



UNIT 9

The Land (b)

The Road from ANCSA

Unit 9: The Land (b)

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Doyon regional corporation is the largest private land owner in Alaska. Actually, Doyon is the largest private land owner in the nation (Laster, 1986)! All around the state, Native corporations own some prime real estate.

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The direct effect of ANCSA on village life has been varied. Parts of rural Alaska have gone through serious changes. Some village corporations' investments have made profits and brought employment opportunities and dividends to their tribal member shareholders. In most villages, ANCSA has not had much of an effect on the people (Laster, 1986). Village corporations create some new jobs, but not many. Most villages are small and remote and they do not have the infrastructure like roads and access to computer technology to support business development. Energy and transportation costs are high. More than half of Alaska village corporations have not made any dividends to their shareholders. One village corporation has already filed for bankruptcy and several others are on the brink of it (Laster, 1986).

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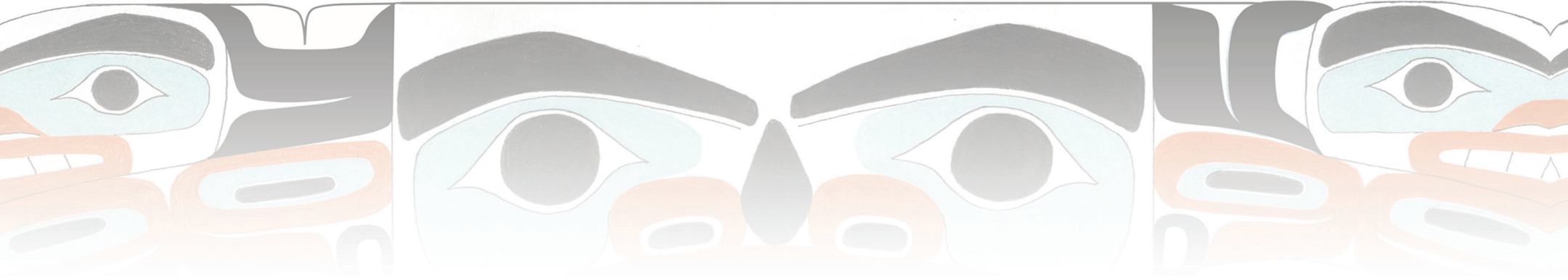
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If you do not own stock, are you still tied to the land? Does it mean that you have less right to the land than those born before 1971? Am I still a part of my Native community if I do not own stock?

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Much later, Sealaska Corporation held its 34th annual meeting in July of 2007 to vote on whether Sealaska should issue shares to those “New Natives” “left out” of ANCSA. A total of 1,086,959 shares were cast, representing 71% of the total number of shares in the corporation, resulting in a historic vote that would allow distribution of shares to Natives born after December 18th, 1971. This vote came after years of spirited dialogue and intensive outreach to shareholders, including polling, focus groups, and dozens of community meetings (Sealaska, Shareholder: A Bimonthly Newsletter from Sealaska Corporation, 2007).

“Our shareholders have spoken. Today is a historic day for Sealaska shareholders, descendants, and leftouts,” said board chair Albert M. Kookesh. “This vote is the best expression of what the Alaska Native Claims Settlement Act is all about. It’s about our cultural values of togetherness, sharing between generations, inclusion and family that have been passed down by our ancestors” (Sealaska, Shareholder: A Bimonthly Newsletter from Sealaska Corporation, 2007).

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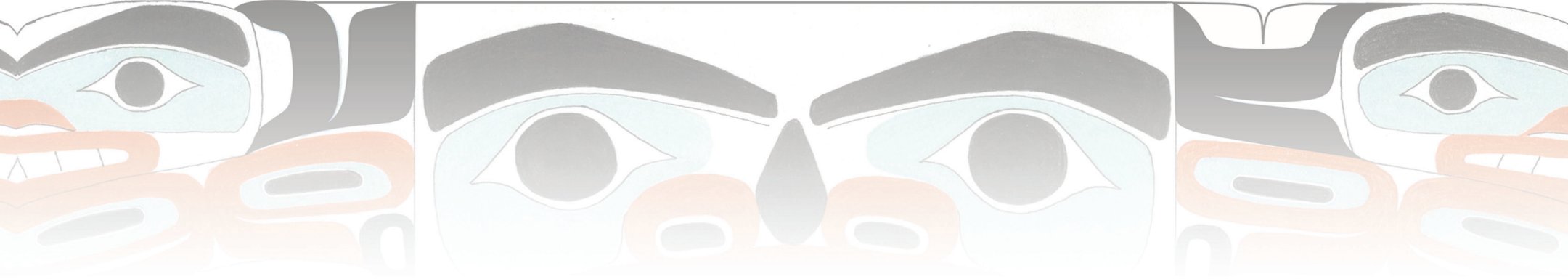
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ANCSA has also had an impact on Native society. These changes don’t get the big headlines that economic and political ones do, but they are even more important (Laster, 1986). How well are Alaska Natives adapting to the changes? Dr. Rosita Worl explains, “I would say that there are some people who are adapting very well. We just finished a study in one of the regions, and it is

just very clear that there has been this institutional, socialization that has occurred. The individuals that took over the lands claim corporations had the best opportunity to become educated into a corporate system, into a capitalist system. And I think they did very well. But at the other level of course I get back to Native people at the grass roots level, and there again we see a disparity. They have not taken to corporations as well. They don’t identify with it and see it as an alien institution. They see it separat-



PHOTO BY BRIAN WALLACE.



ing and dividing their people.” (Laster, 1986).

There has been another change for Natives, and that is how they are viewed by other people (Laster, 1986). Hollywood has taught people to see Alaska Natives as a nomadic people roaming across the Arctic in search of food and shelter. But now, ANCSA has put Natives in the boardrooms of multimillion dollar corporations, and into the mainstream of America’s financial world. This fact has produced new images of Alaska’s Natives, images of powerful people who deal with political and business professionals as equals.

As Alaska Natives saw the culture undergo a transformation, it became clear that they would have to strike a balance between the old and the new. This has brought about a reemergence of traditional cultural practices and values — a belief that there is as much wisdom in the old ways as money to be made in the new ways.

“I believe in change. And I also believe in traditional culture. It needn’t be a contradiction. It needn’t be a conflict. They are not necessarily in opposition. And I think that if we want Native peoples, Native communities, Native societies to persist... then it becomes mandatory, essential to protect these cultural values,” says Dr. Rosita Worl (Laster, 1986).

No matter how you look at it, the Alaska Native Claims Settlement Act has changed the state of Alaska. Most importantly, it has finally put to rest the question of who owns Alaska’s land (Laster, 1986). This allowed the pipeline to be built, the oil and mineral industries to boom, and the state’s economy to take off. It finally gave Natives clear title to the land they own. ANCSA also created more than 200 regional and village corporations, and more than \$1 billion was invested in Alaska (Congress, Alaska Native Claims Settlement

Act Resource Center, 1971).

Overall, it has changed the image people have of Alaska Natives and changed the way Natives see themselves. It has drawn lines and created boundaries among them. And it has also drawn a line between ANCSA Natives and new-Natives. Natives realized that ANCSA must be amended to fix these problems.



SHI President Rosita Worl with Governor Sean Parnell, 2011. 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.

STRATEGIC



Explain that “strategic” is a plan of action designed to achieve a certain vision. Ask students to give examples of “strategic” to check for understanding.

CRITICAL



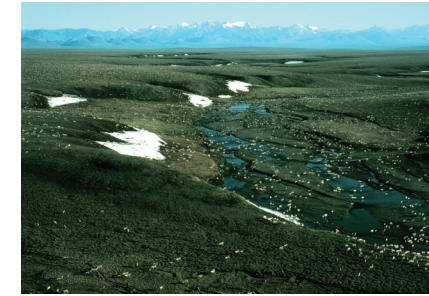
Explain that “critical” is characterized by careful, exact evaluation and judgment. Ask students to give examples of “critical” to check for understanding.

NATIONAL PARKS



Explain that “national parks” are tracts of land declared public by a national government with a view to its preservation and development for the purpose of recreation and culture. Ask students to give examples of “national parks” to check for understanding.

NATIONAL WILDLIFE REFUGES



Explain that “national wildlife refuges” are areas of the United States that have been designated for certain protections, and are managed by the Fish and Wildlife Service. Ask students to give examples of “national wildlife refuges” to check for understanding.

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SOCIETY



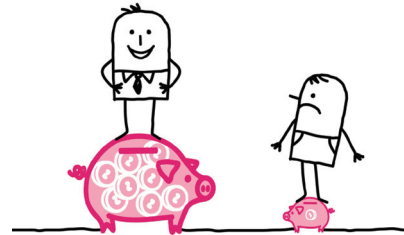
Explain that “society” is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical territory, subject to the same political authority and dominant cultural expectations. Ask students to give examples of “society” to check for understanding.

SOCIALIZATION



Explain that “socialization” is the lifelong process of inheriting and disseminating norms, customs, and ideologies, and is the means by which social and cultural continuity are attained. Ask students to give examples of “socialization” to check for understanding.

DISPARITY



Explain that “disparity” is a great difference and/or inequality. Ask students to give examples of “disparity” to check for understanding.

INSTITUTION



Explain that an “institution” is any structure of social order and cooperation governing the behavior of a set of individuals within a given human community; “institutions” are identified with a social purpose and permanence. Ask students to give examples of “institution” to check for understanding.

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ETHNICITIES



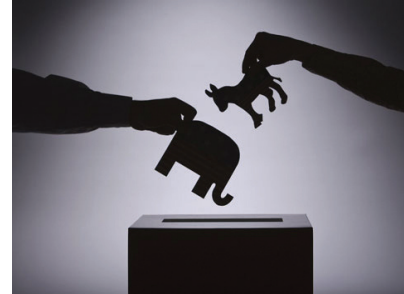
Explain that “ethnicities” are groups of people who identify with each other through a common heritage, often consisting of a common language, common culture, and/or ideology/religion. Ask students to give examples of “ethnicities” to check for understanding.

DIALOGUE



Explain that “dialogue” is a written or spoken conversational exchange between two or more people. Ask students to give examples of “dialogue” to check for understanding.

POLLING



Explain that “polling” is the casting and registering of votes and/or opinions in an election. Ask students to give examples of “polling” to check for understanding.

DIVERSE



Explain that “diverse” is differing from one another; having variety. Ask students to give examples of “diverse” to check for understanding.

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OPINIONS



Explain that “opinions” are beliefs or conclusions held with confidence but not substantiated by positive knowledge or proof. Ask students to give examples of “opinions” to check for understanding.

REEMERGENCE



Explain that “reemergence” means something that once was but is newly re-formed; something coming into prominence once again. Ask students to give examples of “reemergence” to check for understanding.

NOMADIC



Explain that “nomadic” describes a member group of people with no fixed home who move according to the seasons from place to place; purposeful wanderers. Ask students to give examples of “nomadic” to check for understanding.

Language and Skills Development

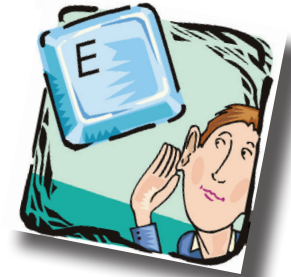
LISTENING

Whisper

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary illustration in this way. When a player has identified a vocabulary illustration, he/she should rejoin the front of his/her team.

Back-to-Back Race

Have two pairs of students stand in the center of the classroom. The students in each pair should stand back-to-back with arms interlocked. Lay the vocabulary illustrations on the floor in a scattered form. Say one of the vocabulary words. The two pairs of students must then race to the illustration for the vocabulary word you said without unlocking their arms. The first pair to reach the correct illustration wins the round. Repeat with other pairs of students.



Tissue Drop

Group the students in a circle. Stand in the center of the circle with a small piece of tissue paper or an inflated balloon. Give the vocabulary illustration to the students. The students should pass the illustration around the circle in a clockwise direction until you clap your hands. Then, the students should stop passing around the illustration. Toss something like a tissue paper or ball into the center and say a vocabulary word. The student who has the illustration for that word must rush into the circle to catch the object before it hits the floor.

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.

Language and Skills Development

SPEAKING

What's the Date?

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the student should identify a vocabulary picture you show. However, if the date named by the student is a Saturday or Sunday, the student may “pass” to another player. Repeat until many students have responded.

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.



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.”

Under the Bridge

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 file “under the bridge” in single file. When you clap your hands, the two students should lower their hands, trapping one of the students “on the bridge.” The student who is trapped should then identify a vocabulary picture you show him/her. Repeat until a number of students have responded.

The top of the page features a decorative border with stylized, colorful faces in shades of blue, orange, and grey. Below this border, on the right side, is an image of an open book with text on its 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.

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.

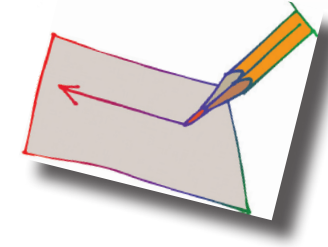
Funny Face

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.

Sensory Letters

Stand behind a student. Use the index finger of your writing hand to “write” a letter/syllable from a sight word on the student’s back. The student should feel the letter/syllable. Then, the student must name a sight word that contains that letter/syllable. This activity may also be done in team form. In this case, group the students into two teams. “Write” a letter/syllable on the backs of the last players in each team. When you say, “Go,” the last player in each team must repeat this process with the player in front of him/her. The players should continue in this way until the first player in the team feels the letter/syllable. That player must then identify a sight word that contains that letter/syllable. The first player to do this successfully wins the round. Repeat until all players have played.

Language and Skills Development



WRITING

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.

Alphabet Code

Assign a number to each letter of the alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

Every Second Letter

Write a sight word on the board, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the board and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the board. When you say “Go,” the first player from each team must rush to the board and write the sight word for it—adding all of the missing letters. Repeat until all players have participated.

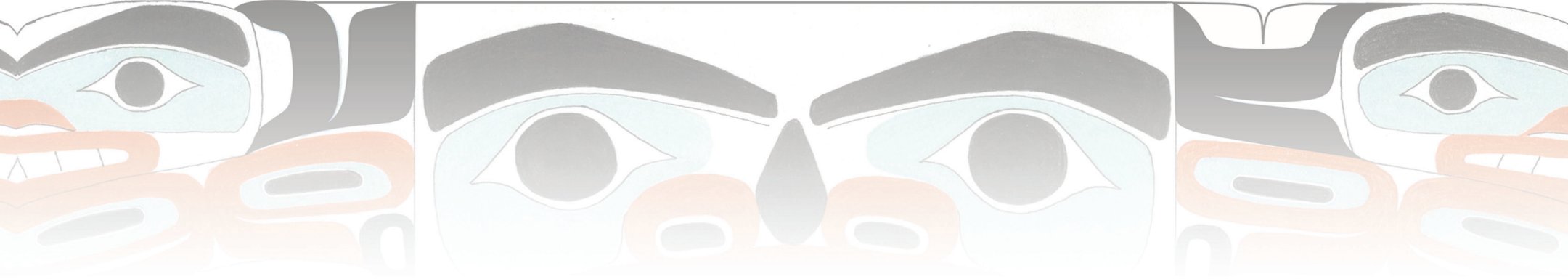
Sentence Completion

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 9: Essential Questions

1. Who is the largest private land owner in Alaska?
2. How and why are Native lands very important to the future of the state of Alaska?
3. What does ANILCA stand for?
4. What did the passage of ANILCA do?
5. How has ANILCA affected the state of Alaska?
6. How have ANILCA lands affected subsistence hunters and fishermen in Alaska?
7. How has ANCSA changed the everyday life of Alaska Natives?
8. What has the increased economic and political power that Natives won through ANCSA meant to the individual?
9. How have Native corporations had an effect on creating barriers among Natives that weren't there before the passage of ANCSA?
10. What did the Sealaska Corporation vote on in 2007 that was so historic?



Reading and Writing: Sentence Completion

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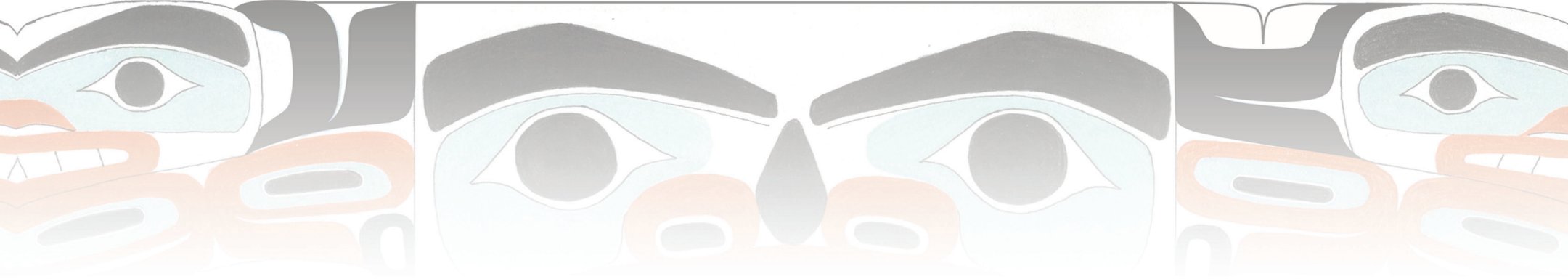
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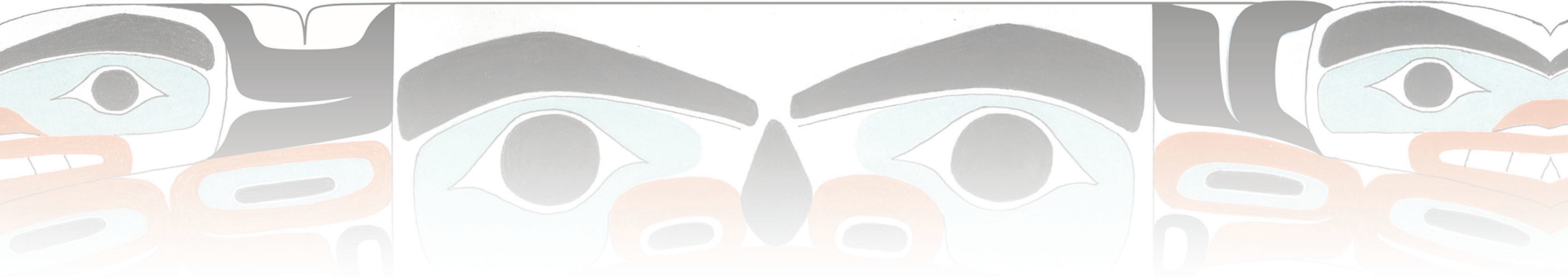
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roots level, and there again we see a _____. They have not taken to corporations as well. They don't identify with it and see it as an alien _____. They see it separating and dividing their people.” (Laster, 1986).

There has been another change for Natives, and that is how they are viewed by other people (Laster, 1986). Hollywood has taught people to see Alaska Natives as a _____ people roaming across the Arctic in search of food and shelter. But now, ANCSA has put Natives in the boardrooms of multimillion dollar corporations, and into the mainstream of America's financial world. This fact has produced new images of Alaska's Natives, images of powerful people who deal with political and business professionals as equals.

As Alaska Natives saw the culture undergo a transformation, it became clear that they would have to strike a balance between the old and the new. This has brought about a _____ of traditional cultural practices and values — a belief that there is as much wisdom in the old ways as money to be made in the new ways.

“I believe in change. And I also believe in traditional culture. It needn't be a contradiction. It needn't be a conflict. They are not necessarily in opposition. And I think that if we want Native peoples, Native communities, Native _____ to persist... then it becomes mandatory, essential to protect these cultural values,” says Dr. Rosita Worl (Laster, 1986).

No matter how you look at it, the Alaska Native Claims Settlement Act has changed the state of Alaska. Most importantly, it has finally put to rest the question of who owns Alaska's land (Laster, 1986). This allowed the pipeline to be built, the oil and mineral

industries to boom, and the state's economy to take off. It finally gave Natives clear title to the land they own. ANCSA also created more than 200 regional and village corporations, and more than \$1 billion was invested in Alaska (Congress, Alaska Native Claims Settlement Act Resource Center, 1971). Overall, it has changed the image people have of Alaska Natives and changed the way Natives see themselves. It has drawn lines and created boundaries among them. And it has also drawn a line between ANCSA Natives and new-Natives. Natives realized that ANCSA must be amended to fix these problems.



SHI President Rosita Worl with Governor Sean Parnell, 2011. SEALASKA HERITAGE INSTITUTE.



Unit 9: 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 9 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 9 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.

“Alaska Natives have been active in politics since they gained the right to vote in 1924. But it was not until the ANCSA fight in Congress that Alaska Natives became a strong political force.”

How has ANCSA changed the everyday life of Alaska Natives? What has this increased economic and political power meant to the individual?”



strategic

critical



national parks

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**national wildlife
refuges**

society

socialization



disparity

institution



ethnicities



dialogue

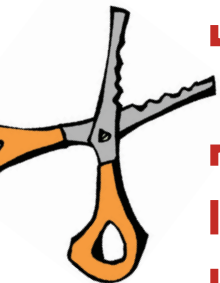
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diverse

opinions

reemergence

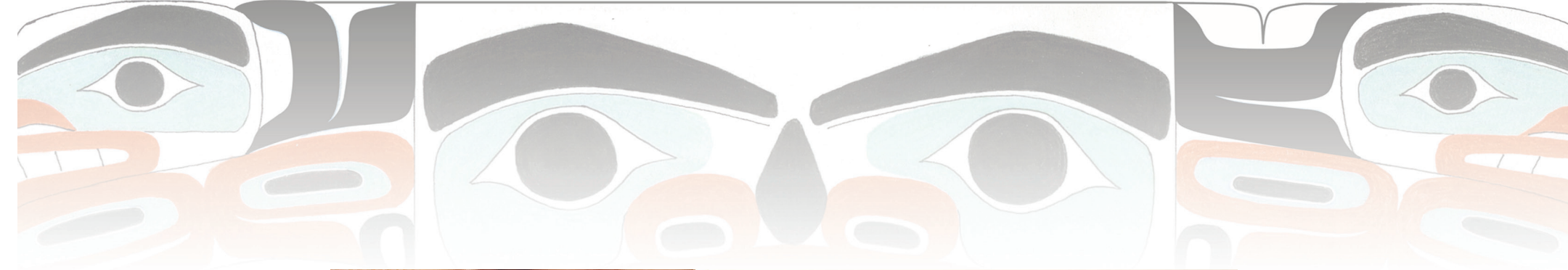
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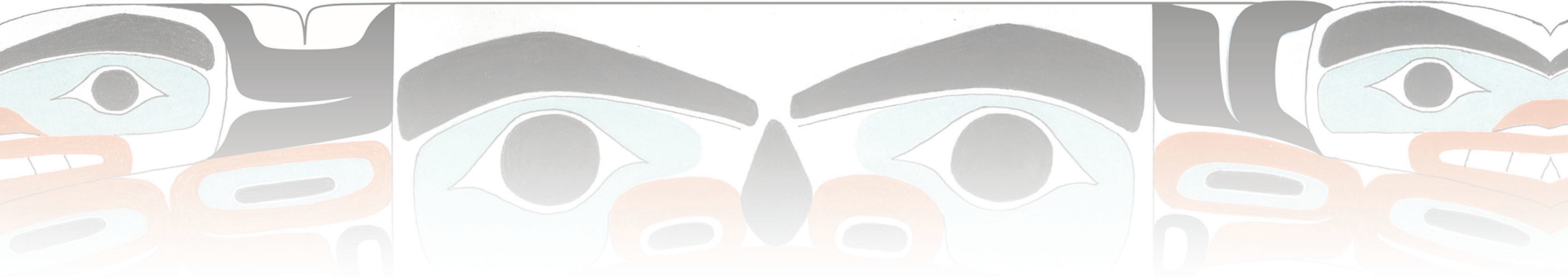




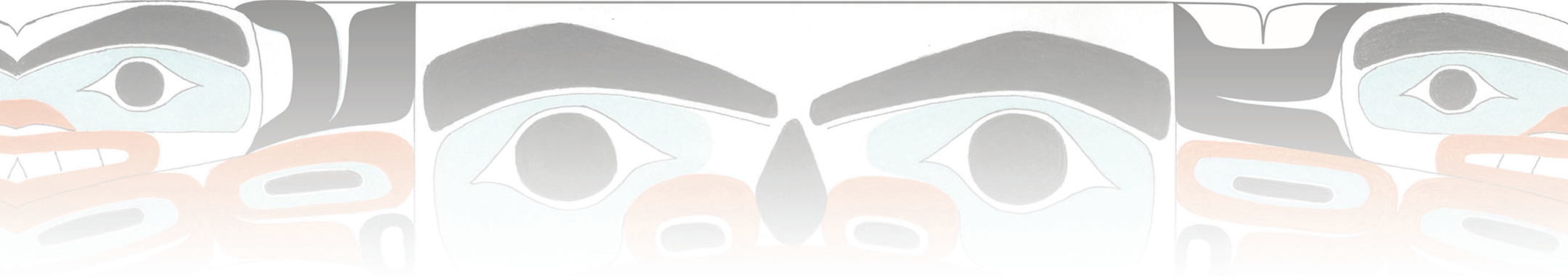
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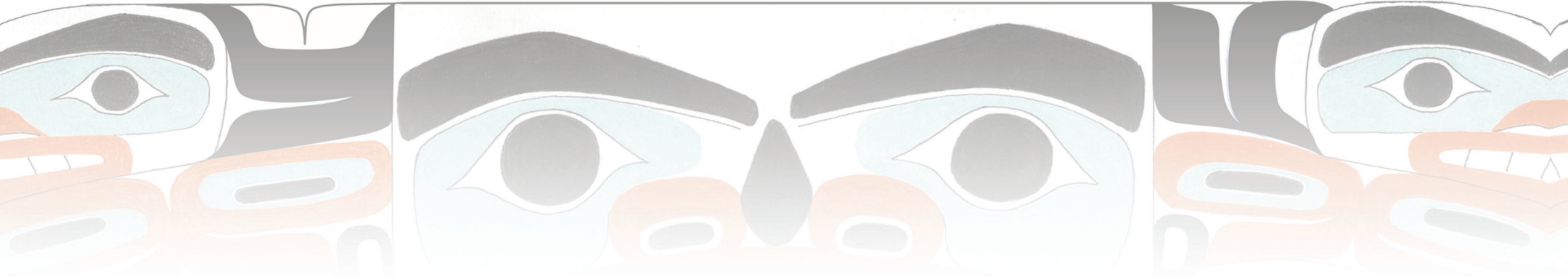




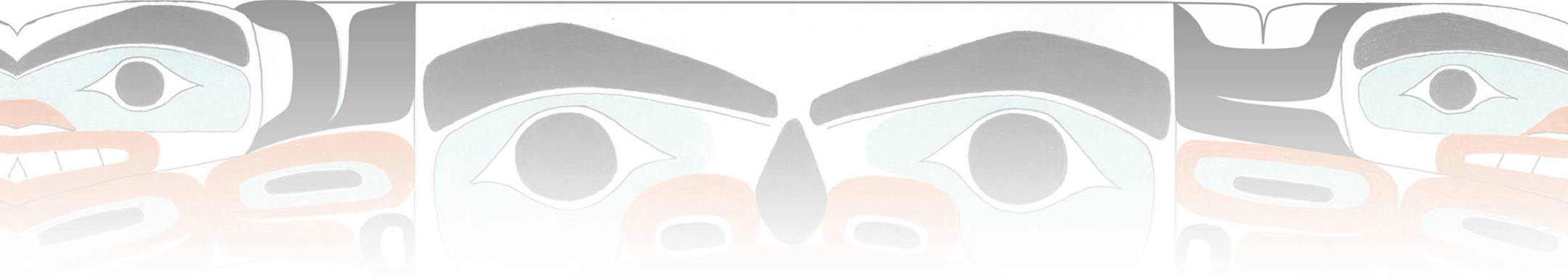


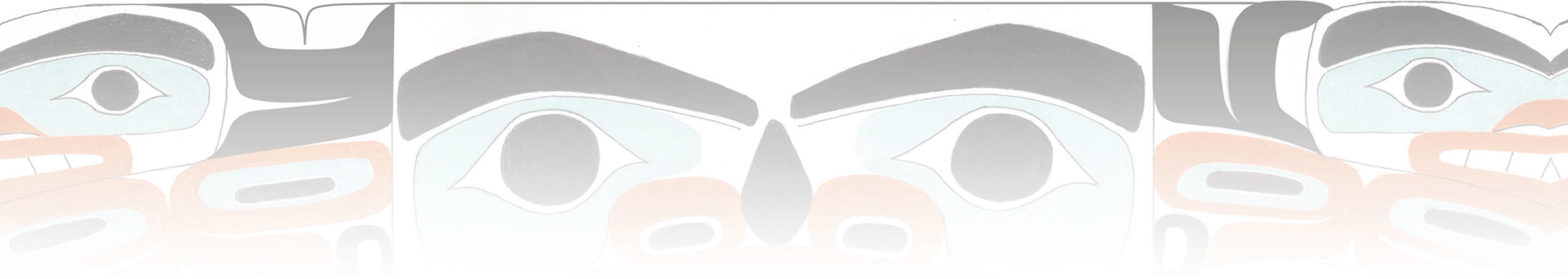
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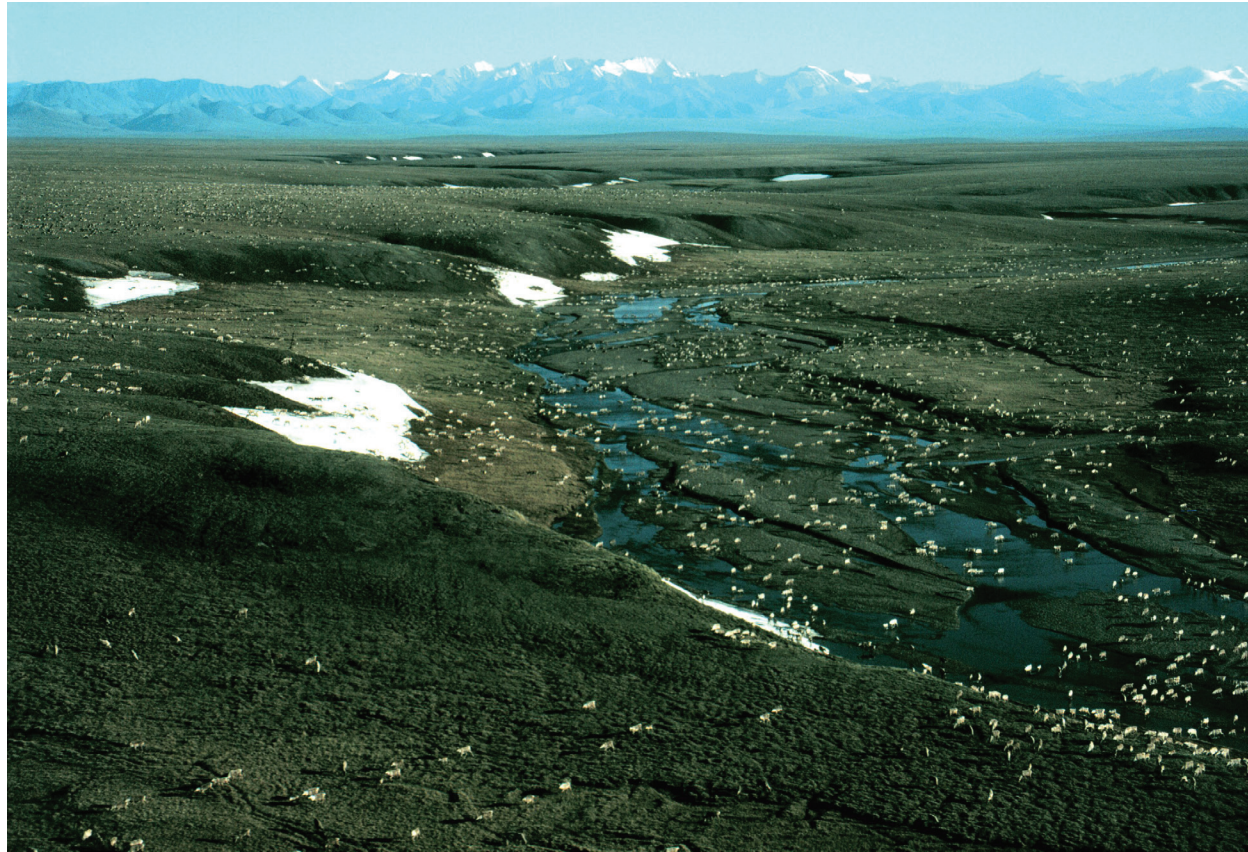
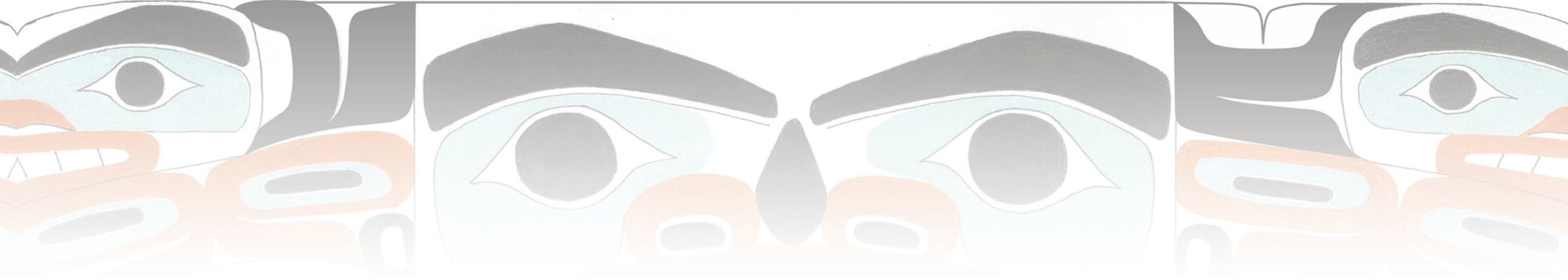


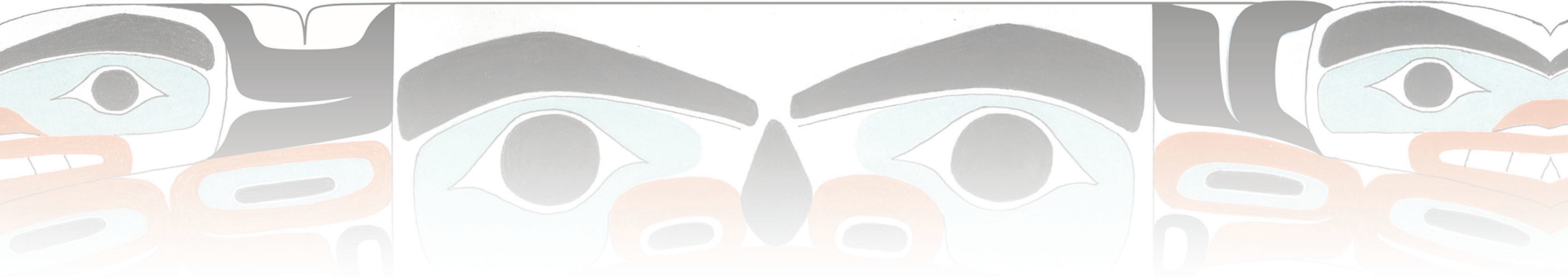
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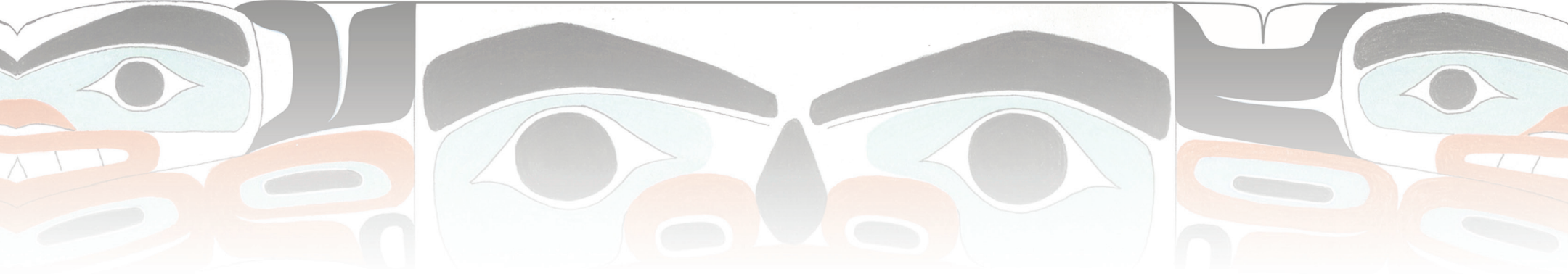


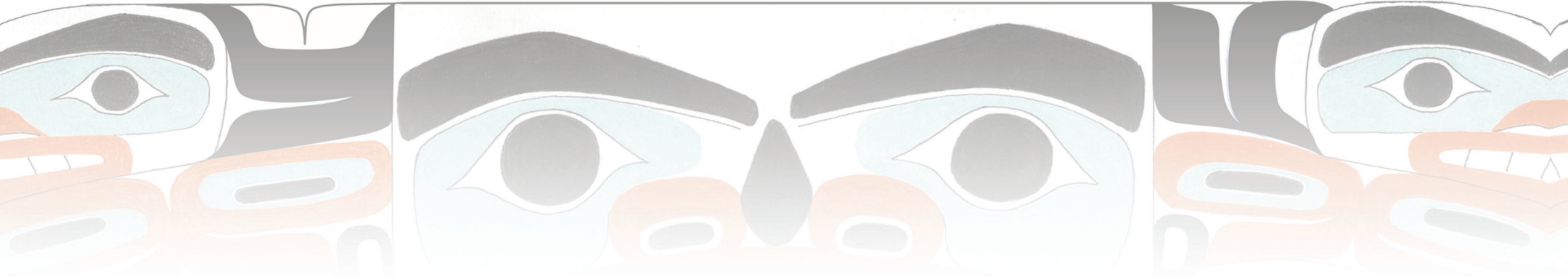
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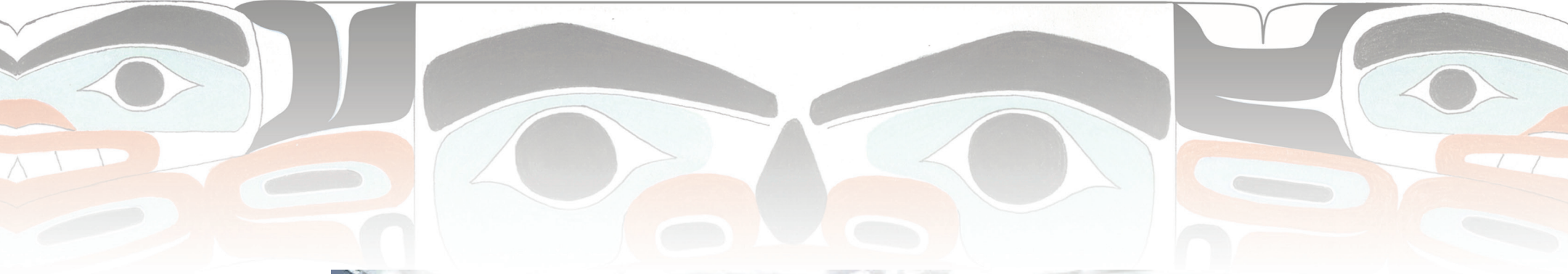


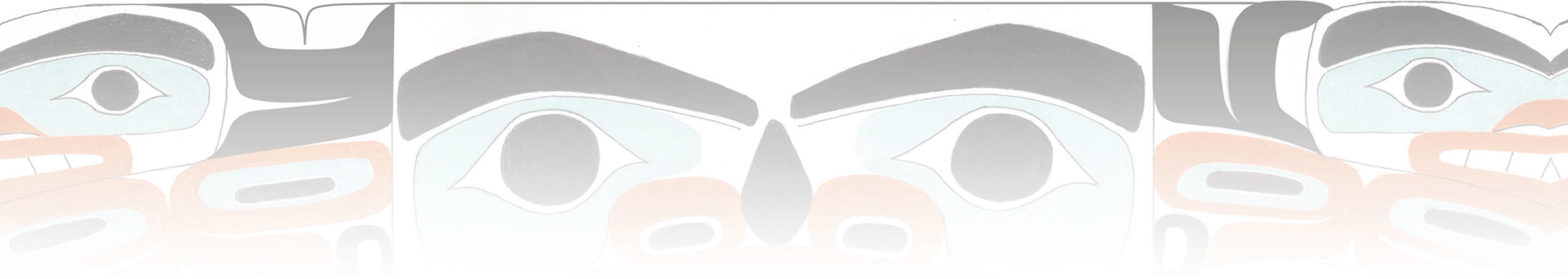
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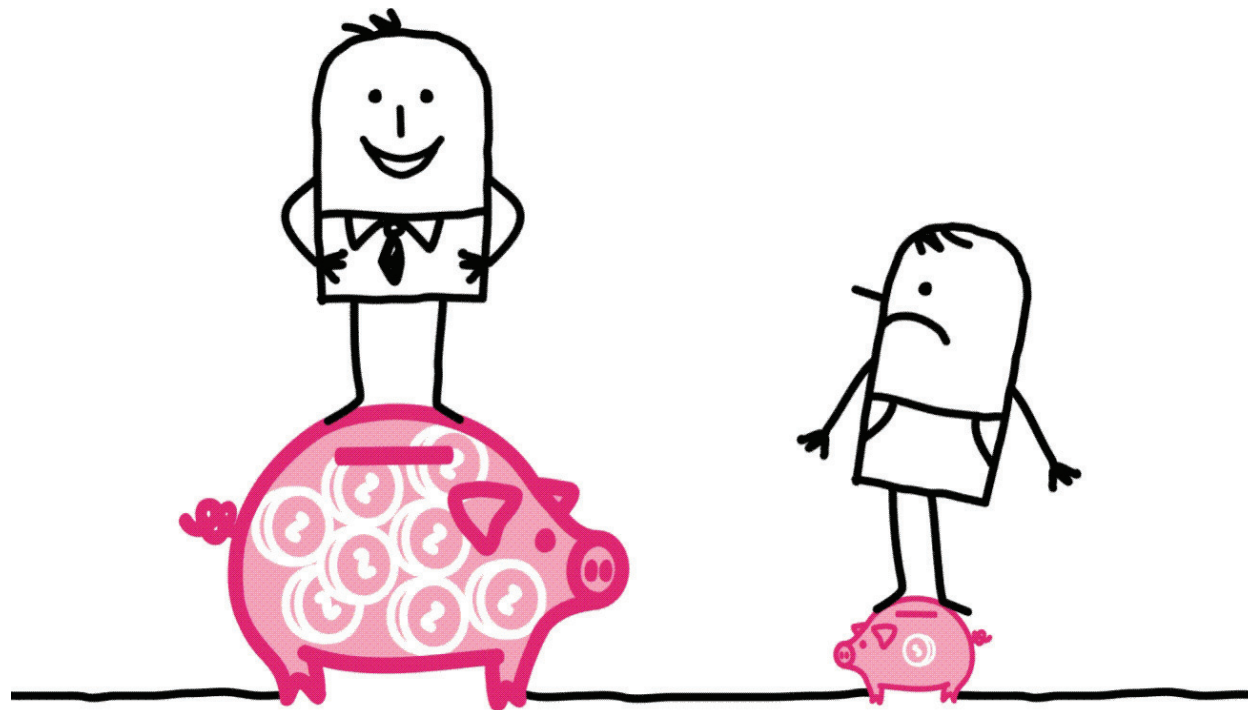
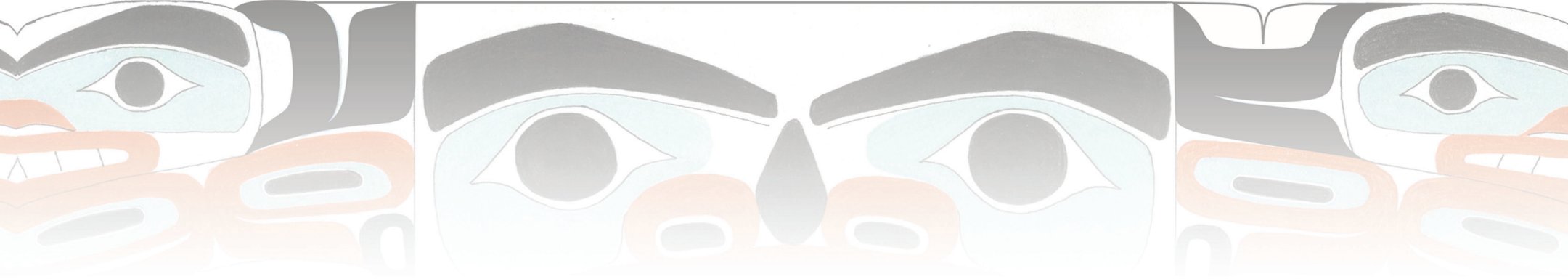


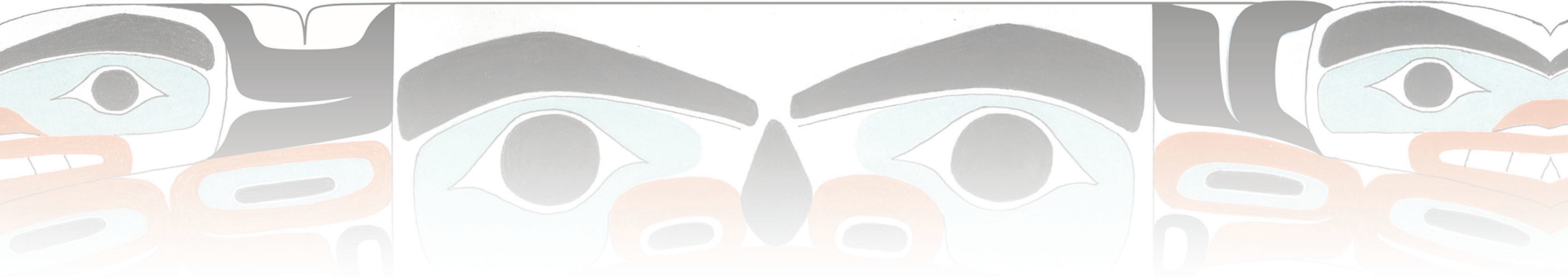
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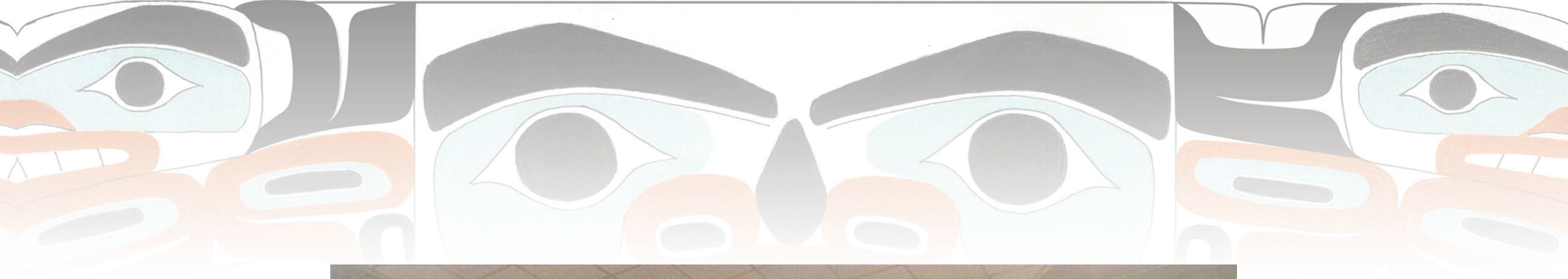


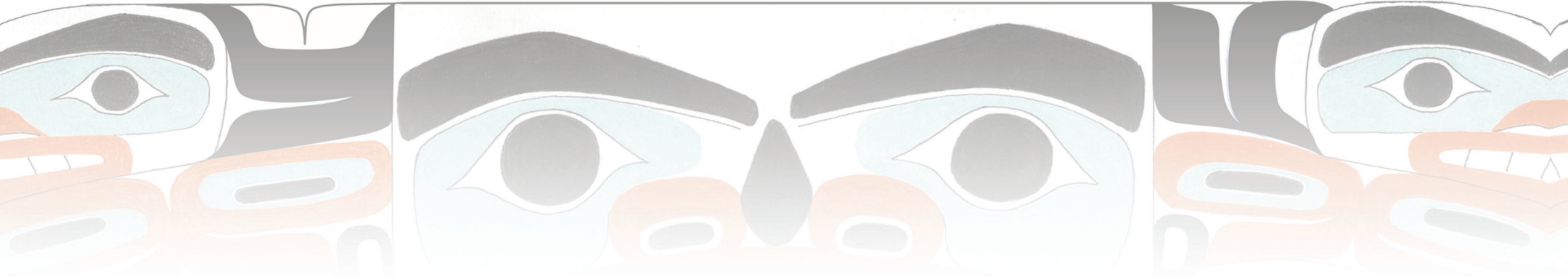
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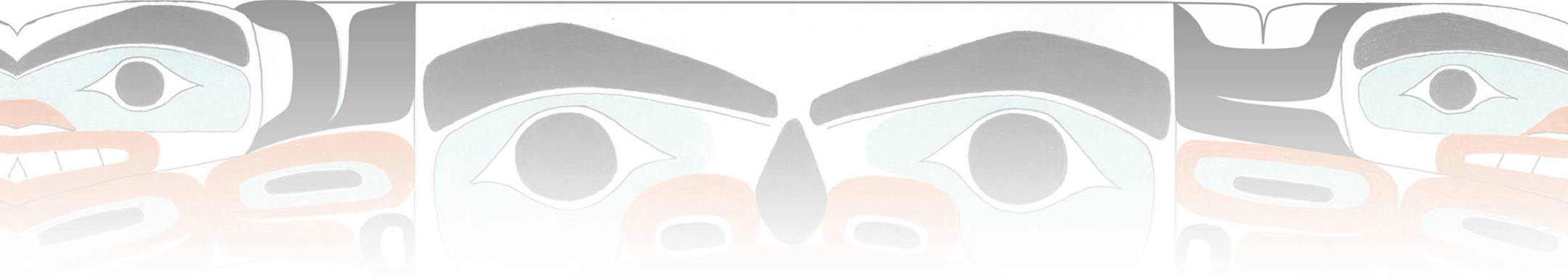


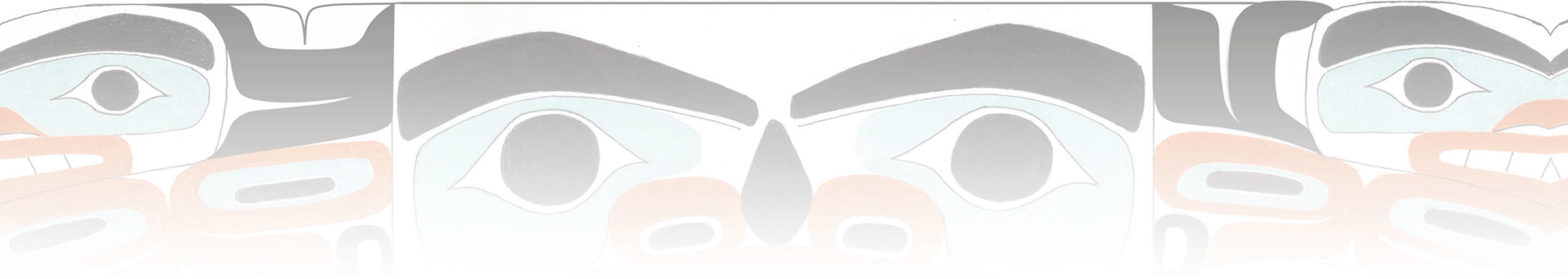
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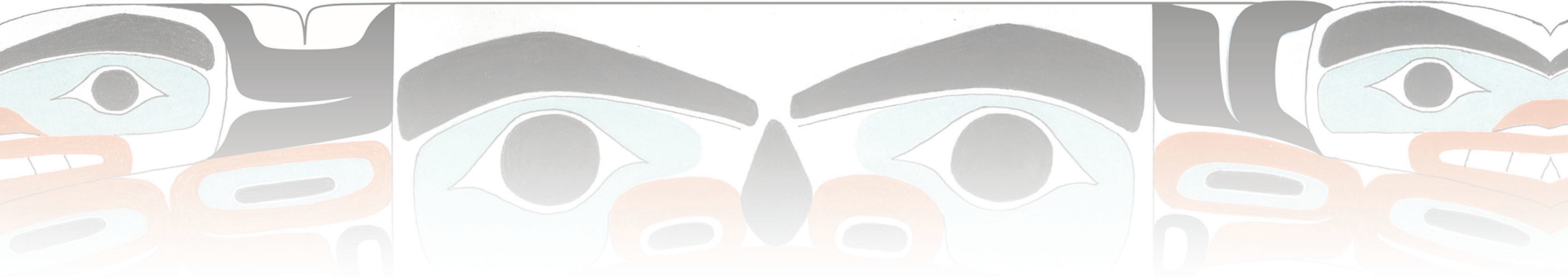
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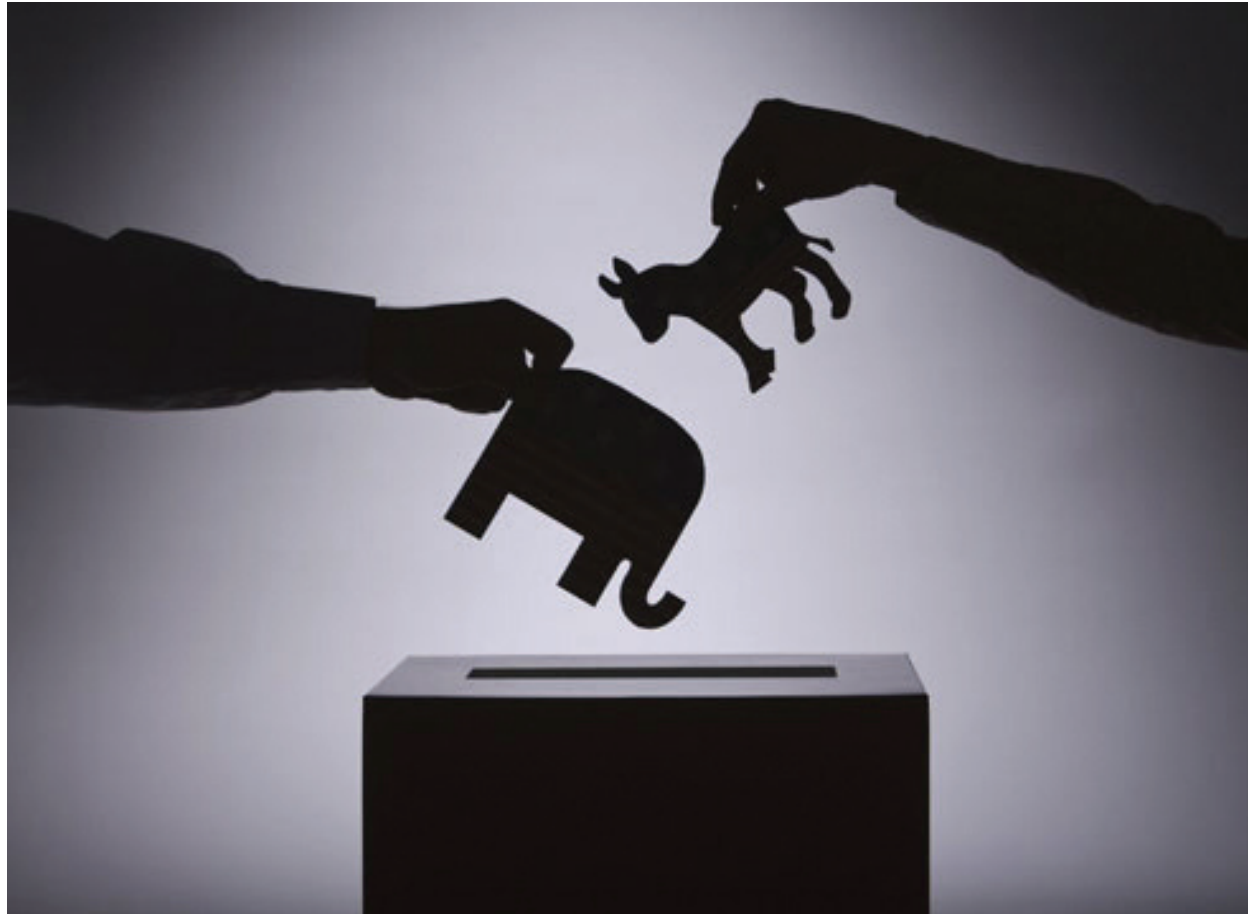
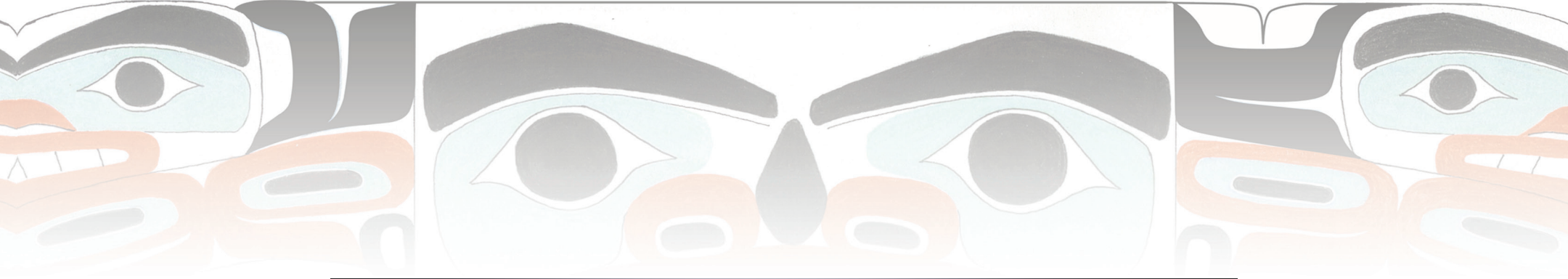


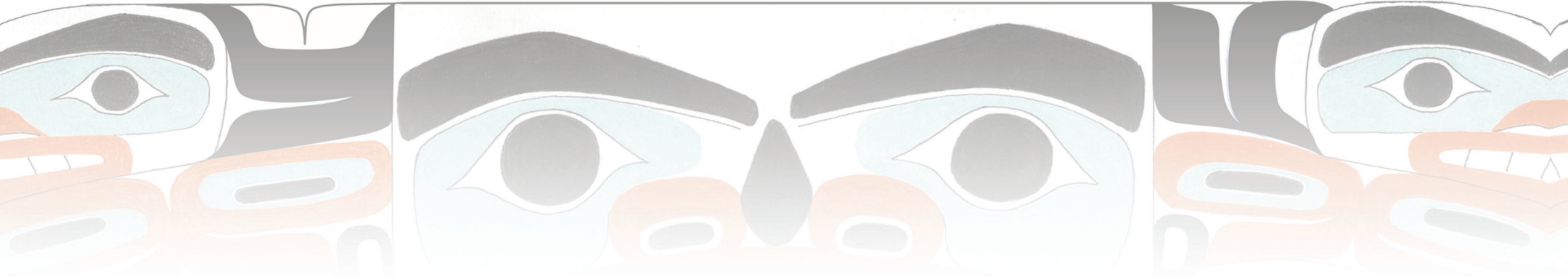
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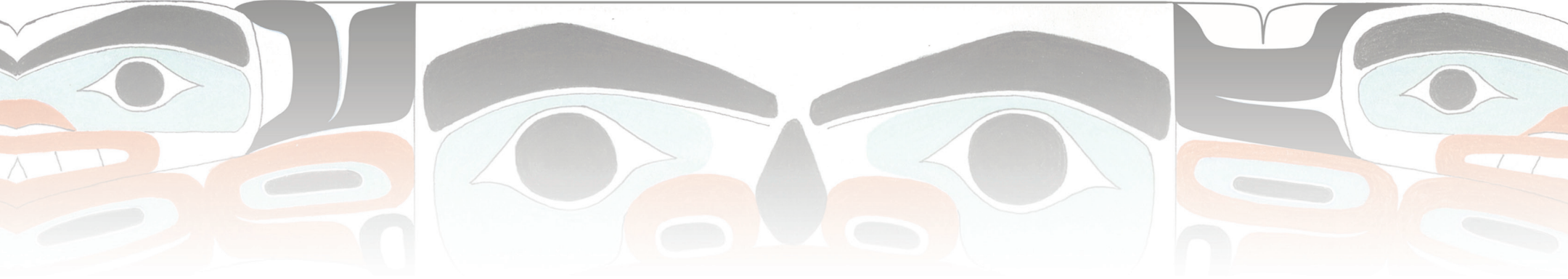


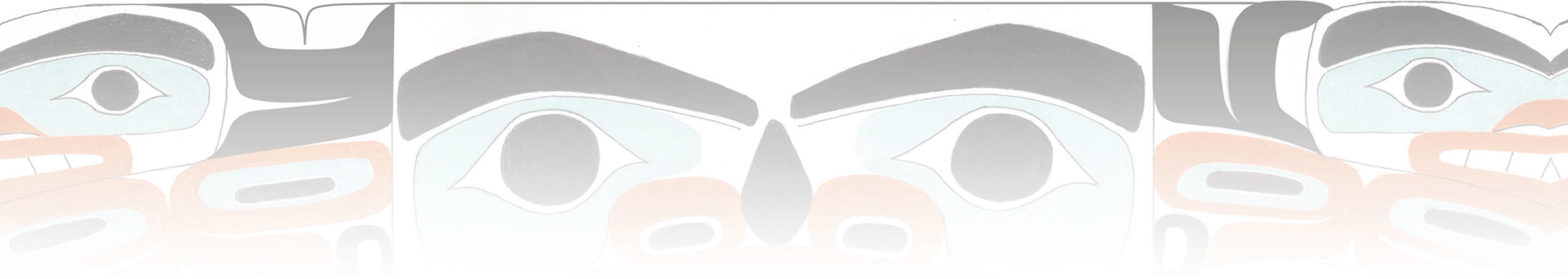
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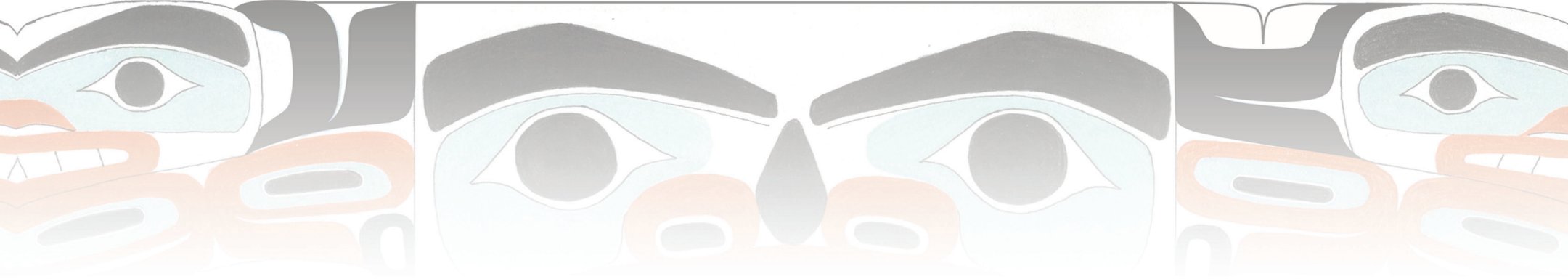


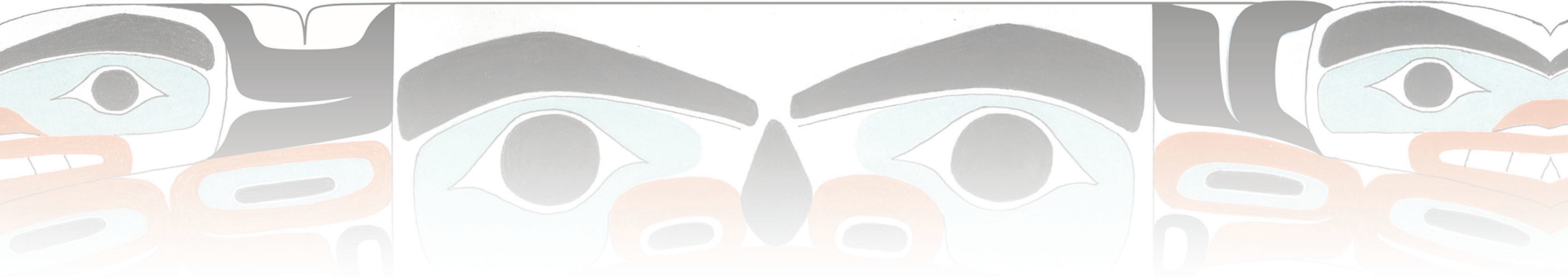
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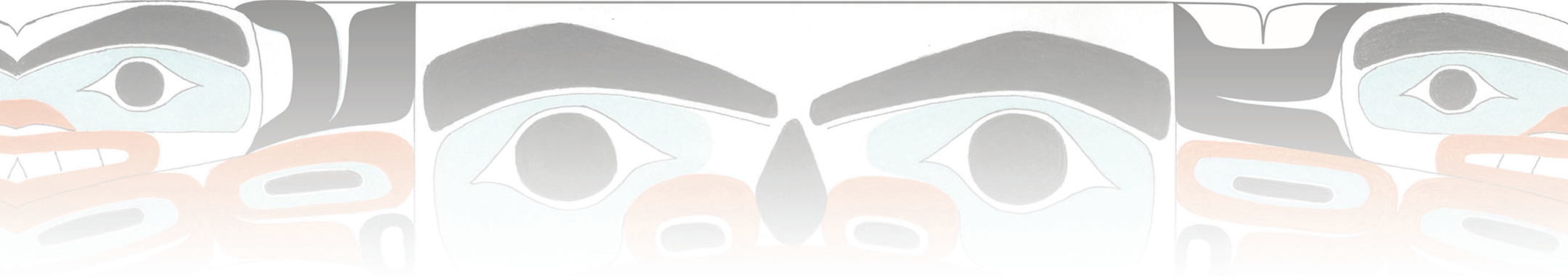


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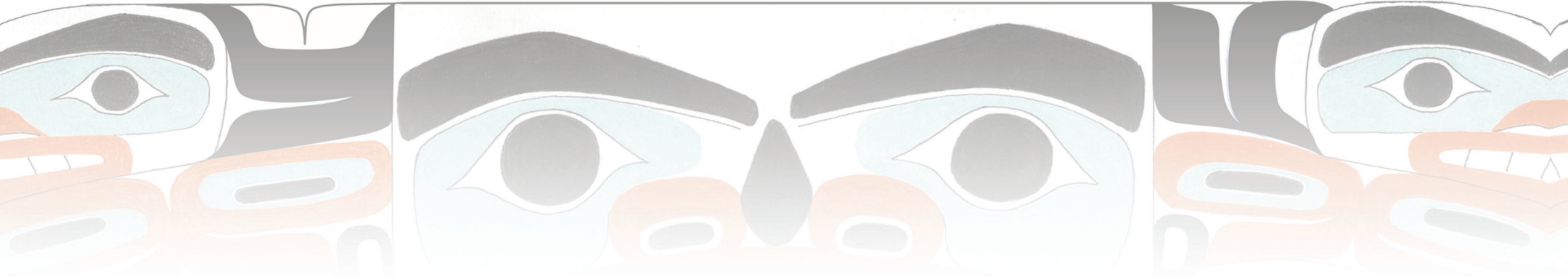
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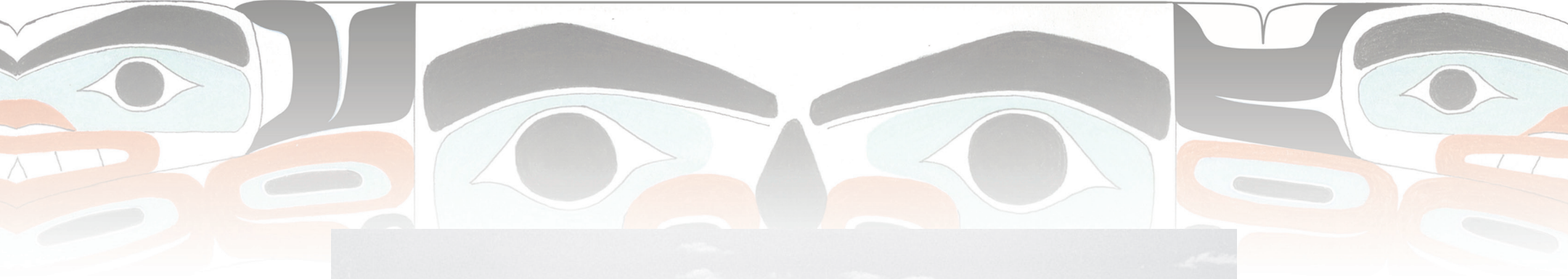
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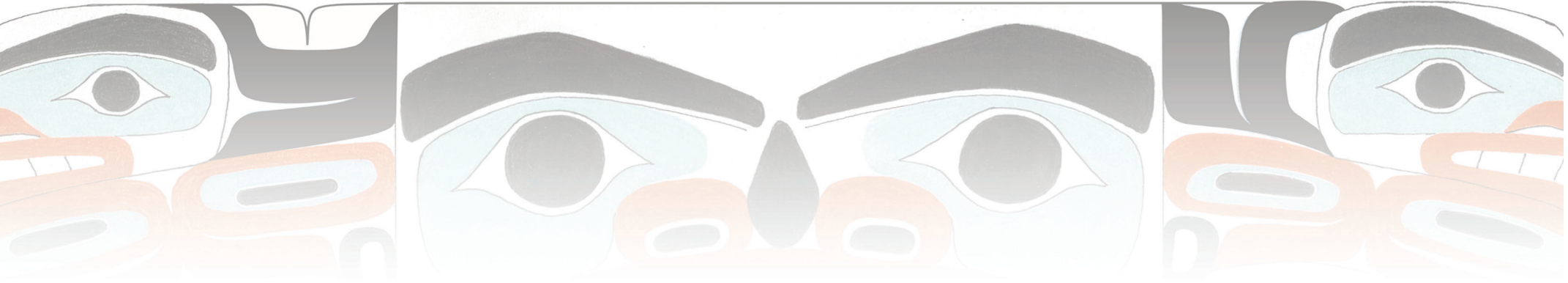


AFTER



REEMERGENCE





NOMADIC