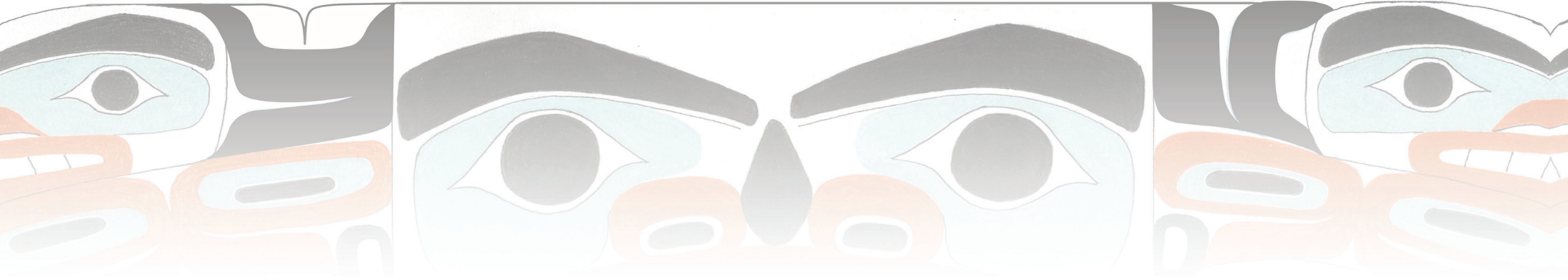




UNIT 10

Future



The Road from ANCSA

Unit 10: Future

When President Richard Nixon signed the Alaska Native Claims Settlement Act, it ended the 200-year struggle over who owns Alaska's land. ANCSA cleared the way for construction to begin on the trans-Alaska pipeline. It allowed the state government to continue its selection of land promised in the Alaska Statehood Act. ANCSA also started a process that turned one quarter of Alaska into national parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). But for Alaska's Natives it raised more questions than it answered.

What is the future of the Native corporations set up by ANCSA? How will the success or failure of these corporations affect the state? Will Alaska Natives be able to hold onto their land and corporations? And most importantly, will Natives be able to hold onto their way of life?

For Alaska Natives, ANCSA has been both good and bad. Their goal was to get control of their land and their way of life (Laster, 1986). It seemed ANCSA had given them three things they needed to achieve this.

First, Natives got title to 44 million acres. Second, they received payment of more than \$900 million for giving up their claim to the rest of Alaska. Third, the creation of Native-owned corporations allowed them to manage the land and money (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). All of these were

achieved through ANCSA.

The federal and state governments, the conservationists, and the oil companies were basically satisfied with the terms and language of ANCSA. But for Alaska Natives, ANCSA raised more issues than it solved, and there is often bitter disagreement over which course of action must be taken (Laster, 1986).

Why is there dissatisfaction with ANCSA? First, the Native-owned corporations gained ownership over the land forever. This reflects the cultural and economic importance of the land to Alaska Natives. Despite the promise of ANCSA, there is a very real danger that Natives will lose control of their corporations, and with them, control of their land (Laster, 1986).

"Historically, whenever the aboriginal property has been reduced to an individual property right, the result has been the massive loss of aboriginal lands. Those who do not know history are doomed to repeat it. And that is likely to happen here in Alaska unless something is done," explains attorney David Case (Laster, 1986).

"If it turns out that non-Natives in fact do control, eventually, the Native corporations, there is a real possibility that they might see different uses for the land than we do. They may not be subsistence type people. We hold the land sacred and critical for our subsistence," said Charlie Johnson AFN Chairman,



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1983-1985 (Laster, 1986).

Success for any corporation, Native or non-Native, is difficult. What are the long-term

chances of success for Native corporations? For those corporations that do fail, what will the effects be on the rest of Alaska?

It is simple for most corporations because they have only one primary goal, and that is to make a profit. Native corporations, on the other hand, have more responsibilities. Native corporations received ownership of tribal lands that have been owned by Natives for thousands of years. According to Native cultural values and traditional laws, future generations of Natives are also entitled to enjoy the ownership of their ancestral lands. Native people own the land because they are *members* of a group that own the land. In Native society, transfer of ownership of land through generations is through membership and not through inheritance. Using the land also creates responsibilities to care for the members of your group. Native corporations must be profitable, but they also have obligations to its current and future generations of shareholders.

The big challenge for Native corporations is to balance their many objectives. How can they make a profit while still providing the more general level of community support that their shareholders have come to expect?

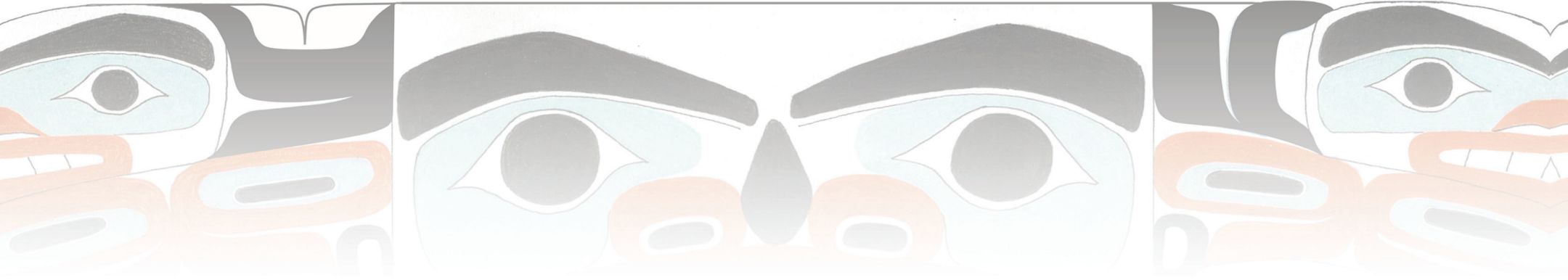
Native corporations must also carefully consider the social effects of their businesses across their region (Laster, 1986). It can be hard for corporations to invest in small, rural communities where

the population is small and transportation is expensive. These factors make it that much harder to make the necessary profits. It is far easier for corporations to invest in the urban centers where the economy is more diverse and sustainable (Laster, 1986). Is their responsibility to provide jobs for their shareholders and invest in the local economy, or should they invest outside the region and perhaps make more profit?

ANCSA corporations were created overnight, with millions of dollars and millions of acres as assets. They had little experience of training in running a profit-making corporation. Yet, they were given all the pieces and expected to make it work (Laster, 1986). It is no wonder that a number of the village and regional corporations are in pretty bad shape. What is impressive is that so many have survived for so long.

In 1991, on December 18th of that year, exactly 20 years after ANCSA was signed, several different things happened. First, Native land that had been developed was no longer exempt from taxation, which for some corporations could threaten their very existence. Also, shareholders were allowed to vote to allow their ANCSA corporation stock to be sold. If such a vote were approved, anyone would be able to buy stock and vote on corporate issues. This worries some people more than anything else about ANCSA (Laster, 1986). When anyone can buy stock, the corporations can be taken over by non-Natives. If that happens, it means that Natives would lose control of their corporate assets, which includes the land.

This kind of take-over by outside interests happens very often in the corporate world, even in corporations that have lots of experience and resources at their disposal. If it can happen to them it



can surely happen to ANCSA corporations (Laster, 1986). With the land and resources Native corporations have, they will look very attractive for take-over. But how would these take-overs affect the rest of Alaska?

If ANCSA corporations are taken over, the people who have enough money to do that may not even be Alaskans. This will affect not only Natives but the whole state (Laster, 1986). It means that the people who control these major corporations and all that land, may not even live here.

ANCSA satisfied a lot of needs back in 1971; needs of the oil companies, the needs of the state and federal governments, and the needs of the conservationists. It tried to address Native needs but today the ownership of Native land and the future of their culture are still in question. What can be done?

There are a number of prescriptions that may solve the problems. Most of them will require legislation from Congress, and that is a slow and tedious process. Native groups will have to be united about what they want and be prepared to lobby for it to be successful (Laster, 1986).

The questions that consume present Native leadership and will have a huge impact on the future are:

1. Is it the responsibility of Alaska Native corporations to advance the social welfare of Alaska Natives?
2. Is it a responsibility of Alaska Native corporations to invest in rural villages that are economically depressed?
3. Should Native cultural values be incorporated into Alaska Native corporations?
4. Should Alaska Native corporations focus only on making “profits?”
5. Should ANCSA lands be transferred to tribes?
6. Should Alaska Native corporations allow Alaska Natives who are less than one-fourth Native blood quantum to enroll into Alaska Native corporations?

All of the above listed questions and possibilities are worth significant consideration, discussion, and debate. As junior high students in the 21st century, and future leaders of Alaska, what do you think is the right path forward? What are your priorities for your culture and state? How do you think we can best protect the land our forebears fought for so courageously? Look to your ancestors for advice and wisdom, but learn also to utilize new technologies, new ideas, and your unique individual capacities to help ensure our land is respected, honored, and kept safe for future generations. The future of Native land and culture is in your hands!



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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.

ACHIEVE



Explain that to “achieve” means to accomplish or carry out with success; to attain with effort or despite difficulty. Ask students to give examples of “achieve” to check for understanding.

DISSATISFACTION



Explain that “dissatisfaction” is the feeling or condition of being displeased or unsatisfied; discontented. Ask students to give examples of “dissatisfaction” to check for understanding.

RESPONSIBILITIES



Explain that “responsibilities” are the obligation to carry out an assigned task to a successful conclusion. Ask students to give examples of “responsibilities” to check for understanding.

OBJECTIVES



Explain that “objectives” are something worked towards or striven for; goals. Ask students to give examples of “objectives” to check for understanding.

The Road from ANCSA: Background and Place-Based Activities

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POPULATION



Explain that “population” is all of the people inhabiting a certain area. Ask students to give examples of “population” to check for understanding.

TRANSPORTATION



Explain that “transportation” is the act of moving something or someone from one place to another. Ask students to give examples of “transportation” to check for understanding.

SUSTAINABLE



Explain that “sustainable” is the capability of being maintained at a steady or healthy level without exhausting natural resources and causing severe ecological damage. Ask students to give examples of “sustainable” to check for understanding.

ASSETS



Explain that “assets” are anything of material value or usefulness that is owned by a person or company. Ask students to give examples of “assets” 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.

EXEMPT



Explain that “exempt” is to free from obligation, duty or liability to which others are subject. Ask students to give examples of “exempt” to check for understanding.

LAND BANK



Explain that a “land bank” is a large body of land held by a public or private organization for future development or disposal. Ask students to give examples of “land bank” to check for understanding.

DEBT



Explain that “debt” is something owed such as money, goods, or services. Ask students to give examples of “debt” to check for understanding.

PRIORITIES



Explain that “priorities” are a status established in order of importance or urgency; prime concern; first concern. Ask students to give examples of “priorities” to check for understanding.

Language and Skills Development

LISTENING

The Hidden Words

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

Let's Move

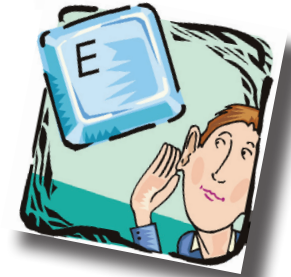
Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times.

Right or Wrong?

Provide each student with two blank flashcards. Each student should make a happy face on one card and a sad face on the other card. When the students' cards are ready, say a sentence that is either true or false relating to the unit's written content. When you say a true sentence, the students should show their happy faces. However, when you say a sentence that is false, each student should show his/her sad face. Repeat this process, using a number of true and false statements relating to a concept being studied.

Match My Sequence

Provide each student with three vocabulary pictures. All students should have the same pictures. Have the students lay the pictures on their desks in a row (any sequence). When the students have arranged their pictures, say a sequence of three vocabulary words (using the vocabulary words for the pictures the students have). Any student or students whose pictures are in the same sequence as the vocabulary words you said wins the round. The students may change their sequences after each round of the activity.



Language and Skills Development

SPEAKING

Whose Name?

Mount the vocabulary pictures on the board. Provide each student with a blank flashcard. Each student should write his/her name on the card. When the students' cards are ready, collect them and mix them together. Redistribute the name cards to the students so that each student has the name card of another student. Point to a vocabulary picture on the board and call a student's name. The student whose name you called should then read the name on the name card he/she has. It is that student who should say a complete sentence about a vocabulary picture that you point to. Repeat this process until all students have responded.

Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

Being Lippy

Stand in front of the students. Move your lips to say a vocabulary word. The students should watch your lips carefully and then repeat the vocabulary word. Depending upon the readiness of the students, complete sentences can be used. This activity may also be done in team form, with specific students being required to answer in a rotating format.

The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”



The top of the page features a decorative header. On the left and right sides, there are stylized, colorful faces with large eyes and open mouths, rendered in a traditional Indigenous art style. In the center, there is a large, faint image of a face. On the right side, there is a small, realistic image of an open book with text on its pages.

Language and Skills Development

READING

Coded Reading

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

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.

Running Story

Mount the sight words (images) on the chalkboard. Read the unit's written content aloud to the students. As the vocabulary words are approached in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

Face

Mount the sight words around the classroom on the walls, board, and windows. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.



Language and Skills Development

WRITING

Sentence Build

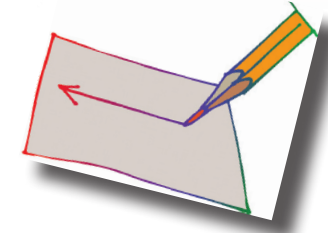
Write a number of sentence halves on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the board and number each one. Provide the students with writing paper and pencils/pens. Each student should then complete ONE of the sentence 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.

Creative Writing Prompt

For the purpose of evaluation and assessment, a creative writing prompt can be given to students to see how well they retained the concepts studied throughout the unit. Students should be encouraged and given points for using as many vocabulary words in their writings as possible. Themes may vary depending on the unit’s written content and could focus on the Essential Questions provided.

Sentence Completion

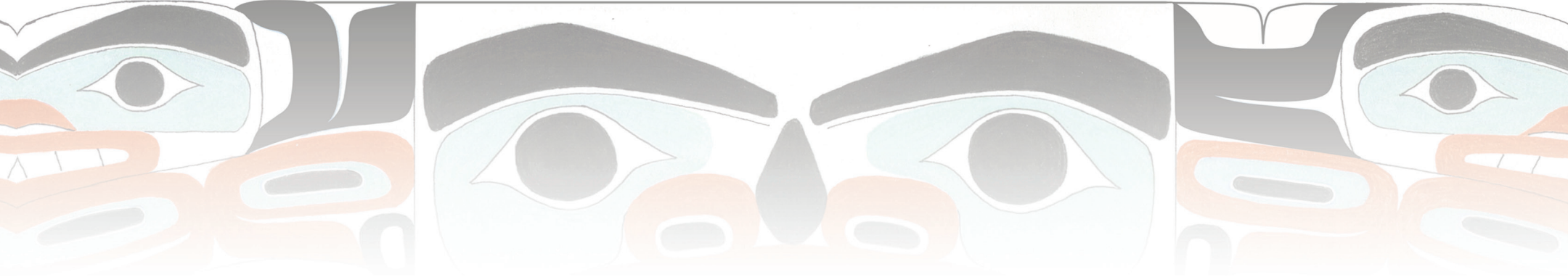
Give each student a copy of the sentence completion version of the text. The students should write in the missing words. Afterward, review the students’ work.





Unit 10: Essential Questions

1. Why has ANCSA raised more questions for Alaska Natives than it answered?
2. What is the future of Native corporations set up by ANCSA?
3. Will Alaska Natives be able to hold onto their land and corporations?
4. Will Alaska Natives be able to hold onto their way of life?
5. What three things did ANCSA give Alaska Natives?
6. Why is there dissatisfaction with ANCSA?
7. What are the long-term chances for success for Native corporations in Alaska?
8. What will the effects be on the rest of Alaska if Native corporations fail?
9. How can Native corporations make a profit while still providing a general level of community support for their shareholders?
10. Is it the responsibility of Native corporations to provide jobs for their shareholders and invest in local economy, or should they invest outside the region and perhaps make more profit?
11. How do you think we can best protect the land our forebears fought for so courageously?



Reading and Writing: Sentence Completion

Unit 10: Future

When President Richard Nixon signed the Alaska Native Claims Settlement Act, it ended the 200-year struggle over who owns Alaska's land. ANCSA cleared the way for construction to begin on the trans-Alaska pipeline. It allowed the state government to continue its selection of land promised in the Alaska Statehood Act. ANCSA also started a process that turned one quarter of Alaska into national parks and monuments (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). But for Alaska's Natives it raised more questions than it answered.

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Why is there _____ with ANCSA? First, the Native-owned corporations gained ownership over the land forever. This reflects the cultural and economic importance of the land to Alaska Natives. Despite the promise of ANCSA, there is a very real danger that Natives will lose control of their corporations, and with them, control of their land (Laster, 1986).

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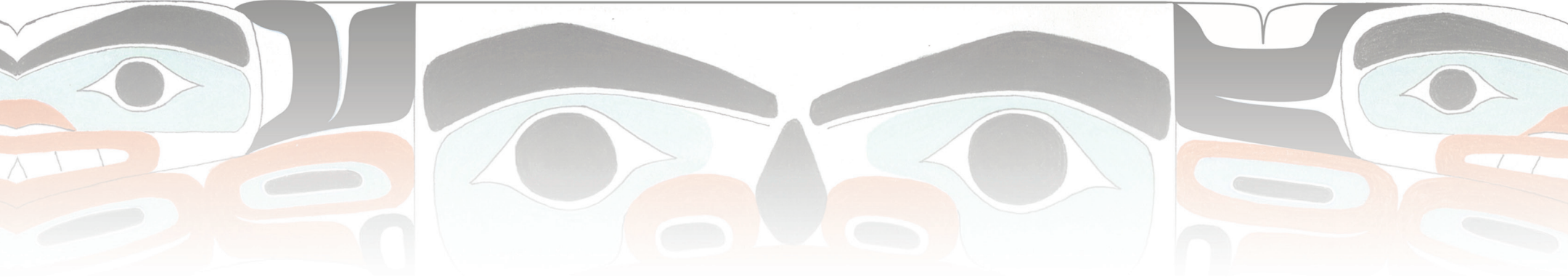
_____ is small and _____ is expensive.

These factors make it that much harder to make the necessary profits. It is far easier for corporations to invest in the urban centers where the economy is more diverse and _____ (Laster, 1986). Is their _____ to provide jobs for their shareholders and invest in the local economy, or should they invest outside the region and perhaps make more profit?

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Activity: Community Engagement

As a class, prompt students to recall everything that they have learned about ANCSA throughout the curriculum. Create a classroom list of the history, setbacks, achievements, issues, provisions, impacts, future concerns, and important facts surrounding the Alaska Native Claims Settlement Act of 1971. Teacher can try and assist in summarizing and presenting the most important lessons derived from this history. The class should then come up with a list of basic questions that would be essential to ask in an interview.



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- Provide each student with a copy of the class list of important ANCSA lessons on one side and the essential interview questions on the other.
- Take the class on a field trip to the town center (or other central location) and have each student find at least three people to interview and find out what they know about ANCSA.
- Have students record what they hear from community members.
- After interviewing, have each student teach all that they have learned about ANCSA to the community members, explaining the importance of educating ourselves about ANCSA so as to protect our lands for future generations of Alaskans.



Unit 10: 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 excerpt below from Unit 10 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 10 Written Content prior to assessment.
- Students who may have difficulties with this writing assignment could demonstrate their understanding of vocabulary terms through an oral assessment.

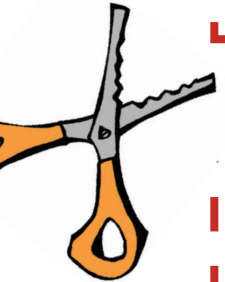
“As junior high students in the 21st century, and future leaders of Alaska, what do you think is the right path forward for Alaskan Natives and Native corporations created by ANCSA? What are your priorities for your culture and state? How do you think we can best protect the land our forebears fought for so courageously?”



achieve

dissatisfaction

responsibilities



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objectives

population

transportation



sustainable

assets



exempt



land bank

debt

priorities

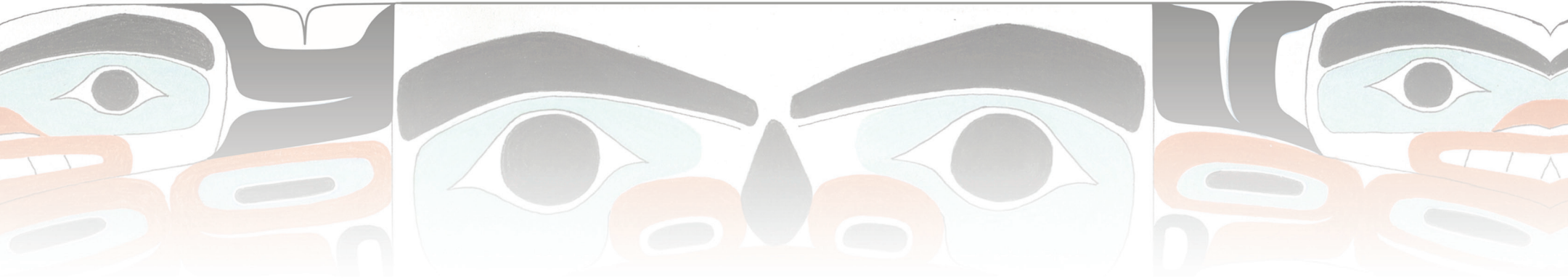




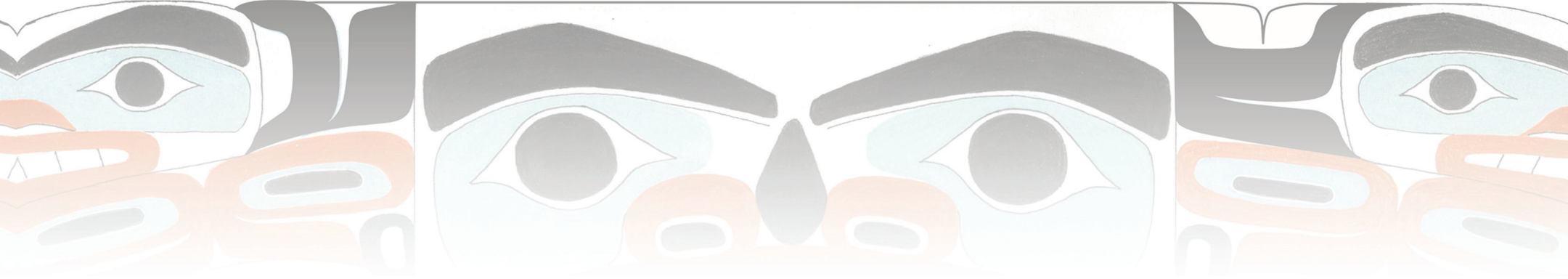
VOCABULARY PICTURES

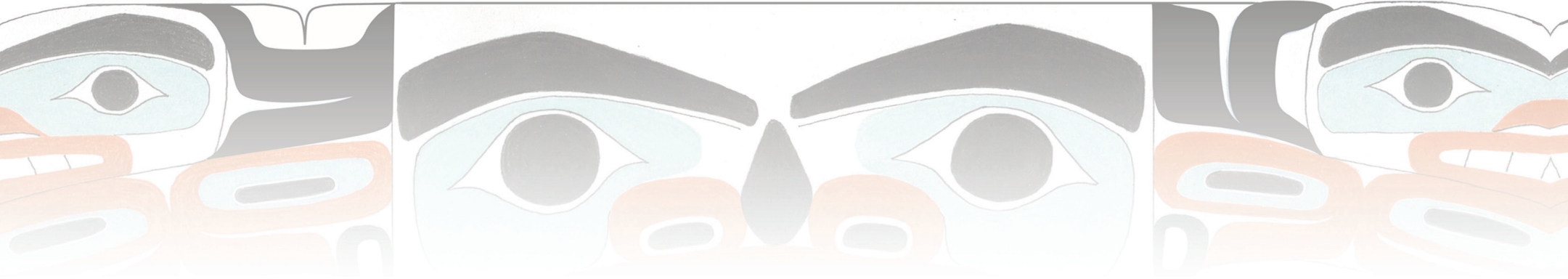






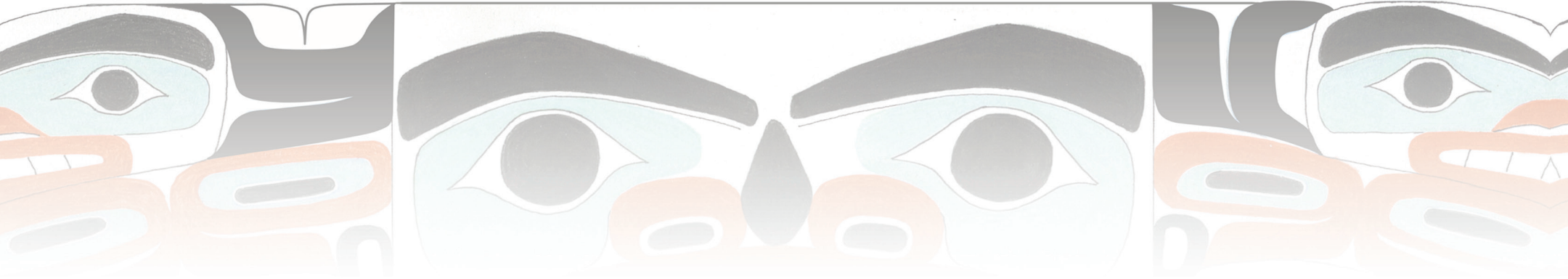
ACHIEVE





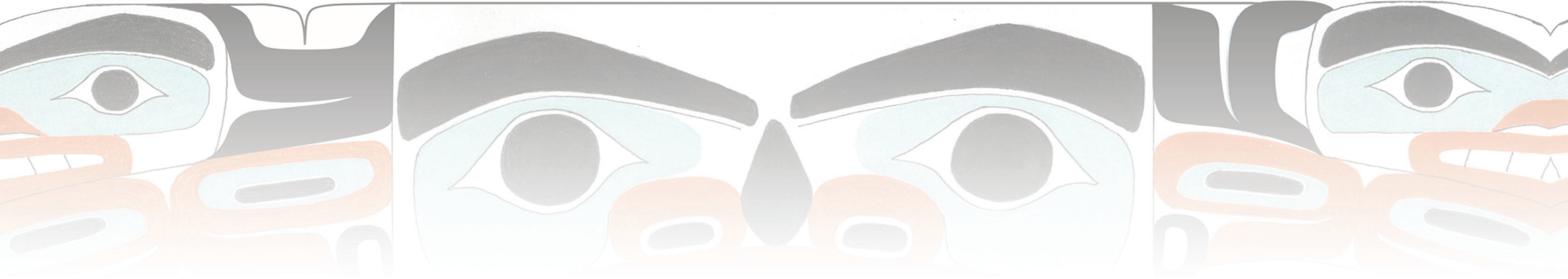
DISSATISFACTION



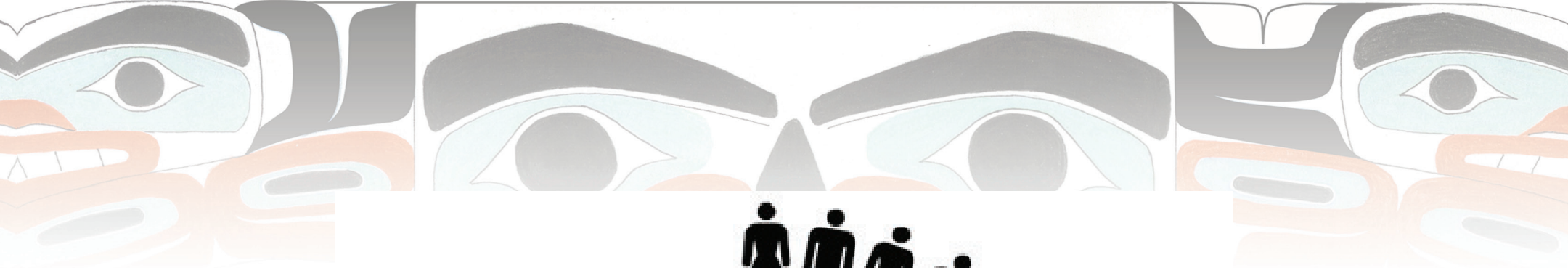


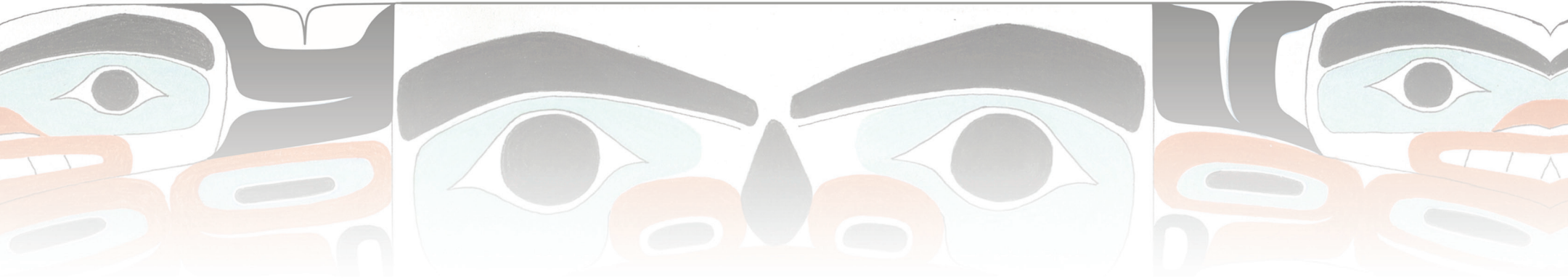
RESPONSIBILITIES



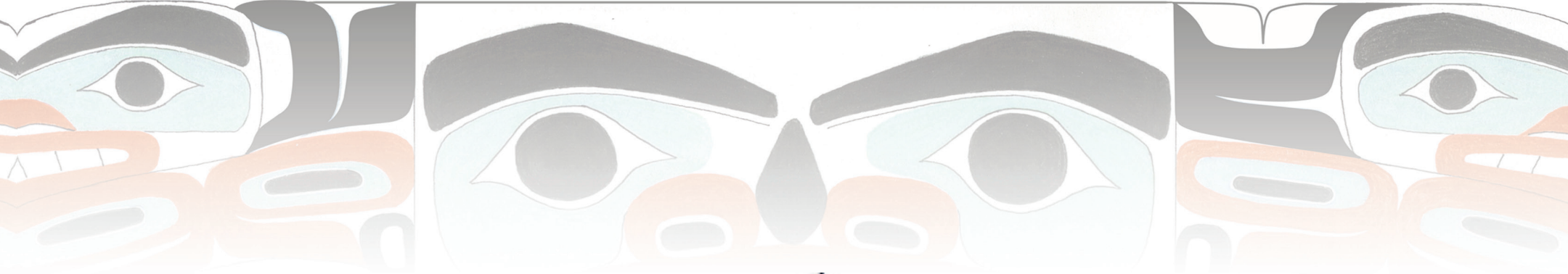


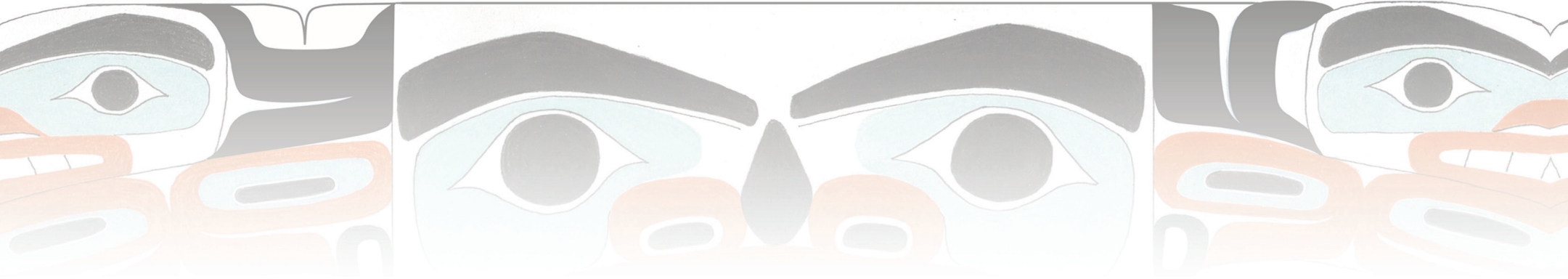
OBJECTIVES



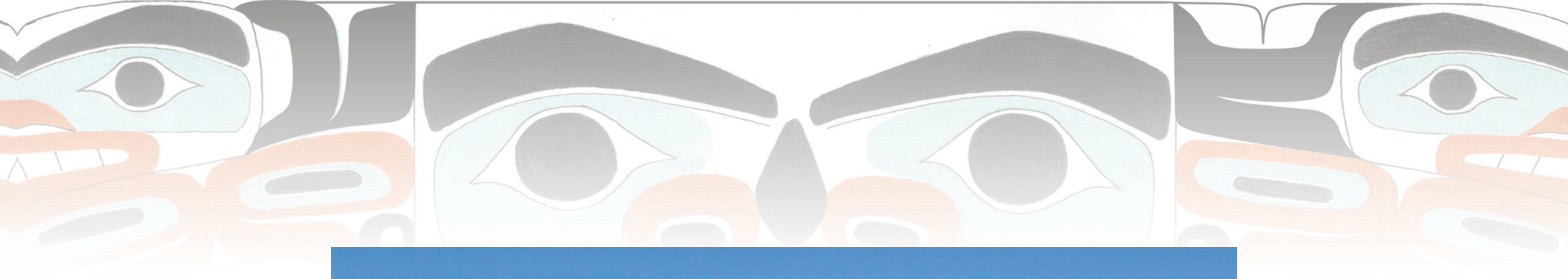


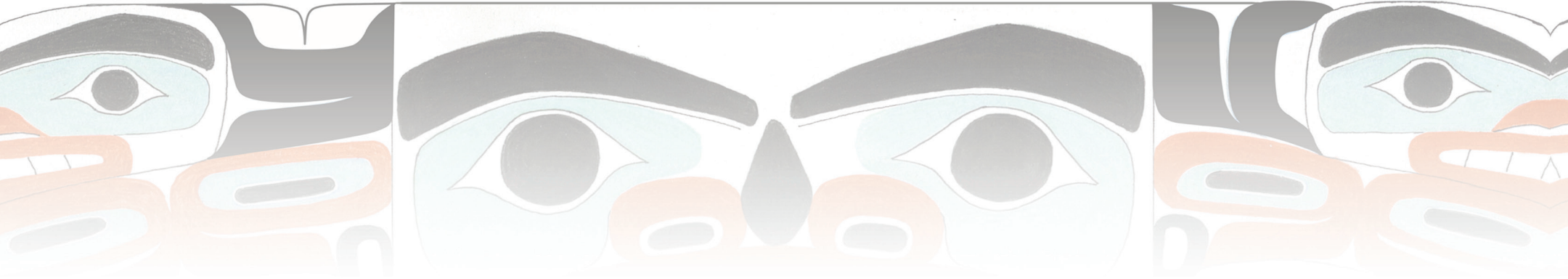
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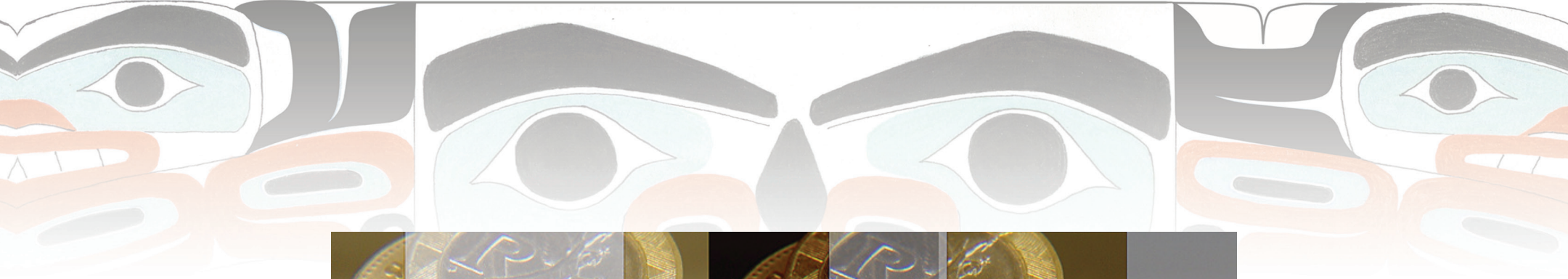


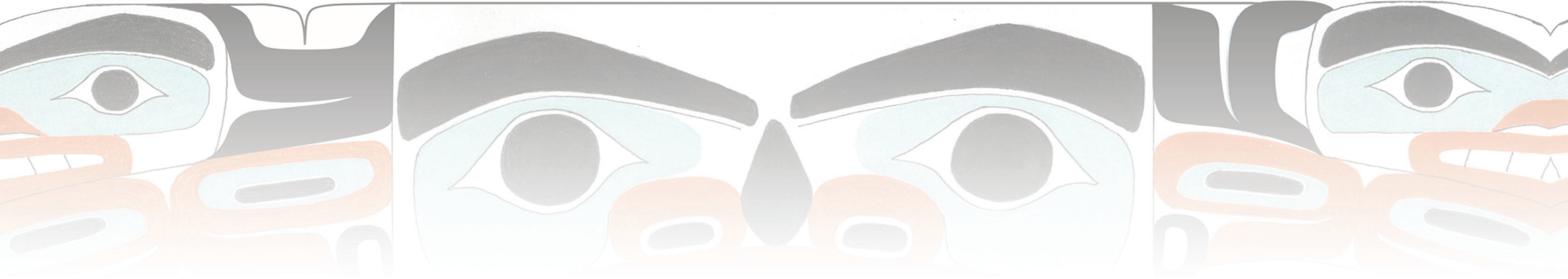
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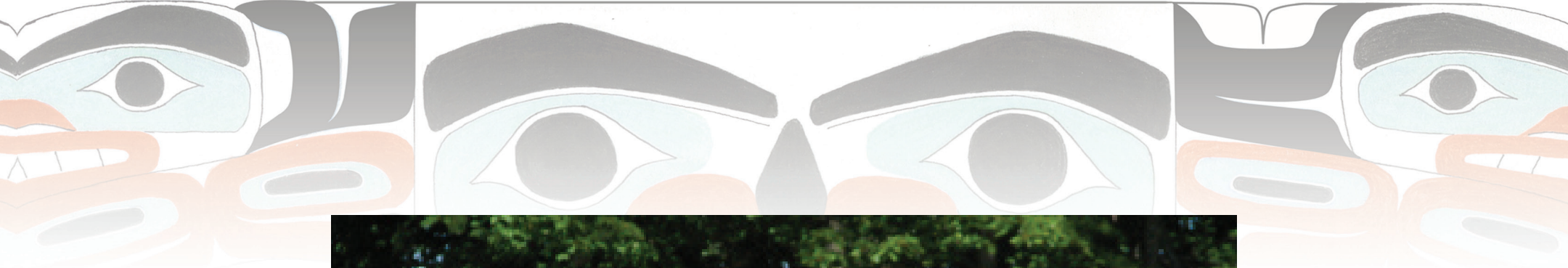


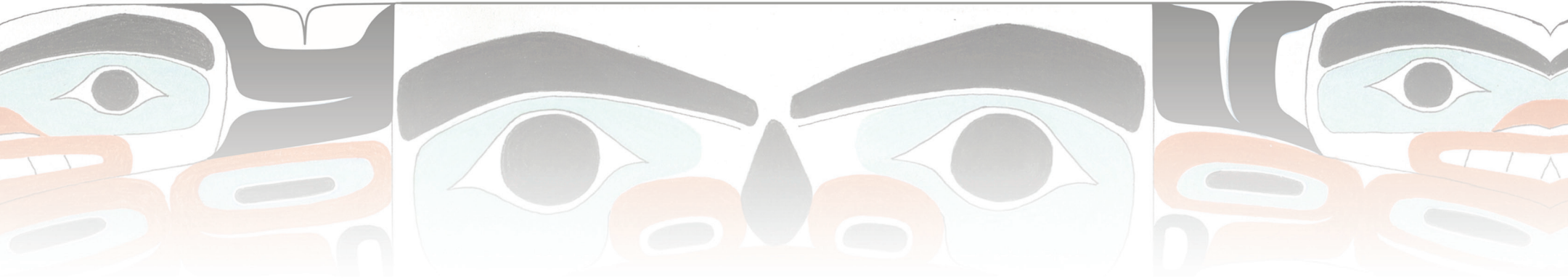
SUSTAINABLE



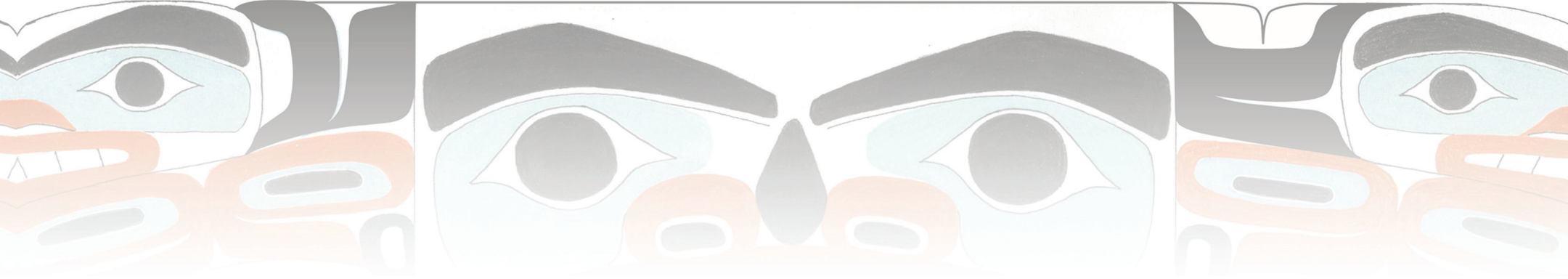


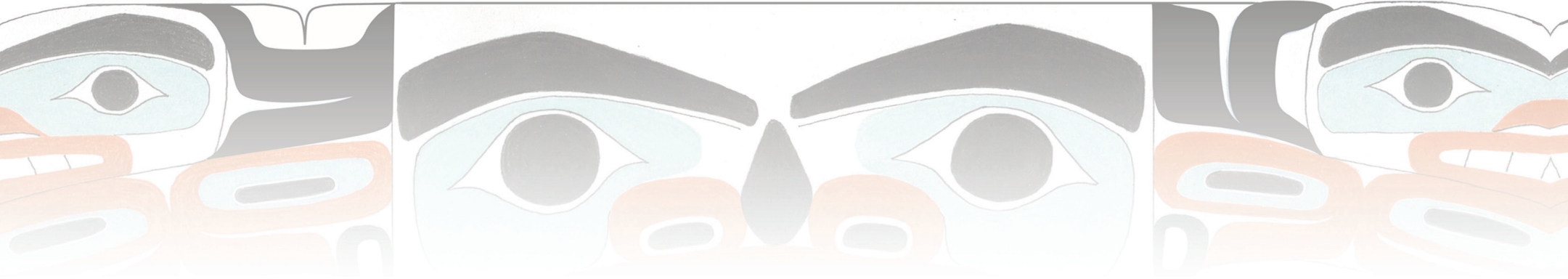
ASSETS



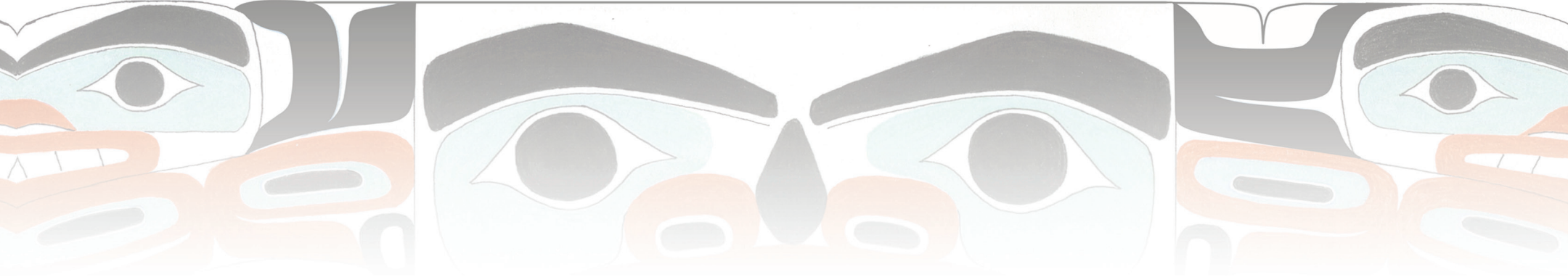


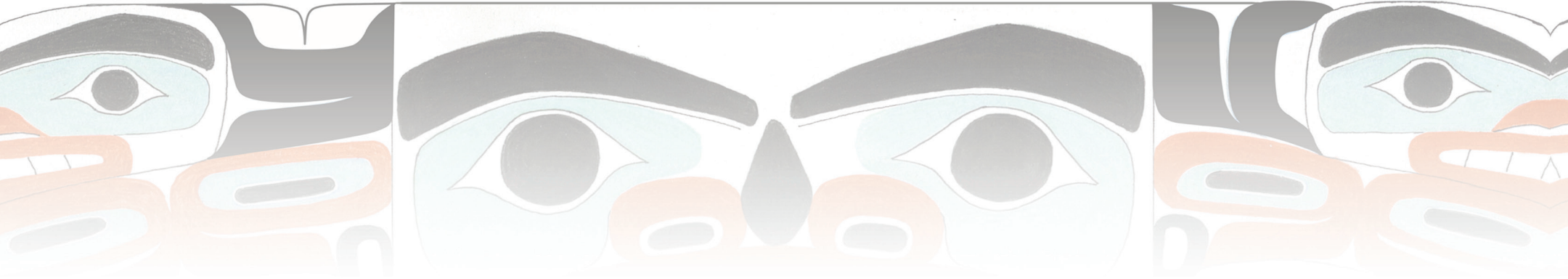
EXEMPT





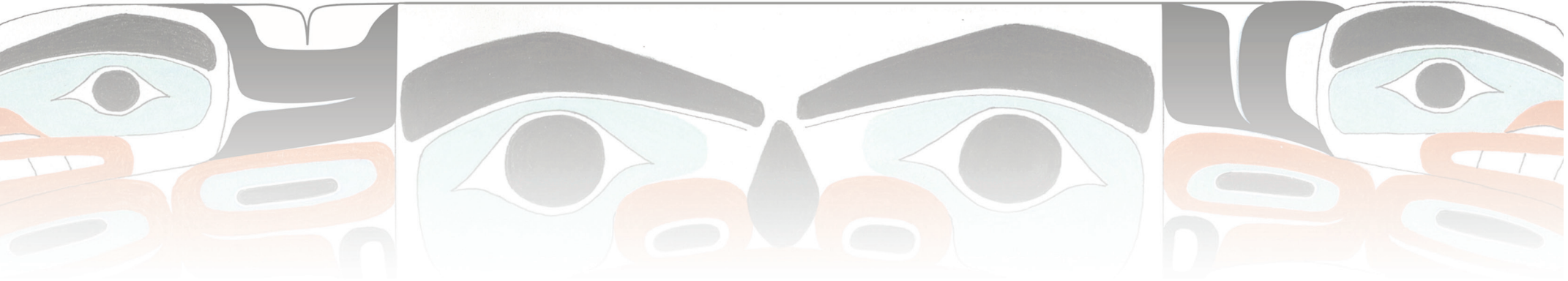
LAND BANK





DEBT





PRIORITIES