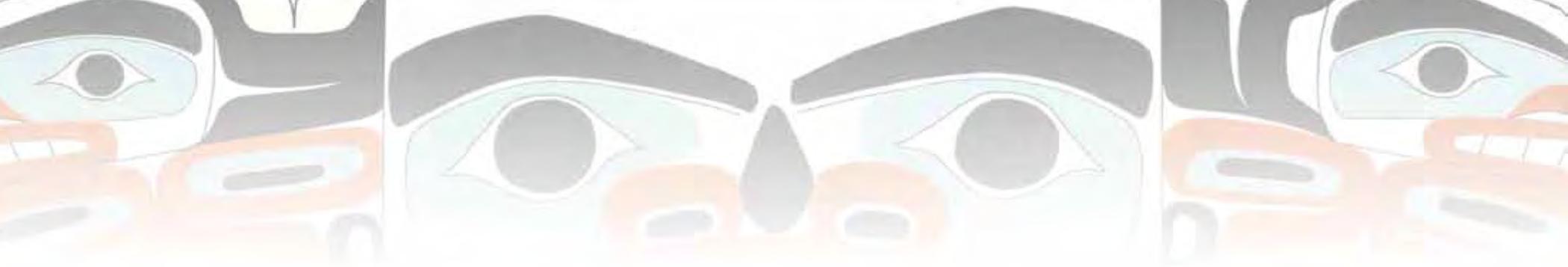




UNIT 2

Treaty of Cession



The Alaska Native Claims Settlement Act: Relationship with the Environment

Treaty of Cession, 1867

In 1867, Russia signed the Treaty of Cession which governed the sale of Alaska to the United States for \$7.2 million. The Tlingit people living in Alaska were upset with the deal. They kept their independence during the Russian occupation and believed they owned the land of Southeast Alaska. Several councils of Tlingit clan leaders met to discuss their objections to the sale. In 1869, the clan leaders registered an official complaint with the United States Treasury Department that Alaska was sold without their consent.¹ This effort was the beginning of Tlingit and Haida legal efforts and diplomacy to obtain title to their land.

From 1867 to 1877 the U.S. Army was installed in Alaska as a governing body, and from 1879 to 1885 the U.S. Navy was on patrol in Southeast Alaskan waters. Their mission was to oversee Alaska and protect America's economic interests. The Army also had instructions to use force against Alaska Natives if they deemed it necessary. All the while, the Tlingit people continued to choose diplomacy over war. However, some clan leaders were in favor of going to war in order to drive the Americans out of Alaska. They abandoned this idea after the Chilkat clan leaders convinced the others that their coastal towns and villages were too vulnerable to attack by the American warships.²

The council of the Chilkat clan leaders was vindicated shortly thereafter, as the dreaded use of force occurred in 1869. The U.S. Army bombarded four Tlingit villages with gunfire and artillery, including three villages near Kake and at Wrangell. The Army did not attack Tlingit warriors, but rather Tlingit civilian communities, including the elderly, men, women, and children. Other Tlingit communities were threatened during this time, as clan leaders and

1 Robert D. Arnold, *Alaska Native Land Claims* (Anchorage: Alaska Native Foundation, 1976), 62.

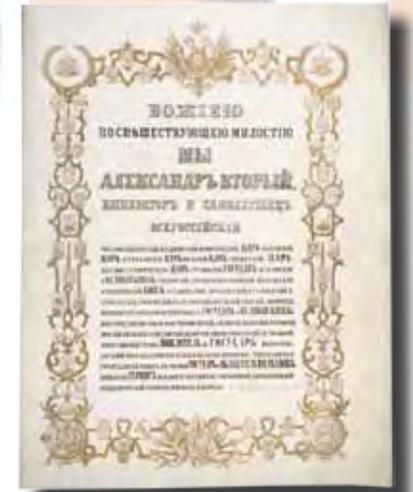
2 Rosita F. Worl, "History of Southeast Alaska Since 1867," In *Handbook of North American Indians: Volume 7. Northwest Coast*. William C. Sturtevant, ed. (Washington: Smithsonian Institution, 1990), 149.

religious leaders were kidnapped and sometimes killed.³ Much of the punishment that the military intruders inflicted upon Natives was for acts that the military itself provoked. During this period many other Native American Indian communities across the Lower-48 states were attacked by the U.S. military, which took their land and lives.

In the coming years the U.S. Army used force and the threat of force to ensure Alaska Natives did not interfere with America's claim of Alaskan lands. The Tlingit were faced with declaring war on America or choosing peaceful diplomacy to secure their lands, and the Tlingit chose diplomacy and legal methods. In 1877, the U.S. Army engaged in battle with the Nez Perce Indians in Idaho, and partly as a result of this the military was withdrawn from Alaska. With the Army gone the Tlingit soon moved to reassert their claim over Southeast Alaska, and they tore down American military stockades and occupied abandoned buildings at Sitka. Afterward, Chief Annahootz proclaimed:

“The Russians have stolen this country from us and after they have gotten most of the furs out of the country they have sold it to the Boston Men for a big sum of money, and now the Americans are mad because they have found that the Russians had deceived them, and have abandoned the country, and we are glad to say that after so many years hard fight we get our country back again.”⁴

After the military had withdrawn from Southeast Alaska, some people feared that there would be continued violence between Natives and settlers. During this period, Wrangell was the gathering point for miners and traders who were awaiting transportation to and from the Cassiar mines in British Columbia. The cutter *Corwin* was dispatched from Sitka in 1877 to ease the fears of the white population. But the *Corwin* reported back that there had been no breach of the public peace among the 1,500 Indians, 270 “half breeds”, 15 American citizens, and 5 Russians. During the two years in which a military force was absent the feared outbreak of violence never occurred.⁵

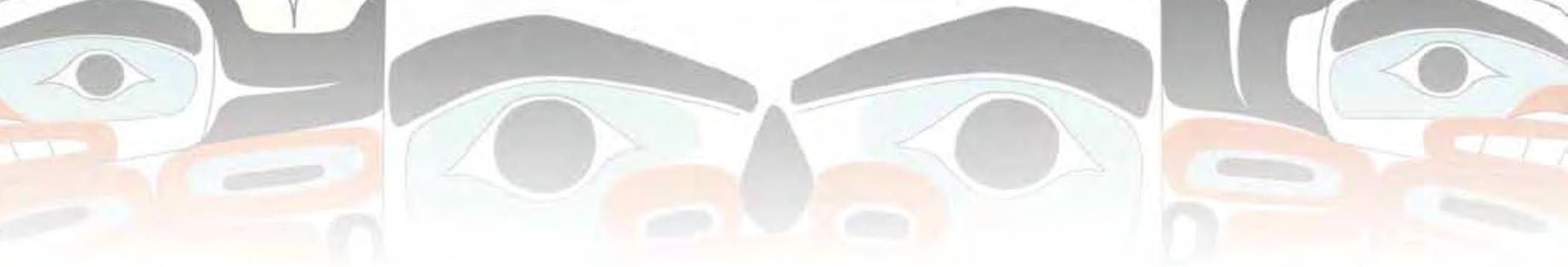


Treaty of Cession.

3 Vincent Colyer, *Bombardment of Wrangel, Alaska. Report of the Secretary of War, Secretary of the Interior, and Letter to the President* (Washington D.C.: Government Printing Office, 1870); Zachary R. Jones, “By the Blood of Our Shaman: The U.S. Army’s 1869 Bombardment of Alaska’s Wrangell Tlingit Indian Village,” in Proc. of 2011 Alaska Historical Society Conference, Fairbanks.; and Zachary R. Jones, “Un-silencing the Past: Reassessing American Military Relations with Alaska’s Tlingit Indians during 1869.” in Proc. of 2010 Alaska Historical Society Conference, Valdez.

4 Ted Hinckley, *The Americanization of Alaska, 1867-1897* (Pacific Books, 1972): 129, quoted from *The Alaskan* (Feb. 12, 1898).

5 Rosita F. Worl, “History of Southeast Alaska Since 1867,” 149.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

Man Never Too Old To Learn (1923 news articles by Samuel C. Davis, a Haida and past Alaska Native Brotherhood (ANB) Grand Camp President).

“We have been told one time Russia owned Alaska, just how true this statement is no Haida has ever known, although I have heard the Haidas say something about the Russian-American Trading Co. having a post at Sitka, the same as the Hudson Bay had their Fort at Port Simpson, British Columbia, but I don’t believe or no one can make me believe that the Hudson Bay Co. owned British Columbia, because of having a Fort at Port Simpson, B.C. Neither do I believe the Russian-American Fur Co. owned Alaska, because they had a fort at Sitka.

One thing I could not understand, is this: Why was it if Russia owned Alaska she made no laws to rule Alaska by? The only laws that I ever knew was the Tlingit and the Haida laws. I have been told that Russia did have laws, but those laws were only for inside of her forts and every Tlingit and Haida who entered that fort must obey those laws, but the moment he passed the gates on his way out his fear of obeying Russian laws ceased.

Someone may ask: What were the Tlingit and Haida laws? EYE FOR AN EYE. The law of equality. No one man or family could ever do a thing when the salmon came to the streams. Each family dried as much as would do that family for the winter. Otherwise when the salmon are ready to spawn the wooden traps were taken out of the streams and the spawning salmon were let go up the streams, to the lakes. There were seasons for animals, there was a season for deer, season for mink, otter, bear, there were seasons to trap furs, hunting season for fur seals, sea otter. We were free to go as we liked, but we never spoiled this freedom.

But now a great shadow hangs over the Tlingit and Haidas in this great land of Alaska, it's the shadow of the white man's greed. The Tlingits and Haidas never suffered for want of food until the white man came and greed and degeneration set in; dance houses set up; women and rum and dancing; sickness and dying. Did Russia do these things? Why in the world didn't they do all these things the white man did unto our people. You told the Tlingits and Haidas the Russians owned Alaska. If they did, Russia never came and took our streams and trapping grounds from us; they never told us how we might catch salmon and when we might stop; and if we wanted a stick of timber, Russia never gave us permits. No, we never saw a Russian on Prince of Wales Island; yet, come to think about it, I saw one Russian at Karta Bay and he lived with Chief Scowel's slaves at Kasaan Klakes and Takoo (now Hunter's Bay), where the two streams from which the Koak-lannas, the Khaquan Village on Prince of Wales Island harvested their salmon every summer. These streams were as good as a farm to the natives. To these streams, men, women, and children went every fishing season. Those were happy days. Those were days when we were free; there were no judges to take our canoes from us, there was no "thou shalt not" in Alaska those days. One day I asked my old grandfather how long since the Koak-lannas had been getting fish from these streams. The old man looked at me and said, 'Ask those rocks. They know because they are the only rocks that were here before the Haidas.'"¹



Native fisherman. SEALASKA HERITAGE INSTITUTE, WILLIAM PAUL, JR., COLLECTION, COURTESY OF BEN PAUL.

¹ "A Recollection of Civil Rights Leader Elizabeth Peratrovich." *Alaskool.org - Alaska Native History, Education, Languages, and Cultures*. University of Alaska Anchorage, Institute of Social and Economic Research. Web. 08 Dec. 2011. www.alaskool.org/projects/native_gov/recollections/peratrovich/Elizabeth_1.htm

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

TREATY OF CESSION



Show students the picture for “Treaty of Cession.” Ask students if they know who the first Europeans to come to Alaska were. Leading them towards talk of the Russians, ask students how the Americans gained hold over Alaska. Continue leading students towards the understanding that Alaska was sold (without Native consent) to the Americans in 1867 through the Treaty of Cession.

INDEPENDENCE



Show students the picture for “Independence.” Ask students what they think this image represents. Continue to explain to students that independence is a condition of a nation, country, or state in which the people who live there enjoy self-government and sovereignty over its territory. Ask students if they think Alaska is an independent state.

OCCUPATION



Show students the picture* for “Occupation.” Ask students what it means to occupy something. Teacher can refer to student’s homes or the place in which they live as a place that they themselves occupy. Continue to explain that occupation has many meanings but the text in unit 2 describes the Russian occupation of Alaska, and in this sense occupation means to seize possession of and maintain control over by force of conquest.

*Photo from Mr. and Mrs. William P. Smith photograph album, Archives and Special Collections, Consortium Library, University of Alaska Anchorage

CONSENT



Show students the picture for “Consent.” Explain to the students that the word “consent” refers to approval after thoughtful consideration. In this unit, we see a lack of consent or a lack of approval from the Native tribes of Alaska as they watched helplessly as their lands were sold to foreigners (Americans). Ask students for a personal example of a time when they did or did not give consent for something.

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

CONVINCE



Show students the picture for “Convince.” Ask students what this picture represents. Teacher should lead students towards the term “convince.” Explain to the students that the word “convince” means to persuade someone to believe something or to do something. Ask students about a time when they were convinced to believe or do something. Ask students if they have ever convinced someone else of something.

BOMBARDED



Show students the picture for “Bombarded.” Explain to students that a bombardment is a persistent attack with bombs, shells, or missiles. Ask students what first comes to mind when they think of bombardments. Lead students towards the recollection that some villages in southeast Alaska fell victim to bombardments by the Navy. (*Of recent note is the unexploded bomb found near Kake, Ak.)

PROVOKED



Show students the picture for “Provoked.” Ask students what it means to provoke someone. What does one do to provoke? Is this a good and friendly thing to do? Continue to explain to students that to provoke is to stimulate or arouse to a feeling or action, typically to incite to anger or resentment. Ask students for personal examples or stories when they provoked someone or were provoked in some way.

INTRUDERS



Show students the picture for “Intruders.” Ask students what this picture represents. Lead them toward the term intruders. Ask students what this word means. Continue to explain that an intruder is one who inappropriately and without invitation uses force to enter without right; a trespasser. Ask students to provide you with an example of an intruder. Teacher should try to explain how Native people, who considered their land sacred, must have felt seeing foreign intruders exploiting it.

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

WITHDRAWN



Show students the picture for “Withdrawn.” Ask students what it means if the military was withdrawn from Alaska. Try and pull the correct definition out of the students in order to establish confidence in their prior knowledge. If students struggle to come to the correct understanding themselves, teacher should continue to explain that withdrawn means to remove, or retire to a distant, not easily accessible location.

STOCKADE



Show students the picture for “Stockade.” Ask students what comes to mind when they hear the term “stockade.” What do you think of? After students offer up scenes from movies or history, teacher should continue to explain that a stockade is an enclosure of tall walls, usually made of logs, meant for military defense. Ask students how the word “stockade” relates to the history of Southeast Alaska.

DIPLOMACY



Show students the picture for “Diplomacy.” Ask students to describe a situation where they were diplomatic. Continue to explain that diplomacy is the art and practice of conducting negotiations between groups and states. Relate the explanation back to the Tlingit use of diplomacy with the U.S. Army and Navy.



Language and Skills Development

LISTENING

Number My Word

Say a vocabulary word for the students. Say a sentence which contains the vocabulary word. The students should then indicate to you the position of the word by saying the number of the word in the sentence. If the word the students are listening for is word number “five” in the sentence, the students should respond by saying “five.” You may wish to provide the students with number cards so that all students may respond at the same time.

Change

Group the students in pairs. There should be one student without a partner to be “it” for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word, sequence, or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, “it” must also find a partner—thus producing a new “it” for the next round of the activity.

Turn and Face

Mount the vocabulary pictures on the walls and board. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the picture for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong picture), he/she is “out” until a later round of the activity. Repeat until all players have had an opportunity to participate.

Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount a picture on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four pictures on the walls), they should step in that direction while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step toward the pictures as they are named. Repeat after each round of the activity.



Language and Skills Development

SPEAKING

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.

Illustration Build-Up

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words.

Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary pictures on the board. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face up must then identify (orally) a vocabulary picture you point to. For example, if the heads side of your coin is face up, the students who have heads showing on their coins must then orally identify the vocabulary picture you point to. Repeat this process a number of times.

What's that Word?

Mount the vocabulary illustrations on the chalkboard. Tell a "running story" and point to the vocabulary illustrations as the words appear in the running story. When you point to an illustration, the students should say the vocabulary word for it. The running story is used to include the vocabulary words in natural flowing language. Repeat this process until the students have said the vocabulary words a number of times.



Language and Skills Development



READING

How Many?

Provide each student with nine blank flashcards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters or syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters or syllables, it will be necessary to provide students with more flashcards.

Something's Missing

Before the activity begins, prepare "clozure" word cards—sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say "Go," the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

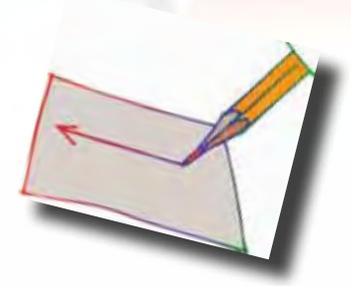
Sight Word Bingo

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut out the sight words. When the students have cut out their sight words, each student should lay all of the sight words, but one, face down on his/her desk. Show a vocabulary picture. Any student or students who have the sight word for that picture face-up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks.

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. wins the round. Repeat until all players in each team have participated.

Language and Skills Development



WRITING

Story Picture Description

Provide each student with art paper and supplies. Also, provide the students with writing paper and pens. Each student should then create a picture that depicts a scene from the story. When a student's picture is completed, he/she should then write as much as possible about the picture. When all of the students have completed their writings, collect the pictures and mount them on the board. Number each picture. Have each student read his/her text to the class; the other students must then identify the picture (by its number) that goes with the text. Repeat, until all of the students have shared their work in this way.

What's the Title?

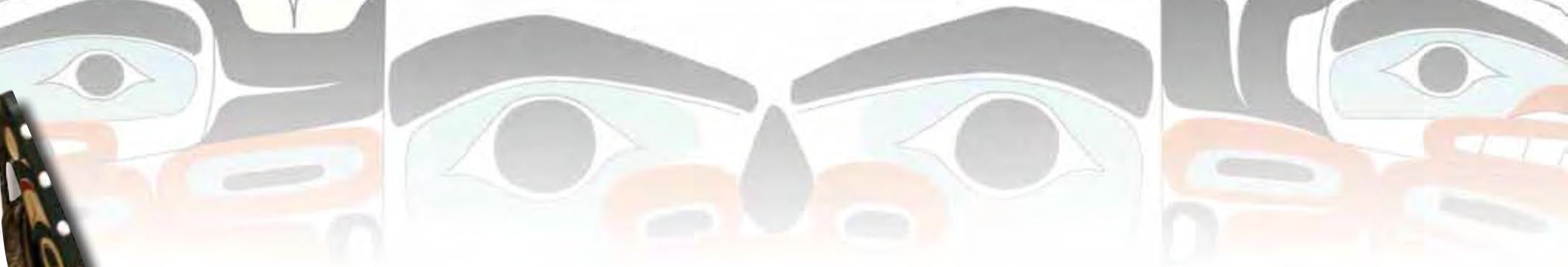
Provide the students with writing paper and pens. Each student should then create a title for the written content introduced in this unit. When the students have completed their titles, have each student share his/her title with the rest of the class.

Numbered Pictures

Mount the vocabulary pictures on the chalkboard and number each one. Provide each student with writing paper and a pen. Call the number of a picture. Each student should write the vocabulary word for the picture represented by that number. Repeat until all vocabulary words have been written. Review the students' responses.

Sentence Completion

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



Place-Based Activities



What is property?

Teacher should hold a discussion on the question: *What is property?*
Students should learn that there are differing points of view on property.



Teacher should discuss the strict Tlingit protocols on property (clan symbols, clan held territory, regalia, names, songs...)

*See excerpts from *Tlingit Property Law* by Rosita Worl, in Unit 10

Teacher should discuss ideas about property from different perspectives, such as that of the US Government today. How does this compare with the traditional Native perspective on property?





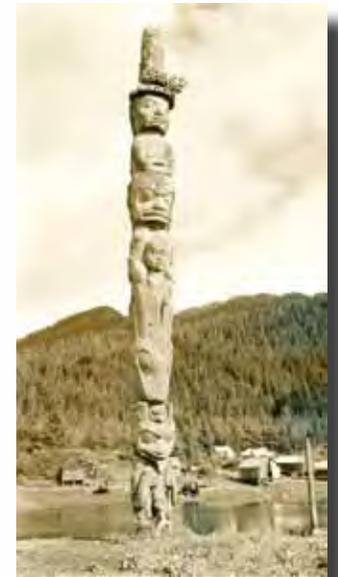
Primary Source Activities: Who Owns Alaska?

Make a copy of “*Man Never Too Old To Learn*” for each student. Read aloud Samuel C. Davis’s article to the class while students follow along. Have students hold a writing utensil as you read.

While You Are Reading:

(Teacher should put these text-coding features on front board)

- *Have students draw a circle around that which they do not understand*
- *Have students put a question mark next to that which they have a question about*
- *Have students draw a star next to that which they think is important*
- *Have student draw a square around that which they want to remember*



PO014-1. SEALASKA HERITAGE INSTITUTE ARCHIVES, LINN A. FORREST PHOTOGRAPH COLLECTION.

After reading, teacher should thoroughly address all of the above to receive feedback from students. Have students write a short reflection on what they have read and heard in this article.

How does it make them feel?

What does it make them think about?

*Do they agree with the sentiments in the article?
Why? Why not?*



Reading and Writing: Sentence Completion

Treaty of Cession, 1867

In 1867, Russia signed the _____ which governed the sale of Alaska to the United States for \$7.2 million. The Tlingit people living in Alaska were upset with the deal. They kept their _____ during the Russian _____ and believed they owned the land of Southeast Alaska. Several councils of Tlingit clan leaders met to discuss their objections to the sale. In 1869, the clan leaders registered an official complaint with the United States Treasury Department that Alaska was sold without their _____.¹ This effort was the beginning of Tlingit and Haida legal efforts and _____ to obtain title to their land.

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The council of the Chilkat clan leaders was vindicated shortly thereafter, as the dreaded use of force occurred in 1869. The U.S. Army _____ four Tlingit villages with gunfire and artillery, including three villages near Kake and at Wrangell. The Army did not attack Tlingit warriors, but rather Tlingit civilian communities, including the _____

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2 Rosita F. Worl, "History of Southeast Alaska Since 1867," In *Handbook of North American Indians: Volume 7. Northwest Coast*. William C. Sturtevant, ed. (Washington: Smithsonian Institution, 1990), 149.



elderly, men, women, and children. Other Tlingit communities were threatened during this time, as clan leaders and religious leaders were kidnapped and sometimes killed.³ Much of the punishment that the military _____ inflicted upon Natives was for acts that the military itself _____. During this period many other Native American Indian communities across the Lower-48 states were attacked by the U.S. military, which took their land and lives.

In the coming years the U.S. Army used force and the threat of force to ensure Alaska Natives did not interfere with America's claim of Alaskan lands. The Tlingit were faced with declaring war on America or choosing peaceful _____ to secure their lands, and the Tlingit chose _____ and legal methods. In 1877, the U.S. Army engaged in battle with the Nez Perce Indians in Idaho, and partly as a result of this the military was withdrawn from Alaska. With the Army gone the Tlingit soon moved to reassert their claim over Southeast Alaska, and they tore down American military _____ and occupied abandoned buildings at Sitka. Afterward, Chief Annahootz proclaimed:

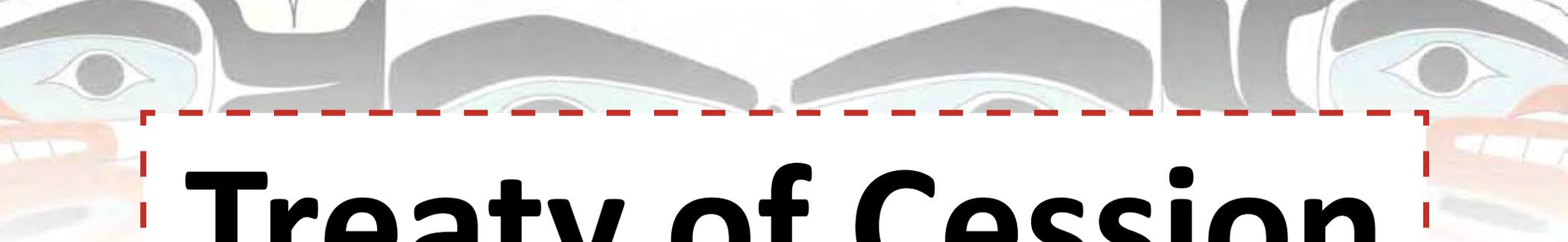
“The Russians have stolen this country from us and after they have gotten most of the furs out of the country they have sold it to the Boston Men for a big sum of money, and now the Americans are mad because they have found that the Russians had deceived them, and have abandoned the country, and we are glad to say that after so many years hard fight we get our country back again.”⁴

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5 Rosita F. Worl, “History of Southeast Alaska Since 1867,” 149.

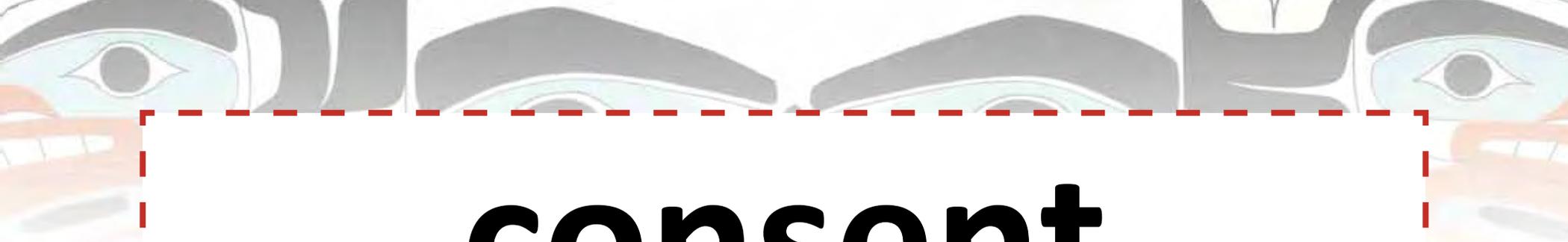


Treaty of Cession

independence



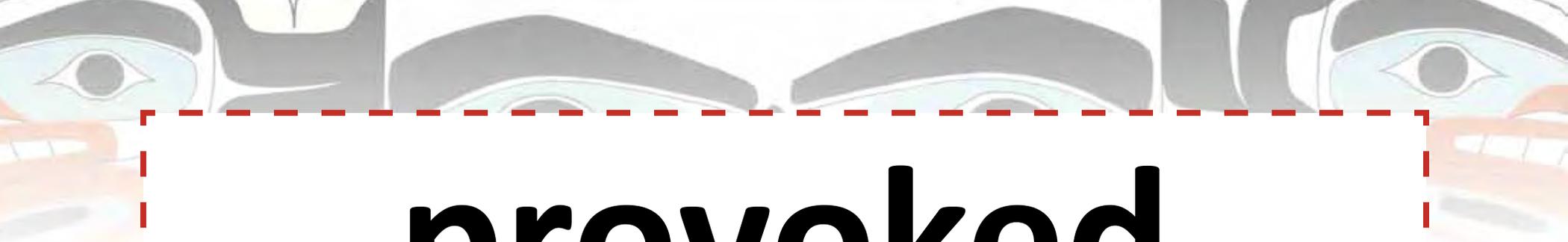
occupation



consent

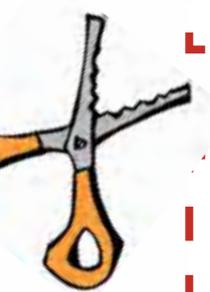
convince

bombarded



provoked

intruders



withdrawn



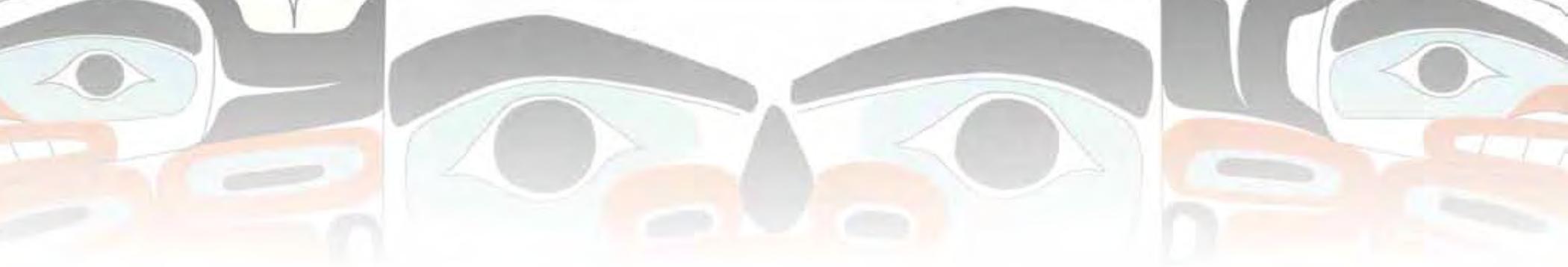
stockade



VOCABULARY PICTURES

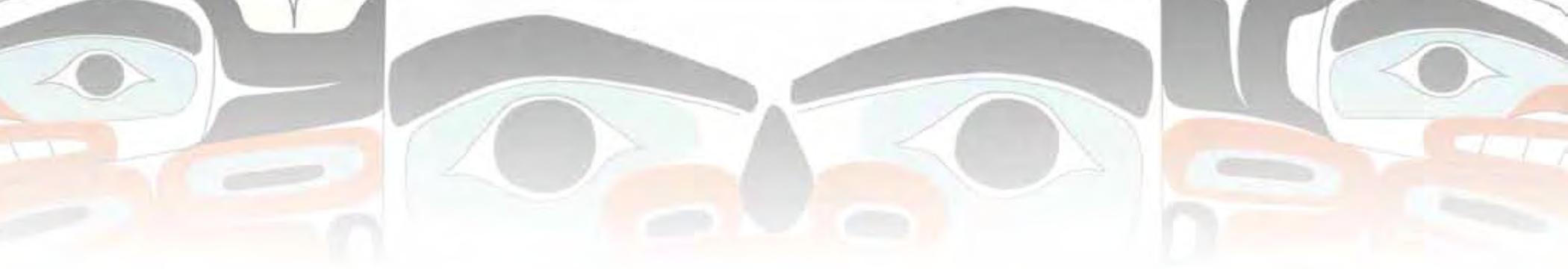


Alaska State Library - Historical Collections



TREATY OF CESSION

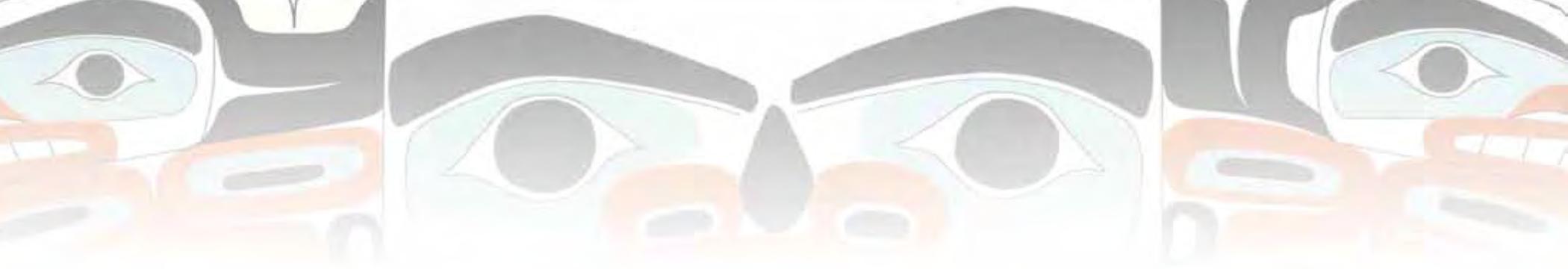




INDEPENDENCE



Photo from Mr. and Mrs. William P. Smith photograph album, Archives and Special Collections, Consortium Library. UNIVERSITY OF ALASKA ANCHORAGE



OCCUPATION



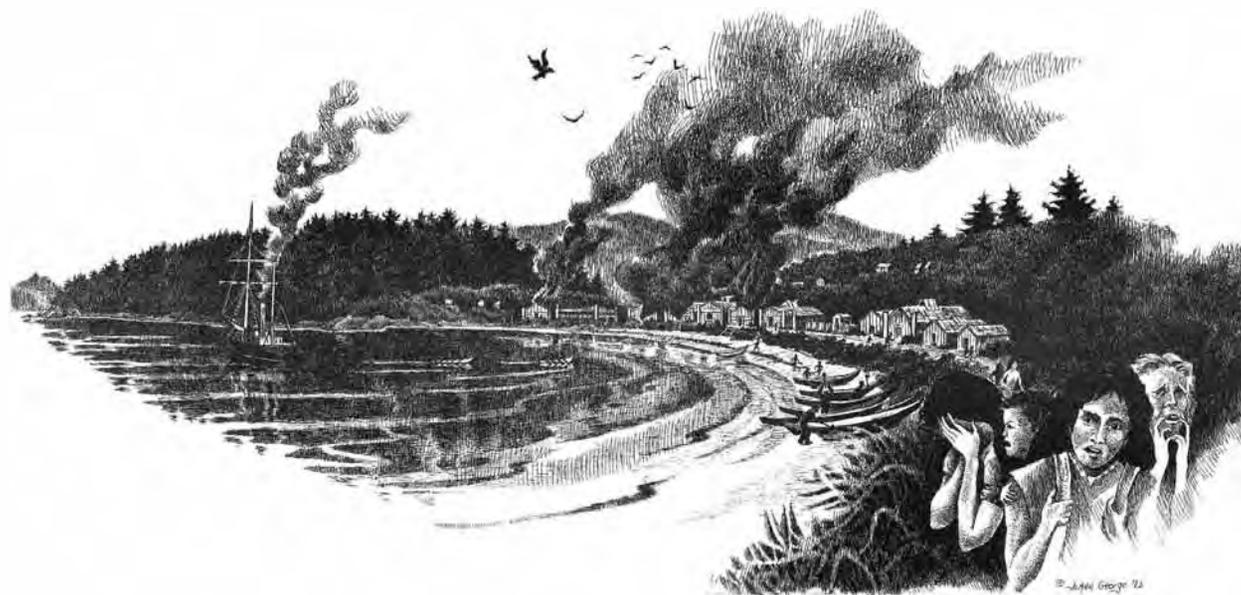


CONSENT





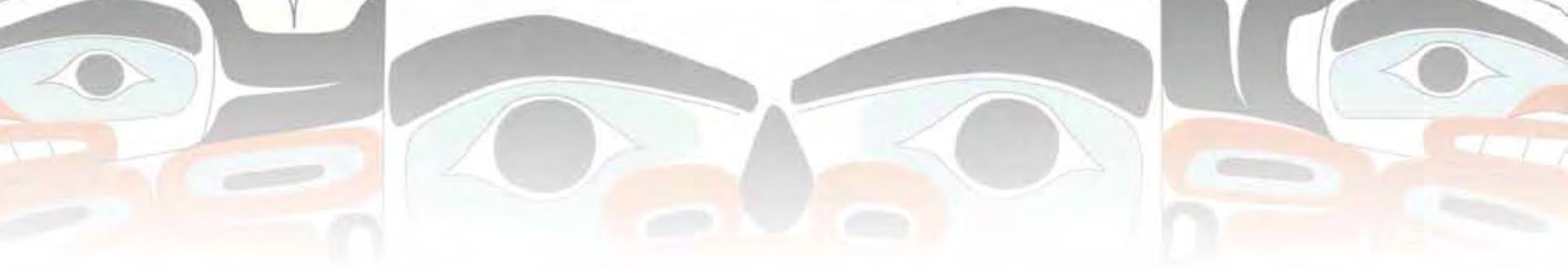
CONVINCE



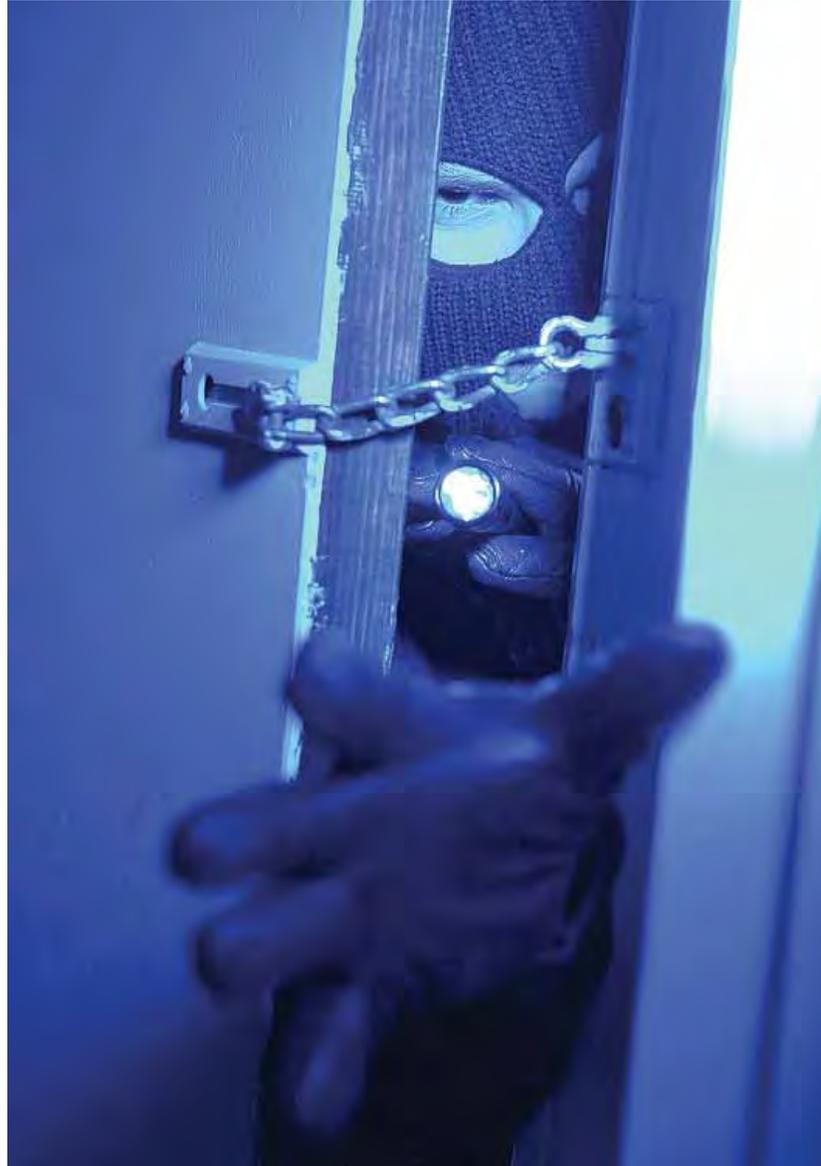


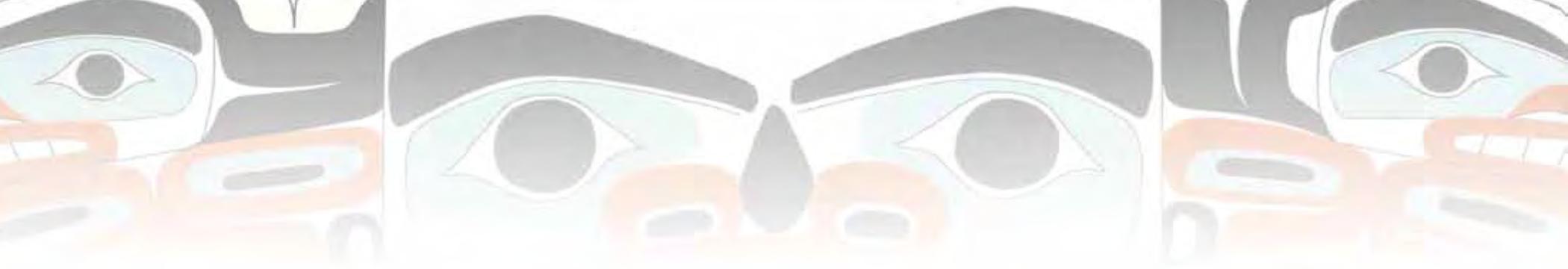
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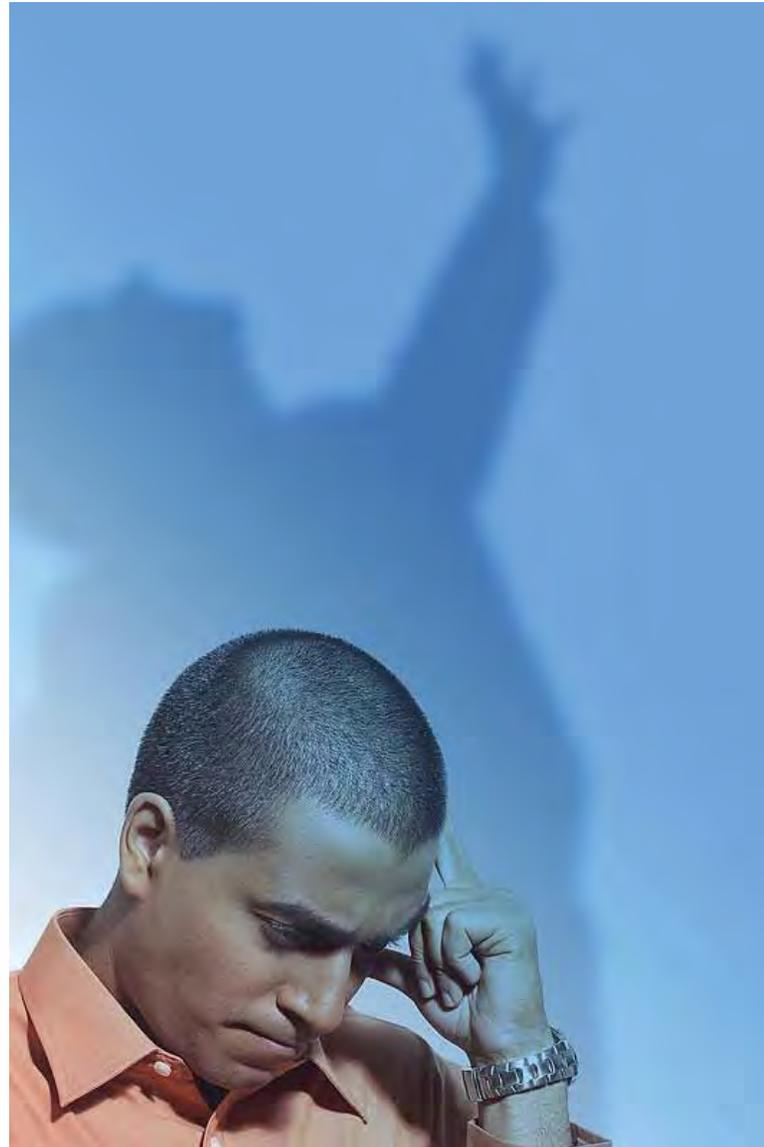


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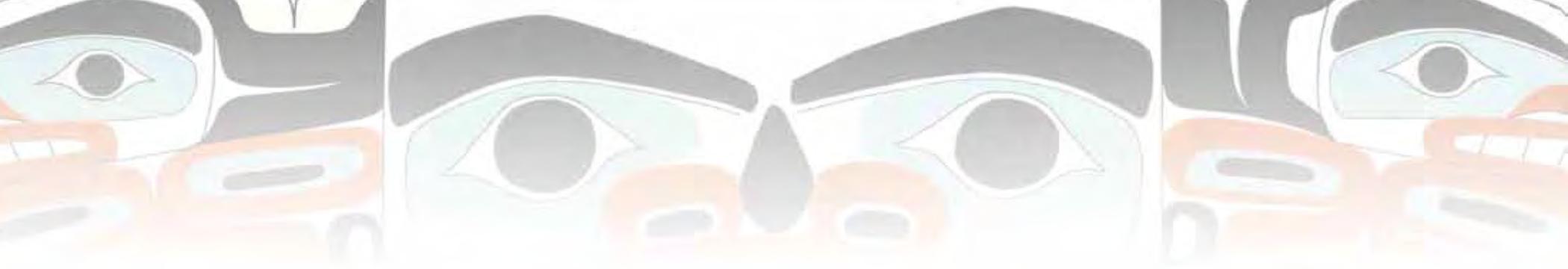
INTRUDERS





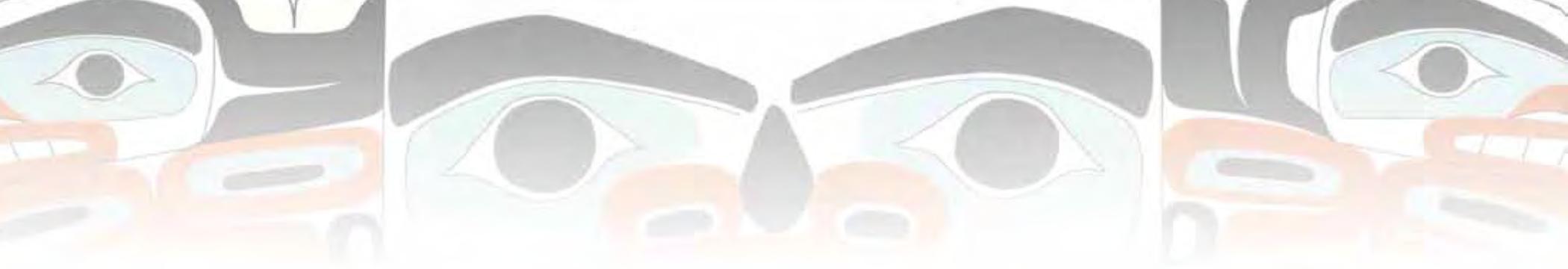
WITHDRAWN





STOCKADE





DIPLOMACY