



*Based on
Alaska
Performance
Standards*

THE ROAD TO ANCSA

The Alaska Native Claims Settlement Act

Grade 6



Sealaska Heritage Institute

to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures



***Integrating culturally responsive place-based content with
language skills development for curriculum enrichment***

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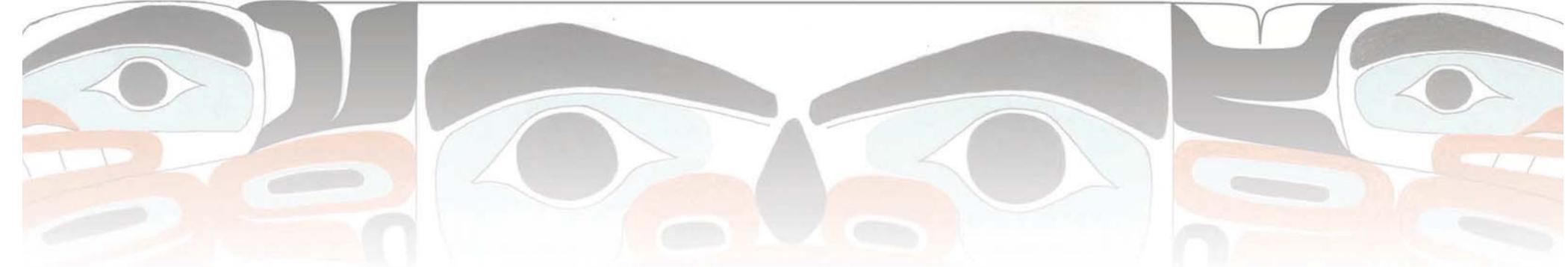
***Haa Aaní: Our Land* by Robert Davis Hoffmann**

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The contents of this program were developed by Sealaska Heritage Institute through the support of a \$1,690,100 federal grant from the Alaska Native Education Program.





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Introduction to the Developmental Language Process

THE DEVELOPMENTAL LANGUAGE PROCESS (DLP) is designed to instill language into long-term memory. The origin of the process is rooted in the academic struggles faced by many students as they progress through the grades from kindergarten to high school.

The process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

DLP takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard—this is represented by the second phase of the process, Basic Speaking—the

oral output stage of language acquisition.

As more language goes into a child's long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the process reflect the natural sequence of language development.

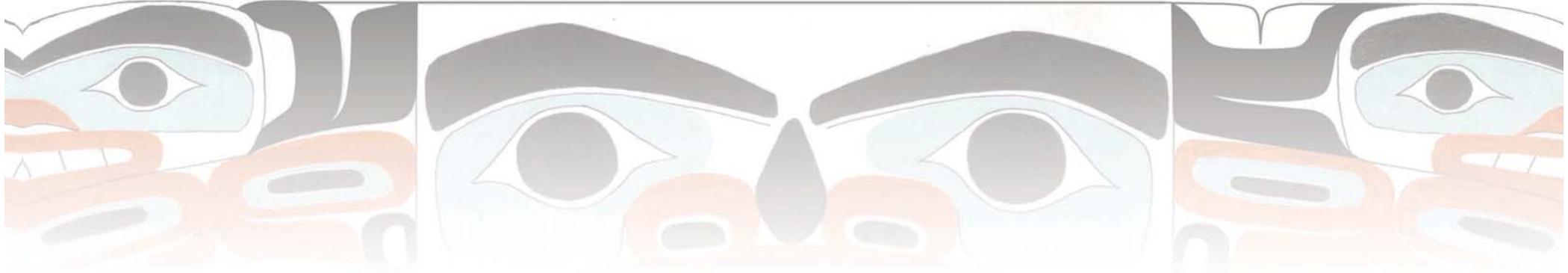
The listening and speaking skill areas represent the bases of human communication; most cultures in the world, including Alaska Native cultures, did not develop written forms of their languages. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the concepts of reading and writing before ever dealing with them as skills.

Process makes learning fun



The process uses games and competitions to engage the students and to make learning fun. Students scored on average in the 80 to 90 percentile when Sealaska Heritage Institute field tested the process in 2009. The process earned a thumbs up from students and teachers. "Kids are having fun while they're learning—I think that's why it's so effective," said teacher Ben Young.



Introduction to the Developmental Language Process

It is vital for the children to understand that reading and writing are talk in print.

The DLP integrates the language skills of listening and speaking with the skills of reading and writing. At this stage in the process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.

As more language goes into the children's long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn't work—in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words.

Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

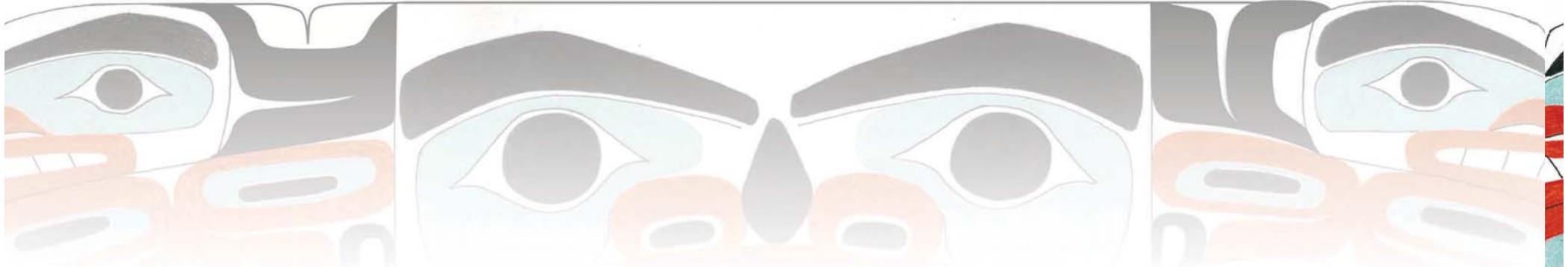
A child's ability to comprehend well in

listening and reading, and to be creatively expressive in speaking and writing, are dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented by this chart:

The Developmental Language Process

1 VOCABULARY	2 BASIC LISTENING <i>Whole Group</i> <i>Individual</i>	3 BASIC SPEAKING <i>Whole Group</i> <i>Individual</i>	6 BASIC READING <i>Sight Recognition</i> <i>Whole Group</i> <i>Individual</i> <u>Decoding & Encoding</u>	8 BASIC WRITING	10 EXTENSION
ACTIVITIES <i>As much as possible, use concrete materials to introduce the new words to the students. Match the materials with the vocabulary pictures.</i>	4 LISTENING COMPREHENSION <i>Whole Group</i> <i>Individual</i>	5 CREATIVE SPEAKING	7 READING COMPREHENSION	9 CREATIVE WRITING	



Alaska Performance Standards

THIS PROGRAM INCORPORATES the Alaska Performance Standards through a variety of activities. Each unit contains historical information, as well as listening, speaking, reading, and writing activities.

The Developmental Language Process is used to encourage the students to retain the vocabulary from each unit. The students are

encouraged to research a variety of subjects related to the units' themes and this often includes cross-cultural and multi-cultural issues.

The grade 6 program, *The Road To ANCSA*, takes the students from ancient times in Alaska, to the first contact with western cultures. The grade 7 program includes issues

from the Treaty of Cession in 1867, to the signing of ANCSA in 1971. The grade 8 level introduces the students to the details of ANCSA and related issues up to the present day.

Performance Standards included in this program:

History

AH.PPE 1, 2, 3
AH.ICGP 1
AH.PPE 2, 3
AH.CPD 1
AH.ICGP 2
AH.PPE 3
AH.CPD 2
AH.ICGP 3, 5
AH.CC 2
AH.CPD 3
AH.PPE 7
AH.ICGP 3

Reading

2.1.1, 2, 3, 4, 5
2.2. 1, 2, 3, 4
2.4. 1
2.5. 1, 2, 3
2.9. 1, 2, 3
2.11. 1

Writing

2.1.1, 3,
2.2. 1
2.3. 1
2.4. 1, 2, 3
2.5. 1
2.6. 1, 2, 3