a payment made from one party to another based on the right to ongoing use of an asset or property. Ask students to give examples of “royalty share” 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.

## BYRON MALLOTT



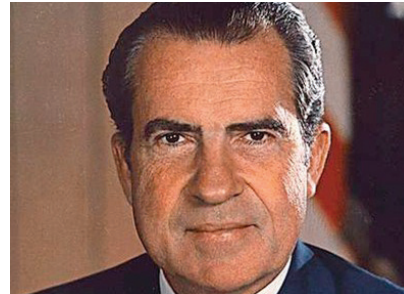
Explain that “Byron Mallott” was born in Yakutat, Alaska, in 1943 and became a politician, business executive, and Tlingit leader. “Byron Mallott” played a pivotal role in the fight for ANCSA. To better introduce this person, ask students if they can offer any other information about “Byron Mallott” to share with their classmates. \*See Appendix for more information on Byron Mallott.

## STEWART UDALL



Explain that “Stewart Udall” was an American politician from Arizona who served three terms in Congress. He then served as Secretary of the Interior for eight years. “Stewart Udall” worked on many environmental and Native American initiatives, including ANCSA. To better introduce this person, ask students if they can offer any other information about “Stewart Udall” to share with their classmates. \*See Appendix for more information on Stewart Udall.

## RICHARD NIXON



Explain that “Richard Nixon” was the President of the United States from 1969-1974 and signed the Alaska Native Claims Settlement Act in 1971. “Richard Nixon” gave up the presidency after his involvement in the Watergate scandal was exposed, making him the only U.S. president to resign from office. To better introduce this person, ask students if they can offer any other information about “Richard Nixon” to share with their classmates. \*See Appendix for more information on Richard Nixon.

## OSCAR KAWAGLEY



Explain that “Oscar Kawagley” was born in Bethel, Alaska, in 1934 and was one of Alaska’s most influential teachers and thinkers. Throughout his life, “Oscar Kawagley” worked toward the integration of indigenous knowledge into the academic world. To better introduce this person, ask students if they can offer any other information about “Oscar Kawagley” to share with their classmates. \*See Appendix for more information on Oscar Kawagley.

# *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.

## WALTER SOBOLEFF



Explain that “Walter Soboleff” was born in Killisnoo, Alaska, in 1908 and was a Tlingit scholar, elder, and spiritual leader who specialized in traditional Native oratory and storytelling. “Walter Soboleff” was trained in traditional Tlingit worldview and cultural practices by his Tlingit elders and also excelled in the western educational system. To better introduce this person, ask students if they can offer any other information about “Walter Soboleff” to share with their classmates. \*See Appendix for more information on Walter Soboleff.

## ROSITA WORL



Explain that “Rosita Worl” was born in 1938 and is currently the president of Sealaska Heritage Institute, vice-chair of the Sealaska Board of Directors, and a member of the Alaska Federation of Natives board. As an anthropologist, “Rosita Worl” was made many contributions to increase awareness about Alaska Native cultures and subsistence economies. To better introduce this person, ask students if they can offer any other information about “Rosita Worl” to share with their classmates. \*See Appendix for more information on Rosita Worl.

## DAVID CASE



Explain that “David Case” is an Anchorage lawyer who literally wrote the book on Indian Law in Alaska. “David Case” wrote *Alaska Natives and American Laws*, published in 1984. It was the first comprehensive effort to explain the place of Alaska Natives in the unique and complicated relationship between the United States and indigenous Americans. To better introduce this person, ask students if they can offer any other information about “David Case” to share with their classmates. \*See Appendix for more information on David Case.

## WILLIAM HENSLEY



Explain that “William Hensley” was born in Kotzebue, Alaska. “William Hensley” was a founder of the NANA Regional Corporation and served as director for 20 years. “William Hensley” was also the manager of federal government relations for Alyeska Pipeline Service Company, the organization that operates and maintains the 800-mile trans-Alaska pipeline. To better introduce this person, ask students if they can offer any other information about “William Hensley” to share with their classmates. \*See Appendix for more information on William Hensley.

# *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.

## ALBERT KOOKESH



Explain that “Albert Kookesh” has served in the Alaska State Legislature as senator to District C and as Chair of the Sealaska Board of Directors, which he joined in 1976. To better introduce this person, ask students if they can offer any other information about “Albert Kookesh” to share with their classmates. \*See Appendix for more information on Albert Kookesh.

## CHARLIE JOHNSON



Explain that “Charlie Johnson” is Inupiat who was president of Bering Straits Regional Corporation and also Chair of the Board of the Alaska Federation of Natives. To better introduce this person, ask students if they can offer any other information about “Charlie Johnson” to share with their classmates. \*See Appendix for more information on Charlie Johnson.

# Language and Skills Development

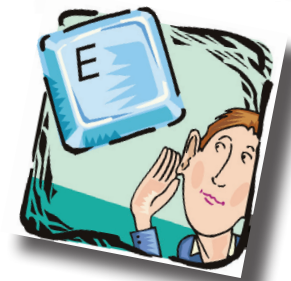
## LISTENING

### Here, There, Everywhere

Mount the vocabulary illustrations on the walls around the classroom. Group the students in the center of the classroom. Say a vocabulary word and the students should rush to that illustration. However, when you say a word that is not represented by an illustration on the walls, the students should sit down and hold one arm in the air. Repeat this process until all of the vocabulary illustrations have been identified a number of times.

### Major League

Group the students into two teams. Have the first player from team one stand in the center of the classroom. Give the student a ruler or another item that can be used as a baseball bat. You may wish to have another player stand at a safe distance behind the batter to retrieve the ball. Say a vocabulary word or a sentence which contains a key vocabulary word. Then, toss a Nerf ball towards the batter, saying a vocabulary word or sentence at the same time. If the vocabulary word or sentence is the same as the one used before, the student should swing at the ball. However, if the vocabulary word or sentence is not the same, the student should not swing.



### Nod and Clap

Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

### Hop the Line

Make a masking tape line on the floor. Have the students stand on the line—their toes touching the masking tape. Have the students listen for a specific word or sentence. Say a number of other words or sentences, eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.



# *Language and Skills Development*

## **SPEAKING**

### **Calendar Bingo**

Locate an old calendar. Provide each student with a calendar page (make copies if necessary). Also, provide each student with ten small markers. Each student should place the markers on different dates on his/her calendar page. Mount the vocabulary pictures on the board. Call a student's name and say a date in the month. If a marker is not on the date you named, he/she should say a complete sentence using a vocabulary word from this unit. However, if a marker is on the date you called, he/she may pass to the next player. Repeat.

### **Trapped**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should walk under the bridge in single file. When you clap your hands, the two students should lower their hands, trapping one of the students between their arms. Show the trapped student a vocabulary illustration. The student should then say a complete sentence using the vocabulary word for the illustration. The bridge should then be raised for the next round of the activity. Repeat.

### **Picture Outline**

Mount the vocabulary pictures on the board. Draw a chalk outline around the sides of each picture. Review the pictures with the students. When an outline has been created for each picture, remove the pictures from the board (being certain to recall their original locations on the board). Number each of the outlines and call upon a student to recall the vocabulary word for the picture that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

### **Picture Jigsaw**

Cut each of the vocabulary pictures into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one picture section). When you say "Go," the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary pictures. When the students put the necessary pieces of a picture together, they should identify the picture by its vocabulary word. Continue until all vocabulary pictures have been put together and named in this way.



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

## *Language and Skills Development*

### READING

#### **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team 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.

#### **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.

#### **Let's Read**

Read the text from this unit with the students. Ask them questions about the contents of the reading.



# *Language and Skills Development*

## WRITING

### **Dash**

Group the students into two teams. Make two sets of dashes on the board — each set should be the same and should represent the number of letters in a sight word. When you say “Go,” the first player in each team must rush to his/her set of dashes on the board. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students have had an opportunity to participate.

### **Research**

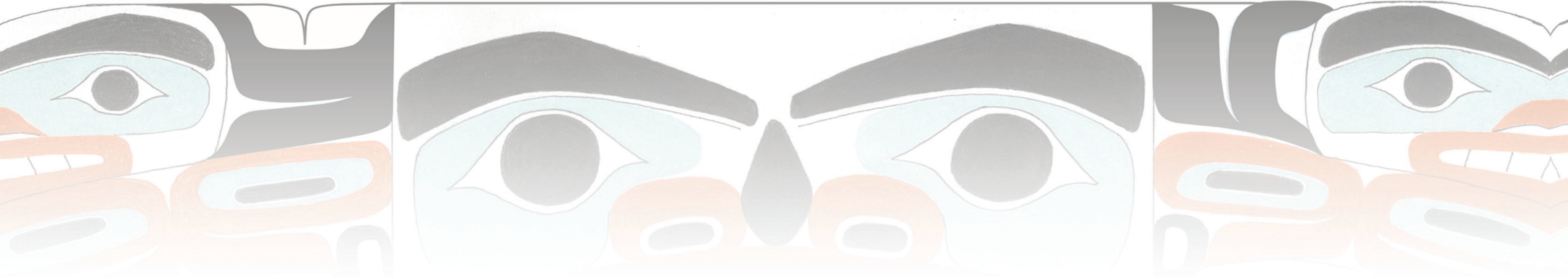
Have the students do online research into one or more of the Essential Questions. Encourage them to look at the issue from many points of view. When the students have completed their research, each student should share his/her findings with another student and then with the class.

### **Sentence Relay**

Group the students into two teams facing the board. Place chalk in the board ledge. Write the same sight word on the board for each team (there should be two versions of the same word on the board). When you say “Go,” the first player from each team must rush to his/her team’s word. Each student should then add ONE word — either before or after the sight word. The player should then rush to the back of the team and the next player must race to the board to add another word — before or after the words already on the board. The students should continue in this way until a complete sentence has been written. You may wish to evaluate the sentence based on the number of words used to create them. Repeat, using a different sight word for each round of the activity.

### **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 8: Essential Questions*

1. What does the future look like for Native corporations?
2. What will happen to the land and money if corporations go under?
3. Describe the new role that ANCSA created for Alaska Natives in society.
4. What was the most immediate result of ANCSA?
5. What impacts did the construction of the trans-Alaska oil pipeline have on Alaska?
6. Why did oil have to wait for Native land claims settlement in order to flow?
7. Has ANCSA had a positive or negative impact on Alaska's economy?

## Research Activity: Historical Figures



Dr. Walter Soboleff. PHOTO BY BILL HESS. SEALASKA HERITAGE INSTITUTE COLLECTION.

*The struggle by Alaska Natives to keep their lands and cultures intact has brought forward many influential leaders on all sides of the issue. Throughout the text of this curriculum, ten specific individuals were mentioned by name. In Appendix VIII – XVII each of these individuals and their achievements are discussed in-depth.*

- Have students choose one person from the following list.\*
- Have students read the article on their historical figure found in the Appendix and re-read the unit(s) in which their historical figure is discussed.
- Have students conduct online research into their historical figure and compile their findings.
- Students should report their findings to the rest of the class and turn in a basic historical summary of their research.

**David Case**

**William Hensley**

**Charlie Johnson**

**Oscar Kawagley**

**Albert Kookesh**

**Byron Mallott**

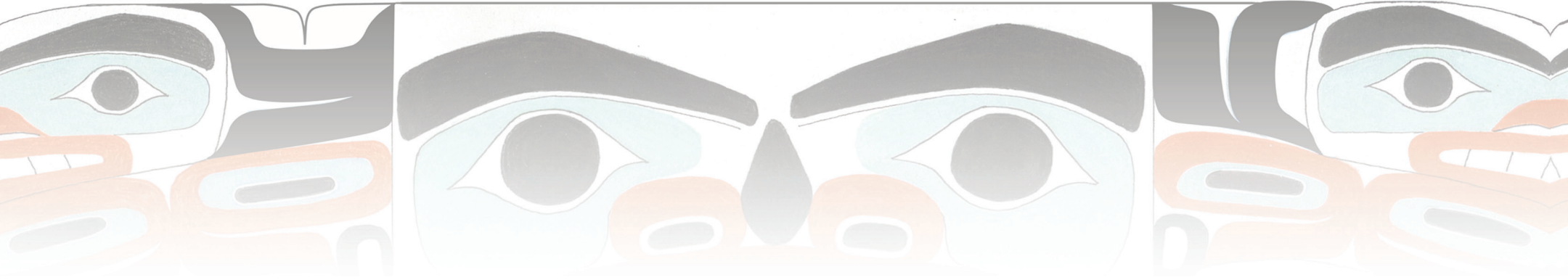
**Richard Nixon**

**Walter Soboleff**

**Stewart Udall**

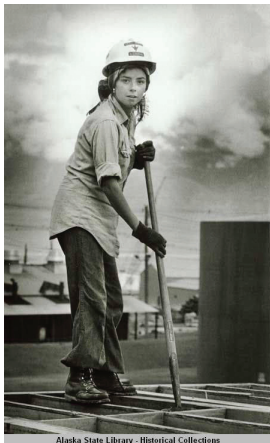
**Rosita Worl**

*\*If a student would like to research a historical figure involved in Native land claims who is not listed here, they are welcome to do that with the teacher's approval.*



# Reading and Writing: Sentence Completion

## Unit 8: Impacts



Linda Templeton works on a Pipeline project at the Valdez terminal site. ALASKA STATE LIBRARY, HISTORICAL COLLECTIONS.

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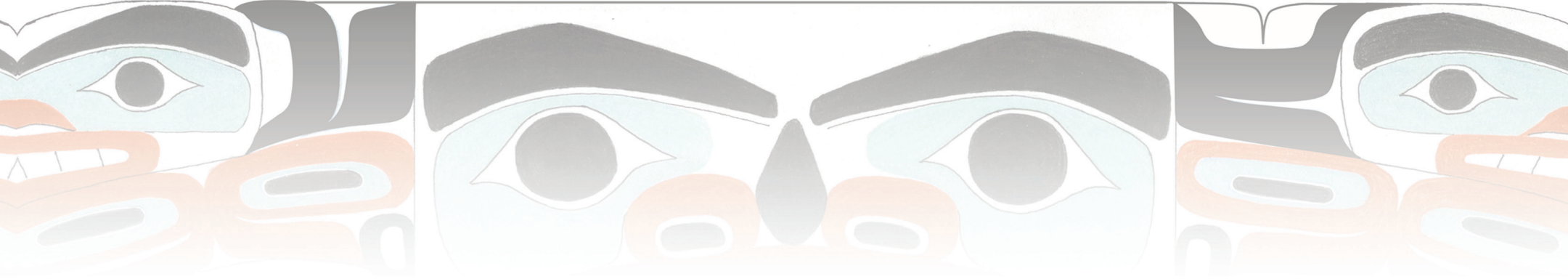
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**Rosita Worl testifies before the Senate State Affairs Committee, 2012. SEALASKA HERITAGE INSTITUTE.**

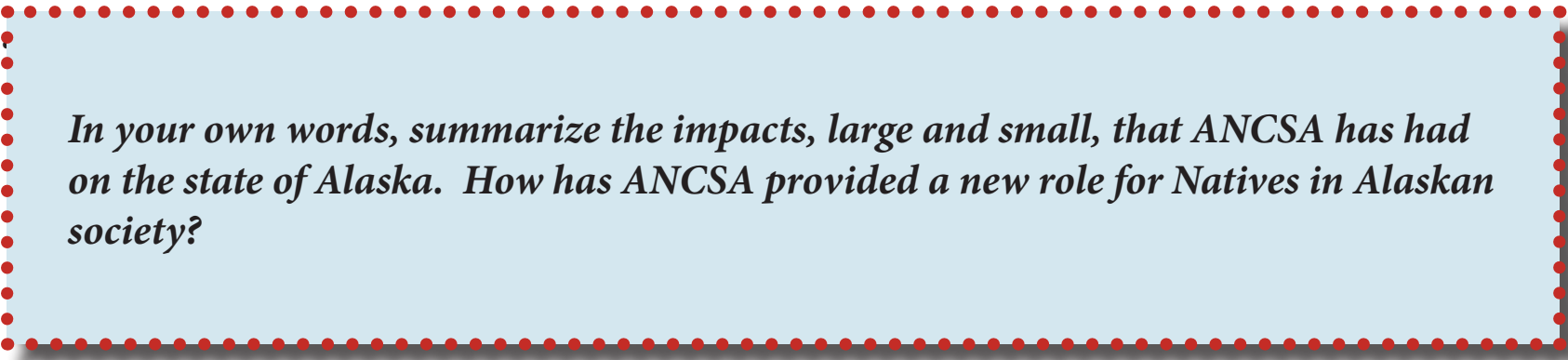


## ***Unit 8: Assessment***

*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 question and excerpt below from Unit 8 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 8 Written Content prior to assessment.
- Students should be given time for online research prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.



***In your own words, summarize the impacts, large and small, that ANCSA has had on the state of Alaska. How has ANCSA provided a new role for Natives in Alaskan society?***





**impacts**

**budget**



**real-estate**



**royalty share**

**Byron Mallott**

**Stewart Udall**



**Richard Nixon**

**Oscar Kawagley**



**Walter Soboleff**



**Rosita Worl**

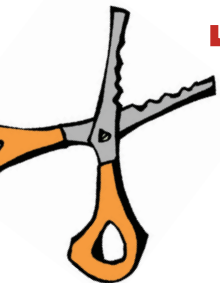
**David Case**

**William Hensley**



**Albert Kookesh**

**Charlie Johnson**



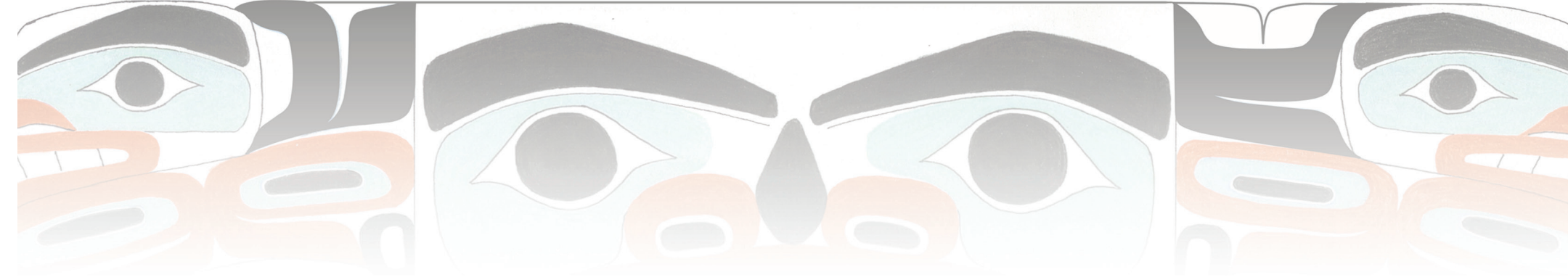


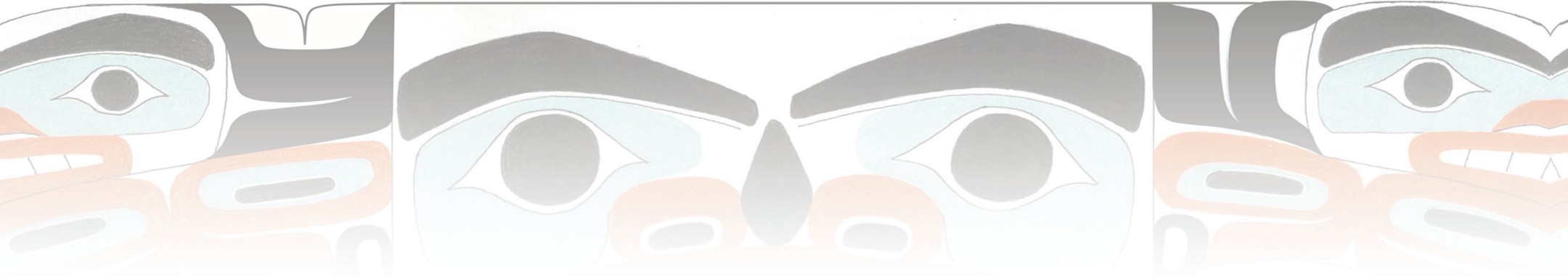


# VOCABULARY PICTURES

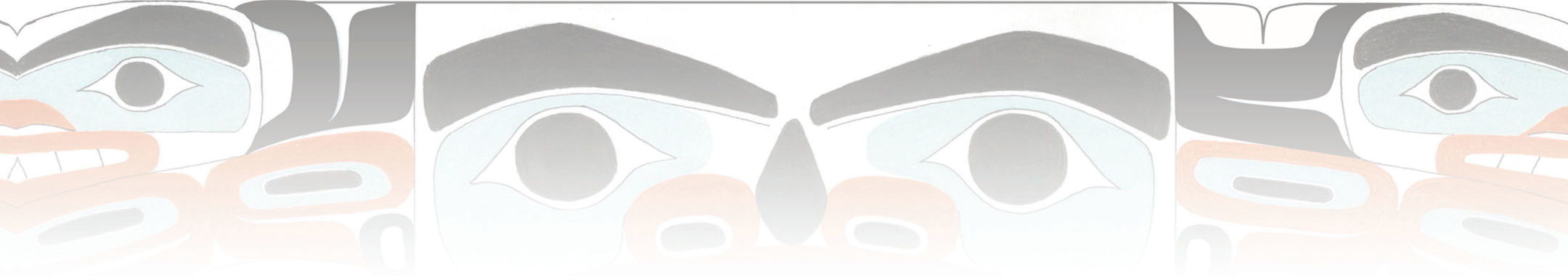


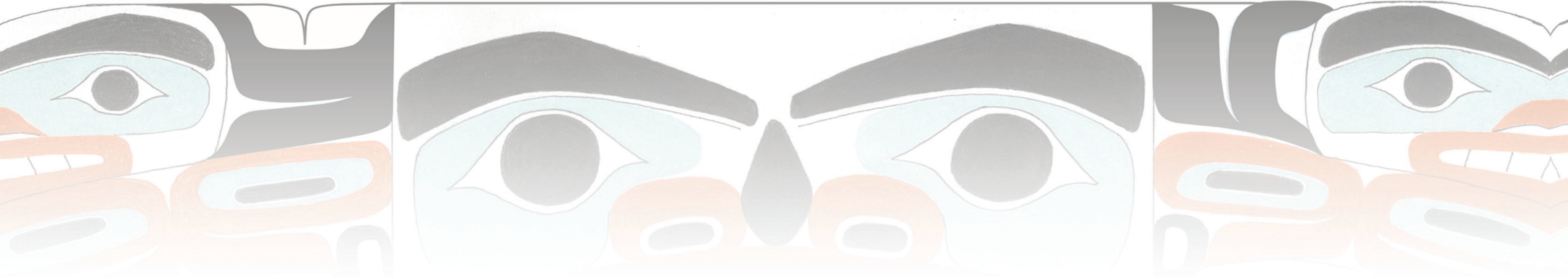




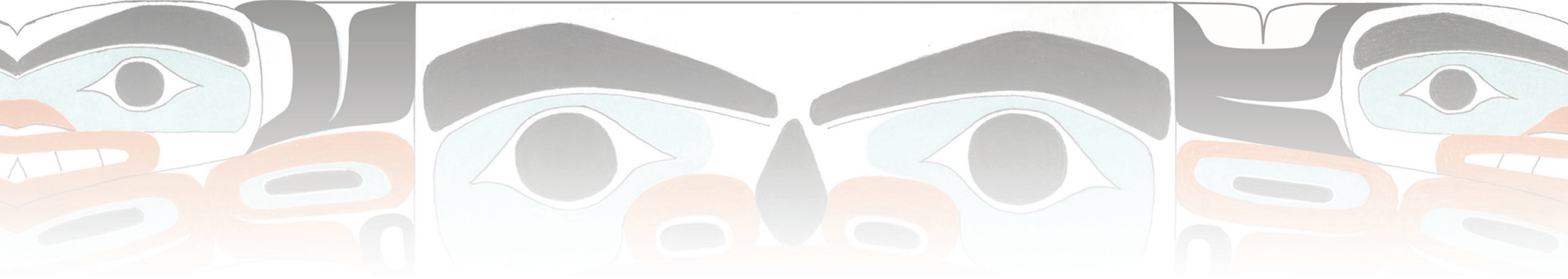


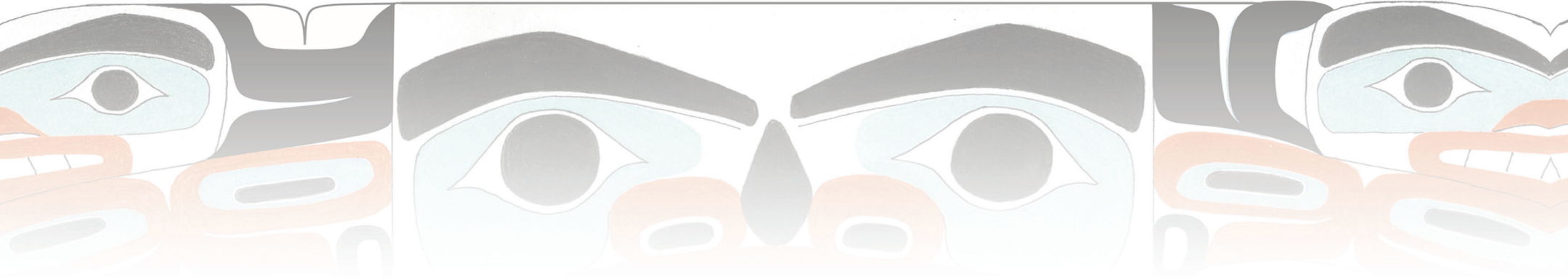
## IMPACTS



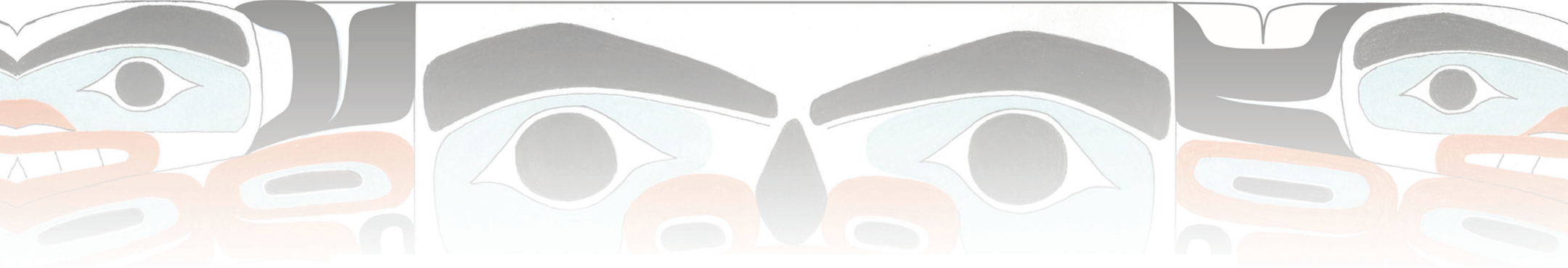


## BUDGET

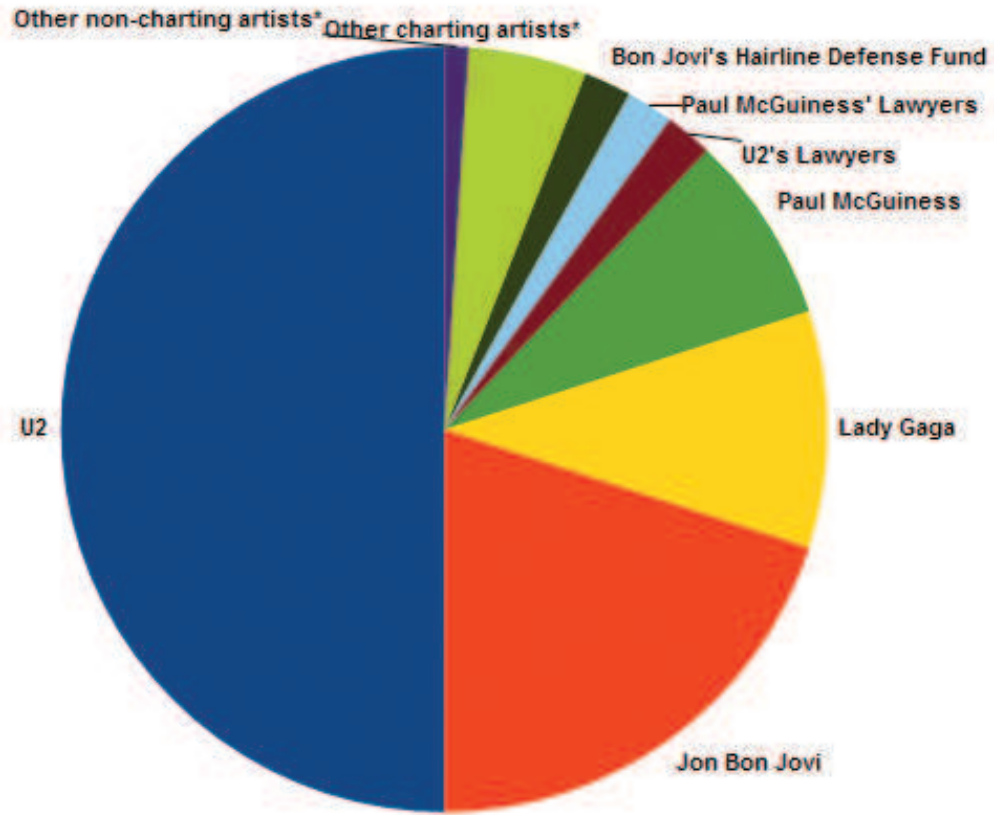


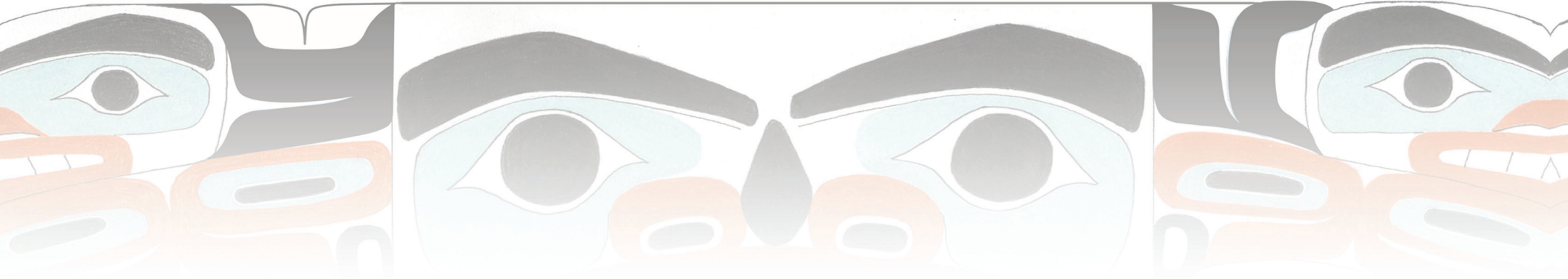


## REAL-ESTATE



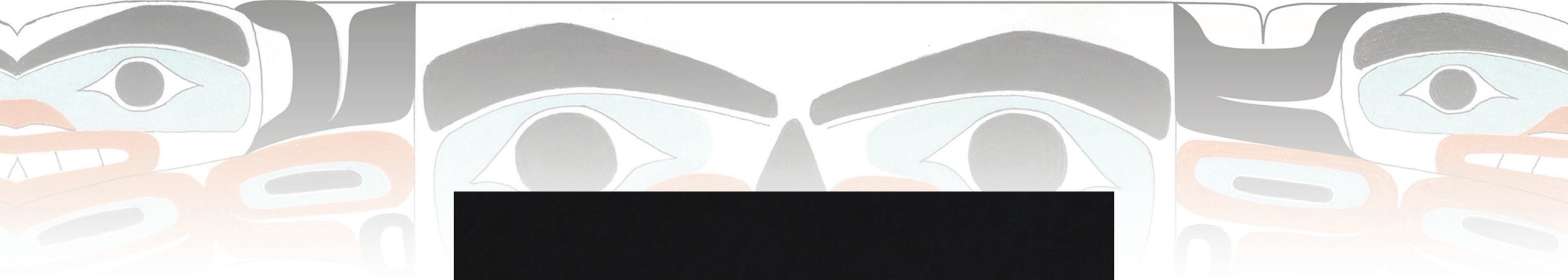
### Royalty Payments (\$15 million)

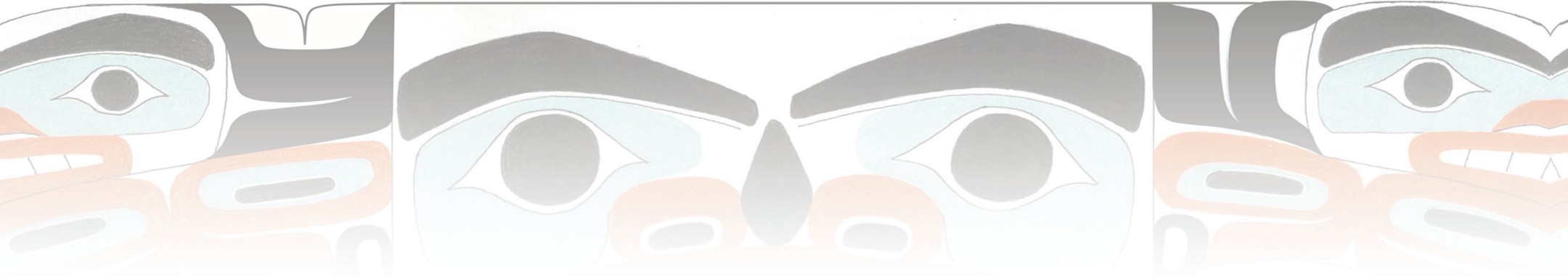




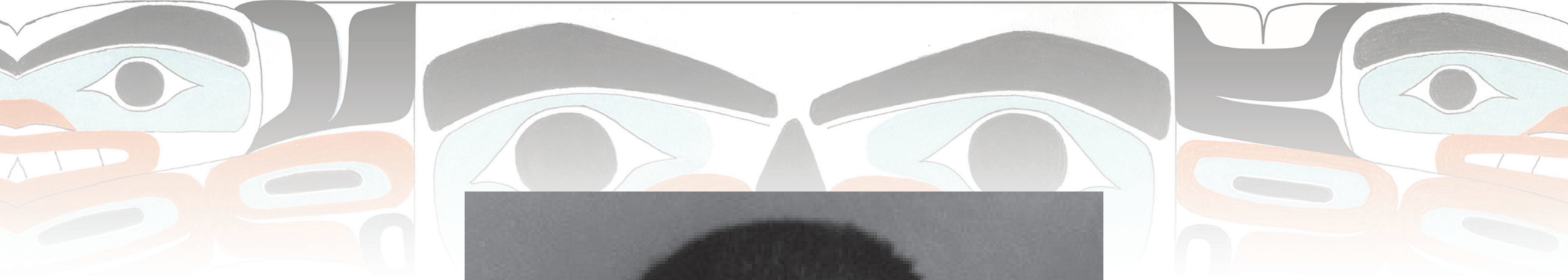
## ROYALTY SHARE

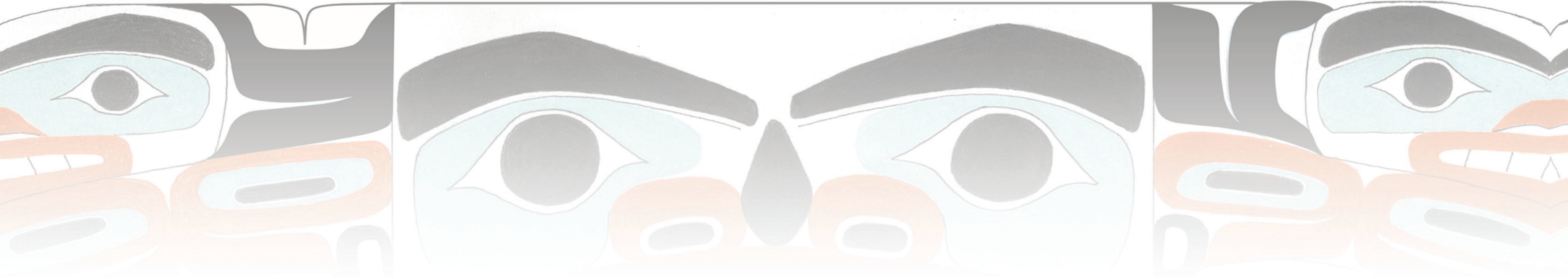




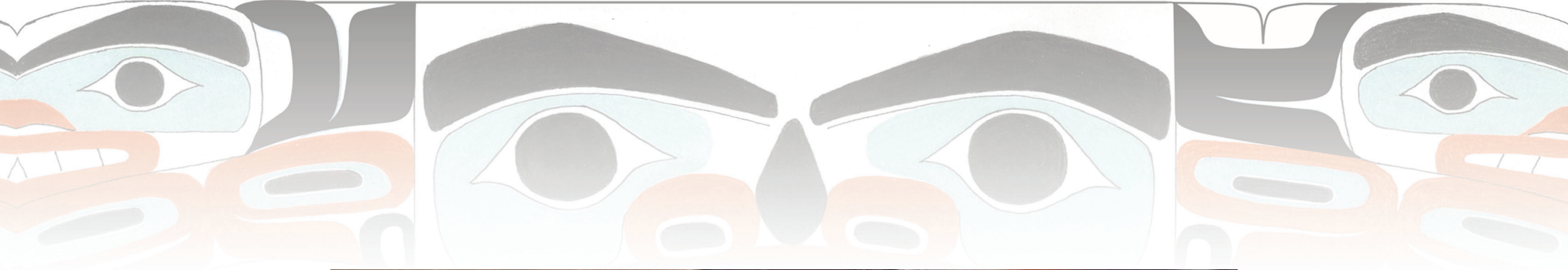


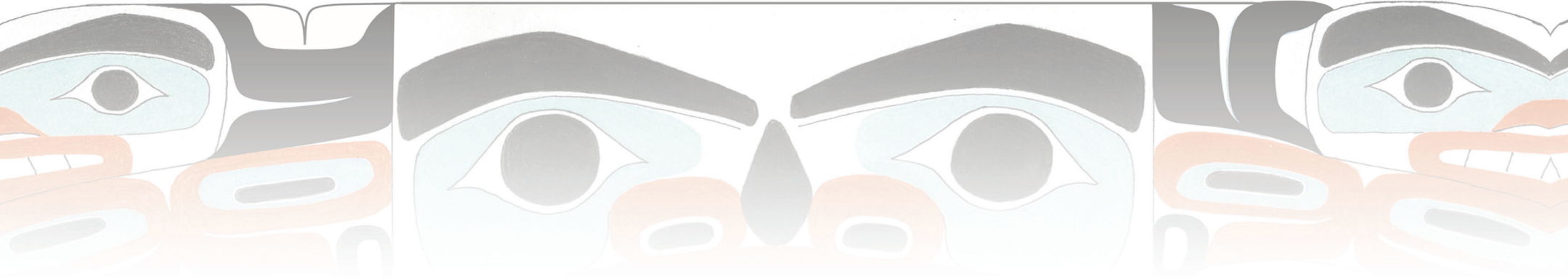
## BYRON MALLOTT





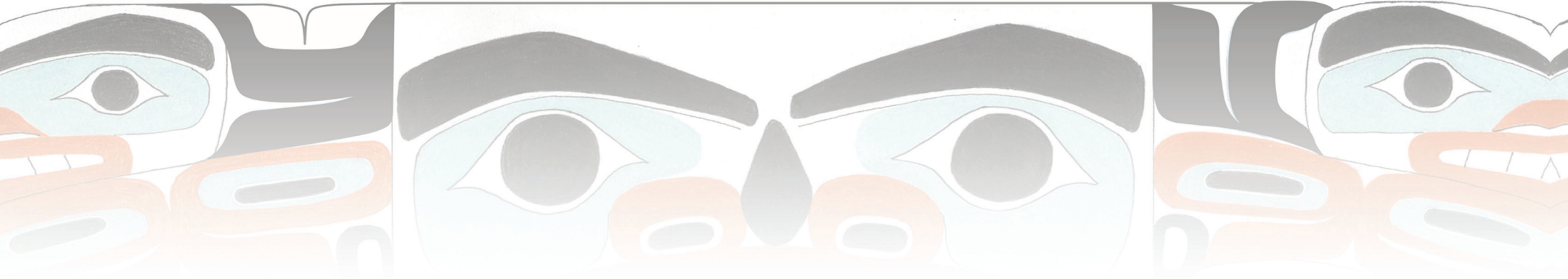
## STEWART UDALL





## RICHARD NIXON

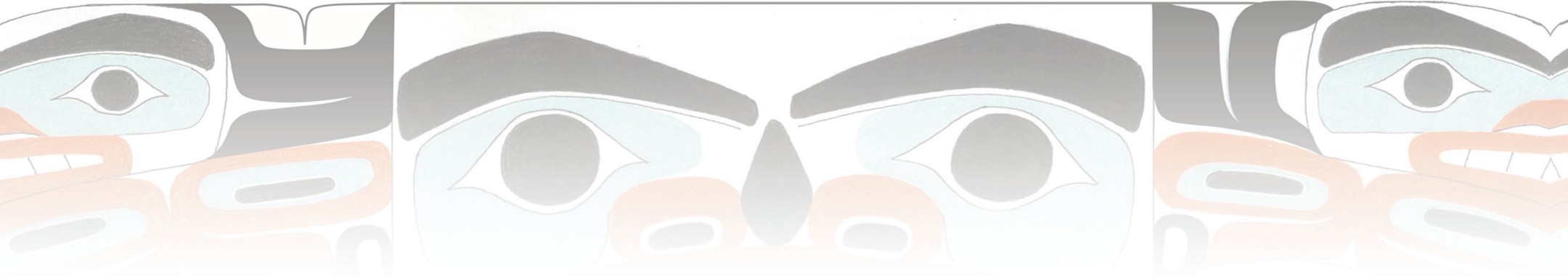




## OSCAR KAWAGLEY

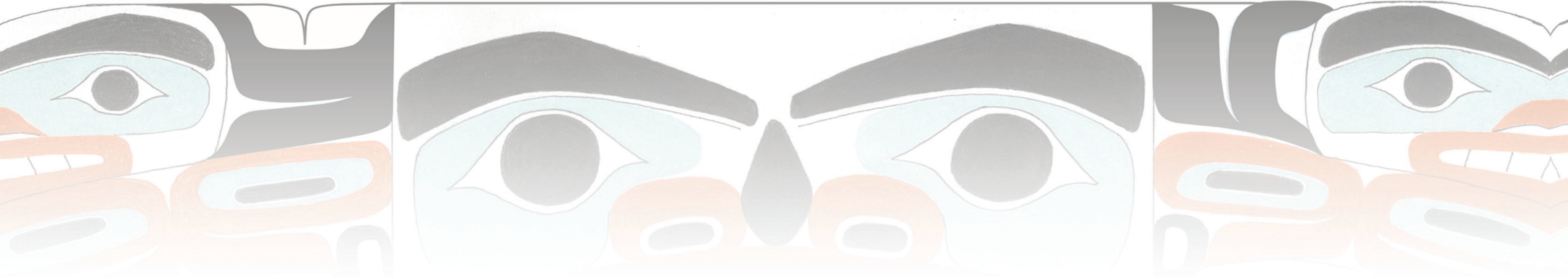




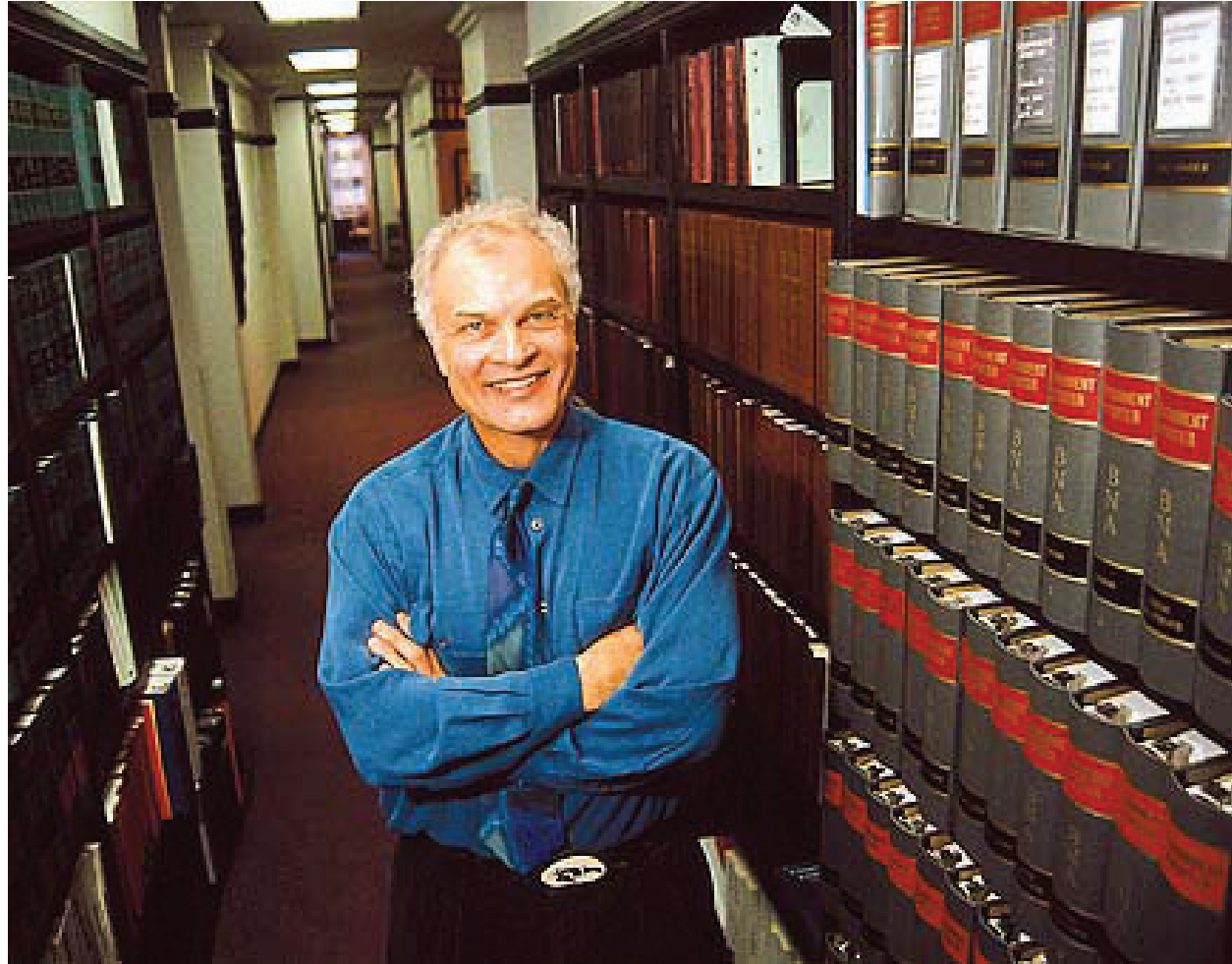
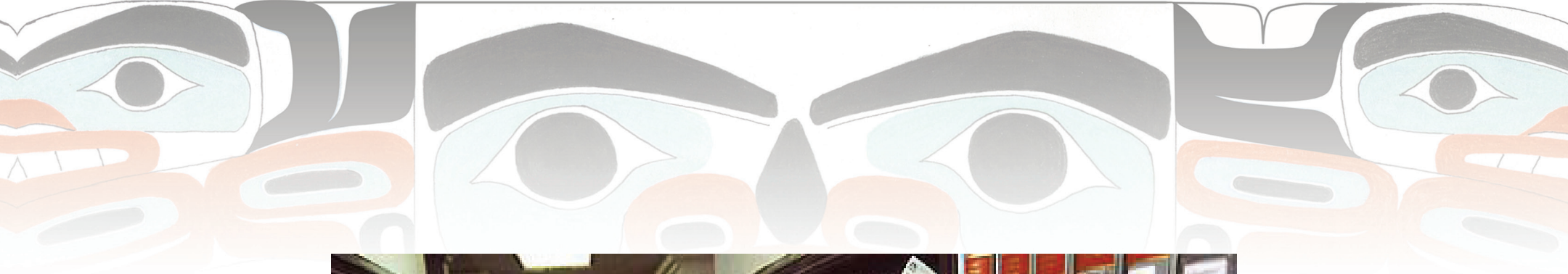


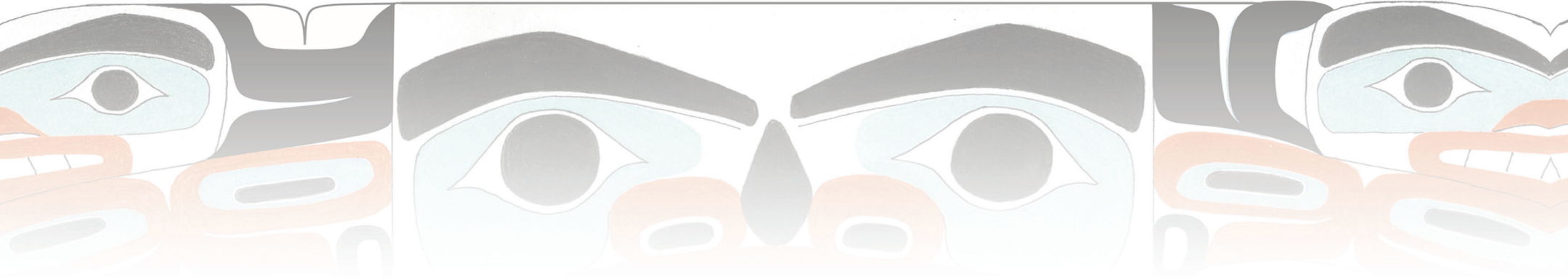
## WALTER SOBOLEFF



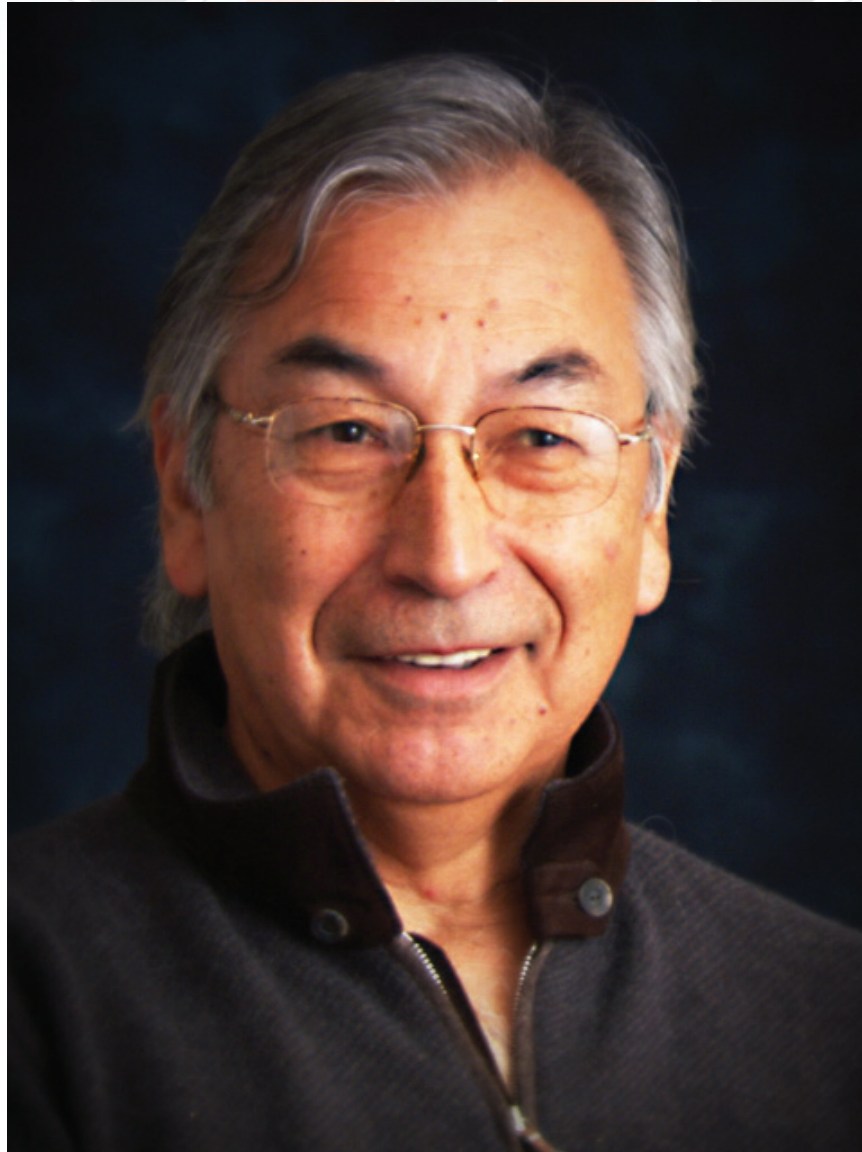
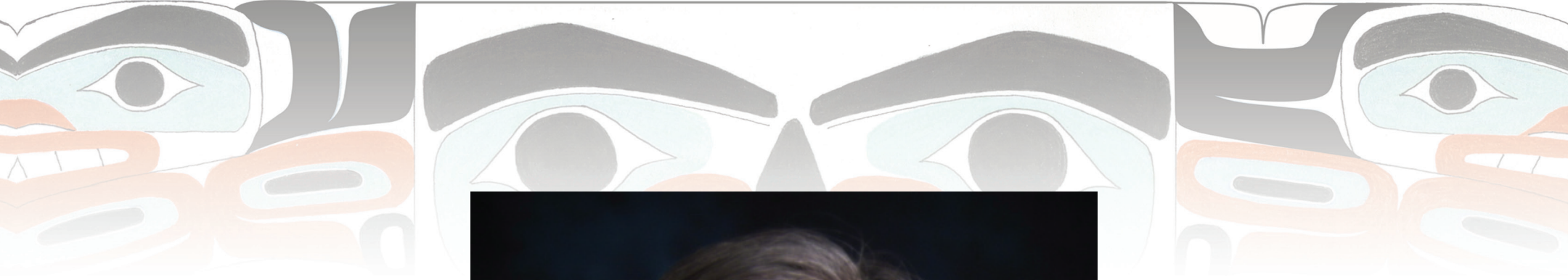


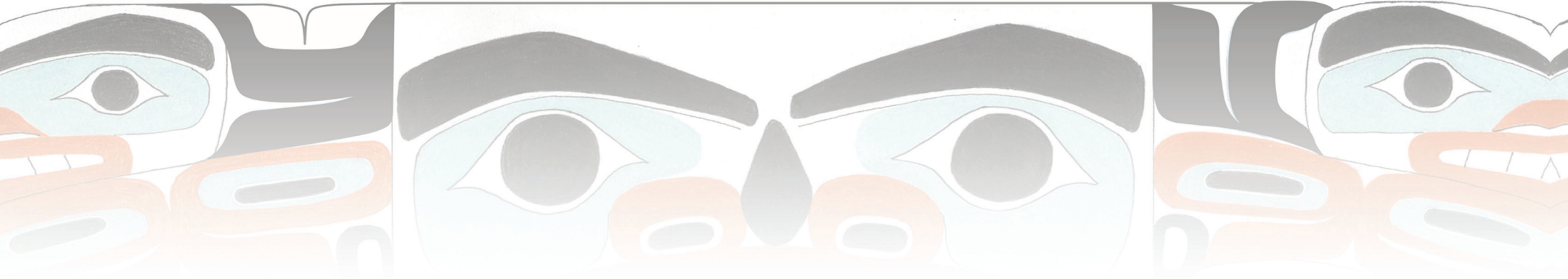
## ROSITA WORL





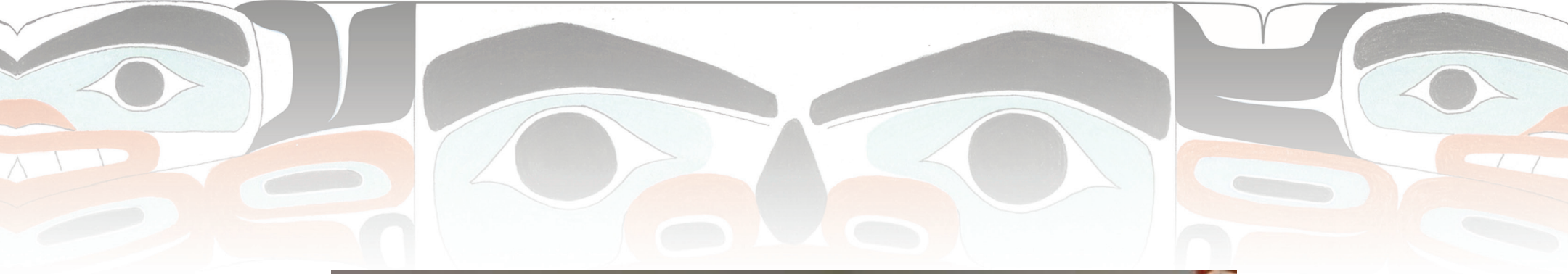
## DAVID CASE

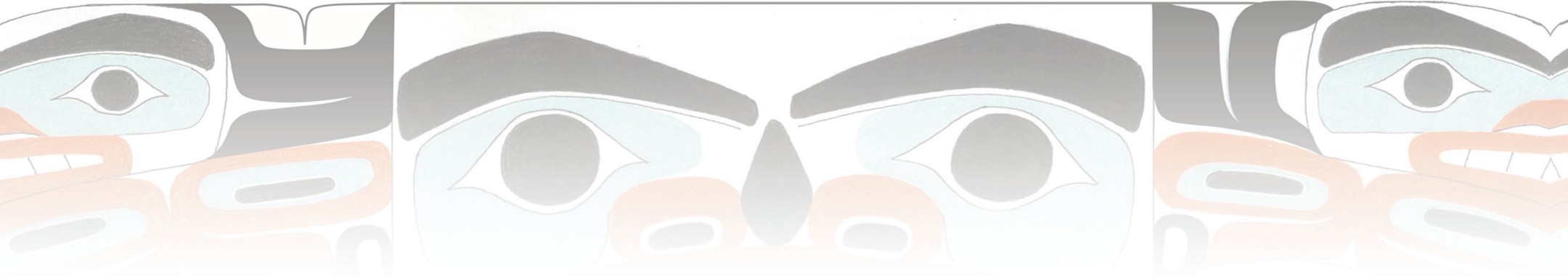




## WILLIAM HENSLEY

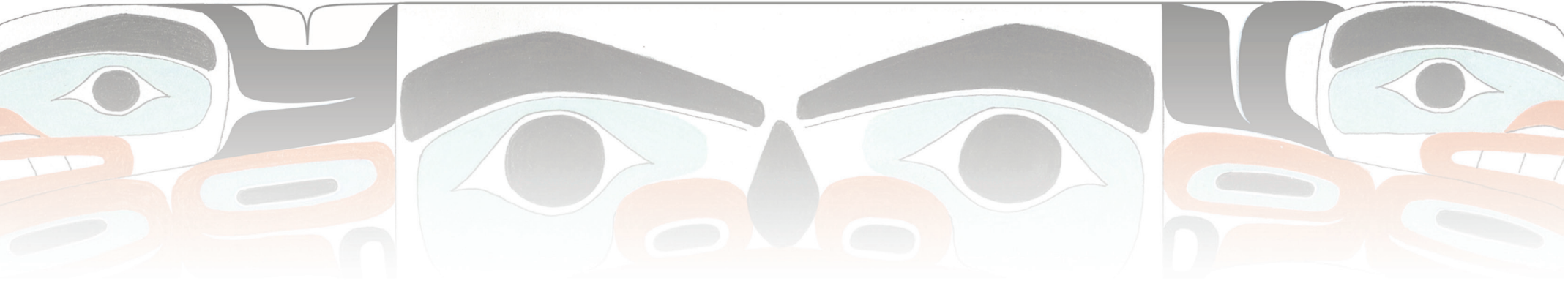






## ALBERT KOOKESH





## CHARLIE JOHNSON