



# UNIT 8

Central Council of Tlingit and Haida Indian Tribes of Alaska

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

## *Central Council of Tlingit and Haida Indian Tribes of Alaska*

The Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) was founded in 1935 and was the first federally recognized tribal government representing the Tlingit and Haida people. It was founded in response to efforts and actions undertaken by the Alaska Native Brotherhood and Sisterhood in their effort to obtain a representative and federally recognized tribal government. It is composed of elected delegates from Tlingit and Haida communities in Southeast Alaska. Each community is entitled to one delegate for every 100 Tlingit and Haida people registered in their community and approved by the Bureau of Indian Affairs.<sup>1</sup> Communities outside Southeast Alaska with Tlingit and Haida populations are also represented. For example, Tlingit and Haida people in Anchorage, Seattle, and San Francisco elect delegates to represent them on the Central Council.

An initial function of the Central Council was to bring suit against the United States for aboriginal claims.<sup>2</sup> The Central Council believed the federal government had unfairly taken lands from Native people in Alaska when it created the Tongass National Forest, Glacier Bay National Monument, and the Annette Island Reservation. The Central Council believed the land taken from the Tlingit and Haida was worth \$80 million. The government valued the land at \$3 million. A



1 Rosita F. Worl, "History of Southeast Alaska Since 1867," in *Handbook of North American Indians: Northwest Coast*. William C. Sturtevant, ed. (Washington DC: Smithsonian Institution, 1990), 156.

2 Susan S. Christianson, *Historical profile, Central Council, 1935-1995: Tlingit and Haida Indian Tribes of Alaska* (Juneau, Alaska: Central Council Tlingit and Haida Indian Tribes of Alaska, 1995).

court-appointed commissioner estimated the land to be worth \$16 million. The Tlingit and Haida were only awarded \$7.5 million, however, as it was all the government was willing to pay. William L. Paul, the first Alaska Native lawyer, noted that the value of the timber sold from their forests totaled more than \$600 million alone and recommended an appeal.<sup>3</sup> But in 1968 the Central Council accepted the award. Claims for the remaining 2.5 million acres, which included hunting and fishing grounds, were carried over to the *Alaska Native Claims Settlement Act* of 1971.

Over time, the Central Council, which is based in Juneau, has acquired more responsibilities. It currently contracts with the Bureau of Indian Affairs and U.S. Public Health Service to administer health, education, and social welfare programs for Native people.



Tlingit and Haida delegation and village representatives at a meeting in Hydaburg, 1941, PO047, Curry-Weissbrodt Photograph Collection. SEALASKA HERITAGE INSTITUTE ARCHIVES.

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<sup>3</sup> Susan S. Christianson, *Historical profile, Central Council, 1935-1995: Tlingit and Haida Indian Tribes of Alaska* (Juneau, Alaska: Central Council Tlingit and Haida Indian Tribes of Alaska, 1995).

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

## CENTRAL COUNCIL OF THE TLINGIT AND HAIDA INDIAN TRIBES OF ALASKA



Show students the picture for “Central Council of the Tlingit and Haida Indian Tribes of Alaska.” Explain to students that the council is the tribal government representing more than 27,000 Tlingit and Haida Indians worldwide.

## SUIT



Show students the picture for “Suit.” Ask students what it means to bring a legal suit. Ask for specific examples. This is a complicated process to describe but explain to students that a legal suit is a civil action brought in a court of law, in which a plaintiff demands remedy for an incurred loss and the defendant has to respond to the complaint. In a nutshell, this is the legal process that early Native attorneys had to go through in their fight for Native rights and land rights.

## TONGASS NATIONAL FOREST



Show students the picture for “National Forest.” Ask students what a national forest is. Why do we have national forests? Continue to explain that a national forest is a classification of federal lands, in which timber harvesting, livestock grazing, water, wildlife, and recreation are managed. The creation of national forests in Southeast Alaska was controversial because Native people felt like their land was being stolen by the government.

## GLACIER BAY NATIONAL MONUMENT



Show students the picture for “Glacier Bay National Monument.” Ask students if they know what a national monument is. How is a national monument different from a national park? Explain to students that a national monument is created to commemorate something of national importance that is usually something of cultural significance or serves as a focus for national identity. (\*Have students research “national monument” to find specific examples.)

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

## RESERVATION



Show students the picture for “Reservation.” Ask students to explain what a reservation is. Ask students where reservations exist. Continue to explain that a reservation is an area of land managed by a Native American tribe. There are more than 300 reservations in the United States, including one in Southeast Alaska. (\*Teacher could show a map of the United States showing a spatial representation of reservations throughout the country.)

## ELECTED DELEGATES



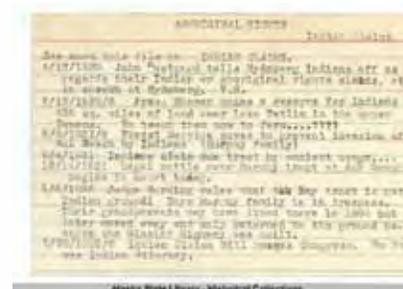
Show students the picture for “Elected Delegates.” Explain to students that a delegate is someone who speaks or acts on behalf of an organization or government; being elected means that this person was voted into the position of delegate. In this case, the Tlingit and Haida Central Council is made up of people from various communities in Southeast Alaska. These people are elected by their communities and sent to represent their communities.

## REPRESENT



Show students the picture for “Represent.” Explain to students that to represent means to be appointed to act or speak for someone in an official capacity. To represent is what elected delegates do when they speak for their communities.

## ENTITLED



Show students the picture for “Entitled.” Ask students what it means to be entitled. Continue to explain that to be entitled means to have the legal right or a just claim to receive or do something. Before Native people earned the right to vote as citizens of the United States, government officials were entitled to turn them away.

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

## BUREAU OF INDIAN AFFAIRS



Show students the picture for “Bureau of Indian Affairs.” Explain to students that the Bureau of Indian Affairs is a governmental agency. This agency is responsible for managing 55,700,000 acres of land held in trust by the government for Native Americans.

## WELFARE



Show students the picture for “Welfare.” Welfare specifically means the health, happiness, and fortunes of a person or group. But U.S. welfare is a system of aid for those struggling through hard economic times.



# Language and Skills Development

## LISTENING

### Does It Fit?

Mount the vocabulary pictures on the walls and board. Provide each student with writing paper and a pen. Point to a picture and say a sentence. If the sentence you say goes with the picture, the students should make a checkmark on their papers. However, if the sentence you say does not go with the picture, the students should make an “X” on their papers. Repeat this process with other pictures and sentences. Alternative: Rather than having the students write their responses, you may have them nod if the sentence goes with the picture, or clap if it does not.

### 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.

# Language and Skills Development

## SPEAKING

### 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.

### Right or Wrong?

Mount the vocabulary pictures on the board. Point to one of the pictures and say its vocabulary word. The students should repeat the vocabulary word for that picture. However, when you point to a picture and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary pictures.

### High Roller

Give a die to each of two students. When you say “Go,” the students should roll their dice. The student who rolls the highest number on his/her die must then say a complete sentence about a vocabulary picture that you show. Repeat this process until many students have responded with sentences of their own.

### Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.



# 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.

### Searchlight

Group the students in a circle on the floor. The students should place their hands inside the circle, palms down on the floor. Stand in the center of the circle with a flashlight and the sight word cards. The object of the activity is to attempt to tag a student's hand or hands with the light of the flashlight. The students should withdraw their hands from the circle whenever they think they are about to be tagged. When you eventually tag a student's hand or hands, he/she must identify a sight word you show (illuminate the sight word card with the light of the flashlight). Repeat until many students have responded in this way.

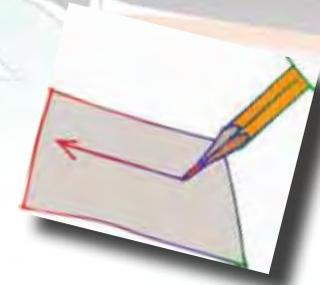
### Checkers in the Blind

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified.

### Sequential Reading

Print out sentences from part of a continuous story (such as "He got out of bed, he got dressed, and he ate breakfast") and have the students put them in the correct order. Not only can this be used to help build vocabulary understanding, but putting events in their correct order will help build historical understanding as well.

# *Language and Skills Development*



## WRITING

### **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.

### **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 1**

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.

## *Place-Based Activities: Building Capacity to Govern*

### *Central Council of the Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Website*

<http://www.ccthita.org/>



- Get students thinking about future careers
- Give an overview of the application processes for College Student Assistance, scholarships, and universities using CCTHITA website
- Allow students time online to explore the CCTHITA web site to see all the Central Council offers
- Have students write to the Education department with their questions; or try to bring in an education representative to talk with students on how to ensure successful council and funding at CCTHITA
- If possible, bring students to a CCTHITA meeting on heritage, language, culture, subsistence...
- Have students look into the Vocational Training and Resource Center at CCTHITA





# Reading and Writing: Sentence Completion

## Central Council of Tlingit and Haida Indian Tribes of Alaska

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An initial function of the \_\_\_\_\_ was to bring \_\_\_\_\_ against the United States for aboriginal claims.<sup>2</sup> The \_\_\_\_\_ believed the federal government had unfairly taken lands from Native people in Alaska when it created the \_\_\_\_\_, \_\_\_\_\_, and the Annette Island \_\_\_\_\_.



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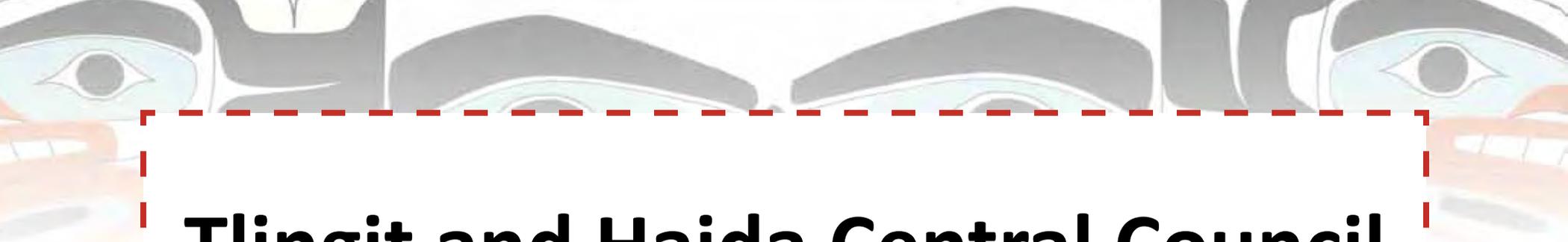
The \_\_\_\_\_ believed the land taken from the Tlingit and Haida was worth \$80 million. The government valued the land at \$3 million. A court-appointed commissioner estimated the land to be worth \$16 million. The Tlingit and Haida were only awarded \$7.5 million, however, as it was all the government was willing to pay. William L. Paul, the first Alaska Native lawyer, noted that the value of the timber sold from their forests totaled more than \$600 million alone and recommended an appeal.<sup>3</sup> But in 1968 the \_\_\_\_\_ accepted the award. Claims for the remaining 2.5 million acres, which included hunting and fishing grounds, were carried over to the *Alaska Native Claims Settlement Act* of 1971.

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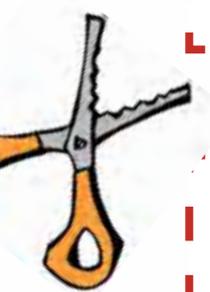
**Tlingit and Haida delegation and village representatives at a meeting in Hydaburg, 1941, PO047, Curry-Weissbrodt Photograph Collection. SEALASKA HERITAGE INSTITUTE ARCHIVES.**

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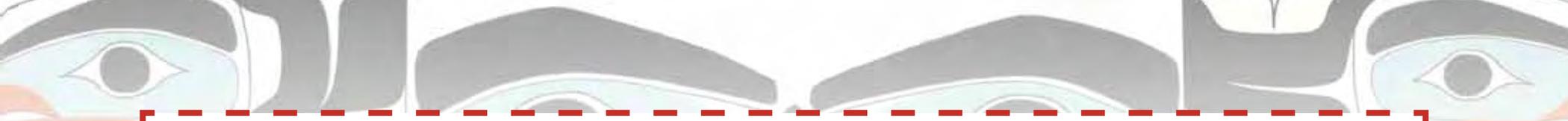


**Tlingit and Haida Central Council**

**suit**



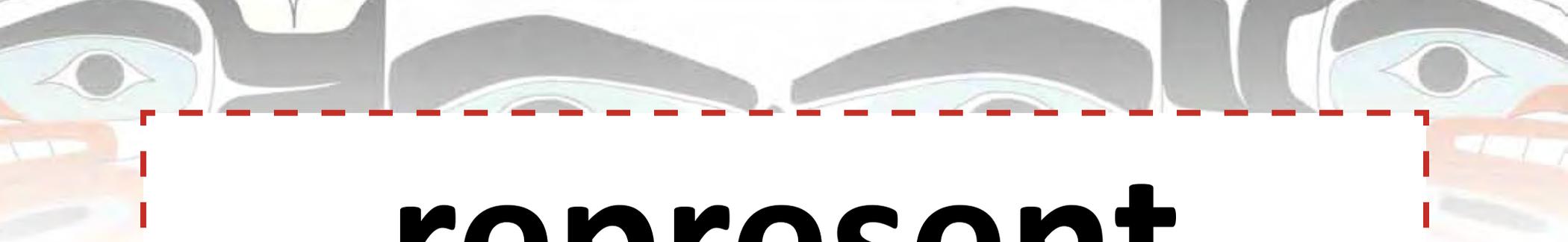
**Tongass National Forest**

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**Glacier Bay National Monument**

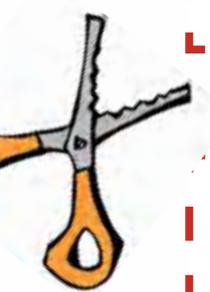
**reservation**

**elected delegates**

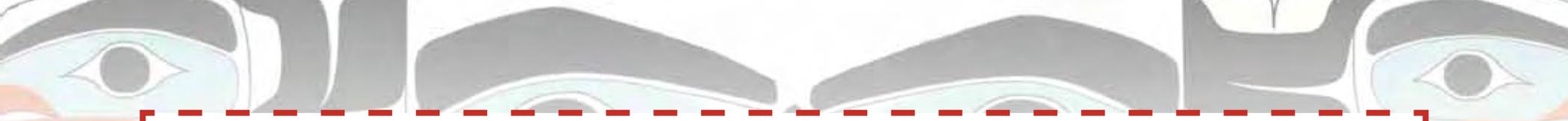


**represent**

**entitled**



**Bureau of Indian Affairs**



**welfare**





# VOCABULARY PICTURES

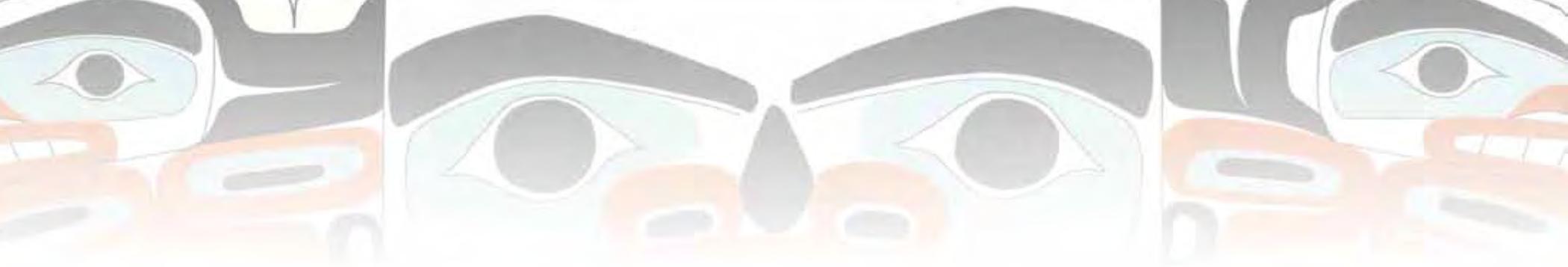




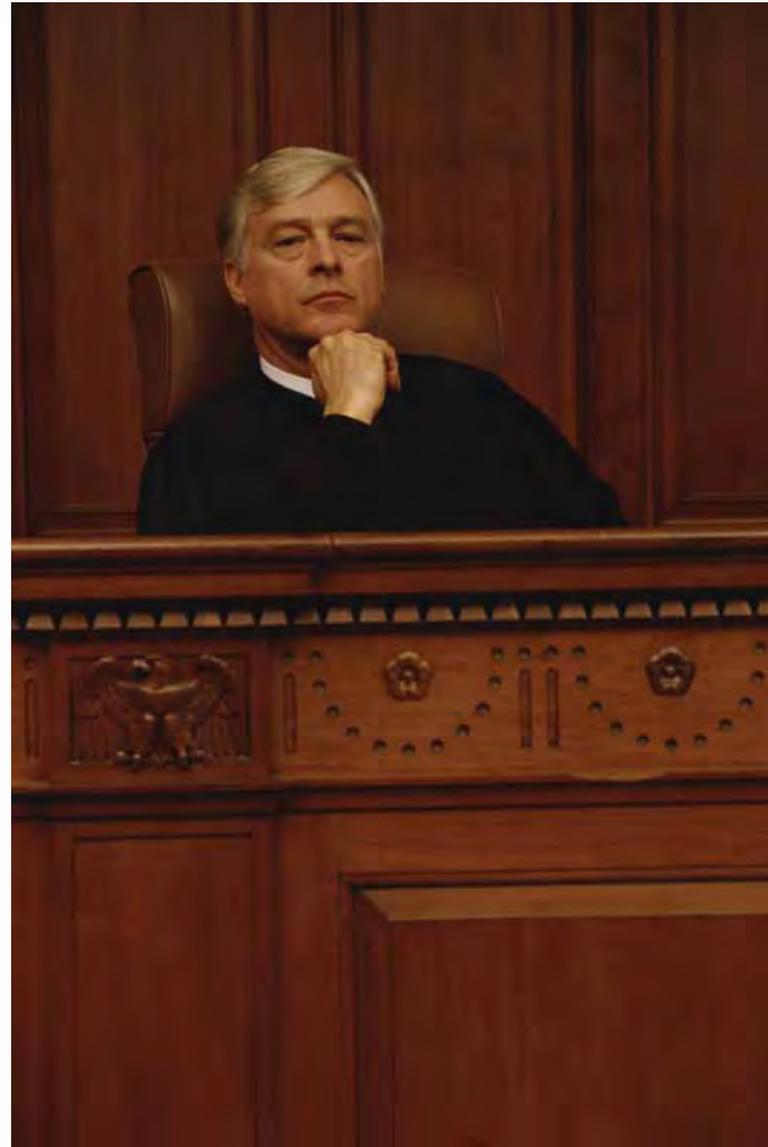
Central Council  
**Tlingit and Haida**

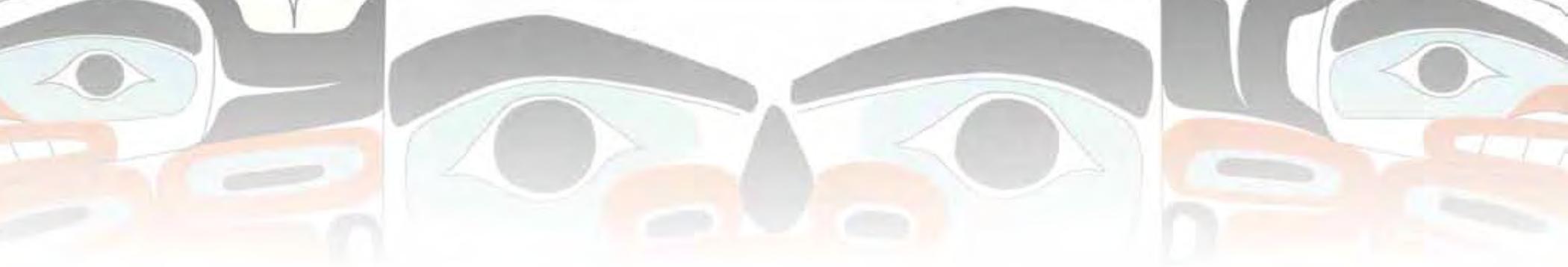


*Indian Tribes of Alaska*

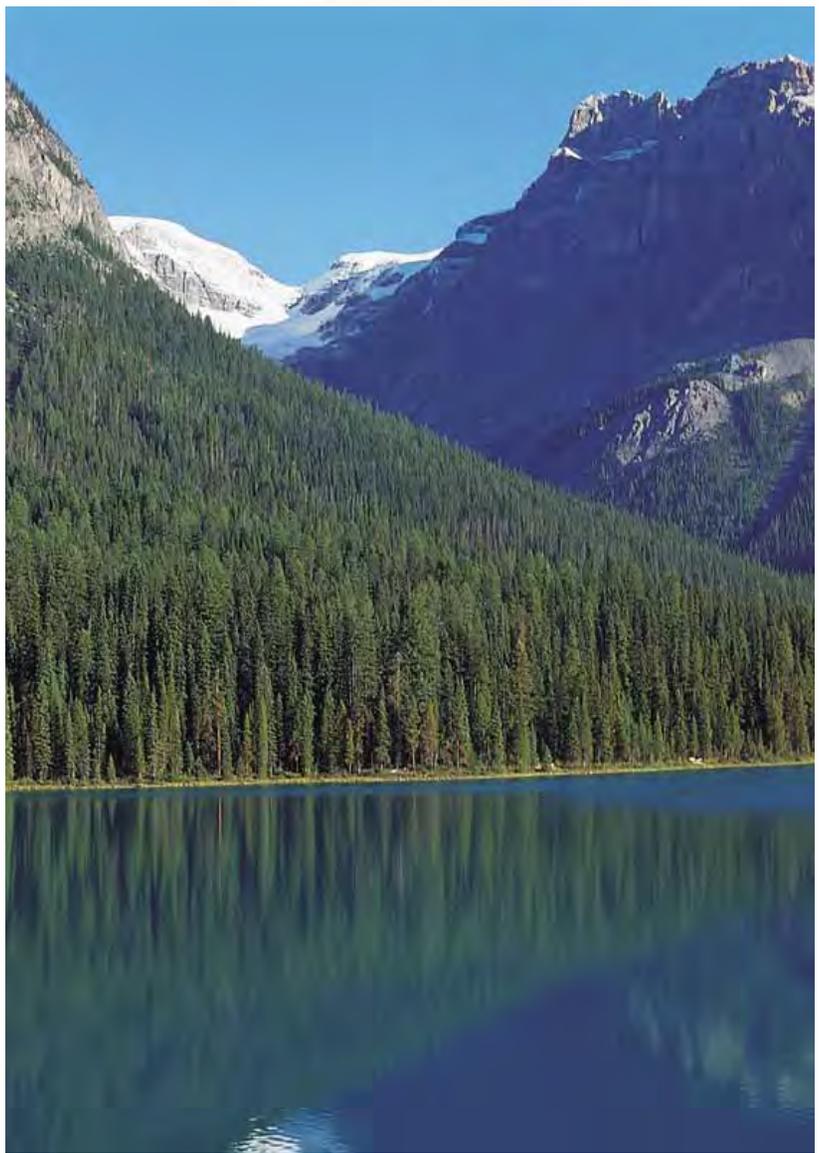


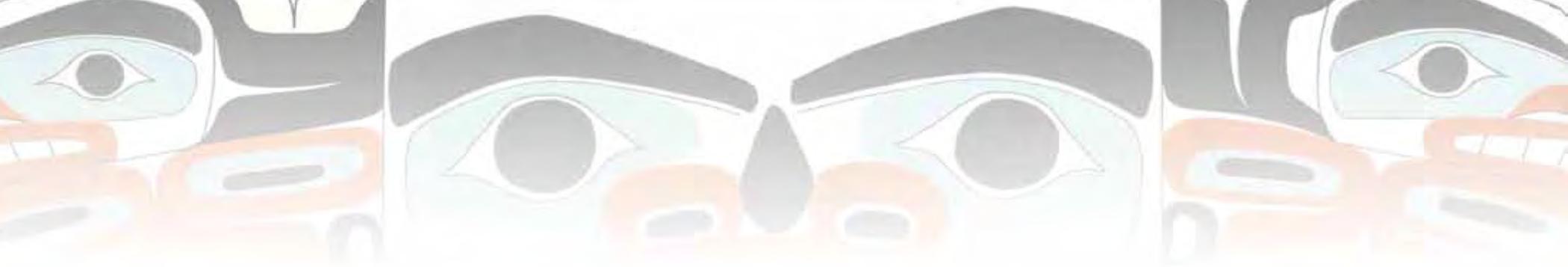
# CENTRAL COUNCIL OF THE TLINGIT AND HAIDA INDIAN TRIBES OF ALASKA





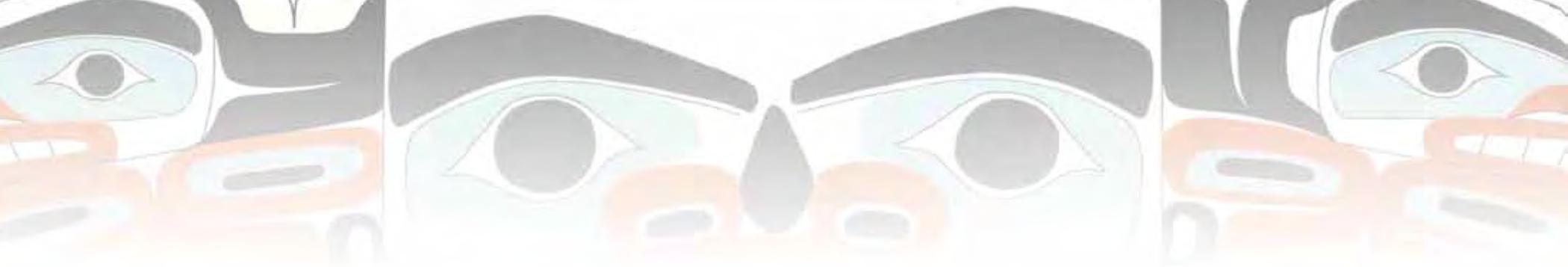
## SUIT



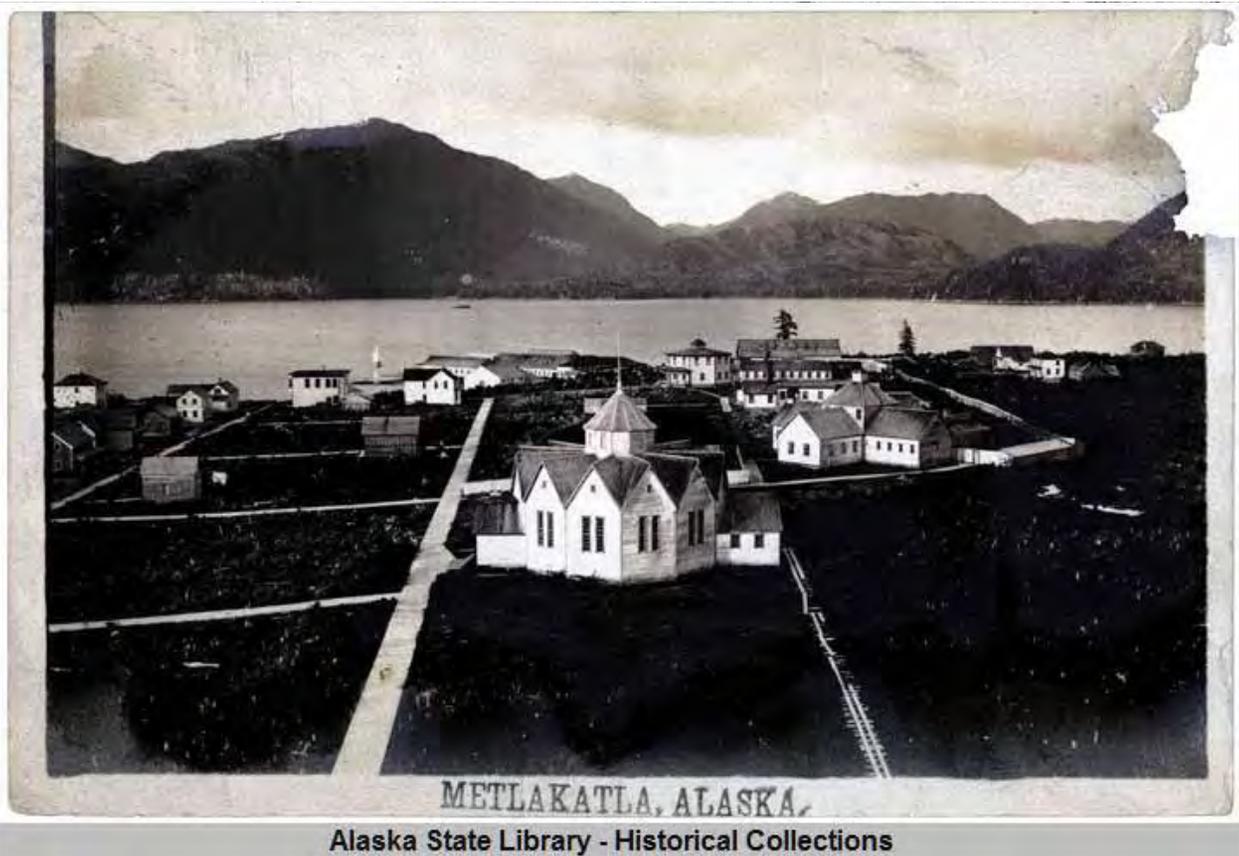


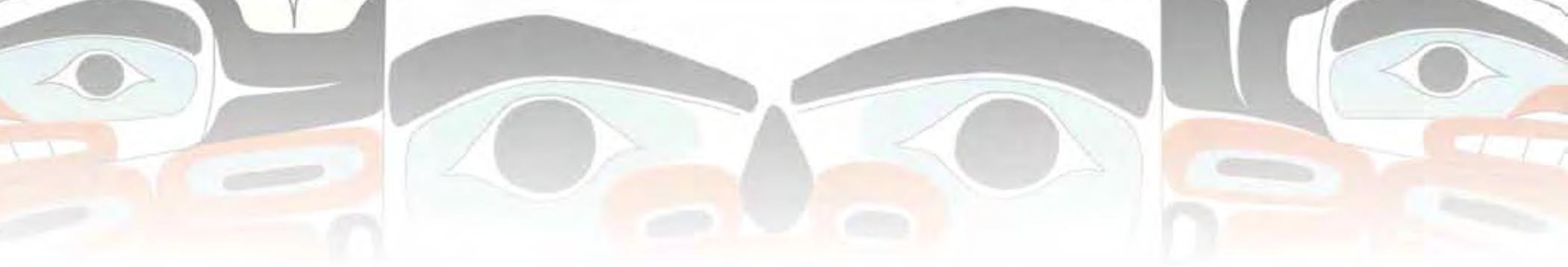
# TONGASS NATIONAL FOREST





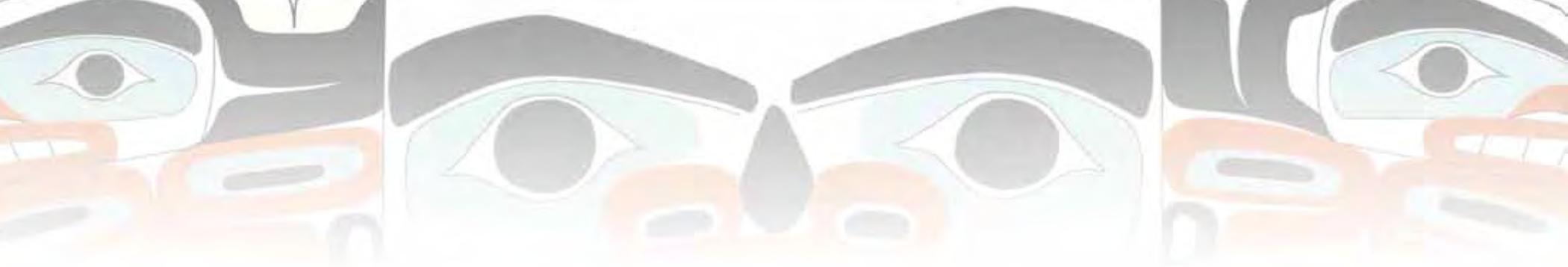
## GLACIER BAY NATIONAL MONUMENT





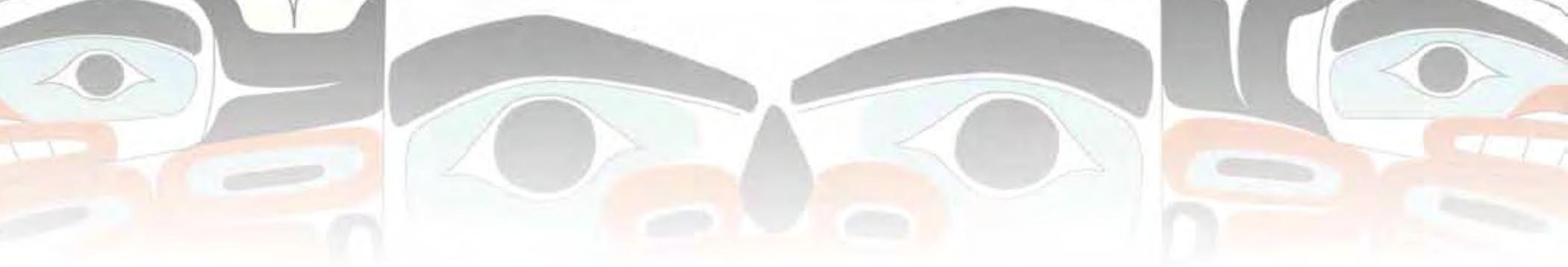
## RESERVATION





# ELECTED DELEGATES





## REPRESENT

ABORIGINAL RIGHTS

Indian claims

See card this file on INDIAN CLAIMS.

4/17/1930 John Gustgard tells Hydaberg Indians off as regards their Indian or aboriginal rights claims, etc. in speech at Hydaberg. V.G.

7/12/1930/8 Pres. Hoover makes a reserve for Indians of 625 sq. miles of land near Lake Tetlin in the upper Tanana. To teach them how to farm....????

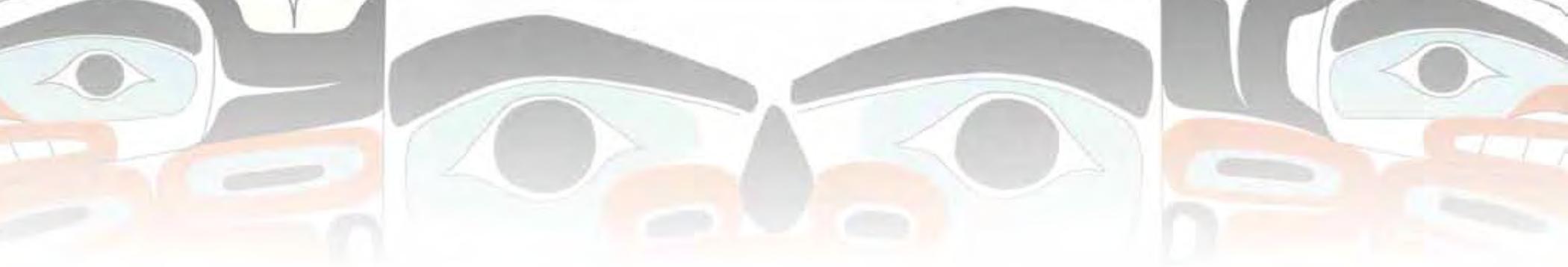
8/8/1931/8 Forest Service moves to prevent invasion of Auk Beach by Indians (Murphy family)

9/4/1931 Indians claim Auk tract by ancient usage....

12/14/1931 Legal battle over Murphy tract at Auk Beach begins in court today.

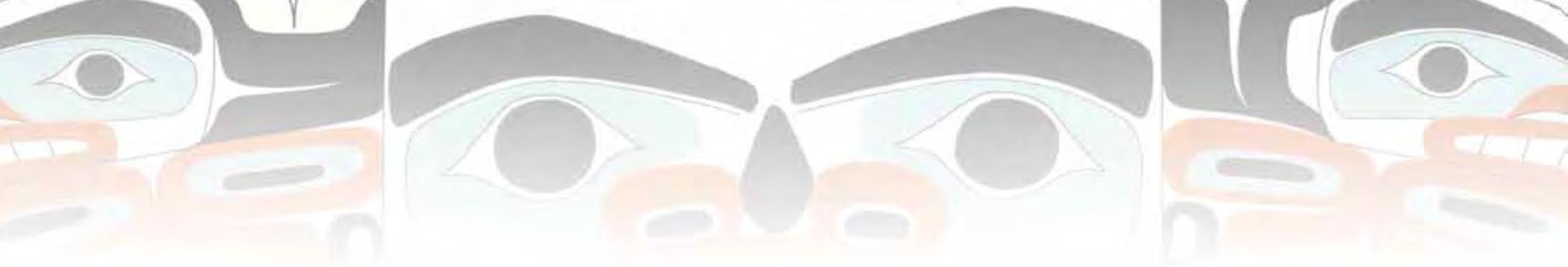
1/6/1932 Judge Harding rules that Auk Bay tract is not Indian ground! Says Murphy family is in trespass. Their grandparents may have lived there in 1884 but later moved away and only returned to the ground because the Glacier Highway was built.

6/28/1935/2 Indian Claims Bill passes Congress. Wm Paul was Indian Attorney.



## ENTITLED





## **BUREAU OF INDIAN AFFAIRS**



Alaska State Library - Historical Collections



## WELFARE