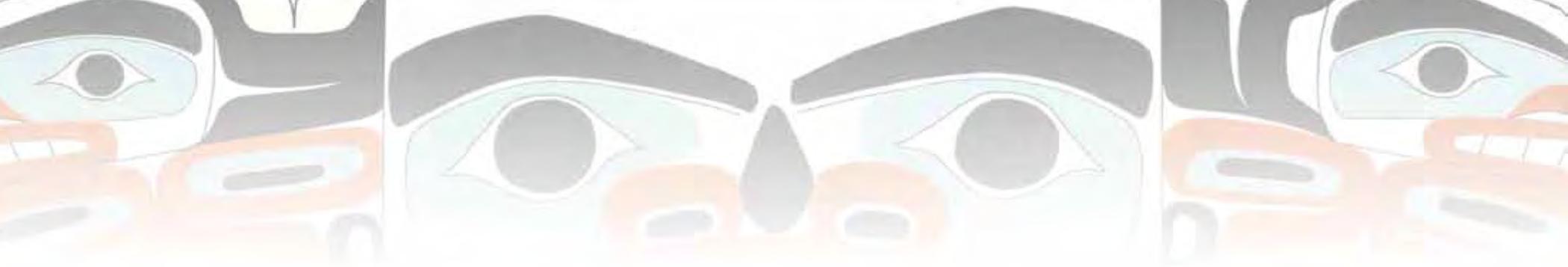




# UNIT 5

Education



# *The Alaska Native Claims Settlement Act: Relationship with the Environment*

## **Education**

The *Organic Act* of 1884 established schools in Alaska for all children. The schools were set up “for the education of children of school age in the Territory of Alaska, without reference to race.”<sup>1</sup>

Sheldon Jackson, a Presbyterian missionary, was the general agent of education in Alaska. He used \$25,000 provided by Congress to pay for mission schools set up for Native children. Federal subsidies for church-run schools continued until 1895, when the Bureau of Education assumed control of many Alaskan schools.<sup>2</sup>

The United States educational policy was to “civilize” Native children. In school, there were many rules in place that prevented Native children from speaking their traditional language. Often times, corporal punishment was used to discourage Native children from practicing their traditional culture. Sometimes Native children were even taken from their parents, villages, and cultures to be “civilized” at distant boarding schools. In this way, English replaced Native languages. Some Native students were given vocational training in carpentry, boat building, mechanics, fish canning, and domestic sciences.

The non-Native population demanded separate schools for their children. In 1900, Congress passed legislation that allowed schools for white children within incorporated towns. In 1905, the *Nelson Act* was passed and called for schools outside incorporated towns for “White children and children of mixed blood who lead a civilized life.” The

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1 District Organic Act: An Act Providing for a Civil Government for Alaska, 23 Stat. 24 § 13: Education of Children (1884).

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 DC: Smithsonian Institution, 1990), 151.

*Nelson Act* also established two separate systems of education. The federal government was responsible for Native education, while the territorial government controlled white education.<sup>3</sup>

In 1908, six children of mixed blood were refused admission to a territorial school in Sitka. The issue was taken to court in *Davis v. Sitka School Board*. Although some of the children came from families that spoke English, dressed and lived as non-Natives, paid taxes, and were members of the Presbyterian Church, the judge ruled them not civilized for purposes of attending the territorial school. This court case illustrates the no-win situation the graduates of Sheldon Jackson School faced: no matter what they did, no matter how impressive their success, they could not overcome the taint of their Indian blood.

*“The case of Davis vs. Sitka School Board proved that the promises of equality made to the Tlingit by the Presbyterians would not automatically happen no matter what they did.”*  
- Joyce Walton Shales

In 1928, the Tlingit tried again to force the integration of schools through legal suit. Two Native girls attending public school in Ketchikan were told they had to transfer to a Native school in the nearby village of Saxman. William L. Paul, a Tlingit lawyer, initiated a lawsuit against the school board. The Tlingit won the case. Although some schools began de-segregation policies, it was not until 1949 that schools were integrated after the Bureau of Indian Affairs adopted a policy to assimilate Native people into the larger society.

Still, up until the 1970s, many rural Native communities all over Alaska did not have high schools. Students could go to school through the 8th or 9th grade, but after that they would be forced to either leave the village to continue at a boarding school or simply stop going to school altogether. In 1975, a young girl named Ana Tobeluk, who lived and went to school in Nunapitchuk, joined a well recognized lawsuit known as the Molly Hootch case. In 1976, the case was settled. The settlement called for creation of high school programs in every one of the 126 villages covered by the case. In all, the state of Alaska spent \$132.5 million on school construction with \$3.8 million yet to come, making this the largest settlement in the history of American education lawsuits.



Group of Metlakatla Native girls posing in front of a school house, circa 1890s, PO026-1, John Delgado Collection.  
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3 Ibid.

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

## CIVILIZE



Show students the picture for “Civilize.” Discuss this concept at length with students. Try to pull from them and establish their own prior knowledge. Teacher should explain that to civilize is to rise from a primitive state to a more advanced stage of development. Ask students if they think that Natives, before colonial influence, were primitive. What makes a people primitive? What makes a people advanced?

## SHELDON JACKSON



Show students the picture for “Sheldon Jackson.” Explain to students that in 1885, Dr. Sheldon Jackson, a Presbyterian missionary to Alaska, was given the legal responsibility to make provisions for the education of children in Alaska towns and villages “without regard to race.” Under him, schools were established in most Native villages, and separate schools for white and Native children in Alaska’s few “white” towns.

## POLICY



Show students the picture for “Policy.” A policy can be described as a principle or rule used to guide decisions and achieve certain outcomes. Ask students what policies (rules/guidelines) they have in the classroom. What kinds of policies do students have at home? Continue to explain that these kinds of policies can be used to understand the United States’ policies towards education, which back at the turn of the 19th century, were meant to “civilize” Native children.

## MISSION SCHOOLS



Show students the picture for “Mission School.” Ask students if they know how the first schools in Alaska were set up. Continue to explain that Christian missionaries arrived in Alaska first from Russia, then from America. The Russian Orthodox schools put emphasis on bilingualism and supported a culturally-appropriate approach. In contrast, the Protestant mission schools pursued acculturation and insisted upon the elimination of Native languages, and their replacement by English. (\*For more information access *Sheldon Jackson in Historical Perspective: Alaska Native Schools and Mission Contracts, 1885-1894.*)

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

## VOCATION



Show students the picture for “Vocation.” Explain to students that a vocation is a term for occupation, in which someone is drawn to because they are especially suited, trained, or skilled. Ask students to name a vocation that comes to mind. Does anyone you know work vocationally? (\*Teacher could have slide pictures of wood working, metal working, mechanical, fishing, etc. to illustrate this term better to students.)

## WILLIAM L. PAUL



Show students the picture for “William L. Paul.” After asking students what they know about William Paul, explain that he was the first Alaskan Native to become an attorney. William and his brother Louis are considered foundational members of the Alaska Native Brotherhood and extended its presence into every Native village in Southeast Alaska. William played a major role in the Alaska Native Claims Settlement Act (ANCSA) of 1971. (\*For more on this legendary Tlingit figure, access the film *For the Rights of All* and his speech *We Own the Land*, among countless other documents available for students to research and learn from.)

## INCORPORATED



Show students the picture for “Incorporated.” Explain to students that to incorporate means to unite with something else that already exists; to admit, to merge together or combine into a unified whole. In this sense, in the year 1900 Congress passed legislation that allowed Caucasian children to go to their own schools, but only in towns incorporated (joined) into the federal government. (\*If this proves to be a difficult concept for students, break it down and explain to students that a middle school, even though it is its own school, is incorporated into the larger school district that includes all the other schools.)

## MIXED BLOOD



Show students the picture for “Mixed Blood.” Ask students what they think this term means. Ask them what it meant for people to be mixed blood back during this colonial time period. What does it mean today? Continue to explain to students that to be mixed blood most often means to be of mixed Native and European ancestry.

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

## ADMISSION



Show students the picture for “Admission.” Referring to a college or university, ask students what this term means. Pulling from students’ prior knowledge, explain that an admission is a process in which people go through in order to gain entry into colleges, universities, institutions, and even countries. Ask students how the term “admission” relates to the historical theme and time period being studied in this curriculum.

## INTEGRATION



Show students the picture for “Integration.” Ask students what it means to integrate. Ask for examples. Continue to explain that the term “integration” includes the process of ending systematic racial segregation. Integration also includes goals like creating equal opportunity regardless of race, and the development of a culture that respects and values diverse traditions.

## ASSIMILATE



Show students the picture for “Assimilate.” Explain to students that to assimilate is to promote and encourage an ethnic minority culture to give way to the dominant culture. In this process new customs, traditions, and beliefs are acquired at the same time as specific cultural characteristics are discarded and left behind. Assimilation is a gradual process of change occurring over generations, until the new members of a society are indistinguishable from the older members.



# Language and Skills Development

## LISTENING

### Flashlight Find

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

### Half Match

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

### Join Those Halves

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

### Illustration Hold Up

Before the activity begins, prepare a page which contains small versions of the vocabulary illustrations. Provide each student with a copy of the page. The students should cut out the illustrations. Say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.



# Language and Skills Development

## SPEAKING

### Hand Tag

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

### What's Your Number?

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



### Sheet Golf

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

# *Language and Skills Development*



## READING

### **Find the Other Half**

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. The first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat.

### **Letter Encode**

Prepare a page that contains large alphabet letters from A to Z. Make five copies for each student. The students should cut out their letters. When all of the letters have been cut out, show a vocabulary picture. The students should then use their letters to spell the word for that picture. Repeat, using the remaining pictures from this unit. Have the students store their cut out letters in individual envelopes.

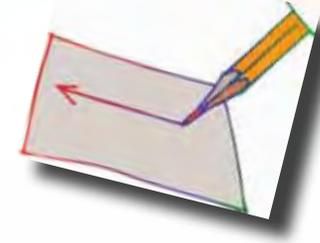
### **Flipped Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). The students who have the same side of coin showing must stand and point to sight words for pictures you show. Repeat.

### **Circle of Words**

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 the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call "Bingo." The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

# Language and Skills Development



## WRITING

### Back Writing

Group the students into two teams. Have the first player from each team stand in front of the board. Use the index finger of your writing hand to “write” the first letter of a sight word on the two players’ backs. When you have done this, say “Go.”

Each of the players should then write a sight word on the board that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

### The Other Half

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

### Sentence Completion

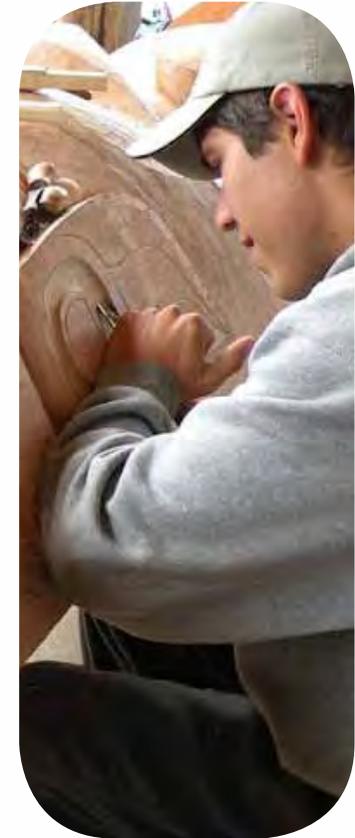
Give each student a copy of the sentence completion version of the text. The students should write in the missing words. Afterward, review the students’ work.

### Sentence Completion 2

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

## *Career Development Activities: Alaska Native ways of knowing and doing*

- *Using the internet, have students explore current careers that perpetuate Alaska Native culture (these careers involve the land, language, teaching, learning, medicine, science...).*
- *Have students research and write about a career that interests them.*
- *Have students share what they have learned with their classmates.*







# Reading and Writing: Sentence Completion

## Education

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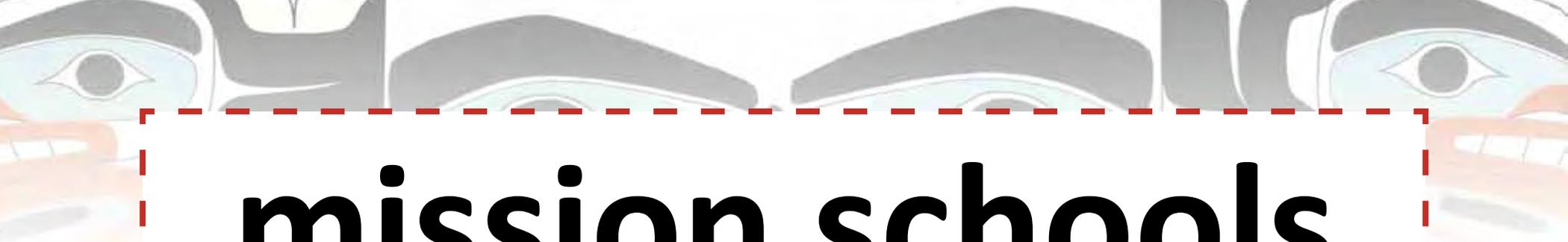


Group of Metlakatla Native girls posing in front of a school house, circa 1890s, PO026-1, John Delgado Collection.

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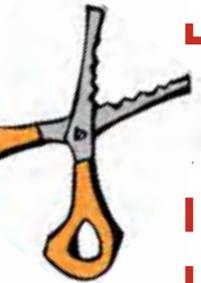
3 Ibid.



**mission schools**

**Sheldon Jackson**

**policy**

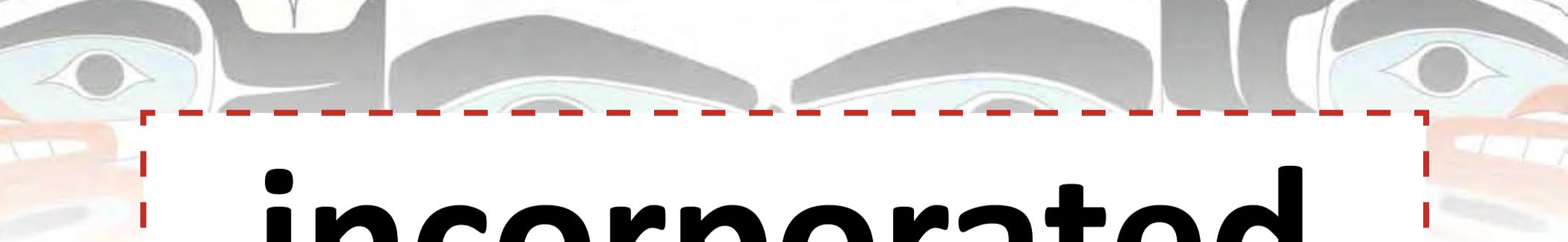




**civilize**

**vocation**

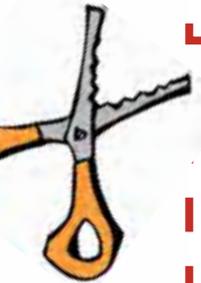
**William L. Paul**

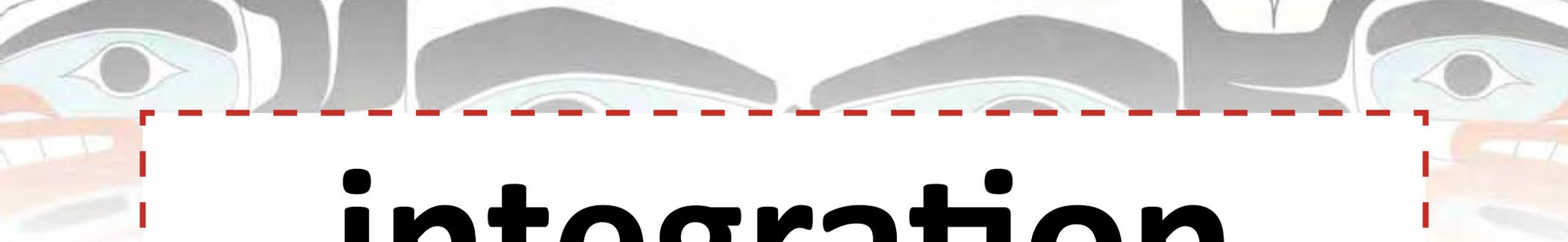


**incorporated**

**mixed blood**

**admission**





**integration**

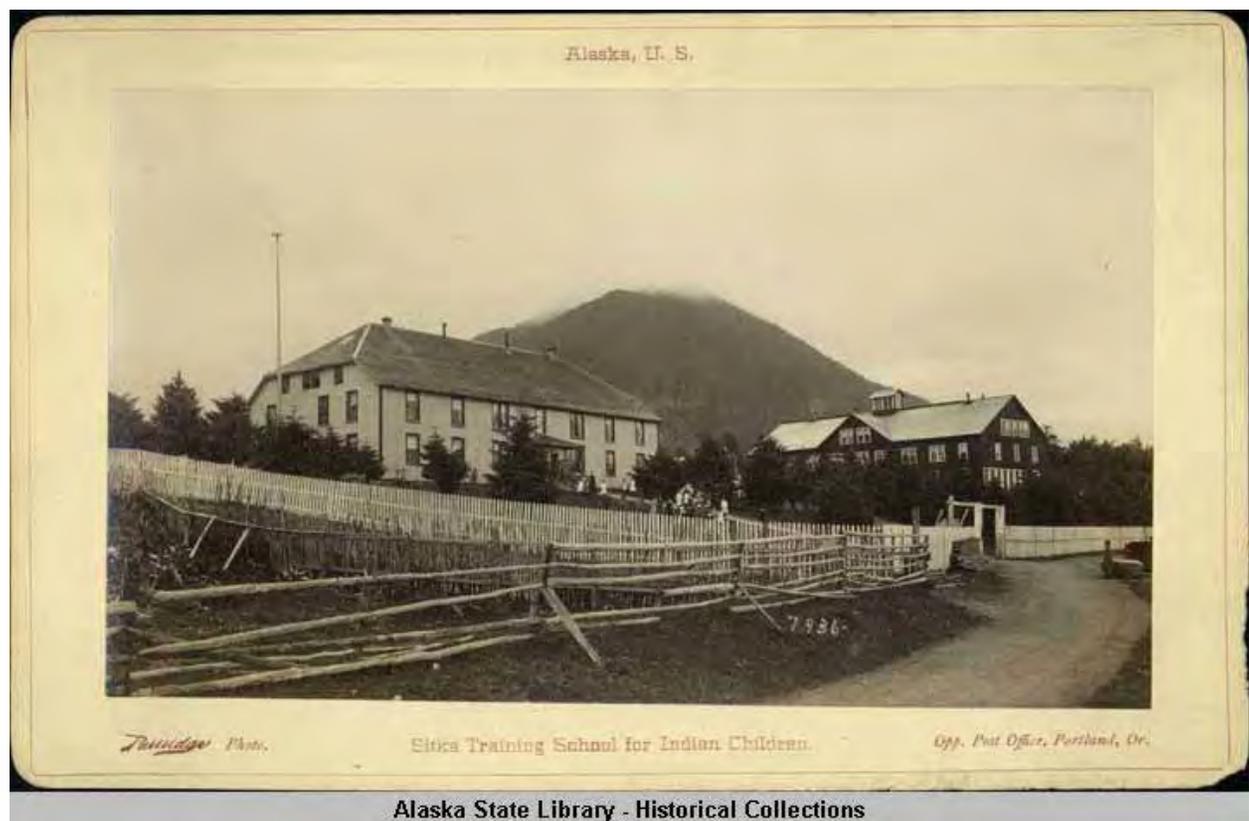
**assimilate**





# VOCABULARY PICTURES





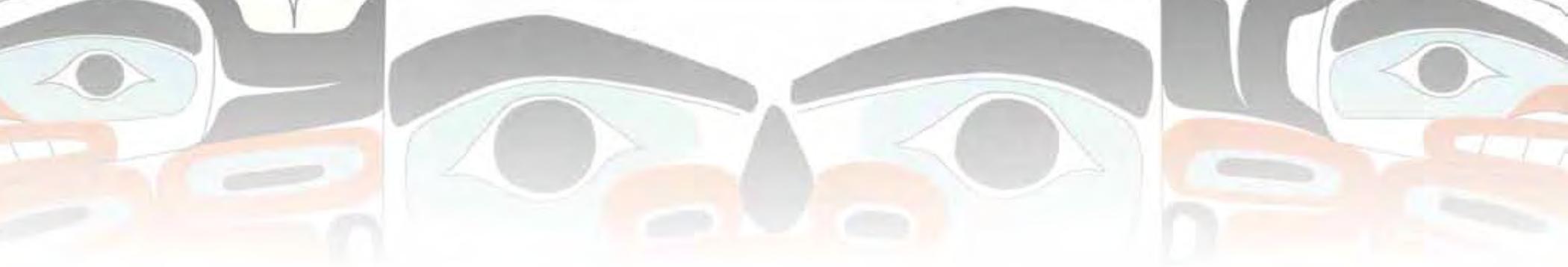
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## MISSION SCHOOLS



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## SHELDON JACKSON

## In re SAH QUAH.

District Court, D. Alaska.

May 8, 1886.

1. Slaves  $\text{C}\rightarrow\text{1}$ 

A custom or rite prevailing among the uncivilized tribes of Indians in Alaska, whereby slaves are bought, sold, and held in servitude, against their free will, and subjected to ill treatment at the pleasure of the owner, is contrary to the thirteenth amendment to the constitution of the United States, and the "Civil Rights Bill" of 1866, and a person so held in slavery will be released by order of the court upon writ of *habeas corpus*.

2. Indians  $\text{C}\rightarrow\text{2}$ 

The treaty of March 30, 1867, by which the territory of Alaska was ceded to the United States, made the uncivilized tribes therein subject to such laws and regulations as the United States might adopt in regard to them.

3. Indians  $\text{C}\rightarrow\text{35}$ 

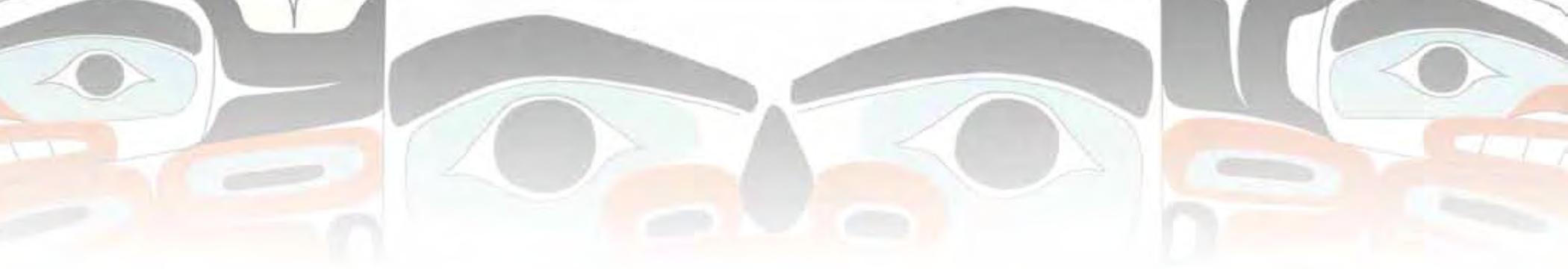
The act of congress of March 3, 1873, extending to Alaska two sections of the act of June 30, 1834, known as the "Indian Intercourse Laws," and relating principally to the interdiction of the liquor traffic among the Indians, is to be construed to make said territory "Indian Country" only to the extent of the prohibited commerce, and did not put the Alaska Indians on a general footing with Indians in other parts of the United States.

4. Indians  $\text{C}\rightarrow\text{4}$ 

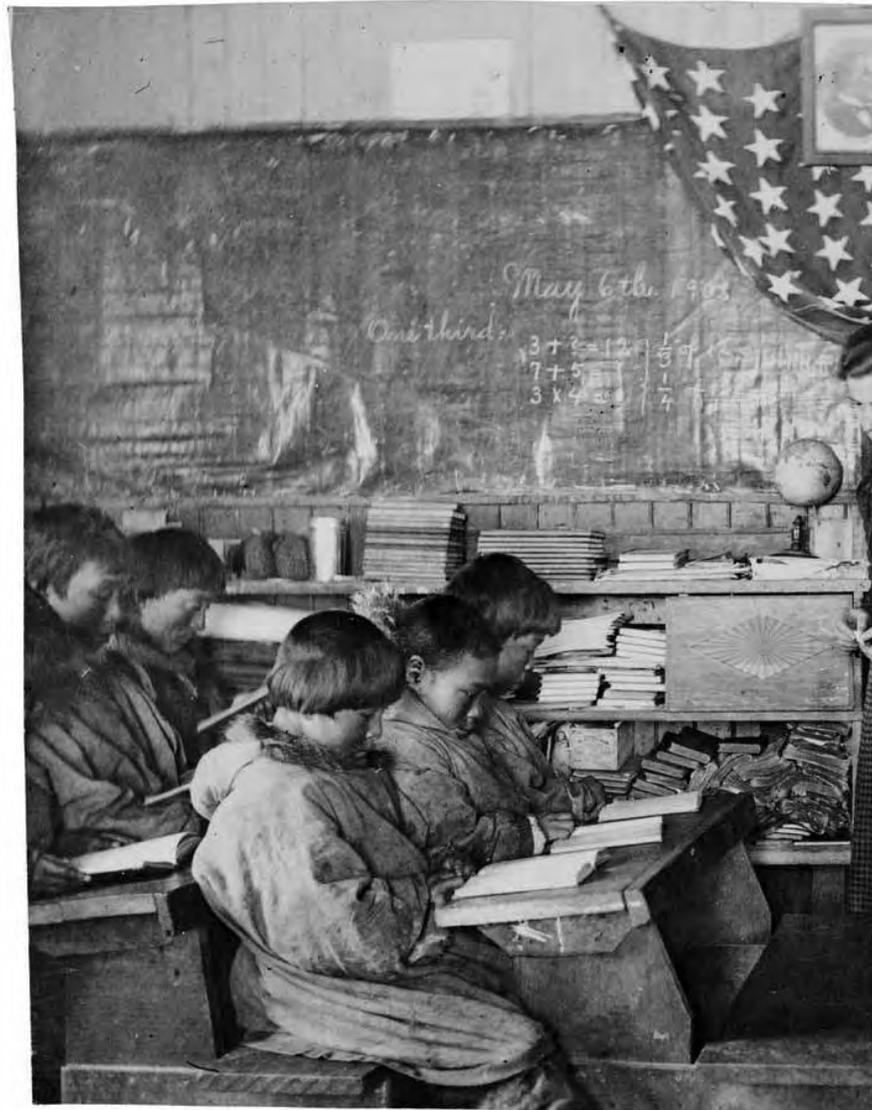
No treaty having ever been made with the Alaska Indians or tribal independence recognized, they are not to be regarded as within the operation of the custom and policy of the government arising out of the ordinance of 1787, relating to the north-west territory, whereby the Indian tribes of the United States have been treated as free and independent within their respective territories, governed by their tribal laws and customs in all matters pertaining to their internal affairs.

5. Indians  $\text{C}\rightarrow\text{36}$ 

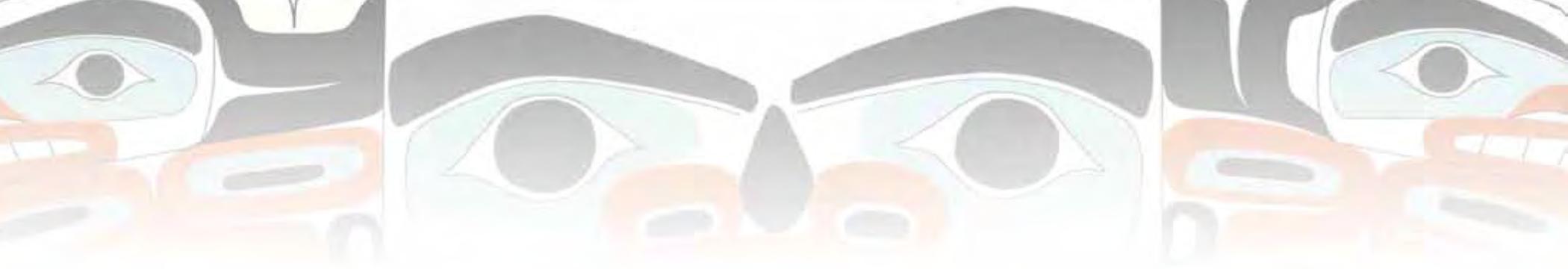
The Alaska Indians, while not citizens within the full meaning of the term, are dependent subjects, amenable to



## POLICY



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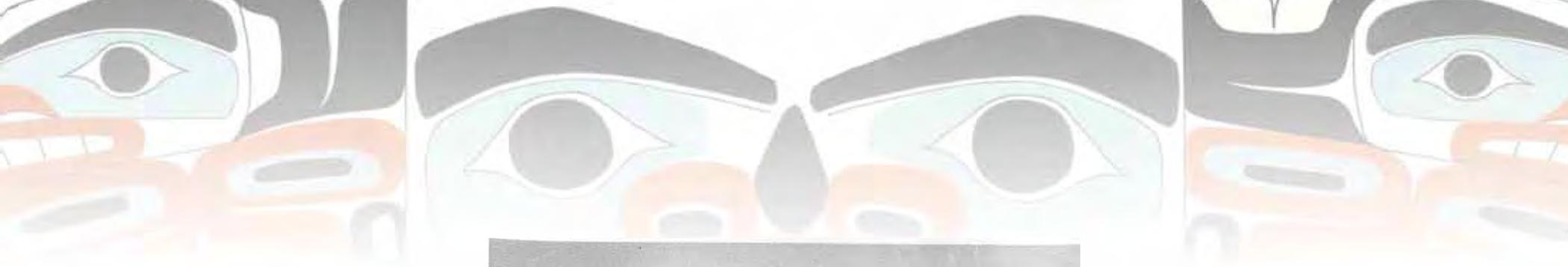


## CIVILIZE





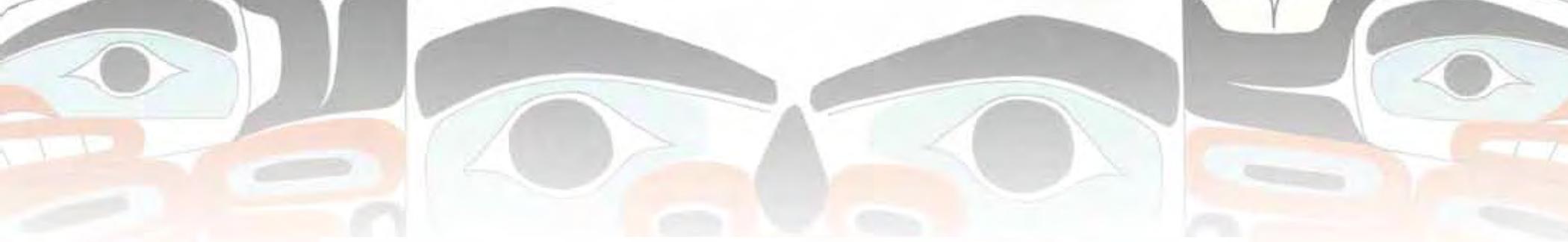
## VOCATION

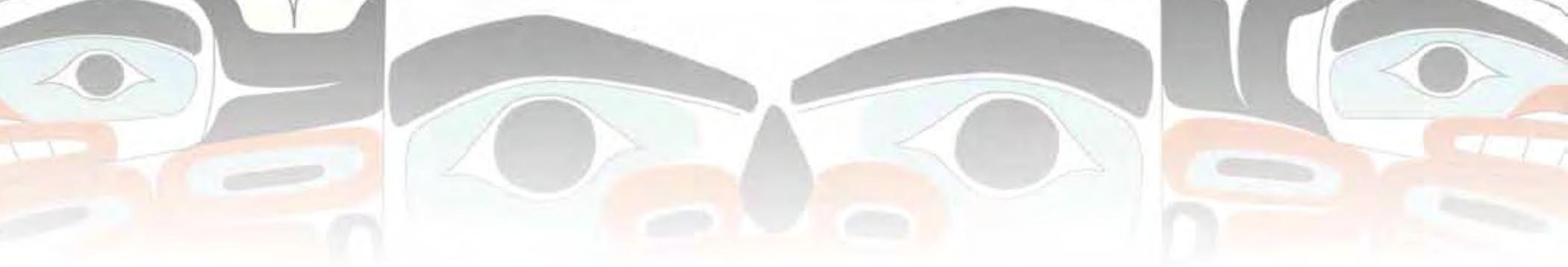


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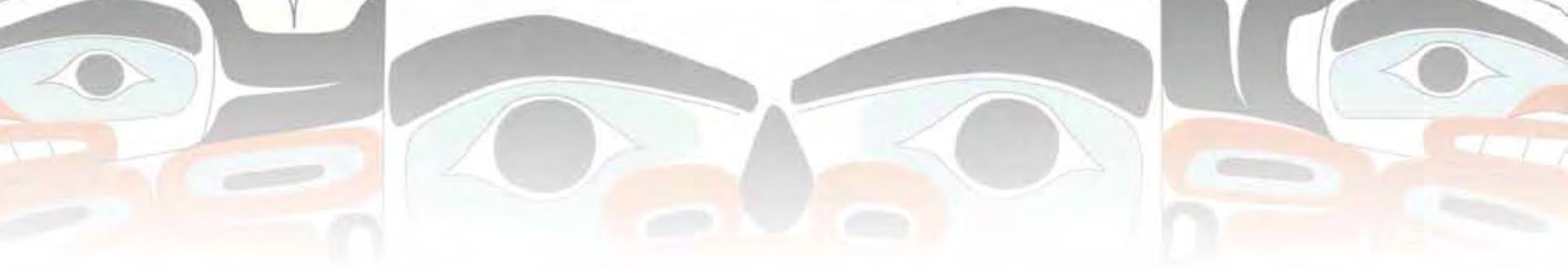
## WILLIAM L. PAUL





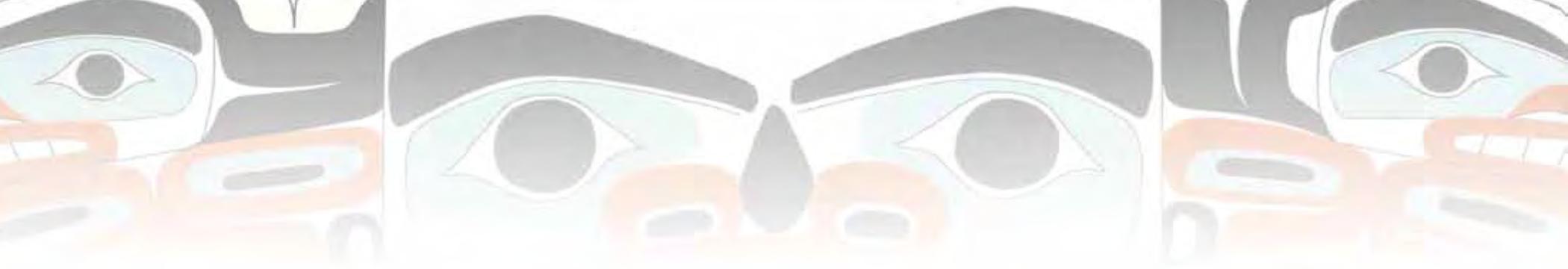
## INCORPORATED





## MIXED BLOOD





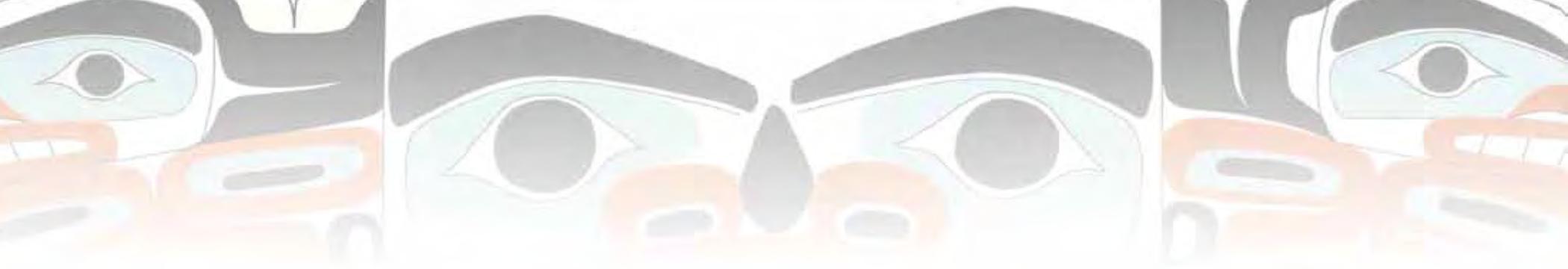
## ADMISSION





## INTEGRATION





## ASSIMILATE